

ISCA ACADEMY



INSPIRATION FOR LIFE



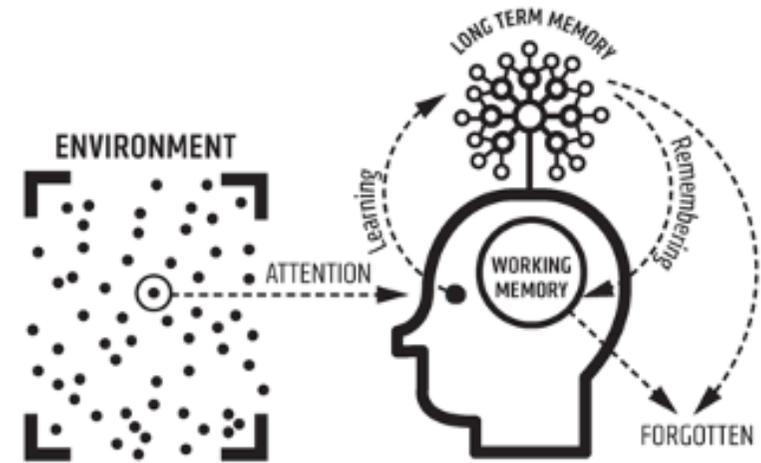
KNOWLEDGE ORGANISER Spring 2021

Year 9

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?

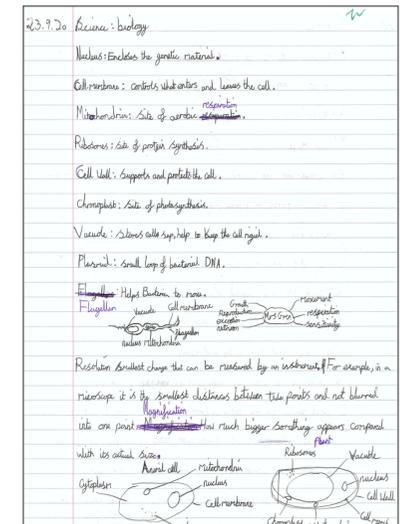
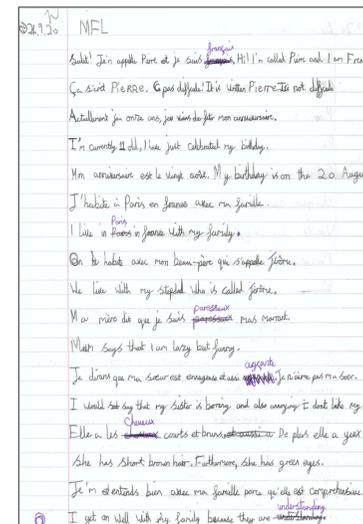
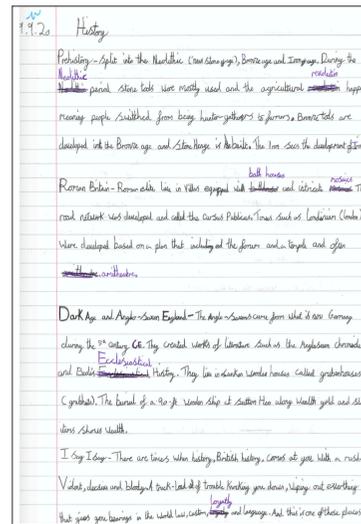
There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

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	French or Spanish	RE	Science (Tassomai)
Wednesday	History	Option A	Science (Tassomai)
Thursday	Geography	Option B	Science (Tassomai)
Friday	Mathematics (Sparx)		

How much work is expected?

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

Art and Design

Project 1: ARCHITECTURE- the built environment.

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

Enquiry task 1: Make some (more than 2) good quality, detailed tonal drawings of buildings or other constructions from inside and outside.

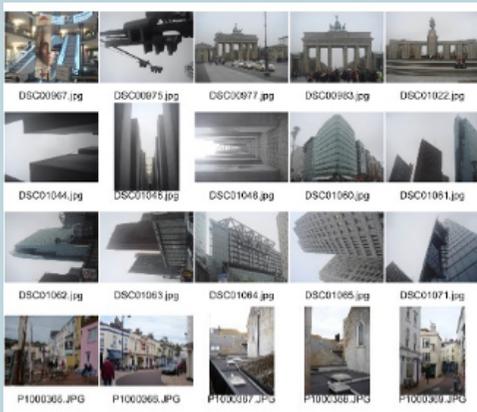
Enquiry task 2: Take 10 photos of interesting buildings in Exeter. Use dramatic camera angles, being creative with your viewpoints.

Key Words

Proportion: the relationship between two parts or two measurements.

Structure: a building or other object constructed from several parts.

Scale: the physical size of something



Photos from Berlin and Teignmouth

Week 3&4: Researching artists

Enquiry task 1: draw an analytical diagram for each artist shown below.

Enquiry task 2: Write an 'I see, I think and I wonder' for each artist.

Key Words

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.

Artwork by R Delaunay (1926), and Ian Murphy



Week 5&6: copying artists

Enquiry task 1: produce an artist copy of your chosen image as accurately as you can. Where possible, use the media the artist has.

Enquiry task 2: Take photos of the Roman ruins around Exeter and copy at least one of them in the style of the artist.

Key Words

Media: the material and tools used by an artist or designer to create a work of art. I.e. "pen and ink"

Technique: how technical skills are used to create an artwork.

Process: the steps taken to create an artwork from start to finish.

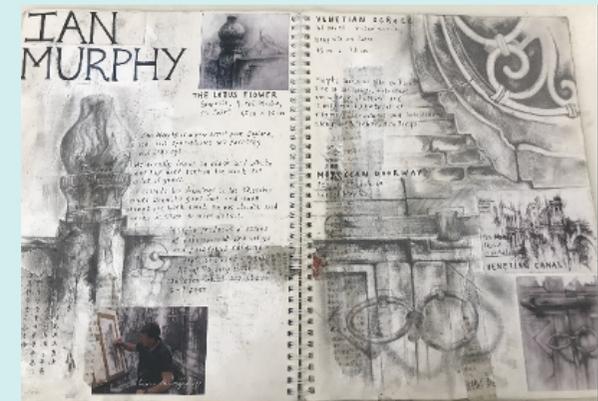


Image from Pinterest - GCSE artist research page

Steps to success

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.

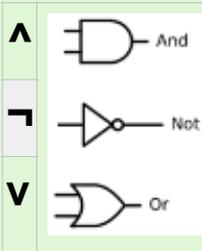
Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.

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.

Art and Design

Week 7&8: responding to artists	Week 9&10: refine – final piece	Week 11&12: refine – final piece
<p>Enquiry task 1: produce some (more than 2) developments of your chosen personal responses – mixing artists’ styles and your own photos/drawings – experimenting with ideas, techniques and media.</p> <p>Enquiry task 2: produce a mini ‘mock-up’ of your chosen idea – test it out – what works – what needs to change? Prepare to start your final piece.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Purposeful: producing artwork for a specific reason/idea.</p> <p>Personal: belonging to or affecting you, the artist, in a particular way.</p> <p>Response: your creative reaction/idea – what you make</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Image reference – GCSE Bitesize Art and Design</p>	<p>Enquiry task 1: continue working on your final piece.</p> <p>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.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Refine: making small changes to improve an idea/artwork. Doing something again to make it better.</p>  <p style="text-align: center;">Student Art Guide: GCSE final piece– Sarah, “Sense of Place”</p>	<p>Enquiry task 1: Continue working on your final piece – complete it.</p> <p>Enquiry task 2: complete an evaluation on your final piece and project as a whole.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Conclusion: the end or final part – the final outcome to an idea. The masterpiece in a gallery.</p>  <p style="text-align: center;">Student Art Guide: GCSE final piece– Sarah, “Sense of Place”</p>
Steps to success		
<p>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.</p>	<p>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...</p>	<p>Show off your best skills. Make your ideas and artist influences clear. TAKE YOUR TIME. Evaluate your work</p>

Computer Science

Week 1 Pre-Teaching and Coding Week	Week 2	Week 3
<p>Sequence – Any block of code Selection – Any IF statement in a program Iteration – Any loop, this could be FOR or WHILE Authentication - Verifying a user identity before they can use a program with username and password. Input Validation - Ensuring data input by the user meets specific criteria before processing. Range check. Maintainability - A selection of techniques and methods that make code easy to debug, update and maintain Casting - Converting a variable from one data type to another. Procedures – A block of reusable code which does not have to return a value.</p>	<p>Analysis – Breaking the problem down and explaining the necessary steps needed to complete the task. Test Plan – Planning what tasks need to be run on your program before it is built. Functions – A block of reusable code which does have to return a value. Defensive Design - Defensive design is the practice of planning for contingencies in the design stage of a project or undertaking Anticipating Misuse - The ability of a programmer to consider how the end user might accidentally (or on purpose) break the program and then to write additional code to handle these situations.</p>	<p>Iterative Testing – Using loops to test sequences of code. Final / Terminal Testing – Testing done at the end point of a programs development. Integer – whole numbers Float/real – decimal numbers Boolean – Used to store the logical conditions TRUE / FALSE. Often translated to On/Off, Yes/No etc Char – A single alphanumeric character or symbol String – A sequence of alphanumeric characters and or symbols.</p>
<p>Enquiry Task: Write pseudocode which would run a loop to count in 2s to 20.</p>	<p>Enquiry Task: Write pseudocode including Selection which could work out your school year based on your age.</p>	<p>Enquiry Task: Write pseudocode which could calculate whether a given number is even or odd</p>
Week 4	Week 5 – Coding Week 2 Hours on NEA	Week 6
<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> <div data-bbox="539 826 792 1209" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Logic Gates</p>  </div>	<p>This week you need to be working on your paperwork on your NEA and focusing on:</p> <p>Sequence – Any block of code Selection – Any IF statement in a program Iteration – Any loop, this could be FOR or WHILE Integer – whole numbers Float/real – decimal numbers String – A sequence of alphanumeric characters and or symbols. Flowchart / pseudocode – You will need to follow your plan Adding comments to your code – Will be needed to make your code more readable.</p>	<p>Functions – A block of reusable code which does have to return a value. Procedures – A block of reusable code which does not have to return a value. Count-Controlled Loop - Is a FOR loop Condition-controlled Loop - is a WHILE loop Integer – whole numbers Float/real – decimal numbers Boolean – Used to store the logical conditions TRUE / FALSE. Often translated to On/Off, Yes/No etc Char – A single alphanumeric character or symbol String – A sequence of alphanumeric characters and or symbols.</p>
<p>Enquiry Task: Write the truth tables for the gates, and draw the gates. Draw these circuits $Q = (A \wedge B)$ $Q = \neg(A \vee B)$</p>	<p>Enquiry Task: Write the pseudocode needed for each of the logic gates Write a function which triples a number and returns it.</p>	<p>Enquiry Tasks: Write a procedure which doubles a value.</p>

Computer Science

Week 7	Week 8	Week 9
<p>Defensive Design - Defensive design is the practice of planning for contingencies in the design stage of a project or undertaking.”</p> <p>Anticipating misuse The ability of a programmer to consider how the end user might accidentally (or on purpose) break the program and then to write additional code to handle these situations</p> <p>Authentication - Verifying a user identity before they can use a program with username and password.</p> <p>Input Validation - Ensuring data input by the user meets specific criteria before processing. Range check.</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>High Level language - A language designed to help a programmer express a computer program in a way that reflects the problem that is being solved, rather than the details of how the computer will produce the solution. One-to-many language.</p> <p>Low Level language - A language which is close to machine code. Related closely to the design of the machine. A one-to-one language.</p> <p>MOD – Modulus a mathematical operator to calculate the remainder. So $10 \% 3 = 1$. Due to $10 / 3 = 3 \text{ r } 1$</p> <p>DIV – integer division a mathematical operator to calculate how many whole numbers can be divided by another. $10 // 3 = 3$. Due to $10 / 3 = 3 \text{ r } 1$</p>	<p>IDE – Intergrated development environment. An IDE normally consists of a source code editor, build automation tools and a debugger.”</p> <p>Interpreter</p> <p>Compiler - A program that translates a high-level language program, source code, into a computer’s machine code.</p> <p>Translator - A program that translates a program written in assembly language into machine code.”</p> <p>Error diagnostics - These are tools provided by IDE’s which give detailed feedback on errors in your code.</p>
<p>Enquiry Task: Write two pseudocode loops – one which loops forever, one which outputs the numbers 1-100.</p>	<p>Enquiry Task: Outline the main differences between high level and low level languages.</p>	<p>Enquiry Task: Is Python high or low level and explain why. Explain all the features of the IDE which we use for Python.</p>
Week 10	Week 11	Week 12
<p>Run-time environment - A configuration of hardware and software. It includes the CPU type, operating system and any runtime engines or system software required by a particular category of applications</p> <p>Python Project Write up</p> <p>In google classroom, ensure that your project write up is complete.</p> <ol style="list-style-type: none"> 1. Analysis 2. Testing 3. Evaluation <p>Enquiry Task: Complete the project document in Google Classroom.</p>	<p style="text-align: center;">Assessment week</p> <p>You will need to check all keywords for this week. All teacher resources and lessons are in google classroom</p> <p>Black and Purple book Check page 105 – 116 (Section 7) The review questions on page 116 outlines a full checklist of knowledge required both keywords and programming.</p>	<p style="text-align: center;">Teacher set homework based on knowledge gaps identified in assessments</p> <p style="text-align: center;">Use this QR code to check and update all of your key terminology on google classroom.</p> <div style="text-align: center;">  </div>

Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Stimulus: Inspiration for a dance idea or movement ● Thematic stimulus: A topic based starting point for a dance idea. Historical, political or cultural issues and events make good thematic stimuli! 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Purpose: The reason for creating a dance (in the case of Ghost Dances, to raise awareness about the genocide in Chile) ● Intention: The dance idea to be conveyed to the audience 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Character: A person in a novel, play, film or dance work. There are many characters in Ghost Dances. ● Narrative: A dance with a storyline. Can also refer to a type of dance structure in which the dance is ordered using the storyline.
<p><u>Enquiry Task:</u> Research the 'Pinochet Regime' using the internet. Make notes on the history, background, key leaders, and key events.</p>	<p><u>Enquiry Task:</u> Research ONE OTHER piece of dance by Christopher Bruce, Make notes on the purpose and intention of the dance. Is it similar or different to Ghost Dances? In what way?</p>	<p><u>Enquiry Task:</u> Write a diary entry from the point of view of one of the characters from Ghost Dances. This could be a soldier, victim, or villager/ family member etc. Focus on their emotional response to the event.</p>
Week 4	Week 5	Week 6
<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"> ● Choreographic Process: Activities involved in creating dance movement ● Choreographic Devices: Methods used by choreographers to create movement ● 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 ● Unison, canon, mirroring, contact, compliment, contrast etc.
<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. Choose one that you can use in your rehearsal next lesson to improve your work.</p>	<p><u>Enquiry Task:</u> Watch a piece of dance of your choice on youtube. Make a list of all the ways dancers and their movements are relating to each other in time and space. Could any of these link to the stimulus, dance idea or purpose? Explain.</p>

Dance

Week 7	Week 8	Week 9
<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) ● Genre: a conventional category that identifies some pieces of music as belonging to a shared tradition or set of conventions. 	<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"> ● Production Elements: The elements involved in creating a piece of dance for a professional performance in a theatre. ● Costume: Clothes worn by performers for professional performances ● Set: The staging design of a performance ● Lighting: The lighting design
<p><u>Enquiry Task:</u> Research the South American music genre using the internet. Make detailed notes on the history, background, instruments and stylistic features. Choose a piece of South American music to use for your group dance.</p>	<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. Identify where your highlights and climax will be.</p>	<p><u>Enquiry Task</u> Design a costume that can be worn for your dance assessment (performance of your Ghost Dances group dance). Prepare it and bring it in next week to discuss with your group.</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"> ● 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> Evaluate the choreographic and performance skills that you used in the creation and performance of your Ghost Dances piece this term. Which skills and techniques did you use well, and which do you need to improve next time?</p>

Design and Technology

Energy Storage - week 1 & 2	Sustainability - week 3 & 4
<p>Potential energy (stored) - Chemical, Mechanical, Nuclear & Gravitational Kinetic energy (motion) - Movement, Electricity, Heat, Sound & Light Enquiry Task - In Google Classroom, work through the presentation - <i>Unit 2 - Energy, materials, systems and devices.</i></p> <p>Question - How can energy be stored? What is the difference between pneumatic and hydraulic systems? How can unpredictable energy generation be balanced to provide a more consistent supply.</p>	<p>Sustainable design aims to reduce any negative impact on the environment, people and the planet. By considering the 6 R's allows for a more sustainable lifestyle. The 6 R's are: Refuse - Rethink - Reduce - Reuse - Repair - Recycle</p> <p>Enquiry Task - Research each of the 6 R's using Focus eLearning. Question - Using the 6 R's describe 6 ways you can apply these ideas to reduce your impact on the environment.</p> <p>Extension - If you have access to Netflix, watch this film - David Attenborough - A life on Our Planet https://www.youtube.com/watch?v=64R2MYU1394</p>
Planned Obsolescence - week 5 & 6	Energy generation - week 7 & 8
<p>Some designers and manufacturers make products that are only built to last a short amount of time. Enquiry Task - Research what planned obsolescence is and give 2 examples of when this occurs. Question - Why would designers do this and why is this particularly common in electronic products?</p>	<p>Energy can be generated using sustainable and non-sustainable methods. Enquiry Task - Research both types of energy generation and its impact on the environment. Question - Suggest a suitable sustainable heating method for a small new build housing development?</p>
Designers and Companies - week 9 & 10	<div data-bbox="1137 906 1532 1066">  <p>Forest Stewardship Council®</p> </div> <div data-bbox="1554 906 1720 1066">  </div> <div data-bbox="1742 858 2024 1321">  </div> <p>For over 25 years the FSC has promoted the responsible management of the world's forests, bringing together experts from the environmental, economic and social spheres. FSC forest management certification confirms that the forest is being managed in a way that preserves biological diversity and benefits the lives of local people and workers, while ensuring it sustains economic viability.</p>
<p>Enquiry Task - Using Focus eLearning, produce a presentation on a designer or company of your choice, including examples of products and designs. Question - How can studying the work of others help the design process?</p> <div data-bbox="224 1066 591 1337">  </div> <p>Use Focus eLearning to research each topic.</p>	

Drama

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Status: A person's position or rank within a group ● Posture: The way in which someone positions his or her upper body. ● Gait: The manner in which someone walks. ● Stance: The position of someone's legs when standing. ● Body Language: The way in which we communicate information about our emotions through our bodies. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Proxemics: The exploration of how the positioning of actors on stage communicates meaning to the audience. ● Subtext: The meaning that lies beneath the words of a play, it can be communicated through tone, facial expressions and body language. ● Pinteresque: A style of Drama that uses seemingly meaningless dialogue to reveal hidden truths about the characters. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Pinter pause: Playwright Harold Pinter wrote lots of pauses into his plays. The pauses are as important as the lines because they help the actor show the subtext. The longer pauses are called silences and last for about 10 seconds! ● Pace: The speed at which you act and deliver your lines.
<p><u>Enquiry Task:</u> Write a description of the way an actor playing 'high status' might stand and move. Compare this to the way an actor playing low status might stand. Use full sentences and key words.</p>	<p><u>Enquiry Task:</u> Learn your lines for the 'Dumb Waiter' extract ready to rehearse and share a performance with the group next week.</p>	<p><u>Enquiry Task</u> Write a review of your short performance. What was successful? What could you have improved? Use full sentences and key words in your review.</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Multi-Role: When an actor plays more than one character, often changing role in front of the audience. ● Spass: A sense of fun and comedy that helps get across a serious point ● Gestus: The gist of a character shown through gesture, tone and attitude 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Direct Address: When a performer talks directly to an audience, acknowledging their presence. ● Verfrumdunkseffekt: Keeping the audience at a critical distance so they ask questions. ● Godber: A British playwright and director who writes comedies with a deeper purpose. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Given Circumstances: A detailed back-story for the character you are playing. ● Magic 'if': Using your imagination to put yourself in your character's situation. ● Emotion memory: A meditation and memory exercise that uses your own experience to help you understand your character.
<p><u>Enquiry Task:</u> Learn your lines for the 'Godber' extract ready to rehearse and share a performance with the group next week.</p>	<p><u>Enquiry Task:</u> Write a review of your short performance. What was successful? What could you have improved? Use full sentences and key words in your review.</p>	<p><u>Enquiry Task:</u> Learn your lines for the 'naturalistic' extract ready to rehearse and share a performance with the group next week.</p>

Drama

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Observation: Taking note of your own and other people's behavior in real life. • Hot seating: An exercise where an actor is asked questions in character. They must improvise their answers using their imagination • Naturalism: A style of drama that attempts to be realistic and believable. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Casting: The process of deciding what actors will play the characters in a piece of drama. • Read-through: A first reading of the script in which all the actors read their parts aloud. • Character development: Work put into understanding and creating your character. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Blocking: The process of deciding where and when the performers move on stage. • Style: The way in which the play communicates to the audience. The style is determined by what techniques the performers use on stage and in rehearsal.
<p><u>Enquiry Task:</u></p> <p>Use all the information available to you from the script and online research to write out the 'given circumstances' for your character, use your imagination and own experience to fill in any gaps and create a complete back-story'</p>	<p><u>Enquiry Task:</u></p> <p>Learn your lines and cues from your chosen extract ready to begin rehearsing off-script next lesson.</p>	<p><u>Enquiry Task:</u></p> <p>Complete a skills audit and set short-term targets for your improvement. Make sure you use drama terminology in your targets and can say how you will achieve them.</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 performance of a piece of drama. These include cooperation, resilience and focus. • Dress Rehearsal: A run-through of the play in full costume, with props, sound and lights 	<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></p> <p>Complete the notes for your logbook ready for your think about how your skills, have developed. Review your short-term targets and set new ones. Remember to think about what you have done to improve, make sure you use drama terminology.</p>	<p><u>Enquiry Task</u></p> <p>Complete the notes for your logbook ready for your think about how your skills, have developed. Review your short-term targets and set new ones. Remember to think about what you have done to improve, make sure you use drama terminology.</p>	<p><u>Enquiry Task</u></p> <p>Evaluate your performance. How successful were you at meeting your targets? Did you get the desired response from your audience? What you could you do to improve your performance further?</p>

English - A Christmas Carol

Week 1- Scrooge & Fred	Week 2- Attitudes to Poverty	Week 3- Dickens' Idealism
<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> • Status Quo: The way things are • Diatribes: a forceful attack against something. • Misanthropic: unsociable • Miserly: mean • Avaricious: greedy • Caricature: an exaggerated version of something • Foil: a character who contrasts with another character • Idealised: presenting something as better than in reality • Physiognomy: the belief that a person's appearance can tell us something about their personal characteristics. <p>Enquiry Task 2: Answer the following questions:</p> <ol style="list-style-type: none"> 1. Which character is misanthropic? 2. Which character is avaricious? 3. Who is a foil to Scrooge? <p>Enquiry Task 3: Look/Cover/Write/Check the following quotes:</p> <p>Scrooge: (represents the industrial middle class)</p> <ul style="list-style-type: none"> • "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" <p>Fred: (is an idealised foil to Scrooge)</p> <ul style="list-style-type: none"> • "He was all in a glow;" • "his eyes sparkled," <p>Optional Enquiry Task 4: Write an Isca Way paragraph in response to this question: How does Dickens present the difference between Fred and Scrooge?</p>	<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> • Stratified Society: a society divided into layers • Malthusian Economics: Economic theory based on the views of Thomas Malthus • Divine Intervention: direct action taken by a God to improve a situation • The Poor Law Amendment Act 1834: an act of parliament that set up the workhouse system <p>Enquiry Task 2: Answer the following questions:</p> <ol style="list-style-type: none"> 1. Where have we seen further evidence of Scrooge's avarice in the book so far? 2. What divine intervention do we see in the novel? <p>Enquiry Task 3: Look/Cover/Write/Check the following quotes:</p> <p>Scrooge: (represents the industrial middle class)</p> <ul style="list-style-type: none"> • "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." <p>Fred: (is an idealised foil to Scrooge)</p> <ul style="list-style-type: none"> • "[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" <p>Marley: (Is a warning to Dickens wealthy readers)</p> <ul style="list-style-type: none"> • "I wear the chain I forged in life" • "The common welfare was my business" <p>Optional Enquiry Task 4: Write an Isca Way paragraph in response to this question: How does Dickens present Scrooge's attitude to the poor?</p>	<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> • Foil: a character who contrasts with another character • Idealised: when something is presented as better than in reality • Sentimentalised: arousing feelings of tenderness, sadness, or nostalgia • Philanthropy: the desire to promote the welfare of others • 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. <p>Enquiry Task 2: Answer the following questions:</p> <ol style="list-style-type: none"> 1. Which character is idealised? 2. What/who does Dickens sentimentalise? 3. Why did the report of the Children's Employment Commission make Dickens angry? <p>Enquiry Task 3: Look/Cover/Write/Check the following quotes:</p> <p>Scrooge: as a child</p> <ul style="list-style-type: none"> • "A solitary child, neglected by his friends" <p>Little Fan: Scrooge's Sister</p> <ul style="list-style-type: none"> • "Always a delicate creature, whom a breath might have withered" <p>Fezziwig: (an idealised foil to Scrooge)</p> <ul style="list-style-type: none"> • "A positive light appeared to issue from Fezziwig's calves" • "The happiness he gives, is quite as great as if it cost a fortune" <p>Optional Enquiry Task 4: Write an Isca Way paragraph in response to this question: How does Dickens present children in the novel?</p>

English - A Christmas Carol

Week 4- The Effect of Money	Week 5- Dickens' idealism(2)	Week 6- Prognostication
<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> ● Idol: an object of worship ● Deification: to transform a thing into an object of worship. ● The Hungry Forties: a period of economic hardship in the 1840s ● Divine Intervention: direct action taken by a god to improve a situation <p>Enquiry Task 2: Answer the following questions:</p> <ol style="list-style-type: none"> 1. What does Scrooge idolise? 2. What does Scrooge lose as a result of being so greedy and focused on money? <p>Enquiry Task 3: Look/Cover/Write/Check the following quotes:</p> <p>Belle: (shows how the IMC prioritise money)</p> <ul style="list-style-type: none"> ● "Another idol has displaced me- a golden one" ● "I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you" <p>GOC Past: (represents Christian Values)</p> <ul style="list-style-type: none"> ● "It wore a tunic of the purest white" ● "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?" <p>GOC Present: (represents Christian Values)</p> <ul style="list-style-type: none"> ● "On its head it wore no other covering than a holly wreath" ● "[It] bore a glowing torch, in shape not unlike Plenty's horn" ● "Spirit," said Scrooge submissively, To-night, if you have aught to teach me, let me profit by it." <p>Optional Enquiry Task 4: Write an Isca Way paragraph in response to this question: How does Dickens present avarice in the novel?</p>	<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> ● Sympathetic: creating feelings of sorrow at someone else's misfortune. ● Idealised: when something is presented as better than in reality ● Contrast: to show a clear difference between two things for effect ● Irony: when the significance of something is the opposite to what is said. <p>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</p> <p>The Cratchits: (idealised vision of the working poor)</p> <ul style="list-style-type: none"> ● "a feathered phenomenon..." ● "There never was such a goose." ● "Eked out by apple-sauce and mashed potatoes, it was a sufficient dinner for the whole family." ● Tiny Tim: "Bob held his withered hand in his" ● Irony: "I give you Mr Scrooge, the founder of the feast!" ● Irony: "If he be like to die, he had better do it, and decrease the surplus population." <p>Fred: (an idealised foil to Scrooge)</p> <ul style="list-style-type: none"> ● About Scrooge: "rather a disagreeable animal, a savage animal" ● Irony: "I am sorry for him; I couldn't be angry with him if I tried. Who suffers by his ill whims! Himself, always" <p>Enquiry Task 3: chose one quote for The Cratchits, and one for Fred and complete an Isca Why Tree:</p> <p>For each quote:</p> <ul style="list-style-type: none"> • what does it mean in your own words ? • zoom in on one word: what are the associations ? • what are the connotations (feelings/emotions) ? • what does the reader think/feel/understand ? • what is Dickens' intention ? 	<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> ● Ignorance: lack of knowledge or information. ● Psychopomp: A spiritual guide for a person's soul. ● Prognostication: a vision of the future. A prophecy <p>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</p> <p>Ignorance & Want: (symbolise the future)</p> <ul style="list-style-type: none"> ● "wretched, abject, frightful, hideous, miserable" ● "Yellow, meagre, ragged, scowling, wolfish" ● "Where angels might have sat enthroned, devils lurked, and glared out menacing." ● "a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds" ● "most of all beware this boy, for on his brow I see that written which is Doom" ● Irony: "Are there no prisons?" said the Spirit, turning on him for the last time with his own words. "Are there no workhouses?" <p>GOC Yet to Come: (shows a future without God)</p> <ul style="list-style-type: none"> ● "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. ● "The kind hand trembled" <p>Enquiry Task 3: Answer the following questions:</p> <ol style="list-style-type: none"> 1. How is the Ghost of Christmas Yet To Come different from the two other ghosts? 2. Why do you think Dickens makes this ghost different? 3. Who do the children: Ignorance and Want represent?

English - A Christmas Carol

Week 7- Scrooge's Redemption	Week 8- Themes & Motifs	Week 9- Scrooge
<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> ● Prognostication: a vision of the future. A prophecy ● Redemption: the action of saving or being saved from sin, error, or evil ● Pathetic Fallacy: When the weather or surroundings are described with human emotions to reflect the mood of a character or create a tone <p>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</p> <p>Pathetic Fallacy:</p> <ul style="list-style-type: none"> ● Stave 1: It was cold, bleak, biting weather: foggy withal... ● Stave 5: "No fog, no mist; clear, bright, jovial, stirring, cold...Golden sunlight; Heavenly sky; sweet fresh air; merry bells". <p>Scrooge's Redemption:</p> <ul style="list-style-type: none"> ● "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" ● "To Tiny Tim, who did NOT die, he [Scrooge] was a second father" ● "He became as good a friend, as good a master, and as good a man, as the good old city knew" ● "God bless Us, every one!" <p>Enquiry Task 3: Answer the following question:</p> <ol style="list-style-type: none"> 1. Which quote about Scrooge from Stave 1 best contrasts with Scrooge in Stave 5? 	<p>Enquiry Task 1: write the following themes in your KO book, adding one quote for each theme (you can look back over this KO to find the quotes):</p> <p>Themes:</p> <ul style="list-style-type: none"> ● Social Justice ● Greed/ Poverty ● Isolation/ Family ● Divine Judgment / Christian Values <p>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</p> <p>Light:</p> <ul style="list-style-type: none"> ● Stave 1: it had not been light all day ● Stave 2: from the crown of its head there sprung a bright clear jet of light ● Stave 3: a glowing torch, and held it up, high up, to shed its light on Scrooge ● Stave 4: The room was very dark, too dark ● Stave 5: No fog, no mist; clear, bright, jovial, stirring Golden sunlight; Heavenly sky <p>Time:</p> <ul style="list-style-type: none"> ● Stave 1- Once upon a time... ● Stave 2- "Rise! And walk with me!" "My time grows short...Quick!" ● Stave 3- "My time upon this Globe is very brief" ● Stave 4- Ghost appears before the end of Stave 3 "relentlessly" points <p>Optional Enquiry Task 3: Write an Isca Way paragraph in response to this question: How does Dickens present time in the novel?</p>	<p>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</p> <ul style="list-style-type: none"> ● Misanthropic: unsociable ● Miserly: mean ● Avaricious: greedy ● Caricature: an exaggerated version of something ● Physiognomy: the belief that a person's appearance can tell us something about their personal characteristics. <p>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</p> <p>Scrooge:</p> <ul style="list-style-type: none"> ● "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" <p>Scrooge's Attitudes to Poverty:</p> <ul style="list-style-type: none"> ● "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." <p>Scrooge's Redemption:</p> <ul style="list-style-type: none"> ● "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" ● "To Tiny Tim, who did NOT die, he [Scrooge] was a second father"

English - A Christmas Carol

Week 10- The Ghosts	Week 11- Money & Poverty	Week 12- Foils & Role Models
<p><u>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</u></p> <ul style="list-style-type: none"> ● Stratified Society: a society divided into layers ● Malthusian Economics: Economic theory based on the views of Thomas Malthus ● Divine Intervention: direct action taken by a God to improve a situation ● The Poor Law Amendment Act 1834: an act of parliament that set up the workhouse system <p><u>Enquiry Task 2: Look/Cover/Write/Check the following quotes:</u></p> <p>Marley:</p> <ul style="list-style-type: none"> ● “I wear the chain I forged in life” ● “The common welfare was my business” <p>GOCPast:</p> <ul style="list-style-type: none"> ● “It wore a tunic of the purest white” ● “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?” <p>GOCPresent:</p> <ul style="list-style-type: none"> ● “On its head it wore no other covering than a holly wreath” ● “[It] bore a glowing torch, in shape not unlike Plenty’s horn” ● “Spirit,” said Scrooge submissively, ...” To-night, if you have aught to teach me, let me profit by it.” <p>GOC Yet to Come:</p> <ul style="list-style-type: none"> ● “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. ● “The kind hand trembled” 	<p><u>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</u></p> <ul style="list-style-type: none"> ● Sympathetic: creating feelings of sorrow at someone else’s misfortune. ● Idealised: when something is presented as better than in reality ● Contrast: to show a clear difference between two things for effect ● Irony: when the significance of something is the opposite to what is said. ● Idol: an object of worship ● Deification: to transform a thing into an object of worship. <p><u>Enquiry Task 2: Use the information below to answer this question:</u> Why is Belle an important character in the novel? Use evidence to back up your explanation.</p> <p>Belle:</p> <ul style="list-style-type: none"> ● “Another idol has displaced me... a golden one” ● “I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you” <p><u>Enquiry Task 3: Use the information below to answer this question:</u> Why are the Cratchits important characters in the novel? Use evidence to back up your explanation.</p> <p>The Cratchits:</p> <ul style="list-style-type: none"> ● “a feathered phenomenon...” ● “There never was such a goose.” ● “Eked out by apple-sauce and mashed potatoes, it was a sufficient dinner for the whole family.” ● Tiny Tim: “Bob held his withered hand in his” ● Irony: “I give you Mr Scrooge, the founder of the feast!” ● Irony: “If he be like to die, he had better do it, and decrease the surplus population.” 	<p><u>Enquiry Task 1: Look/Cover/Write/Check the following key vocabulary:</u></p> <ul style="list-style-type: none"> ● Foil: a character who contrasts with another character ● Contrast: to show a clear difference between two things for effect ● Physiognomy: the belief that a person's appearance can tell us something about their personal characteristics. <p><u>Enquiry Task 2: Use the information below to answer this question:</u> Why is Fred an important character in the novel? Use evidence to back up your explanation.</p> <p>Fred:</p> <ul style="list-style-type: none"> ● “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” <p><u>Enquiry Task 3: Use the information below to answer this question:</u> Why is Fezziwig an important character in the novel? Use evidence to back up your explanation.</p> <p>Fezziwig:</p> <ul style="list-style-type: none"> ● “A positive light appeared to issue from Fezziwig’s calves” ● “The happiness he gives, is quite as great as if it cost a fortune” <p><u>Task 4: Look, cover, write, check the following points:</u></p> <ul style="list-style-type: none"> ● Fred: reveals the truth about who is the less Christian in Victorian society (Stave 3) ● About Scrooge: “rather a disagreeable animal, a savage animal”

French

Unit 2 – Technology			
WEEK	French	English	Enquiry Tasks – to be done in French
1	Pendant mon temps libre j'adore rester en contact avec mes amis parce que c'est intéressant.	In my free time I love to stay in contact with my friends because it is interesting.	Write a paragraph of about 50 words about what technology you like and don't like.
2	Je passe des heures en ligne - je tchatte avec mes amis et je partage des vidéos sur TikTok.	I spend hours online - I chat with my friends and I share videos on TikTok.	Write a paragraph using the present tense to say what you use the internet for.
3	J'ai un nouveau portable et je peux suivre mes célébrités préférées sur Insta. C'est impeccable!	I have a new phone and I can follow my favourite celebrities on Insta. It's great!	Complete the present tense sheet on Google Classroom.
4	Je pense que l'internet est utile mais il y a le risque de cyber intimidation. Quand je finis mes devoirs j'éteins mon écran.	I think that the internet is useful but there is the risk of cyber bullying. When I finish my homework I turn off my screen.	Write a list of 5 advantages and 5 disadvantages of the internet.
5	Selon mes parents je deviens accro à mon écran.	According to my parents I am addicted to my screen.	Complete the listening practice on Google Classroom.
6	Tous les soirs je fais mes devoirs sur ma tablette et après je vais sur les réseaux sociaux pour me connecter avec mes copains.	Every evening I do my homework on my tablet and after I go on social networks to connect with my friends.	Cover the French for weeks 1-6. Practice saying it out loud. Can you recall the whole text?
7	La semaine prochaine je vais tchatter avec ma famille qui habite en Australie. On va utiliser Whatsapp.	Next week I am going to chat with my family who live in Australia. We are going to use Whatsapp.	Complete the immediate future tense sheet on Google Classroom.
8	Mes amis et moi, nous allons faire une vidéo de danse pour TikTok. J'espère que nous allons avoir beaucoup de 'likes'.	My friends and I are going to make a dance video for TikTok. I hope that we are going to have lots of likes.	Go to @studyfrench on TikTok to practice your pronunciation.
9	Hier soir, j'ai téléchargé un film sur Netflix. C'était génial.	Last night I downloaded a film on Netflix. It was great.	Complete the perfect tense sheet on Google Classroom.
10	En plus, je suis allé en ligne et j'ai fait des achats pour l'anniversaire de mon frère. Je l'ai acheté un maillot de foot PSG.	Also, I went online and I did some shopping for my brother's birthday. I bought him a PSG football shirt.	Adapt the sentences from weeks 1-10 to write your own version of the text.
11	Full text revision		Cover the French for weeks 1-10. Practice saying it out loud. Can you recall the text?
12	Full text revision		Redo the Quizlet tests for Cycle 2 Weeks 1-10.

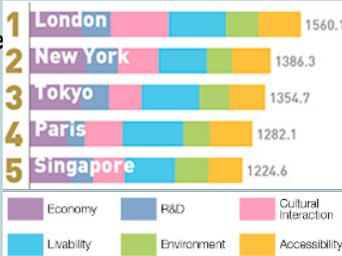
French

Week 1 Opinions		Week 2 ER verbs		Week 3 Irregular verbs		Week 4 IR + RE verbs		Week 5 Vocab boost	
j'aime	I like	passer	to spend	je vois	I see	finir	to finish	avec lui	with him
j'adore	I love	je passe	I spend	je dois	I must /have to	je finis	I finish	avec elle	with her
je n'aime pas	I don't like	tu passes	you spend (s)	j'envoie	I send	tu finis (s)	you finish (s)	avec eux	with them
je déteste	I hate	il passe	he spends	j'ai	I have	il finit	he finishes	grâce au	thanks to
je préfère	I prefer	elle passe	she spends	je peux	I can	elle finit	she finishes	menacer	to threaten
tchatter	to chat	nous passons	we spend	je dis	I say	nous finissons	we finish	un avantage	an advantage
partager	to share	vous passez	you spend (pl)	je suis	I am	ils finissent	you finish (pl)	un inconvénient	a disadvantage
communiquer	to communicate	ils passent	they spend (m)	je fais	I do / make	ils finissent	they finish (m)	un bienfait	a benefit
		elles passent	they spend (f)	je veux	I want	elles finissent	they finish (f)	un bienfait	a benefit
discuter	to discuss	utiliser	to use	je vais	I go	perdre	to lose	utile	useful
chercher	to look for	un ordinateur	a computer	je mets	I put	je perds	I lose	inutile	useless
passer du temps	to spend time	un portable	a mobile	des textos	texts	tu perds	you lose (s)	rester en contact	to stay in touch
		une tablette	a tablet	en ligne	online	il perd	he loses		
télécharger	to download	les réseaux sociaux	social networks	des achats	shopping	elle perd	she loses	un écran	a screen
acheter en ligne	to buy online			des amis virtuels	virtual friends	nous perdons	we lose	vous perdez	you lose (pl)
		gratuit	free	ils perdent	they lose (m)	elles perdent	they lose (f)	le risque	the risk
parce que	because	rapide	fast	des recherches	research	le vol d'identité	identity theft	la souris	the mouse
c'est	it is	facile	easy	garder	to keep	le clavier	the keyboard	le mot de passe	password
nul	rubbish	difficile	difficult	suivre	to follow	la cyber intimidation	cyber bullying	le jeu	the game
intéressant	interesting	pratique	practical	faire partie d'un groupe	to join a group				
barbant	boring	trop	too						
amusant	fun	beaucoup de	lots of						
KEY:	verbs	masculine nouns		feminine nouns		adjectives		connectives	

French

Week 6 Adverbs of frequency		Week 7 Immediate future		Week 8 Infinitive structures		Week 9 Perfect tense		Week 10 Past participles	
faire	to do / make	je vais	I am going	je veux	I want	j'ai tchatté	I chatted	je suis allé(e)	I went
je fais	I do	tu vas	you're going (s)	je voudrais	I would like	tu as parlé	You spoke	j'ai fini	I finished
tu fais	you do (s)	il / elle va	he/she is going	j'ai l'intention de	I intend to	il a téléchargé	he downloaded	j'ai perdu	I lost
il /elle fait	he / she does	nous allons	we're going					j'ai fait	I did / made
nous faisons	we do	vous allez	you're going (pl)	je vais	I am going	elle a acheté	she bought	j'ai lu	I read
vous faites	you do (pl)	ils / elles vont	they're going	j'espère	I hope	on a joué	we played	j'ai vu	I saw
ils / elles font	they do	acheter	to buy	je peux	I can	nous avons discuté	we discussed	j'ai dit	I said
aller	to go	envoyer	to send	je dois	I must			j'ai pris	I took
je vais	I go	la semaine prochaine	next week	je préfère	I prefer	vous avez envoyé	you sent	j'ai eu	I had
tu vas	you go (s)			le week-end prochain	next weekend			All of the above can be followed by an infinitive e.g. je veux télécharger un film (I want to download a film).	
il /elle va	he / she goes	demain	tomorrow			cependant	however		
nous allons	we go			vous allez	you go (pl)			mais	but
ils / elles vont	they go	ce soir	this evening			ou	or		
jamais	never			cet après-midi	this afternoon			aussi	also
souvent	often	ce matin	this morning			d'un côté	on one hand		
rarement	rarely			cette semaine	this week			de l'autre côté	on the other hand
de temps en temps	from time to time	vendredi	on Friday			par contre	on the other hand		
quelquefois	sometimes			le lendemain	the day after tomorrow			car	because
normalement	normally	samedi	on Saturday						
toujours	always								

Geography - Core - Global Cities

Week 1	Week 2	Week 3
<p>What are Global Cities? “Global Cities” are cities that are well connected by the process of globalisation. There are currently over 300 global cities, the UK has 13. For example, London has a global “reach” with university students from all over the world, multinational company HQs, global stock exchange. See top 5 global cities in graph above.</p> <p>Enquiry Task: Use the internet and produce one fact-file on one of the ‘global cities’ within the UK. Then create another on a global city from abroad.</p> 	<p>Functions of Global Cities While all cities have a regional influence, global cities have a much greater influence. They are connected to other parts of the world through:</p> <ul style="list-style-type: none"> • Migration • Governance and decision making • Finance/trade • Transport hubs • Ideas/Info • Education centres • Cultural and sporting hubs  <p>Enquiry Task: Write a ‘newspaper style’ article on how one UK global city is connected to other parts of the world. Link in at least 2 of the above bullet points.</p>	<p>An HIC Global City - Sydney, Australia Sydney is the largest city in Australia. It has a population of 4.5 million (2015) so is not (yet) a “mega-city”. Sydney is built on either side of a large natural harbour. Sydney is a relatively modern city. It grew rapidly during the second half of the 20th century, largely as a result of international migration.</p>  <p>Enquiry Task: Using newspaper/online articles. What do you think was the biggest factor that contributed to the growth of Sydney and why? Try to include evidence in your answer.</p>
<p>Week 4</p> <p>Sydney: Migration and Wealth Sydney is one of the world’s most multicultural cities. People of different nationalities share ideas, culture, languages and food. It is very well connected to the rest of the world, especially the Pacific and South East Asian regions. Sydney has HQs of 76% of Australia’s domestic and foreign owned banks, attracts 2.8 million foreign visitors a year and generates 20% of Australia’s wealth.</p>  <p>Enquiry Task: Draw out a table (with advantages in the left column and disadvantages in the right). Fill these columns in with the good and bad effects of migration (for Sydney).</p>	<p>Week 5</p> <p>An LIC Global City - Mumbai, India Mumbai is India’s largest city with a population of 18.4 million (2015). The city of Greater Mumbai is built on a low-lying island in the Arabian Sea. As the city has grown, it has sprawled northwards and eastwards across Thane Creek to form a large metropolitan region. Mumbai’s economy is well connected to other locations both within India and abroad.</p>  <p>Enquiry Task: Research one business that is now based/has a base in Mumbai. Produce a small leaflet or poster advertising this business.</p>	<p>Week 6</p> <p>Mumbai - Population Growth Between 1990 and 2015 Mumbai’s population has grown from 12.44 to 21.04 million. This is due to a combination of natural increase and rural-urban migration. Mumbai’s population growth was mostly due to natural increase during the 20th century, however, since then the fertility rates have dropped. Now many are drawn to cities like Mumbai because of the relatively well paid jobs in manufacturing.</p>  <p>Enquiry Task: Has Mumbai’s population increase been a good, or bad, thing? Explain using evidence.</p>

Geography - Core - Global Cities

Week 7	Week 8	Week 9
<p><u>Population Growth: Challenges</u> Population growth brings many challenges to Mumbai, for example transport. The rail congestion is legendary, with people living right by the tracks in places, incredibly crowded platforms, people literally hanging off the outside of trains at busy times and trains leaving Mumbai Central Station's 13 platforms every two minutes.</p>  <p><u>Enquiry Task:</u> Write a short description as if you were on one of the train platforms at peak time in Mumbai.</p>	<p><u>Mumbai - Housing Problems</u> 60% of its population live in slums which take up just 7% of Mumbai. However, are slums like Dharavi good or bad? Bad: Poverty / Long queues for toilets and taps / Open sewers / Flimsy buildings / Poor air quality Good: Sustainable community / 80%+ live very close to or actually where they work / 80% of waste is recycled / Many family businesses</p>  <p><u>Enquiry Task:</u> Draw and label a picture that shows what life would be like in the slum (with good and bad features).</p>	<p><u>Mumbai - Economic Change</u> Rapid economic and urban change has created notable challenges for Mumbai. Mass congestion for Mumbai's 7.5 million commuters with dangerously overcrowded trains and terrifying roads. Poor quality housing and sanitation. Often overcrowded and at risk of flooding</p>  <p><u>Enquiry Task:</u> Write up a half - page plan to improve life for people in the slums. Include at least 4 (detailed and realistic) ideas that you have.</p>
Week 10	Week 11	Week 12
<p><u>Mumbai - Economic Change</u> Economic successes are The Hindi film industry (Bollywood) / Tata Steel's headquarters are located in Mumbai / Nheva Sheva is India's largest container port / Mumbai airport helps to link Europe, the Middle East & Asia.</p>  <p><u>Enquiry Task:</u> Produce a tour guide for people that may be wishing to visit the Bollywood film studios in Mumbai. (You could do this by writing out a script or creating a leaflet)</p>	<p><u>Mumbai - Formal and Informal Occupations</u> Many jobs in Mumbai are in the "informal" economy, with no set wages or working hours or contracts - or rights. However, many young graduates have found well paid jobs in Mumbai' "formal" economy too. This emerging middle class have more money to spend which helps to stimulate the economy.</p>  <p><u>Enquiry Task:</u> Draw a timeline with at least 3 years (e.g. you could use 1900, 1960, 2020) and add details to each one about what life was like in Mumbai during that time (e.g. tech, living conditions, food, clothing).</p>	<p><u>Mumbai - Slum Redevelopment</u> Urban redevelopments like Bhendi Bazaar promise to bring more prosperity to poor slum districts of the city. Space saved by building the 17 new high-rises will be used by developers, enabling them to profit overall. Dharavi, "Asia's largest slum", houses over 1 million people in just one square mile. Perhaps it will also be rebuilt in the same way eventually.</p>  <p><u>Enquiry Task:</u> Why Bhendi Bazaar controversial?</p>

Geography - Option Rivers and Coasts

Week 1

Hydrological (Water) Cycle



- The water (hydrological) cycle is driven by heat from the sun.
- The sun heats up water in the ocean (or on land), which then rises as water vapour into the atmosphere. This is called **evaporation**.
- This rising air will cool as it goes higher, and water vapour will turn into droplets. This is **condensation**.
- Condensed droplets coagulate (mix together) and form clouds. It can then rain, but could be snow, sleet or hail, so is called **precipitation**.
- Rain might be **intercepted** by roofs, or trees, and this slows movement towards the ground.
- Water that penetrates the soil is **infiltrated**, and might then **percolate** through porous rocks.
- Some water cannot penetrate, so becomes **surface runoff**.
- Plants and trees also return water to the atmosphere - **transpiration**.

Enquiry Task: Draw out a diagram which shows the processes of evaporation, transpiration and condensation. Ensure these are labelled.

Week 2

River Processes - Erosion, Transport and Deposition



There are four types of **erosion**:

- **Hydraulic Action** is when the sheer force of water breaks off rock
- **Attrition** is when sediment, moved by the water, smash into each other and become smaller and more rounded (eventually into pebbles)
- **Abrasion** is the rubbing and scouring effect of sand and small stones on the bed and banks as the water moves
- **Corrosion** is acids and chemicals dissolving rocks slowly

There are also four types of **transport**:

- **Traction** (large boulders grind slowly along the bed), **saltation** (small stones 'bounce' along the bed in the flow, **suspension** (small material is held up in the flow) and **solution** (dissolved load carried invisibly).

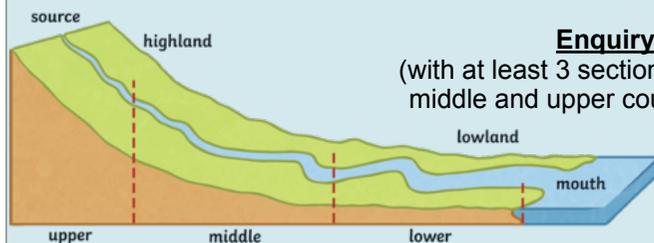
Deposition - material is dumped when rivers have insufficient energy to carry the load

Enquiry Task: Find real life images to represent these processes and label where there are taking place (including an explanation if possible).

Week 3

River Landforms

- The processes of erosion, transport and deposition interact with the rocks the river flows over to create a number of distinct landforms.
- **Upper Course** landforms (near the source of a river) include:
 - **V-shaped valleys / Interlocking Spurs / Waterfalls / Gorges / Rapids**
- **Middle Course** landforms (central part of river) include:
 - **Meanders / Ox-bow lakes**
- **Lower Course** landforms (as the river approaches the mouth) include:
 - **Estuaries / Deltas / Levees**



Enquiry Task: Draw a storyboard (with at least 3 sections, to represent the lower, middle and upper courses). Add the landforms found at each stage, with a short explanation for each.

Week 4

UK River - the River Tees

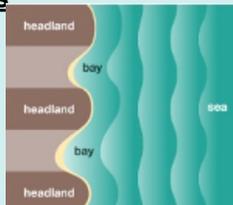
- In its upper course, the Tees carves a V-shaped valley through wild moorland hills and flows over one of England's most spectacular waterfalls - the 21 metre High Force. This is where the hard Dolerite Whinstone of the Whin Sill meets softer Carboniferous Limestone.
- Cow Green Reservoir is nearby, where the river has been dammed.
- Huge meanders form in the middle course, with a wider floodplain.
- Lower down, at Yarm, two famous "cuts" were made to shorten the shipping route around big meanders in 1810 and 1831.

Enquiry Task: Write a short tour guide that describes the journey as you travel down the River Tees.



Geography - Option Rivers and Coasts

Week 5	Week 6
<p style="text-align: center;">Flood Hydrographs & Lag Time</p> <p>A flood hydrograph shows how the rain that falls in a storm causes the discharge in a river to rise, and then fall back to normal levels again. Many factors will cause the discharge to rise faster or slower. These factors can also affect the “lag time” (time difference between peak rainfall and peak discharge). For example:</p> <ul style="list-style-type: none"> • Geology - if rocks are impermeable like granite, rainwater cannot infiltrate, so there is more surface runoff and a higher peak discharge (PD) and shorter lag time (LT). If rocks are permeable, like chalk, the opposite will happen. • Vegetation - trees slow down rain by interception, which means less surface runoff, slower LT and lower PD. • Urbanisation - cities concrete over the land, so increase PD sharply and reduce LT significantly. Therefore they face higher flood risks. <p>Enquiry Task: Find 2 photos. One must be of an urban area and one of a rural area. Label the above features and an explanation of how they affect lag time.</p>	<p style="text-align: center;">Flooding</p> <p>Rivers will flood from time to time. Many factors affect flooding, and mean some places are far more vulnerable to floods than others.</p> <ul style="list-style-type: none"> • Steep slopes speed surface runoff into rivers, raising flood levels. • Cities will prevent infiltration, also increasing flood levels as water drains so rapidly into the channels. • Rock type affects floods dramatically, as impermeable rocks do not allow rain to penetrate, so it rushes straight into rivers instead e.g. Dartmoor rivers sit atop impermeable granite, and so rise quickly when there is rain. • Soil depth - if soil is deep, more rain can infiltrate, lowering flood levels. • Extensive forests will reduce flood risk by intercepting rain water, whereas deforestation does the exact opposite. • Cities often have to build complex and expensive flood defences e.g. Exeter following the horrendous 1960 floods. <p>Enquiry Task: Write a ‘flood defence’ plan for Exeter. This should include: a description of why the area may be at risk and suggestions for defences.</p>
<p style="text-align: center;">Coasts - Waves, Headlands and Bays</p> <ul style="list-style-type: none"> • Waves are normally formed by wind interacting with the surface of the sea. The waves break when the base is slowed by the sea bed at the coast. • The wave rolling up the beach is the swash, while the wave returning to the sea is called the backwash. • The greater the fetch (the distance over which a wave has developed) the larger the waves are as the wind is able to blow over it for a greater amount of time. The prevailing wind direction being westerly in the UK explains why the largest wave heights in the UK are in the SW. • Where harder rock is next to softer rock, the latter is eroded at a faster rate by the waves. The more resistant rock protrudes as a headland, and a bay forms from the softer rock. This is more sheltered from the wave energy and deposition occurs forming a sandy or pebble beach. <p>Enquiry Task: Research a local headland and bay. Find a picture and label any detail on how/why this landscape has been created.</p>	<p style="text-align: center;">Erosion Landforms - Headlands</p> <p>Headlands protrude (stick out) from the coast, and are usually made up of harder, more resistant rock. They are then subject to erosion from the waves, as headlands are more exposed than bays. The typical process is:</p> <ul style="list-style-type: none"> -Weather weakens the top of the cliff. -The sea attacks the base of the cliff forming -Waves carve caves from cracks at sea level -Caves get widened into arches -Tops of arches can collapse, leaving stacks stumps. -Eventually stumps are worn away leaving a wave-cut platform. -The process repeats and the cliff continues to retreat. <p>Enquiry Task: Write a children’s - style story (with complicated terminology made easier to understand) that explain how a headland can be eroded with stages. You can include a drawing for each of these.</p>



Geography - Option Rivers and Coasts

Week 9

Deposition Landforms - Sand Spits

- Deposition occurs when the load waves carry is dumped because they do not have enough energy - usually in a sheltered bay.
- Waves continue to move sand along beaches, because the angle they strike at is usually oblique (diagonal), so the swash pushes sand up at an angle, but the backwash takes it directly back to the shore. In this zig-zag fashion sand gets moved along the shoreline in a process known as **longshore drift**.
- Longshore drift will, in time, create **sand spits** where there is a curve in the coastline, as sand gets moved straight on from the beach.
- For example, **Dawlish Warren** is a spit in Devon which extends out into the River Exe estuary.

Enquiry Task: Find and label a picture of Dawlish Warren, explaining how the coastal landforms have been created. This should be 'user friendly' so that a non-geographer would be able to understand. This may mean that you have to define key terms at the bottom of the picture.

Week 10

The future of Pennington Point - a coastal management conundrum

- The sandstone cliffs at Pennington Point, at the eastern end of Sidmouth seafront, are eroding rapidly.
- 11 homes and gardens sit atop Pennington Point on Cliff Road, and they are gradually disappearing onto the beach below, particularly when there are storms.
- Residents say that the rate of erosion has increased dramatically since extensive coastal defences were placed on the main town's seafront in the 1990s. This is because groynes now slow the movement by longshore drift of new beach material below the Point.
- However, Pennington Point is also part of the Jurassic Coast World Heritage Site, so defences there are not allowed at present.
- Residents want defences, but environmentalists do not. Who is right?

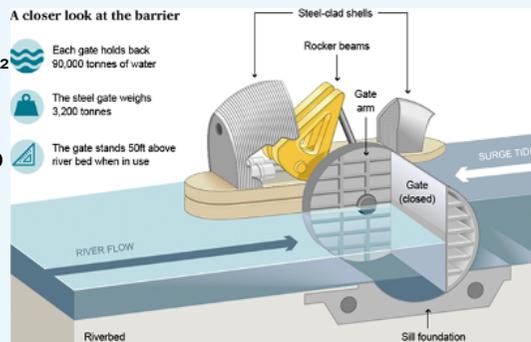


Enquiry Task: Create 2 posters (no more than A5 each) - one written by local residents, one which has been written by environmentalists. Each should explain how the group feels & give evidence and reasons for their viewpoints.

Week 11

Thames Barrier

The Thames Barrier spans 520m across the River Thames near Woolwich, and it protects 125 KM² of central London from flooding caused by tidal surges. It has 10 steel gates that can be raised into raised, the main gates stand as high as a 5-storey building. Each main gate weighs 3,300 tonnes. The barrier is closed to protect London from flooding from the sea.



Enquiry Task: Write a newspaper article that evaluates the Thames Gateway project. This should include some 'made up' quotes from various stakeholders (groups that are interested in the project).

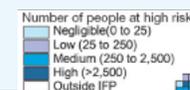
Week 12

Why are some communities more vulnerable to coastal erosion?

Coastal erosion is happening constantly, but some communities are far more at risk than others.

- For example, Happisburgh, on the Norfolk coast, is built on soft boulder clay, which is extremely easily eroded by storm waves. Defences have not stopped the damage, and the village is steadily disappearing into the sea.
- Low lying land is particularly in the firing line when it comes to coastal erosion, for instance the Maldives, or Bangladesh.
- Those already in poverty are often at increased risk. These areas seem as less valuable and so do not attract investment in coastal defences.

Enquiry Task: Using a map of Happisburgh (Norfolk), create a land use map that identifies what should happen to each of the areas. E.g. coastal defences such as groynes should go here because... whereas rock armour should be used in... .



History

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

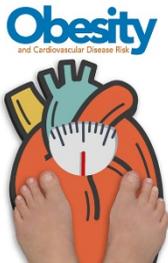
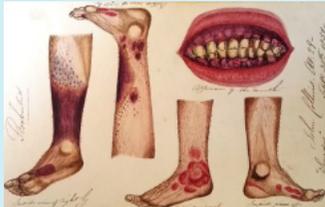
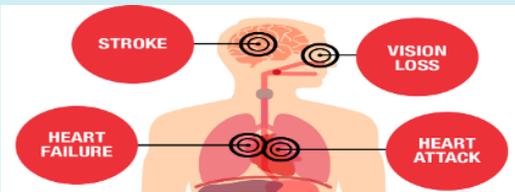
History

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

Hospitality and Catering

Week 1	Week 2	Week 3
<p>AC1.1 Function of Macro Nutrients Function of protein •Growth of body •Repair of the body when it is injured •Giving the body energy Sources of protein - HBV (High biological protein foods)- Mainly animal sources and LBV (Low biological protein foods) plant based sources. High protein foods made from plants- Soya bean products (tofu, textured vegetable protein (TVP), Mycoprotein fungus e.g. Quorn. Function of fat •Gives energy which is stored in the body, under the skin and elsewhere. Sources of Fat –Essential fatty acids/ Solid fats/liquid plant oils/Visible fats and oils/Invisible fats and oils.</p>	<p>Function of Carbohydrates · Main source of energy for the body. Enables movement, produces heat, make sound digest food, use the brain, provides Dietary Fibre- helps body get rid of waste products from intestines. Sources of Carbohydrates - Group 1 Sugars- Glucose, fructose, galactose, lactose, maltose, sucrose. Group 2 Complex Carbohydrates- Starch/dietary fibre/non-starch polysaccharide (NSP), pectin, dextrin. ENQUIRY TASK: What are the main functions of vitamin B group B1,2,3,9,12? What is haemoglobin and anaemia? Give examples of food sources for each of the vitamin B's. www.nutrition.org.uk</p>	<p>AC1.1 Function of Micro Nutrients Function of Vitamin A - Healthy Skin, Helps you see in dim light, mucus membranes stay moist and healthy, enables children to grow. An antioxidant Function of Vitamin C -Helps body absorb iron during digestion, helps to maintain connective tissue. An antioxidant. Function of Vitamin D -Helps the body absorb calcium during digestion. Helps calcium be laid down in bones and teeth for strength Function of Vitamin E - Antioxidant- helps prevent the development of heart disease and cancers</p>
Week 4	Week 5	Week 6
<p>Function of mineral-Iron - Makes haemoglobin, prevents iron deficiency anaemia Function of mineral-calcium - Strengthens bones and teeth, makes nerves and muscles work, helps blood to clot after injury Function of mineral-Iron - Makes haemoglobin, prevents iron deficiency anaemia</p> <div data-bbox="199 1102 725 1273" data-label="Diagram"> </div> <p>ENQUIRY TASK: Identify the nutrients in a dish of your choice</p>	<p>AC1.2 Nutritional Needs of Specific Groups Pre-school children 1-5 years and Children 5-12 years All nutrients are important, especially protein, vitamins and minerals. Limit the amount of free sugars and salt in food and drink. Both supports rapid body growth and development, growth spurts and a lot of physical activity. Adolescents (teenagers) - Protein, vitamins A, B group, C, D, E, carbohydrates (starch,fibre), limit free sugars), fats especially the essential fatty acids, all minerals. Helps body growth into an adult and body maintenance. Calcium/Vitamin D.Helps bone development. Iron and vitamin C. Girls start to have periods. Vitamin B group, iron and vitamin C. For lack of energy, poor concentration and tiredness.</p>	<p>Adults – Same as teenagers - Helps with body maintenance. Calcium and Vitamin D. Absorption of minerals to achieve peak bone mass at around 30 years old. Iron and vitamin C. Women continue to have periods until menopause at around 40 to 50 years of age. Older Adults - as above plus body systems slow down. Body maintenance, Iron and vitamin C. To avoid scurvy and anaemia.Vitamin B group. To help use energy and prevent memory loss.Vitamins A, C and E. Prevent age related eye problems. Calcium/vitamin D. Skeleton starts to become weak. ENQUIRY TASK: Why are the following combinations suggested in some of the diets? Calcium and Vitamin D/Iron and Vitamin C.</p>

Hospitality and Catering

Week 7	Week 8	Week 9												
<p>AC1.3 Unsatisfactory nutritional intake Nutritional Deficiency -: When the body does not have enough of a nutrient. Nutritional Excess + : When the body has too much of a nutrient. Visible signs: What can be seen. For example weight gain, bad skin infections. Non-visible signs: What cannot be seen. For example high blood pressure, strain on organs.</p>  	<p>Deficiencies</p> <ul style="list-style-type: none"> • Vitamin A – poor eyesight • Vitamin B – lack of energy • Vitamin D – Ricketts, osteoporosis • Too much fat – obesity – depression, heart attacks • To much sugar – dental caries (tooth decay)  <p>ENQUIRY TASK: What are the nutritional effects of a lack of calcium, vitamin C, iron and the effects of too much sugar and fat.</p>	<p style="text-align: center;">Unit 2 AC1.4 Cooking Methods</p> <table border="1" data-bbox="1489 343 2072 829"> <thead> <tr> <th>Cooking Method</th> <th>Process</th> </tr> </thead> <tbody> <tr> <td>Boiling</td> <td>Cooking food in water at 100°C. Lots of bubbles will be seen.</td> </tr> <tr> <td>Simmering</td> <td>Cooking food in a liquid below boiling point with gently bubbling.</td> </tr> <tr> <td>Steaming</td> <td>Cooking food in a pan with holes in, in the steam rising from a pan of boiling water beneath.</td> </tr> <tr> <td>Poaching</td> <td>Cooking food in a shallow pan of water or wine at just under boiling point. Occasional bubbles.</td> </tr> <tr> <td>Baking</td> <td>Cooking food in a hot oven.</td> </tr> </tbody> </table>	Cooking Method	Process	Boiling	Cooking food in water at 100°C. Lots of bubbles will be seen.	Simmering	Cooking food in a liquid below boiling point with gently bubbling.	Steaming	Cooking food in a pan with holes in, in the steam rising from a pan of boiling water beneath.	Poaching	Cooking food in a shallow pan of water or wine at just under boiling point. Occasional bubbles.	Baking	Cooking food in a hot oven.
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Week 10	Week 11	Week 12												
<table border="1" data-bbox="201 909 795 1197"> <tbody> <tr> <td>Grilling</td> <td>Cooking food by intense radiant heat on a grill pan underneath a grill element.</td> </tr> <tr> <td>Stir frying</td> <td>Frying food for a short time in a wok in very little oil and stirring all the time.</td> </tr> <tr> <td>Roasting</td> <td>Cooking food in the oven in fat or oil.</td> </tr> <tr> <td>Sautéing</td> <td>Frying food in oil in order to soften the food and develop the flavour.</td> </tr> </tbody> </table> <p>ENQUIRY TASK: Suggest a variety of foods and meals that could be cooked by the different cooking methods. For each of the methods describe what could happen if those foods are undercooked and overcooked.</p>	Grilling	Cooking food by intense radiant heat on a grill pan underneath a grill element.	Stir frying	Frying food for a short time in a wok in very little oil and stirring all the time.	Roasting	Cooking food in the oven in fat or oil.	Sautéing	Frying food in oil in order to soften the food and develop the flavour.	<p>Nutrient – A natural chemical in food that keeps the body healthy Macro Nutrients – Nutrients needed in larger amounts such as Protein, Fat, Carbohydrates Micro Nutrients – needs in smaller amounts such as calcium, iron, vitamins A, B, C etc.</p> <p>Deficiency – lack of the essential nutrients – what happens to the body if you don't have Vitamin C for example</p> <p>Excess – too much of a particular nutrients such as Fat, Sugar etc</p> <p>ENQUIRY TASK: - Learn the key words and their definitions.</p>	<p>Practical Skills/food hygiene: Rubbing in method – rubbing butter into flour to get fine breadcrumbs. Blind bake – cook the pastry first to prevent a soggy bottom! Fluting – decorate edge around the pastry case. Piping – whisking and piping of cream for decorating a dessert (nozzle/piping bag). Cooking methods – as above.</p> <p>Cross Contamination – crossing over of bacteria from foods and equipment.</p> <p>Bacteria- micro-living organism that can cause food poisoning. E.g. salmonella/e-coli/campylobacter etc.</p>				
Grilling	Cooking food by intense radiant heat on a grill pan underneath a grill element.													
Stir frying	Frying food for a short time in a wok in very little oil and stirring all the time.													
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Sautéing	Frying food in oil in order to soften the food and develop the flavour.													

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...



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



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

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**



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



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

iMedia

Week 1 Pre-Teaching	Week 2	Week 3
<p>Knowledge Quiz on keywords</p> <p>Client Requirements – Also known as a client brief or specification. Whatever it designed must meet their requirements otherwise your work will not be fit for purpose.</p> <p>Mood board – A visual tool used to generate ideas on a new project. Should not show what the final product looks like. Can include colours, text, textiles, photos, fonts and even video and sound (for web pages).</p> <p>Mind map – Quickly generate an outline for ideas, and to show links between thoughts.</p> <p>Photo editing software - Is the official term which must be used when discussing Photoshop in the exam.</p>	<p>Locking Layers - Stops you from editing that layer.</p> <p>The Eye On Layers – Allows you to hide that layer.</p> <p>Image - Adjustments – This menu is where all the colour adjustments can be located.</p> <p>Marching ants – Show your current selection. Alt + Click will remove parts of your selection.</p> <p>File Types – Photoshop can be saved as a .psd or as a .jpeg. Saving as .psd will allow you to continue editing. These tools are all the selection tools in Photoshop - Ctrl + C = Copy Ctrl + V = Paste Ctrl + T = Free transform ALT+ CTRL + Z = Go back a step</p>	<p>Layer Blending - Allows you to alter how a layer interacts with the layers above and beneath it.</p> <p>Layer Ordering – Ensuring that layers are in the correct order for line of sight. The layer which is at the top of list is the image which will be seen first in Photoshop.</p> <p>Quick Selection Tool – Is used to select any part of a photo, it uses an algorithm to work out what you are selecting based on the colour of the image.</p> <p>Magnetic Lasso – a line snapping tool which follows given aspects of a photo. Ctrl + D = Deselect Ctrl + 0 = Zoom out</p> 
<p>Enquiry Task: A music company would like you to design a front cover of a rock album. Create a mindmap and moodboard of ideas on this.</p>	<p>Enquiry Tasks: Use www.photopea.com use an image duplicate the layer –apply the black and white image adjustment to one layer, and then using the selection tools leave one aspect in colour.</p>	<p>Enquiry Tasks: Use www.photopea.com use 2 layers and experiment with 3 different blending options. Colour overlay, Soft Light, Luminosity</p>
Week 4 - 5 Practice Brief Time Chasers	Week 4 - 5 Practice Brief LO1	Week 6 – Review
<p>Use the QR code to see the Mark Scheme for your practice coursework – under heading R082 Practice brief</p> <p>Anything you use from the internet or books must be referenced</p> <p>Task 1: Summary of how digital graphics are used and their properties</p> <p>Task 2: Display an understanding between digital graphics and suitability for purpose</p> <p>Sectors – is an area of the economy in which businesses share the same or a related product or service. Always consider your target audience also within the sector.</p> <p>Suitability - The quality of being right or appropriate for a particular person, purpose, or situation. Explanation around the why – why was it designed that way and not another.</p> <p>Properties – When related to graphics: The quality of being right or appropriate for a particular person, purpose, or situation.</p>		<p>Digital Graphics – Are an electronic image or video which is used to educate, promote, entertain, or provide information to a chosen target audience on a specific product. Examples include: posters, magazines, adverts, logos.</p> <p>Requirements – The minimum and necessary components.</p> <p>Target Audience – The people who will see this product / who it is aimed at.</p> <p>Check the mark scheme and your feedback</p>
<p>Enquiry Task: Locate 3 digital graphics within the food advertising sector and rank them on effectiveness and explain why.</p>	<p>Enquiry Task: Use the grid on the QR code to continue working on your LO1 practice coursework.</p>	<p>Enquiry Tasks: Looking at your feedback; identify which Mark Band you are in for LO1 and make improvements based on the marking grid.</p>



iMedia

Week 7 – 8 Practice Brief LO2	Week 7 – 8 Practice Brief LO2	Week 9 - Practice Brief LO3
<p>LO2 Planning your digital graphic. Anything you use from the internet or books must be referenced</p> <p>Requirements – The minimum and necessary components Target Audience – The people who will see this product / who it is aimed at.</p> <p>Consider the client’s requirements and how these are specified – Talk about what they need. This is a magazine advert so think about size, colour, target audience and font used.</p> <p>Consider the target audience for the digital graphic – Who are you aiming this magazine advert to. Explain why and what design choices you will make because of this.</p> <p>Decide on a visual style and composition of the digital graphic – This means choose the aspects of the image you want, colours, images from the internet must be put in a sources table.</p>		<p>LO3 Building your digital graphic. Anything you use from the internet or books must be referenced</p> <p>Assets – images which are used in your digital graphic These must be put into a sources table. Primary source – An image you have built yourself Secondary source – An image you have used from the internet</p> <p>Creating the graphic</p> <ul style="list-style-type: none"> • Obtain the assets required for the digital graphic. • Re-purpose the assets to ensure their technical compatibility with the digital graphic. • It must be saved as .psd file and as an image file type.
<p>Enquiry Task: Look at 5 company logos. Write a paragraph and explain the differences in design and why the designer made those choices, and how they could be improved.</p>	<p>Enquiry Task: Use the grid on the QR code to continue working on your LO2 practice coursework. Paying close attention to the marking grid.</p>	<p>Enquiry Task: Continue to develop your digital graphic for the brief – you will only have 4 hours to complete this digital graphic.</p>
<p>Week 10 - Practice Brief LO4</p>	<p>Week 11 – Final hand in week</p>	<p>Week 12</p>
<p>LO4 Checking and reviewing the digital graphic Now the digital graphic has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital graphic and identify any improvements that could be made.</p> <p>Review – Consider the positives and negatives of your design</p> <ul style="list-style-type: none"> • Review how well the digital graphic meets the clients requirements. • Identify how the digital graphic could be improved • Describe areas for further development, giving reasons for your choices. 	<p>Check and review the marking grid.</p> <p>MB1 – Mark band 1 this is the lowest mark band. MB2 – This is the middle mark band. MB3 – This is the top mark band.</p> <p>Go through and mark yourself against the criteria. Be honest. Your work must be all in one place, it is your responsibility to ensure this. Your work must include Name, Centre name, Candidate number, Page numbers, Clear headings</p>	<p>Teacher set homework based on brief marks and areas for improvement.</p>
<p>Enquiry Task: Complete your review of your digital graphic including positives and negatives of your design.</p>		



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 you 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

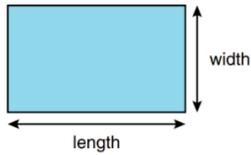
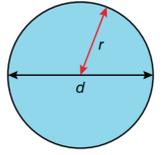
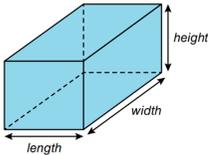
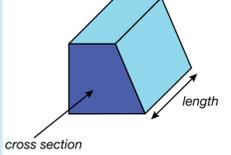
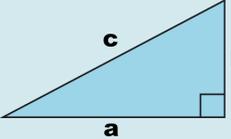
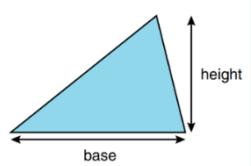
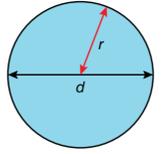
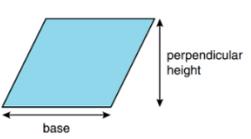
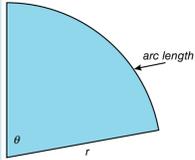
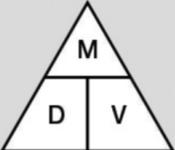
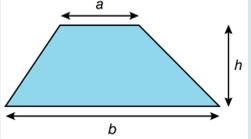
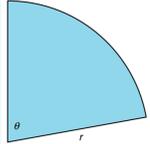
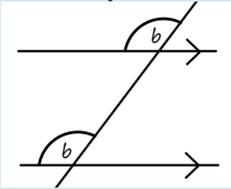
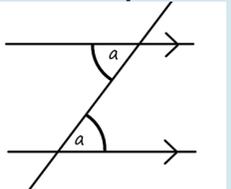
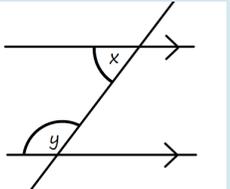
Homework Thursday 1st June 2017

<u>Task 1</u>	<u>Task 2</u>
D40 $12 + 13 = \underline{25}$ ✓	E41 $P(\text{yellow}) = \frac{3}{6}$ ✗
E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60 $\begin{pmatrix} 12 : 18 \\ 2 : 3 \end{pmatrix} \div 6$ ✓	<u>Task 2</u>
H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{7}$ ✗	G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71 $P(\text{odd}) = \frac{3}{5}$ ✓
A01 $\begin{array}{r} 493 \\ 162 \\ \hline 655 \end{array}$ ✓	<u>Task 3</u>
B11 Area = 3×14 $\begin{array}{r} 14 \\ 3 \\ \hline 42 \end{array}$ Area = <u>42 cm²</u> ✓	J22 <u>Even</u> ✓
C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$ $= \frac{4}{33}$ ✓	K32 <u>Unlikely</u> ✗
D31 $3^2 = 3 \times 3$ $= \underline{9}$ ✓	L41 <u>B, A, C</u> ✓
	M03 <u>4 more blue balls</u> ✓
	N13 <u>4 black, 2 red, 2 blue</u> The probability of picking black is <u>evens</u> : Bag <u>B</u> ✓
	F23 <u>B</u> ✓



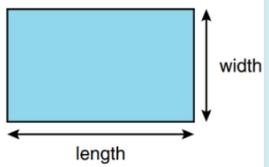
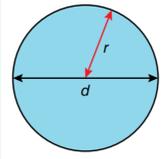
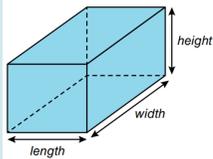
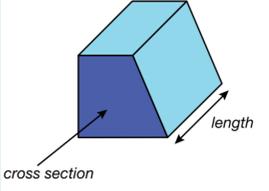
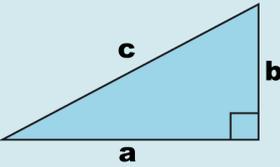
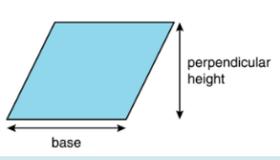
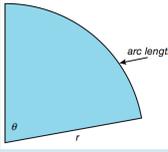
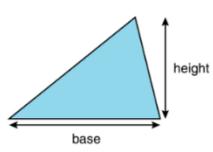
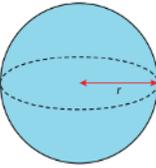
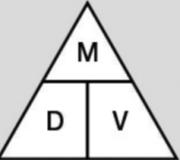
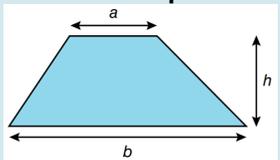
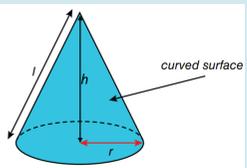
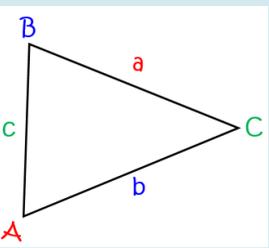
Mathematics - Core

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>$Area \text{ of a cross section} \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
<p>Area of a Triangle</p>  <p>$\frac{1}{2} \times base \times height = \frac{bh}{2}$</p>	<p>Area of a circle</p>  <p>$A = \pi \times r^2$</p>	<p>Speed</p>  <p>$speed = \frac{distance}{time}$</p>	<p>Compound Interest</p> <p>$P =$ principal amount $r =$ Interest rate $n =$ number of years/months/day</p> <p>$Total \text{ Accrued} = P \left(1 + \frac{r}{100} \right)^n$</p>	<p>Trigonometric Formulae</p> <p>$\sin x = \frac{opp}{hyp}$ $\cos x = \frac{adj}{hyp}$ $\tan x = \frac{opp}{adj}$</p>																								
<p>Area of Parallelogram</p>  <p>$base \times perp. \text{ height}$</p>	<p>Arc Length</p>  <p>$\frac{\theta}{360} \times \pi \times d$</p>	<p>Density</p>  <p>$density = \frac{mass}{volume}$</p>	<p>Index Laws</p> <p>$a^n \times a^m = a^{n+m}$ $a^n \div a^m = a^{n-m}$ $(a^n)^m = a^{n \times m}$</p>	<p>Exact Values of Trigonometry Functions</p> <table border="1" data-bbox="1599 842 2002 1070"> <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
	0°	30°	45°	60°	90°																							
$\sin \theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1																							
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$\tan \theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Not defined																							
<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>																								
<p>Area of Parallelogram</p>  <p>$base \times perp. height$</p>	<p>Sectors</p>  <p>Arc Length: $\frac{\theta}{360} \times \pi \times d$ Area of Sector: $\frac{\theta}{360} \times \pi \times r^2$</p>	<p>Speed</p>  <p>$speed = \frac{distance}{time}$</p>	<p>Compound Interest</p> <p>P = principal amount r = Interest rate n = number of years/months/day</p> <p>$Total \text{ Accrued} = P \left(1 + \frac{r}{100} \right)^n$</p>	<p>Trigonometric Formulae</p> <p>$\sin x = \frac{opp}{hyp}$ $\cos x = \frac{adj}{hyp}$ $\tan x = \frac{hyp}{adj}$</p>																								
<p>Area of a Triangle</p>  <p>$\frac{1}{2} \times base \times height = \frac{bh}{2}$</p>	<p>Sphere</p> <p>$S.A. = 4\pi r^2$</p>  <p>$V = \frac{4}{3} \pi r^3$</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 θ</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 θ</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 θ</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 θ	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	cos θ	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	tan θ	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 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

Enquiry task: Write as many 4 and 8 beat varied patterns as you can.

Note Values/Types

British

Semibreve

Minim

Crotchet

Quaver

Semiquaver

Week 2

Enquiry task: Make as many of your own mnemonic for remembering where the notes of the treble clef as you can. Copy out the notes and draw them from memory.

Treble Clef Notes

E F G A B C D E F

Line Notes

E G B D F

Space Notes

F A C E

Week 3

Enquiry Task: Make as many of your own mnemonic for remembering where the notes of the bass clef as you can. Copy out the notes and draw them from memory.

Bass Clef Notes

G A B C D E F G A

Line Notes:

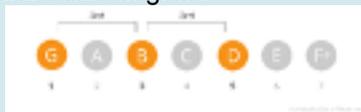
G B D F A

Space Notes:

A C E G

Week 4

Building a chord: You use the 1st, 3rd, and 5th note of that particular scale degree.



Inversion – When you change the order of the notes in the chord to change its sound.

Root Position 1st Inversion 2nd Inversion

Enquiry task: Experiment with writing our inversions of your chord sequence.

Week 5

The major pentatonic scale uses notes 1, 2, 3, 5, 6 in the scale. In C:



The minor pentatonic scale uses notes 1, 3, 4, 5, 7 in the scale. Which is the same notes as in its relative major key but rotated. In A minor (relative of C major):



Enquiry task: Have a go at writing out the pentatonic scales in various keys. Start with D, F and G. Do both major and relative minors.

Week 6

Structure words:

1. Ternary form – ABA
2. Arc Form – ABCBA
3. Rondo Form – ABACADAEA...
4. Song structure

Texture words:

1. Contrast – sudden changes in texture
2. Homophonic – Chords and melody
3. Polyphonic – Lots of layers doing complex things.
4. Monophonic – One musical line

Other words:

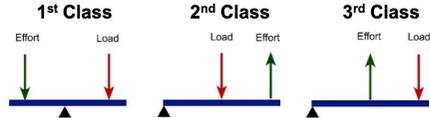
- Timbre – sounds that are being used
- Instrumentation – Your chosen set of instruments

Enquiry task: Find an musical excerpt or example for each of the words above and explain your choice

Music

Week 7	Week 8	Week 9				
<ul style="list-style-type: none"> • Rehearsal preparation – Make sure you have everything you need. Sheet music, tabs, stands, clear space and relevant equipment. • Small chunks – practicing small parts is much more effective than playing it through. • Targets – ensure you have SMART targets. • Slowly – going through parts slowly is very effective. • Listening – to others perform your piece and to yourself. • Warm up – the most important part of any practice routine. <p>Enquiry task: Set yourself 2 SMART targets, devise a warm up and practice routine for yourself and have a go.</p>	<table border="0"> <tr> <td data-bbox="806 268 1137 777"> <p><u>Practice Do's</u></p> <p>Follow a routine Find somewhere quiet Use technology to your advantage Make clear targets Warm up Seek feedback Keep trying</p> </td> <td data-bbox="1137 268 1426 777"> <p><u>Practice Don'ts</u></p> <p>Just play through all the whole song Start at the beginning every time Stay in your comfort zone Never share your work</p> </td> </tr> <tr> <td colspan="2" data-bbox="806 655 1426 777"> <p>Enquiry task: Make a colourful and descriptive poster or document that details how to practice most effectively. These will be displayed in the Music department.</p> </td> </tr> </table>	<p><u>Practice Do's</u></p> <p>Follow a routine Find somewhere quiet Use technology to your advantage Make clear targets Warm up Seek feedback Keep trying</p>	<p><u>Practice Don'ts</u></p> <p>Just play through all the whole song Start at the beginning every time Stay in your comfort zone Never share your work</p>	<p>Enquiry task: Make a colourful and descriptive poster or document that details how to practice most effectively. These will be displayed in the Music department.</p>		<ul style="list-style-type: none"> • Intonation – tuning • Accuracy – getting something correct • Expression – playing or singing with a personal response to the music. • Dynamics – how loud or quiet music is. • Phrasing – like musical sentences to add meaning. • Range – the distance between the lowest and highest note you play. • Breath control – important for singers but also for instrumentalists in being relaxed. • Repertoire – the choice of pieces of you play. <p>Enquiry task: Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>
<p><u>Practice Do's</u></p> <p>Follow a routine Find somewhere quiet Use technology to your advantage Make clear targets Warm up Seek feedback Keep trying</p>	<p><u>Practice Don'ts</u></p> <p>Just play through all the whole song Start at the beginning every time Stay in your comfort zone Never share your work</p>					
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Week 10	Week 11	Week 12				
<ul style="list-style-type: none"> • Vibrato – the way a note wobbles to add expression or improve intonation. • Accompaniment – backing track or backing instrumentalist. • Stage presence – the way a performance looks on stage and interacts with the audience. • Emphasis – where you place the stresses in the music. • Projection – being loud enough to hear but also how far your stage presence travels. • Sensitivity – treating the musical performance with care. <p>Enquiry task: Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>	<ul style="list-style-type: none"> • Diction – the clear pronouncing of words when singing. • Register – the pitch range that suits your instrument or voice best. • Articulation – the way in which you play or sing a musical note such as: <ul style="list-style-type: none"> • Staccato – short and sharp playing of a note • Legato – smooth and flowing playing of a note. • Crescendo – getting louder • Diminuendo – getting quieter • Accelerando – getting faster • Rallentando – getting slower <p>Enquiry task: Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>	<ul style="list-style-type: none"> • Forte – Loud • Piano – Quiet • Mezzo forte – kind of loud • Mezzo piano – kind of quiet • Fortissimo – very loud • Pianissimo – very quiet • Moderato – playing walking pace • Allegro – playing quickly • Presto – playing very quickly • Adagio – playing slowly • A tempo – return to original speed • <p>Enquiry task: Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>				

GCSE Physical Education

Week 1 – Aerobic & Anaerobic	Week 2 – Immediate, Short & Long Term Effects of Exercise	Week 3 – Levers
<p>Key Words: Aerobic Exercise With Oxygen (O₂). Aerobic exercise can be maintained for long periods and includes activities like walking, jogging, cycling and swimming. Working between 60-80% of max heart rate Anaerobic Exercise Without Oxygen (O₂). When you exercise at a high intensity, the respiratory system cannot supply enough oxygen to the muscles. Working between 80-90% of max heart rate With <u>no oxygen</u> available, glucose is still used BUT produces energy & lactic acid (<i>this causes fatigue</i>) Excess Post-exercise Oxygen Consumption (EPOC) Oxygen debt is the amount of oxygen that the performer was short of during the exercise. Rapid and heavy breathing after exercise will return the body to a resting state and repay the oxygen debt.</p> <p>Enquiry Task: 1. Discuss the difference between the energy systems a marathon runner and a sprinter would use in their sport. (6marks) 2. Following a period of intensive exercise, Rosie is experiencing excess post-exercise oxygen consumption (EPOC). State what happens to Rosie's breathing immediately after intensive exercise. Explain the reasons why her breathing is like this. (4 marks) 3. Evaluate how appropriate an ice bath may be to aid the recovery of a performer immediately after a game of badminton. (6marks)</p>	<p>Immediate Effects of Exercise: 1. Breathing Rate increases – supplying O₂ to muscles 2. Heart Rate increases – pumping blood to muscles 3. Body Temperature increases 4. Sweating</p> <p>Short-Term Effects of Exercise: (24-26hrs after) 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> <p>Long Term Effects of Exercise: (months-years) 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> <p>Enquiry Task: 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>	<p>Key Words: Fulcrum – pivot point of the lever Effort – the force that is applied to move the resistance or weight (muscles) Resistance – the load to be moved by the lever system (weight, limbs)</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 Short resistance arm = giving the advantage of being able to move a heavy weight</p> <p>Enquiry Task: 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)</p>

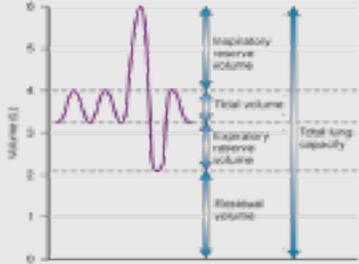
GCSE Physical Education

Week 4 - Planes & Axes		Week 5 – Components of Fitness	Week 6 – 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>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: 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> <p>Limitations of Fitness Testing 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>
<p>Enquiry Task: 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>		<p>Enquiry Task: For each of the components of fitness, identify which sports would require each of them.</p>	<p>Enquiry Task: 1.Link each of the tests to the components of fitness 2.Design a fitness test for a sport of your choice.</p>

GCSE Physical Education

Week 7 – Principles of Training	Week 8 – Methods of Training	Week 9 – 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</p> <p>Progressive – Gradually increasing the intensity of training over a period of time</p> <p>Overload - Working harder than normal to enable to body to adapt</p> <p>Reversibility – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury</p> <p>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)</p> <p>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)</p> <p>Time - How long you train (20mins, 1 hour)</p> <p>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>Circuit Training – A series of <u>stations</u> performed one after another, either for time or a certain number of repetitions</p> <p>Continuous Training – Continuously training, <u>without stopping</u>, usually for a period of 20minutes or longer</p> <p>Fartlek Training – Swedish for 'Speedplay.' Similar to continuous training but varies in either <u>intensity</u> or <u>terrain</u>, whilst remaining continuous</p> <p>Flexibility Training – 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>Interval Training – High periods of work followed by a period of <u>complete rest</u>. This is then repeated.</p> <p>Plyometric Training – High impact training including exercises such as <u>leaping</u> and <u>bounding</u></p> <p>Weight Training – 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 <u>Tips:</u> 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>

GCSE Physical Education

Week 10 – Injury Prevention	Week 11 – <u>Interleaving</u> Topic Revision	Week 12 – <u>Interleaving</u> Topic Revision
<p>There are 9 key concepts with regards to safety and injury prevention in sport:</p> <ol style="list-style-type: none"> 1. Match the type and intensity of training to the performers individual needs. 2. Do not over train 3. Wear appropriate clothing and footwear 4. Stretch, but do not overstretch or bounce stretch 5. Wear taping and bracing where appropriate 6. Always use correct technique 7. Stay hydrated 8. Make time for rest and recovery 9. Always warm up and cool down correctly <p>Enquiry Task: Create a spider diagram exploring the different ways technology in sport have evolved to make sport and physical activity safer.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Identify 3 safety measure that should be considered when taking part in hockey (3marks) 2. Identify 5 safety measures a referee should undertake prior to the start of a rugby match (5marks) 3. Using an example, explain how following the rules can make participation in a physical activity safer. Choose a sport to support your answer (2marks) 4. Using an example, explain how wearing correct footwear can make participation in physical activity safer (2marks) 5. For a sport of your choice, write a list of all the methods which are used to ensure player safety, both in training and competitive scenarios. 	<p>Respiratory System</p> <p>The Mechanics of Breathing</p> <p>Breathing In- Intercostal muscles (between the ribs) contract, pulling the chest walls <u>up and out</u> The diaphragm muscle contracts, moving <u>downwards and flattening</u>, increasing the size of the chest 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>. The diaphragm relaxes and bulges up, reducing the size of the chest. The lungs decrease in size, so the pressure inside increases and air is pushed up and out.</p> <p>Spirometer trace</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>Muscular System</p>  <p>There are 2 types of muscle contraction:</p> <p>Isotonic: The muscle changes length and causes movement. E.g. flexing your arm or leg.</p> <p>Isometric: The muscle remains the same length and there is no movement. E.g. holding your body on the rings in gymnastics.</p> <p>During isotonic contractions, 2 other contractions take place. Concentric contractions are where the muscle shortens as it contracts. Eg. The bicep during the upward phase of a bicep curl. Eccentric contractions are the opposite and occur when the muscle lengthens. Eg. The bicep during the downward phase of a bicep curl.</p> <p>Enquiry Task:</p> <ol style="list-style-type: none"> 1. Explain how muscles and bones work together to produce movement (4marks) 2. Explain what is meant by abduction. (2 marks) 3. i Explain what is meant by extension. (2 marks) ii Give two examples of sporting situations where extension occurs.(2marks) iii Identify a muscle which produces the movement that you have chosen in one of your examples above. (1 mark) 4) i Identify the type of synovial joint working at the shoulder. (1 mark) ii Outline how two of the features of the shoulder joint aim to prevent injury occurring (2 marks)

Sports Studies

Week 1 – Tabloid v Broadsheet	Week 2 – Aspects which influence coverage	Week 3 – Apply your knowledge!
<p><u>Key vocabulary</u></p> <p>Tabloid: A typically more concise and sensationalist newspaper that focuses on a limited amount of sports.</p> <p>Broadsheet: Characteristically more informative and has a higher level of detail. Covers a wider range of sports.</p> <p>Newspaper angle: The story's point or theme, most often expressed in the body of the article.</p> <p>Enquiry Task: Why might different media outlets have differing angles for the same story? Why might a newspapers angle/perspective change over time? Find two of the same sports news stories in two different papers? Compare/contrast both papers.</p>	<p><u>Aspects which may influence the coverage of a story/item in a newspaper:</u></p> <ul style="list-style-type: none"> • type/'brand' of media outlet (e.g. tabloid or broadsheet newspaper may report differently to one another). • competition with other media outlets (e.g. trying to find a different 'angle' for a report or story). • target audience (e.g. media outlet will try to report in a way which will resonate with its audience). <p>Enquiry Task: Q1) Why does the type/brand of newspaper influence the coverage of a story? Q2) How does competition between media outlets influence the coverage of a story? E.g. the sun v guardian.</p>	<p>Enquiry Task:</p>  <ol style="list-style-type: none"> 1) Read and recap two articles by BBC sport and the Guardian (google classroom LO5). 2) Make notes on key points from each article in a table. Compare similarities and differences. 3) Explain the two different angles of the online articles we are analyzing in our L05 coursework (links on google classroom). 4) Explain the target audience for each article?
Week 4 - Aspects which influence coverage	Week 5 – Apply your knowledge!	Week 6 – Features of coverage
<p><u>Key Vocabulary</u></p> <p>Popularity: The state or condition of being liked, admired, or supported by many people.</p> <p>Reputation: The beliefs or opinions that are generally held about someone or something</p> <p><u>Aspects which may influence the coverage of a story/item in a newspaper:</u></p> <ul style="list-style-type: none"> • timing of the event/story/item (e.g. if the issue, organisation or people involved are already in the news, each new revelation can be magnified) • popularity, notoriety or size of the individual/club/organisation being covered (e.g. some may 'have a reputation' and be prone to criticism & large organisations are sometimes not targeted). 	<p><u>Key Vocabulary:</u></p> <p>Notoriety: The state of being famous or well known for some bad quality or deed.</p>  <p>Enquiry Task: recap articles above (google classroom – L05) Q) How has the timing of the event/story influenced the coverage in these articles? Q) Explain how the popularity or size of the Guardian or BBC may influence the coverage in the article? Q) Analyse why Liverpool FC as a club and organisation may influence the coverage of this story?</p>	<p>Representation of the issue/club/ individual involved.</p> <p>Method of reporting – the tone/language used</p> <p>Presentation of the coverage – Use of images, text and captions will vary.</p> <p>Potential bias – The media outlet will have something to gain by taking a certain view.</p> <p>Extent of the coverage – The amount of information provided will differ.</p> <p>Duration of the coverage – the story may be in the media outlet for one day or it may be for longer</p> <p>Enquiry task – create a mind map of the above features and explain how each one may apply to The Guardian article and the BBC sport article.</p>

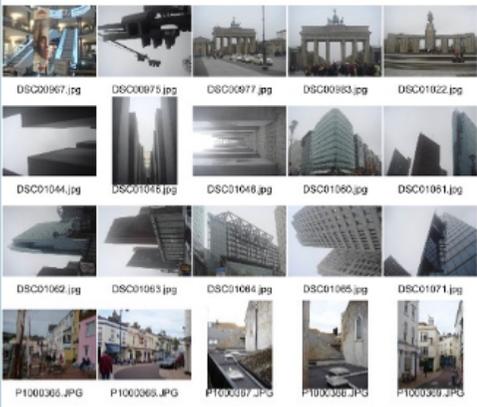
Sports Studies

Week 7 – Features of coverage	Week 8 - Features of coverage	Week 9 - Features of coverage														
<p>Representation of the issue/club/ individual involved.</p> <ul style="list-style-type: none"> Not all forms of media will report stories in the same way The media will choose how they want to tell a story <p>For example: - If a manager is under pressure they may choose to blame the manager or they may choose to blame the players. - If the media is biased or shows favouritism they may put it in a positive light rather than negative.</p> <p>Enquiry Task: Q) Have the Guardian and BBC sport reported the story in the same way? Why? Q) Explain how bias is a feature in the guardian article?</p>	<p>Key Vocabulary: Tone: How a writer or reporter expresses their attitude toward or feelings about the subject matter and audience. Language: Vocabulary or types of words used in a particular news story. Method of reporting – the tone and language used may vary. For example – The Sun has a reading age of ten, it contains basic information and is very quick to read.</p> <p>Q) Create a table highlighting the similarities and differences in tone and language for the Guardian and BBC sport articles.</p> <p>Q) Write a paragraph comparing and contrasting the tone and language used in the 'Guardian' article and the 'BBC Sport' article.</p>	<p>Presentation of the coverage – Use of images, text and captions will vary. Why will images and text be different dependent on the media outlet? - Target audience will cause it to vary - It can cause people to be attracted to it</p> <p>Potential bias – Sometimes media can be biased towards a certain team, individual or topic.</p> <p>Extent of the coverage – Certain teams or sports get more coverage than others.</p> <p>Enquiry Task: Q) For each of the 3 features above, create a table or mind map comparing the Guardian article and the BBC Sport article.</p>														
Week 10 - Features of coverage	Week 11 – LO5 structure guide	Week 12 – Review & Self-assessment														
<p>Duration of the coverage – The media will often have a story that will be in the press for varied amounts of time (one day or a long period of time).</p> <p>For example, The Hillsborough disaster has been in out of the media for the last 20+ years due to them fighting to know the truth about who was really to blame.</p> <p>Enquiry Task: Q) Can you think of, or research some other examples of newspaper articles in sport that have been in the news for long period of time? Q) Explain how the duration of coverage was a feature in the Guardian and BBC sport article about coronavirus and the return of sport and the premier league?</p>	<p>Enquiry Task: Complete any outstanding LO5 coursework. Use the following checklist to support you.</p> <table border="1" data-bbox="824 997 1458 1417"> <tbody> <tr> <td>Introduction</td> <td>Explanation of both articles with a summary of each story</td> </tr> <tr> <td>Features of coverage (compare & contrast)</td> <td>Representation of the club/Method of reporting/presentation of coverage/ duration of coverage.</td> </tr> <tr> <td>Aspects that have influenced the media</td> <td>Type/brand of media, popularity, target audience, angle, timing, competition between media. Compare/contrast articles.</td> </tr> <tr> <td>Overall judgement</td> <td>Justified judgement about whether the way the media have covered story is appropriate.</td> </tr> </tbody> </table>	Introduction	Explanation of both articles with a summary of each story	Features of coverage (compare & contrast)	Representation of the club/Method of reporting/presentation of coverage/ duration of coverage.	Aspects that have influenced the media	Type/brand of media, popularity, target audience, angle, timing, competition between media. Compare/contrast articles.	Overall judgement	Justified judgement about whether the way the media have covered story is appropriate.	<p>Visit google classroom, read the LO5 grade criteria descriptions (see overview below). Enquiry Task: Review your LO5 assignment, make any necessary changes. Read the mark scheme and explain why you have given yourself a certain grade?</p> <table border="1" data-bbox="1514 1098 2078 1417"> <thead> <tr> <th>Pass 1-6 marks</th> <th>Merit 7-11 marks</th> <th>Distinction 12-15 marks</th> </tr> </thead> <tbody> <tr> <td>Evaluation is basic and covers a limited range of features.</td> <td>Evaluation is detailed and discusses a range of features</td> <td>Evaluation of coverage is comprehensive with a clear overall judgement.</td> </tr> </tbody> </table>	Pass 1-6 marks	Merit 7-11 marks	Distinction 12-15 marks	Evaluation is basic and covers a limited range of features.	Evaluation is detailed and discusses a range of features	Evaluation of coverage is comprehensive with a clear overall judgement.
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Photography

Project 1: ARCHITECTURE- the built environment.

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 at least 10 photos of whole buildings, groups of buildings or constructions. These have to be outdoor views.</p> <p>Enquiry task 2: Take 10 photos of interesting buildings in Exeter or other cities. Use dramatic camera angles, being creative with your viewpoints.</p> <p style="text-align: center;">Key Words</p> <p>Form: the 3D (three-dimensional) body of an item, visually revealed by light, shade and tone.</p> <p>Structure: a building or other object constructed from several parts. The metal skeleton that holds it.</p> <p>Scale: the physical size of something</p>  <p style="text-align: center;">Photos from Berlin and Teignmouth</p>	<p>Enquiry task 1: draw an analytical diagram for each photo shown below.</p> <p>Enquiry task 2: Write an 'I see, I think and I wonder' for each photo.</p> <p style="text-align: center;">Key Words</p> <p>Description: a statement that gives factual details about an artwork.</p> <p>Analysis: the process of breaking an artwork, photo or design into smaller parts in order to gain a better understanding of it.</p> <p>Context: all the things about a piece that might have influenced the making of it</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artwork by B Abbot, 1936 and A Gurski, 2006</p>	<p>Enquiry task 1: Take 10+ photos outdoors of buildings using a low camera angle to force the perspective, as seen below.</p> <p>Enquiry task 2: Take 10+ photos indoors, using low angle and forced perspective.</p> <p style="text-align: center;">Key Words</p> <p>Perspective: the picturing of three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth and position in relation to each other.</p> <p>Camera angle: the position of the camera.</p> <p>Vanishing point: the point in the distance at which parallel lines in a perspective seem to converge.</p>  <p style="text-align: center;">Image from www.redeye.org.uk</p>
Steps to success		
<p>Be aware of light and shade. Focus on what you find interesting, compose your frame, zoom-in to smaller details. Use a variety of positions, viewpoints and angles.</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>Get down to the ground and close to the surface of the building. Choose areas with enough interesting architectural or decorative features i.e. signs or lamps.</p>

Photography

Week 7&8: responding to photo designers	Week 9&10: responding to photo designers	Week 11&12: refine – final piece
<p>Enquiry task 1: I see, I think, I wonder.</p> <p>Enquiry task 2: produce a series of three edits in the style of artist Kate Jackson – see below. Use your mobile device to make it more experimental. Crop a view of a building in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Fill in the sky and other areas with solid bright colours.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Purposeful: producing artwork for a specific reason/idea.</p> <p>Personal: belonging to or affecting you, the artist, in a particular way.</p> <p>Response: your creative reaction/idea – what you make</p>  <p style="text-align: center;">katejackson.co.uk - National Theatre, South Bank 2019</p>	<p>Enquiry task 1: I see, I think, I wonder.</p> <p>Enquiry task 2: produce a series of three edits in the style of photographer Stephanie Jung – see below. Use your mobile device to make it more experimental. Overlay several photos from slightly different angles. Edit them using free apps like Pixlr or Photopea. Play with the opacity of the layers. Send the results to your school email.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Refine: making small changes to improve an idea/artwork. Doing something again to make it better.</p>  <p style="text-align: center;">Scotland II by stephaniejungphotography.de</p>	<p>Enquiry task 1: Decide which photo is your best in this project. Do a www/ebi evaluation.</p> <p>Enquiry task 2: Act upon your evaluation. Improve the shots and/or the edits as you have planned in your ebi.</p> <p><u>Key Words</u></p> <p>Final piece: masterpiece displayed in a gallery or exhibition.</p> <p>Evaluation: checking if you have achieved what you planned to do at the start of the process.</p> <p>Conclusion: the end or final part – the final outcome to an idea.</p>  <p style="text-align: center;">Sven Pfrommer - Hong Kong IX</p>
Steps to success		
<p>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.</p>	<p>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.</p>	<p>Make your ideas and artists influences clear. Explain your point of view on the theme "Architecture". What are you showing to the viewer? What are you making us look at?</p>

RE - Religion in Britain

Week 1 - Pre Teach	Week 2 - Religion in Britain	Week 3 - Multicultural Britain
<p>Multicultural: having multiple cultural or ethnic groups in a society. Diversity: Having a variety of elements or being different Culture: The ideas, customs and behaviours of people in a group or society Immigration: Where someone goes to permanently live in another country Denomination: A recognized branch of the Christian Church Census: The official count/survey of the population Immoral: Acts that are considered wrong by moral standards.</p> <p>ENQUIRY TASK: Create symbols to help you remember the definitions of these key words.</p>	<p>Officially, the UK is a Protestant Christian country although people of all denominations and religions live here. The monarch, Queen Elizabeth II, is the head of the Church of England which means that our laws and customs are influenced by Christianity. Our school calendar is influenced by Christian laws and we have school holidays at Christmas and Easter which are both Christian festivals. The UK has been protestant since 1534 when King Henry VIII declared himself the head of the Church of England. Prior to this, the UK was a Catholic Christian country for over 1000 years.</p> <p>ENQUIRY TASK: Create a list of examples of ways that Britain is influenced by Christianity. For example, Christmas holidays.</p>	<p>Modern British life is heavily influenced by the variety of people who live here; many of whom come from different countries or have different faiths. Many types of food, music and fashion that exist in Britain today are thanks to influence from other cultures and our multicultural society. In 2011 the census recorded the percentage of people who believe in Christianity in Britain as 59.3%. This has decreased since 2001. The amount of people believing in no religions has increased from 15% to 25%. The number of people believing in other religions has also increased since 2001.</p> <p>ENQUIRY TASK: Give examples of the practical differences of living in a multicultural society.</p>
Week 4 - Religious Festivals in the UK	Week 5 - Religion in Exeter	Week 6 - Religion, Politics & Law
<p>Even for non-religious or other faith communities, Christmas and Easter can be large celebrations and are used as a reason to spend time with family. Eid is a Muslim festival which celebrates the end of Ramadan. Although it is not a national public holiday, in areas where there is a large Muslim population, schools and business may close to allow people to have a day off. Diwali is a Hindu & Sikh celebration where lights are lit as a symbol of victory of good over evil. Leicester has the biggest Diwali celebration outside of India.</p> <p>ENQUIRY TASK: Create a list of religious festivals that you know and record how they may be celebrated in the UK.</p>	<p>The religious population of Exeter is primarily Christian which makes up 54% of the population. 34% claim no religion and 1.6% are Muslim. Other religions total the rest of the population. Exeter is home to a Cathedral, 64 churches, a Mosque & Islamic Centre, a Synagogue (which is the third oldest in the UK) and a Gurdwara.</p> <p>ENQUIRY TASK: How does religion influence the culture of an area?</p>	<p>In the UK, our political system is mostly separated from the religious customs of the UK. One of the most significant modern religious influences in UK politics are the 26 CofE Bishops who form the Lords Spiritual in the House of Lords (the second house in Parliament). Between the House of Commons and the House of Lords, all laws are formed. Other religious groups think it is unfair, that in multicultural Britain, other religious groups are not represented in the same way. People with no faith may not want any religious influence regarding law making.</p> <p>ENQUIRY TASK: Create a list of examples of laws/changes to laws that may have been influenced by religious ideas.</p>

RE - Religion in Britain

Week 7 - Crime & Punishment	Week 8 - Religion & Sport	Week 9 - Religion & Medical Ethics
<p>All religious groups believe in the importance of following the law and believe citizens have a moral duty to behave according to the law. Buddhists, Hindus and Sikhs believe that your karma may be negatively affected if you choose to disobey the law. Your punishment may come in the form of future suffering because of negative karma. Christianity teaches that law breakers must be punished but then forgiven and given another chance.</p> <p>ENQUIRY TASK: Why is crime a problem and why are religious groups concerned about it?</p>	<p>Most religious believers appreciate the value of sport providing it does not involve cheating and dishonesty. Buddhists would not participate in sports such as bullfighting or boxing as they believe that hatred and violence are immoral. For Hindus, one of the main aims of life is kama or enjoyment. This means sport is viewed as positive as it helps bring joy and a healthy life balance. During the early days of Sikhism, followers were often under attack and the gurus introduced sports to help strengthen their fighting abilities.</p> <p>ENQUIRY TASK: "Sport should not take place on holy days." Do you agree? Give reasons for your opinion.</p>	<p>The law in the UK on organ donation has recently changed from being opt-in to being opt-out. This means all adults are considered as being organ donors unless they have specifically opted-out. Some religious groups such as Muslims and Jewish people are usually against organ donation because the religions forbid 'mutilating the body.' Some religious groups, such as Jehovah's Witnesses, refuse to accept blood transfusions from another person, even in life threatening situations, as they believe their spirit is carried in the blood.</p> <p>ENQUIRY TASK: Do you agree with organ donation being an opt out system rather than opt in?</p>
Week 10 - Same-Sex Relationships	Week 11 - Assessment Week	Week 12 - Super Teaching Week
<p>Prior to 2013, same-sex marriage was illegal in the UK. In July 2013, the law to allow same sex marriage was passed by parliament and it came into effect in March 2014. The first same-sex marriage in the UK took place on 29th March 2014. Prior to this, same-sex couples could enter into a civil partnership but it does not carry the same legal rights. Same-sex couples have had the right to adopt children since 2002. Buddhists hold no significant religious views about same-sex relationships and instead focus on treating one another well. There is a diversity of beliefs within Christianity with some churches welcoming members of the LGBT society whilst others reject homosexuality as sinful.</p>	<p>Explain two religious teachings about organ donation. (5 marks)</p> <p>Explain religious beliefs about participation in sport. (4 marks)</p> <p>Explain religious attitudes towards punishment. (4 marks)</p> <p>Explain religious attitudes towards same-sex relationships. (5 marks)</p> <p>"Living in a multicultural society can only bring benefits." Evaluate this statement (12 marks)</p>	<p>ENQUIRY TASK: Read this case study (tinyurl.com/iscamedical) and write an evaluative paragraph to explain reasons for and against the decisions that have been made.</p> <p>Create a list of all the ways sports people express their faith. For example, Salah sometimes prays to God as his celebration for a goal.</p> <p>Do you think that religion and politics should be separated? Explain your answer giving examples to support your opinion.</p>

Science

Biology (CB1) Part 1

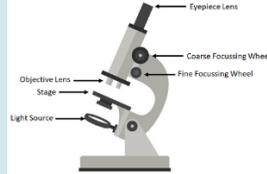
Key Concepts in Biology

- There are two types of microscopes, **light** and **electron** microscopes. **Electron** microscopes have a greater **magnification** and **resolution** which has increased our understanding of sub-cellular organelles.
 - Resolution:** the ability to distinguish between two separate structures
 - Magnification:** The process of enlarging an image.
- Microscope Core Practical:**
 - Collect a sample of onion or cheek cells to prepare on a microscope slide.
 - Place the cells on the microscope slide and add your stain (stains the organelles).
 - Lower a coverslip with a toothpick to avoid any air bubbles forming in your sample.
 - Place the prepared slide onto the stage of the microscope and use the focusing wheels to adjust the image.
- Total magnification = eyepiece lens x objective lens**
- Magnification = Image size ÷ Actual size**
- Standard form:** Used when writing very large or very small numbers. Standard form shows the size of numbers as powers of ten, written as: $A \times 10^n$ where: A is a number between 1 and 10, and n is the index or power.
 - millimetre (mm)** (10^{-3}) 0.001m
 - micrometre (µm)** (10^{-6}) 0.000001m
 - nanometre (nm)** (10^{-9}) 0.000000001m
 - picometre (pm)** (10^{-12}) 0.000000000001m

Enquiry task: Write a step by step method of how to prepare an onion cell for microscope inspection.

Biology (CB1) Part 2

Key Concepts in Biology



- Animal and plant cells are described as **eukaryotic** organisms (they have a **nucleus**).
- Bacterial cells are described as **prokaryotic** organisms (no **nucleus** present).

Glossary

Cell surface membrane: a thin barrier surrounding the cell, that controls what enters and leaves the cell

Cell wall: a thicker barrier that strengthens the cell and provides structural support

Cells: the basic units from which all living things and their tissues are made of

Chloroplasts: a structure inside cells where photosynthesis occurs, making food for the plant

Cytoplasm: the jelly-like substance inside the cell where the chemical reactions occur

Mitochondria: a structure inside cells where aerobic respiration takes place

Nucleus: Contains DNA that controls the activities inside the cell

Permanent vacuole: structure inside cells that stores water and nutrients and helps to support the plant by keeping the cells rigid

Ribosomes: a structure found inside cells where protein synthesis takes place

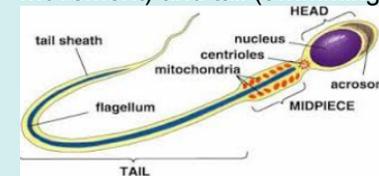
Enquiry Task: Draw a diagram comparing plant and animal cells

Biology (CB1) Part 3

Key Concepts in Biology

Unlike animal cells, **plant cells** have thick cell walls, **chloroplasts** and a **permanent vacuole**. **Bacteria cells** contain **plasmids**, **chromosomal DNA** and some have **slime layers** and **flagellum**. Bacteria cells also have a cell membrane, cytoplasm and ribosomes.

- Flagellum:** A tail like structure which allows the cell to move (also found in sperm cells)
 - Plasmid:** A small circular piece of DNA found in a bacteria cell
 - Chromosomal DNA:** A strand of DNA found in bacteria cells
 - Slime Layer:** Extra protection around bacteria
- Specialised cells:** Cells from different **tissues** have different shapes, sizes and functions to help them do their jobs. The cells are **specialised**.
- Sperm cell:** acrosome (containing enzymes), haploid nucleus, mitochondria (energy for movement) and tail (swimming).



- Egg cell:** nutrients in cytoplasm, haploid nucleus and changes to diploid nucleus after fertilisation.
- Ciliated epithelial cells:** cilia cover the membrane of the cell and can waft moving substances through the body.
- Root hair cell:** Have long extensions increasing the surface area for intake of substances from the soil into the plant

Enquiry task: Design a poster on specialized cells. Include adaptations and functions.

Science

Biology (CB1) Part 4

Key Concepts in Biology

- Enzymes** are special proteins which act as biological catalysts which help speed up reactions.
- Substrate** - The chemical(s) that an enzyme works on.
- Active site** - An area of an enzyme which binds to the substrate (**lock and key mechanism**).

Factors affecting enzyme activity:

- Temperature** – As the temperature increases, enzyme activity increases until the optimum temperature is reached. After this point activity decreases again, and the active site **denatures**.
- pH** - As the pH increases or decreases from the optimum the enzyme activity also decreases because the enzyme active site denatures.
- Substrate concentration** – enzyme activity increases as substrate concentration increases until substrate concentration is no longer the limiting factor and enzyme activity levels off.

Enzyme Core Practical – Effect of pH

- Warm the amylase, starch and pH solutions.
- Place a few drops of iodine solution into each well of a spotting tile.
- Add the amylase to the pH solution with a syringe into a test tube.
- Using a syringe add the starch, start your stop clock and mix the solution with a pipette.
- Every 10 seconds remove a small amount of mixture and place in a well on the spotting tile.
- Repeat the test until the iodine stays yellow (starch has been digested). Record the time.
- Repeat with different pH buffers from pH 3 to pH 10

Enquiry task: Design a comparison poster of the factors affecting enzyme activity.

Biology (CB1) Part 5

Key Concepts in Biology

Transport of substances

- Diffusion:** The random movement of particles from high to low concentration (down a concentration gradient). **Examples: Lungs:** oxygen into blood, carbon dioxide out of blood. **Leaf:** carbon dioxide into leaf, oxygen out of leaf.
- Osmosis:** The diffusion of water across a partially permeable membrane from high water/low solute conc. to low water/high solute conc. **Examples:** Water into plant roots. Water in/out of any cells.
- Active transport:** Using energy to move substances from low to high concentration (up a concentration gradient). **Examples:** Minerals being absorbed into plant roots. Glucose being absorbed into the intestines from the stomach.

Osmosis Core Practical:

- Cut six similar pieces of potato, blot them dry and weigh them.
- Record the initial mass in your results table.
- Place each potato piece in a test tube with sucrose (sugar) solutions with concentrations from 0% to 100%. Leave it for 15 minutes.
- Remove, blot and weigh each potato strip. Record the final mass in the results table.
- Calculate the % change in mass = $\frac{(\text{final value} - \text{starting value})}{(\text{starting value})} \times 100\%$
- Potato in weaker sucrose solutions gain mass because water enters potatoes by osmosis, those in stronger solutions lose mass as water leaves by osmosis.

Enquiry task: Design an experiment to investigate the change in mass of gummy bears in different saline (salt) solutions.

Chemistry (CC3)

Key Concepts in Chemistry

Structure of an atom:

- Atoms are made up of three smaller parts (called **subatomic particles**) : **protons, neutrons** and **electrons**
- Key scientists and theories:
 - Dalton** – All mass is made up of tiny particles called atoms, like uniform hard spheres
 - Thompson** – Discovered electrons, came up with the plum pudding model of the atom; a positive sphere with fixed negative electrons.
 - Rutherford** – Nuclear model of an atom; fired charged alpha particles at gold foil and observed most passing through but some deflecting back. He concluded an atom had a positive nucleus and mostly empty space.
 - Bohr** – Electrons orbit the nucleus in shells with specific energies
- At the center of atoms is a tiny **nucleus** containing protons and neutrons.
- This is surrounded by fast moving **electrons** arranged in **electron shells**, at different distances from the nucleus.

Particle	Charge	Mass	Location
Proton	+1	1	nucleus
Neutron	0	1	nucleus
Electron	-1	1/1835	shells

Isotopes

- Chadwick's discovery of the neutron explained why some atoms of the same element have different masses. These are known as isotopes
- The relative atomic mass of an atom shown in the periodic table is the mean mass of all the isotopes of that element.

Enquiry tasks: Make a model of an atom. Include information on each subatomic particle.

Science

Chemistry (CC4)	Physics (CP4) Part 1	Physics (CP4) Part 2
<p style="text-align: center;">Key Concepts in Chemistry</p> <p>Electronic configuration: the way in which electrons are arranged in an atom.</p> <p>Using the periodic table:</p> <ol style="list-style-type: none"> You can use a periodic table to find the number of subatomic particles each element has. The atomic mass number = the number of protons and neutrons. The atomic number = the number of protons and is also the same as the number of electrons. This is because all atoms have no overall charge. <p>Mendeleev's periodic table</p> <ol style="list-style-type: none"> Organised into groups of elements with similar properties. Ordered by atomic <i>mass</i>. Left gaps for undiscovered elements (eka-aluminum - gallium). He <i>predicted</i> the properties of undiscovered elements based on their location in the table. <p>Modern periodic table</p> <ol style="list-style-type: none"> Contains all the known elements. Ordered by atomic number. Still arranged in groups of elements with similar properties. <p>Electronic Configuration</p> <ol style="list-style-type: none"> Electrons are arranged in shells around the nucleus, starting with the closest and filling up outwards. The 1st shell can only hold 2 electrons. The 2nd and 3rd shells hold 8. Example: sodium has 11 electrons. The electron configuration is 2, 8, 1 <p>Enquiry task: Create an infographic about a certain element. This should be an A4 poster including as much information about the element as you can find</p>	<p style="text-align: center;">Waves</p> <ol style="list-style-type: none"> Waves transfer energy and information, but not matter. Transverse waves: Waves in which particles oscillate at right angles to the direction of energy movement. E.g. water waves, all electromagnetic waves, seismic s-waves Longitudinal waves: Waves in which particles oscillate parallel to the direction of energy movement. E.g. sound waves, seismic p waves Oscillate: When particles vibrate backwards and forwards, or up and down, about a fixed point Medium: The material that waves travel through. Frequency, f: The number of waves that pass a point every second. Measured in hertz (Hz). 1 Hz = 1 wave per second. Period, T: The length of time it takes for a single wave to pass a set point (s). Wavelength, λ: The distance from a point on one wave to the same point on the next (m). Amplitude: The maximum distance a particle vibrates away from its resting point. Linked to loudness <p>Wave speed calculations:</p> $\text{wave speed (m/s)} = \frac{\text{distance (m)}}{\text{time (s)}}$ $\text{wave speed} = \text{frequency} \times \text{wavelength}$ <p>Core Practical – Investigating waves</p> <ol style="list-style-type: none"> Set up a ripple tank to generate water waves of a specific wave length. Measure a fixed distance along the tank Time how long it takes a wave to travel this Use distance ÷ time to calculate wave speed. <p>Enquiry task: Write a method for finding wave speed in a ripple tank using frequency and wavelength</p>	<p style="text-align: center;">Waves</p> <ol style="list-style-type: none"> Refraction: Bending of waves when they enter a new medium at an angle. Interface: The boundary between two media (mediums) such as air and water. Normal: An imaginary line drawn at 90° to where light hits an interface (boundary). <ol style="list-style-type: none"> When light travels from a less dense to a more dense medium, light bends towards the normal (slows down) i.e. air to glass. When light travels from a denser to a less dense medium light bends away from the normal (speeds up) i.e. glass to air. Light waves slow down as they go from air to water. The 'bottom' of the wave hits the water and slows down first, causing refraction. Angle of incidence – The angle between the incident ray and the normal Angle of refraction – The angle between the normal and the refracted ray <p>Refraction Core practical:</p> <ol style="list-style-type: none"> Aim: to investigate how the direction of a light ray changes as it enters and leaves a rectangular glass block. Place a glass block on A4 paper and draw around it. Use a ray box to shine a single ray of light at the block Mark where the ray enters and leaves the block Remove the block and use a ruler to draw straight lines for the rays Use a protractor to draw a normal, then measure the angles of incidence and refraction. Repeat 5 times, from 5 different angles. <p>Enquiry Task: Research refractive index and find out which material bends light the most</p>

Science

Physics (CP5)	Week 11	Week 12
<p>Light & the Electromagnetic Spectrum</p> <p>Electromagnetic Waves:</p> <ol style="list-style-type: none"> 1. Similarities: They all travel at the speed of light in a vacuum. They are all transverse waves. 2. Differences: They have different frequencies, uses and dangers <p>Electromagnetic Spectrum (increasing wavelength):</p> <ol style="list-style-type: none"> 1. Radio waves: Radio and TV signals. 2. Microwaves: Microwave ovens, mobile phone and satellite communications. 3. Infrared light: Short-range communications (TV remotes), fibre optics, cooking (grills and toasters), security cameras. 4. Visible light (400-700nm): Illumination, photography 5. Ultraviolet light: Fluorescent security inks, fluorescent light bulbs, sterilising water. 6. X-rays: Hospital x-rays, baggage scanners. 7. Gamma rays: Killing bacteria on food or surgical instruments, detecting and treating cancer. <p>Electromagnetic Spectrum dangers:</p> <ol style="list-style-type: none"> a) Microwave – internal heating b) Infrared red – Can cause burns to the skin c) Visible light – Can damage eyes d) Ultraviolet, X-rays and Gamma rays – These are forms of high frequency, high energy ionising radiation which can cause cancer by damaging the DNA of cells <p>Enquiry task: Create a comparison table for the EM spectrum. Include users, frequencies and dangers.</p>	<p>Week 11</p> <div data-bbox="801 245 1088 512" data-label="Image"> </div> <p>Core practical: Wave investigation</p> <ol style="list-style-type: none"> 1. A motor attached to the straight dipper creates waves in the tank. 2. Count the number of waves in ten seconds. 3. Measure the wave length of the wave using a camera and ruler 4. Calculate the speed Wave speed = frequency x wavelength <p>Core practical: Refraction</p> <div data-bbox="801 719 1227 991" data-label="Figure"> </div> <p>As the light enters the glass/ water it bends towards the normal line. As it leave the glass/ water it speeds up and bends away from the normal line.</p> <p>Enquiry tasks</p> <ol style="list-style-type: none"> a) Compare and contrast refraction and reflection b) Explain why the lines on the bottom of a swimming pool do not appear to be straight when you look from above c) Research some uses and dangers of the waves from the electromagnetic spectrum 	<p>Week 12</p> <p>Glossary:</p> <p>Biology</p> <ol style="list-style-type: none"> 1. Lock and key mechanism: the term given to the specificity between enzyme and substrate. Only one substrate fits the active site of an enzyme like one key only fits one lock. 2. Denature: When the active site changes shape so the substrate can no longer fit. 3. Partially permeable membrane: A membrane that allows some molecules but not others to pass through it (like a cell membrane). 4. Concentration: The number of particles in a given volume (the strength of a solution). 5. Concentration gradient: The difference in concentration between two neighboring areas. <p>Chemistry</p> <ol style="list-style-type: none"> 1. Atom: small particles from which all substances are made 2. Subatomic particle: The smaller particles that make up atoms – protons, neutrons and electrons 3. Isotope: Atoms of an element with the same number of protons (atomic number) but different mass numbers due to different numbers of neutrons. 4. Periodic table: Chart in which the elements are arranged in order of increasing atomic number. <p>Physics</p> <ol style="list-style-type: none"> 1. Speed of light: 300,000,000 m/s (3×10^8 m/s) 2. Medium: A substance which something travels through 3. Oscillations: Movements back and forth about a fixed point

Spanish

Cycle 5 – El turismo (Tourism)			
WEEK	Spanish	English	Enquiry Tasks – to be done in Spanish
1	Como ya he dicho, actualmente vivo en Perú con mi familia.	As I have already said, I currently live in Peru with my family.	Research where is Spanish spoken as a first language in the world.
2	Diría que mi ciudad es muy moderna y según mi madre ¡es la ciudad más hermosa del mundo!	I would say that my town is very modern and according to my mum it is the most beautiful city in the world!	Research a Spanish speaking town and write a paragraph to compare it to where you live.
3	En mi ciudad hay un polideportivo donde se puede hacer deporte o se puede visitar el castillo. ¡No debes perderte el río!	In my town there is a sports centre where you can do sport or you can visit the castle. You must not miss the river!	Write a paragraph in Spanish to say what there is for tourists to see and do where you live.
4	El año pasado fui a México con mi familia. Pasamos quince días allí al lado del mar.	Last year I went to ... with my family. We spent a fortnight there by the sea.	Use the preterite of the verb 'ir' to say where people went. Extend this by saying when and with whom.
5	Viajé en avión. En mi opinión, viajar en tren es más ecológico que viajar en avión.	I travelled by plane. In my opinion travelling by train is more 'green' than travelling by plane.	Write 5 comparative sentences to do with transport.
6	Lo que más me gustó fue cuando visité los templos y nadamos en el mar ya que hizo calor.	What I liked the most was when I visited the temples and we swam in the sea as it was hot.	Cover the Spanish for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
7	Después de nadar fuimos a las tiendas. Compré muchos recuerdos. Por la noche comí en un restaurante.	After swimming we went to the shops. I bought lots of souvenirs. In the night I ate in a restaurant.	Write a paragraph to say what you did on your last holiday.
8	El restaurante estaba cerca del hotel y había comida deliciosa. ¡Lo pasé bomba!	The restaurant was near the hotel and there was delicious food. I had a great time!	Use the imperfect tense to describe where you stayed.
9	El año que viene, tengo la intención de ir a Valencia en España. Voy a visitar a mi amigo que se llama Luis.	Next year, I intend to go to Valencia in Spain. I am going to visit my friend who is called Luis.	Use the immediate future tense to list 5 things you will do on a future holiday.
10	Me gustaría participar en La Tomatina. ¡Sería una experiencia inolvidable!	I would like to take part in the Tomatina. It would be an unforgettable experience!	Adapt the sentences from weeks 1-10 to write your own version of the text.
11	Full text revision		Cover the Spanish for weeks 1-10. Practice saying it out loud. Can you recall the text?
12	Full text revision		Redo the Quizlet tests for Cycle 2 Weeks 1-10.

Spanish

Week 1 Describing towns		Week 2 Places in town		Week 3 Travel		Week 4 Transport		Week 5 Preterite tense	
es	it is	(no) hay	there is (not)	fui	I went	fui	I went	me alojé	I stayed
no es	it isn't	se puede visitar	you can visit	fuiste	you went (s)	viajé	I travelled	me relajé	I relaxed
más...que	more...than	un museo	a museum	fue	he / she went	cogí	I took/caught	nos alojamos	we stayed
menos...que	less...than	un centro comercial	a shopping centre	fuimos	we went	en avión	by plane	nadamos	we swam
tan...como	as...as			fuiстеis	you went (pl)	en autobús	by bus	saqué fotos	I took photos
el/la más..	the most	un polideportivo	a sports centre	fueron	they went	en coche	by car	tomé el sol	I sunbathed
animado	lively			a	to	en tren	by train	compré recuerdos	I bought souvenirs
bonito	pretty	un castillo	a castle	Alemania	Germany	en barco	by boat		
hermoso	beautiful	un estadio	a stadium	Bélgica	Belgium	en bicicleta	by bike	di paseos	I went for walks
feo	ugly	una catedral	a cathedral	Escocia	Scotland	a pie	by foot		
grande	big	una iglesia	a church	España	Spain	en autocar	by coach	hice alpinismo	I went climbing
pequeño	small	una plaza	a square	Francia	France	en ferry	by ferry	fui de excursión	I went on trips
ruidoso	noisy	una plaza de toros	a bullring	Gales	Wales	fue	it was		
histórico	historic			Grecia	Greece	ecológico	'green'	lo pasé bien	it went well
industrial	industrial	una playa	a beach	Inglaterra	England	rápido	fast	lo pasé mal	it went badly
limpio	clean	una estación	a station	Irlanda	to Ireland	lento	slow	visité monumentos	I visited monuments
moderno	modern	un mercado	a market	Italia	to Italy	caro	expensive		
sucio	dirty	una pista de hielo	an ice rink	Suiza	Switzerland	barato	cheap	hizo sol	it was sunny
tranquilo	quiet			los Estados Unidos	United States	cómodo	comfortable	llovió	it rained
turístico	touristy	un río	a river			práctico	practical	nevó	it snowed
KEY:	verbs	masculine nouns		feminine nouns		adjectives		connectives	

Spanish

Week 6 Preterite + sequencers		Week 7 Imperfect tense		Week 8 Immediate Future		Week 9 Conditional tense		Week 10	
el primer día	on the 1 st day	The imperfect is used for: 1. what was going on (imperfect) when something else happened (perfect) 2. description (was/were) 3. what you used to do		el año que viene	next year	The conditional is used to say what would happen in the future. It is formed using the infinitive of the verb plus the conditional ending.		Revise the key sentences and all vocabulary from this cycle ready for your assessment next week. Quizlet folder: 	
el último día	on the last day			el próximo mes	next month				
luego	then, next			tengo la intención de	I intend to				
antes	before			quiero	I want				
después	after	había	there was / were	To form the immediate future use: present tense of the verb ir + a + an infinitive		me gustaría	I would like		
el mes pasado	last month	era	it was (description)			comerías	you would eat (s)		
el año pasado	last year	estaba	it was (location)			sería	it would be		
al día siguiente	the next day	hacía	it was (weather)			visitaríamos	we would visit		
Preterite: regular -ar verbs		iba	I used to go	voy	I am going	viajaríais	you would travel (pl)		Week 11
visité	I visited	viajaba	I used to travel	vas	you are going	irían	they would go		Assessment Week
visitaste	You visited (s)	tenía	I used to have	va	he/she is going	un hotel	a hotel		
visitó	He/she visited	cuando era pequeño	when I was little	vamos	we are going	un camping	a campsite		
visitamos	we visited	cada año	every year	vais	you are going	al extranjero	abroad		
visitasteis	you visited (pl)	durante las vacaciones	in the holidays	van	they are going	un chalet	a chalet		
visitaron	they visited			visitar	to visit	una caravana	a caravan	Teacher set homework based on knowledge gaps identified in assessments.	
Preterite: regular -er/-ir verbs				viajar	to travel	un albergue juvenil	a youth hostel		
comí	I ate			ver	to see	una tienda	a tent		
comiste	You ate (s)			nadar	to swim				
comió	He/she ate			ir	to go				
comimos	We ate			comprar	to buy				
comisteis	You ate (pl)			alojarse	to stay				
comieron	They ate								



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