

# ISCA ACADEMY



INSPIRATION FOR LIFE



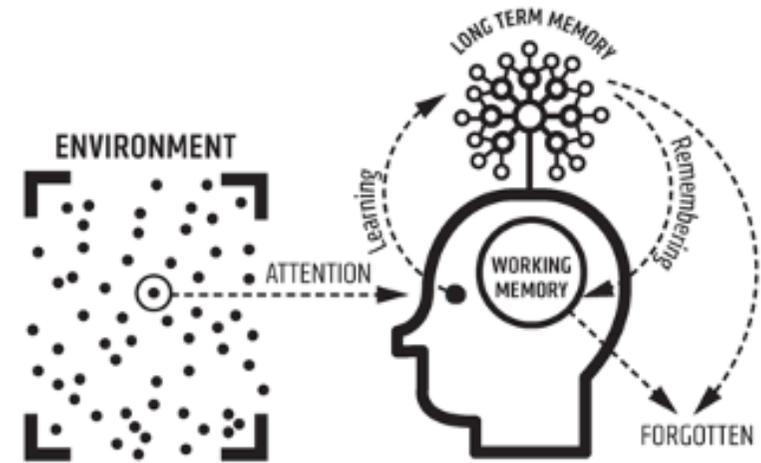
## KNOWLEDGE ORGANISER Spring 2021

Year 10

# Improving your Long-Term Memory

## Memory

- Your memory is split into two parts; the working-memory and the long-term memory. Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.
- You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.



Willingham Simple Model of Memory

- Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons. We have also introduced a new section entitled '**Enquiry Tasks**' to ensure you are able to apply this new knowledge in a variety of contexts. These will not be set every week but teachers will direct students when to complete these.
- There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to quickly recall key facts related to your subject or topic.

## How should I self-quiz and how often?

There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

1. **Make flash cards** based on the knowledge organiser and ask someone to quiz you.
2. **Create a revision clock.** Draw a clock and add the topic in the middle. Break the clock face into 10 minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
3. Cover up one section of the knowledge organiser and try and write out as much as you can from memory (**Look, Cover, Write, Check**).
4. **Draw a mind map**, jotting down everything that you can remember from the knowledge organiser
5. Make up **mnemonics** to help you remember key facts, then write these out from memory i.e. **Never, Eat, Shredded, Wheat** - to remember cardinal directions.

# Homework Expectations

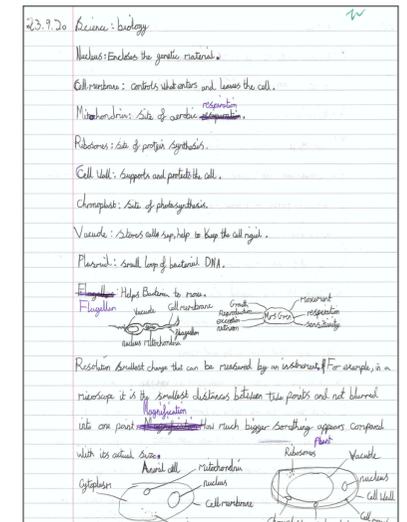
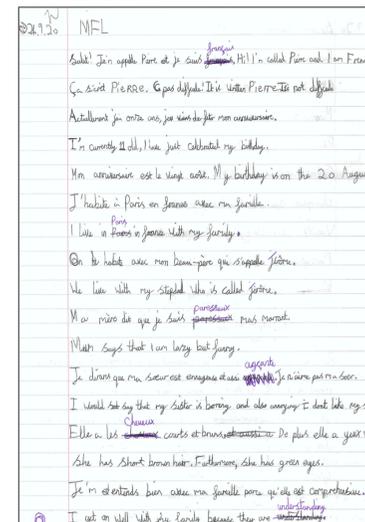
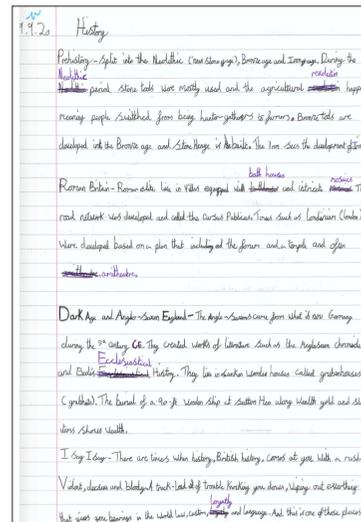
## How should I present my work?

Please remember that the same rules apply to the presentation of your homework as apply for your class work: dates and titles need to be underlined with a ruler and you should present your work as neatly as you are able to. We do not expect you to just copy work. If you are self-quizzing correctly, there should be evidence of purple pen on your page. Here are some examples of how to set out your work:

## Homework Schedule

You will be expected to have completed the homework on the day shown and your tutor will check it the following week. For example: On Mondays, you will be expected to show your completed English homework **from the previous week** in tutor time. Science will only be checked once a week, on a Wednesday.

Week A/B	Subject 1	Subject 2	Subject 3
Monday	English Literature		
Tuesday	Option A	RE	Science (Tassomai)
Wednesday	Option B	English Literature	Science (Tassomai)
Thursday	Option C	Science (Tassomai)	
Friday	Mathematics (Sparx)		



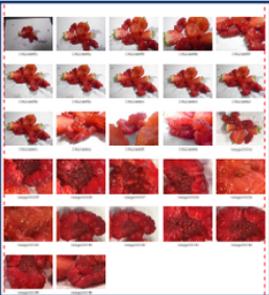
## How much work is expected?

- We expect you to spend between **20-30 minutes per subject** or **1 hour** on English and Maths.
- We expect you to complete at least **1 A4 page per subject, per night**. If however, you have spent the allotted time and not completed one page or if you have learnt the content in a different way (i.e. you have made flashcards), we would ask that you write a reflective sentence about what you have learnt and then get your parent / carer to sign the homework booklet so that your tutor knows that the work has been completed.
- In addition your teacher may set you further tasks to complete at home as your prepare for GCSE.**

# Art and Design

## Project 3: Close-Up

First finish all work started in your last lesson and then do these tasks. Complete one task per week to achieve a grade 4 or above. For grade 6 or above please make sure to complete these tasks with flare and dedication, talking regularly to your teacher.

Week 1&2: Recording my observations	Week 3&4: Researching artists	Week 5&6: copying artists
<p><b>Enquiry task 1:</b> Make some (more than 2) good quality, detailed tonal drawings of close-up studies. It might be the whole object or a zoomed in and enlarged section.</p> <p><b>Enquiry task 2:</b> Take 10 photos of interesting close-ups. Use dramatic camera angles, being creative with your viewpoints.</p> <p><b>Key Words</b></p> <p><b>Proportion:</b> the relationship between two parts or two measurements.</p>   <p>Photos of raspberries and strawberries</p>	<p><b>Enquiry task 1:</b> draw an analytical diagram for each artist shown below.</p> <p><b>Enquiry task 2:</b> research each artist and complete an 'I see, I think and I wonder'.</p> <p><b>Key Words</b></p> <p><b>Description:</b> a statement that gives factual details about an artwork.</p> <p><b>Analysis:</b> the process of breaking an artwork into smaller parts in order to gain a better understanding of it.</p> <p><b>Context:</b> all the things about an artwork that might have influenced the making of it/the artist.</p>   <p>Sarah Graham                      Edie Nadelhaft</p>	<p><b>Enquiry task 1:</b> produce an artist copy of your chosen image as accurately as you can. Where possible, use the media the artist has.</p> <p><b>Enquiry task 2:</b> Take photos of relevant close-up objects/subject matter and copy at least one of them in the style of the artist.</p> <p><b>Key Words</b></p> <p><b>Media:</b> the material and tools used by an artist or designer to create a work of art. I.e. "pen and ink"</p> <p><b>Technique:</b> how technical skills are used to create an artwork.</p> <p><b>Process:</b> the steps taken to create an artwork from start to finish.</p> <p><b>Subject matter:</b> the topic dealt with or the subject represented in a work of art. I.e. a raspberry.</p>  <p>Pinterest - GCSE art sketchbook pages</p>
<p><b>Steps to Success</b></p>		
<p>Take your time. Look closely. Measure the parts. Think carefully. Focus on what you find interesting. Enlarge smaller details. Use a variety of media and viewpoints.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.</p>	<p>Look closely. Draw all or part of the chosen image – copy what you see accurately. Use the same media as the artist (where possible) as well as the same techniques.</p>

# Art and Design

## Week 7&8: responding to artists

**Enquiry task 1:** produce some (more than 2) developments of your personal responses to artists – mixing artists' styles and your own photos/ drawings – experimenting with ideas, techniques and media.

**Enquiry task 2:** Choose your best 2 developments and combine them to produce a mini 'mock-up' of your final piece – test it out – what works – what needs to change? Prepare to start your final piece.

### Key Words

**Purposeful:** producing artwork for a specific reason/idea.

**Personal:** belonging to or affecting you, the artist, in a particular way.

**Response:** your creative reaction/idea – what you make

Pinterest - GCSE art sketchbook pages



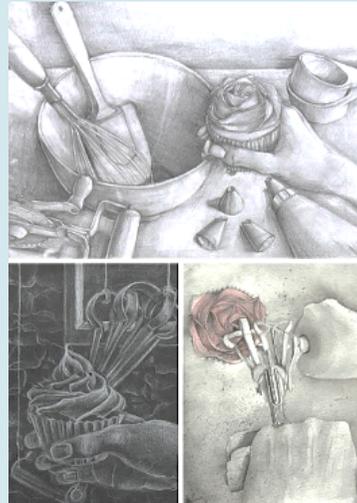
## Week 9&10: refine – final piece

**Enquiry task 1:** continue working on your final piece.

**Enquiry task 2:** reflect on the progress made during your mock (assessment week). Make notes of what's working, what's not and what you need to do next. **Keep working on your final piece.**

### Key Words

**Refine:** making small changes to improve an idea/artwork. Doing something again to make it better.



Student Art Guide: IGCSE Art – refining

## Week 11&12: refine – final piece

**Enquiry task 1:** Continue working on your final piece – complete it.

**Enquiry task 2:** complete an evaluation on your final piece and project as a whole.

### Key Words

**Conclusion:** the end or final part – the final outcome to an idea. A masterpiece in a gallery.



Pinterest - GCSE art

### Steps to Success

Take creative risks. Don't just copy what the artist does – play, experiment and combine. Don't just do something once, try it multiple times until you get the best result.

Plan thoughtfully – choose from your best developments. Comment on your chosen outcome and how it relates to the theme. Test it out and review your work – www/ebi...

Show off your best skills. Make your ideas and artist influences clear. TAKE YOUR TIME. Evaluate your work

# Computer Studies

Week 1	Week 2	Week 3
<p><b>LAN</b> - Small geographic area. All the hardware for the LAN is owned by the organisation using it. Wired with UTP cable, fibre optic cable or wireless using routers and Wi-Fi access points.</p> <p><b>WAN</b> - Large geographic area. All the hardware for the WAN is not owned by the person using it. Wired connections are using coaxial cable, fibre optic cable, and satellite connections.”</p> <p><b>Peer to peer</b> - All computers are equal. Computers serve their own files to each other. Each computer is responsible for its own security and backup. Computers usually have their own printer.</p>	<p><b>Client – Server</b> - A client makes requests to the server for data and connections. A server controls access and security to one shared file store. A server manages access to the internet, shared printers and email services. A server runs a backup of data</p> <p><b>Wireless Access Point</b> - A networking hardware device that allows a Wi-Fi device to connect to a wired network.</p> <p><b>Router</b> - A router sends data between networks. It is needed to connect a local area network to a wide area network. It uses the IP address on a device to route traffic to other routers</p>	<p><b>NIC - Network Interface Card/Controller:</b> A computer hardware component that connects a computer to a computer network.</p> <p><b>Switch</b> - A switch sends data between computers on a local area network. It uses the NIC address on a device to route traffic, it uses MAC addresses to send data.</p> <p><b>Wi-fi</b> - Wireless connection to a network. Requires a wireless access point or router. Data is sent on a specific frequency. Each frequency is called a channel</p> <p><b>Integer</b> – whole numbers</p> <p><b>Float/real</b> – decimal numbers</p>
<p><b>Enquiry Task:</b> Write two pseudocode loops – one which loops forever, one which outputs the numbers 1-100.</p>	<p><b>Enquiry Task:</b> Write pseudocode which would run a loop to count in 2s to 20.</p>	<p><b>Enquiry Task:</b> Write pseudocode including Selection which could work out your school year based on your age.</p>
Week 4	Week 5	Week 6
<p><b>Boolean</b> – Stores TRUE / FALSE.</p> <p><b>Char</b> – A single alphanumeric character or symbol</p> <p><b>String</b> – A sequence of alphanumeric characters and or symbols.</p> <p><b>Encryption</b> - Encoding readable data called plaintext into unreadable data called cipher text. Only the intended recipient can decode the data using a key. Protects communications from hackers.</p> <p><b>Star Topology</b> - Computers connected to a central switch. If one computer fails no others are affected. If the switch fails all connections are affected</p>	<p><b>Mesh Topology</b> - Switches (LAN) or routers (WAN) connected so there is more than one route to the destination.</p> <p><b>Malware</b> - Software written to cause loss of data, encryption of data, fraud and identity theft: virus, worm, trojan, ransomware and spyware</p> <p><b>FTP</b> – File Transfer Protocol Used for sending files between computers, usually on a wide area network.</p> <p><b>Integer</b> – Whole number</p> <p><b>Float / real</b> – decimal point number</p>	<p><b>SMTP</b> – Used for sending emails to a server.</p> <p><b>IMAP</b> – Used for managing remote boxes.</p> <p><b>POP</b> – Used for receiving emails from a server.</p> <p><b>HTTP</b> – Hypertext transfer Protocol, A client-server method of requesting and delivering HTML web pages.</p> <p><b>FTP</b> – File transfer protocol usually used over WANs.</p> <p><b>Layers</b> – Their purpose is to split up network connectivity. It means you can work on one layer without affecting the others.</p>
<p><b>Enquiry Task:</b> Write pseudocode which could calculate whether a given number is even or odd</p>	<p><b>Enquiry Tasks:</b> Complete page 35 in your black and purple revision book</p>	<p><b>Enquiry Tasks:</b> List all the network layers and explain what the purpose of each layer is</p>

# Computer Studies

Week 7	Week 8	Week 9
<p><b>Brute-force attack</b> - A trial and error method of attempting passwords. Automated software is used to generate a large number of guesses</p> <p><b>Data interception and theft</b> - Stealing computer-based information usually through packet sniffing.</p> <p><b>Firewall</b> - A computer application used in a network to prevent external users gaining unauthorised access to a computer system</p> <p><b>Physical Security</b> - Any form of real world physical security to help protect data and systems e.g. Alarms, locks, security patrols etc</p>	<p><b>Operating system</b> - A sub-category of systems software. An operating system allows the user to install applications which then can interact with the hardware underneath via the operating system software.</p> <p><b>User interface</b> - The means by which the user and a computer system interact, in particular the use of input devices and software.</p> <p><b>Multitasking</b> - Running more than one application at a time by giving each one a slice of processor time.</p>	<p><b>Driver</b> - Translates commands from the operating system into hardware specific commands that a device understands. e.g. A printer driver tells the printer how to print a document from the operating system.</p> <p><b>Defragmentation software</b> - Different sized files saved on disk are deleted over time creating gaps on the disk. New files fill up the gaps, but may need more space than the gap provides resulting in fragments of the file being spread across the disk. Defragmentation rearranges parts of files back to contiguous space. Makes access quicker.</p>
<p><b>Enquiry Task:</b> Explain how your phone prevents a Brute force attempt and include what physical security you could add to prevent unauthorised entry to your phone at home.</p>	<p><b>Enquiry Task:</b> Write the SQL needed to obtain all the firstnames from a table called <b>students</b> who are 16 yearsOld.</p>	<p><b>Enquiry Task:</b> List all the different operating systems you have used. Explains the features of the operating system and how it aids the user.</p>
Week 10	Week 11	Week 12
<p><b>Data compression software</b> - Reduces the size of a file. Takes up less disk space. Quicker to download over the internet. Compressed files must be extracted before they can be read.</p> <p><b>Utility software</b> - A systems program that performs some specific task in the operation of the computer, for example file backup, virus checking or a compression program.</p> <p><b>User management</b> - Operating system provides for: Allowing different people to log into the same computer with a username and password. Remembering personal settings. Managing access rights to files.</p>	<p><b>Assessment week</b></p> <p>You will need to check all keywords for this week. All teacher resources and lessons are in google classroom</p> <p>Check pages 34 – 50 (Section 3) The review questions on page 50 outlines a full checklist of knowledge required both keywords and programming.</p> <p><b>Black and Purple</b> book Electronic Workbooks 1.3 – 1.5</p>	<p><b>Teacher set homework based on knowledge gaps identified in assessments</b></p> <p>Use this QR code to check and update all of your key terminology on google classroom.</p> 
<p><b>Enquiry Task:</b> Complete page 48-49 in the black and purple book</p>	<p><b>Enquiry Task:</b> Complete page 50 in the black and purple book</p>	

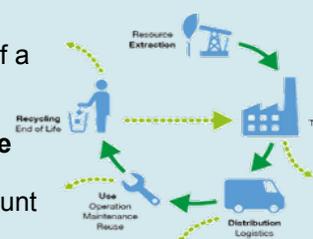
# Dance

Week 1	Week 2	Week 3
<p><i>Professional Work: Emancipation of Expressionism</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Hip Hop:</b> A culture and art movement that was created by African Americans, Latino Americans and Caribbean Americans in the Bronx, New York City. It usually refers to dance and music.</li> </ul>	<p><i>Professional Work: Emancipation of Expressionism</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Auditory Stimulus:</b> Something that you can hear that inspires artists to make art (in this case, dance). Examples could include sounds, speech or music.</li> <li>● <b>Composer:</b> Someone who writes or creates a music piece.</li> </ul>	<p><i>Professional Work: Emancipation of Expressionism</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Physical Skills:</b> Performance skills that rely on the use of the body</li> <li>● <b>Expressive Skills:</b> Performance skills that rely on a dancers' personal interpretation</li> <li>● <b>Mental Skills:</b> Performance skills that rely on the mind</li> </ul>
<p><u>Enquiry Task:</u> Research the history of one of the following Hip Hop styles and make notes on how it started, and how it has developed: Popping, Locking, Animation, Krumping, Breaking</p>	<p><u>Enquiry Task:</u> Research the composer Olufar Arnolds and make notes on his style and background. Choose one piece of his that inspires you and explain why you like it.</p>	<p><u>Enquiry Task</u> Design an activity or exercise that a dancer could do everyday for a week in order to improve ONE physical, expressive or technical skill (e.g. strength, musicality or movement memory)</p>
Week 4	Week 5	Week 6
<p><i>Professional Work: Emancipation of Expressionism</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Constituent Features:</b> The elements of dance that work together to form a completed piece, e.g. movement components, dancers, structure, production elements</li> <li>● <b>Production Elements:</b> The elements involved in creating a piece of dance for a professional performance in a theatre. Elements include set, costume, music.</li> </ul>	<p><i>Professional Work: Infra</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Neoclassical Ballet:</b> a cultural movement in art (literature, theatre, music, and architecture) in the West, that drew inspiration from classical art and culture.</li> <li>● <b>'Vida Infra':</b> Latin, meaning 'see below'</li> </ul>	<p><i>Professional Work: Infra</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Thematic stimulus:</b> A topic based starting point for a dance idea. Historical, political or cultural issues and events make good thematic stimuli!</li> <li>● <b>Inferences:</b> a conclusion reached on the basis of evidence and reasoning. In the case of Infra, it means making assumptions about a person or situation based on what you can see on the outside.</li> </ul>
<p><u>Enquiry Task:</u> Watch any piece of dance of your choice on youtube (it must be performed in a theatre, with production elements). Make detailed notes on the constituent features.</p>	<p><u>Enquiry Task:</u> Research the dance style Neoclassical Ballet. Make notes on the history, background, origins, key influences, stylistic features and key practitioners who used it.</p>	<p><u>Enquiry Task:</u> Research the 2007 London Bombings. Write a diary entry from the point of view of someone who was involved. This could be a passenger, paramedic, or firefighter etc. Focus on their emotional response to the event.</p>

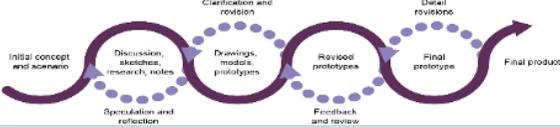
# Dance

Week 7	Week 8	Week 9
<p><i>Professional Work: Infra</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>LED:</b> Light emitting diode. Used to create the</li> <li>● <b>Monochrome:</b> Refers to variations of one colour (usually black and white). The costume, set, lighting and LED screen in Infra are of a monochrome colour scheme.</li> </ul>	<p><i>Professional Work: Infra</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Interrelationships:</b> The way in which each of two or more things are related to the other or others. In this case, the constituent features of the dance, as well as the process, techniques and approaches used to create it.</li> </ul>	<p><i>Professional Work: Ghost Dances</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Folk:</b> Traditional art of a particular culture (in the case of Ghost Dances, traditional dance from Chile)</li> <li>● <b>Purpose:</b> The reason for creating a dance (in the case of Ghost Dances, to raise awareness about the genocide in Chile)</li> </ul>
<p><u>Enquiry Task:</u> Research the artist Julian Opie and find one film or art work of his that inspires you. Make notes explaining what you like about it.</p>	<p><u>Enquiry Task:</u> Watch any piece of dance of your choice on youtube (performed in a theatre, with production elements). Make notes on how the constituent features interrelate to each other (e.g. find links between the costume and movement, or set and music etc)</p>	<p><u>Enquiry Task:</u> Research a folk dance style from any culture of your choice. Make notes on the history, background, origins, and stylistic features.</p>
Week 10	Week 11	Week 12
<p><i>Professional Work: Ghost Dances</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Genocide:</b> the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.</li> <li>● <b>Regime:</b> a government, especially an authoritarian one, and/or a system or ordered way of doing things.</li> </ul>	<p><i>Professional Work: Ghost Dances</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Character:</b> A person in a novel, play, film or dance work. There are many characters in Ghost Dances.</li> <li>● <b>Narrative:</b> A dance with a storyline. Can also refer to a type of dance structure in which the dance is ordered using the storyline.</li> </ul>	<p><i>Professional Work: Ghost Dances</i> <u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Backdrop:</b> a painted cloth hung at the back of a theatre stage as part of the scenery.</li> <li>● <b>Flats:</b> a flat piece of theatrical scenery which is painted and positioned on stage so as to give the appearance of buildings or other background.</li> </ul>
<p><u>Enquiry Task:</u> Research the 'Pinochet Regime' using the internet. Make notes on the history, background, key leaders, and key events.</p>	<p><u>Enquiry Task</u> Find a piece of dance on youtube with a narrative and characters. Make notes on the approaches the choreographer has used in order to create ONE of the characters (e.g. costume, movement, music etc). Explain if this was successful.</p>	<p><u>Enquiry Task</u> Choose a piece of dance that you enjoy. Design a backdrop that could be used in one of the sections to help the audience understand the theme or narrative more easily. Explain your design choices.</p>

# Design & Technology

Week 1	Week 2	Week 3
<p><b><u>Automation</u></b> A process to improve efficiency, reliability and speed of tasks previously carried out by humans.</p> <p><b>1. Automation:</b> Robotic manufacturing processes that offer significantly greater consistency, accuracy, reliability and productivity than human workers.</p> <p><b>2. Cooperatives</b> organisations or businesses that are owned and run by its members.</p> <p><b>3. Fairtrade</b> ensures better prices, decent working conditions and fair terms of trade for farmers and workers in less economically developed countries.</p>	<p><b>1. Non finite resources</b> are those that are unlikely to be exhausted, or those that are replaced faster than we can use them.</p> <p><b>2. Continuous improvement</b> is an approach that seeks to continually improve and develop products, services and procedures for the better.</p> <p><b>3. Inclusive design</b> Designs which are developed to be easily used by the elderly or disabled people.</p> <p><b>ENQUIRY TASK 1: Logon to focuselearning and research Energy Use and the Environment. Summarise findings on PowerPoint (Renewable vs Non Renewable, Waste Management).</b></p>	<p><b><u>Innovation</u></b> The creation of a new product, with the aim of improving efficiency, effectiveness or competitive advantage.</p> <p><b>1. Technology push</b> - Research and development in new technology, drives the development of new products.</p> <p><b>2. Market pull</b> - Consumer driven pressure causes manufacturers to continuously develop new products or add functionality to existing products.</p> <p><b>3. Cobots</b> - Collaborative robots allow greater human-robot interaction. They work with humans rather than for them to significantly improve productivity.</p>
Week 4	Week 5	Week 6
<p><b><u>Digitisation</u></b> The automation of existing manual/paper-based processes from an analogue to a digital format.</p> <p><b>Life cycle assessment (LCA)</b> Evaluates the environmental impact of a product.</p>  <p><b>Planned obsolescence</b> Products that are only built to last a short amount of time.</p> <p><b>ENQUIRY TASK 2: Complete a Case Study – James Dyson. Further info can be found on focuselearning.</b></p>	<p><b><u>Longevity</u></b> How long a product is used for without failing. Also, how long a product remains in the market place.</p> <p><b>1. Computer Aided Design (CAD)</b> CAD software is used to create precision 2D or 3D drawings, models or technical illustrations.</p> <p><b>2. Computer Aided Manufacture (CAM)</b> CAM uses Computer Numerical Control (CNC) and CAD files to generate 3D tool paths for the machinery to follow. CAM machinery includes laser cutters, embroidery machines, CNC milling machines, routers and lathes.</p>	<p><b>Flexible manufacturing systems (FMS)</b> involves an assembly of automated machines commonly used on short-run batch production lines where the products frequently change.</p> <p><b>Lean Manufacturing</b> Aims to manufacture products just before they are required to eliminate areas of waste.</p> <p><b>Just In Time Production (JIT)</b> Items are created as they are demanded. No surplus stock of raw material, component or finished parts are kept.</p> <p><b>ENQUIRY TASK 3: On PowerPoint, 2 examples for each of the above with pictures.</b></p>

# Design & Technology

Week 7	Week 8	Week 9
<p><b>User centred design</b> The focus of user-centred design is the client or user group.</p> <p><b>Systems approach to design</b> represents a sequence of actions, often based on an input-process-output model.</p> <p><b>Collaborative Design</b> is working with others to greatly increase creativity.</p> <p><b>Iterative design</b> cycle enables the designer to refine their work in progress.</p> 	<p>Designing and design decisions:</p> <ol style="list-style-type: none"> <li><b>Ergonomics</b> is the process of designing or arranging products so that they fit the people who use them.</li> <li><b>Anthropometrics</b> is the measurement of body sizes at rest and when using products and furniture.</li> <li><b>Prototype:</b> is a first or preliminary version of a product which can be modified further.</li> </ol> <p><b>ENQUIRY TASK 4:</b> Logon to focusearning and research Design Movements. Summarise on PowerPoint.</p>	<p>Designing and design decisions:</p> <ol style="list-style-type: none"> <li><b>Quality control (QC)</b> Process to check quality against a set standard or specification: the quality of the product at different stages of production.</li> <li><b>Quality assurance (QA)</b> Does <b>not</b> check the quality of the final product but the quality of all systems on the production line, staff training and quality monitoring.</li> <li><b>Tolerance</b> is an acceptable margin of error for manufactured parts.</li> </ol>
Week 10	Week 11	Week 12
<ol style="list-style-type: none"> <li><b>Technology push</b> Research and development in new <b>technology</b>, drives the development of new products.</li> <li><b>Market pull</b> Consumer driven pressure causes manufacturers to continuously develop new products or add functionality to existing products.</li> <li><b>Cobots</b> Collaborative robots allow greater human-robot interaction. They work with humans rather than for them to significantly improve productivity.</li> </ol> <p><b>ENQUIRY TASK 5:</b> Logon to focusearning and complete a case study – Designer, Philippe Starck.</p>	<p><b>Toughness</b> - The ability of a material to absorb energy and not fracture.</p> <p><b>Malleability</b> - The ability of a material to deform under compression and take on a new shape.</p> <p><b>Elasticity</b> - The ability of a material to resume its normal shape after being stretched or compressed.</p> <p><b>Hardness</b> - The ability of a material to withstand abrasion</p> <p><b>Ductility</b> - The ability of a material to be hammered thin or stretched into wire without breaking.</p> <p><b>ENQUIRY TASK 6:</b> Write out each of these 11 definitions (Wk 11 &amp; 12) in your exercise book.</p>	<p><b>Motion</b> - The action or process of movement in a particular direction.</p> <p><b>Linkage</b> - A linkage can change the direction of motion and the amount of force.</p> <p><b>Magnitude</b> - is the size or amount of something, as opposed to its direction.</p> <p><b>Fulcrum (pivot)</b> - Is the point where a lever pivots to move a load.</p> <p><b>Velocity</b> - The speed of an object in a given direction.</p> <p><b>Equilibrium</b> - When a lever is balanced it has equilibrium, the load is balanced on either side.</p>

# Drama

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Brief:</b> a task or guidelines given to a choreographer so they can meet an objective</li> <li>● <b>Stimulus:</b> Inspiration for a dramatic concept or story</li> <li>● <b>Purpose:</b> The reason for the piece of drama being created</li> <li>● <b>Target Audience:</b> A particular group of people at which the piece of drama is aimed</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Intention:</b> The idea, message or emotion to be conveyed to the audience</li> <li>● <b>Style:</b> A distinctive way of presenting the drama that identifies it as belonging to a particular director, period or company.</li> <li>● <b>Practitioner:</b> a person actively engaged in creating drama. For example an actor, director or designer</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Devising Process:</b> Activities involved in creating characters, scenes and movement sequences.</li> <li>● <b>Performance Space:</b> The environment in which the drama is to be performed</li> <li>● <b>Types of stage:</b> There are many types of staging to consider; 'End on', 'Traverse', 'Theatre in the round' and 'thrust' are the most common</li> </ul>
<p><b>Enquiry Task:</b> Use the internet to research the component 3 stimulus, and brief</p>	<p><b>Enquiry Task:</b> Complete your notes to take into your 'initial ideas' controlled assessment. These can be a page of A4, hand written or typed but they must be notes and not complete sentences.</p>	<p><b>Enquiry Task</b> Make a rehearsal plan that documents the progress you wish to make with your devising process. Remember to include the techniques and processes you will use, and deadlines for each.</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Structure:</b> The way in which a piece of drama is built, ordered or organised</li> <li>● <b>Conventions:</b> A way of presenting an idea used in a particular style of drama</li> <li>● <b>Climax:</b> The most significant moment of the drama, the point of highest tension.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Technical Requirements:</b> The lighting, sound, set and props that your piece requires to be successful.</li> <li>● <b>Designer:</b> A practitioner responsible for the creation and organization of a technical requirement of the piece.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Devising techniques:</b> Methods used by practitioners to create scenes</li> <li>● <b>Improvisation:</b> Exploration or generation of action or dialogue without planning</li> <li>● <b>Hot seating:</b> Using questioning to develop a character's back-story.</li> </ul>
<p><b>Enquiry Task:</b> Create 3 possible structure ideas for your drama. Draw a diagram or flowchart; write a description explaining how each structure links to the stimulus/ purpose or idea for the piece. Identify what conventions you will use and where your climax will be.</p>	<p><b>Enquiry Task:</b> Consider a design element you will need for your piece of drama. How will it help convey your intention to an audience? How will the performers interact with the design element?</p>	<p><b>Enquiry Task:</b> Create a monologue for one of your characters response to the Component 3 stimulus. Record yourself speaking your monologue.</p>

# Drama

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Direct address:</b> When a performer speaks directly to the audience.</li> <li>● <b>Narration:</b> Verbally telling the audience a part of the story you are presenting</li> <li>● <b>Thought Tracking:</b> Freezing the action and having a character briefly explaining their thoughts or feelings to the audience.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Multirole:</b> When one actor plays multiple roles</li> <li>● <b>V-effect:</b> Putting the audience at a critical distance from the characters and story, so they can question why it is happening.</li> <li>● <b>Verbatim:</b> Using the exact words of a real person to construct the script for your performance.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Relationships:</b> The interaction between characters based on their 'given circumstances'</li> <li>● <b>Tension:</b> A feeling created by focusing on the build up to events</li> <li>● <b>Proxemics:</b> The creation of meaning by the positioning of actors on stage.</li> </ul>
<p><b>Enquiry Task:</b> Experiment with using direct address in your piece of drama. What form of direct address would best suit your chosen style and theme? What effect does the direct address have</p>	<p><b>Enquiry Task:</b> Look at a scene you have planned think what techniques you could use to achieve the v-effect. Then think what techniques you could use to maximize the audiences emotional involvement in the story. Try the scene both ways, which fits best with your intentions.</p>	<p><b>Enquiry Task:</b> Look at a scene you have devised consider how the proxemics of this scene help communicate the relationships and create tension. Think of three key moments where you could improve the proxemics in order to communicate the meaning more clearly. Re-plan the movements for this scene.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Refinement:</b> Improving a drama by making small changes.</li> <li>● <b>Rehearsal Skills:</b> Skills used during the rehearsal process to improve the composition and performance of a piece of drama</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Physical performance skills:</b> Posture, gesture, stance, balance and facial expressions are all physical performance skills.</li> <li>● <b>Vocal performance skills:</b> Tone, pitch, pace, pause, articulation, projection are all vocal performance skills.</li> </ul>	<p><u>Key Words</u></p> <p><b>Evaluation:</b> Analyzing how effective you have been at meeting your aims and the aims of the brief. Providing evidence to back up your claims.</p> <p><b>Evidence:</b> Descriptions of specific moments in your performance that link your work to the brief or your dramatic intentions.</p>
<p><b>Enquiry Task:</b> Complete the notes for your 'Skills log' ready for your controlled assessment, think about how your piece has developed, what your role was within the group, how practitioners' work has influenced your own work, how you ensured your work fit the brief.</p>	<p><b>Enquiry Task</b> Identify any physical and vocal performance skills that need to be used by the actors in your group in order to make the intention of your drama clearer to the audience and explain how you will use them or improve your use of them.</p>	<p><b>Enquiry Task</b> Complete your notes for your 'Evaluation Report' provide evidence that proves you have successfully fulfilled the brief but also include areas you think you could improve on to make your piece even more successful.</p>

# English Literature

Week 1 - A Christmas Carol	Week 2 - Macbeth	Week 3 - The Supernatural
<p><b>Enquiry Task 1:</b> create a timeline to revise the plot of ACC. Add additional details if you can:  <b>The Plot</b>  <b>Stave 1:</b> Exposition &amp; Marley's Ghost  <b>Stave 2:</b> Ghost of Christmas Past (Nostalgia)  <b>Stave 3:</b> Ghost of Christmas Present (Sympathy)  <b>Stave 4:</b> Ghost of Christmas Yet to Come (Fear)  <b>Stave 5:</b> Scrooge's Redemption</p> <p><b>Enquiry Task 2:</b> create a mind-map of the following, adding details about what influenced Dickens to write ACC:  <b>Dickens was influenced by...</b></p> <ul style="list-style-type: none"> <li>his own experiences of poverty as a child,</li> <li>The victimization of the masses in the industrial era,</li> <li>the horrific revelations of The Second Report of the Children's Employment Commission, exposing the effects of the Industrial Revolution upon working class children,</li> <li>the negative effects of the Poor Law Amendment Act, 1834</li> <li>the widespread endorsement of Malthusian economic theory,</li> </ul> <p><b>Enquiry Task 3:</b> write down the following themes, and <i>at least one quote for each one.</i>  <b>Themes:</b></p> <ul style="list-style-type: none"> <li><b>Social Justice</b></li> <li><b>Greed/ Poverty</b></li> <li><b>Isolation/ Family</b></li> <li><b>Divine Judgment / Christian Values</b></li> </ul> <p><b>Enquiry Task 4: REVISION</b> – create a mind-map for Mr Birling from AIC. In the centre, write who he symbolises, and then add <i>at least 4 quotes</i> to your mind-map from different parts of the book.</p>	<p><b>Enquiry Task 1:</b> write down the following words/terms:  <b>Jacobean Era</b>- the era of King James I of England  <b>Tragedy</b>- a play in which the hero meets their doom as a result of their own weaknesses or failures.  <b>The Divine Right of Kings</b> – the belief that a king is God's representative on earth.  <b>The Great Chain of Being</b> – a Christian hierarchy  <b>The Gunpowder Plot</b> – a failed Catholic attempt to blow up parliament and assassinate king James in November 1605.</p> <p><b>Enquiry Task 2:</b> write down the following quotes in a timeline. Annotate/ complete the Isca Why Tree for the underlined quotes:  <b>Macbeth the hero (appearances) (Act 1, Sc. 2)</b>  Sergeant: Brave Macbeth  <u>Sergeant: Disdaining Fortune, with his brandished steel/ Which smoked with bloody execution</u>  Sergeant: Valour's minion  Sergeant: Unseamed him from the nave to th' chops  Duncan: Oh Valiant Cousin! Worthy Gentleman!</p> <p><b>Macbeth the man (reality) (Act 1, Sc. 3)</b>  Macbeth: Stay you imperfect speakers  Macbeth: Why hath it given me earnest of success?  Macbeth: Why do I yield to that suggestion whose horrid image doth unfix my hair and make my seated heart knock at my ribs?  Macbeth: function is smothered in surmise  Banquo: oftentimes, to win us to our harm,  The instruments of darkness tell us truths,  Win us with honest trifles, to betray 's  In deepest consequence.</p> <p><b>Macbeth: (Act 1, Sc. 4)</b>  <u>Macbeth: Stars, hide your fires: Let not light see my black and deep desires.</u></p> <p><b>Enquiry Task 3: REVISION</b> – create a mind-map for Scrooge from ACC. In the centre, write who he symbolises, and then add <i>at least 4 quotes</i> to your mind-map,</p>	<p><b>Enquiry Task 1:</b> write down the following words/terms:  <b>Patriarchy</b>- a society dominated by men  <b>Socially conservative values</b>- a system of traditional values that aims to resist change.  <b>Demonologie (1597)</b> – a book written by King James I on the subject of witchcraft.</p> <p><b>Enquiry Task 2:</b> write down the following quotes in a timeline. Annotate/ complete the Isca Why Tree for the underlined quotes:  <b>Lady Macbeth (The Fourth Witch) (Act 1, Sc. 5)</b>  <u>Lady M: Come you spirits that tend on mortal thoughts, unsex me here.</u>  Lady M: Make thick my blood and stop up the access and passage to remorse  Lady M: Look like th' innocent flower,. But be the serpent under 't.</p> <p><b>(Act 1, Sc.6)</b>- Duncan and his party arrive at the gates of Macbeth's castle</p> <p><b>Lady Macbeth's Persuasion (Act 1 Sc.7)</b>  Macbeth: I have no spur to prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself And falls on th' other.  Lady Macbeth: Screw your courage to the sticking place and we'll not fail.  <u>Macbeth: False face must hide what false heart doth know</u></p> <p><b>The Dagger Scene (Act 2, Sc.1)</b>  Banquo: Who goes there?/ Macbeth: A friend  Macbeth: Is this a dagger which I see before me, The handle toward my hand?  Macbeth: A dagger of the mind, a false creation of the heat oppressed brain?  Macbeth: It is done. The bell invites me.  Hear it not, Duncan, for it is a knell  That summons thee to heaven or to hell.</p> <p><b>Enquiry Task 3: REVISION</b> – create a mind-map for Eric from AIC. In the centre, write who he symbolises, and then add <i>at least 4 quotes</i> to your mind-map,</p>

# English Literature

Week 4 - Murder	Week 5 - Kingship	Week 6 - Tragedy
<p><b>Enquiry Task 1:</b> write down the following words/terms:  <b>Foil-</b> a character who contrasts with another character  <b>Irony-</b> when the significance of something is the opposite to what is said.</p> <p><b>Enquiry Task 2:</b> write down the following quotes in a timeline. Annotate/ complete the Isca Why Tree for the underlines quotes:</p> <p><b>The Murder (Act 2 Scene 2)</b>  Macbeth: Will all of great Neptune's oceans wash this blood clean from my hand?  Lady Macbeth: A little water clears us of this deed  Macbeth: Whence is that knocking?/ How is't with me, when every noise appals me?  Macbeth: Wake Duncan with thy knocking. I would thou couldst.</p> <p><b>(Act 2, Scene 3)-</b> The Porter answers the door</p> <p><b>The Aftermath (Act 2, Scenes 3&amp;4)</b>  Macduff: Most sacrilegious murder hath broke open  The Lord's anointed temple  <u>Macbeth: Here lay Duncan, His silver skin laced with his golden blood, And his gashed stabs looked like a breach in nature.</u></p> <p><b>Fear of Banquo (Act 3, Sc.1)</b>  Macbeth: Our fears in Banquo stick deep  Macbeth: Fruitless crown/ barren sceptre  Macbeth: mine eternal jewel given to the common enemy of man to make the seed of Banquo kings!</p> <p><b>Macbeth (Act 3, Sc.2)</b>  Lady M: Tis safer to be that which we destroy  Than by destruction dwell in doubtful joy.  <u>Macbeth: Full of scorpions is my mind.</u></p> <p><b>(Act 3, Sc.3)-</b> Banquo is killed. Fleance escapes.</p> <p><b>Enquiry Task 3: REVISION</b> – create a mind-map for Fred from ACC. In the centre, write who he symbolises, and then add <i>at least 4</i> quotes to your mind-map.</p>	<p><b>Enquiry Task 1:</b> write down the following words/terms:  <b>Kingship-</b> the state or position of being a king.  <b>Tyrant-</b> a cruel and oppressive ruler.</p> <p><b>Enquiry Task 2:</b> write down the following quotes in a timeline. Annotate/ complete the Isca Why Tree for the underlines quotes:</p> <p><b>Banquo's Ghost (Act 3, Sc.4)</b>  Macbeth: Thou canst not say I did it. Never shake  Thy gory locks at me.  <u>Lady M: Are you a man?</u>  Lady M: What, quite unmanned in folly?</p> <p><b>(Act 3, Sc. 5)-</b> The witches reveal their plan to trick Macbeth and lead him to his own downfall</p> <p><b>Act 3, Sc. 6-</b> it is revealed that Fleance and Macduff have joined Malcom in</p> <p><b>The Second Prophecy (Act 4, Sc.1)</b>  Apparitions: Beware the Thane of Fife (Macduff)... none of woman born Shall harm Macbeth...Macbeth shall never vanquished be until Great Birnam Wood to high Dunsinane Hill Shall come against him.  Macbeth: The very firstlings of my heart shall be  The firstlings of my hand.</p> <p><b>(Act 4, Sc. 2)-</b> Lady Macduff and Macduff's son are murdered</p> <p><b>(Act 4, Sc.3)-</b> Malcolm and Macduff hear the news about Macduff's family</p> <p><b>Lady Macbeth's Madness (Act 5, Sc.1)</b>  Lady M: Out damned spot!  <u>Lady M: What, will these hands ne'er be clean?</u>  Lady M: All the perfumes of Arabia will not sweeten this little hand. Oh, Oh, Oh!</p> <p><b>Enquiry Task 3: REVISION</b> – create a mind-map for Eva from AIC. In the centre, write who he symbolises, and then add <i>at least 4</i> quotes to your mind-map.</p>	<p><b>Enquiry Task 1:</b> write down the following words:  <b>Tragedy-</b> a play in which the hero meets their doom as a result of their own weaknesses or failures</p> <p><b>Enquiry Task 2:</b> what is Macbeth's weakness or flaw?</p> <p><b>Enquiry Task 3:</b> write down the following quotes in a timeline. Annotate/ complete the Isca Why Tree for the underlines quotes:</p> <p><b>(Act 5, Sc.2)-</b> A group of Scottish thanes enter on their way to Birnam Wood to unite with Malcolm and English forces.</p> <p><b>(Act 5, Sc. 3)-</b> Waiting for the battle to begin, Macbeth oscillates between being overly aggressive and confident and being melancholic.</p> <p><b>(Act 5, Sc.4)-</b> The Scottish thanes unite with Malcolm and the English forces. Malcolm reveals his plan to use tree branches to disguise the approach of his army.</p> <p><b>Macbeth's Reactions (Act 5, Sc.5)</b>  Macbeth: She should have died hereafter.  Macbeth: Life is a tale told by an idiot signifying nothing</p> <p><b>(Act 5, Sc. 6)-</b> Nearing Dunsinane, Malcolm orders his army to discard their branches, and Macduff calls for attack</p> <p><b>(Act 5, Sc. 7)- Macbeth commit to the fight</b>  <u>Macbeth: They have tied me to a stake: I cannot fly. But, bear-like, I must fight the course</u></p> <p><b>Malcolm becomes King (Act 5, Sc. 8)</b>  <u>Malcolm: This dead butcher and his fiendlike queen</u>  Malcolm: By the grace of Grace, We will perform in measure, time, and place.</p> <p><b>Enquiry Task 4: REVISION</b> – create a mind-map for Fezziwig from ACC. In the centre, write who he symbolises, and then add <i>at least 4</i> quotes to your mind-map.</p>

# English Literature

Week 7 - Tragedy	Week 8 - Unseen Poetry - Structure	Week 9 - Unseen Poetry - Form
<p><b>Enquiry Task 1:</b> write down the following words:</p> <p><b>Tragedy-</b> a play in which the hero meets their doom as a result of their own weaknesses or failures</p> <p><b>Enquiry Task 2:</b> create a timeline to revise the plot of <b>Macbeth</b>. Add additional details if you can: <b>Plot</b> <b>Act 1:</b> Macbeth's ambition is revealed by the witches prophecy. <b>Act 2:</b> Macbeth murders Duncan, encouraged by his wife. <b>Act 3:</b> Macbeth becomes more paranoid. Macbeth has Banquo killed. <b>Act 4:</b> Macbeth revisits witches. Kills Macduff family <b>Act 5:</b> Malcolm &amp; Macduff attack Macbeth. Macbeth is killed and 'normality' is restored.</p> <p><b>Enquiry Task 3:</b> write down the following themes, and <b>at least one quote for each one.</b> <b>Themes</b></p> <ul style="list-style-type: none"> <li>• Ambition</li> <li>• Appearances vs. Reality (the Supernatural)</li> <li>• Kingship/ Loyalty</li> <li>• Manliness</li> </ul> <p><b>Enquiry Task 4:</b> write out the following quote: <b>Macbeth as a tragic parable:</b> <b>Banquo:</b> oftentimes, to win us to our harm, The instruments of darkness tell us truths, Win us with honest trifles, to betray 's In deepest consequence.</p> <p><b>Enquiry Task 5: REVISION –</b></p> <ul style="list-style-type: none"> <li>- Create a mind-map for Mrs Birling from AIC. In the centre, write who he symbolises, and then add <b>at least 4</b> quotes to your mind-map from different parts of the book.</li> <li>- Timeline the 5 staves from ACC – what happens in each stave, and add <b>at least one</b> quote per stave.</li> </ul>	<p><b>Enquiry Task 1:</b> write down the following words:</p> <p><b>Stanza-</b> a group of lines in a poem (a paragraph for poetry)</p> <p><b>Enjambment-</b> the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.</p> <p><b>Caesura -</b> a pause in the middle of a line of poetry</p> <p><b>End Stop line-</b> where there is a pause at the end of a line of poetry</p> <p><b>Rhythm-</b> a strong, regular repeated pattern of movement or sound.</p> <p><b>Rhyme Scheme-</b> a specific pattern of rhyme Irregular Rhyme Scheme- where rhyme is used but in no particular pattern.</p> <p><b>Couplets-</b> two lines of poetry one after the other, typically rhyming and of the same length.</p> <p><b>Anaphora-</b> the repetition of a word or phrase at the beginning of different lines of poetry.</p> <p><b>Volta –</b> a dramatic change at the end of a poem</p> <p><b>Plosive sounds-</b> repetition of 'p, t, k, b, d or g' sounds</p> <p><b>Fricative sounds-</b> repetition of 'f' or 'v' sounds</p> <p><b>Nasal sounds-</b> repetition of 'm' or 'n' sounds</p> <p><b>Sibilance-</b> repetition of 's' sounds</p> <p><b>Enquiry Task 2: REVISION –</b></p> <ul style="list-style-type: none"> <li>- Create a mind-map for The Ghosts from ACC. In the centre, write who he symbolises, and then add <b>at least 4</b> quotes to your mind-map from different parts of the book.</li> <li>- Timeline the 2 acts from AIC – what happens in each act, and add <b>at least one</b> quote per stave</li> </ul>	<p><b>Enquiry Task 1:</b> write down the following words:</p> <p><b>Stanza-</b> a group of lines in a poem (a paragraph for poetry)</p> <p><b>Enjambment-</b> the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.</p> <p><b>Caesura -</b> a pause in the middle of a line of poetry</p> <p><b>End Stop line-</b> where there is a pause at the end of a line of poetry</p> <p><b>First Person –</b> a poem written from the perspective of the person speaking (using the pronoun "I")</p> <p><b>Third Person –</b> a poem written about a third party (not using the pronouns "I" or "you")</p> <p><b>Closed Form -</b> poems that follow patterns of lines, meter, rhymes, and stanzas ( A poem that follows specific rules)</p> <p><b>Open Form-</b> poem that don't follow any specific set of rules.</p> <p><b>Free Verse-</b> poetry that follows no particular rhyme scheme or pattern</p> <p><b>Narrative Poem-</b> A poem that tells as a story</p> <p><b>Enquiry Task 2: REVISION –</b></p> <ul style="list-style-type: none"> <li>- Create a mind-map for The Ghosts from ACC. In the centre, write who he symbolises, and then add <b>at least 4</b> quotes to your mind-map from different parts of the book.</li> <li>- Timeline the 2 acts from AIC – what happens in each act, and add <b>at least one</b> quote per stave</li> </ul>

# English Literature

Week 10 - A Christmas Carol	Week 11 - An Inspector Calls	Week 12 - Macbeth
<p><b>Enquiry Task 2:</b> create a timeline to revise the plot of ACC. Add additional details if you can:</p> <p><b>The Plot</b>  <b>Stave 1:</b> Exposition &amp; Marley's Ghost  <b>Stave 2:</b> Ghost of Christmas Past (Nostalgia)  <b>Stave 3:</b> Ghost of Christmas Present (Sympathy)  <b>Stave 4:</b> Ghost of Christmas Yet to Come (Fear)  <b>Stave 5:</b> Scrooge's Redemption</p> <p><b>Enquiry Task 2:</b> create a mind-map of the following, adding details about what influenced Dickens to write ACC:  <b>Dickens was influenced by...</b></p> <p><b>Dickens was influenced by...</b></p> <ul style="list-style-type: none"> <li>his own experiences of poverty as a child,</li> <li>The victimization of the masses in the industrial era,</li> <li>the horrific revelations of The Second Report of the Children's Employment Commission, exposing the effects of the Industrial Revolution upon working class children,</li> <li>the negative effects of the Poor Law Amendment Act, 1834</li> <li>the widespread endorsement of Malthusian economic theory,</li> </ul> <p><b>Enquiry Task 3:</b> write down the following themes, and at least one quote for each one.</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>Social Justice</li> <li>Greed/ Poverty</li> <li>Isolation/ Family</li> <li>Divine Judgment / Christian Values</li> </ul>	<p><b>Enquiry Task 2:</b> create a timeline to revise the plot of AIC. Add additional details if you can:</p> <p><b>The Plot</b>  <b>Act 1:</b> The Birling are having dinner. The Inspector Arrives. Mr Birling is interrogated.  <b>Act 2:</b> Sheila and Gerald are interrogated.  <b>Act 3:</b> Mrs Birling &amp; Eric are interrogated. The Inspector leaves. The family fall out with each other. The play ends on a cliffhanger.</p> <p><b>Enquiry Task 2:</b> create a mind-map of the following, adding details about what influenced Dickens to write AIC:  <b>Priestley was influenced by...</b></p> <p><b>Priestley was influenced by...</b></p> <ul style="list-style-type: none"> <li>His own socialist political views,</li> <li>The growing support for socialism in Post-War Britain,</li> <li>The growing role that women played in Britain's post-war society,</li> <li>His experiences of leadership under the upper classes in the first world war,</li> <li>The changing social structures of post-war Britain,</li> <li>The perceived failures of the social conservatism of the Edwardian era,</li> </ul> <p><b>Enquiry Task 3:</b> write down the following themes, and at least one quote for each one.</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Class</li> <li>Responsibility</li> <li>Gender</li> <li>Age/ Generations</li> </ul>	<p><b>Enquiry Task 1:</b> create a timeline to revise the plot of Macbeth. Add additional details if you can:</p> <p><b>The Plot</b>  <b>Act 1:</b> Macbeth's ambition is revealed by the witches prophecy.  <b>Act 2:</b> Macbeth murders Duncan, encouraged by his wife.  <b>Act 3:</b> Macbeth becomes more paranoid. Macbeth has Banquo killed.  <b>Act 4:</b> Macbeth revisits witches. Kills Macduff family  <b>Act 5:</b> Malcolm &amp; Macduff attack Macbeth. Macbeth is killed and 'normality' is restored.</p> <p><b>Enquiry Task 2:</b> create a mind-map of the following, adding details about what influenced Shakespeare to write Macbeth:</p> <p><b>Shakespeare was influenced by...</b></p> <ul style="list-style-type: none"> <li>The failed Catholic 'gunpowder' plot to assassinate King James I in 1605</li> <li>The fascination and fear inspired by witches and witchcraft in English society in the early Jacobean era</li> <li>Patriarchal social norms of the early Jacobean era</li> <li>Socially conservative values of the early Jacobean era</li> </ul> <p><b>Enquiry Task 3:</b> write down the following themes, and at least one quote for each one.</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Ambition</li> <li>Appearances vs. reality</li> <li>Kingship/ Loyalty</li> <li>Manliness</li> </ul>

# French

Week 1 In the home		Week 2 Accommodation		Week 3 Location		Week 4 `Descriptions		Week 5 Comparatives	
l'armoire	the wardrobe	le bâtiment	the building	le nord	north	ce village	this village	à mon avis	in my opinion
le canapé	the sofa	la maison	the house	le sud	south	cette ville	this town	je pense que	I think that
les rideaux	curtains	un immeuble	a block of flats	l'est	east	cet endroit	this place	je crois que	I believe that
le bureau	desk, study	la pièce	the room	l'ouest	west	ces maisons	these houses	c'est	it is
les meubles	furniture	le rez-de chaussée	the ground floor	le centre-ville	town centre	historique	historic	ce n'est pas	it isn't
la bibliothèque	bookcase			mon village se trouve	my village is situated	animé	lively	c'était	it was
la moquette	the carpet	le premier étage	the first floor	ma ville se trouve	my town it situated	calme	quiet	ce n'était pas	it wasn't
<b>j'ai fait le ménage</b>	<b>I did the housework</b>					une ferme	a farm	bruyant	noisy
<b>j'ai fait le jardinage</b>	<b>I did the gardening</b>	HLM	social housing	c'est situé	it is situated	touristique	touristy	ça ne sera pas	it will not be
		le quartier	quarter, area	à côté de	next to	propre	clean	très	very
<b>je fais la vaisselle</b>	<b>I do the washing up</b>	la banlieue	the suburb	autour de	around	sale	dirty	assez	quite
		le voisin	neighbour	devant	in front of	une rivière	a river	un peu	a bit
<b>je range ma chambre</b>	<b>I tidy my bedroom</b>	chez moi	at my house	derrière	behind	un château	a castle	vraiment	really, truly
		ne...pas	not	dehors	outside	une église	a church	plus...que	more...than
<b>je nettoie la salle de bains</b>	<b>I clean the bathroom</b>	ne..plus	no more	ici	here	l'hôtel de ville	the town hall	moins...que	less...than
		ne...jamais	never	là	there	le grand magasin	department store	aussi...que	as...as
<b>je vais faire mon lit</b>	<b>I am going to make my bed</b>	j'y habite depuis 5 ans	I've lived here for 5 years	partout	everywhere	les distractions	things to do	ni...ni	neither...nor
				loin de	far from			l'avantage	advantage
				près de	near to			l'inconvénient	disadvantage
<b>ENQUIRY TASKS – complete in French</b>									
Write 50 words about what you do to help at home		Write 50 words about your house. Include negatives.		Complete the worksheet on Google Classroom.		Extend your paragraph from week 2 to 90 words.		Review the vocabulary from weeks 1-5 on Quizlet.	

# French

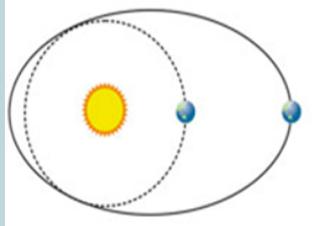
Week 6 Holiday destinations		Week 7 Infinitive structures		Week 8 Perfect with avoir		Week 9 Question words		Week 10			
je vais	I go	j'aime	I like	j'ai visité	I visited	où?	where?	l'année dernière	last year		
tu vas	you go (s)	j'adore	I love	tu as joué	you played	comment	how?				
il / elle va	he / she goes	je n'aime pas	I don't like	il a acheté	he bought	pourquoi?	why?	l'année prochaine	next year		
nous allons	we go	je déteste	I hate	elle a voyagé	she travelled	combien?	how much / many?				
vous allez	you go (pl)	je préfère	I prefer	nous avons bu	we drank	quand?	when?	dans le futur	in the future		
ils / elles vont	they go	je peux	I can			quand?	when?	à l'avenir	in the future		
en France	to France	j'aimerais	I would like	vous avez vu	you saw	quel?	which?	quand j'étais plus jeune	when I was younger		
au Canada	to Canada	je voudrais	I would like	ils ont lu	they read	qu'est-ce que?	what...?				
aux Etats-Unis	to the USA	passer mes vacances	to spend my holidays	elles ont eu	they had	qui?	who?	il y a deux ans	two years ago		
en Allemagne	to Germany			j'ai perdu	I lost	à quelle heure?	At what time?				
en Angleterre	to England	rester chez moi	to stay at home	tu as pris	you took	que?	what?	hier	yesterday		
à Londres	to London			il a plu	it rained	quoi?	what?	aujourd'hui	today		
en car	by coach	voyager	to travel	elle a choisi	she chose	<b>Asking questions in French</b> 1. Raise your voice at the end of the sentence 2. Invert the pronoun and the verb e.g. Vas-tu en France? (Are you going to France?) 3. Use 'est-ce que?' in front of a verb to turn a sentence into a question e.g. est-ce que tu aimes le foot? (Do you like football?)		demain	tomorrow		
en voiture	by car	loger	to stay	j'ai fait une promenade	I went for a walk			le mois prochain	next month		
en avion	by plane	visiter	to visit	j'ai fait des excursions	I went on trips			<b>Week 11</b>			
en bateau	by boat	aller	to go					Assessment week			
en métro	by underground	me bronzer	to sunbathe					<b>Week 12</b>			
à pied	by foot	aller	to go	je suis resté	I stayed			Teacher set homework based on knowledge gaps identified in assessments.			
à vélo	by bike	louer	to rent / hire	je suis allé	I went						
<b>Enquiry tasks – complete in French</b>											
Follow @visitcoteazur on Instagram for French insights.		Complete the worksheet on Google Classroom.		Write a paragraph of 50 words to describe your last holiday.				Complete the listening on Google Classroom.			

# Geography

## Natural Causes of Climate Change

There are several natural causes of climate change, and the world's climate has changed many times in the past.

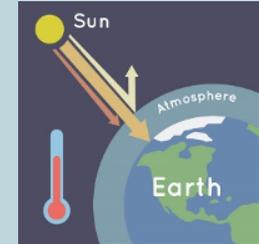
- Currently the Earth is in an "interglacial" period (warmer) - this is the 5th interglacial in the past 450,000 years.
- In between the warmer interglacials are longer "glacial" periods when large parts of the Earth's surface is ice-covered.
- The Milankovitch Cycle (orbital theory) means that the Earth has an elliptical orbit around the sun and therefore will sometimes be closer and sometimes further away - therefore warmer and colder.
- Volcanic eruptions can propel vast amounts of ash into the atmosphere and lower global temperatures by blotting out the sun's heat.



**Enquiry Task:** Research human causes of climate change. What is having the greatest impact, humans or nature? (Use evidence to support your answer)

## Greenhouse Effect

- There is a naturally occurring layer of gases high up in the Earth's atmosphere which acts like a blanket.
- This layer allows long wavelength radiation from the sun in, but when it is reflected back from the surface, does not allow all the short wave radiation back out into space, so some heat is trapped.
- This heat keeps Earth at a perfect temperature, so greenhouse effect is a GOOD thing.
- Unfortunately, human activity is adding more CO<sub>2</sub>, methane and CFCs to this layer, so even more heat gets trapped than normal, leading to "global warming". This is NOT GOOD.
- Examples of activities are deforestation, burning fossil fuels (like petrol) and farming cattle.



**Enquiry Task:** Draw a diagram that shows the factors which contribute to the Greenhouse Effect. Label these and try to explain how impact upon gasses being emitted.

## Week 3

### How conclusive is Evidence for Climate Change?

- Evidence for climate change caused by human activity is mounting.
- Some people say there is not enough evidence, and point to the natural causes instead. One high-profile example is US President (at time of writing!) Donald Trump.
- However, sea levels are rising worldwide, so that low-lying areas like the Maldives are already losing whole islands to the sea.
- Ice is melting in every mountain range, glaciers are receding steadily, icebergs are collapsing from ice shelves into the ocean and slowly melting e.g. Larsen Ice Shelf in Antarctica.
- Some argue that storms are becoming more common.
- Coral bleaching is has been getting far worse in the past decade.



**Enquiry Task:** Create 3 'Donald Trump' style tweets - they should be (incorrect) statements that debate whether climate change truly exists. Then create 3 tweets that respond to each of these (from a US climate change scientist) that provide evidence he IS WRONG.

## Week 4

### Desertification

- Desertification is where already dry land becomes drier and more desert like. This is usually on the edge of a desert, so the desert spreads grows.
- It is usually caused by the land being overgrazed by cattle or where trees are cut down for firewood.
- Population growth is a key factor and climate change is likely to lead to more droughts that kill the vegetation and cause the problem to spread.
- In the area to the south of the Sahara, known as the "Sahel" heavy rainstorms can wash away the exposed soil in a couple of hours.
- In the Sahel rainfall is becoming more unreliable and it is raining less than it did 50 years ago. Vegetation dies and exposes the soil which is blown away.



**Enquiry Task:** Create a short script for a documentary (no more than 2 sides of A4) that explains each of the key causes of desertification and the impacts that this is having upon the environment and its people.

# Geography

## Week 5

### Great Green Wall (GGW)- Africa



- This is an 8000km long wall of trees, 15km thick across the whole of the Sahel from Atlantic to the Red Sea. The wall aims to trap soil in tree roots, encourage leaf litter to support the nutrient cycle and improve the soil, return water to the atmosphere through evaporation and transpiration, provide biodiversity, shade for crops, food for cattle and cash crops (such as nuts) for local farmers to sell for profit. It crosses 11 countries and is a major project.
- GGW has been more successful in some countries than others. Senegal and Niger have made great progress, whereas Chad and Ethiopia have not - yet. It is hard to get all the countries to agree.
- Other land management methods include **drip irrigation** and “**magic stones**”.

**Enquiry Task:** You are a person living in Senegal that has struggled due to the impacts of desertification for years. The Great Green Wall has just been implemented. Explain the impacts this has had upon your life (in a diary entry format). Try to include a few facts and figures.

## Week 6

### The Maldives Under Threat



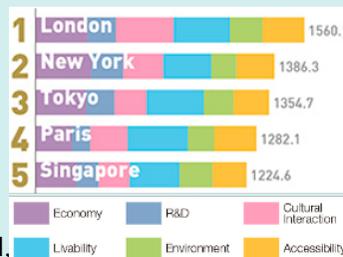
- The Maldives is the most vulnerable country on Earth to a sea level rise, as almost all of its 200 inhabited islands are just one metre above sea level.
- By 2100, the sea could rise by 59cm, says the Intergovernmental Panel on Climate Change in 2007 - this would render most of the Maldives uninhabitable.
- Former President Mohammed Nasheed held an underwater cabinet meeting with all members in full SCUBA gear to highlight the issue in 2009.
- Male, the Maldivian capital, has had a sea defence wall built completely around the island with money from Japan supporting the project.
- Hulhumale is a nearby **artificial island** to Male, which has had its height raised to at least 2 metres and now houses 50,000 residents.

**Enquiry Task:** Is the Maldives worth saving? Using the data above and research of your own, using the internet, to explain your answer to this question. Try to include as much substantial evidence as possible.

## Week 7

### What are Global Cities?

- “Global Cities” are cities that are well connected by the process of globalisation. While all cities have a regional influence, global cities have a much greater influence. They are connected to other parts of the world through:
  - Migration and culture
  - Governance and decision making
  - Finance and trade
  - Transport hubs
  - Ideas and information
- There are currently over 300 global cities, the UK has 13.
- For example, London has a global reach with university students from all over the world, HQs, global stock exchange.



**Enquiry Task:** Use the internet and produce one fact-file on one of the ‘global cities’ within the UK. Then create another on a global city from abroad.

## Week 8

### An HIC Global City - Sydney, Australia

- Sydney is the largest city in Australia. It has a population of 4.5 million (2015) so is not a mega-city.
- Sydney is built on either side of a large natural harbour. Sydney is a relatively modern city. It grew rapidly during the second half of the 20th century, largely as a result of international migration.
- Sydney is one of the world’s most multicultural cities. People of different nationalities share ideas, culture, languages and food. It is very well connected to the rest of the world, especially the Pacific and South East Asian regions.
- Sydney has HQs of 76% of Australia’s domestic and foreign owned banks, attracts 2.8 million foreign visitors a year and generates 20% of Australia’s wealth.



**Enquiry Task:** Using newspaper/online articles. What do you think was the biggest factor that contributed to the growth of Sydney?

# Geography

## Week 9

### An LIC Global City - Mumbai, India

- Mumbai is India's largest city with a population of 18.4 million (2015). The city of Greater Mumbai is built on a low-lying island in the Arabian Sea. As the city has grown, it has sprawled northwards and eastwards across Thane Creek to form a large metropolitan region.
- Mumbai's economy is well connected to other locations both within India and abroad:
  - The Hindi film industry (Bollywood)
  - Tata Steel's headquarters are located in Mumbai
  - Nheva Sheva is India's largest container port
  - Mumbai airport helps to link Europe, The Middle East & Asia.
- Mumbai is a city with many challenges and contrasts.



**Enquiry Task:** Research one business that is now based/has a base in Mumbai. Produce a small leaflet or poster advertising this business and the products they sell.

## Week 10

### Mumbai - Population Growth

- Between 1990 and 2015 Mumbai's population has grown from 12.44 to 21.04 million. This is due to a combination of **natural increase** and **rural-urban migration**. Mumbai's population growth was mostly due to natural increase during the 20th century, however, since then the **fertility rates** have dropped. Now many are drawn to cities like Mumbai because of the relatively well paid jobs in the manufacturing industry.
- Population growth brings many challenges to Mumbai, for example transport. The rail congestion is legendary, with people living right by the tracks in places, incredibly crowded platforms, people literally hanging off the outside of trains at busy times and trains leaving Mumbai Central Station's 13 platforms every two minutes.



**Enquiry Task:** Has Mumbai's population increase been a good, or bad, thing? Explain ( & evaluate) using evidence.

## Week 11

### Mumbai - Housing Problems

- One challenge is slum housing with squalid living conditions.
- 60% of its population live in slums which take up just 7% of Mumbai. However, are slums like Dharavi good or bad?
- Bad features: Extreme Poverty / Long queues for toilet blocks and water taps / Open sewers / Flimsy buildings that pose a fire risk / Poor air quality
- Good features: Sustainable community / Residents live in low-rise self-built buildings / 80%+ live very close to or actually where they work / 80% of waste is recycled / Many family businesses
- This leads to debate as to if and how slums like Dharavi should be improved. This could be through one or both of top-down development and self-help schemes.



**Enquiry Task:** Draw and label a picture that shows what life would be like in the slum (with good and bad features).

## Week 12

### Mumbai - Economic Change

- Rapid economic and urban change has created notable challenges for Mumbai.
  - Mass congestion for Mumbai's 7.5 million commuters with dangerously overcrowded trains and terrifying roads.
  - Poor quality housing and sanitation. Often overcrowded and at risk of flooding.
- However, many young graduates have found well paid jobs in Mumbai. This emerging middle class have more money to spend which helps to stimulate the economy.
- Urban redevelopments like Bhandi Bazaar also promise to bring more prosperity. Space saved by building the 17 new high-rises will be used by developers, enabling them to profit overall.



**Enquiry Task:** Write up a half - page plan to improve life for people in the slums. Include at least 4 (detailed and realistic) ideas that you have.

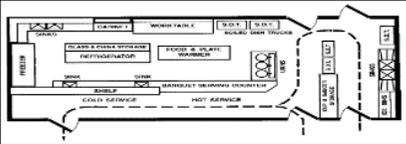
# History

Week 1	Week 2	Week 3
<p><b><u>Key Terms:</u></b></p> <p><b>Hyperinflation</b> – The cost of products increasing rapidly</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1923 – French army invades the Ruhr in response to Germany defaulting on reparations payments</li> <li>• German workers told to pursue ‘passive resistance’</li> </ul> <p><b>Enquiry Task:</b> <i>What impact did hyperinflation have on the German people?</i></p>	<p><b><u>Key Terms:</u></b></p> <p><b>Pact</b> – A firm agreement between two parties</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1924 – Dawes Plan</li> <li>• 1925 – Locarno Pact</li> <li>• 1928 – Kellogg-Briand Pact</li> <li>• 1929 – Young Plan</li> </ul> <p><b>Enquiry Task:</b> <i>To what extent did Stresemann solve Germany’s problems?</i></p>	<p><b><u>Key Terms:</u></b></p> <p><b>Liberal</b> – Accepting the opinion of others and being open to new ideas</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 100,000 female teachers and 3,000 female doctors by 1932</li> <li>• Bauhaus movement grows in Berlin</li> <li>• Otto Dix develops new objectivity and expressionism through painting</li> </ul> <p><b>Enquiry Task:</b> <i>How did culture develop during the Weimar Republic?</i></p>
Week 4	Week 5	Week 6
<p><b><u>Key Terms:</u></b></p> <p><b>Economic depression</b> – A severe lack of spending</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1930 – Brüning becomes chancellor and is nicknamed the ‘hunger chancellor’</li> <li>• Taxes sugar and beer</li> <li>• Cuts wages of civil servants, raises taxes and ends unemployment benefit</li> </ul> <p><b>Enquiry Task:</b> <i>Why was Brüning nicknamed the Hunger Chancellor?</i></p>	<p><b><u>Key Terms:</u></b></p> <p><b>Paramilitary</b> – An unofficial army organized like the military</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1921 - SA formed as Hitler’s private paramilitary group</li> <li>• Led by Ernst Rohm</li> <li>• Largely made up of ex-soldiers angry at the government – mostly Freikorps</li> </ul> <p><b>Enquiry Task:</b> <i>Were the SA an important part of Nazi success?</i></p>	<p><b><u>Key Terms:</u></b></p> <p><b>Putsch</b> – A violent attempt to overthrow a government. Sometimes known as a coup.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• NSDAP – 55,000 members by 1923</li> <li>• Hitler attacks Munich beer hall with 600 SA members</li> <li>• Receives sentence of 5 years in prison (serves 9 months)</li> </ul> <p><b>Enquiry Task:</b> <i>Was the Munich Putsch a success?</i></p>

# History

Week 7	Week 8	Week 9
<p><b>Key Terms:</b></p> <p><b>Propaganda</b> – Using information to deliberately mislead. Usually used in a political way</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1926 – Bamberg conference</li> <li>• Goebels appointed Minister of Propaganda and enlightenment</li> <li>• Volkischer Beobachter – Nazi owned newspaper</li> </ul> <p><b>Enquiry Task:</b> <i>Why did the Nazis endure lean years between 1923-29?</i></p>	<p><b>Key Terms:</b></p> <p><b>Scapegoat</b> – A person (or group of people) who is wrongly blamed for an event</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Van de Lubbe accused of starting fire</li> <li>• KPD banned from Reichstag</li> <li>• Nearly 4,000 communists arrested</li> </ul> <p><b>Enquiry Task:</b> <i>How did the Reichstag Fire help the Nazis?</i></p>	<p><b>Key Terms:</b></p> <p><b>Fuhrer</b> – A tyrannical leader</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hitler treated as a puppet by Von Papen</li> <li>• 1933 – Hindenburg dies</li> <li>• 1933 – Hitler combines the roles of chancellor and president</li> </ul> <p><b>Enquiry Task:</b> <i>Was Von Papen the main cause for Hitler's success?</i></p>
Week 10	Week 11	Week 12
<p><b>Key Terms:</b></p> <p><b>Rearmament</b> – The process of rebuilding the armed forces</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Strength through joy – incentives such as ski trips offered</li> <li>• RAD – 18-25 year old men 6 months working on Autobahn</li> <li>• Invisible unemployment</li> </ul> <p><b>Enquiry Task:</b> <i>How did Hitler solve the unemployment problem?</i></p>	<p><b>Key Terms:</b></p> <p><b>Kinder</b> – German word for 'children'</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Kinder, Kuche, Kirche – Children, kitchen and church</li> <li>• Enforced sterilization for women with congenital disabilities</li> <li>• Cross of the German mother – bonus for the amount of children</li> </ul> <p><b>Enquiry Task:</b> <i>Were women treated equally by the Nazis?</i></p>	<p><b>Key Terms:</b></p> <p><b>Concordat</b> – An agreement with the pope and the Vatican</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Reich Church – German Protestant Church</li> <li>• Concordat – Agreement signed between Hitler and the Pope</li> </ul> <p><b>Enquiry Task:</b> <i>How did Hitler ensure the church wasn't going to get in his way?</i></p>

# Hospitality and Catering

Week 1	Week 2	Week 3																
<p><b>AC2.1 Kitchen Operation</b> There are 4 main operational activities that take place in a kitchen</p> <table border="1"> <tr> <td><b>Storage</b></td> <td>Receiving and storing of kitchen deliveries and storing in fridge, freezer/dry storage</td> </tr> <tr> <td><b>Preparation and cooking areas</b></td> <td>Wet areas: preparing fish, meat, vegetables Hot Dry areas – grilling, baking, microwave Hot wet areas – steaming, simmering, boiling</td> </tr> <tr> <td><b>Serving</b></td> <td>Cooking, presenting, plating</td> </tr> <tr> <td><b>Dirty area</b></td> <td>Cleaning, maintenance of equipment, waste disposal</td> </tr> </table>	<b>Storage</b>	Receiving and storing of kitchen deliveries and storing in fridge, freezer/dry storage	<b>Preparation and cooking areas</b>	Wet areas: preparing fish, meat, vegetables Hot Dry areas – grilling, baking, microwave Hot wet areas – steaming, simmering, boiling	<b>Serving</b>	Cooking, presenting, plating	<b>Dirty area</b>	Cleaning, maintenance of equipment, waste disposal	<p><b>AC2.1 Kitchen Operation</b> Food safety is really important in a kitchen so there are certain types of equipment that need to be used to ensure there are no hygiene or health and safety issues. Many items of equipment are colour coded to avoid cross contamination of different food groups and allergens.</p>  <p>An EHO – Environmental Health Officer <b>ENQUIRY TASK 1:</b> Explain what checks the EHO will make through the 4 main operational activities in a kitchen.</p>	<p><b>Stock control</b> is done to check that products are used in order, by the use by/best before date and they are not over-ordered and do not run out. <b>FIFO</b> is the system used First in, First Out.</p> <p><b>AC2.1 Kitchen Operation</b></p> <ul style="list-style-type: none"> <li><b>Kitchen Workflow</b> - Catering kitchens should be designed or planned so that food flows through the kitchen from storage to service without back-tracking as this could cause cross contamination to occur (allowing raw and cooked food to come together).</li> </ul> 								
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Week 4	Week 5	Week 6																
<p><b>Workflow</b> should therefore follow <b>HACCP</b> guidelines: e.g. correct temps for storage, correct cooking times at each stage of preparation and cooking of food.</p>  <p><b>ENQUIRY TASK 2:</b> Write a HACCP for a recipe e.g. below.</p> <table border="1"> <tr> <td><b>Method</b></td> <td><b>Hazard</b></td> <td><b>Control measure</b></td> </tr> <tr> <td>Fry beef</td> <td>Ecoli from beef.</td> <td>Probe above 750c</td> </tr> </table>	<b>Method</b>	<b>Hazard</b>	<b>Control measure</b>	Fry beef	Ecoli from beef.	Probe above 750c	<p><b>Factors that influence kitchen design</b></p> <table border="1"> <tr> <td>Money available to spend</td> <td>Is it a 'new build' or a refit?</td> </tr> <tr> <td>Space available</td> <td>Size of food area (number of covers needed)</td> </tr> <tr> <td>Style of service</td> <td>How close the food service area is</td> </tr> <tr> <td>Services available</td> <td>Equipment available</td> </tr> <tr> <td>Storage area</td> <td>Type of menu being offered</td> </tr> </table>	Money available to spend	Is it a 'new build' or a refit?	Space available	Size of food area (number of covers needed)	Style of service	How close the food service area is	Services available	Equipment available	Storage area	Type of menu being offered	<p><b>AC2.2 Operation back and front of house</b></p> <ul style="list-style-type: none"> <li><b>Back of house</b> - staff behind the scenes/no contact with customers, Stockroom manager, Kitchen brigade, Maintenance team, Security guards, Cleaners, Guest room attendants, gardeners/Groundskeeper</li> <li><b>Front of House</b> – Where staff meet the public: Reception, Restaurant staff, Housekeeping, Documentation and administration, Safety and security, Reception</li> </ul> <p><b>Presentable</b> - the reception area and reception staff look presentable as it's the first place customers come in contact with. Staff are smart, clean in appearance, approachable and knowledgeable.</p> <p><b>ENQUIRY TASK 3:</b> Explain the duties of a Head Chef and a Receptionist of a hotel</p>
<b>Method</b>	<b>Hazard</b>	<b>Control measure</b>																
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# Hospitality and Catering

Week 7	Week 8	Week 9
<p><b>Reception areas-</b></p> <ul style="list-style-type: none"> <li>• Should be bright, clean, have good seating areas and clean décor.</li> <li>• Reception staff will need to communicate with other areas such as housekeeping to ensure all rooms are ready for guests and functions.</li> <li>• Reception staff must keep accurate records of guest bookings to ensure no problems occur.</li> </ul> <p><b>Records should be kept of the following:</b> Room reservations, billing, guest data, booking register. Restaurant bookings, Events and functions, Food and drink orders, Invoices, Stock control, Staff rotas, Details of accidents.</p>	<p><b>AC2.2 Front of House Operation - Restaurant</b></p> <p><b><u>Electronic Point of Sale (EPOS)</u></b> A number of machines are linked to a central computer. Guests can order from the bar, restaurant, shop, etc. and all transactions are passed to the central computer for bills to be generated automatically.</p>  <p><b>Restaurant Design and Layout</b></p> <ul style="list-style-type: none"> <li>• Customers get their first impression of a restaurant from the outside.</li> <li>• Décor, atmosphere, colour/textures</li> <li>• Furniture, lighting, temperature</li> <li>• Equipment and staff uniform</li> </ul> <p><b>ENQUIRY TASK 4: Identify a business in Exeter, type of services offered and what type of customer appeals</b></p>	<p><b>AC2.3 Explain how to meet customer needs</b></p> <ul style="list-style-type: none"> <li>• <b>Businesses</b> - use facilities and services in relation to work, such as conferences, food and accommodation for meetings, training sessions and other courses. Paid for by the business.</li> <li>• <b>Families/friend events</b> may include weddings, birthdays and other celebrations. Can be held in hotels, restaurants, local venues or at home.</li> <li>• <b>Groups</b> - These include tourists, associations, clubs. E.g. want outdoor catering or BBQ's. special dietary requests</li> </ul>
Week 10	Week 11	Week 12
<p><b>Customer Needs/satisfaction</b> Important because:</p> <ul style="list-style-type: none"> <li>• Customers will return.</li> <li>• They will tell their friends and family.</li> <li>• Business will improve.</li> <li>• Business can expand.</li> <li>• Employ more staff.</li> </ul> <p><b>Customer Complaints:</b></p> <ul style="list-style-type: none"> <li>• Should dealt with quickly so that they return</li> <li>• You need to apologise,</li> <li>• take details, refer to team leader, solve</li> <li>• offer something free</li> </ul> <p><b>ENQUIRY TASK 5: Explain why customer satisfaction is important for the success of a restaurant</b></p>	<p><b>EHO</b> – Environmental Health Officer</p> <p><b>Food Preparation</b> – techniques for preparing food before it is cooked eg peeling, dicing etc</p> <p><b>Cooking</b> – cooking of food using a cooking method eg boiling, frying etc</p> <p><b>Kitchen workflow</b> – operation and movement within a kitchen runs smoothly eg Delivery through to serving the guests</p> <p><b>HACCP</b> – Hazard Analysis Critical Control Points – A system used to identify the hazards in a kitchen and put in place control measures to avoid from happening.</p> <p><b>ENQUIRY TASK 6: Learn key words and their definitions ready for the Assessment.</b></p>	<p><b>Front of House</b> – where staff are face to face with the customers eg reception, restaurant.</p> <p><b>Back of House</b> – where staff are behind the scenes eg kitchen, housekeeping, finance office etc</p> <p><b>EPOS</b> – point of sale – computer to take order for food and billing.</p> <p><b>FIFO</b> – First in First Out – rotation of stock.</p> <p><b>Staff Rota</b> – timetable of who is working when.</p> <p><b>Customer satisfaction</b> – when are customers' needs are being met by the establishment.</p>

# iLife - PSHE

We would always encourage you to speak to the people you live with or someone in school if you have a worry or a problem. If you can't, or you want to read more about an issue affecting you or someone you know, here are some useful websites and phone numbers. They offer free, confidential advice and support.



**General**

**Childline—[www.childline.org](http://www.childline.org)**  
0800 1111

Offers information and advice, 1-2-1 confidential chat (text, email, phone) and support from message boards on a wide range of issues.

**This website is one of the most useful you will find and can direct you to help or information about all the other topics mentioned here, and more...**

**Safety, bullying and abuse**

**Child Exploitation and Online Protection (CEOP) - [www.ceop.police.uk](http://www.ceop.police.uk)**

Report inappropriate online contact, any unlawful misuse of social media, or a child protection concern to a trained police officer. You can also click this button on your platform:



**NSPCC—[www.nspcc.org.uk](http://www.nspcc.org.uk) 0800 1111**  
Information and help about on- and offline abuse

**National Bullying Helpline—[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)**  
**0845 22 55 787**



**Health**

**School nurse—07520 631722**  
Text only for confidential advice

**National Health Service—[www.nhs.uk](http://www.nhs.uk)**  
Research and useful information on health issues

**Walk-In Centre, RD&E Hospital—01392 411611**  
Non-urgent and sexual health needs

**Walk-In Centre, 31 Sidwell Street—01392 276892**  
Sexual health



**Healthy relationships**

**Thinkuknow—[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)**  
Age-related help and advice about on- and offline relationships, and consent.



**Drugs and alcohol**

**YSmart—[ysmart.org.uk](http://ysmart.org.uk) 01271 388162**  
Information about substance misuse, advice, recovery and treatment

**Homeless, skills, advice, getting your voice heard**

**Young Devon—[www.youngdevon.org](http://www.youngdevon.org)**  
**01392 331 666**

Local support for young people facing a crisis



**Health and well-being**

**Samaritans—[www.samaritans.org](http://www.samaritans.org)**  
Call 116 123 for emergency help  
Email [jo@samaritans.org](mailto:jo@samaritans.org) (response within 24 hours)

**Papyrus—[papyrus-uk.org](http://papyrus-uk.org) 0800 068 41 41**  
Urgent help for you or someone you know

**YoungMinds—[youngminds.org.uk](http://youngminds.org.uk)**  
Text YM to 85258 for urgent help

**Happy Maps—[www.happymaps.co.uk](http://www.happymaps.co.uk)**  
Advice on everything from sleep problems to anxiety, bullying, self-harm, coping with divorce, autism, ADHD, gender dysphoria and more

**Kooth—[www.kooth.com](http://www.kooth.com)**  
Mental health advice and support, live chat support



**LGBTQ+**

**X-PLORE—[www.lgbtqyouthdevon.org.uk](http://www.lgbtqyouthdevon.org.uk)**  
Local support and groups for LGBTQ+ young people

**If someone's life is at risk, you should dial 999**

# iMedia

## Week 1 – 3 See Mark Scheme on Next Page

### Learning Outcome 1 – 18 Marks Investigate how digital games and game platforms have evolved over time

- **Compare the capabilities and limitations of different gaming platforms**  
This means list positives and negatives of different gaming platforms, xbox, ps, handheld, mobile phone
- **Investigate the characteristics of digital games across different genres**  
Look at different types: platform games, puzzle games, strategy games, shooter games
- **Explain the game objectives from different digital games.**  
Explain how you win in different digital games, make it really clear and remember that the examiner may have never played a computer game before.

**Tips for best marks : Anything you use from the internet or books must be referenced**

- **Find examples of digital games and game platforms on your own**
  - List different types of games (shooter, puzzle, strategy etc)
  - Include why they are that type, explain how the game works
  - Use YouTube and watch retro games console reviews; these will really enhance your write up

## Week 4 - 6 See Mark Scheme on Next Page

### Learning Outcome 2 – 12 Marks Identify the clients requirements and generate ideas for a game concept

- **Describe how the client's requirements will be met in the game idea**  
With your game idea you must make it clear how it will meet the set requirements
- **Identify what criteria must be met for the game to be successful**  
Generate a list of criteria which clearly show you have met what was asked
- **Identify the target audience and how the game will appeal to them**  
Choose a target audience, and then explain how your game concept will appeal to them. If you have chosen teenagers you must explain **why** it appeals, **use examples.**

**Tips for best marks : Remember the importance of referencing from week 1-3**

- When generating your game ideas, work independently making your own choices and decisions and explain why you made those choices. Think about your favourite game – why is it your favourite what aspects of that game make it your favourite?
- This LO is all about you showing that you fully understand what the client needs. Have you fully explained the brief? Have you mentioned the type of game? Have you created more than one idea for the game concept?

## Week 7 – 9 See Mark Scheme on Next Page

### Learning Outcome 3 – 12 Marks Produce a digital game proposal.

- **Choose one idea and give reasons for your choice** – This means create a game concept and explain why you have made this choice. For this point you do not need any designs
- **Identify the design constraints and opportunities for the game** – This means what technology might not stop this game from occurring. Is there any areas which if we had technology advancements you could really enhance the game?
- **Create a proposal for your digital game with explanations of the game components** – This means write up how the game could look. Include game components such as levels, menus, no designs at this stage. Explain how to win / what the objective is.
- **Create visualisations for the game**, these can be hand drawn or electronic. Characters, menus, cut scenes, splash screens.

**Tips for best marks Remember the importance of referencing from week 1-3**

- Make sure you make independent decisions – similar designs across the class will **cause examiners to think you have worked together.**
- Include any legal restrictions – such as age limits as well for your game.

## Week 10 - 12 See Mark Scheme on Next Page

### Learning Outcome 4 – 18 Marks Review your game proposal

Now you have created your game proposal, you need to consider whether you have met the client's requirements. You also need to consider how well the game components, narrative and gameplay combine to make a playable game, and identify any improvements that could be made.

**Tips for best marks Remember the importance of referencing from week 1-3**

- **Talk about the positives and negatives of your game designs** – Talk about your different components, menus characters etc and how well they all meet the client brief. You cannot just write – “they all meet the client brief” we are looking for the “why” and how you could improve it if you had more time.
- **Explain how and where the game idea could be improved** – If you had more time with this coursework how would you enhance this game proposal, could it be made even better?
- **Describe areas which need further development, give reasons for your choices** - This section is worth more marks than your actual proposal so you are able to really talk about the positives and negatives of your work. Think 9 marks for positives about your proposal and 9 for negatives and areas to develop.

# iMedia

## Week 1 – 3 Mark Scheme

LO1: Understand digital game types and platforms		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
Produces a summary of digital gaming hardware platforms, reviewing a <b>limited range</b> of platforms from different generations which demonstrates a limited understanding.	Produces a summary of digital gaming hardware platforms, reviewing a <b>range</b> of platforms from different generations which demonstrates a sound understanding.	Produces a summary of digital gaming hardware platforms, reviewing a <b>wide range</b> of platforms from different generations which demonstrates a thorough understanding.
Demonstrates a <b>basic</b> understanding of gaming platform capabilities and limitations.	Demonstrates a <b>sound</b> understanding of gaming platform capabilities and limitations.	Demonstrates a <b>thorough</b> understanding of gaming platform capabilities and limitations.
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
Produces a <b>brief</b> summary of the evolution of digital game characteristics from a <b>limited range</b> of genres.	Produces a <b>clear</b> summary of the evolution of digital game characteristics from a <b>range</b> of genres.	A <b>detailed</b> analysis of digital games evolution and their characteristics from a <b>wide range</b> of genres.
Gives explanations, with <b>limited accuracy</b> , of game objectives from a <b>limited range</b> of digital games.	Gives <b>mostly accurate</b> explanations of game objectives from a <b>range</b> of digital games.	Gives fully <b>accurate</b> explanations of game objectives from a <b>wide range</b> of digital games.

## Week 4 - 6 Mark Scheme

LO2: Be able to plan a digital game concept		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
Produces an interpretation from the client/focus group requirements for a digital game concept which meets <b>few</b> of the requirements.	Produces an interpretation from the client/focus group requirements for a digital game concept which meets <b>most</b> of the requirements.	Produces an interpretation from the client/focus group requirements for a digital game concept which <b>fully</b> meets the requirements.
Produces a <b>limited</b> identification of target audience requirements.	Produces a <b>clear</b> identification of target audience requirements.	Produces a <b>clear and detailed</b> identification of target audience requirements.
Generates a <b>few</b> original ideas for a new game, with limited reference to key game play outlines and limited consideration of the success criteria.	Generates <b>some</b> original ideas for a new game, with <b>some</b> reference to key game play outlines and <b>some</b> consideration of the success criteria.	Generates <b>many</b> original ideas for a new game, with <b>extensive and clear</b> reference to key game play outlines and <b>thorough</b> consideration of the success criteria.
Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	<b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.

## Week 7 – 9 Mark Scheme

LO3: Be able to design a digital game proposal		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
Identifies an idea for a game which makes <b>limited</b> reference to design constraints and lists <b>a few</b> opportunities which have <b>limited</b> appropriateness, given the original idea.	Identifies an idea for a game which makes <b>some</b> reference to design constraints and lists <b>some</b> opportunities, <b>most</b> of which are appropriate, given the original idea.	Identifies an idea for a game which makes <b>full and clear</b> reference to design constraints and lists <b>many</b> opportunities, <b>all</b> of which are appropriate, given the original idea.
Creates a game proposal with a <b>brief</b> explanation of <b>some</b> of the game components.	Creates a game proposal with a <b>sound</b> explanation of <b>many</b> of the game components.	Creates a game proposal with a <b>detailed</b> explanation of <b>most</b> of the game components.
Visualisations of the game are <b>sometimes appropriate</b> and concepts are presented with <b>limited detail</b> .	Visualisations of the game are <b>mostly appropriate</b> and concepts are <b>clearly</b> presented.	Visualisations of the game are <b>consistently appropriate</b> and concepts are <b>clearly and comprehensively</b> presented.
Demonstrates a <b>limited</b> understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is <b>occasionally accurate</b> .	Demonstrates a <b>sound</b> understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is <b>mostly accurate</b> .	Demonstrates a <b>thorough</b> understanding of legislation in relation to the use of assets, ideas and concepts as part of a game design proposal, which is <b>consistently accurate</b> .
<b>Occasionally</b> saves electronic files using <b>appropriate</b> file and folder names and structures.	<b>Mostly</b> saves electronic files using file and folder names and structures which are <b>consistent and appropriate</b> .	<b>Consistently</b> saves electronic files using file and folder names and structures which are <b>consistent and appropriate</b> .

## Week 10 - 12 Mark Scheme

LO4: Be able to review a digital game proposal		
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Produces a game proposal review with a <b>limited</b> explanation of game components, narrative and game play.	Produces a game proposal review with a <b>considered</b> explanation of game components, narrative and game play.	Produces a game proposal review with a <b>detailed and thorough</b> explanation of game components, narrative and game play.
Shows <b>limited</b> consideration to the way in which elements integrate to form a playable game.	Shows <b>some</b> consideration to the way in which elements integrate to form a playable game.	Shows <b>full</b> consideration to the way in which elements integrate to form a playable game.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Review identifies areas for improvement and further development of the games design concept, <b>some</b> of which are <b>appropriate</b> and sometimes are <b>explained</b> .	Review identifies areas for improvement and further development of the games design concept, which are <b>mostly appropriate and explained well</b> .	Review identifies areas for improvement and further development of the games design concept, which are <b>wholly appropriate and justified</b> .

# Mathematics

- 1) Go to [sparxmaths.uk](http://sparxmaths.uk)
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
  - Write the bookwork code
  - Write the question, your working and your answer
  - Mark your answer in a different colour
  - If you are struggling, watch the video
  - Your homework is only complete when you have answered **every** question correctly.
  - If you are really struggling with one question, complete the other one and ask your maths teacher for help the next day.

1x	2x	3x	4x	5x
1x1=1	2x1=2	3x1=3	4x1=4	5x1=5
1x2=2	2x2=4	3x2=6	4x2=8	5x2=10
1x3=3	2x3=6	3x3=9	4x3=12	5x3=15
1x4=4	2x4=8	3x4=12	4x4=16	5x4=20
1x5=5	2x5=10	3x5=15	4x5=20	5x5=25
1x6=6	2x6=12	3x6=18	4x6=24	5x6=30
1x7=7	2x7=14	3x7=21	4x7=28	5x7=35
1x8=8	2x8=16	3x8=24	4x8=32	5x8=40
1x9=9	2x9=18	3x9=27	4x9=36	5x9=45
1x10=10	2x10=20	3x10=30	4x10=40	5x10=50
6x	7x	8x	9x	10x
6x1=6	7x1=7	8x1=8	9x1=9	10x1=10
6x2=12	7x2=14	8x2=16	9x2=18	10x2=20
6x3=18	7x3=21	8x3=24	9x3=27	10x3=30
6x4=24	7x4=28	8x4=32	9x4=36	10x4=40
6x5=30	7x5=35	8x5=40	9x5=45	10x5=50
6x6=36	7x6=42	8x6=48	9x6=54	10x6=60
6x7=42	7x7=49	8x7=56	9x7=63	10x7=70
6x8=48	7x8=56	8x8=64	9x8=72	10x8=80
6x9=54	7x9=63	8x9=72	9x9=81	10x9=90
6x10=60	7x10=70	8x10=80	9x10=90	10x10=100

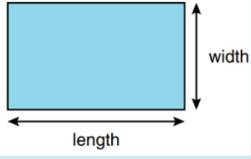
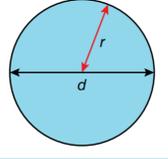
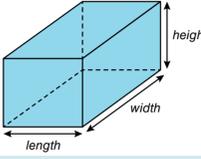
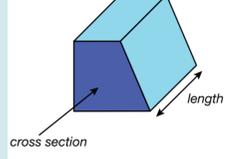
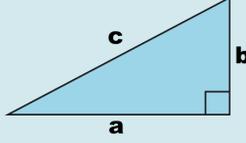
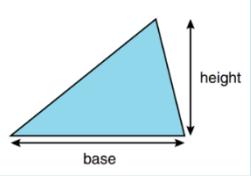
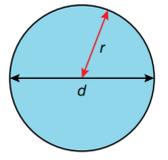
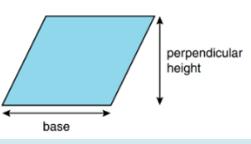
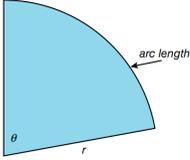
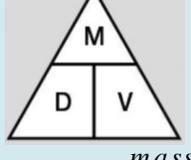
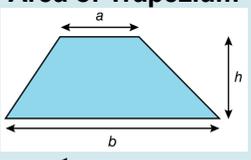
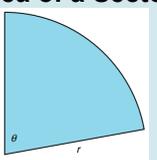
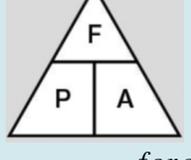
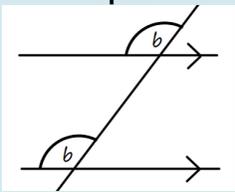
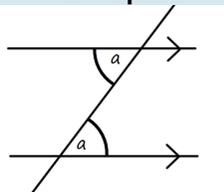
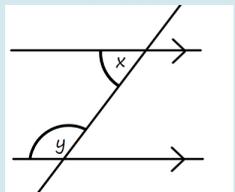
Homework Thursday 1<sup>st</sup> June 2017

<u>Task 1</u>	<u>Task 2</u>
D40 $12 + 13 = 25$ ✓	E41 $P(\text{yellow}) = \frac{3}{6}$ ✗
E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = 22$ ✓	F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60 $\left(\frac{12 : 18}{2 : 3}\right) \div 6$ ✓	<u>Task 2</u>
H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{7} + \frac{1}{7} = \frac{2}{7}$ ✗	G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71 $P(\text{odd}) = \frac{3}{5}$ ✓
A01 $\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}$ ✓	<u>Task 3</u>
B71 Area = $3 \times 14$ $\times 14$ $\frac{42}{7}$ Area = <u>42 cm<sup>2</sup></u> ✓	J22 <u>Even</u> ✓
C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$ $= \frac{4}{33}$ ✓	K32 <u>Unlikely</u> ✗
D31 $3^2 = 3 \times 3$ $= 9$ ✓	L42 <u>B, A, C</u> ✓
	M03 <u>4 more blue balls</u> ✓
	N13 4 black, 2 red, 2 blue The probability of picking black is <u>evens</u> : Bag <u>E</u> ✓
	O23 <u>B</u> ✓



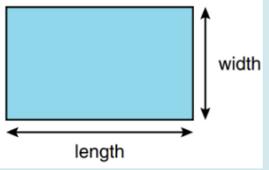
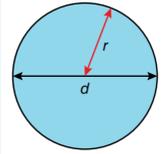
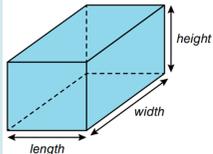
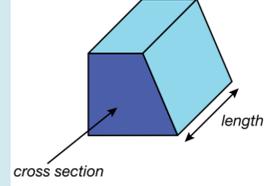
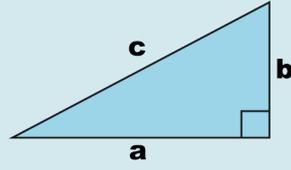
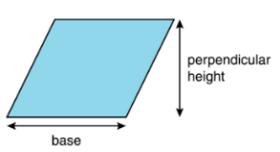
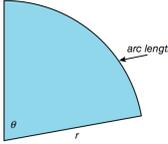
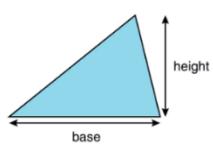
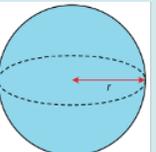
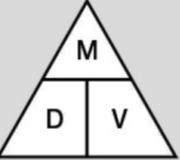
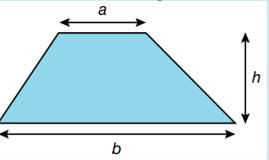
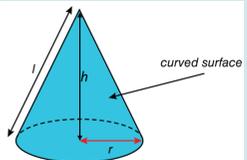
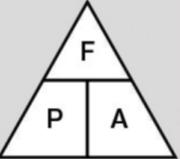
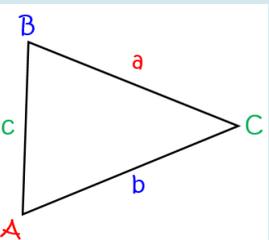
# Mathematics – Core

Your Maths Teacher will specify which formulae you must learn.

<p><b>Area of a Rectangle</b></p>  <p><math>length \times width = l \times w</math></p>	<p><b>Circumference of a circle</b></p>  <p><math>C = \pi \times d</math></p>	<p><b>Volume of a Cuboid</b></p>  <p><math>Length \times width \times height</math> <math>V = l \times w \times h</math></p>	<p><b>Volume of a Prism</b></p>  <p><math>Area\ of\ a\ cross\ section \times length</math></p>	<p><b>Pythagoras Theorem</b></p>  <p><math>a^2 + b^2 = c^2</math></p>																								
<p><b>Area of a Triangle</b></p>  <p><math>\frac{1}{2} \times base \times height = \frac{bh}{2}</math></p>	<p><b>Area of a circle</b></p>  <p><math>A = \pi \times r^2</math></p>	<p><b>Speed</b></p>  <p><math>speed = \frac{distance}{time}</math></p>	<p><b>Compound Interest</b></p> <p><math>P =</math> principal amount <math>r =</math> Interest rate <math>n =</math> number of years/months/day</p> <p><math>Total\ Accrued = P \left(1 + \frac{r}{100}\right)^n</math></p>	<p><b>Trigonometric Formulae</b></p> <p><math>\sin x = \frac{opp}{hyp}</math> <math>\cos x = \frac{adj}{hyp}</math> <math>\tan x = \frac{opp}{adj}</math></p>																								
<p><b>Area of Parallelogram</b></p>  <p><math>base \times perp.\ height</math></p>	<p><b>Arc Length</b></p>  <p><math>\frac{\theta}{360} \times \pi \times d</math></p>	<p><b>Density</b></p>  <p><math>density = \frac{mass}{volume}</math></p>	<p><b>Index Laws</b></p> <p><math>a^n \times a^m = a^{n+m}</math> <math>a^n \div a^m = a^{n-m}</math> <math>(a^n)^m = a^{n \times m}</math></p>	<p><b>Exact Values of Trigonometry Functions</b></p> <table border="1" data-bbox="1601 909 2004 1141"> <thead> <tr> <th></th> <th>0°</th> <th>30°</th> <th>45°</th> <th>60°</th> <th>90°</th> </tr> </thead> <tbody> <tr> <td>sin <math>\theta</math></td> <td>0</td> <td><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td>1</td> </tr> <tr> <td>cos <math>\theta</math></td> <td>1</td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{1}{2}</math></td> <td>0</td> </tr> <tr> <td>tan <math>\theta</math></td> <td>0</td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td>1</td> <td><math>\sqrt{3}</math></td> <td>Not defined</td> </tr> </tbody> </table>		0°	30°	45°	60°	90°	sin $\theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	cos $\theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	tan $\theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Not defined
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<p><b>Area of Trapezium</b></p>  <p><math>\frac{1}{2}(a + b)h</math></p>	<p><b>Area of a Sector</b></p>  <p><math>\frac{\theta}{360} \times \pi \times r^2</math></p>	<p><b>Pressure</b></p>  <p><math>pressure = \frac{force}{area}</math></p>	<p><b>Corresponding angles are equal</b></p> 	<p><b>Alternate Angles are equal</b></p>  <p><b>Co-interior angles add to 180</b></p> 																								

# Mathematics – Higher

Your Maths Teacher will specify which formulae you must learn.

<p><b>Area of a Rectangle</b></p>  <p><math>length \times width = l \times w</math></p>	<p><b>Circles</b></p>  <p><b>Circumference:</b>  <math>C = \pi \times d</math>  <b>Area:</b> <math>A = \pi \times r^2</math></p>	<p><b>Volume of a Cuboid</b></p>  <p><math>Length \times width \times height</math>  <math>V = l \times w \times h</math></p>	<p><b>Volume of a Prism</b></p>  <p><math>Area \text{ of a cross section} \times length</math></p>	<p><b>Pythagoras Theorem</b></p>  <p><math>a^2 + b^2 = c^2</math></p>																								
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<p><b>Area of a Triangle</b></p>  <p><math>\frac{1}{2} \times base \times height = \frac{bh}{2}</math></p>	<p><b>Sphere</b></p> <p><math>S.A. = 4\pi r^2</math></p>  <p><math>V = \frac{4}{3} \pi r^3</math></p>	<p><b>Density</b></p>  <p><math>density = \frac{mass}{volume}</math></p>	<p><b>Quadratic Formula</b></p> <p>For: <math>ax^2 + bx + c = 0</math></p> <p><math>x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}</math></p>	<p><b>Exact Values of Trigonometry Functions</b></p> <table border="1" data-bbox="1612 965 1982 1173"> <thead> <tr> <th></th> <th>0°</th> <th>30°</th> <th>45°</th> <th>60°</th> <th>90°</th> </tr> </thead> <tbody> <tr> <td><math>\sin \theta</math></td> <td>0</td> <td><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td>1</td> </tr> <tr> <td><math>\cos \theta</math></td> <td>1</td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{1}{2}</math></td> <td>0</td> </tr> <tr> <td><math>\tan \theta</math></td> <td>0</td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td>1</td> <td><math>\sqrt{3}</math></td> <td>Not defined</td> </tr> </tbody> </table>		0°	30°	45°	60°	90°	$\sin \theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	$\cos \theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	$\tan \theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Not defined
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<p><b>Area of Trapezium</b></p>  <p><math>\frac{1}{2}(a + b)h</math></p>	<p><b>Cone</b></p>  <p><b>Curved S.A.</b> = <math>\pi r l</math>  <math>V = \frac{1}{3} \pi r^2 h</math></p>	<p><b>Pressure</b></p>  <p><math>pressure = \frac{force}{area}</math></p>	<p><b>Area of a Triangle</b> <math>Area = \frac{1}{2} ab \sin C</math></p> <p><b>Sine Rule</b> <math>\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math></p> <p><b>Cosine Rule</b> <math>a^2 = b^2 + c^2 - 2bc \cos A</math></p> 																									

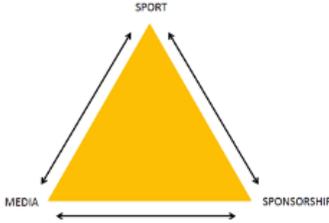
# Music

Week 1	Week 2	Week 3
<p><b>Digital Audio Workstation (DAW)</b> – a piece of software that allows you to sequence and record live sound and/or MIDI instruments.</p> <p><b>Virtual Instrument Track</b> – MIDI track to recorded or edit MIDI sounds.</p> <p><b>Audio Track</b> – Live sound track to loads loops or record live audio from microphones or guitars</p> <p><b>Metronome</b> – click to help you keep time when recording.</p> <p><b>Loops/samples</b> – pre-recorded musical ideas in a library.</p> <p><b>Regions/clips</b> – coloured areas that hold musical information.</p> <p><b>Piano roll/step input</b> – editing window which enables editing of MIDI events.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Note duration</b> – length of note, <b>Note position</b> - placement of pitch and rhythm, <b>Note velocity</b> – volume of each note.</p> <p><b>Quantisation</b> – moving notes to set beat positions.</p> <p><b>Looping</b> – repeating musical regions/clips for set amounts of time.</p> <p><b>BPM</b> – speed of the track in beats per minute.</p> <p><b>Balance</b> – the balance of signals for each track to achieve a balanced sound in the overall song.</p> <p><b>Panning</b> – the control of signal to each side in the stereo mix (left and right ear).</p> <p><b>Mixer</b> – a control surface with multiple inputs for live instruments with settings such as balance and pan.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Mixing</b> – process of adding effects and then pan and balance the song.</p> <p><b>Effects</b> – selections from a library of effects to help enhance a piece of music.</p> <p><b>Mastering</b> – process to export the final recording with some small tweaks.</p> <p><b>Mix down</b> – process of exporting the song to a given format, MP3, WAV or similar.</p> <p><b>Live Sound Technician</b> – someone who deals with the sound at live events or on the fly in recording studios</p> <p><b>Roadie</b> – someone who works on tour moving equipment in and out of venues.</p> <p><b>Instrument Technician</b> – someone who looks after instruments for artists/performers.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>
Week 4	Week 5	Week 6
<p><b>Musician</b> –plays an instrument or sings.</p> <p><b>Composer/Song Writer</b> –writes songs for themselves or others to perform/record.</p> <p><b>Record Producer</b> –makes songs/albums with artists in a studio.</p> <p><b>Conductor</b> –helps direct an ensemble of musicians.</p> <p><b>Artistic Manager</b> –could potentially manage every part of an artist's professional life.</p> <p><b>Venue Manager</b> –organises people who work in venues.</p> <p><b>Studio Manager</b> –organises people who work in studios.</p> <p><b>Promoter</b> – someone who will promote someone's work.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Marketer</b> – someone who can work with people to create a brand and strategy to sell that brand.</p> <p><b>A&amp;R</b> (artist and repertoire) – someone who finds artists for record labels, they can also help manage the artist.</p> <p><b>Sound Engineer</b> – someone who helps to manipulate sound in particular spaces and has a lot of knowledge about live sound.</p> <p><b>Session Musician</b> – someone who performs with a variety of different artists and doesn't belong to a set band/artist.</p> <p><b>Mastering Engineer</b> – someone who works to create the finished product after it's been recorded in the studio.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Manufacturer</b> – someone who creates CDs and other things like merchandise.</p> <p><b>Music Journalist/Blogger</b> – someone who writes reviews on all things in music, from new guitars to new bands.</p> <p><b>Broadcaster</b> – someone who works to get the music product out on a network (TV, radio, internet).</p> <p><b>Software Programmer/App Developer</b> – someone who works to create musical software for the music industry.</p> <p><b>DJ</b> – someone who plays artist's music, either on radio or at live events.</p> <p><b>Retailer</b> – someone who stocks CDs or merchandise.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>

# Music

Week 7	Week 8	Week 9
<p><b>Distributor</b> – the movement of goods (CDs) from the source through a distribution channel (iTunes, HMV) right up to the customer.</p> <p><b>Full Time</b> – work that requires you to be there for a set time, you get privileges like sick pay and holiday pay.</p> <p><b>Part Time</b> – same as full time but reduced hours.</p> <p><b>Freelance/Self employed</b> – you get work for yourself, often well paid but doesn't have the privilege of sick pay or holiday pay</p> <p><b>Large Venues</b> – huge stadiums or sport grounds that seat up to 100,000.</p> <p><b>Small Venues</b> – bars, pubs and clubs that seat numbers in the low thousands or hundreds.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Recording Companies/Record Labels</b> – Large multinational organisations that make albums/songs/records.</p> <p><b>Music Publishing</b> – artists publish work in written form using these organisations.</p> <p><b>Self Publishing</b> – when an artist publishes their own work.</p> <p><b>PR and Marketing Companies</b> – companies that help create a brand and image for an artist.</p> <p><b>Hire and Transport Companies</b> – companies that provide equipment for lighting, sound, other amenities like loo facilities and catering, and companies that move this stuff around and transport it.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Agencies</b> – companies that work for musicians and provide advice and protection.</p> <p><b>Unions</b> – large organisations set up to protect works right in the music industry.</p> <p><b>Trade Bodies</b> – large organisations that are created and funded by its members to work for the rights of the people within that body.</p> <p><b>Health, Safety and Security</b> – Laws and regulations that venues must follow to help keep their employees and customers safe.</p> <p><b>Major Labels</b> – Universal or Sony are examples. Big sponsored record labels.</p> <p><b>Independent Labels</b> – Smaller and self-funded record labels.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>
Week 10	Week 11	Week 12
<p><b>Music Publishing:</b> <u>Major publishing company:</u> Advantages: Distribution (increases sales), quality of design, marketing and promotion, payment Disadvantages: Usually need to go through an agent, harder to have music published when the company is large, more editing to your original work</p> <p><u>Self-publishing (online):</u> Advantages: Don't need to go through an agent (you can send your work directly to them), you are more in control with the editing process, can be a stepping stone to a larger company, may cater to a specific genre that is different. Disadvantages: Less marketing &amp; promotion, less pay, not the same</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>SERVICE COMPANIES &amp; AGENCIES</b> <b>Hire companies:</b> 3 reasons why an artist would hire the following: <u>Sound &amp; lighting equipment</u> 1. Technical expertise. 2. Quality of equipment 3. Engineer to take care of sound/lights so that the artist can focus on the music</p> <p><u>Rehearsal &amp; studio space</u> 1. To record a single with best quality equipment possible 2. Excellent acoustics for rehearsal 3. To perform to a small audience/ community event</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p><b>Full-Time</b> –Contract includes pension, paid holidays, sick time. Will usually be long-term <b>Part-Time</b> – A contract but not full-time. <b>Freelance</b> –Not committed to a particular employer long-term. No long-term contract <b>Self-Employed</b> – Working for yourself rather than for someone else <b>Permanent v Casual</b> – Permanent offers guaranteed work job security. Casual is not secure and varies according to the work on offer, but it does give flexibility to organise your time <b>Tax</b> – Fee payable to the government based on your wages. Employers do this for you. Self-employed workers have to submit their financial dealings each year and pay the appropriate amount of money.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>

# PE GCSE

Week 1 – Social groups & factors affecting participation	Week 2 – Commercialisation	Week 3 – Positive and Negative impact of sponsorship and media																														
<p><b>Social Groups:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age/religion/culture</li> <li>• Family/friends/peers</li> <li>• Disability</li> </ul> <p><b>Factors effecting participation:</b></p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Role models</li> <li>• Accessibility (to facilities/clubs/services)</li> <li>• Media coverage</li> <li>• Sexism/stereotyping</li> <li>• Culture/religion/festivals</li> <li>• Family commitments</li> <li>• Available leisure time</li> <li>• Familiarity</li> <li>• Education</li> <li>• Socio-economic factors/income</li> <li>• Adaptability/inclusiveness</li> </ul> <p><b>Enquiry Task:</b></p> <ol style="list-style-type: none"> <li>1) <u>Select two social groups</u> from the list above and <u>create two mini mind maps</u> with each social group in the centre.</li> <li>2) <u>Select the most relevant factors effecting participation</u> for the social groups selected and <u>add to mind map</u>. For example, social group: <b>gender</b> – participation may be effected by <b>sexism/stereotyping</b> because of a lack of female role models in elite sport.</li> </ol>	<p><b>A01 Definitions:</b></p> <p><b>Commercialisation:</b> The process of managing or running something for financial gain.</p> <p><b>Media:</b> media means mass communication (television, radio, and newspapers) collectively.</p> <p><b>Sponsorship:</b> where a company pays money/provides goods to a team or individual in return for advertising their goods.</p> <div style="text-align: center;">  <p>Relationship between Sport, media and commercialisation is known as a '<b>GOLDEN TRIANGLE</b>'.</p> <p>Each side of the triangle benefits from the other sides in some way. Each side is dependent on the other sides in some way, normally either financially or for promotion.</p> <table border="1" data-bbox="831 1002 1447 1262"> <thead> <tr> <th>Types of sponsorship</th> <th>Types of Media</th> </tr> </thead> <tbody> <tr> <td>Financial</td> <td>Television</td> </tr> <tr> <td>Clothing &amp; equipment including footwear</td> <td>Radio</td> </tr> <tr> <td>Facilities (stadiums &amp; grounds)</td> <td>Press (newspapers)</td> </tr> <tr> <td></td> <td>Internet</td> </tr> <tr> <td></td> <td>Social Media</td> </tr> </tbody> </table> <p><b>Question:</b> Explain the relationship between sport, the media and commercialisation using a sport of your choice (3 marks)</p> </div>	Types of sponsorship	Types of Media	Financial	Television	Clothing & equipment including footwear	Radio	Facilities (stadiums & grounds)	Press (newspapers)		Internet		Social Media	<p><b>Positive &amp; Negative effects of Sponsorship &amp; Media on:</b></p> <p><b>Performer</b></p> <table border="1" data-bbox="1469 416 2087 671"> <thead> <tr> <th>Positive</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>More money to pay higher wages</td> <td>Media presence can increase pressure</td> </tr> <tr> <td>Become hero's/role models</td> <td>Intense media scrutiny of performers personal life's</td> </tr> <tr> <td>Money for new kit, technology, coaches</td> <td>Sponsors demand how player behaves</td> </tr> </tbody> </table> <p><b>Sport</b></p> <table border="1" data-bbox="1469 730 2087 954"> <thead> <tr> <th>Positive</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>Increased participation at grassroots sport.</td> <td>Rules are changed to meet needs of sponsors.</td> </tr> <tr> <td>More money for equipment and facilities.</td> <td>Minority sports and women get less coverage.</td> </tr> </tbody> </table> <p><b>Official</b></p> <table border="1" data-bbox="1469 1018 2087 1145"> <thead> <tr> <th>Positive</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>Being in the spotlight can turn officials in to hero's &amp; role models.</td> <td>Strong media presence can increase pressure on officials.</td> </tr> </tbody> </table> <p><b>Enquiry Task:</b></p> <p>Can you complete a mind map or table for the following two stakeholders - <b>Audience/spectator &amp; Sponsor/company</b> identifying positive and negatives effects of sponsorship and media for each.</p>	Positive	Negative	More money to pay higher wages	Media presence can increase pressure	Become hero's/role models	Intense media scrutiny of performers personal life's	Money for new kit, technology, coaches	Sponsors demand how player behaves	Positive	Negative	Increased participation at grassroots sport.	Rules are changed to meet needs of sponsors.	More money for equipment and facilities.	Minority sports and women get less coverage.	Positive	Negative	Being in the spotlight can turn officials in to hero's & role models.	Strong media presence can increase pressure on officials.
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# PE GCSE

Week 4 – Positive and negative impact of Technology	Week 5 – Conduct of performers	Week 6 – Prohibited substances
<p><b><u>A01 Definitions:</u></b></p> <p><b>Hawkeye:</b> Computer system which uses several cameras to track the flight of balls and other things (used in tennis and cricket to help with decision making).</p> <p><b>Performance analysis aids:</b> wearable technology that monitors fitness or records a performers movements on a pitch/field.</p> <p><b>Television match officials:</b> Also known as ‘video referees’, TV officials are used in rugby, football and cricket to check and review decisions made on field.</p> <p><b><u>Positive impact of technology on:</u></b></p> <p><b>Performer:</b> helps to improve performance</p> <p><b>Sport:</b> makes competitions fairer due to reviews</p> <p><b>Officials:</b> clarification when making decisions, officials can communicate via microphones.</p> <p><b>Audience/spectators:</b> review process can add to excitement, spectators to see how decisions are made.</p> <p><b>Sponsor/company:</b> ensure fair play and good image which reflects well on sponsor.</p> <p><b><u>Negative impact of technology on:</u></b></p> <p><b>Performer:</b> can be expensive to buy/install</p> <p><b>Sport:</b> too many reviews disrupts play, annoying fans</p> <p><b>Officials:</b> can undermine officials, officials reliant.</p> <p><b>Audience/spectators:</b> can cause poor spectator behaviour if decision is not reviewed.</p> <p><b>Sponsor/company:</b> not available at all levels of sport.</p> <p><b>Enquiry Task:</b> Discuss the use of technology on a performer in tennis (9 marks) A01 – define    A02 – apply to tennis    A03 – pros/cons</p>	<p><b><u>A01 Definitions:</u></b></p> <p><b>Etiquette:</b> unwritten rule in an activity (not enforceable but observed), respect, honor and courtesy for opponents and game. <b>A02:</b> kicking the ball out of play when an opponent is injured so they can receive treatment.</p> <p><b>Sportsmanship:</b> conforming to the rules, spirit and etiquette of a sport. <b>A02:</b> cricket, when batsman walks if they are caught but umpire is not sure it hit the bat.</p> <p><b>Gamesmanship:</b> attempting to gain an advantage by stretching the rules to their limit. <b>A02:</b> timewasting in football e.g. for goalkeeper to distribute ball because they cannot be tackled.</p> <p><b>Contract to compete:</b> an unwritten agreement between opponents to follow and abide by the written and unwritten rules of the sport. <b>A02:</b> not taking performance enhancing drugs and avoiding sportsman like behaviour.</p> <p><b>Enquiry Task 1:</b> Q1) Define gamesmanship and provide an example in sport (2 marks) Q2) Describe two sporting examples of sportsmanship (2 marks)</p> <p><b>Enquiry Task 2:</b> Create a mind map for each key word above and find 2-3 sporting examples for each key word. You could use the internet to help you research if you can't think of any relevant examples.</p>	<p><b><u>A01 Definitions:</u></b></p> <p><b>Stimulants:</b> drugs that have an effect on central nervous system, increasing mental and physical alertness.</p> <p><b>Narcotic Analgesics:</b> include morphine and reduce the feeling of pain.</p> <p><b>Anabolic steroids:</b> artificially produced hormones that mimic testosterone and are prohibited. They promote muscle and bone growth and reduce recovery time.</p> <p><b>Peptide hormones (EPO):</b> Stimulate the production of normal naturally occurring hormones.</p> <p><b>Diuretics:</b> remove fluid from the body increasing the rate of urination.</p> <p><b>Blood Doping:</b> involves removing blood a few weeks before competition and then re-injecting it just prior to competition.</p> <p><b>Beta Blockers:</b> drugs that steady the nerves by controlling the heart rate, they have a calming and relaxing effect.</p> <p><b>Enquiry Task 1:</b> Q1) <b>Justify</b> why anabolic steroids might be effective for a 100m sprinter (3 marks) Q2) <b>Explain</b> the process of blood doping using a sporting example of your choice (2 marks)</p> <p><b>Enquiry Task 2:</b> Create a table highlighting performers which may benefit from taking each substance and justify why?</p>

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Week 7 – Side effects of performance enhancing drugs (PED's)	Week 8 – Advantages and disadvantages of PED'S	Week 9 – Spectator behaviour
<p><b>Stimulants</b> (A02: cyclists, snooker, darts):</p> <ul style="list-style-type: none"> <li>Increased risk of headaches</li> <li>Increased risk of high blood pressure/stroke</li> <li>Increased risk of anxiety and tremors</li> </ul> <p><b>Narcotic Analgesics</b> (A02: endurance athletes)</p> <ul style="list-style-type: none"> <li>Respiratory depression, slowing down breathing and therefore gaseous exchange.</li> <li>Increased pain threshold may lead to injury or exhaustion</li> </ul> <p><b>Anabolic Steroids</b> (A02: sprinters, weightlifters)</p> <ul style="list-style-type: none"> <li>Increased risk of disease (liver cancer &amp; organ damage)/high blood pressure</li> <li>Increased risk of infertility</li> <li>Increased risk of injury</li> </ul> <p><b>Peptide Hormones</b> (A02: endurance athletes)</p> <ul style="list-style-type: none"> <li>Blood becoming more viscous (thicker)</li> <li>Increased risk of heart attack and stroke</li> </ul> <p><b>Diuretic Drugs</b> (A02: Boxing, martial arts)</p> <ul style="list-style-type: none"> <li>Increased risk of dehydration</li> <li>Increased risk of kidney and heart failure</li> </ul> <p><b>Blood Doping</b> (A02: marathon runners, cyclists)</p> <ul style="list-style-type: none"> <li>Blood becoming more viscous (thicker)</li> <li>Increased risk of heart attack and stroke</li> </ul> <p><b>Beta Blockers</b> (A02: archery, ski jumping, diving)</p> <ul style="list-style-type: none"> <li>Nausea, tiredness and weakness</li> <li>Heart problems</li> </ul> <p><b>Enquiry Task: Identify</b> a performer that would benefit from using anabolic steroids and explain two side effects the performer may experience (3 marks)</p>	<div style="background-color: #fff9c4; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b><u>Performer</u></b></p> <p style="text-align: center;"><b><u>Advantages</u></b> Increased chance of success Fame Wealth Level playing field</p> <p style="text-align: center;"><b><u>Disadvantages</u></b> Cheating/immoral Associated health risks</p> </div> <div style="background-color: #ffe0b2; padding: 10px;"> <p style="text-align: center;"><b><u>Sport</u></b></p> <p style="text-align: center;"><b><u>Disadvantages</u></b> Reputation Credibility</p> </div> <p><b>Enquiry Task:</b></p> <p>Q1) <b>Discuss</b> why sports performers take performance enhancing drugs ( 4 marks)</p> <p>Q2) <b>Explain</b> why a boxer may take diuretic drugs to enhance their performance (3 marks)</p> <p>Q3) <b>Explain</b> the negative impact on the sport when performers take performance enhancing drugs (2 marks)</p>	<p><b>A01 Definitions:</b></p> <p><b>Home field advantage:</b> gaining an advantage in a sporting event from being in familiar surroundings, with the majority of the spectators supporting you.</p> <p><b>Hooliganism:</b> the disorderly, aggressive and often violent behavior by spectators at sporting events.</p> <p><u>Spectators can have both positive and negative influences on matches/events:</u></p> <p><b>Positive influences:</b></p> <ul style="list-style-type: none"> <li>Create an energetic atmosphere</li> <li>Source of revenue (ticket &amp; refreshments sales)</li> <li>Spectators can give performers they support a home field advantage</li> <li>Can increase the profile of a sport.</li> </ul> <p><b>Negative influences:</b></p> <ul style="list-style-type: none"> <li>Spectators can have a negative effect on performance because of the pressure on performers.</li> <li>Potential for crowd trouble/hooliganism</li> <li>Safety costs/concerns to manage large rowdy crowds.</li> <li>Negative effect on participation numbers amongst younger performers.</li> </ul> <p><b>Enquiry Task:</b></p> <p>Q1) <b>Explain</b> the term 'home field advantage' (2 marks)</p> <p>Q2) <b>Discuss</b> the influence spectators can have on matches and events (4 marks)</p>

# PE GCSE

## Week 10 – Hooliganism & spectator behaviour

### Reasons for Hooliganism:

- Rivalries between opposing groups of supporters
- Media hype about the importance of a particular match, which can whip up supporters, antagonize them and incite them to behave badly.
- The influence of alcohol and drugs
- The links between groups of supporters and gang culture.
- Frustration at events that occur during the sporting event, such as an official making a decision supporters disagree with or a player or performer doing something supporters don't like.
- Displays of 'masculinity', with hooligans kicking, punching and shouting to impress others.

### Strategies employed to combat hooliganism/spectator behaviour:

- Early kick offs
- All seater stadium
- Segregation of fans
- Improved security
- Alcohol restrictions
- Travel restrictions/banning orders
- Education - promotional activity/campaigns and high profile endorsements.

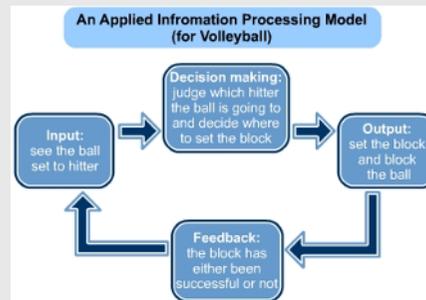
### Enquiry Task:

Q1) **Describe** two reasons why hooliganism happens at sports events (2 marks)

Q2) **Evaluate** the strategies employed to combat hooliganism (6 marks)

## Week 11 – Interleaving Topic Revision

### Sport Psychology: Information processing model



**Input:** the performer takes in information from the display (via senses). For example, sight when watching a cricket ball fly through the air.

**Decision making:** the performer selects an appropriate response (movement/skill) from memory, perhaps one they have used before. For example, the fielder may decide to use a high catch as the ball is high in the air.

**Output:** the decision chosen is sent to the appropriate muscles to carry out the response e.g. impulses sent to the arms and hands to start the appropriate muscular movements for the catch to take place.

**Feedback:** information is received via themselves (intrinsic) and or from others (extrinsic) regarding success (or not) of the action. For example, you can feel the ball in your hands (intrinsic) and hear your team mates cheer when you catch it (extrinsic).

### Enquiry Task 1:

Q1) Using the stages of the information processing model, **explain** how a striker takes a shot at goal during a football match (6 marks)

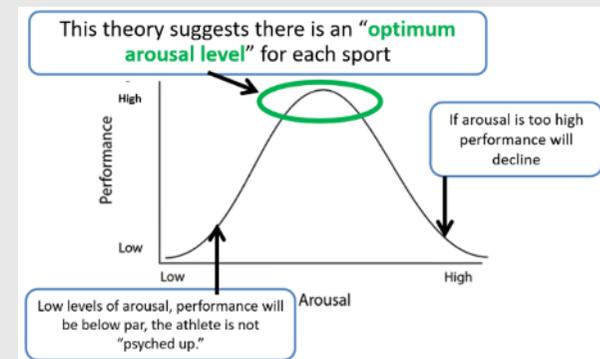
**Enquiry Task 2:** Draw the information processing model for your favourite sport. Add descriptions like the example shown above for volleyball.

## Week 12 – Interleaving Topic Revision

### Sport Psychology: Arousal

#### A01 Definitions

**Arousal** is a physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.



**The 'inverted-U theory'**- Optimal performance occurs when a performer reaches an optimal level of arousal.

**Gross movement skills:** require higher levels of arousal.

**Fine movement skills:** require lower levels of arousal as movements are precise.

### Enquiry Task:

- 1) **Explain** the 'inverted u' theory of arousal (2 marks)
- 2) **Justify** why a performer would perform better at an 'optimal level' of arousal (3 marks)
- 3) **Evaluate** the required arousal levels of a rugby player and a table tennis player? (6 marks)

# Sports Studies

Week 1 – User Groups in Sport	Week 2 – Barriers to participation	Week 3 - Popularity of sport	Week 4 - Values which can be promoted through sport
<p>The different groups of people who face barriers to participation in sport and physical activity:</p>  <ul style="list-style-type: none"> <li>• Ethnic minorities</li> <li>• Retired people</li> <li>• Families with young children</li> <li>• Single parents</li> <li>• Children</li> <li>• Teenagers</li> <li>• Disabled</li> <li>• Unemployed</li> <li>• Working singles and couple</li> </ul> <p><b>Types of Barriers:</b></p> <ul style="list-style-type: none"> <li>• Access</li> <li>• Lack of Time</li> <li>• Work Commitments</li> <li>• Lack of Role Models</li> <li>• Lack of Motivation</li> <li>• Lack of Childcare</li> <li>• Cost of Equipment</li> <li>• Too Expensive</li> <li>• Lack of Facilities</li> <li>• Don't know about opportunities</li> <li>• Transport</li> <li>• Lack of opportunities</li> </ul>	<p>Factors that may make participation particularly difficult. Many of the possible barriers to participation are common to all user groups:</p>  <ul style="list-style-type: none"> <li>• Lack of time</li> <li>• Work commitments</li> <li>• Lack of facilities</li> <li>• Cost of equipment</li> <li>• Lack of role models</li> <li>• Lack of transport</li> <li>• Lack of motivation</li> <li>• Lack of awareness of activities</li> <li>• Lack of disposable income</li> <li>• Lack of childcare</li> </ul> <p><b>Solutions:</b></p> <p>Solutions to barriers faced by the various user groups are often very similar and be solutions for many of the user groups</p>  <ul style="list-style-type: none"> <li>• Free or subsidised sessions</li> <li>• Promote role models</li> <li>• Free or subsidised transport</li> <li>• Provide childcare (crèche)</li> <li>• Provide equipment</li> <li>• Promotion of activities</li> <li>• Arrange sessions during the day</li> </ul>	<p>Sport is a popular part of the culture in the UK. There are many factors which can impact upon the popularity of sport in the UK</p>  <p><b>Spectatorship:</b> The more people are viewing sports will increase participation rates of those sports.</p> <p><b>Media coverage:</b> Some sports channels show sport 24/7, this increases participation in the sports that the media show.</p> <p><b>Provision:</b> Provision varies in the UK. People cannot participate with little or no provision or access to facilities.</p> <p><b>Environment</b> Weather in the UK can impact upon participation rates. There is a lack of snow in the UK for skiing</p> <p><b>Roles models</b> Positive Roles models increase participation in the sport. A lack of role models has a negative impact.</p> <p><b>Acceptability</b> Many people believe boxing should be banned as it's dangerous</p> <p><b>Success for teams</b> Sporting success inspires people to take part in the sports</p>	<p><b>Team spirit</b> Gain the feeling of pride &amp; loyalty from being a member of a team which makes you want your team to do well.</p> <p><b>Fair play</b> Allows you to show polite behaviour which involves respect for fellow competitors and playing by the rules.</p> <p><b>Citizenship</b> Allows performers to act in a way that citizens of a country should. This can involve getting involved in the local community through sport</p> <p><b>Tolerance and Respect</b> Helps you to tolerate and understand others and show respect to opponents. This could be respecting different cultures and countries</p> <p><b>Inclusion</b> Sport allows people to be included within teams and competitions. This can be to encourage under-represented social groups to get involved in sport.</p> <p><b>National Pride</b> Sport develops a sense of pride in the name, culture of a country. National pride is shown - singing the national anthem.</p> <p><b>Excellence</b> Sport helps to encourage and develop excellence.</p>

# Sports Studies

Week 5 – Values which can be promoted through sport	Week 6 – The importance of etiquette and sporting behaviour	Week 7	Week 8 - Initiatives and events which promote values through sport
<p>The Paralympics are games for people with a disability which run in parallel with the Olympic games. They are both held once every four years in the same host city. Both Olympic and Paralympic movements aim to represent similar core values.</p> <p><b>The Creed:</b> “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.”</p> <p><b>The Symbols</b> Five interlocking rings to represent the union of the five continents of the world which take part</p> <p><b>Olympic Values</b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Respect</li> <li>• Excellence</li> </ul> <p><b>Paralympic Values</b></p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Inspiration</li> <li>• Courage</li> <li>• Equality</li> </ul>	<p>Etiquette includes the unwritten rules concerning player behaviour. Examples include kicking the ball out of play when someone is injured. Not walking across someone else’s putt in golf</p> <p><b>Sporting behaviour</b> Behaving in a way that shows sportsmanship. Involves polite and fair behaviour while playing in a sporting event.</p> <p><b>Reasons for observing etiquette and sporting behaviour</b></p> <ul style="list-style-type: none"> <li>• Performing in a fair way</li> <li>• Promoting positive values</li> <li>• Keeping yourself and other performers safe</li> <li>• Respecting performers in your own team and on the opposition</li> <li>• Being a positive role model for young children</li> </ul> <p><b>Spectator Behaviour</b> It is very difficult to control spectator behaviour and many spectators do not follow sporting etiquette Eg. It is common for NBA basketball spectators to deliberately put the opposition players off when shooting free throws.</p>	<p><b>Sportsmanship</b> Fair and polite behaviour is also known as sportsmanship</p> <ul style="list-style-type: none"> <li>• Being gracious and respectful when winning or losing</li> <li>• Clapping an opposition goal</li> <li>• Shaking hands before and after a game</li> </ul> <p><b>Gamesmanship</b> When a performer bends the rules.</p> <ul style="list-style-type: none"> <li>• Taking a long time to collect the ball to waste time</li> <li>• Re-tying shoe laces when an opponent is about to serve in tennis</li> <li>• Grunting loudly when playing a tennis shot to put off the opponent</li> </ul> <p><b>Spectator etiquette</b> Spectators also have unwritten rules to follow.</p> <ul style="list-style-type: none"> <li>• Being quiet during rallies at tennis games</li> <li>• Respecting an opponents national anthem</li> <li>• Staying quiet at the start of an athletics race</li> <li>• Staying quiet when a rugby player kicks a conversion</li> </ul>	<p><b>FIFAs ‘Football for Hope’:</b></p> <ul style="list-style-type: none"> <li>• Started in 2005 as a collaboration between FIFA and ‘street football world’</li> <li>• Funds ‘not for profit’ organisations to encourage social projects for disadvantaged people</li> </ul> <p><b>ECB’s ‘Chance to Shine’</b></p> <ul style="list-style-type: none"> <li>• Since 2005, has aimed to ensure that cricket is played in states schools.</li> <li>• Aims to bring cricket to thousands of inner city children</li> <li>• Help develops social cohesion, teamwork and respect and reduce anti-social behaviour</li> </ul> <p><b>Sport Relief</b></p> <ul style="list-style-type: none"> <li>• Annual campaign encourages people to get active and raise money for vulnerable people</li> <li>• Intended to help those people live happier, healthier, safer lives</li> </ul> <p><b>Sport England scheme to increase participation in sport</b></p> <ul style="list-style-type: none"> <li>• Increase the participation rates of women</li> <li>• ‘This Girl Can’ programme is funded by the National lottery and is developed by Sport England</li> <li>• Aims to allow women to overcome the fear of being judged and make the choice to take part in physical activity</li> </ul>

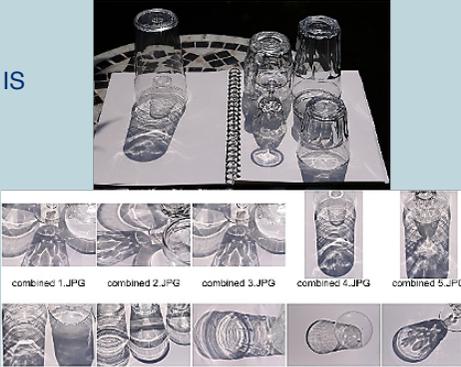
# Sports Studies

Week 9 - Sports initiatives to break down barriers	Week 10 - The use of performance enhancing drugs (PEDs) in Sport	Week 11 – Revision	Week 12 – Re-visit Task
<p><b>Kick it out</b> Barrier to be broken: Racism</p>  <p><b>Respect campaign</b> Barrier to be broken: Abuse to referees in football</p>  <p><b>Transforming British tennis together</b> Barrier to be broken: Cost and accessibility of tennis</p>  <p><b>Back to Netball</b> Barrier to be broken: Age</p>  <p><b>Premier leagues 'Creating chances'</b></p> <ul style="list-style-type: none"> <li>• Education - including the Premier league reading stars</li> <li>• Health - including Premier League health initiative</li> <li>• Community cohesion - Premier league into Work initiative</li> <li>• Participation - Premier league schools tournament</li> </ul> <p>Initiative and campaigns can be used to instill certain values for those taking part. Often the campaigns try to show the good from taking part in sport.</p> 	<p><b>Reasons why PEDs are used</b></p> <ul style="list-style-type: none"> <li>• To lose weight</li> <li>• To mask pain</li> <li>• Increased ability to train</li> <li>• Improved recovery</li> <li>• Improved performance</li> <li>• Improve strength</li> <li>• Pressure to win</li> <li>• Belief that others are taking them</li> </ul> <p><b>Reasons against using PEDs</b></p> <ul style="list-style-type: none"> <li>• Unfair advantage</li> <li>• Suffer long term ill-health</li> <li>• Become addicted</li> <li>• Damage reputation</li> <li>• Harsh consequences when caught</li> <li>• Immoral to take PEDs and cheat</li> </ul> <p><b>Impact of drug taking on the reputation of sport</b></p> <ul style="list-style-type: none"> <li>• Reputation of the sport can be damaged</li> <li>• Spectators may question whether the sport is clean and fair</li> <li>• People will mistrust the results of the sport</li> <li>• Spectators think all performers involved in the sport are cheating</li> </ul> <p><b>Performance enhancing drugs</b></p> <ul style="list-style-type: none"> <li>• Anabolic steroids</li> <li>• EPO / Blood doping</li> <li>• Stimulants</li> <li>• Diuretics</li> <li>• Beta Blockers</li> </ul>	<p>Practice exam questions:</p> <ol style="list-style-type: none"> <li>1. England Golf encourages participation amongst young females including the 'Junior Passport' scheme which provides coaching in golf skills.             <p><b>(a)</b> Describe <b>two</b> barriers to young females participating in golf.</p> <ol style="list-style-type: none"> <li>1. (1mark)</li> <li>2. (1mark)</li> </ol> <p><b>(b)</b> Identify <b>four</b> ways the governing body can fund its initiatives to enable more participation by young females in golf.</p> <ol style="list-style-type: none"> <li>1. (1mark)</li> <li>2. (1mark)</li> <li>3. (1mark)</li> <li>4. (1mark)</li> </ol> </li> <li>2. Many cities and countries hope to gain economic benefits by hosting major sporting events such as the Olympic Games. Explain the possible economic benefits and economic drawbacks for a country before, during and after hosting an Olympic Games. (8marks)</li> </ol>	<p>Identify a topic from the last 11 weeks that you would like to become even more of an expert.</p> <ol style="list-style-type: none"> <li>1. Using one of the methods listed below revisit that topic and develop your knowledge.             <ul style="list-style-type: none"> <li>• Cover, look, write and check key words</li> <li>• Spider Diagram</li> <li>• Knowledge Clock</li> </ul> </li> <li>2. When you have completed task 1 above, write three of your own exam questions about the topic you have decided to revisit. Make sure you say how many marks the question is worth.</li> <li>3. For each of the 3 questions you have written, write the mark scheme to check the answers.</li> <li>4. Write a perfect answer for each of the questions you have written that you would happily show a class as a 'model answer.'</li> </ol>

# Photography

## Project 3: REFLECTION, REFRACTION, DISTORTION

First finish all work started in your last lesson and, then, do these tasks. Complete one task per week to achieve a grade 4 or above. For grade 6 or above please make sure to complete these tasks with flare and dedication, talking regularly to your teacher.

Week 1&2: Recording my observations	Week 3&4: Researching photographers	Week 5&6: Replicating photos of others
<p><b>Enquiry task 1:</b> Take 10 photos of mirrors reflecting their surroundings. Use oblique camera angles, parallel to the surface of the mirror.</p> <p><b>Enquiry task 2:</b> Take at least 10 photos of glass containers filled with water, shining a light through them to create shadows and light reflections.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Reflection:</b> the image of something in a mirror or any reflective surface.  <b>Refraction:</b> light changing direction when travelling through glass or water.  <b>Distortion:</b> a change to the original shape or form.</p> <p>Photo by IS</p> 	<p><b>Enquiry task 1:</b> draw an analytical diagram for the photograph shown below.</p> <p><b>Enquiry task 2:</b> complete an 'I see, I think, I wonder' analysis and research this photographer.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Description:</b> a statement that gives factual details about an artwork.  <b>Analysis:</b> the process of breaking an artwork into smaller parts in order to gain a better understanding of it.  <b>Context:</b> all the things about an artwork that might have influenced the making of it/the artist.</p> <p style="text-align: center;">Suzanne Saroff</p> 	<p><b>Enquiry task 1:</b> produce a photo shoot re-making the work of Suzane Saroff as accurately as you can. Where possible, use similar light and background.</p> <p><b>Enquiry task 2:</b> conduct a second photo shoot using people to make distorted portraits.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Media:</b> the material and tools used by a photographer or designer to create a work of art.  <b>Technique:</b> how skills and tools are used to create an art work, photo or design.  <b>Process:</b> the steps taken to create an artwork from start to finish.  <b>Subject matter:</b> the topic dealt with or the subject represented in a work of art.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1464 874 1697 1182">  <p style="text-align: right;">Photo by IS</p> </div> <div data-bbox="1756 879 2040 1070">  <p style="text-align: right;">Photo by IS</p> </div> </div> <p style="text-align: center;">David Seidner</p>
<b>Steps to Success</b>		
<p>Be aware of light and shade. Focus on what you find interesting and compose your shot carefully. Stick yourself to the wall when you shoot the mirrors.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.</p>	<p>Look closely. Draw all or part of the chosen image – copy what you see accurately. Use the same media as the artist (where possible) as well as the same techniques.</p>

# Photography

## Week 7&8: responding to photographers

**Enquiry task 1:** produce some (more than 2) developments of your personal responses to artists – mixing artists’ styles and your own photos/ drawings – experimenting with ideas, techniques and media.

**Enquiry task 2:** Choose your best 2 developments and combine them to produce a mini ‘mock-up’ of your final piece – test it out – what works – what needs to change? Prepare to start your final piece.

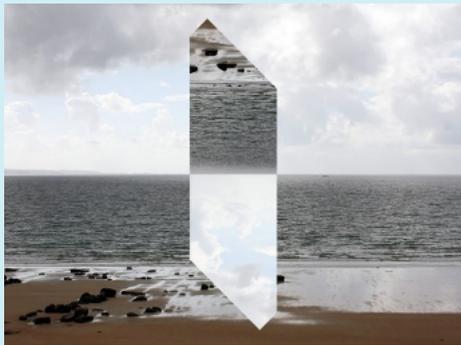
### Key Words

**Purposeful:** producing artwork for a specific reason/idea.

**Personal:** belonging to or affecting you, the artist, in a particular way.

**Response:** your creative reaction/idea – what you make

Reynald Drouhin –  
Monolith series



## Week 9&10: responding to photographers

**Enquiry task 1:** Draw an analytical diagram and do an “I see, I think, I wonder” analysis.

**Enquiry task 2:** Produce a series of three edits in the style of V Siemer– see below. Use your mobile device to make it more experimental. Crop a view of a landscape in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.

### Key Words

**Refine:** making small changes to improve an idea/ artwork. Doing something again to make it better.



Victoria Siemer - [witchoria.com/geometric reflections](http://witchoria.com/geometric-reflections)

## Week 11&12: refine – final piece

**Enquiry task 1:** Decide which photo is your best in this project. Do a www/ebi evaluation.

**Enquiry task 2:** Act upon your evaluation. Improve the shots and/or the edits as you have planned in your ebi.

### Key Words

**Final piece:** masterpiece displayed in a gallery or exhibition.

**Evaluation:** checking if you have achieved what you planned to do at the start of the process.

**Conclusion:** the end or final part, the visual outcome to an idea.

www.collater.al/en/landscapes-  
reflections-victoria-siemer



### Steps to Success

Take creative risks. Don’t just copy what the artist does – play, experiment and combine. Don’t just do something once, try it multiple times until you get the best result.

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Explain your point of view on the theme “Reflection, Refraction, Distortion”. What are you showing to the viewer? What are you making us look at?

# Religious Education

Week 1 - Key Words	Week 2 - The Buddha's Life	Week 3 - Dharma, Dependant Arising & 3 marks
<p><u>Enlightenment</u>: To find the truth about life, and to escape Nirvana.  <u>Nirvana</u>: To escape the cycle of 'samsara'; birth, death, rebirth.  <u>Meditation</u>: Calming and focusing the mind.  <u>Puja</u>: Worship.  <u>Dhamma</u>: The truth the Buddha realised when he became enlightened.  <u>Dukkha</u>: Suffering.  <u>Anicca</u>: Impermanence.  <u>Anatta</u>: People don't have a fixed self or soul.  <u>Bodhisattvas</u>: A person that can reach enlightenment but delays it due to suffering people.</p> <p style="text-align: center;"><b>ENQUIRY TASK:</b>  <i>Transform these words into an image.</i></p>	<ul style="list-style-type: none"> <li>- Buddhism was founded around 2500 years ago. The Buddha was called Siddhartha Gautama.</li> <li>- The Buddha lived a life of luxury until he was 18.</li> <li>- The Buddha saw the 4 sights (old age, illness, death and a holy man).</li> <li>- The 4 sights are spiritual insights into suffering and the Buddha's spiritual path.</li> <li>- The Buddha lived a life of an aesthetic, which means he had a simple lifestyle.</li> <li>- The aesthetic life didn't work for Siddhartha, so he began to live in the 'middle way'.</li> <li>-The Buddha meditated under a peepul tree, and then his enlightenment took place during the three watches of the night (three realisations).</li> </ul> <p style="text-align: center;"><b>ENQUIRY TASK:</b>  <i>'Explain the life of the Buddha' [4 marks].</i></p>	<ul style="list-style-type: none"> <li>- The Dhamma (Dharma) links to the truth about existence, the path of training of the Buddha and the universal law that governs how reality works.</li> <li>- There are 3 refuges (jewels) in Buddhism; the Buddha, the Dhamma and the Sangha (Buddhist community). These are central to Buddhism.</li> <li>-The Dhamma reduces suffering, gives meaning to life and leads to more awareness etc.</li> <li>- Dependent arising is the idea that everything arises dependant upon conditions, which gives a view or vision of the nature of reality.</li> <li>- The 3 marks of existence are dukkha (suffering), anicca (impermanence) and anatta (no soul).</li> </ul> <p style="text-align: center;"><b>ENQUIRY TASK:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zr7ck2p/revision/2">https://www.bbc.co.uk/bitesize/guides/zr7ck2p/revision/2</a> Use the link to help create a poster.</p>
Week 4 - 4 Noble Truths & 8 Fold Path	Week 5 - Samsara, 3 Poisons & Buddhism	Week 6- Human Destiny & Personality
<ul style="list-style-type: none"> <li>-The 4 Noble Truths are the truths the Buddha taught about suffering. They explain why people suffer and how they can overcome it.</li> <li>- The 4 noble truths are part of the Dhamma and are the Buddha's first teachings after his enlightenment.</li> <li>- Full understanding of the 4 noble truths leads to enlightenment for Theravada Buddhists.</li> <li>- There is suffering (Dukkah), suffering has a cause (samudaya), suffering can come to an end (nirodha) and there is a means to bring suffering to an end (magga).</li> <li>- The Eightfold Path is the 4th part of the Four Noble Truths. It gives Buddhists a path they can follow to end suffering.</li> </ul> <p style="text-align: center;"><b>ENQUIRY TASK:</b> <i>'Explain the 4 noble truths in the Buddhism' [4 marks]</i></p>	<ul style="list-style-type: none"> <li>- Samsara is the cycle of birth, death and rebirth. It is considered to be dukka (suffering).</li> <li>- The causes of suffering are known as the three poisons: greed (rooster), ignorance (pig) and hatred (snake).</li> <li>- Theravada Buddhism is one of the oldest schools of Buddhism, it teaches that the human personality is made up of 5 parts or aggregates: form, sensation, perception, mental formations and consciousness.</li> <li>- Mahayana Buddhism is a term used to describe a number of different Buddhist traditions such as pureland, zen and Tibetan. It emphasises emptiness.</li> </ul> <p style="text-align: center;"><b>ENQUIRY TASK:</b>  <i>Create images to represent teachings this week.</i></p>	<ul style="list-style-type: none"> <li>-Theravada Buddhists attempt to become an arhat, which is a perfected person.</li> <li>- In Theravada Buddhism, a person who has achieved nibbana is known as an arhat.</li> <li>- Mahayana Buddhists attempt to become Bodhisattvas, which are enlightened beings. They choose to remain in the cycle of samsara in order to enlighten others.</li> <li>- To become a Bodhisattva, they must become perfect in six areas of their lives. These are generosity, morality, patience, energy, meditation and wisdom.</li> </ul> <p style="text-align: center;"><b>ENQUIRY TASK:</b>  <i>'Explain two Buddhist beliefs about human destiny and personality' [2 marks].</i></p>

# Religious Education

Week 7 - Place and how to worship	Week 8 - Meditation & Role of Buddhists	Week 9 - Death / Mourning & Festivals
<p>- A temple is a place where Buddhists come together to practise.</p> <p>- A shrine is an area with a statue or image of a Buddha. It provides a focal point for meditation and devotion.</p> <p>- A monastery is a place where a community of Buddhists monks or nuns live.</p> <p>- Buddhists meditate, study and practice in their place of worship.</p> <p>- Worship is known as puja and they express their gratitude and respect for the Buddha.</p> <p>- Chanting is a type of worship that involves reciting from the Buddhist scriptures.</p> <p>- Buddhists may chant mantras; short sequences.</p> <p><a href="https://teachers.thenational.academy/lessons/buddhist-practice-6cvp4c?from_query=buddhism">https://teachers.thenational.academy/lessons/buddhist-practice-6cvp4c?</a>  <a href="https://teachers.thenational.academy/lessons/buddhist-practice-6cvp4c?from_query=buddhism">from_query=buddhism</a> <b>ENQUIRY TASK: follow this link to add to your knowledge.</b></p>	<p>- Meditation is a spiritual exercise that calms the mind and body and leads to the development of insight into the nature of existence.</p> <p>- There are a number of meditation techniques that help Buddhists to develop samatha (calm) and vipassana (insight).</p> <p>- Visualization of Buddhas and Bodhisattvas is used in Mahayana Buddhism as part of meditation.</p> <p>- Buddhists may use thangkas or mandalas to help visualise a Buddha or Bodhisattva. This helps them connect with the spiritual qualities of a Buddha or Bodhisattva.</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zs6ncdm/revision/4">https://www.bbc.co.uk/bitesize/guides/zs6ncdm/revision/4</a> <a href="https://www.bbc.co.uk/religion/religions/buddhism/customs/meditation_1.shtml">https://www.bbc.co.uk/religion/religions/buddhism/customs/meditation_1.shtml</a></p> <p><b>ENQUIRY TASK: follow the links, add to your knowledge, and create a fact file.</b></p>	<p>- Buddhist tradition teaches that when a Buddhist dies, their kammic energy leaves their body and is reborn in a new one.</p> <p>- Death is not seen as an end but a transition between one life and the next.</p> <p>- Funeral practices vary between different Buddhist traditions and countries, for example in Tibet they have a sky burial where the body is left in a high place as a gift to the vultures.</p> <p>- Festivals allow Buddhists to celebrate important events in the history of Buddhism.</p> <p>- Wesak is a Theravada festival that celebrates the Buddha's birth, enlightenment and death.</p> <p>- Parinirvana Day is a Mahayana festival that commemorates the Buddha's passing away.</p> <p><b>ENQUIRY TASK:</b>  <b>'Death is the end of Buddhists' Discuss [12 marks].</b></p>
Week 10 - Ethics & The 6 perfections	Week 11 - Activities	Week 12 - Exam Style Questions
<p>- Karma (Karma) is an ethical principle that explains how a person's actions lead to either happiness or suffering. How a person lives their life will affect their next life.</p> <p>- Compassion (Karuna) is feeling concerned for the suffering of other people.</p> <p>- Loving Kindness (metta) is a desire for others to be happy.</p> <p>- The 5 moral precepts give Buddhists rules to follow that are ethical, for example don't take a life.</p> <p>- The 6 perfections are 6 qualities or virtues that Mahayana Buddhists try to develop in order to become Bodhisattvas.</p> <p><b>ENQUIRY TASK: Read and create a poster.</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zvw9dxs/revision/4">https://www.bbc.co.uk/bitesize/guides/zvw9dxs/revision/4</a></p>	<p><b>ENQUIRY TASK:</b></p> <ul style="list-style-type: none"> <li>● Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other.</li> <li>● Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used.</li> <li>● Summarise each week into 20 words, using images to also help you.</li> <li>● Create a 'quizziz' or kahoot on the information that you have learnt.</li> </ul>	<p><b>ENQUIRY TASK:</b></p> <ol style="list-style-type: none"> <li>1. What is meant by the word dukkha [1] <ul style="list-style-type: none"> <li>● Happiness</li> <li>● Suffering</li> <li>● Enlightenment</li> <li>● Rebirth</li> </ul> </li> <li>2. Give two reasons why Siddhartha Gautama rejected his aesthetic life [2].</li> <li>3. Explain two ways in which the 4 noble truths influenced the Buddha's teachings [4].</li> <li>4. Explain two stages of the eightfold path [8].</li> <li>5. The four noble truths are the most important teachings in Buddhism Discuss [12].</li> </ol>

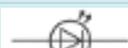
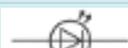
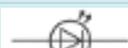
# Science

Glossary	Biology (CB5) Part 1	Biology (CB5) Part 2
<p style="text-align: center;"><b>Biology</b></p> <p><b>Health:</b> A state of complete physical, mental and social well being.</p> <p><b>Communicable disease:</b> A disease that can spread from person to person, e.g. flu, HIV, tuberculosis</p> <p><b>Non-communicable:</b> A disease that cannot spread from person to person, e.g. cancer, diabetes</p> <p><b>Pathogens:</b> Disease causing organisms</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Electrolysis:</b> The process by which ionic substances are decomposed (broken down) into simpler ones when an electric current is passed through them.</p> <p><b>Cathode:</b> The negative electrode</p> <p><b>Anode:</b> The positive electrode</p> <p><b>Electrolyte:</b> A substance which, when molten or in solution, will conduct an electric current</p> <p><b>Cation:</b> An ion with a positive charge</p> <p><b>Anion:</b> An ion with a negative charge</p> <p><b>Oxidation:</b> The <b>gain of oxygen</b> by a substance, or the <b>loss of electrons</b></p> <p><b>Reduction:</b> When <b>oxygen is removed</b> from a compound, or the <b>gain of electrons</b></p> <p><b>Dynamic Equilibrium:</b> When the forward and backwards reactions in a reversible reaction are happening at the same rate</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Force:</b> An interaction that can change the motion of an object. It can be a push, pull or twist.</p> <p><b>Momentum:</b> A measure of the tendency of an object to keep moving or how hard it is to stop moving.</p> <p><b>Current:</b> The number of coulombs of charge that flow past a point each second, measured in amps.</p> <p><b>Potential Difference (voltage):</b> The energy transferred per unit charge, measured in volts.</p>	<p style="text-align: center;"><b>Heath, Disease &amp; Development of Diseases</b></p> <p><b>1. Non-communicable diseases:</b></p> <ol style="list-style-type: none"> <li><b>Genetic disorders</b> caused by faulty alleles passed to offspring, e.g. cystic fibrosis</li> <li><b>Malnutrition</b> is caused by too many or too few nutrients, causing <b>obesity</b> or a <b>deficiency disease</b>, e.g. scurvy</li> <li><b>Cardiovascular disease (CVD)</b> is a result of poor circulatory system function. Strongly linked to <b>abdominal fat</b> which is measured by the <b>waist-to-hip ratio</b>. Treated with <b>stents, bypass</b> operations and medicines.</li> <li>Influenced by <b>lifestyle factors</b> (diet, smoking, exercise, alcohol, drugs).</li> <li><math display="block">\text{Body Mass Index} = \frac{\text{mass (kg)}}{(\text{height (m)})^2}</math></li> </ol> <p><b>2. Pathogens cause communicable diseases:</b> Four types: <b>viruses, bacteria, fungi, protists</b></p> <ol style="list-style-type: none"> <li><b>Cholera:</b> caused by <b>bacteria</b>, spreads in <b>dirty water</b> and causes <b>diarrhoea</b>.</li> <li><b>Tuberculosis:</b> caused by <b>bacteria</b>, spreads in the <b>air</b> and causes <b>lung damage</b>.</li> <li><b>Malaria:</b> caused by <b>protists</b> and is <b>spread</b> by <b>animal vectors</b> (mosquitos). It causes damage to <b>blood</b> and <b>liver</b>.</li> <li><b>Chalara ash dieback:</b> causes <b>leaf loss</b> and <b>bark lesions</b> in <b>trees</b>. It is caused by <b>fungi</b> and spreads in the <b>air</b>.</li> </ol> <p><b>3. HIV (virus) and chlamydia (bacteria) are sexually transmitted infections (STI) and are spread during unprotected sex, blood contact, and from mother to fetus.</b></p> <p><b>Enquiry Task:</b> Describe three ways to treat a patient suffering from cardiovascular disease.</p>	<p style="text-align: center;"><b>Heath, Disease &amp; Development of Diseases</b></p> <ol style="list-style-type: none"> <li>The human body <b>prevents the entry of pathogens</b> via <b>physical barriers</b> (mucus, cilia, skin) and <b>chemical defences</b> (lysozyme, hydrochloric acid).</li> <li>Response to a disease:             <ol style="list-style-type: none"> <li><b>Exposure</b> to a <b>pathogen</b></li> <li><b>Antigens</b> on the surface of the <b>pathogen</b> trigger an <b>immune response</b></li> <li><b>Antibodies</b> and <b>memory lymphocytes</b> are produced</li> <li>Antibodies stick to the pathogen, <b>disabling</b> it and allowing easier removal</li> <li><b>Memory lymphocytes</b> remain in the body in case there is a second encounter</li> <li>The <b>secondary response</b> to a pathogen is faster and stronger.</li> </ol> </li> <li><b>Vaccination/immunisation</b> uses the antigens from a weakened or inactive form of a pathogen to trigger the production of memory lymphocytes – making the patient immune to the full pathogen</li> <li><b>Antibiotics:</b> used to treat bacterial infections, work by inhibiting the cell processes of the bacterium.</li> <li><b>Antibiotic resistance:</b> The ability of a bacteria to survive exposure to an antibiotic. It is caused by mutation in their genes and is an example of natural selection.</li> <li><b>Medicine development:</b> multi-stage process including discovery, development, pre-clinical and clinical testing</li> </ol> <p><b>Enquiry Task:</b> Explain what happens when a vaccine is injected into the body</p>

# Science

Chemistry (CC10-12) Part 1	Chemistry (CC10-12) Part 2	Physics (CP2) Part 1
<p style="text-align: center;"><b>Extracting Metals &amp; Equilibria</b></p> <ol style="list-style-type: none"> <li><b>Electrolysis</b> of copper sulfate can be completed using <b>graphite (inert)</b> or <b>copper electrodes</b>.</li> <li>The <b>products of electrolysis</b> depend on whether the <b>salt</b> is in <b>solution</b> (dissolved in water) or <b>molten</b>.</li> <li><b>Positively charged cations</b> will collect at the <b>cathode</b>.</li> <li><b>Negatively charged anions</b> will collect at the <b>anode</b>.</li> <li>If the salt is <b>molten</b>, it <b>splits into</b> its <b>ions</b>, eg, NaCl forms Na<sup>+</sup> and Cl<sup>-</sup>.</li> <li>If the <b>salt</b> is in solution, the <b>water</b> will also <b>split</b> into its <b>ions, which creates OH<sup>-</sup> and H<sup>+</sup></b>.</li> <li><b>Electrolysis core practical:</b> <ol style="list-style-type: none"> <li><b>Wear goggles</b> to prevent chemicals getting into your eyes.</li> <li>With <b>copper electrodes</b>:           <ol style="list-style-type: none"> <li>The <b>anode loses mass</b> and the <b>cathode gains mass</b></li> <li>As the <b>current increases</b> the loss in mass of the <b>anode increases</b> and the <b>gain in mass at the cathode increases</b></li> </ol> </li> <li>With <b>graphite electrodes</b>:           <ol style="list-style-type: none"> <li><b>Copper metal</b> collects at the <b>cathode</b></li> <li><b>Oxygen gas</b> is produced at the <b>anode</b></li> </ol> </li> <li><b>Oxidation</b> occurs at the <b>anode</b></li> <li><b>Reduction</b> occurs at the <b>cathode</b></li> </ol> </li> </ol> <p><b>Enquiry Task:</b> Describe how to demonstrate the electrolysis of molten lead bromide, including the products at the anode and cathode.</p>	<p style="text-align: center;"><b>Extracting Metals &amp; Equilibria</b></p> <ol style="list-style-type: none"> <li>An <b>ore</b> is a rock that contains enough of a compound to <b>extract</b> a metal for profit.</li> <li>Metals that are <b>more reactive</b> than carbon (Al) are extracted by <b>electrolysis</b> (expensive).</li> <li>Metals <b>less reactive</b> than carbon (Fe) are extracted by <b>heating with carbon</b>.</li> <li><b>Bioleaching</b> (bacteria) and <b>phytoextraction</b> (plants) are biological methods of extracting metals.</li> <li><b>Reduction</b> is the <b>removal of oxygen</b> or <b>gain of electrons</b> during a reaction.</li> <li><b>Oxidation</b> is the <b>gain of oxygen</b> or <b>loss of electrons</b>. Oxidation and reduction always occur together (<b>Redox reactions</b>)</li> <li><b>Recycling</b> metals helps preserve ores, reduces mining, produces less pollution and waste, but can be more expensive.</li> <li><b>Life cycle assessments</b> measure the environmental impact of a product.</li> <li><b>Reversible reactions</b> happen when the <b>products</b> in a reaction react to <b>reform the reactants</b>.</li> <li>At <b>dynamic equilibrium</b> the forward and backward reactions are still occurring but the <b>percentages</b> of reactants and products are <b>no longer changing</b>.</li> <li>Dynamic equilibrium only occurs in <b>closed systems</b> as no product or reactant is <b>lost</b>.</li> <li><b>Haber process:</b> used to manufacture ammonia, using a temperature of 450°C, pressure of 200atm and the use of an iron catalyst.</li> </ol> <p><b>Enquiry Task:</b> Explain why aluminium is extracted using electrolysis, but iron is extracted by heating with carbon</p>	<p style="text-align: center;"><b>Motion of Forces</b></p> <ol style="list-style-type: none"> <li>A <b>resultant force</b> is the sum of all the forces acting on an object.</li> <li>Arrows on a <b>force diagram</b> show the size and direction of the force.</li> <li><b>Newton's 1<sup>st</sup> Law:</b> If the resultant force on an object is zero, a stationary object will remain stationary, and a moving object will continue moving at a constant velocity.</li> <li><b>Newton's 2<sup>nd</sup> Law:</b> If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force at a rate inversely proportional to the mass of the object.</li> <li>The <b>force (N)</b>, needed to <b>accelerate (m/s<sup>2</sup>)</b>, a <b>mass (kg)</b>, can be calculated as: <i>force = mass x acceleration [F = m x a]</i></li> <li>Weight is the force downwards due to gravity. The <b>weight (N)</b> of an object depends on its mass (kg) and the gravitational field strength (N/kg). <i>weight = mass x gravitational field strength [W=m x g]</i></li> <li>Gravitational field strength on the Earth is approximately 10 N/kg, so the acceleration due to gravity, g, is also 10 m/s<sup>2</sup>.</li> <li><b>Acceleration (m/s<sup>2</sup>)</b>, can also be calculated using: <math display="block">a = \frac{v - u}{t} \text{ and } v^2 - u^2 = 2 \times a \times x</math>Where <i>v</i> = final velocity (m/s), <i>u</i> = initial velocity (m/s), <i>t</i> = time (s), and <i>x</i> = distance (m)</li> </ol> <p><b>Enquiry Task:</b> Draw a force diagram showing a plane accelerating down a runway, and another where the plane is flying at a constant velocity</p>

# Science

Physics (CP2) Part 2	Physics (CP2) Part 3	Physics (CP9) Part 1																								
<p style="text-align: center;"><b>Motion of Forces</b></p> <p><b>1. Acceleration core practical</b></p> <ol style="list-style-type: none"> <li>Place a trolley of known mass on a friction compensated ramp.</li> <li>Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley.</li> <li>Accelerate the trolley along the ramp using a pulley and falling weight (this provides the force).</li> <li>Use the light gates to measure the trolley's initial velocity, final velocity, and time taken between the gates as it moves down the ramp.</li> <li>Calculate the acceleration of the trolley using <math>a = \frac{v - u}{t}</math></li> <li>Repeat steps a-e, adding a known mass to the trolley each time.</li> <li>Use your data to describe the relationship between mass and acceleration.</li> </ol> <p><b>2. Newton's 3<sup>rd</sup> Law</b> describes how pairs of forces affect objects when they interact. This interaction can happen:</p> <ul style="list-style-type: none"> <li>When objects touch, such as when you sit on a chair</li> <li>At a distance, such as the gravitational attraction between the Earth and the moon.</li> </ul> <p><b>3. Action-reaction forces</b> describe how pairs of forces act on <b>different</b> objects. The two forces are always the same size and in opposite directions. They will also be the same type of force.</p> <p><b>4. Balanced forces</b> describe how pairs of forces act on the <b>same</b> object.</p> <p><b>Enquiry Task:</b> Write a method to find the relationship between <i>force</i> and acceleration</p>	<p style="text-align: center;"><b>Motion of Forces</b></p> <ol style="list-style-type: none"> <li>The momentum of an object depends on its <b>mass</b> and <b>velocity</b>.</li> <li><b>Momentum</b> can be calculated using: <i>momentum (kg m/s) = mass (kg) x velocity (m/s) [p = m x v]</i></li> <li>Momentum is a <b>conserved quantity</b>. When objects collide, the total momentum of both objects is the same before the collision as it is after the collision, as long as there are no external forces acting. This is known as <b>conservation of momentum</b>.</li> <li><b>stopping distance = thinking distance + braking distance</b></li> <li><b>Thinking distance</b> is based on <b>reaction time</b> and <b>vehicle speed</b>, and is affected by alcohol, drugs, tiredness, and distractions (phones).</li> <li><b>Braking distance</b> is affected by wet/icy weather, the condition of the road and condition of the vehicle's brakes and tyres.</li> <li>In a car crash, vehicles decelerate quickly. The force exerted on the occupants is equal to the change in momentum divided by the time taken. <math>[F = \frac{(mv - mu)}{t}]</math></li> <li>Modern cars have safety features that reduce the forces on the occupants during a collision by increasing the time taken, such as <b>crumple zones, air bags</b> and <b>seat belts</b>.</li> </ol> <p><b>Enquiry Task:</b> Describe the effect of increasing speed on thinking distance and braking distance</p>	<p style="text-align: center;"><b>Electricity &amp; Circuits</b></p> <p style="text-align: center;"><b>Circuit symbols</b></p> <table border="1" data-bbox="1473 304 2072 738"> <tr> <td>Switch</td> <td></td> <td>Resistor</td> <td></td> </tr> <tr> <td>Cell</td> <td></td> <td>Variable resistor</td> <td></td> </tr> <tr> <td>Battery</td> <td></td> <td>Thermistor</td> <td></td> </tr> <tr> <td>Lamp</td> <td></td> <td>LDR</td> <td></td> </tr> <tr> <td>Ammeter</td> <td></td> <td>Diode</td> <td></td> </tr> <tr> <td>Voltmeter</td> <td></td> <td>LED</td> <td></td> </tr> </table> <ol style="list-style-type: none"> <li><b>Series Circuit:</b> A circuit in which there is only one path for the current to flow</li> <li><b>Parallel Circuit:</b> A circuit with multiple paths for the current to flow.</li> <li><b>Current in series circuits:</b> The same at all points in the circuit.</li> <li><b>Current in parallel circuits:</b> Less on the branches than at the battery. Current on branches adds up to that at the battery.</li> <li><b>Potential difference in series circuits:</b> Potential difference is shared between the components on a circuit. It adds up to be the same as the battery.</li> <li><b>Potential difference in parallel circuits:</b> The same across each branch as it is across the battery.</li> </ol> <p><b>Enquiry Task:</b> Draw two circuit diagrams showing how to measure the current and voltage in series and parallel circuits with two resistors</p>	Switch		Resistor		Cell		Variable resistor		Battery		Thermistor		Lamp		LDR		Ammeter		Diode		Voltmeter		LED	
Switch		Resistor																								
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# Science

Physics (CP9) Part 2	Physics (CP9) Part 3	Week 11 Enquiry Tasks
<p style="text-align: center;"><b>Electricity &amp; Circuits</b></p> <ol style="list-style-type: none"> <li><b>Charge = current x time</b> [<math>Q = I \times t</math>]</li> <li><b>Energy = charge x potential difference</b> [<math>E = Q \times V</math>]</li> <li><b>Resistance:</b> How difficult it is for current to pass through materials. Measured in ohms (<math>\Omega</math>)</li> <li><b>Current = potential difference <math>\div</math> resistance</b> [<math>I = V / R</math>] Note: This equation is normally written as <math>V = I R</math>.</li> <li><b>Resistors in series:</b> Total resistance is the sum of each of the resistors.</li> <li><b>Resistors in parallel:</b> Resistors on different branches do not affect each other. The total resistance <b>decreases</b> as more resistors are added in parallel.</li> <li><b>LDR</b> (Light-dependent resistor): High resistance in dark, low resistance in light.</li> <li><b>Thermistor:</b> High resistance when cold, low resistance when hot.</li> <li><b>Diode:</b> Low resistance in the forwards direction, very high resistance in the reverse direction,</li> <li><b>Filament lamp:</b> Resistance to a current passing through a thin filament causes it to heat up, producing light.</li> <li><b>Core practical – investigating resistance</b> <ol style="list-style-type: none"> <li>Set up a circuit with a power supply, ammeter, resistor, and voltmeter.</li> <li>Vary the supply voltage and record the potential difference and current for: 1 resistor, 2 resistors in series, 2 resistors in parallel</li> <li><b>Conclusion:</b> Adding a resistor in series doubles total resistance, adding a resistor in parallel halves the total resistance</li> </ol> </li> </ol> <p><b>Enquiry Task:</b> Sketch and explain a VI graph for a filament lamp</p>	<p style="text-align: center;"><b>Electricity &amp; Circuits</b></p> <ol style="list-style-type: none"> <li><b>Electrical energy transfer = current x potential difference x time</b> [<math>E = I \times V \times t</math>]</li> <li>Electrons flowing through wires <b>collide</b> with atoms and <b>lose energy</b>. This energy is transferred as <b>heat</b>.</li> <li><b>Reducing resistance:</b> Use thicker wires, shorter wires, lower-resistance metals, and reduce the temperature.</li> <li><b>Power:</b> The rate of energy transfer, measured in watts (W). 1 W = 1 joule per second</li> <li><b>Power = energy x time</b> [<math>P = E \times t</math>]</li> <li><b>Electrical power = current x voltage</b> [<math>P = I \times V</math>] also</li> <li><b>Power = current<sup>2</sup> x resistance</b> [<math>P = I^2 \times R</math>]</li> <li><b>Direct current:</b> Current that flows in one direction.</li> <li><b>Alternating current:</b> Current that switches direction many times each second.</li> <li><b>National grid:</b> The systems of power lines and sub-stations that distributes electricity from power stations to homes and businesses.</li> <li>Mains current alternates (switches direction) 50 times each second. The frequency is <b>50 Hz</b>.</li> </ol> <p style="text-align: center;"><b>Electrical Safety</b></p> <ol style="list-style-type: none"> <li><b>Live wire:</b> Brown, 230 V, connects the appliance to the power station.</li> <li><b>Neutral wire:</b> Blue, 0 V, completes the circuit.</li> <li><b>Earth wire:</b> Green and yellow, 0 V. Connects the appliance to the ground so current can flow there in the event of a short circuit.</li> <li><b>Fuse:</b> A thin metal wire that melts and breaks the circuit if there is too much current.</li> </ol> <p><b>Enquiry Task:</b> Explain how energy loss is reduced in power lines</p>	<p style="text-align: center;"><b>Biology (CB5)</b></p> <ol style="list-style-type: none"> <li>Research tuberculosis, malaria and HIV, and identify the pathogen, symptoms and treatment for each disease</li> <li>Draw a comic strip of how white blood cells identify and attack invading pathogens</li> <li>Using ideas about antibiotic resistance, explain why it is important to finish a course of prescribed antibiotics</li> </ol> <p style="text-align: center;"><b>Chemistry (CC10-12)</b></p> <ol style="list-style-type: none"> <li>Aluminium is extracted from its ore by electrolysis. Iron is extracted from its ore by heating with carbon. Both metals can also be obtained by recycling. Explain the advantages and disadvantages of recycling aluminium and iron rather than extracting them from their ores.</li> <li>Research the Haber process and its importance and uses in industry</li> </ol> <p style="text-align: center;"><b>Physics (CP2)</b></p> <ol style="list-style-type: none"> <li>After going to the shops, a car driver places a bag of shopping on the passenger seat. During the journey home, the driver has to use the brakes to stop very suddenly. The driver is wearing a seat belt. Explain what happens next to the car, the driver and the shopping bag.</li> </ol> <p style="text-align: center;"><b>Physics (CP9)</b></p> <ol style="list-style-type: none"> <li>Explain, with the aid of a circuit diagram, the method a student could use to investigate how the resistance of a single lamp changes with the potential difference across the lamp</li> </ol>

# Spanish

Week 1 Home + prepositions		Week 2 Places to live		Week 3 Region + quantifiers		Week 4 Questions		Week 5 Region + connectives	
hay	there is/are	una aldea	a village	Está situado	It is situated	¿Adónde?	Where to?	este, esta	this
es	it is	las afueras	the suburbs	los habitantes	the inhabitants	¿Cómo?	How?	ese, esa	that
está	it is (location)	el barrio	the neighbourhood			el lugar	the place	¿Cuál(es)?	Which?
una alfombra	a carpet/rug			la calle	the street	el sitio	the place	¿Cuándo?	When?
la calefacción	heating	el campo	countryside	en todas partes	everywhere	¿Cuánto?	How much?	ayuntamiento	Town hall
una cama	a bed	una casa	a house			¿Cuántos?	How many?	la biblioteca	the library
un césped	a lawn	un chalet	a bungalow	ahí	there	¿De dónde?	Where from?	el bosque	the wood
una cortina	a curtain	una ciudad	a city/town	aquí	here	¿De quién?	Whose?	los Correos	Post Office
los muebles	furniture	la costa	the coast	alguno	some	¿Dónde?	Where?	diversiones	things to do
la pared	the wall	la dirección	the address	bastante	quite, enough	¿Por qué?	Why?	la fábrica	the factory
al lado de	next to	una granja	a farm	cada	each, every	¿Qué?	What?	la iglesia	the church
cerca (de)	near (to)	el hogar	the home	unos cuantos	a few	¿Quién?	Who?	además	moreover
debajo (de)	under	la mascota	pet	demasiado	too	¿A qué hora?	At what time?	así que	and so
delante (de)	in front (of)	la montaña	the mountain	mucho	many, a lot	¿Cuánto es?	How much is it?	aunque	although
detrás (de)	behind	un piso	a flat	poco	little, not much	¿Qué día?	What day?	dado que	given that
encima (de)	above	un pueblo	a village/town	un poco	a little, a bit	¿Qué día?	What date?	es decir	that is to say
lejos (de)	far (from)	un vecino	a neighbour	todo	all, every	¿Qué fecha?	What date?	por un lado	on one hand
la planta baja	ground floor	propio	own	varios	several	¿Y tú?	And you? (s)	por otro lado	on the other hand
el primer piso	the first floor					¿Y vosotros?	And you? (pl)		
<b>Enquiry tasks – complete in Spanish</b>									
Complete the reading sheet on Google Classroom.		Write 90 words to describe where you live in detail.		Complete the translation sheet on Google Classroom.		Write 10 questions on the topic of where you live.		Review the vocabulary from weeks 1-5 on Quizlet.	
<b>KEY:</b>	<b>verbs</b>	<b>masculine nouns</b>		<b>Feminine nouns</b>		<b>adjectives</b>		<b>connectives</b>	

# Spanish

Week 6 Travel		Week 7 Accommodation		Week 8 Imperfect tense		Week 9 Key verb phrases		Week 10
viajar	to travel	alojarse	to stay	The imperfect is used to describe events in the past, and actions that happened more than once. In English you often see the words <b>was</b> , <b>were</b> or <b>used to</b> .		Había	There was / were	Revise the key vocabulary from this cycle ready for your assessment next week.  <b>Quizlet folder:</b> 
coger	to catch	un albergue juvenil	a youth hostel			Hay	There is / are	
el autocar	the coach	un crucero	a cruise			Habrà	There will be	
el avión	the plane	al extranjero	abroad			Era	It was	
el coche	the car	una tienda	a tent	<b>-AR verbs</b>		Es	It is	
el tranvía	the tram	un camping	a campsite	viajaba	I travelled	Serà	It will be	
un viajero	a passenger	pensión completa	full board	viajaba	He travelled	Estaba	It was (location)	
un vuelo	a flight			viajábamos	We travelled	Està	It is (location)	
llegar	to arrive	el parador	state owned hotel (Spain)	viajabais	You travelled	Estarà	It will be (location)	
alquilar	to rent, hire			viajaban	They travelled	<b>-ER + -IR verbs</b>		
volver	to return	una maleta	a suitcase	comía	I ate	Tenía	It had	
la autopista	motorway	la habitación	the room	comías	You ate	Tiene	It has	
un billete	ticket	la llave	the key	comía	He ate	Tendrá	It will have	
la carretera	the highway	la vista	The view	comíamos	We ate	Hacía	It was (weather)	
el guía	the guide	el alojamiento	accommodation	comíais	You ate	Hace	It is (weather)	
la parada	bus stop	un descanso	a rest, pause	comían	They ate	Harà	It will be (weather)	
el retraso	delay	un recuerdo	a souvenir	era	I was	Assessment Week		
el viaje	The journey	un folleto	a leaflet	iba	I went			
la excursión	The trip	instalaciones	facilities	<b>Enquiry tasks – complete in Spanish</b>				<b>Week 12</b>
Complete the photo card task on Google Classroom.	Write about 90 words to describe your last holiday	Complete the listening task on Google Classroom.	Use 3 time frames to describe your region.	Teacher set homework based on identified knowledge gaps.				



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