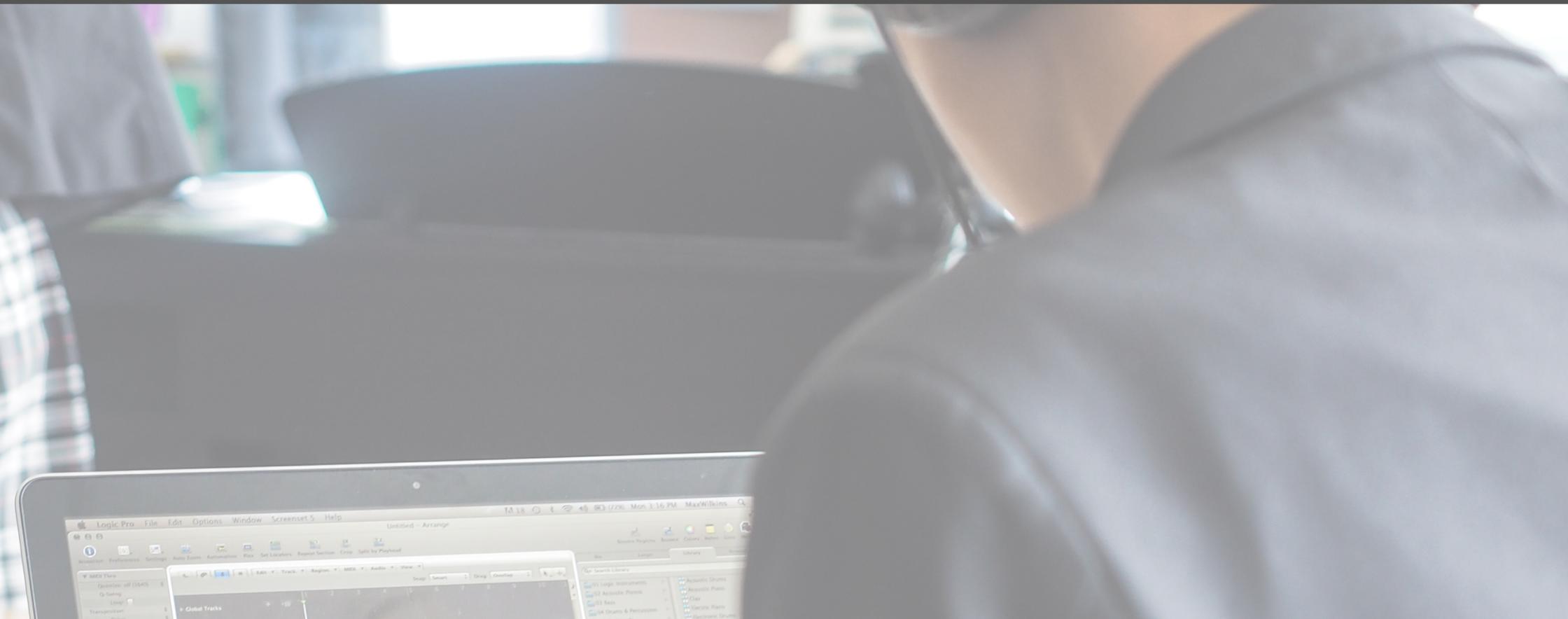


ISCA ACADEMY



INSPIRATION FOR LIFE



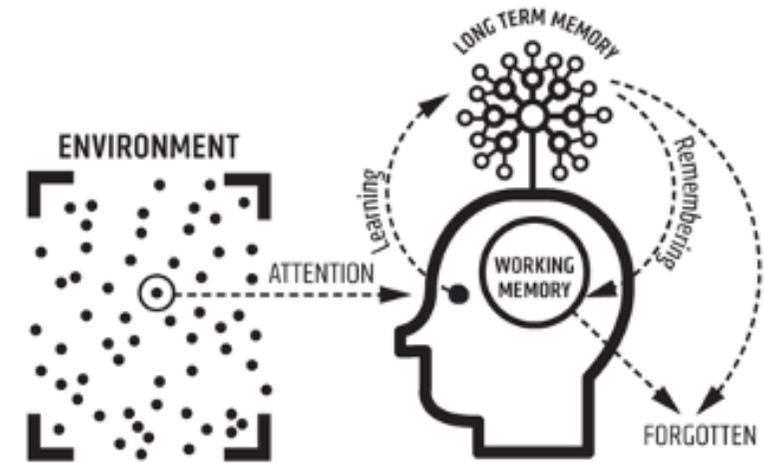
KNOWLEDGE ORGANISER Spring 2021

Year 11

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?

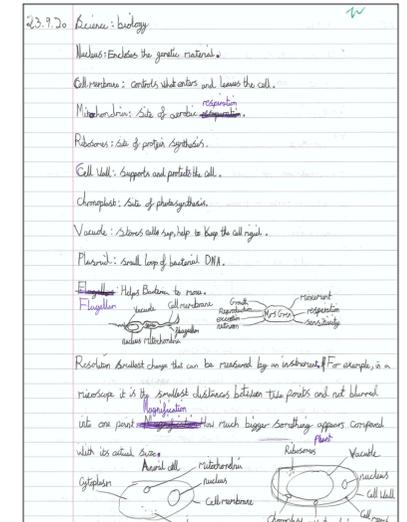
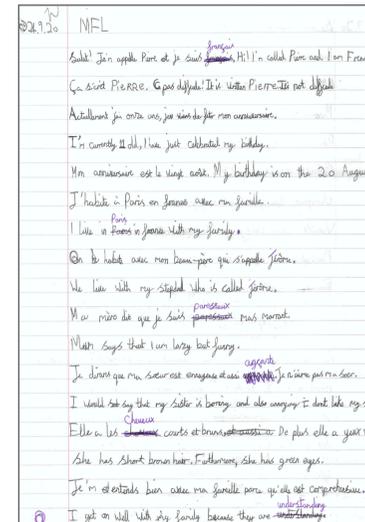
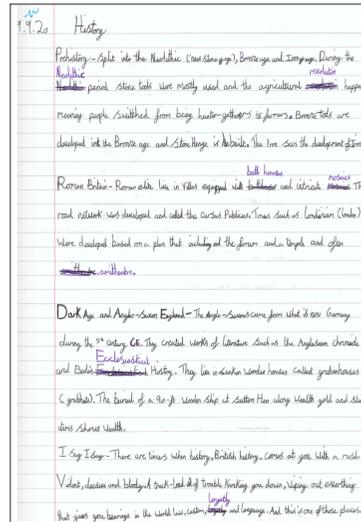
There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

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 (which should be the name of the subject) 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		
Tuesday	Option A	RE	Science (Tassomai)
Wednesday	Option B	English Revision	Science (Tassomai)
Thursday	Option C		Science (Tassomai)
Friday	Mathematics - Sparx Week A / Assessed Week B		

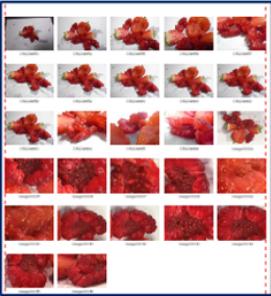
How much work is expected?

- 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 & 4: REFINE AND COMPLETE

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>Enquiry task 1: 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>Enquiry task 2: Take 10 photos of interesting close-ups. Use dramatic camera angles, being creative with your viewpoints.</p> <p>Key Words</p> <p>Proportion: the relationship between two parts or two measurements.</p> <p>Subject matter: the topic dealt with or the subject represented in a work of art. I.e. a raspberry.</p>   <p>Photos of raspberries and strawberries</p>	<p>Enquiry task 1: draw an analytical diagram for each artist shown below.</p> <p>Enquiry task 2: research each artist and complete an 'I see, I think and I wonder'.</p> <p>Key Words</p> <p>Description: a statement that gives factual details about an artwork.</p> <p>Analysis: the process of breaking an artwork into smaller parts in order to gain a better understanding of it.</p> <p>Context: all the things about an artwork that might have influenced the making of it/the artist.</p>   <p>"Close Up" Sarah Graham "Life Events" Grayson Perry</p>	<p>Enquiry task 1: For each artist, produce an artist copy of your chosen image as accurately as you can. Where possible, use the media the artist has.</p> <p>Enquiry task 2: Take photos of relevant subject matter and copy at least one of them in the style of the artist.</p> <p>Key Words</p> <p>Media: the material and tools used by an artist or designer to create a work of art. I.e. "pen and ink"</p> <p>Technique: how technical skills are used to create an artwork.</p> <p>Process: the steps taken to create an artwork from start to finish.</p>  <p>Pinterest - GCSE art sketchbook pages</p>
<p>Steps to Success</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



Ms Kay's Art World 'Conflict'



Pinterest - GCSE art sketchbook

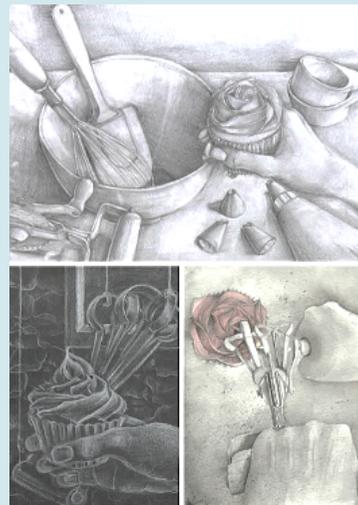
Week 9&10: refine – final piece

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

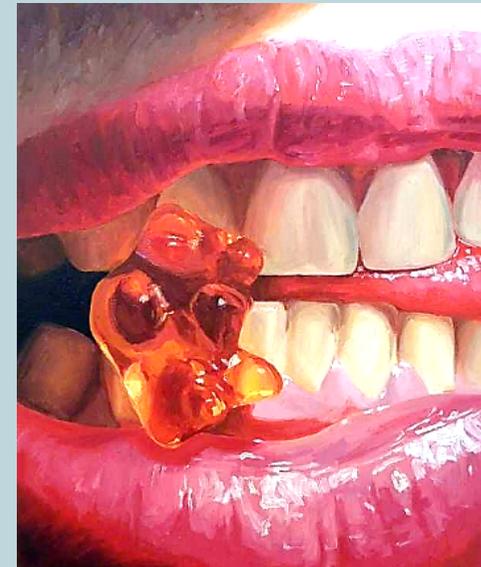
Week 11&12: refine – final piece

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.

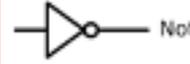
Plan thoughtfully – choose from your best developments. Comment on your chosen outcome and how it relates to the theme. Test it out and review your work – www.ebi...

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

Computer Science

Week 1	Week 2	Week 3
<p>Abstraction – The process of removing unnecessary information. Using the London Tube Map is a good example of this.</p> <p>Decomposition – The process of breaking down a task into smaller tasks.</p> <p>Algorithmic Thinking - A way of getting to a solution by identifying the steps needed.</p> <p>Linear Search – A search where every single item in a list is checked in order.</p> <p>Binary Search – Data has to be organised for this. The middle value is checked and then the incorrect half of the data is removed.</p>	<p>Merge Sort – You can get 1 mark for writing the list out with commas to begin with. The list is then put into pairs ordered, then quads ordered, then merged together.</p> <p>Insertion Sort – Start with the first piece of data then insert the second piece either in front or behind it, same with the 3rd one, until all the data is in its' correct place.</p> <p>Bubble Sort – A highly ineffective algorithm which sorts data by swapping two pieces of data next to each other moving up through the list. Very slow with long lists.</p>	<p>Variable - A value that can change, depending on conditions or on information passed to the program.</p> <p>Constant - A value that cannot be altered by the program during normal execution, i.e., the value is constant.</p> <p>Assignment - Giving a variable or constant a value. e.g. counter = 0.</p> <p>Programming Techniques</p> <p>Sequence – Any block of code</p> <p>Selection – Any IF statement in a program</p> <p>Iteration – Any loop, this could be FOR or WHILE</p>
<p>Enquiry Task: Complete exam questions on page 55 in your Black and Purple book.</p> <p>Coding: Complete Python Workbooks 1 & 2</p>	<p>Enquiry Task: Complete exam questions on page 61 in your Black and Purple book.</p> <p>Coding: Complete Python Workbook 3</p>	<p>Enquiry Task: Complete exam questions on page 69 in your Black and Purple book.</p> <p>Coding: Complete Python Workbook 4</p>
Week 4	Week 5	Week 6
<p>Count Controlled Loop – A loop which runs a set number of times: A FOR loop!</p> <pre>For i in range(0,10): print(i)</pre> <p>Condition Controlled Loop – A loop which could run indefinitely. A while loop!</p> <pre>a = 0 while a < 10: print(a)</pre> <p>If a is not incremented – this loop would run forever.</p>	<p>File Handling – Open, read, write, close. Marks will be given for just opening and closing files.</p> <p>SQL – Structured Query Language.</p> <p>Arrays / Lists – A set of data items which are grouped together with an index. Most arrays start at 0.</p> <p>Programming Techniques</p> <p>Sequence – Any block of code</p> <p>Selection – Any IF statement in a program</p> <p>Iteration – Any loop, this could be FOR or WHILE</p>	<p>Functions – A block of reusable code which does have to return a value.</p> <p>Procedures – A block of reusable code which does not have to return a value.</p> <p>Maintainability – Code is made maintainable by adding, comments, functions & procedures.</p> <p>Iterative Testing - Each module of a program is tested as it is developed.</p> <p>Final / Terminal Testing - Testing that all the modules of a program work together as expected. Checking the program meets the expectations of the user with real data.</p>
<p>Enquiry Task: Complete exam questions on page 75 in your Black and Purple book.</p> <p>Coding: Complete Python Workbooks 5</p>	<p>Enquiry Task: Complete exam questions on page 84 in your Black and Purple book.</p> <p>Coding: Complete Python Workbooks 5</p>	<p>Enquiry Task: Complete exam questions on page 85 in your Black and Purple book.</p> <p>Coding: Complete Python Workbooks 6</p>

Computer Science

Week 7								Week 8		Week 9																			
<p>Nibble – 4 bits of binary Binary – A base 2 counting system.</p> <table border="1"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> <p>The above number is 221. Hexadecimal – A base 16 counting system When converting from binary to hex cut the number into two nibbles and then calculate each nibble. Remember A = 10. Above number is 1101 = 13 = D 1100 = 12 = C So the number is CD</p>								128	64	32	16	8	4	2	1	1	1	0	1	1	1	0	0	<p>Syntax Error - Rules of the language have been broken. The program will not run. Variables not being declared before use. Incompatibility of variable types.</p> <p>Logical Error - The program runs but does not give the expected output. Division by zero. Infinite loop. Memory full. File not found.</p>		<p>Logic Gates</p> <p>Λ  And</p> <p>¬  Not</p> <p>V  Or</p>		<p>High Level language - A programming language more closely linked to English – Python is a high level coding language. Low Level language - A language which is close to machine code. Related closely to the design of the machine, coding in binary. Compiler - A program that translates a high-level language program, source code, into a computer's machine code. Translator - A program that translates a program written in assembly language into machine code. Error diagnostics - These are tools provided by IDE's which give detailed feedback on errors in your code.</p>	
128	64	32	16	8	4	2	1																						
1	1	0	1	1	1	0	0																						
<p>Enquiry Task: Complete exam questions on page 109 in your Black and Purple book.</p>								<p>Enquiry Task: Complete exam questions on page 102 in your Black and Purple book.</p>		<p>Enquiry Task: Complete exam questions on page 95 in your Black and Purple book.</p>																			
Week 10								Week 11		Week 12																			
<p>File Sizes: bit – nibble – Byte – KiloByte – MegaByte – GigaByte – TeraByte – PetaByte Metadata – Data about data Lossy Compression - A compression scheme where their generally involves a loss of resolution in parts of the image where experiences shows that it will be least noticed. Lossless Compression - A compression scheme that allows the original images to be recreated. Sampling Frequency - Number of samples stored per second. Sample rate multiplied by bit depth. The higher the number the better the quality. The higher the number the larger the file size.</p>								<p>Assessment week You will need to check all keywords for this week. All teacher resources and lessons are in google classroom</p> <p>Check pages 87 - 117 (Section 6 & 7) The review questions on page 97 and 116 outlines a full checklist of knowledge required both keywords and programming. Black and Purple book Electronic Workbooks 2.1 – 2.5</p>		<p>Teacher set homework based on knowledge gaps identified in assessments</p> <p>Use this QR code to check and update all of your key terminology on google classroom.</p> 																			
<p>Enquiry Task: Complete exam questions on page 115 in your Black and Purple book.</p>																													

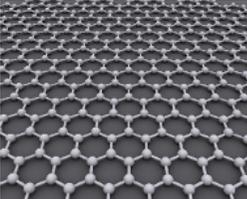
Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Brief: a task or guidelines given to a choreographer so they can meet an objective ● Stimulus: Inspiration for a dance idea or movement ● Purpose: The reason for the dance being created ● Target Audience: A particular group of people at which the dance is aimed 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Intention: The dance idea to be conveyed to the audience ● Style: A distinctive way of moving that identifies the dance as belonging to a particular choreographer, school or period. ● Practitioner: a person actively engaged in an art, discipline, or profession. In this case, dance. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Choreographic Process: Activities involved in creating dance movement ● Performance Space: The environment in which the dance is to be performed
<p><u>Enquiry Task:</u> Use the internet to research the component 3 stimulus, and brief</p>	<p><u>Enquiry Task:</u> Using internet research, find and watch three examples of standard repertoire by different dance practitioners that you could use as inspiration for your movement content and dance style.</p>	<p><u>Enquiry Task</u> Make a rehearsal plan that documents the progress you wish to make with your choreographic process. Remember to include the 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"> ● Structure: The way in which a dance is built, ordered or organised ● Highlights: Important moments of a dance ● Climax: The most significant moment of the dance ● Contrast: Movements or shapes that have nothing in common 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Aural setting: An audible accompaniment to the dance such as music, words, song and natural sound (or silence) 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Choreographic Devices: Methods used by choreographers to create movement ● Improvisation: Exploration or generation of movements without planning ● Chance Choreography: Letting fate/ chance make choreographic decisions
<p><u>Enquiry Task:</u> Create 3 possible structure ideas for your dance. Draw a diagram, and write a description explaining how each structure links to the stimulus/ purpose or dance idea for the piece. You can focus on one structure, mix them up, or create your own. Identify where your highlights and climax will be.</p>	<p><u>Enquiry Task:</u> Find 3 possible aural setting ideas to accompany your dance. Think about a range of aural settings such as spoken word and sound effects, as well as music. For each one, explain the link to your stimulus, dance idea or purpose</p>	<p><u>Enquiry Task:</u> Create a 16 count phrase using improvisation in response to the Component 3 stimulus. Film your phrase.</p>

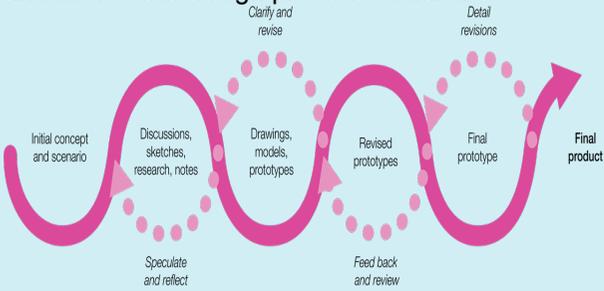
Dance

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Movement Components: The action, space, dynamic and relationship content of a dance ● Motif: A movement phrase encapsulating an idea that is repeated and developed throughout the dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Motif Development: Ways in which a movement phrase can be varied 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: The ways in which dancers' and their movements relate to each other, in time and space
<p><u>Enquiry Task:</u> Create a 16 count phrase using a range of action, space and dynamic elements that could be used in your piece. Describe it using action, space and dynamic terms.</p>	<p><u>Enquiry Task:</u> Make a list of at least 3 different ways one of the motifs your group has created can be developed, and explain how each one links to the stimulus or purpose of the piece.</p>	<p><u>Enquiry Task:</u> Watch 'A Linha Curva' by Itzik Galili and Rambert Dance Company on Vimeo (https://vimeo.com/225371580) (15.00 - 19.00) Make a list of all the ways dancers and their movements are relating to each other in time and space.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Synthesis: the combination of dance components or elements to form a connected whole dance ● Refinement: Improving a dance by making small changes. ● Rehearsal Skills: Skills used during the rehearsal process to improve the composition and performance of a dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: Skills that increase your ability to perform a range of actions effectively such as strength and flexibility ● Expressive performance skills: Skills that contribute to performance artistry and that engage the audience, such as focus and musicality 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Influence: The effect something or someone has had on your work ● Skills: Physical and mental attributes used to succeed in a task ● Techniques: Methods used by to succeed in a task ● Evaluation: A critical review of the success of a task
<p><u>Enquiry Task:</u> Watch your work back on video. Identify any sections that need improving or changing. Describe how you will change them and the rehearsal skills you will use, and explain the desired effect this will have on the work.</p>	<p><u>Enquiry Task</u> Identify any physical and expressive performance skills that need to be used by the dancers in your group in order to make the intention of your dance clearer to the audience and explain how you will use them.</p>	<p><u>Enquiry Task</u> Complete your Component 3 booklet in preparation for your written assessment task</p>

Design and Technology

Week 1	Week 2	Week 3
<p>1. Natural wood is categorised as either: Hardwoods which come from deciduous trees, those that drop their leaves in the Autumn. Examples – Oak, Ash & Birch.</p> <p>Softwoods which come from coniferous trees, those that have needles and keep them all year round. Examples – Pine, Fir & Cedar.</p> <p>2. Metals are divided into two main categories. Ferrous metals which contain the element iron, also known as ferrite (Fe). Examples – Cast Iron & Steel.</p> <p>Non-ferrous metals which do not contain iron. Examples – Aluminium, Copper & Lead.</p>	<p>1. Polymers are usually made from synthetic materials. Usually derived from crude oil or other finite resources, such as coal or natural gas.</p> <p>2. Plastics are categorised into two types: Thermoplastic which can be remoulded without affecting the material's physical properties. Examples – Polystyrene, Acrylic & PVC.</p> <p>Thermosetting Plastics which have strong chemical bonds between the molecules, which do not separate on heating. Example – Polyester.</p> <p>ENQUIRY TASK: Logon to focuselearning and research Woods, Metals & Plastics. Summarise on PowerPoint.</p>	<p>1. Modern materials are new and improved materials which are constantly being discovered and developed.</p> <p>2. Modern materials include:</p> <ul style="list-style-type: none"> - Fibre optics - Titanium - Flexible MDF - Polymorph - Coolmorph - Biodegradable polymers - Biopol - Graphene - Liquid crystal display (LCD) - Nanomaterials - Metal foam 
Week 4	Week 5	Week 6
<p>1. Smart materials react to an external stimulus by changing their characteristics and/or properties</p> <p>2. Smart materials include:</p> <ul style="list-style-type: none"> - Self-healing polymer - Self healing concrete - Thermochromic pigments - Photochromic particles - Photochromic pigments - Shape memory alloy (SMA) - Quantum tunnelling composite - Piezoelectric material - Piezo transducer <p>ENQUIRY TASK: Logon to focuselearning and research Smart Materials. Summarise on PowerPoint.</p>	<p>1. A composite material is a combination of two materials with different physical and chemical properties. When combined they create a material which is specialised to do a certain job.</p> <p>2. Composite materials include:</p> <ul style="list-style-type: none"> - Glass reinforced plastic (GRP) - Carbon fibre reinforced plastic (CRP) - Gore tex - Aramids (Aromatic polyamide) - Microfibres - Microencapsulation 	<p>1. Materials are usually selected for two purposes:</p> <ul style="list-style-type: none"> - Aesthetics (form) - the appearance of a material. - Function – properties of a material in relation to its use. <p>2. Working properties:</p> <ul style="list-style-type: none"> - Strength - Hardness - Durability - Elasticity - Toughness <p>3. Physical properties:</p> <ul style="list-style-type: none"> - Density - Absorbency - Conductivity - Corrosive resistance <p>ENQUIRY TASK: Describe an example for each of the above.</p> 

Design and Technology

Week 7	Week 8	Week 9
<p>Designing and design decisions:</p> <p>1. Iterative design is a cycle of designing, prototyping and testing to develop an idea and achieve the best possible outcome Each cycle and iteration improves the design and moves the design process forward.</p> 	<p>Designing and design decisions:</p> <ol style="list-style-type: none"> 1. Ergonomics is the process of designing or arranging products so that they fit the people who use them. 2. Anthropometrics is the measurement of body sizes at rest and when using products and furniture. 3. Prototype: is a first or preliminary version of a product which can be modified further. <p>ENQUIRY TASK: Logon to focuselearning and research Design Movements. Summarise on PowerPoint.</p>	<p>Designing and design decisions:</p> <ol style="list-style-type: none"> 1. Quality control (QC) Process to check quality against a set standard or specification: the quality of the product at different stages of production. 2. Quality assurance (QA) Does not check the quality of the final product but the quality of all systems on the production line, staff training and quality monitoring. 3. Tolerance is an acceptable margin of error for manufactured parts.
Week 10	Week 11	Week 12
<p>1. Technology push Research and development in new technology, drives the development of new products.</p> <p>2. Market pull Consumer driven pressure causes manufacturers to continuously develop new products or add functionality to existing products.</p> <p>3. Cobots Collaborative robots allow greater human-robot interaction. They work with humans rather than for them to significantly improve productivity.</p> <p>ENQUIRY TASK: Logon to focuselearning and complete a case study – Designer, Philippe Starck.</p>	<p>Toughness - The ability of a material to absorb energy and not fracture.</p> <p>Malleability - The ability of a material to deform under compression and take on a new shape.</p> <p>Elasticity - The ability of a material to resume its normal shape after being stretched or compressed.</p> <p>Hardness - The ability of a material to withstand abrasion.</p> <p>Ductility - The ability of a material to be hammered thin or stretched into wire without breaking.</p> <p>ENQUIRY TASK: Write out each of these 11 definitions (Wk 11 & 12) in your exercise book.</p>	<p>Motion -The action or process of movement in a particular direction.</p> <p>Linkage - A linkage can change the direction of motion and the amount of force.</p> <p>Magnitude -is the size or amount of something, as opposed to its direction.</p> <p>Fulcrum (pivot) - Is the point where a lever pivots to move a load.</p> <p>Velocity - The speed of an object in a given direction.</p> <p>Equilibrium - When a lever is balanced it has equilibrium, the load is balanced on either side.</p>

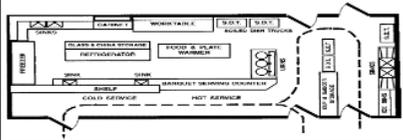
Drama

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Brief: a task or guidelines given to a choreographer so they can meet an objective ● Stimulus: Inspiration for a dramatic concept or story ● Purpose: The reason for the piece of drama being created ● Target Audience: A particular group of people at which the piece of drama is aimed 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Intention: The idea, message or emotion to be conveyed to the audience ● Style: A distinctive way of presenting the drama that identifies it as belonging to a particular director, period or company. ● Practitioner: a person actively engaged in creating drama. For example an actor, director or designer 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Devising Process: Activities involved in creating characters, scenes and movement sequences. ● Performance Space: The environment in which the drama is to be performed ● Types of stage: There are many types of staging to consider; 'End on', 'Traverse', 'Theatre in the round' and 'thrust' are the most common
<p><u>Enquiry Task:</u> Use the internet to research the component 3 stimulus, and brief</p>	<p><u>Enquiry Task:</u> 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><u>Enquiry Task</u> 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"> ● Structure: The way in which a piece of drama is built, ordered or organised ● Conventions: A way of presenting an idea used in a particular style of drama ● Climax: The most significant moment of the drama, the point of highest tension. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Technical Requirements: The lighting, sound, set and props that your piece requires to be successful. ● Designer: A practitioner responsible for the creation and organization of a technical requirement of the piece. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Devising techniques: Methods used by practitioners to create scenes ● Improvisation: Exploration or generation of action or dialogue without planning ● Hot seating: Using questioning to develop a character's back-story.
<p><u>Enquiry Task:</u> 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><u>Enquiry Task:</u> 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><u>Enquiry Task:</u> 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"> ● Direct address: When a performer speaks directly to the audience. ● Narration: Verbally telling the audience a part of the story you are presenting ● Thought Tracking: Freezing the action and having a character briefly explaining their thoughts or feelings to the audience. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Multirole: When one actor plays multiple roles ● V-effect: Putting the audience at a critical distance from the characters and story, so they can question why it is happening. ● Verbatim: Using the exact words of a real person to construct the script for your performance. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: The interaction between characters based on their 'given circumstances' ● Tension: A feeling created by focusing on the build up to events ● Proxemics: The creation of meaning by the positioning of actors on stage.
<p><u>Enquiry Task:</u> 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><u>Enquiry Task:</u> 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><u>Enquiry Task:</u> 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"> ● Refinement: Improving a drama by making small changes. ● Rehearsal Skills: Skills used during the rehearsal process to improve the composition and performance of a piece of drama 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: Posture, gesture, stance, balance and facial expressions are all physical performance skills. ● Vocal performance skills: Tone, pitch, pace, pause, articulation, projection are all vocal performance skills. 	<p><u>Key Words</u></p> <p>Evaluation: 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>Evidence: Descriptions of specific moments in your performance that link your work to the brief or your dramatic intentions.</p>
<p><u>Enquiry Task:</u> 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><u>Enquiry Task</u> 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><u>Enquiry Task</u> 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>

Hospitality and Catering

Week 1	Week 2	Week 3																
<p>AC2.2 Operation back and front of house Back of house - staff behind the scenes/no contact with customers</p> <ul style="list-style-type: none"> • Stockroom manager, Kitchen brigade, Maintenance team, Security guards, Cleaners • Guest room attendants, gardeners, Groundskeeper. <p>Front of House - It refers to all areas of the industry where the staff meet the public:</p> <ul style="list-style-type: none"> • Reception • Restaurant staff • Housekeeping • Documentation and administration • Safety and Security 	<p>Reception</p> <ul style="list-style-type: none"> • Presentable - 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. • Reception areas should be bright, clean, have good seating areas and clean décor. • Reception staff will need to communicate with other areas such as housekeeping to ensure all rooms are ready for guests and functions. . Reception staff must keep accurate records of guest bookings to ensure no problems occur. <p>ENQUIRY TASK 1: Identify the duties of a Head chef and a Receptionist</p>	<p>Stock control 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. FIFO is the system used First in, First Out.</p> <p>AC2.1 Kitchen Operation</p> <ul style="list-style-type: none"> • Kitchen Workflow - 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). 																
Week 4	Week 5	Week 6																
<p>Workflow should therefore follow HACCP guidelines: e.g. correct temps for storage, correct cooking times at each stage of preparation and cooking of food</p>  <p>ENQUIRY TASK 2: Write a HACCP for a recipe e.g. below.</p> <table border="1" data-bbox="170 1267 748 1326"> <thead> <tr> <th>Method</th> <th>Hazard</th> <th>Control measure</th> </tr> </thead> <tbody> <tr> <td>Fry beef</td> <td>Ecoli from beef.</td> <td>Probe above 750c</td> </tr> </tbody> </table>	Method	Hazard	Control measure	Fry beef	Ecoli from beef.	Probe above 750c	<p>Factors that influence kitchen design</p> <table border="1" data-bbox="808 906 1420 1326"> <tbody> <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> </tbody> </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>AC2.2 Operation back and front of house</p> <ul style="list-style-type: none"> • Back of house - staff behind the scenes/no contact with customers, Stockroom manager, Kitchen brigade, Maintenance team, Security guards, Cleaners, Guest room attendants, gardeners/Groundskeeper • Front of House – Where staff meet the public: Reception, Restaurant staff, Housekeeping, Documentation and administration, Safety and security, Reception <p>Presentable - 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>ENQUIRY TASK 3: Explain the duties of a Head Chef and a Receptionist of a hotel</p>
Method	Hazard	Control measure																
Fry beef	Ecoli from beef.	Probe above 750c																
Money available to spend	Is it a 'new build' or a refit?																	
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Storage area	Type of menu being offered																	

Hospitality and Catering

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

English

Week 1: Language Revision	Week 2: Power Poems - Ozymandias, My Last Duchess & Tissue
<p>Enquiry Task 1: Write out three sentences using each of the following grammar techniques or pieces of punctuation.</p> <p>Fronted Adverbial: words or phrases at the start of sentence that provide a reader with more information in relation to a sentence. They are followed by a comma. e.g. <u>Silently</u>, I approached the door. - <u>In 2017</u>, the centre of educational research at the university of Bath conducted a study on...</p> <p>Colon (:) Starts a list or separates two sentences that make sense on their own. e.g. Colons are great; examiners love them. - Outdated, unflattering, unnecessary; forcing children to wear school uniforms in the United Kingdom should be a thing of the past.</p> <p>Semi Colons (;) are used in the same way as a colon; to separate two sentences that are related to each other. It's like saying 'let me tell you a bit more about that.' e.g. Silently, I approached the door; my heart was pounding in my chest.</p> <p>Dash (—) have lots of uses. One of which, is to replace commas (or brackets) in embedded clauses. e.g. - This is proof — as if we needed anymore — that racism is not a minor irritation in society but its effects can have fatal consequences.</p> <p>Enquiry Task 2: write your creative writing (completed in class) into your Knowledge Organiser.</p>	<p>OZYMANDIAS: Enquiry Task 1: write out this premise, highlighting the words below and annotating them with the definitions. Influenced by his ardent criticism of the British establishment, Shelley skillfully highlight the inherent transience of power. British establishment = the people / group in power inherent = built-in / a part of transience = lasting only a short time Enquiry Task 2: write out these quotes:</p> <ul style="list-style-type: none">• "My Name is Ozymandias King of Kings" / "Shattered visage"(Irony)• "I met a traveller from an antique land" / "Lone and level sands stretch far away" <p>MY LAST DUCHESS Enquiry Task 3: write out this premise, highlighting the words below and annotating them with the definitions. Influenced by a growing awareness, and protest against, the abuse of women in Victorian society, Browning skillfully highlights the corrupting effects of megalomania within the patriarchy. Corrupting = dishonest / harmful Megalomania = obsession with power Patriarchy = society controlled by men Enquiry Task 4: write out these quotes:</p> <ul style="list-style-type: none">• "Will't please you sit and look at her?" (Rhetorical question)• "I gave commands; Then all smiles stopped together." (Caesura) <p>TISSUE: Enquiry Task 5: write out this premise, highlighting the words below and annotating them with the definitions: Influenced by her status as a dual citizen, Dharker skillfully highlights the inherent fragility of the political and social structures that surround us. inherent = built-in / a part of Fragility = fragile / delicate Enquiry Task 6: write out these quotes:</p> <ul style="list-style-type: none">• "Paper that lets the light/ shine through, this/ is what could alter things"• "Koran" "Maps" "Fine slips from grocery shops" "Raise a structure never meant to last" <p>Enquiry Task 7: Write out the quote from either of the 3 poems which, in your opinion, best shows POWER. Explain why. Enquiry Task 8: Write out the quote from either of the 3 poems which, in your opinion, best shows POWERLESSNESS. Explain why.</p>

English

Week 3: Nature Poems - Storm on the Island, Exposure, Prelude

EXPOSURE:

Enquiry Task 1: Look, Cover, Write, Check the following premise. You will need to know this for your exam.

Influenced by his own experiences of war on the Western Front, Owen skilfully exposes the harsh realities of life for soldiers fighting in the trenches in order to effectively challenge British propaganda of the time.

Enquiry Task 2: Revise the key vocabulary for Exposure by using look, cover, write, check *at least* 3 times:

- **Incessant - continuing without pause or interruption**
- **Futile – pointless**
- **Poignant - evoking a keen sense of sadness or regret**

Enquiry Task 3: Write out and learn these quotes:

- “the merciless iced east winds that knife us” * Slowly
our ghosts drag home
- “But nothing happens.” * “all
their eyes are ice”

Enquiry Task 4: Answer the following questions:

- a) Which of the above quotes best shows the soldiers hopelessness? Explain your choice.
- b) Which of the above quotes best portrays the power of nature? Explain your choice.
- c) What is the effect of the repetition in the poem?

STORM ON THE ISLAND:

Enquiry Task 5: Look, Cover, Write, Check the following premise. You will need to know this for your exam.

Influenced by his Northern Irish roots and a strong connection with nature, Heaney skilfully highlights the unique character of those with the fortitude to endure.

Enquiry Task 6: Write out and learn these quotes:

- “We build our houses squat”
- “Spits like a tame cat turned savage” / “Strange, it is a huge nothing that we fear”

Enquiry Task 7: Answer the following questions:

- a) What is the effect of the enjambment (no punctuation at the end of the line) in the poem?
- b) What is the effect of the conversational tone in the poem?

THE PRELUDE:

Enquiry Task 8: write out these quotes, circling the word/image you could zoom in to:

- “One Summer evening (led by her)”
- “A huge peak, black and huge”
- “towered up between me and the stars”

Week 4: Identity Poems - London, Checking Out Me History, Emigree

LONDON

Enquiry Task 1: Look, Cover, Write, Check the following premise. You will need to know this for your exam.

Influenced by his righteous fury at the corruption of Georgian London, Blake skilfully expresses his disgust for the power he held responsible for the mistreatment of ordinary Londoners.

Enquiry Task 2: Look, Cover, Write, Check the following quotes:

- “Chartered Thames”
- “Mind-forged manacles” / “Blackening church appalls”
- “runs in blood down palace walls”

Enquiry Task 3: answer these questions in full sentences:

- a) What impact does the rigid rhyme scheme have on our impression of London?
- b) How does the first person/dramatic monologue help us to experience these horrors with Blake and understand his true feelings about the city?
- c) What are the connotations of ‘manacles’? List at least 3 things in full sentences.
- d) Why might Blake have chosen to repeat the word ‘mark’ in the poem?

CHECKING OUT ME HISTORY

Enquiry Task 4: write these quotes in to your Knowledge Organiser book:

- “Dem tell me/ Wha dem want to tell me”
- “I carving out me identity.”

Enquiry Task 5: answer the following questions in full sentence:

- a) Which quote best shows the speaker’s determination to find his own identity. Explain your answer.
- b) What does the verb ‘carving’ have connotations of? List at least 3 things in full sentences.
- c) What impact does the lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole have on the reader?
- d) Why do you think Agard chose the First person perspective?

EMIGREE

Enquiry Task 6: write out these quotes, and answer the following questions in full sentences:

- “There once was a country... I left it as a child”
- “They accuse me of being dark in their free city” “my city hides behind me” / “I comb its hair”
- Which quote best shows freedom? And which best juxtaposes this with feelings of entrapment? Explain your answer.
- Which quote best shows hostility? Explain your answer.
- What is the impact of the personification of the city?

English

Week 5: Conflict Poems

REMAINS

Enquiry Task 1: Look, Cover, Write, Check the following premise. You will need to know this for your exam: Influenced by a series of interviews with returning British soldiers, Armitage skilfully highlights the brutal effects of conflict and invites us to empathise with those who fight and what they are forced to live with.

Enquiry Task 2: Write out and learn these quotes:

- “his bloody life in my bloody hands”
- “Dug in behind enemy lines”
- “his blood-shadow stays on the street”
- “he’s here in my head when I close my eyes”
- “probably armed, possibly not”

Enquiry Task 3: Answer the following questions:

- a) Which of the above quotes best shows the speaker feels guilt? Explain your choice.
- b) Which of the above quotes best shows the speaker feels haunted by his memories? Explain your choice.
- c) Which of the above quotes best shows the memory he wants to forget, is the very memory that is inescapable for him? Explain your choice.
- d) Write out this line from the poem: “end of story, expect not really”. Why has Armitage used caesura here?

KAMIKAZE

Enquiry Task 3: Look, Cover, Write, Check the following premise. You will need to know this for your exam: Influenced by her interest in the Kamikaze pilots of imperial Japan, Garland skilfully critiques the subversion of venerable traditions for the purposes of government propaganda.

Enquiry Task 4: Revise the key vocabulary for Kamikaze by using look, cover, write, check *at least* 3 times:

- Patriotism - devotion to and vigorous support for one's country
- Honour - high respect; great esteem
- Shame - a painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behaviour.
- Ostracise - exclude from a society or group

Enquiry Task 5: write out these quotes and learn them:

- “shaved head/ full of powerful incantations”
- “He must have wondered/which had been the better way to die.”

Enquiry Task 6: write out these quotes, and name the poem they're from:

- “Half-formed ghost” - “released a song bird from its cage”
- “all flesh is grass” - “patriotic tear” “into the valley of death” - “suddenly he awoke and was running raw” - “jaws of death” - “they do not care”
- “his terror’s touchy dynamite” - “King, honour, human dignity/ Dropped” - “intoxicated” - “noble six hundred”

Week 6: Macbeth and Lady Macbeth

Enquiry Task 1: Write out and learn these quotes using Look, Cover, Write, Check:

- a) **Sergeant:** Brave Macbeth, well he deserves that name (1.2)
- b) **Macbeth:** Stars, hide your fires; Let not light see my black and deep desires.(1.4)
- c) **Macbeth:** I have no spur to prick the sides of my intent (1.7)
- d) **Macbeth:** Will all of great Neptune’s oceans wash this blood clean from my hand? (2.2)
- e) **Macbeth:** Full of scorpions is my mind (3.2)
- f) **Macbeth:** Life is a tale told by an idiot signifying nothing (5.5)

Enquiry Task 2: Revise the key vocabulary for Macbeth by using look, cover, write, check:

- **The Divine Right of Kings** – the belief that a king is God’s representative on earth.
- **The Great Chain of Being** – a Christian hierarchy
- **The Gunpowder Plot** – a failed Catholic attempt to blow up parliament and assassinate King James in November 1605.
- **Kingship**- the state or position of being a king.
- **Tyrant**- a cruel and oppressive ruler.
- **Tragedy**- a play in which the hero meets their doom as a result of their own weaknesses or failures

Enquiry Task 3: Answer the following questions:

- a) Which of the above quotes best shows the damaging effects of ambition? Explain your choice.
- b) Which two quotations above show the difference between the appearance of something and how it actually is in reality? Explain your choice.
- c) Which of the above quotes challenges the Divine Right of Kings? Explain your choice.
- d) Which of the above quotes best challenges the gender expectations of the Jacobean era? Explain your choice.

Enquiry Task 4: Write out and learn these quotes using Look, Cover, Write, Check

1. **Lady M:** Come you spirits that tend on mortal thoughts, unsex me here (1.5)
2. **Lady M:** Look like th' innocent flower,. But be the serpent under 't.(1.5)
3. **Lady M:** Are you a man? (3.4)
4. **Lady M:** All the perfumes of Arabia will not sweeten this little hand. Oh, Oh, Oh! (5.1)

Enquiry Task 5: Revise the key vocabulary for Lady Macbeth by using look, cover, write, check:

Patriarchy- a society dominated by men

Socially conservative values- a system of traditional values that aims to resist change.

Enquiry Task 6: Answer the following questions:

- a) Which of the above quotes best shows the damaging effects of ambition and why?
- b) Which two quotations above show the difference between the appearance of something and how it actually is in reality? Explain your choice.
- c) Which of the above quotes challenges the Jacobean expectations of loyalty?
- d) Which of the above quotes best challenges the gender expectations of the Jacobean era? Explain your choice.

English

Week 7: Banquo and the Witches

Enquiry Task 1: Write out and learn these quotes using Look, Cover, Write, Check at least 3 times:

1. **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.(1.3)
2. **Banquo:** Who goes there?/ **Macbeth:** A friend (2.1)
3. **Macbeth:** Our fears in Banquo stick deep (3.1)
4. **Macbeth:** mine eternal jewel given to the common enemy of man to make the seed of Banquo kings! (3.1)
5. **Macbeth:** Thou canst not say I did it. Never shake Thy gory locks at me.(3.4)

Enquiry Task 2: Revise the key vocabulary for Banquo by using look, cover, write, check at least 3 times:

- **Foil-** a character who contrasts with another character
- **Irony-** when the significance of something is the opposite to what is said.
- **Demonologie (1597)** – a book written by King James I on the subject of witchcraft.

Enquiry Task 3: Answer the following questions:

- a) Which of the above quotes best shows the damaging effects of the supernatural? Explain your choice.
- b) Which two quotations above show the difference between the appearance of something and how it actually is in reality? Explain your choice.
- c) Which of the above quotes shows the dangers of ambition? Explain your choice.
- d) Which of the above quotes best reinforces the Great Chain of Being? Explain your choice.

Enquiry Task 4: Write out and learn these quotes using Look, Cover, Write, Check

Witches: Fair is foul and foul is fair (1.1)

Macbeth: So foul and fair a day I have not seen (1.2)

Macbeth: Stay you imperfect speakers (1.3)

Lady M: Make thick my blood and stop up the access and passage to remorse (1.5)

Macbeth: The very firstlings of my heart shall be The firstlings of my hand.(4.1)

Enquiry Task 5: Revise the key vocabulary for The Supernatural using look, cover, write, check:

Patriarchy- a society dominated by men

Socially conservative values- a system of traditional values that aims to resist change.

Enquiry Task 6: Answer the following questions:

- a) Which of the above quotes best shows the damaging effects of the supernatural? Explain your choice.
- b) Which two quotations above show the difference between the appearance of something and how it actually is in reality? Explain your choice.
- c) Which of the above quotes challenges the Jacobean expectations of loyalty? Explain your choice.
- d) Which of the above quotes best challenges the gender expectations of the Jacobean era? Explain your choice.

Week 8: Scrooge

Scrooge symbolises the Industrial Middle Class

Enquiry Task 1: Revise the key vocabulary for Scrooge by using look, cover, write, check at least 3 times:

- **Caricature:** an exaggerated version of something
- **Misanthropic:** unsociable
- **Miserly:** mean
- **Avaricious:** greedy
- **Redemption:** the action of saving or being saved from sin, error, or evil

Enquiry Task 2: Write out and learn these quotes using Look, Cover, Write, Check at least 3 times:

- “Oh! He was a tight-fisted hand at the grindstone”
- “a squeezing wrenching, grasping, scraping, covetous old sinner”
- “hard and sharp as flint”
- “The cold within him froze his old features... made his eyes red, his thin lips blue”
- “Are there no prisons?” asked Scrooge... “And the Union workhouses?”
- “If they would rather die,” said Scrooge, “they had better do it, and decrease the surplus population.”
- “Oh, tell me I may sponge away the writing on this stone!”
- “I’m as light as a feather, I’m as happy as an angel, I’m as merry as a schoolboy”
- “I’ll raise your salary and endeavour to assist your struggling family”

Enquiry Task 3: Answer the following questions:

- a) Which of the above quotes best shows the effects of Greed? Explain your choice.
- b) Which two quotations above show the attitude of the Industrial Middle Classes towards the poor? Explain your choice.
- c) Which of the above quotes shows the power of Christian values? Explain your choice.
- d) Which of the above quotes best shows Scrooge’s redemption? Explain your choice

English

Week 9: Fred

Fred is crafted as an idealised foil to Scrooge

Enquiry Task 1: Revise the key vocabulary for Fred by using look, cover, write, check at least 3 times:

- **Foil:** a character who contrasts with another character
- **Idealised:** presenting something as better than in reality

Enquiry Task 2: Write out and learn these quotes using Look, Cover, Write, Check at least 3 times:

- "He was all in a glow,"
- "his eyes sparkled,"
- "[Christmas is a time when] men and women...think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures"
- About Scrooge: "rather a disagreeable animal, a savage animal"
- "I am sorry for him; I couldn't be angry with him if I tried. Who suffers by his ill whims! Himself, always"

Enquiry Task 3: Answer the following questions:

- Which of the above quotes best shows the positive influence of Christian Values? Explain your choice.**
- Which quotation above shows the attitude of the Industrial Middle Classes towards the poor? Explain your choice.**
- Which of the above quotes shows the way that Dickens wants his reader to treat the poor? Explain your choice.**

Week 10: Divine Intervention

The Ghosts symbolise divine Intervention and reinforce positive Christian values

Enquiry Task 1: Revise the key vocabulary for The Ghosts by using look, cover, write, check at least 3 times:

- **Divine Intervention:** direct action taken by a god to improve a situation
- **Benevolent:** well-meaning and kindly
- **Malevolent:** wishing to do evil
- **Psychopomp:** A spiritual guide for a person's soul.

Enquiry Task 2: Write out and learn these quotes using Look, Cover, Write, Check at least 3 times:

- **Marley:** "I wear the chain I forged in life" / "The common welfare was my business"
- **GOC Past:** "It wore a tunic of the purest white"
- **GOC Past:** "From the crown of its head there sprung a bright clear jet of light"
- **Scrooge:** "Show me no more! Conduct me home. Why do you delight to torture me?"
- **GOC Present:** "On its head it wore no other covering than a holly wreath"
- **GOC Present** "[It] bore a glowing torch, in shape not unlike Plenty's horn"
- **Scrooge:** "Spirit," said Scrooge submissively, "... To-night, if you have aught to teach me, let me profit by it."
- **GOC Yet to Come:** "It was shrouded in a deep black garment"
- **Scrooge:** "I fear you more than any spectre I have seen. But as I know your purpose is to do me good ... I am prepared to bear you company and do it with a thankful heart."
- **GOC Yet to Come:** "The kind hand trembled"

Enquiry Task 3: Answer the following questions:

- Which of the above quotes best shows the positive effect of Christian Values? Explain your choice.**
- Which of the above quotes shows the danger of a world without Christianity? Explain your choice.**
- Which of the above quotes shows Scrooge's reluctance to change? Explain your choice.**
- Which of the above quotes best shows Scrooge's redemption? Explain your choice**
- Which of the above quotes shows that the Ghosts are benevolent? Explain your choice**
- Which of the above quotes shows that the Industrial Middle Classes are in need to Redemption?**

English

Week 11: Attitudes to Poverty

Dickens presents the need for a changed attitude towards the poor

Enquiry Task 1: Revise the key vocabulary for attitudes to poverty by using look, cover, write, check at least 3 times:

- **Stratified Society:** a society divided into layers
- **Malthusian Economics:** Economic theory based on the views of Thomas Malthus
- **The Poor Law Amendment Act 1834:** an act of parliament that set up the workhouse system
- **The Second Report of the Children's Employment Commission (1842):** the report detailing the mistreatment of children in Victorian society that inspired Dickens to write A Christmas Carol.
- **The Hungry Forties:** a period of economic hardship in the 1840s

Enquiry Task 2: Write out and learn these quotes using Look, Cover, Write, Check at least 3 times:

- Scrooge: "Are there no prisons?" asked Scrooge... "And the Union workhouses?"
- Scrooge: "If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population."
- Fred: "[Christmas is a time when] men and women...think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures"
- Marley: "I wear the chain I forged in life"
- Fezziwig: "The happiness he gives, is quite as great as if it cost a fortune"
- Belle: "Another idol has displaced me... a golden one"
- The Cratchits: "a feathered phenomenon..."
- The Cratchits: "There never was such a goose."
- The Cratchits: "I give you Mr Scrooge, the founder of the feast!"
- Ignorance & Want: "wretched, abject, frightful, hideous, miserable, yellow, meagre, scowling, wolfish"
- Ignorance & Want: "Where angels might have sat enthroned, devils lurked, and glared out menacing."

Enquiry Task 3: Answer the following questions:

- a) Which of the above quotes best shows the attitude of the industrial middle classes towards the poor? Explain your choice.
- b) Which of the above quotes shows how grateful the poor are for what they have? Explain your choice.
- c) Which of the above quotes shows how the industrial middle classes worship money? Explain your choice.
- d) Which of the above quotes best shows what the future will hold if the industrial middle classes do not change? Explain your choice
- e) Which of the above quotes shows that there is something more valuable than money? Explain your choice
- f) Which of the above quotes shows the attitude that Dickens wants his readers to have towards the poor? Explain your choice.

Week 12: Revision

Answer the following questions:

1. Who wrote the poem 'Remains'?
2. What is the soldier suffering from in 'Remains'?
3. Write down 3 quotes from 'Remains'.
4. Who wrote the poem 'Exposure'?
5. What line is repeated in the poem 'Exposure'?
6. Write down 2 quotes from Ozymandias.
7. Write down 2 quotes from Kamikaze.
8. What key themes appear in Macbeth?
9. Why is Macbeth a tyrant?
10. Write down 2 quotes that link to the theme 'ambition' from Macbeth.
11. Write down 5 quotes from Macbeth from memory.
12. What does Scrooge symbolise in A Christmas Carol?
13. List 5 ambitious words to describe Scrooge.
14. Write down 2 quotes about Scrooge from the beginning of the novella.
15. Write down 2 quotes about Scrooge that show he has been redeemed.
16. How does Dickens craft Fred?
17. Write down 2 quotes about Fred.
18. What do the Ghosts symbolise?
19. What influenced Dickens to write A Christmas Carol?
20. Write down 5 quotes from A Christmas Carol from memory.

French

Week 1 – 1 st person present tense verbs		Week 2 – Key verbs in different tenses		Week 3 - Opinions	
je suis j'ai j'aime j'adore je n'aime pas je déteste je n'aime pas je veux je vais je joue (-er verb) je finis (-ir verb) je réponds (-re verb) j'utilise	I am I have I like I love I hate I don't like I want I go I play I speak I finish I answer I use	je voudrais c'était il y avait j'ai mangé (-er verb) j'ai fini (-ir verb) j'ai répondu (-re verb) je vais aller j'irai je suis allé(e) ça sera je voudrais visiter je mangerai	I would like It was There was/were I ate I finished I answered I am going to go I will go I went It will be I would like to visit I will eat	je pense que je crois que à mon avis selon mes parents d'après mon père je sais que étant donné que je trouve que j'ai l'impression que pour moi	I think that I believe that In my opinion According to my parents According to my dad I know that Given that I find that From my point of view For me
Enquiry task: Use the verbs above to write extended sentences on the topic of relationships .		Enquiry task: Use the verbs above to write a paragraph on the topic of home + region .		Enquiry task: Use the phrases above to write extended opinions on the topic of technology .	
Week 4 – Positive + negative adjectives		Week 5 – Other useful verb phrases		Week 6 – Impress the examiner	
génial bien intéressant amusant fantastique affreux mauvais terrible nul ennuyeux	great good interesting funny fantastic awful bad terrible rubbish boring	il y a / il n'y a pas c'est il est il a il n'y a pas il fait beau il faisait du vent	there is / isn't it is he is he has there isn't it is nice weather it was windy	bien que j'aime bien que je sois bien que j'aie quand j'étais petit(e) il me semble que après avoir mangé après avoir visité grâce à je dirais que il faut que (+ subj)	Although I like Although I am Although I have When I was little It seems to me that After having eaten After having visited Thanks to I would say that It is necessary that
Enquiry task: Use the adjectives above to write extended opinions on the topic of festivals .		Enquiry task: Write a paragraph on the topic of holidays using the past, present and future tenses.		Enquiry task: Use the phrases above to write a paragraph on the topic further education + work	

French

Week 7 – Question words	Week 8 – Coping with photos	Week 9 – Descriptions
<p>Enquiry Task: Write 5 questions for the topic 'le temps libre</p> 	<p>P Dans la photo il y a deux garçons, aussi je vois un vélo.</p> <p>A Ils sont en train de parler.</p> <p>L C'est dans un parc.</p> <p>M Ils semblent heureux.</p> <p>W Il fait du soleil.</p> <p>Enquiry task: Choose a photo and describe it using PALMW (person, action, location, mood, weather). Write up to 3 sentences for each section.</p>	<p>Décris... ton ami / ton prof / ton patron. Mon ami s'appelle Jean. Je m'entends bien avec lui car il est très sympa. Je dirais qu'il est intelligent et amusant. Il est grand et il a les cheveux bouclés. Il aime jouer au foot.</p> <p><i>My friend is called John. I get on well with him as he is very kind. I would say that he is intelligent and funny. He is tall with curly hair. Juan likes to play football.</i></p> <p>Enquiry task: Write a description of a teacher for the topic of school.</p>
Week 10 – Present activities	Week 11 – Past activities	Week 12 – Future activities
<p>Que fais-tu pendant ton temps libre / les vacances / le week-end? Normalement je retrouve mes copains et nous allons au cinéma ou on mange chez MacDonalds. Aussi j'aime jouer au volley à la plage parce que c'est amusant et assez actif.</p> <p><i>Normally I meet my friends and we go to the cinema or we eat at MacDonalds. I also like playing volleyball at the beach because it is fun and quite active.</i></p> <p>Enquiry task: Write a paragraph on the topic of leisure using the present tense. Extend it with the present continuous.</p>	<p>Qu'est-ce que tu as fait le week-end dernier / pendant les vacances / hier soir? Le week-end dernier j'ai retrouvé mes amis. L'après-midi nous sommes allés au bowling. Après je suis allé au restaurant avec ma famille. C'était genial!</p> <p><i>Last weekend I met my friends. We went to the bowling alley in the afternoon. Afterwards I went to the restaurant with my family. It was great!</i></p> <p>Enquiry task: Write a paragraph on the topic of social issues using the preterite tense. Extend it with the perfect and imperfect.</p>	<p>Qu'est-ce que tu vas faire le week-end prochain / ce soir / pendant les vacances? Ce week-end je vais voir mes grand-parents. Nous allons manger chez eux et aussi je vais faire mes devoirs de français. Ça sera chouette! ©</p> <p><i>This weekend I am going to visit my grandparents. We are going to eat at their house and also I am going to do my French homework. It will be great!</i></p> <p>Enquiry task: Write a paragraph on the topic of global issues using the immediate future tense. Extend it with the simple future and conditional.</p>

Geography

Week 5

Theme 2:1 = Changing Environments (Coasts)

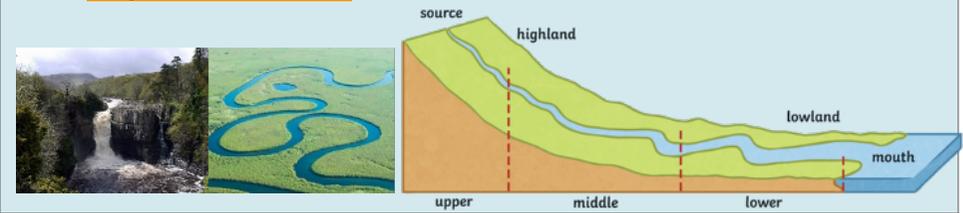
- How are coastlines managed?
- Why can coastal management be controversial? (e.g. Sidmouth)
- How has human activity slowed / accelerated coastal processes?
- How do coastal processes and geology form the distinctive coastal landscapes?
- What are the predicted impacts of climate change on coasts? (Australia- HIC)
- What are the predicted impacts of climate change on coasts? (Maldives - LIC)



Week 6

Theme 2:2 = Changing Environments (Rivers)

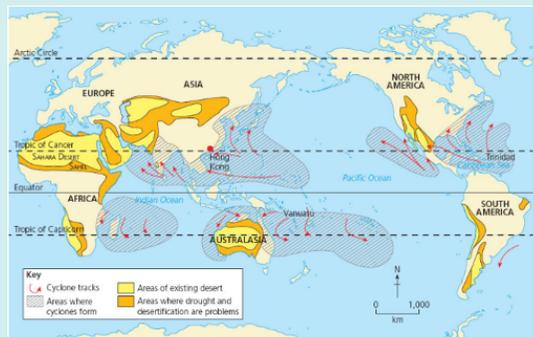
- How has human activity slowed or accelerated river processes?
- How do river processes and geology form the distinctive river landscapes?
- Why is flood management often controversial?
- How can rivers be managed to reduce flood risk?
- What are the social and economic consequences of flooding?
- Why do rivers flood?



Week 7

Theme 2:3 = Changing Environments (Weather and Climate)

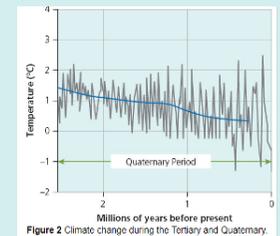
- What are the causes of, impacts of, and responses to drought in the Sahel?
- How are weather hazards distributed globally?
- How does global circulation create different climate zones?
- Why is the UK climate so variable?
- What were the causes of, impacts of, and responses to Hurricane Katrina?



Week 8

Theme 2:4 = Changing Environments (Climate Change)

- Describe the possible consequences of climate change.
- What are the causes of global warming?
- How has climate changed during the Quaternary Period?
- What can the UK government do about climate change?
- What can individuals do about climate change?
- Explain how/why different groups of people have different attitudes to climate change.

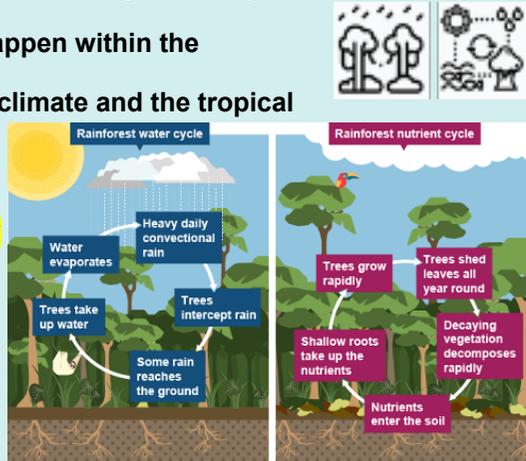


Geography

Week 9

Theme 3:1 = Environmental Challenges (Ecosystem Functions)

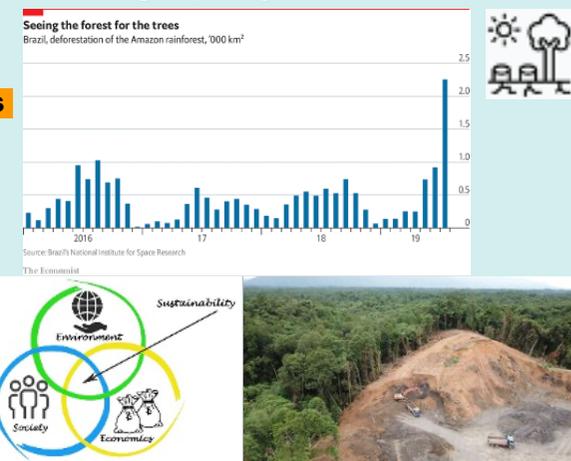
- What physical processes happen within the tropical rainforest biome?
- What are the links between climate and the tropical rainforest biome?
- **What physical processes are happening within the semi-arid grassland biome?**
- **What are the links between climate and the semi-arid grassland biome?**
- Explain how UK sand dune ecosystems are used and managed.



Week 10

Theme 3:2 = Environmental Challenges (Ecosystems Under Threat)

- How are ecosystems used by people?
- **Explain how ecosystems can be damaged by human activity.**
- Explain ways in which the semi-arid grassland biome can be sustainably managed.
- **Explain ways in which the tropical rainforest biome can be sustainably managed.**



Week 11

Theme 3:3 = Environmental Challenges (Water Management)

- **Why does supply and demand for water vary?**
- **What happens when the demand for water exceeds the supply?**
- **What are the challenges of managing water supply in South Africa?**
- Explain how water management can become an international issue.

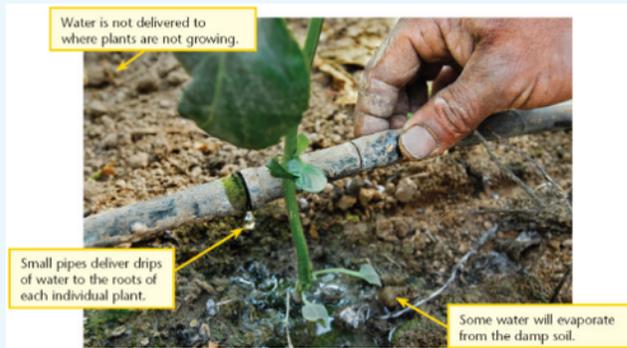


Figure 7 Drip irrigation reduces the amount of water lost by evaporation. The system was invented in Israel where water supply is an issue.

Week 12

Theme 3:4 = Environmental Challenges (Desertification)

- **Explain ways in which the Sahel can be better managed.**
- **Explain how human activity in the Sahel makes desertification worse.**
- **Why is the Sahel vulnerable to desertification? (physical reasons)**



Figure 17 The proposed location of the Great Green Wall.

History

Week 1	Week 2	Week 3
<p><u>Key Terms:</u></p> <p>Accession – When a king or queen takes the throne</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Gender – England was a patriarchy when Elizabeth took the throne • Legitimacy – Elizabeth deemed an illegitimate ruler by Catholics <p>Enquiry Task... <i>Why did Elizabeth face problems when she ascended the throne in 1558</i></p>	<p><u>Key Terms:</u></p> <p>Hyperinflation – When prices increase dramatically over a short period</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1924 – Dawes Plan • 1925 – Locarno Pact • 1928 – Kellogg-Briand Pact • 1929 – Young Plan <p>Enquiry Task... <i>How did Stresemann solve Germany's problems in the 1920s?</i></p>	<p><u>Key Terms:</u></p> <p>Law enforcement – The way that a society polices itself</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1749 - Fielding Brothers – Bow Street Runners • Metropolitan Police Act - 1829 <p>Enquiry Task... <i>Why were there changes to law enforcement in the period 1700-present?</i></p>
Week 4	Week 5	Week 6
<p><u>Key Terms:</u></p> <p>Excommunicated – To be excluded from the church</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1569 -Revolt of the Northern Earls • 1571 – Ridolfi Plot • 1583 – Throckmorton Plot • 1586 – Babington Plot <p>Enquiry Task... <i>How significant a threat were the plots against Elizabeth?</i></p>	<p><u>Key Terms:</u></p> <p>Commercial – For the purposes of trade or making profit</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1577-80 – Drake's circumnavigation • 1579 – Drake founds 'Nova Albion' • 1585 – Treaty of Nonsuch • 1587 – Execution of MQS <p>Enquiry Task... <i>Explain why England and Spain went to war in 1585?</i></p>	<p><u>Key Terms:</u></p> <p>Fuhrer – A tyrannical leader</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Feb 1933 – Reichstag Fire • March 1933 – Enabling Act • Aug 1934 – Hitler becomes Fuhrer by combining role of chancellor and president <p>Enquiry Task... <i>Why was Hitler able to form a dictatorship after 1933?</i></p>

History

Week 7	Week 8	Week 9
<p>Key Terms:</p> <p>Pacify – To calm something down Formalise – To make something official</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1572-79 – Spanish Fury • 1576 – Pacification of Ghent • 1584 – Treaty of Joinville • 1585 – Treaty of Nonsuch <p>Enquiry Task... <i>How did British involvement in the Netherlands cause tension between England and Spain?</i></p>	<p>Key Terms:</p> <p>Social mobility – The ability to move between social classes e.g from working class to middle-class</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Dame schools – schools for middle to upper class girls • Petty schools – starter schools that prepare middling sort boys for grammar school <p>Enquiry Task... <i>How far did Elizabethan England encourage social mobility?</i></p>	<p>Key Terms:</p> <p>Regime – A type of government – usually one resembling a dictatorship</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1937 – ‘With Burning Concern’ written by the Pope • Martin Niemoller creates Confessional Church and is held in a concentration camp between 1937-45 • Edelweiss Pirates, White Rose, Swing Youth <p>Enquiry Task... <i>To what extent was there opposition to the Nazi regime?</i></p>
Week 10	Week 11	Week 12
<p>Key Terms:</p> <p>Forensic – Applying scientific techniques to crime investigation Sensationalism – Presenting a story in a way that generates excitement at the expense of accuracy</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1901 – Fingerprinting first used • Penny Dreadfuls – Cheap, sensationalist magazines • Mass immigration of Russian Jews from 1881 after death of Tsar Alexander II <p>Enquiry Task... <i>Why did the police struggle to catch the Ripper?</i></p>	<p>Key Terms:</p> <p>Curriculum – The topics that are taught in a school</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • March 1933 – ‘German culture must be treated thoroughly – First Education Decree • Physical training compulsory for all • Hitler Youth used to mould the next generation • Geography swapped for geopolitics <p>Enquiry Task... <i>How did the Nazis control education?</i></p>	<p>Key Terms:</p> <p>Police state – A totalitarian state that secretly controls the behavior of its citizens Concentration camp – A prisoner camp where inmates are subjected to hard labour Extermination camp – A prisoner camp that intends to execute all inmates</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Gestapo – secret police force • SD – intelligence gathering unit of SS <p>Enquiry Task... <i>How did the Nazis create a police state?</i></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
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

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 0800 1111
Information and help about on- and offline abuse

National Bullying Helpline—www.nationalbullyinghelpline.co.uk
0845 22 55 787



Health

School nurse—07520 631722
Text only for confidential advice

National Health Service—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
Age-related help and advice about on- and offline relationships, and consent.



Drugs and alcohol

YSmart—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
01392 331 666

Local support for young people facing a crisis



Health and well-being

Samaritans—www.samaritans.org
Call 116 123 for emergency help
Email jo@samaritans.org (response within 24 hours)

Papyrus—papyrus-uk.org 0800 068 41 41
Urgent help for you or someone you know

YoungMinds—youngminds.org.uk
Text YM to 85258 for urgent help

Happy Maps—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
Mental health advice and support, live chat support



LGBTQ+

X-PLORE—www.lgbtqyouthdevon.org.uk
Local support and groups for LGBTQ+ young people

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

Mathematics



- 1) Go to 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
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50
6x	7x	8x	9x	10x
6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\left(\begin{matrix} 12 : 18 \\ 6 : 3 \end{matrix} \right) \div 6$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{14}}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}$ ✓

B11 Area = 3×14
 $\times \begin{array}{r} 14 \\ 3 \\ \hline 42 \\ 42 \\ \hline 42 \end{array}$ Area = 42 cm^2 ✓

C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$
 $= \frac{4}{33}$ ✓

D31 $3^2 = 3 \times 3$
 $= \underline{9}$ ✓

Task 2

G61 All the marbles are green
 The probability of choosing a purple marble is impossible ✓

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

J22 Even ✓

K32 Unlikely ✗

L42 B, A, C ✓

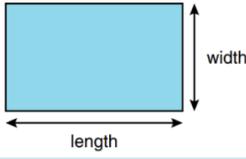
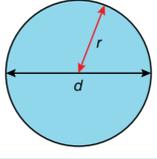
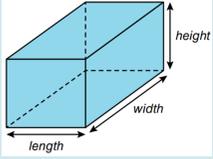
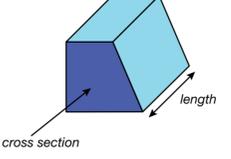
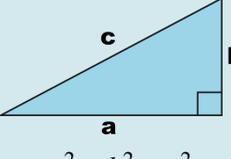
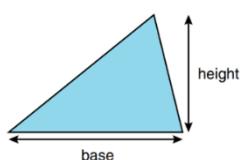
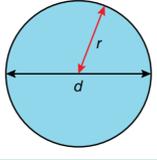
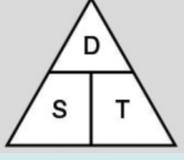
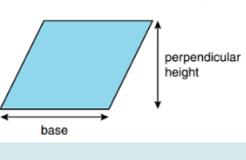
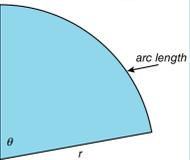
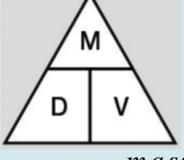
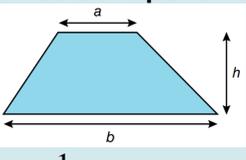
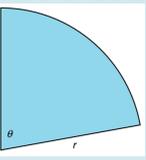
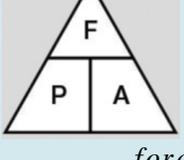
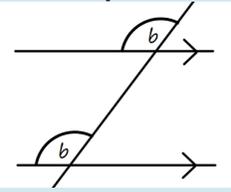
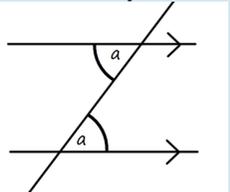
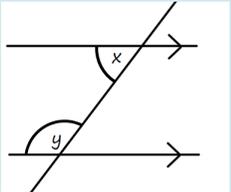
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D13 4 black, 2 red, 2 blue
 The probability of picking black is even: Bag K ✓

E23 B ✓

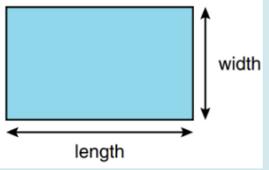
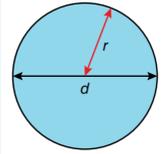
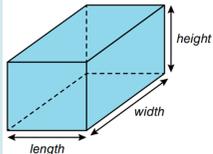
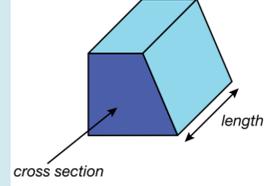
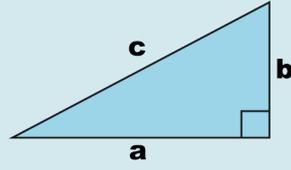
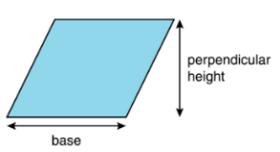
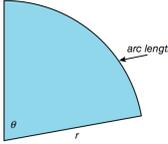
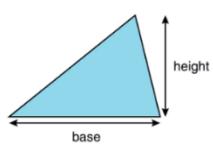
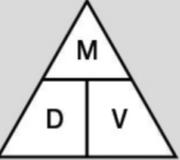
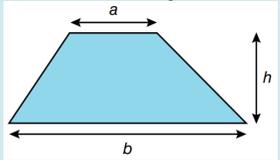
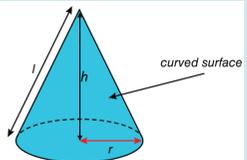
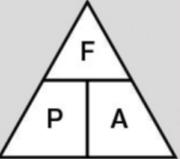
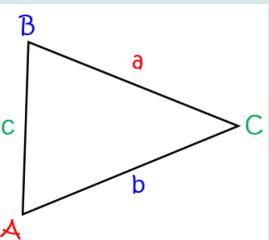
Mathematics – Core

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circumference of a circle</p>  <p>$C = \pi \times d$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Volume of a Prism</p>  <p>$Area\ of\ a\ cross\ section \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
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<p>Area of Trapezium</p>  <p>$\frac{1}{2}(a + b)h$</p>	<p>Area of a Sector</p>  <p>$\frac{\theta}{360} \times \pi \times r^2$</p>	<p>Pressure</p>  <p>$pressure = \frac{force}{area}$</p>	<p>Corresponding angles are equal</p> 	<p>Alternate Angles are equal</p>  <p>Co-interior angles add to 180</p> 																								

Mathematics – Higher

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circles</p>  <p>Circumference: $C = \pi \times d$ Area: $A = \pi \times r^2$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Volume of a Prism</p>  <p>$Area \text{ of a cross section} \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
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<p>Area of a Triangle</p>  <p>$\frac{1}{2} \times base \times height = \frac{bh}{2}$</p>	<p>Sphere</p> <p>$S.A. = 4\pi r^2$ $V = \frac{4}{3} \pi r^3$</p>	<p>Density</p>  <p>$density = \frac{mass}{volume}$</p>	<p>Quadratic Formula</p> <p>For: $ax^2 + bx + c = 0$</p> <p>$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$</p>	<p>Exact Values of Trigonometry Functions</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>$\sin \theta$</td> <td>0</td> <td>$\frac{1}{2}$</td> <td>$\frac{\sqrt{2}}{2}$</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>1</td> </tr> <tr> <td>$\cos \theta$</td> <td>1</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>$\frac{\sqrt{2}}{2}$</td> <td>$\frac{1}{2}$</td> <td>0</td> </tr> <tr> <td>$\tan \theta$</td> <td>0</td> <td>$\frac{\sqrt{3}}{3}$</td> <td>1</td> <td>$\sqrt{3}$</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>Area of Trapezium</p>  <p>$\frac{1}{2}(a + b)h$</p>	<p>Cone</p>  <p>$Curved \text{ S.A.} = \pi r l$ $V = \frac{1}{3} \pi r^2 h$</p>	<p>Pressure</p>  <p>$pressure = \frac{force}{area}$</p>	<p>Area of a Triangle $Area = \frac{1}{2} ab \sin C$</p> <p>Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$</p> <p>Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$</p> 																									

Music

Week 1	Week 2	Week 3
<p>Demographic – Different groups of people that make up the population. A group of people, for example customers, who are similar in age, social class, etc.</p> <p>Target audience – the demographic you will aim your product at.</p> <p>Artistic intention – what you as an artist or producer want the end product to be like. A vision.</p> <p>Schedule – a kind of timeline that works from the date of the brief to the deadline.</p> <p>Enquiry task:</p> <p>Research your chosen demographic and produce a mood board to represent their typical likes, dislikes and habits.</p>	<p>Production meeting – a meeting in which the project manager will liaise with the team to ensure things are on track and check logistical details.</p> <p>Liaise – To speak with people in order to exchange information with them.</p> <p>Logistical – relating to the careful organization of a complicated activity.</p> <p>Meeting minutes - A written record of everything that has happened in a meeting.</p> <p>Enquiry Task:</p> <p>Search to see if you can find meeting minutes or examples of production meetings. How formal are they? How are the minutes from the meeting laid out?</p>	<p>Promotion: Music is promoted using a variety of techniques and tools that constantly change. When considering methods that might be used to promote their musical product, you should first consider:</p> <ul style="list-style-type: none"> • what is promotion for and how do you know when it has been successful? • what strategies are being used in the music industry at the moment? • why do some promotion strategies succeed and others fail? • developments in online methods, including distribution. <p>(such as Amazon and iTunes), social networking, streaming and mobile services (such as iOS and Android).</p> <p>Enquiry task: Answer these questions and research the organizations.</p>
Week 4	Week 5	Week 6
<p>Health and Safety</p> <p>Risk assessment – This is a table that lists the potential hazards of an event and what steps can be taken to minimise the risk.</p> <p>In the event of an online event this will need to comprehensively cover cyber safety.</p> <p>Enquiry task:</p> <p>Find examples of other venues risk assessments. How comprehensive are they? Find examples of risk assessments for online events or articles about e-safety for online concerts or events. What can you learn from these?</p>	<ul style="list-style-type: none"> • Respecting the opinions of others • Supporting colleagues • Timekeeping skills • Preparedness and willingness to work • Bringing correct equipment • Agreeing and meeting deadlines • Adhering to safe working practices at all times • Demonstrating performance or production skills • Demonstrating appropriate business etiquette/ personal presentation • Giving and accepting constructive and positive feedback. <p>Enquiry Task: Evaluate your demonstration of these skills during the assignment. Explain why you make those judgements.</p>	<p>Evaluate the strengths/weaknesses of the process</p> <ul style="list-style-type: none"> • The effectiveness of planning, e.g. sufficient time to prepare • The management of professional relationships • The use of resources • Individual and team contributions to the process • How planning was affected and changed as a result of the creative process. • Artistic merits • Strengths and weaknesses of the final product • Audience/customer response <p>Enquiry task: Write your evaluation and explain your points in detail giving examples from the process.</p>

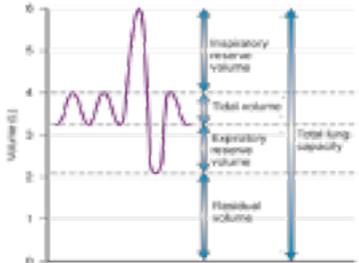
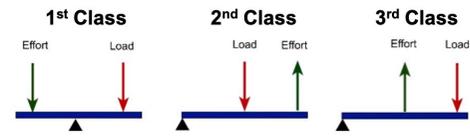
Music

Week 7	Week 8	Week 9
<p>Agency:An organisation that provides a particular service on behalf of a business or person.</p> <p>Royalty Collection Agencies: <u>PRS</u> (Performing Rights Society) Licenses the composer’s copyright for public performances of your songs. <u>MCPS</u> (Mechanical Copyright Protection Society) Licenses the composer’s copyright for sound recordings to be in a physical form. <u>PPL</u> Licensing (Phonographic Performance Limited) Licenses the right to perform sound recordings & collects royalties for record companies & performers on recordings.</p> <p>Transport companies:</p> <ol style="list-style-type: none"> 1. Transport equipment when on tour 2. Roadie to carry equipment & install <p>Enquiry task: Exam Q’s on Google Classroom</p>	<p>Artists’ representation: <u>Management:</u> Works on behalf of the artist (band) to promote their career. Runs their business affairs. Secure the best work for their clients & best fee. <u>PR (Public Relations):</u> Promote a new release or artist to the media. Liaise with labels and the media to get album reviews & profile of the band with interviews. Generate as much publicity as possible <u>Agent (Booking Agent/Talent Agent:</u> Liaise with bands/artist to agree on tour dates & requirements of tour as well as goal (i.e. promote a new album) Take care of financial and logistic requirements (say of a tour. Contact promoters & venues to pitch the bands & agree on performance dates. <u>Stylist:</u> Help the artist/band create a style that reflects their music/genre and help them stand-out.</p> <p>Enquiry task: Exam Q’s on Google Classroom</p>	<p>Unions:Who do the following represent?</p> <p><u>MU (Musicians’ Union):</u>Musicians, Music Teachers, Instrumental teachers <u>Equity:</u> Actors, dancers, stage managers, choreographers, directors, backstage crew <u>BECTU (Broadcast Entertainment Cinematograph Theatre Union):</u> Media & entertainment trade union, representing broadcasting, film,</p> <p>Ways the unions represent their members:</p> <p>Negotiate contracts on behalf of musicians. Tackle issues raised by musicians when there are employment disputes.Give advice & support regarding copyright protection or unpaid fees. Assist members throughout their careers by net-working</p> <p>Enquiry task: Exam Q’s on Google Classroom</p>
Week 10	Week 11	Week 12
<p>Trade Bodies: <i>an organisation founded and funded by businesses that operate in a specific industry.</i> <u>MPG (Music Producers Guild:</u>Represents the interests of all involved in the production of recorded music (producers, engineers, mixers, programmers...) <u>APRS (Association of Professional Recording Services):</u> Represents those who work in the audio industry in UK (recording studios, record producers, audio engineers...) <u>PLASA (Professional Lighting and Sound Association):</u> Represents those who supply technologies and services to events in entertainment (professional technicians in lighting & sound)</p> <p>Enquiry task: Exam Q’s on Google Classroom</p>	<p>Brief: Going Solo Productions “Matt has been creating his own music for some time using a mixture of electronic samples and real musical instruments. He has produced a few albums and his music is popular in his local area. He has an impressive home studio set up and access to a range of people within the local music industry. Matt wants to spend more time producing his music. If he can increase his income from music, he can reduce the number of hours he has to work at his part-time job.”</p> <p>Enquiry task Discuss the implications of Matt accepting and signing a contract with a major publishing house compared to remaining freelance.</p>	<p>Brief: Charity Gala Ball “Mel runs a local entertainment agency. She has been asked to organise and book the musical entertainment for a Charity Gala Ball in her town. The event is in aid of a charity which is important to Mel so she has offered to work on a voluntary basis. The charity has already booked the town hall, which has a capacity of 1200 people. The Ball will take place in three months time.”</p> <p>Enquiry task Discuss the advantages and disadvantages for Mel of withdrawing her involvement from the event.</p>

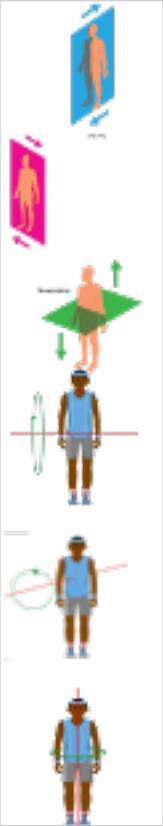
GCSE Physical Education

Week 1 – Cardiovascular System	Week 2 – Cardiovascular System	Week 3 - Respiratory System
<p>Cardiac Output is the amount of blood pumped out of the heart per minute. Stroke Volume is the amount of blood pumped out of the heart per beat. Heart Rate = Number of beats per minute (Average adult, 72 bpm)</p> <p>Maximum Heart Rate = 220 – Age</p> <p>Cardiac Output = Stroke Volume × Heart Rate</p> <p>Effects of exercise Immediate- Heart Rate increases to deliver Oxygen to the working muscles. Long term- Bradycardia – Decrease in your resting heart rate. Cardiac Hypertrophy – Your heart will increase in size and strength.</p> <p>Enquiry task 1. Learn / revise each of the key definitions using look, cover, write, check. Remember to green pen your responses. 2. Identify the blood vessel that carries oxygenated blood away from the heart. (1mark) 3. State two characteristics of a vein. (2marks) 4. Explain how the heart acts as a pump in a double circulatory system. (3 marks)</p>	<p>Redistribution of blood during exercise: When exercise begins, the body alters its priorities. At rest, high % of blood is directed to organs and during exercise the blood is redirected to voluntary muscles.</p> <p>Vasoconstriction: Narrowing of internal diameter of a blood vessel to restrict the flow of blood. The arteries constrict during exercise so that less blood is delivered to inactive areas.</p> <p>Vasodilation: Widening of internal diameter of a blood vessel to increase the volume of blood travelling through it. The arteries dilate during exercise so that more blood is delivered to active areas, Increasing their O² supply.</p> <p>Blood pressure Systolic pressure- When the Heart is CONTRACTING: Ventricles contract to pump blood to arteries. Diastolic Pressure - When the Heart is RELAXED: Atria & ventricles are relaxed and the valves (atrio-ventricular) between are open which allow blood to flow to ventricles</p> <p>Enquiry task 1. When a performer exercises, blood is redistributed to different parts of the body. Explain two ways in which the body redistributes blood during exercise. (4marks) 2. i What is blood pressure? (1mark) ii How does physical activity affect blood pressure during activity? (1 mark) iii How does physical activity affect blood pressure in the long term? (1 mark)</p>	<p>Gaseous exchange takes places at the alveoli. The alveoli are tiny air sacks inside the lungs. When you breathe in, they fill with air.</p> <p>6 features assist the process of gaseous exchange 1. Alveoli's moist thin walls (1 cell thick) allows gases to pass through and travel into the blood stream. 2. A large blood supply. An <u>increased</u> red blood cell count <u>increases</u> the amount of oxygen supplied to muscles and other body tissues. 3. Short distance for diffusion (short diffusion pathway) – capillaries are very near alveoli 4. Large surface area of alveoli allows diffusion to take place. 5. Lots of capillaries – to increase the amount of diffusion possible 6. Movement of gas from high concentration to low concentration</p> <p>Enquiry task 1. Identify two of the air passages which allow air to enter the body. (2marks) 2. Describe what gaseous exchange is and clearly state where it takes place. (3 marks) 3. Outline how two features of the alveoli assist in gaseous exchange. (2 marks)</p>

GCSE Physical Education

Week 4 – Respiratory System	Week 5 – Immediate, Short & Long Term Effects of Exercise	Week 6 - Levers
<p>The Mechanics of Breathing</p> <p>Breathing In- Intercostal muscles (between the ribs) contract, pulling the chest walls <u>up and out</u></p> <p>The diaphragm muscle contracts, moving <u>downwards and flattening</u>, increasing the size of the chest</p> <p>The lungs increase in size, so the <u>pressure inside them falls</u>. This causes air to rush in through the nose or mouth.</p> <p>Breathing out- Intercostal muscles between the ribs relax - the chest walls move <u>in and down</u>.</p> <p>The diaphragm relaxes and bulges up, reducing the size of the chest.</p> <p>The lungs decrease in size, so the pressure inside increases and air is pushed up and out.</p> <p>Spirometer trace</p>  <p>The graph shows a purple wave representing tidal volume oscillating between approximately 1.5 and 3.5 units. A vertical blue line marks the end of expiration at approximately 1.5 units, which is the residual volume. The total lung capacity is indicated as approximately 4.5 units.</p> <p>Enquiry task</p> <ol style="list-style-type: none"> 1. Learn / revise each of the key definitions using look, cover, write, check. Remember to green pen your responses. 2. Define the terms tidal volume and residual volume. (2 marks) 3. Outline what will happen to an athlete's tidal volume and residual volume once exercise starts. (2 marks) 	<p>Immediate Effects of Exercise:</p> <ol style="list-style-type: none"> 1. Breathing Rate increases – supplying O₂ to muscles 2. Heart Rate increases – pumping blood to muscles 3. Body Temperature increases 4. Sweating <p>Short-Term Effects of Exercise: (24-26hrs after)</p> <ol style="list-style-type: none"> 1. Feel tired or fatigued 2. Muscle cramps 3. Feel nauseous (sick) 4. DOMS (Delayed Onset of Muscle Soreness) 5. Muscles ache 6. Feel light headed <p>Long Term Effects of Exercise: (months-years)</p> <ol style="list-style-type: none"> 1. Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient 2. Cardiac Hypertrophy – heart increasing in size and strength 3. Muscular Hypertrophy – muscles increase in size and strength 4. Improve a variety of components of fitness 5. Change your body shape through either losing weight or gaining muscle mass 6. Improve flexibility <p>Enquiry task</p> <ol style="list-style-type: none"> 1. Explain why breathing rate and heart rate increase when we exercise (4marks) 2. Identify and explain how two long term effects of exercise could improve performance of a 10,000 meter runner (6marks) 	<p>Key Words:</p> <p>Fulcrum – pivot point of the lever</p> <p>Effort – the force that is applied to move the resistance or weight (muscles)</p> <p>Resistance – the load to be moved by the lever system (weight, limbs)</p>  <p>The diagrams show three classes of levers on a horizontal beam with a fulcrum (triangle) in the middle. 1st Class: Effort (green arrow down) on the left, Load (red arrow down) on the right. 2nd Class: Load (red arrow down) on the left, Effort (green arrow up) on the right. 3rd Class: Effort (green arrow up) on the left, Load (red arrow down) on the right.</p> <p>Mechanical advantage depends on the distance between effort and fulcrum when compared to distance of resistance from fulcrum – known as effort arm and resistance arm.</p> <p>Mechanical advantage = effort arm ÷ resistance arm</p> <p>Short effort arm = giving rapid movements over a large range of movement</p> <p>Short resistance arm = giving the advantage of being able to move a heavy weight</p> <p>Enquiry task</p> <ol style="list-style-type: none"> 1. Using an example from a sport of your choice, identify the two types of movement that can occur at a hinge joint. (4 marks) 2. Identify they type of lever being used during the upward phase of a bicep curl. Identify the agonist and antagonistic muscles and explain how they contract to allow this movement to occur (4marks)

GCSE Physical Education

Week 7 – Planes and Axes	Week 8 – Components of Fitness	Week 9 – Fitness Testing
<p>Key Words: Sagittal Plane – Forwards and backwards movements. Mainly flexion and extension.</p> <p>Frontal Plane – Side to side movements. Mainly abduction and adduction</p> <p>Transverse Plane – Rotational or turning movements. Mainly rotation</p> <p>Transverse Axis – Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)</p> <p>Sagittal Axis – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)</p> <p>Longitudinal Axis – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)</p> 	<p>Key Words: Agility - The ability to change direction, at speed, while maintaining control. Agility is especially important in sports that require turns like side-stepping an opponent in rugby</p> <p>Balance - The ability of the performer to maintain their center of mass over their base of support whilst static or dynamic (whilst moving)</p> <p>Cardiovascular Fitness The ability of the heart and lungs to supply oxygen to the working muscles</p> <p>Coordination - The ability to use two or more different parts of the body together, smoothly and efficiently.</p> <p>Flexibility The range of movement possible at a joint. Important for gymnasts to perform skills.</p> <p>Muscular Endurance - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue</p> <p>Power - Is a product of speed and strength. (Power = Speed x Strength)</p> <p>Reaction Time - The time taken to initiate a response to a stimulus eg 100m start gun</p> <p>Strength Is the ability to overcome a resistance Strength is important for many sports. Being stronger can give you a big advantage in sports like gymnastics, rugby and weightlifting</p> <p>Speed The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible</p> <p>Enquiry task: For each of the components of fitness, identify which sports would require each of them.</p>	<p>Key Words: Validity – the test measures what it intends to Reliability – trustworthiness of the test and how it is measured</p> <p>Fitness Tests: Grip Dynamometer Test Illinois Agility Test Multi Stage Fitness Test Ruler Drop Test Sit and Reach Test Sit Up Test Standing Stalk Test Vertical Jump Test Wall Toss Test 1 Rep Max Test 30 Meter Sprint Test</p> <p>Advantages of Fitness Testing:</p> <ol style="list-style-type: none"> 1.They identify strengths and or weaknesses 2.They monitor improvement 3.They show a starting level of fitness 4.They inform training requirements 5.They compare against national averages 6.They motivate and performance sets goals <p>Limitations of Fitness Testing</p> <ol style="list-style-type: none"> 1. Tests are often not sport specific or too general 2. They do not replicate movements of an activity 3. They do not replicate competitive conditions 5. Some need motivation and therefore they can have questionable <i>reliability</i> 6. Must be carried out with the correct procedures to increase <i>validity</i> of results
<p>Enquiry task</p> <ol style="list-style-type: none"> 1. In a tennis forehand stroke, Identify the plane and the axis when the arm bends at the elbow. (2marks) 2. During a cartwheel, Identify the plane and the axis about which the movement is taking place. (2marks) 		<p>Enquiry task</p> <ol style="list-style-type: none"> 1. Link each of the tests to the components of fitness 2. Design a fitness test for a sport of your choice.

GCSE Physical Education

Week 10 – Principles of Training	Week 11 – Methods of Training	Week 12 – Training Seasons
<p><u>S.P.O.R.T Principle</u></p> <p>Specificity – Making training relevant to the demands of the sport, muscles or needs of the individual athlete Progressive – Gradually increasing the intensity of training over a period of time Overload - Working harder than normal to enable to body to adapt Reversibility – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury Tedium – Regularly changing your training to avoid boredom</p> <p><u>F.I.T.T Principle</u></p> <p>Frequency – How often you train (twice a week, 3 times a week, everyday) Intensity – How hard/intense you train (in relation to your aerobic or anaerobic threshold or, if weight training, in relation to your 1 rep max) Time - How long you train (20mins, 1 hour) Type – Which method of training you use (Circuit, Continuous, Plyometric)</p> <p><u>Enquiry task</u> Annie is a 400m freestyle swimmer. Write a two week training programme, using the principles of training, in preparation for Annie to compete in two weeks' time.</p>	<p><u>Circuit Training</u> – A series of <u>stations</u> performed one after another, either for time or a certain number of repetitions</p> <p><u>Continuous Training</u> – Continuously training, <u>without stopping</u>, usually for a period of 20minutes or longer</p> <p><u>Fartlek Training</u> – Swedish for 'Speedplay.' Similar to continuous training but varies in either <u>intensity</u> or <u>terrain</u>, whilst remaining continuous</p> <p><u>Flexibility Training</u> – Static stretching, usually for 30seconds or longer at a time, of a certain muscle group to increase the range of movement possible at a joint</p> <p><u>Interval Training</u> – High periods of work followed by a period of <u>complete rest</u>. This is then repeated.</p> <p><u>Plyometric Training</u> – High impact training including exercises such as <u>leaping</u> and <u>bounding</u></p> <p><u>Weight Training</u> – The use of resistance machines, free weights or body weights to increase either <u>muscular endurance</u> or <u>muscular strength</u></p> <p><u>Enquiry task</u> 1. Evaluate the use of Circuit Training and Fartlek training as a suitable method of training for a Handball player (6marks) 2. Discuss the appropriateness of a high jumper using weight training and plyometric training as a method to improve performance. (6marks)</p>	<p><u>Pre-Season</u></p> <ul style="list-style-type: none"> • General aerobic fitness • General strength & muscular endurance • Training any component of fitness that is essential to success in their chosen sport • Practicing skills & techniques that prepare athletes for success in the competitive season <p><u>Competitive Season</u></p> <ul style="list-style-type: none"> • Performers concentrate on maintaining fitness throughout the competitive season • Athletes will avoid over training so fatigue does not occur and performance is enhanced • Optimising individual skills and team plays is the main focus for this season <p><u>Post-Season</u></p> <ul style="list-style-type: none"> • Performer rest, recover and recuperate; only taking part in light <u>aerobic</u> activities • Athletes should feel fully recovered and ready for pre-season at the end of the closed season <p><u>Enquiry task</u> For a sport of your choice, develop a plan for Pre-Season, Competitive Season and Post-Season Tips: Include the Methods of Training you would use, which Principles of Training you would apply. Also, think about a range of activities that are fitness based and skill based.</p>

Sports Studies

Week 1: Interleaving Revision Topic	Week 2: Interleaving Revision Topic	Week 3: Officiating Sport
<p>Possible barriers which may affect participation</p> <ul style="list-style-type: none"> - Employment/time - Work restrictions and family commitments - Disposable income - Accessibility of facilities/equipment - Lack of role models - Provision of activities - Awareness of activity provision - Portrayal of gender issues by the media <p>Solutions to barriers which affect participation</p> <p>Provision</p> <ul style="list-style-type: none"> - Programming sessions for use by different user groups - Demands of specific user groups - Planning of times to suit different user groups <p>Promotion</p> <ul style="list-style-type: none"> - Targeted Promotion - Use of role model to encourage participation - Initiatives aimed at promoting participation <p>Access</p> <ul style="list-style-type: none"> - Access to facilities - Access to equipment - Sensible pricing/concessions <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. Can you explain possible solutions to overcome certain barriers to participation in sport? 	<p>Values promoted through sport</p> <ul style="list-style-type: none"> - Team Spirit (how to work together) - Fair play (playing by the rules) - Citizenship (getting involved in your local community) - Tolerance and Respect (developing understanding on different cultures) - Inclusion (All user-groups can access sport) - National Pride (supported and performers uniting behind their country) - Excellence (striving to be the best) <p>The Olympic and Paralympic Movement</p> <ul style="list-style-type: none"> - The Creed – <i>“The most important thing 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”</i> Pierre De Coubertin - The Symbol – Five interlocking rings represent the union of five continents - The Olympic and Paralympic Values – Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality. <p>Sporting Initiatives</p> <ul style="list-style-type: none"> - FIFA’s ‘Football for Hope’ campaign - ECB’s Chance to Shine programme - Sport Relief - Premier League’s ‘Creating Chances’ - Kick it out - This Girl Can 	<p>The four key hand signals you will need to display for your assessment are:</p> <p>Each game is played until a player reaches 21, unless it is 20-20, then the player must win by two clear points.</p> <p>First service is from the right (even number), and then you must alternate after each service.</p> <p>Shuttlecock lands inside the line </p> <p>Shuttlecock lands outside the line </p> <p>Foot on service line or off the ground </p> <p>Racket too high on service (above waist) </p>

Sports Studies

Week 4: Types of Skills	Week 5: Types of Practice	Week 6: Methods to improve performance
<p>Open skills Skills that are adaptable depending on the environment. For example, there are many factors that could affect a pass in football</p> <p>Closed skills Skills that are performed in a stable environment. For example, a free throw in basketball.</p> <p>Simple skills Skills that are transferable across multiple sports and do not require a large amount of coordination, timing and thought process. For example, running.</p> <p>Complex skills Skills that do require large amounts of coordination, timing, quick thought processing and tend to be specific to a certain sport. For example, a serve in tennis.</p> <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. Within your chosen team sport, can you identify three examples for each skill and justify why it is this type of skill? 2. Within your chosen individual sport, can you identify three examples for each skill and justify why it is this type of skill? 	<p>Whole Practice This is when the whole skill is performed a once. For example, completing the triple jump in one motion.</p> <p>Part Practice This is when the skill is broken down in different sections, which are then practiced individually. For example, practicing the 'hop' phase in the triple jump.</p> <p>Variable Practice This is when the skills is practiced in a range of different scenarios that a performer could experience. For example, adding defenders into a passing practice and allowing them to pressurise the player.</p> <p>Fixed Practice This is when a specific skill or technique is repeatedly practised in the same way. For example, throwing the ball into a lineout.</p> <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. Can identify the most appropriate type of practice to improve a type of skill? 2. Can you 'Part Practice' and explain how you would separate and improve a certain skill? 	<p>Methods to improve performance</p> <ul style="list-style-type: none"> - Identify most appropriate type of practice - Adapting the environment of performance (For example, playing with/against better players can challenge the performer and help them improve) - Use of tools to aid evaluation (For example. Match analysis. Video analysis etc.) <p>How to measure improvement in skills, techniques and strategies</p> <ul style="list-style-type: none"> - Completion of proficiency awards - Keeping individual logs of performance - Keeping video diaries - Peer observation - Monitoring competition results over time. <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. Can you identify two areas of improvements and explain how you could improve these? 2. Can you explain how you would monitor your improvement and measure the amount of improvement made? 3. Select an elite performer and analyse their performance within a game. Using this data, can you identify areas of improvement and create methods to improve?

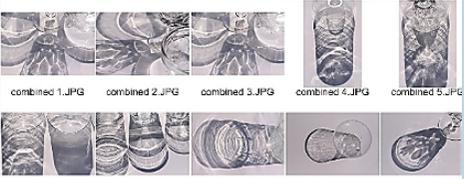
Sports Studies

Week 7: Planning a Sporting Session	Week 8-11: Delivering a Sporting Session	Week 12: Evaluating a Sporting Session
<p>When planning a sporting session you must consider the following aspects:</p> <p>Key considerations when planning sports activity sessions</p> <ul style="list-style-type: none"> - Clear objectives for the session - Appropriate venue - Equipment needs - Supervision needs - Timing of activities - Introduction/conclusion of session - Basic warm up/cool down - Skills and technique development - Engaging - Organisation <p>Safety considerations when planning a sporting session</p> <ul style="list-style-type: none"> - Risk assessments - Corrective action/procedures - Knowing emergency procedures <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. A local primary school have asked you to plan a sporting session for 30, Year 4 students. Can you plan a sporting session of your choice? 	<p>When delivering a sporting session you must consider the following aspects:</p> <p>Safe Practice</p> <ul style="list-style-type: none"> - Organisation of group/activity - Safe supervision <p>Delivery Style</p> <ul style="list-style-type: none"> - Proactive/reactive - Demonstrations and clear explanations <p>Communication Skills</p> <ul style="list-style-type: none"> - Verbal/non-verbal communication - Clear teaching points <p>Motivation Techniques</p> <ul style="list-style-type: none"> - Encouragement - Extrinsic Motivators <p>Activity Specific Knowledge</p> <ul style="list-style-type: none"> - Strong knowledge of sporting techniques and tactics <p>Adaptability</p> <ul style="list-style-type: none"> - Making adjustments if activity is not working - Addressing unexpected issues 	<p>When evaluating the delivering and planning, you will need to identify 'What went well?' and 'What did not go so well?'</p> <p>You could consider the following points:</p> <ul style="list-style-type: none"> - Was the order of activities effective? - Were the activities safe? - Were your demonstrations clear and precise? - Did you have clear teaching points? - Did you encourage the performers throughout your session? - Did you have any extrinsic motivators in your session? - Did you display strong subject knowledge? - Did you have to adjust your session? If so, was the impact positive or negative? - Did you have any unexpected issues? <p>Enquiry Task: Applying your knowledge</p> <ol style="list-style-type: none"> 1. Think about a sporting session that you have participated in. Can you identify two aspects that did not go so well for the coach, and say how they could improve for the future?

Photography

IDENTITY & REFLECTION Projects: REFINE AND COMPLETE

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>Enquiry task 1: Take 10 photos of mirrors reflecting their surroundings. Use oblique camera angles, parallel to the surface of the mirror.</p> <p>Enquiry task 2: 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;"><u>Key Words</u></p> <p>Reflection: the image of something in a mirror or any reflective surface. Refraction: light changing direction when travelling through glass or water. Distortion: a change to the original shape or form.</p>  <p>Photo by IS</p> 	<p>Enquiry task 1: draw an analytical diagram for the photograph shown below.</p> <p>Enquiry task 2: complete an 'I see, I think, I wonder' analysis and research this photographer.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Description: a statement that gives factual details about an artwork. Analysis: the process of breaking an artwork into smaller parts in order to gain a better understanding of it. Context: all the things about an artwork that might have influenced the making of it/the artist.</p>  <p>Suzanne Saroff</p>	<p>Enquiry task 1: produce a photo shoot re-making the work of Suzanne Saroff as accurately as you can. Where possible, use similar light and background.</p> <p>Enquiry task 2: conduct a second photo shoot using people to make distorted portraits.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Media: the material and tools used by a photographer or designer to create a work of art. Technique: how skills and tools are used to create an art work, photo or design. Process: the steps taken to create an artwork from start to finish. Subject matter: the topic dealt with or the subject represented in a work of art.</p>   <p>Photo by IS</p> <p>David Seidner</p>
<p>Steps to Success</p>		
<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: Draw an analytical diagram and do an “I see, I think, I wonder” analysis.

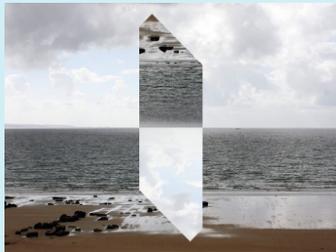
Enquiry task 2: Produce a series of three edits in the style of R Drouhin– see below. Use your mobile device to make it more experimental. Crop a view of a landscape in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.

Key Words

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 –
Monolvth series



May Xiong
Geometric Maps

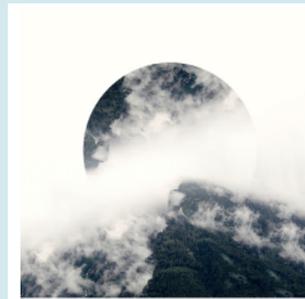
Week 9&10: responding to photographers

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

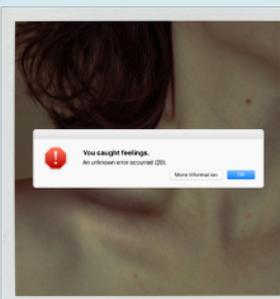
Enquiry task 2: Produce a series of three edits in the style of V Siemer– see below. Use your mobile device to make it more experimental. Crop a view of a landscape in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.

Key Words

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



Victoria Siemer - witchoria.com
Geometric Reflections and Human Error



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.



Fabienne Rivory- Labokoff project -
Miroir

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.

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.

Make your ideas and artists influences clear. Explain your point of view on the theme. What are you showing to the viewer? What are you making us look at?

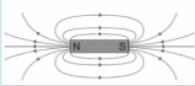
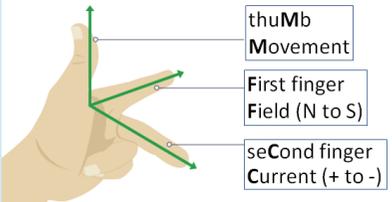
Religious Education

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>ENQUIRY TASK: Transform these words into an image.</p>	<ul style="list-style-type: none"> - Buddhism was founded around 2500 years ago. The Buddha was called Siddhartha Gautama. - The Buddha lived a life of luxury until he was 18. - The Buddha saw the 4 sights (old age, illness, death and a holy man). - The 4 sights are spiritual insights into suffering and the Buddha's spiritual path. - The Buddha lived a life of an aesthetic, which means he had a simple lifestyle. - The aesthetic life didn't work for Siddhartha, so he began to live in the 'middle way'. -The Buddha meditated under a peepul tree, and then his enlightenment took place during the three watches of the night (three realisations). <p>ENQUIRY TASK: 'Explain the life of the Buddha' [4 marks].</p>	<ul style="list-style-type: none"> - 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. - There are 3 refuges (jewels) in Buddhism; the Buddha, the Dhamma and the Sangha (Buddhist community). These are central to Buddhism. -The Dhamma reduces suffering, gives meaning to life and leads to more awareness etc. - Dependent arising is the idea that everything arises dependant upon conditions, which gives a view or vision of the nature of reality. - The 3 marks of existence are dukkha (suffering), anicca (impermanence) and anatta (no soul). <p>https://www.bbc.co.uk/bitesize/guides/zr7ck2p/revision/2 ENQUIRY TASK: 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"> -The 4 Noble Truths are the truths the Buddha taught about suffering. They explain why people suffer and how they can overcome it. - The 4 noble truths are part of the Dhamma and are the Buddha's first teachings after his enlightenment. - Full understanding of the 4 noble truths leads to enlightenment for Theravada Buddhists. - 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 (maggā). - The Eightfold Path is the 4th part of the Four Noble Truths. It gives Buddhists a path they can follow to end suffering. <p>ENQUIRY TASK: 'Explain the 4 noble truths in the Buddhism' [4 marks]</p>	<ul style="list-style-type: none"> - Samsara is the cycle of birth, death and rebirth. It is considered to be dukka (suffering). - The causes of suffering are known as the three poisons: greed (rooster), ignorance (pig) and hatred (snake). - 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. - Mahayana Buddhism is a term used to describe a number of different Buddhist traditions such as pureland, zen and Tibetan. It emphasises emptiness. <p>ENQUIRY TASK: Create images to represent teachings this week.</p>	<ul style="list-style-type: none"> -Theravada Buddhists attempt to become an arhat, which is a perfected person. - In Theravada Buddhism, a person who has achieved nibbana is known as an arhat. - Mahayana Buddhists attempt to become Bodhisattvas, which are enlightened beings. They choose to remain in the cycle of samsara in order to enlighten others. - To become a Bodhisattva, they must become perfect in six areas of their lives. These are generosity, morality, patience, energy, meditation and wisdom. <p>ENQUIRY TASK: 'Explain two Buddhist beliefs about human destiny and personality' [2 marks].</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 scripts.</p> <p>- Buddhists may chant mantras; short sequences.</p> <p>ENQUIRY TASK: https://teachers.thenational.academy/lessons/buddhist-practice-6cyp4c?from_query=buddhism follow this link to add to your knowledge.</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>ENQUIRY TASK: https://www.bbc.co.uk/bitesize/guides/zs6ncdm/revision/4 https://www.bbc.co.uk/religion/religions/buddhism/customs/meditation_1.shtml follow the links, add to your knowledge, and create a fact file.</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>ENQUIRY TASK: <i>'Death is the end of Buddhists' Discuss [12 marks].</i></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>https://www.bbc.co.uk/bitesize/guides/zvw9dxs/revision/4 ENQUIRY TASK: Read and create a poster.</p>	<p>ENQUIRY TASKS:</p> <ul style="list-style-type: none"> • Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. • Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. • Summarise each week into 20 words, using images to also help you. • Create a 'quizziz' or kahoot on the information that you have learnt. 	<p>ENQUIRY TASKS:</p> <ol style="list-style-type: none"> 1. What is meant by the word dukkha [1] <ul style="list-style-type: none"> • Happiness • Suffering • Enlightenment • Rebirth 2. Give two reasons why Siddhartha Gautama rejected his aesthetic life [2]. 3. Explain two ways in which the 4 noble truths influenced the Buddha's teachings [4]. 4. Explain two stages of the eightfold path [8]. 5. The four noble truths are the most important teachings in Buddhism Discuss [12].

Science

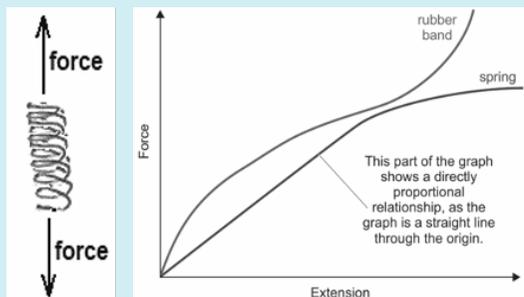
Physics CP7-8	Physics CP10-11	Physics CP12-13 Part 1
<p style="text-align: center;">Energy, Forces & their Effects</p> <ol style="list-style-type: none"> Energy can only be transferred from one store to another, not made or destroyed. The total amount of energy in a system does not change. Energy in a system can be changed by <u>forces</u>, <u>heating</u> or in <u>electrical equipment</u>. Energy transferred is the same as <u>work done</u>. Measured in <u>joules (J)</u>. Work done (joules) = Force (newtons) x Distance (metres) [$E = F \times d$] Gravitational potential energy: $\Delta GPE = m \times g \times \Delta h$ Kinetic energy: $KE = \frac{1}{2}mv^2$ Power (watts) = work done (joules) ÷ time (seconds) $P = \frac{E}{t}$ $efficiency = \frac{useful\ output}{total\ input} \times 100\%$ Energy is usually wasted by heating. The heat energy <u>dissipates</u>. Energy losses from friction can be reduced by lubrication. Forces can be <u>contact</u> forces (like friction) or <u>non-contact</u> forces (like gravity, magnetism, electrostatic). Forces come in pairs: action-reaction Forces can be shown in <u>vector diagrams</u>. Vector diagrams can be used to calculate (resolve) <u>resultant</u> forces. <p>Enquiry Task: Describe how you could measure a weightlifter's <u>power</u>. Describe the measurements you would take, how you would take them, and any calculations you would do.</p>	<p style="text-align: center;">Magnetism & the Motor Effect, EM Induction</p> <ol style="list-style-type: none"> Like poles of magnets <u>repel</u>; unlike poles <u>attract</u>. An electric current creates a magnetic field. The right hand grip rule describes the field in a wire. A <u>solenoid</u> (coil of wire) has a strong field in the middle. The magnetic fields of wires and magnets interact, exerting equal but opposite forces. Magnetic fields can be shown using <u>plotting compasses</u> or <u>iron filings</u>. Fleming's left hand rule shows the direction of the force, current and magnetic fields.   <ol style="list-style-type: none"> $Force = magnetic\ flux\ density \times current \times length\ of\ wire.$ [$F = B \times I \times l$] When a magnet and a wire move relative to each other, a potential difference is <u>induced</u>. In a <u>transformer</u>, a.c. in one circuit <u>induces</u> a.c. in another circuit. <u>Transformers</u> change the voltage of an a.c. supply in the National Grid to <u>reduce heat loss</u> and improve efficiency. $V_p I_p = V_s I_s$ [power in = power out] <p>Enquiry Task: Describe how generators and transformers are used in the National Grid to distribute electricity to homes and workplaces.</p>	<p style="text-align: center;">Particle Model, Forces & Matter</p> <ol style="list-style-type: none"> $Density = mass \div volume$ [$\rho = \frac{m}{V}$] Heating increases energy in a substance. This can change its temperature or change its state. Changes of state are physical changes: the material recovers its original properties if the change is reversed. <u>Specific heat capacity</u> (s.h.c) is the energy needed to change the temperature of 1kg of a substance by 1°C. Energy change = mass x s.h.c. x temp. change [$\Delta Q = m \times c \times \Delta \theta$] <u>Specific latent heat</u> (s.l.h.) is the energy needed to change the state of 1kg of a substance. The temperature does not change. Energy = mass x s.l.h. [$Q = m \times L$] Gases have pressure because of the force of the <u>collisions</u> of the particles with the walls of the container. Heating a gas increases pressure because the particles have more energy, move faster, and collide with the container walls more frequently and with more force Absolute zero (-273°C) is when particles have no KE and do not move. <p>Enquiry Task: Describe how you could measure the <u>specific heat capacity</u> of water. Include the measurements you would take, how you would take them, and any calculations you would do.</p>

Science

Physics CP12-13 Part 2

Particle Model, Forces & Matter

1. Stretching, bending or compressing requires more than one force.
2. Elastic distortion means the object will return to its original shape.
3. Inelastic distortion means the object will keep its new shape.
4. *Force on a spring = spring constant \times extension* [$F = k \times x$]
5. *Energy stored in a spring = $\frac{1}{2} \times$ spring constant \times (extension)²* [$E = \frac{1}{2} k x^2$]
6. Energy stored in a spring is the same as the work done to stretch it.
7. Extension can be linear or non-linear.



Enquiry Task: Describe how you would measure the extension and work done in stretching a spring. Include what measurements you would take, how you would take them, and what calculations you would do.

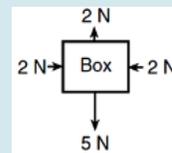
Physics Glossary

Conservation - the total amount (of mass/energy) does not change.

Extension - (of a spring) how much longer (or shorter) it has got.

Field - an area where an object experiences a force (eg magnetic field).

Free body diagram - shows the size and direction of all the forces on an object.



Induce/Induction - causing something to happen.
Kelvin - A unit on the kelvin temperature scale that measures temperatures relative to absolute zero.

0 K = -273 °C, +293K = 20 °C

Magnetic flux density - strength of a magnetic field, measured in tesla (T)

Power - rate of energy transfer, measured in watts (W).

Resultant - the net force acting on an object because of several forces.

Scalar - has a magnitude (size) but no particular direction.

Spring constant - how strong a spring is - how much force is needed to stretch it by 1m.

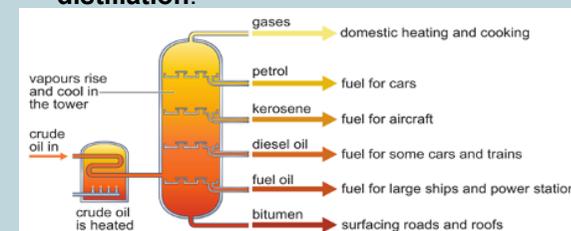
Sublimation - When a solid changes directly to a gas without becoming a liquid first.

Vector - has a magnitude (size) and a specific direction.

Chemistry CC12-13 Part 1

Fuels & Earth Science

1. Crude oil: a **fossil fuel**, a mixture of **hydrocarbons** (made of hydrogen and carbon atoms **only**) that form chains or rings, an important but finite source of useful substances
2. Crude oil can be separated by **fractional distillation**.



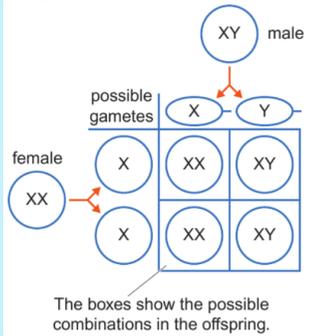
3. Fractions from lowest to highest boiling point: gases, petrol, kerosene, diesel oil, fuel oil, bitumen.
4. As number of carbon atoms increases, boiling point and viscosity increase, but ease of ignition decreases.
5. **Alkanes** are a **homologous series**; compounds have similar chemical properties. They have the general formula C_nH_{2n+2}
6. **Complete combustion**: hydrocarbon + oxygen \rightarrow carbon dioxide + water
7. **Incomplete combustion**: hydrocarbon + oxygen \rightarrow carbon + carbon monoxide + water
8. Carbon monoxide is colourless and odourless. It can cause unconsciousness and death

Enquiry task: Describe how you could demonstrate how the ease of hydrocarbon ignition changes with increasing chain length

Science

Chemistry CC12-13 Part 2	Biology CB2	Biology CB3 Part 1
<p style="text-align: center;">Fuels & Earth Science</p> <ol style="list-style-type: none"> Hydrocarbons may contain impurities such as sulfur, which reacts with oxygen to form sulfur dioxide (which causes acid rain). Burning hydrogen as a fuel only produces water vapour with no CO₂. It releases more energy than petrol, but has to be stored at high pressure. Petrol does not produce ash when burned, releases lots of energy, is easy to store and transport, but it produces CO₂ and CO. Cracking is breaking down long chain hydrocarbons into smaller more useful ones using high temperatures and a catalyst. Early atmosphere: little or no oxygen, large amounts of CO₂, water vapour, some ammonia (NH₃) and methane (CH₄) – evidence from volcanic gases. Water vapour cooled, forming the oceans. Life evolved, photosynthesis began, oxygen levels increased, carbon dioxide levels decreased. Today's atmosphere is 78% nitrogen, 21% oxygen and 1% other gases. Greenhouse gases (carbon dioxide, methane, water vapour) absorb heat radiated from the Earth's surface, increasing the temperature of the atmosphere . <p>Enquiry Task: Describe and explain how the evolution of life led to changes in the composition of the atmosphere.</p>	<p style="text-align: center;">Cells & Control</p> <ol style="list-style-type: none"> <u>Stages of Mitosis</u>: Interphase, Prophase, Metaphase, Anaphase, Telophase, Cytokinesis (IPMATC). Mitosis is needed for growth, repair, and asexual reproduction. Mitosis produces two diploid daughter cells which have genetically identical sets of chromosomes. Cancer is the result of uncontrolled mitosis. Animals grow by cell division and differentiation of cells. Plants grow by cell division, elongation and differentiation of cells. Growth can be tracked using percentile charts. Someone on the 75th percentile for height is taller than 75% of the population. Stem cells can differentiate into many different types of cell. Stem cells could be used in medicine to replace damaged tissue, but there are risks (cancer, rejection) as well as benefits. Reflex arc: STIMULUS→ receptor→ sensory neurone→ relay neurone→ motor neurone→ effector→ RESPONSE Reflexes are fast and automatic and prevent injury. Synapses connect nerve cells, and use neurotransmitters to pass signals. <p>Enquiry Task: Draw and fully annotate a series of diagrams of cells showing the different stages of mitosis.</p>	<p style="text-align: center;">Genetics</p> <ol style="list-style-type: none"> Meiosis: a form of cell division in which one parent cell produces 4 non-identical haploid daughter cells. The zygote cell inherits different genetic information from each parent. This produces genetic variation between individuals. Environmental variation - differences in organisms caused by the surroundings (acquired characteristics). E.g. a scar Genetic variation: differences in organisms caused by mutation and sexual reproduction. E.g. eye colour DNA (Deoxyribonucleic acid): a polymer made of 2 sugar-phosphate backbones joined to bases forming a double helix shape. Complementary base pairs join up using hydrogen bonds: adenine with thymine (A-T) guanine with cytosine (C-G) Alleles: different forms of the same gene, each organism has 2 for each gene (e.g. Bb). The Human Genome Project provides information about how likely a person is to develop a genetic disease, and how they might respond to medicine <p>Enquiry Task: Describe how to extract the DNA from fruit. Include an explanation for the following steps:</p> <ol style="list-style-type: none"> Adding a salt and detergent buffer solution Heating the mixture in a water bath Adding protease Adding a layer of ice-cold ethanol

Science

Biology CB3 Part 2	Biology CB4	Biology and Chemistry Glossary
<p style="text-align: center;">Genetics</p> <ol style="list-style-type: none"> Inherited characteristics can have dominant or recessive alleles. Dominant: an allele that is always expressed in the phenotype (capital letter) Recessive: an allele that will only be expressed if both allele are recessive (bb). Male sex chromosomes: XY, Female sex chromosomes: XX. Genotype: the alleles present, Phenotype: the physical appearance. Heterozygous: when the alleles for a gene are different in an organism (e.g. Rr), Homozygous: when the alleles for a gene are the same in an organism (e.g RR, rr). Punnett squares are used to work out the probability of offspring inheriting certain genotypes and phenotypes.  <ol style="list-style-type: none"> Mutation: change to a gene Human Genome project produced a map of base pairs in 1 set of human chromosomes <p>Enquiry Task: Find the probability of two heterozygous (Cc) parents having a child with the recessive genetic disease cystic fibrosis (cc)</p>	<p style="text-align: center;">Natural Selection & Genetic Modification</p> <ol style="list-style-type: none"> Evidence for evolution found in fossils eg: Ardi (4.4my old), Lucy (3.2my old), Homo habilis & Homo erectus found by Leakeys. Alfred Russel Wallace and Charles Darwin both independently developed theories to explain evolution. Darwin's theory states that simple life forms gradually evolved into more complex forms. The main steps in natural selection: <ol style="list-style-type: none"> Individual organisms within a species show a wide range of variation for a characteristic. Individuals with characteristics most suited to changing environments are more likely to survive and to breed successfully. This is called 'survival of the fittest'. These successful characteristics (genes) are then passed on to the next generation. Organisms are named using a hierarchical classification including a Genus and species, e.g. Homo sapiens Artificial selection: when humans choose organisms with useful characteristics, Plants and animals are often selectively bred for: disease resistance, yield, environmental robustness, fast growth and flavour. Species with very little variation may be at higher risk of extinction if the environment changes. Genetic engineering: changing the DNA of one organism by inserting genes from another creating genetically modified organisms (GMOs). Key words: restriction enzymes, sticky ends, ligase, vectors <p>Enquiry Task: Describe the evolution of the giraffe</p>	<p>Asexual reproduction: producing genetically identical organisms with one parent only.</p> <p>Diploid: a cell or nucleus that has 2 sets of chromosomes</p> <p>Domains: Archea, Bacteria, Eukarya</p> <p>Feedstock: raw material, a substance used to make other substances.</p> <p>Genome: the complete set of genes present in a cell or organism.</p> <p>Genotype: alleles for a certain characteristic that are found in an organism</p> <p>Haploid: cells or nuclei with only 1 set of chromosomes (sex cells).</p> <p>Kingdoms: Animals, Plants, Fungi, Protists, Prokaryotes</p> <p>Meiosis: a form of cell division where one parent produces 4 haploid cells</p> <p>Mitosis: a form of cell division where one parent produces 2 diploid cells</p> <p>Monohybrid inheritance: the study of how the alleles of just one gene are passed from parents to offspring</p> <p>Oxidation: a reaction in which oxygen is added to a substance; loss of electrons by an atom or ion.</p> <p>Pedigree charts show how genotypes are inherited in families through generations</p> <p>Petrochemical: substance made from crude oil.</p> <p>Phenotype: the characteristics produced by certain sets of alleles</p> <p>Punnett square: a diagram used to predict the characteristics of offspring</p> <p>Viscosity: how thick or runny a liquid is. Low viscosity is very runny, high viscosity is thick.</p> <p>Zygote: a fertilised egg cell</p>

Spanish

Week 1 – 1 st person present tense verbs		Week 2 – Key verbs in different tenses		Week 3 - Opinions	
Soy / estoy Tengo Me gusta Me encanta Odio / detesto No me gusta Quiero Voy Juego Hablo (-ar verb) Como (-er verb) Vivo (-ir verb)	I am I have I like I love I hate I don't like I want I go I play I speak I eat I live	Me gustaría / quisiera Era / fue Había Hablé (-ar verb) Comí (-er/-ir verb) Voy a ir Iré Comeré Fui Seraá Me gustaría visitar	I would like It was There was/were I spoke I ate I am going to go I will go I will eat I went It will be I'd like to visit	Pienso que Creo que En mi opinión Según mis padres Estoy seguro que Desde mi punto de vista Para mí Por un lado Por otro lado	I think that I believe that In my opinion According to my parents I am sure that From my point of view For me On one hand On the other hand
Enquiry task: Use the verbs above to write extended sentences on the topic of relationships .		Enquiry task: Use the verbs above to write a paragraph on the topic of home + region .		Enquiry task: Use the phrases above to write extended opinions on the topic of technology .	
Week 4 – Positive + negative adjectives		Week 5 – Other useful verb phrases		Week 6 – Impress the examiner	
genial bueno interesante gracioso divertido emocionante fatal malo asqueroso molesto aburrido	great good interesting funny (funny) fun (activity) exciting awful bad disgusting annoying boring	Hay Es Tiene No hay No es Hace buen tiempo Hizo viento	There is/are It is It has There isn't It isn't It is nice weather It was windy	Aunque me gusta Lo que más me gusta Suelo jugar Cuando era más joven Me parece que Después de comer Antes de visitar Cuando tenga 18 años Diría que Es necesario	Although I like What I like the most I usually play When I was younger It seems to me that After eating Before visiting When I am 18 I would say that It is necessary
Enquiry task: Use the adjectives above to write extended opinions on the topic of festivals .		REMEMBER to always include: 1. a past , present and future e.g Ayer fui al cine, hoy voy a la piscina y mañana voy a ir a las tiendas. 2. an opinion + a justification e.g. me gusta mi colegio porque los profesores son estupendos.		Enquiry task: Use the phrases above to write a paragraph on the topic further education + work	
Enquiry task: Write a paragraph on the topic of holidays using the past, present and future tenses.		Enquiry task: Write a paragraph on the topic of holidays using the past, present and future tenses.		Enquiry task: Use the phrases above to write a paragraph on the topic further education + work	

Spanish

Week 7 – Question words	Week 8 – Coping with photos		Week 9 – Descriptions
<p>Enquiry Task: Write 5 questions for the cue 'tiempo libre'.</p> 	<p>P En la foto hay dos chicos, también veo una bicicleta.</p> <p>A Están hablando.</p> <p>L Está en un parque.</p> <p>M Parecen contentos.</p> <p>W Hace sol.</p>	<p>In the photo there are two boys, I also see a bike.</p> <p>They are talking.</p> <p>It is in a park.</p> <p>They seem happy.</p> <p>It is sunny.</p>	<p>Describe... tu amigo / tu profe / tu jefe. Mi amigo se llama Juan. Me llevo bien con mi amigo porque es simpático. Diría que es inteligente y gracioso. Es grande y tiene el pelo rizado. A Juan le gusta jugar al fútbol.</p> <p><i>My friend is called John. I get on well with him as he is very kind. I would say that he is intelligent and funny. He is tall with curly hair. Juan likes to play football.</i></p> <p>Enquiry task: Write a description of a teacher for the topic of school.</p>
<p>Week 10 – Present activities</p>	<p>Week 11 – Past activities</p>		<p>Week 12 – Future activities</p>
<p>¿Qué haces en tu tiempo libre / las vacaciones / el fin de semana? Normalmente salgo con mis amigos y vamos al cine o comemos en McDonalds. También me gusta jugar al voleibol en la playa porque es divertido y bastante activo.</p> <p><i>Normally I go out with my friends and we go to the cinema or we eat at McDonalds. I like playing volleyball at the beach too because it is fun and quite active.</i></p> <p>Enquiry task: Write a paragraph on the topic of leisure using the present tense. Extend it with the present continuous.</p>	<p>¿Qué hiciste el fin de semana pasado / en las vacaciones / anoche? El fin de semana pasado salí con mis amigos. Fuimos a la bolera por la tarde. Después fui al restaurante con mi familia. ¡Fue genial!</p> <p><i>Last weekend I went out with my friends. We went to the bowling alley in the afternoon. Afterwards I went to the restaurant with my family. It was great!</i></p> <p>Enquiry task: Write a paragraph on the topic of social issues using the preterite tense. Extend it with the perfect and imperfect.</p>		<p>¿Qué vas a hacer el fin de semana / esta noche / en las vacaciones? Este fin de semana voy a visitar a mis abuelos. Vamos a comer en su casa y además voy a hacer mis deberes de español. ¡Será estupendo! ☺</p> <p><i>This weekend I am going to visit my grandparents. We are going to eat at their house and also I am going to do my Spanish homework. It will be great!</i></p> <p>Enquiry task: Write a paragraph on the topic of global issues using the immediate future tense. Extend it with the simple future and conditional.</p>



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