

ISCA ACADEMY



INSPIRATION FOR LIFE



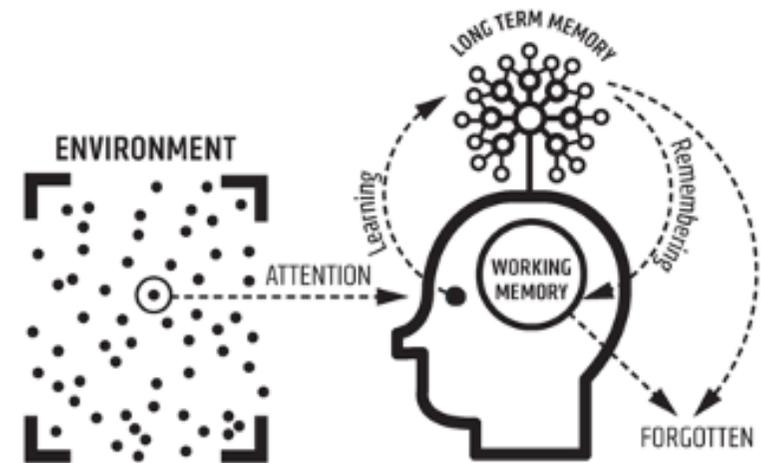
KNOWLEDGE ORGANISER
Summer 2021

Year 10

Improving your Long-Term Memory

Memory

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



Willingham Simple Model of Memory

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

How should I self-quiz and how often?

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

1. **Make flash cards** based on the knowledge organiser and ask someone to quiz you.
2. **Create a revision clock.** Draw a clock and add the topic in the middle. Break the clock face into 10 minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
3. Cover up one section of the knowledge organiser and try and write out as much as you can from memory (**Look, Cover, Write, Check**).
4. **Draw a mind map**, jotting down everything that you can remember from the knowledge organiser
5. Make up **mnemonics** to help you remember key facts, then write these out from memory i.e. **N**ever, **E**at, **S**hredded, **W**heat - to remember cardinal directions.

Art and Design

Project 3: Close-Up Continued

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: Experiment and Refine	Week 3&4: Experiment and Refine	Week 5&6: Experiment and Refine
<p>Enquiry task 1: Make 10 versions (A6 size) of your best digital drawing study- or any abstract study. Keep the composition, but play with different combinations of the visual elements, experimenting with materials and techniques.</p> <p>Enquiry task 2: Present all the studies in your book, selecting the best 3. Write why these three are best.</p> <p>Key Words</p> <p>Study: An experiment, a little painting, a sketch, a test piece.</p> <p>Refine: Do again, improve, make better.</p> <p>Experiment: Take risks, try something new, challenge yourself creatively.</p>  <p><i>Soft Series B, 1976. MNCARS Madrid.</i></p>	<p>Enquiry task 1: Complete your painted studies in response to Sara Dudman.</p> <p>Enquiry task 2: Complete your analysis and research on Sara Dudman: 'I see, I think and I wonder' + specialist articles or texts.</p> <p>Key Words</p> <p>Description: a statement that gives factual details about an artwork.</p> <p>Analysis: the process of breaking an artwork into smaller parts in order to gain a better understanding of it.</p> <p>Context: all the things about an artwork that might have influenced the making of it / the artist.</p>  <p><i>Sara Dudman, 'Farmer-cam in Barn Feeding 03.10-04.56'</i></p>	<p>Enquiry task 1: Complete your painted studies in response to Edie Nadelhaft and Alonsa Guevara.</p> <p>Enquiry task 2: Complete your analysis and research on Nadelhaft and Guevara: 'I see, I think and I wonder' + specialist articles or texts.</p> <p>Key Words</p> <p>Media: the material and tools used by an artist or designer to create a work of art. I.e. "pen and ink"</p> <p>Technique: how technical skills are used to create an artwork.</p> <p>Process: the steps taken to create an artwork from start to finish.</p> <p>Purpose: the aim that an artist wants to achieve by investigating a topic. This can be a lifetime aim.</p>  <p><i>Edie Nadelhaft, 'Newcomb Hollow (Faked Night)', 2013</i></p>
<p>Steps to success</p>		
<p>Take your time. Look closely. Measure the parts. Think carefully. Focus on what you find interesting. Enlarge smaller details. Use a variety of media and viewpoints.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate: guess and find your own meaning at the end.</p>	<p>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>

Art and Design

Week 7&8: Plan your Final Piece

Enquiry task 1: Do a self-evaluation of all and each of your best test pieces and artist response studies, using WWW and EBI.

Enquiry task 2: Select the best study overall, the piece that responds to the topic of Close-Up and fits your statement of purpose, your personal aims. Make a new version of it, maybe mixing two ideas.

Key Words

Statement of purpose: a sentence in your mind-map page, at the start of the project, where you write what interests you about the topic.

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

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



Victorian natural history slide- Taken at RAMM by IS.

Week 9&10: Produce your Final Piece

Enquiry task 1: Choose your canvas or paper of the right size. Pencil in, softly, the layout of your final image. Use a grid or guidelines if needed.

Enquiry task 2: Start adding tones and colours to your design. Apply colour washes and smears fast to set the general colour scheme. Then, work on the textures and detail.

Key Words

Creativity: the ability to form something new and somehow valuable.

Production: the action of making or manufacturing from components or raw materials.



Free stock photo of artist at work. Unsplash.

Week 11&12: Complete your Final Piece

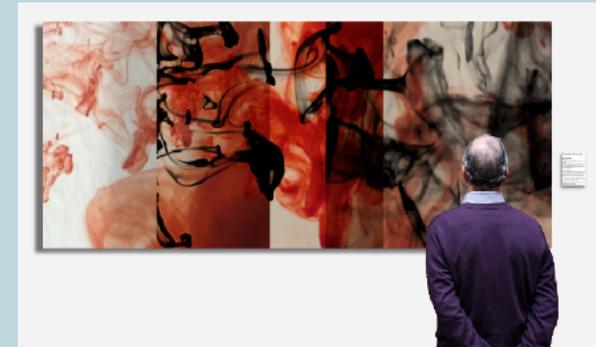
Enquiry task 1: Continue working on your final piece – complete it. Make a few notes of what's working, what's not and what you need to do next. **Keep working on your final piece.**

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

Key Words

Realisation: the achievement of something desired or anticipated.

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



Virtual Gallery simulation. Art work by JP in Yr 10.

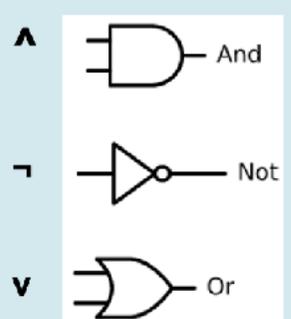
Steps to success

Work fast and with a focused mind. Do not waste time doubting, you know what you are after, work hard and follow your instinct. Get things done fast.

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

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

Computer Studies

Week 1 - 2.3 Defensive Design	Week 2 - Maintainability of Programs	Week 3 - Maintainability of Programs																																																
<p>Function - Reusable block of code which must return a value.</p> <p>Procedure - Reusable block of code which does not have to return a value.</p> <p>Defensive Design - Defensive design is the practice of planning for contingencies in the design stage of a project or undertaking.</p> <p>Maintainability – Code is made maintainable by adding, comments, functions & procedures.</p> <p>Authentication - Verifying a user identity before they can use a program with username and password. Strong passwords over a certain length with symbols and mixed case are advised.</p> <p><u>Enquiry Task:</u> Complete exam questions on page 109 in your Black and Purple book.</p>	<p>Input Validation - Ensuring data input by the user meets specific criteria before processing.</p> <p>Range Check - Checking data is within two limits - i.e. between 1- 16 to check a school child’s age</p> <p>Length Check - Checking data is of a correct length, i.e. longer than 1 character but shorter than 10.</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><u>Enquiry Task:</u> Complete exam questions on page 110 in your Black and Purple book.</p>	<p>Indentation - Indenting makes it easy to see where structures begin and end. Conditions and iterations should be indented. Code inside procedures and functions should be indented</p> <p>Naming conventions - Naming variable and functions using a set of rules.</p> <p>Commenting - Used by a programmer to explain sections of code. Ignored by the compiler.</p> <p>Syntax Error - Rules of the language have been broken. The program will not run. Variables not being declared before use. Incompatibility of variable types.</p> <p>Logical Error - The program runs but does not give the expected output. Division by zero. Infinite loop. Memory full. File not found.</p> <p><u>Enquiry Task:</u> Complete exam questions 1-8 on page 116 in your Black and Purple book</p>																																																
Week 4 - Testing & Logic Gates	Week 5 Truth Tables	Week 6 Mid Cycle Assessment																																																
<p>Iterative Testing - Each module of a program is tested as it is developed.</p> <p>Final / Terminal Testing - Testing that all the modules of a program work together as expected. Checking the program meets the expectations of the user with real data.</p> <p>Logic Gates</p> 	<p>AND Gate - Requires two 1’s to create an output.</p> <p>OR Gate - Requires 1 or the other or both</p> <p>NOT Gate - Does the opposite of what you provide it with.</p> <table border="1" data-bbox="828 1005 1366 1228"> <thead> <tr> <th colspan="3">AND</th> <th colspan="3">OR</th> <th colspan="2">NOT</th> </tr> <tr> <th>A</th> <th>B</th> <th>Q</th> <th>A</th> <th>B</th> <th>Q</th> <th>A</th> <th>Q</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Enquiry Task for week 4 & 5 :</u> Black and Purple Book questions on 92 & 93.</p>	AND			OR			NOT		A	B	Q	A	B	Q	A	Q	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	0	1			1	1	1	1	1	1			<p>File Handling – Open, read, write, close. Marks will be given for just opening and closing files.</p> <p>SQL – Structured Query Language.</p> <p>Arrays / Lists – A set of data items which are grouped together with an index. Most arrays start at 0.</p> <p>Programming Techniques</p> <p>Sequence – Any block of code</p> <p>Selection – Any IF statement in a program</p> <p>Iteration – Any loop, this could be FOR or WHILE</p> <p><u>Enquiry Task:</u> Complete workbook 2.4 on Google Classroom</p>
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Computer Studies

Week 7 Levels of Programming	Week 8 Programming	Week 9 Translators and Compilers
<p>High Level language - A programming language more closely linked to English – Python is a high level coding language.</p> <p>Low Level language - A language which is close to machine code. Related closely to the design of the machine, coding in binary.</p> <p>Compiler - A program that translates a high-level language program, source code, into a computer's machine code.</p> <p>Interpreter - Translates and executes a program one statement at a time.</p> <p>Translator - A program that translates a program written in assembly language into machine code.</p> <p>IDE - Integrated Development Environment. This is the program you write code into.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 31, 33.</p>	<p>Variable - A value that can change, depending on conditions or on information passed to the program.</p> <p>Constant - A value that cannot be altered by the program during normal execution, i.e., the value is constant.</p> <p>Assignment - Giving a variable or constant a value. e.g. counter = 0.</p> <p>Boolean – Stores TRUE / FALSE.</p> <p>Char – A single alphanumeric character or symbol</p> <p>String – A sequence of alphanumeric characters and or symbols.</p> <p>Integer – Only stores whole numbers - if given a decimal it will round it to the closest whole number.</p> <p>Float/real – Stores decimal point numbers.</p> <p><u>Enquiry Task:</u> Complete 1-2 Python Challenges on Google Classroom</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>IDE Tools</p> <p>Error diagnostics - These are tools provided by IDE's which give detailed feedback on errors in your code.</p> <p>Auto-indentation - Automatically indents code when writing where necessary</p> <p>Colour Coded Keywords - Highlighting specific keywords in particular colours, IF, WHILE, PRINT</p> <p>Run Time Environment - An environment to test your code in.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 114</p>
Week 10 IDE's & Programming	Week 11 Revision & Test	Week 12
<p>IDE - Integrated Development Environment. This is the program you write code into.</p> <p>Count Controlled Loop – A loop which runs a set number of times: A FOR loop!</p> <p>For i in range(0,10): <code>print(i)</code></p> <p>Condition Controlled Loop – A loop which could run indefinitely. A while loop!</p> <p><code>a = 0</code> <code>while a < 10:</code> <code>print(a)</code></p> <p>If a is not incremented – this loop would run forever.</p> <p><u>Enquiry Task:</u> Complete 1-2 Python Challenges on Google Classroom</p>	<p>Assessment week</p> <p>You will need to check all keywords throughout this knowledge organiser.</p> <p>All teacher resources and lessons are in google classroom.</p> <p>Black and Purple Book. Pages 104, 116 for full learning checklist</p>	<p>Use this QR code to check and update all of your key terminology on google classroom.</p> 

Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Workshop: intensive discussion and activity on a particular subject or project ● Performance: The presentation of dance to an audience ● Standard repertoire: High standard dance pieces that have gained a widely acknowledged reputation and continue to be performed. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Practitioner: A person actively engaged in an art, discipline, or profession ● Role: Tasks taken on by a practitioner when putting on a performance ● Dancer: A person who dances or whose profession is dancing ● Choreographer: A person who composes the sequence of moves for a performance of dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Dance style: A distinctive manner of moving; the characteristic way in which a dance is created, or performed, that identifies the dance as belonging to a particular choreographer, school or period.
<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 the choreographer of Ghost Dances. Find out about his background, roles, and responsibilities.</p>	<p><u>Enquiry Task</u> Research Chilean folk dance. Make notes on the history, background, origins, and stylistic features (action, space, dynamics, relationships, music, costume, structure etc).</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"> ● Performance Skills: Skills needed to perform the work to its best. Includes physical, technical, mental and expressive skills. ● Technical Skills: Skills which relate to the correct execution of the original choreography such as accuracy, timing, dynamics, actions, use of space and relationships 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical skills: Performance skills that rely on the use of the body to help a dancer to perform a range of actions effectively. Such as: alignment, balance, control, coordination, extension, flexibility, mobility, posture, stamina, strength
<p><u>Enquiry Task:</u> Watch a 16 count phrase from Ghost Dances: https://vimeo.com/128478969 Write step by step instructions telling another dancer how to perform it by describing the action, space and dynamics in detail. Include counts if you can.</p>	<p><u>Enquiry Task:</u> Watch any section of Ghost Dances: https://vimeo.com/128478969 Evaluate the performance skills that are being used by the dancers, including their technical skills. accuracy and timing.</p>	<p><u>Enquiry Task:</u> Design an activity or exercise that a dancer could do everyday for a week in order to improve ONE physical skill (e.g. strength, flexibility, stamina etc)</p>

Dance

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Safe dance practice: Personal care, respect for others, safe execution and preparation and recovery from dancing ● Safe execution: Carrying out actions safely 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Mental Skills: Performance skills that rely on the use of the mind, that a dancer uses in rehearsal and performance to help them focus on the dance. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Interpretive Skills: Performance skills that rely on a dancers' personal interpretation of the dance. Such as: facial expression, musicality, projection, focus, sensitivity to other dancers, spatial awareness
<p><u>Enquiry Task:</u> Watch any section of Ghost Dances: https://vimeo.com/128478969 Evaluate the dancers' use of safe dance practice, using the definitions above.</p>	<p><u>Enquiry Task:</u> Design an activity or exercise that a dancer could do everyday for a week in order to improve ONE mental skill (e.g. concentration, confidence, commitment, memory etc)</p>	<p><u>Enquiry Task:</u> Design an activity or exercise that a dancer could do everyday for a week in order to improve ONE expressive skill (e.g. musicality, facial expression, projection etc)</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Recall: The ability to remember choreography ● Rehearsal Discipline: Attributes and skills required for refining performance such as commitment, systematic repetition, reproduction, teamwork, responsibility and effective use of time 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Improvement: Making changes to your performance to make it better ● Progress: Developing your ability to perform by making improvements ● Apply: Using performance skills in your rehearsals to make progress and improvement 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Review: Look back on your progress ● Assessment: Evaluate your final performance ● Feedback: Peer evaluation of a person's performance, which is used as a basis for improvement.
<p><u>Enquiry Task:</u> Research useful rehearsal skills and techniques for dancers. Evaluate your use of these rehearsal skills and techniques in class so far. Consider: which skills and techniques have you used well? Which could you use more of, or use better?</p>	<p><u>Enquiry Task</u> Set yourself targets that will help you improve your performance. Set one physical, one mental, one technical and one expressive target. Work on your targets every day, in preparation for your final performance next week.</p>	<p><u>Enquiry Task</u> Watch your work back on video. Evaluate your strengths (what you did well) and areas for improvement (what you could do better next time). Make notes in your knowledge organiser.</p>

Design & Technology

Week 1	Week 2	Week 3
<p><u>Industry and enterprise</u></p> <p>1. Industry: An industry is a group of companies based on their primary business activities. Industry classifications are typically grouped into larger categories called sectors.</p> <p>2. Enterprise organisations or businesses that are owned and run by its members.</p> <p>3. A Cooperative is an enterprise that is commonly owned and run by its members who may comprise its workforce or its customers.</p> <p>Automation enables repetitive tasks to be performed by mechanised assembly lines rather than by a human. Software automation performs computer-based tasks, industrial automation performs physical tasks.</p>	<p>Automation - Advantages</p> <ul style="list-style-type: none"> • Increased efficiency and speed of production • Accurate and consistent output • Reduced labour costs and can work 24/7 • Ability to work in a variety of environments <p>Automation - Disadvantages</p> <ul style="list-style-type: none"> • Replaces workforce leading to some job losses • No human input/decision making • Up-skilled workforce to maintain robots • Expensive to set up <p>Enquiry task – List the positive and negative effects that fully automated robotic production lines have had on employment. Which low-cost methods of self-promotion and advertising could young designers use to get their ideas noticed?</p>	<p><u>Sustainability and the environment</u></p> <p>Sustainability looks to protect and maintain the needs of the present without compromising the ability of future generations to meet their needs.</p> <p>1. Finite resources are in limited supply and are being used more quickly than can be replaced. Use of finite resources should be avoided where possible or used only in small amounts for essential reasons where an alternative cannot be used. Fossil fuels, some minerals and metal ores are examples of finite resources.</p> <p>2. Non-finite resources are in abundant supply and are unlikely ever to be exhausted. They can be grown or replaced at the rate that they are being used. Examples include solar and wind energy, timbers and cotton.</p>
Week 4	Week 5	Week 6
<p>Environment - Humans place a demand on the earth's natural resources in order to develop a modern lifestyle. An accelerated use of Earth's natural resources means they are being used up at an unsustainable rate. New technologies and designs are being adopted to reduce the negative impact on the environment.</p> <p>Life cycle assessment (LCA) Evaluates the environmental impact of a product.</p>  <p>Enquiry task – The Paris agreement in December 2015 was the first global climate agreement, involving 195 countries. Find out the main aim of the agreement.</p>	<p><u>People, Culture & Society</u> - People across the world can have very different needs and tastes, and products successfully launched in one country can be a failure in another.</p> <p>Technology Push - When new technology becomes available, designers will utilise it to make a product before the market is aware of it. Research and development teams will introduce new technology, manufacturing processes and materials to push through the design of new products or improve existing ones. This will often make them smaller, cheaper or more efficient.</p> <p>Market Pull - When the market needs a product, designers will make something to meet that demand. This will be in response to market forces and customer needs. Examples - recyclable carrier bags, low energy lamps and gluten free foods.</p>	<p>Culture - Culture is an amalgamation of the ideas, beliefs, customs and social behaviours of a society or group of people. It often manifests itself through ritual, art and fashion. It is important for designers to be aware of the society around them and to try to understand the different cultures that exist within it.</p> <p>Inclusive design is important for any new product, to ensure the environment or design can be used by as many people as possible, regardless of gender, disability or age. All users should be able to use the design safely, easily and with dignity.</p> <p>Enquiry task – In 2011 the sportswear manufacturer Puma designed a pair of trainers that was based on the colours of the national flag of the United Arab Emirates. How was this received by the people of UAE and can you find anymore similar examples?</p>

Design & Technology

Week 7	Week 8	Week 9
<p><u>Production Techniques and Systems</u></p> <p>1. A flexible manufacturing system (FMS) is a method of production designed to easily adapt to changes in the quantity or type of product being manufactured</p> <p>2. Lean manufacturing focuses on minimising waste and improving efficiency, which in turn is cost saving and reduces the use of resources. The elimination of waste is core to a lean practise</p> <p>3. Just in Time Manufacturers use the Just-in-Time (JIT) production method to respond to customer demand. By closely monitoring stock, products can be reordered as needed.</p> <p>Planned obsolescence is a deliberate strategy to ensure that a current version of a product will become out of date or worn out within a given time frame.</p>	<p>NEA (Non-Examination Assessment):</p> <p>1. NEA tasks are released on June 1st, 2021. You will be given 3 tasks and asked to choose 1 following some initial research into all 3.</p> <p>2. The NEA is worth 50% of your DT GCSE and you will have until Easter of Y11 to complete this. You will use an E-portfolio (PowerPoint) to document your findings.</p> <p>3. Your E-portfolio, when finished, will consist of 20 A3 slides (landscape). Font size is normally size 12 for main text and moderators prefer a white background with colour photos/diagrams.</p>	<p><u>Section A: Identifying and investigating Design Possibilities.</u></p> <p>This section is worth 10 marks. This section should include: Identification, analysis and exploration of the design context (NEA task) and the problems/opportunities that it provides.</p> <p>Identification and investigation of the needs and wants of the client. Investigation of the effects of the design possibilities on society. Investigation and evaluation of relevant design possibilities throughout the whole project.</p> <p><u>Enquiry task</u> – Logon to Google Classroom and study the Grade 9 Exemplar Material paying particular attention to Section A</p>
Week 10	Week 11	Week 12
<p><u>Section B: Design Brief & Specification</u></p> <p>This section is worth 10 marks. This section should include: • A design brief that meets the client needs identified in Section A. • A design specification that links to the needs of the client.</p> <p>Justification of how the design brief and specification meet the needs of the client. Regular reviews and updates of both the design brief and specification.</p> <p>A designer needs a Design Brief to begin work on a new idea. This is often provided by a client and they will outline their expectations:</p> <ul style="list-style-type: none"> • The product and its purpose. • The target market, who will use it. • Budget and timescale. • Where it would be sold. • How and where it would be used. 	<p><u>Computer Aided Design (CAD)</u></p> <p>Computer aided design (CAD) enables designers, engineers and architects to produce precise technical drawings using a computer. It can be used to create 2D drawings or 3D models.</p> <p>Advantages;</p> <ul style="list-style-type: none"> • Accurate designs. • Changes and corrections can be easily made. • Software can automate some design tasks. • Designs can be shared and viewed simultaneously • Designs can be rendered to simulate the final finish. • 3D models can be produced from the designs. <p>Disadvantages;</p> <ul style="list-style-type: none"> • Cost of software, hi-spec computer and printer. • Work may be lost, data corrupted or hacked. • Time taken to learn complex software. 	<p><u>New & Emerging Technologies</u></p> <p>Log in to Focus eLearning and research 'New & Emerging Technologies' in more detail – Produce a page of facts you haven't already covered this term.</p> <p>By visiting: www.focuselearning.co.uk Username: student@iscaacademy33144 Password: ush5zhhj5</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Drama

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

Drama

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

English Literature

Week 1 – An Inspector Calls Social Responsibility	Week 2: An Inspector Calls Inequality	Week 3: An Inspector Calls Generations
<p>ENQUIRY TASK 1: Write out this brief outline of the plot of <i>An Inspector Calls</i>. Add additional details and two quotations per Act. ACT 1: The dinner party; the arrival of the Inspector; Mr Birling is questioned. ACT 2: Sheila is questioned; Gerald's relationship with Daisy/Eva is revealed; Mrs Birling is questioned. ACT 3: Eric is questioned; the Inspector makes a final speech to the Birlings and leaves; the Birlings come to believe that the Inspector wasn't a real police inspector. The telephone rings: a police inspector is on his way to visit the Birlings concerning a girl's suicide.</p> <p>ENQUIRY TASK 2: Write down the following terms and their definitions Socialism: political system based on the belief that all people are equal and should share equally in a country's money/resources Capitalism: political system in which property, business and industry are privately owned, to make profit for individuals Socially conservative values: traditional rigid values, resistant to change</p> <p>ENQUIRY TASK 3: Write down these quotations. Complete an Isca Why Tree for each underlined quotation. Mr Birling: you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive The Inspector: <u>We are members of one body [...] if men will not learn that lesson, then they will be taught it in fire and blood and anguish.</u></p> <p>ENQUIRY TASK 4: Revision Create a mind-map for the character of the Inspector. In the centre, write who he symbolises, and then add at least 4 quotes to your mind-map from different parts of the play.</p>	<p>ENQUIRY TASK 1: Write down the following terms and their definitions Microcosm: a small group of people which has all the characteristics of wider society Status quo: the accepted order; 'the way things have always been' Patriarchal social norms: When men dominating a society is considered normal Didactic: intending to teach a specific moral lesson</p> <p>ENQUIRY TASK 2: Write down these quotations. Complete an Isca Why Tree for each underlined quotation. Mr Birling: "A man has to make his own way – has to look after himself – and his family" Inspector: <u>it would do us all a bit of good if sometimes we tried to put ourselves in the place of these young women counting their pennies, in their dingy little back bedrooms.</u> Mrs Birling: As if a girl of that sort would ever refuse money!</p> <p>ENQUIRY TASK 3: Learn this premise to begin an essay on Priestley's ideas about Inequality. Copy this sentence into your pink book and highlight the words you think are most important. Influenced by the gradual disappearance of class barriers in post-war Britain, Priestley skillfully crafts Mr Birling to embody the inequality created by capitalism and socially conservative value.</p> <p>ENQUIRY TASK 4: Revision Create a mind-map for the character of Mr Birling. In the centre, write who he symbolises, and then add at least 4 quotes to your mind-map from different parts of the play.</p>	<p>ENQUIRY TASK 1: Write down the following terms and their definitions Prejudice: opinions which are not based on reason or experience Hubris: excessive pride or self-confidence (Adjective to describe someone who thinks/speaks this way: hubristic) Infantilised: treated like a child Hedonist: someone who believes in the pursuit of pleasure and enjoyment</p> <p>ENQUIRY TASK 2: Write down these quotations. Complete an Isca Why Tree for each underlined quotation. Mr Birling: Just let me finish Eric. You've a lot to learn yet. Mrs Birling: What an expression, Sheila! Really, the things you girls pick up these days! Eric: you're not the kind of father a chap could go to when he's in trouble Sheila: The point is, you don't seem to have learnt anything. Mr Birling: <u>(pointing to Eric and Sheila) Now look at the pair of them – the famous younger generation who know it all. And they can't even take a joke-</u></p> <p>ENQUIRY TASK 3: Learn this premise to begin an essay on Priestley's ideas about Generations. Copy this sentence into your pink book and highlight the words you think are most important. A vocal critic of the social conservatism of the Edwardian era, Priestley carefully crafts Eric to expose the generational divides evident in post-war society.</p> <p>ENQUIRY TASK 4: Revision Create a mind-map for the character of Eric. In the centre, write who he symbolises, and then add at least 4 quotes to your mind-map from different parts of the play.</p>

English Literature

Week 4: A Christmas Carol Social Responsibility	Week 5: A Christmas Carol Inequality	Week 6: A Christmas Carol The Spirit of Christmas
<p>ENQUIRY TASK 1: Write out this brief outline of the plot of <i>A Christmas Carol</i>. Add additional details and two quotations per stave.</p> <p>Stave 1: Scrooge is visited by the ghost of his former business partner, Jacob Marley.</p> <p>Stave 2: Scrooge is visited by the Ghost of Christmas Past, who takes him back to his childhood and early life.</p> <p>Stave 3: Scrooge is visited by the Ghost of Christmas Present. Scrooge and the Ghost visit the Christmas Day celebrations of his nephew Fred and the Cratchit family.</p> <p>Stave 4: Scrooge is visited by the Ghost of Christmas Yet to Come. The Ghost shows Scrooge how people will react to his death.</p> <p>Stave 5: Scrooge wakes up on Christmas Day and becomes a kind and generous person.</p> <p>ENQUIRY TASK 2: Write down the following terms and their definitions</p> <p>The Poor Law Amendment Act 1834: an act of parliament that set up the workhouse system</p> <p>Malthusian Economics: Economic theory based on the views of Thomas Malthus</p> <p>ENQUIRY TASK 3: Write down these quotations. Complete an Isca Why Tree for each underlined quotation.</p> <p>Stave 1: “If they would rather die,” said Scrooge, “they had better do it, and decrease the surplus population.”</p> <p>Stave 5: “He became as good a friend, as good a master, and as good a man, as the good old city knew”</p> <p>ENQUIRY TASK 4: Revision</p> <p>Create a mind-map for the character of Scrooge. In the centre, write who he symbolises, and then add <i>at least</i> 4 quotes to your mind-map from different parts of the play</p>	<p>ENQUIRY TASK 1: Write down the following terms and their definitions</p> <p>Status Quo: The way things are</p> <p>Diatribes: a forceful attack against something.</p> <p>Stratified Society: a society divided into layers</p> <p>Philanthropy: the desire to promote the welfare of others</p> <p>ENQUIRY TASK 2: Write down these quotations. Complete an Isca Why Tree for each underlined quotation.</p> <p>Stave 1 – Fred: [Christmas is a time when] men and women...think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures.</p> <p>Stave 3: Eked out by apple-sauce and mashed potatoes, it was a sufficient dinner for the whole family.”</p> <p>Tiny Tim: “Bob held his withered hand in his”</p> <p>Stave 3 – Ignorance and Want: <u>a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds</u></p> <p>Ignorance: “most of all beware this boy, for on his brow I see that written which is Doom”</p> <p>ENQUIRY TASK 3: Learn this premise to begin an essay on Dickens’s ideas about inequality. Copy this sentence into your pink book and highlight the words you think are most important.</p> <p>Influenced by the negative effects of the Poor Law Amendment Act, 1834, Dickens crafts Scrooge to expose the mistreatment of the poor at the hands of the Industrial Middle Classes.</p> <p>ENQUIRY TASK 4: Revision</p> <p>Create a mind-map for the character of Bob Cratchit. In the centre, write who he symbolises, and then add <i>at least</i> 4 quotes to your mind-map from different parts of the play.</p>	<p>ENQUIRY TASK 1: Write down the following terms and their definitions</p> <p>Prognostication: a vision of the future. A prophecy.</p> <p>Redemption: the action of saving or being saved from sin, error, or evil</p> <p>Pathetic Fallacy: When the weather or surroundings are described with human emotions to reflect the mood of a character or create a tone</p> <p>ENQUIRY TASK 2: Write down these quotations. Complete an Isca Why Tree for each underlined quotation.</p> <p>Stave 1 – Fred: “He was all in a glow;” “his eyes sparkled,” “A Merry Christmas Uncle, God Save you”</p> <p>Stave 3 – Bob Cratchit: I give you Mr Scrooge, the founder of the feast!”</p> <p>Stave 5: <u>“He became as good a friend, as good a master, and as good a man, as the good old city knew”</u></p> <p>ENQUIRY TASK 3: Learn this premise to begin an essay on Dickens’s ideas about the spirit of Christmas. Copy this sentence into your pink book and highlight the words you think are most important.</p> <p>An ardent critic of Malthusian Economics, Dickens carefully crafts the Ghosts to highlight the value of generosity and charity.</p> <p>ENQUIRY TASK 4: Revision</p> <p>Create a mind-map for the three Ghosts: Past, Present and Yet to Come. In the centre, write what each Ghost symbolises, and then add <i>at least</i> 4 quotes to your mind-map from different parts of the play.</p>

English Literature

Week 7	Week 8	Week 9
<p style="text-align: center;">Spoken Language Endorsement</p> <p><u>Engaging Hooks:</u> You'll be given a statement to respond to. Never start with 'I agree/disagree with the statement because'. Instead, respond to an <i>idea</i> raised by the statement in a creative, attention-grabbing way.</p> <p>Triplet, Colon, Sentence: List three dramatic words linked to the topic. Add a colon and a clear introductory argument. For example: <i>Outdated, unflattering, unnecessary: forcing children to wear school uniforms in the United Kingdom should be a thing of the past.</i></p> <p>ENQUIRY TASK 1: write your own triplet, colon, sentence for the following topics:</p> <ul style="list-style-type: none"> • School uniform should be abolished. • Students would perform better in single-sex school settings. • Homework should be abolished • Students should be taught to drive as part of their school lessons. <p>ENQUIRY TASK 2: using 3 colours, highlight the 3 parts to each of these sentences.</p> <ul style="list-style-type: none"> • Triplet • Colon • Sentence 	<p style="text-align: center;">Spoken Language Endorsement</p> <p>When a writer uses a statistic, they are using a fact or research piece of evidence (usually, but not always in the form of a percentage) to support a claim they are making. However, just using a number is not enough.</p> <p><u>Adverbials:</u> adverbials are words or phrases that provide a reader with more information in relation to a sentence. They can be <i>fronted</i> or <i>embedded</i>. <u>Adverbials</u> are separated by a comma.</p> <p>Example: In 2017, the Centre for Educational Research at the University of Bath produced a report on the positive impact of sport in schools. <u>Staggeringly</u>, participating in just 20 minutes of physical activity a week was seen to have a 60% on mental and physical wellbeing. Professor Toby Holland, <u>who co-authored the report</u>, is adamant that: "the loss of sport in our schools is one of the biggest dangers to young people today. Unless we tackle this issue head on, our children will be dealing with the health consequences of our inaction for decades to come".</p> <p>ENQUIRY TASK 1: write a statistic and expert quote for the following topics – using the example above:</p> <ul style="list-style-type: none"> • Examinations are a waste of time • The one way system is beneficial for staff and students at Isca Academy • Physical education is an essential part of the school curriculum 	<p style="text-align: center;">Spoken Language Endorsement</p> <p>ENQUIRY TASK 1: write out these 3 definitions:</p> <p>Anecdote: a short, interesting story about a real incident or person that is used to illustrate a point.</p> <p>Semi Colons are used in the same way as a colon; to separate two sentences that are related to each other. It's like saying 'let me tell you a bit more about that.'</p> <p>Em Dashes have lots of uses. One of which, is to replace commas (or brackets) in embedded clauses.</p> <p><i>Example:</i> We were all dismayed earlier this year by the tragic news reports about the death of Toby Holland; a young man who suffered the tragic consequences of bullying on social media. This is proof- as if we needed anymore- that social media is not a minor irritation in British society but its effects can have fatal consequences</p> <p>ENQUIRY TASK 2: write your own anecdote (using the example above as a guide), including a semi-colon and an em dash for the following topics from week 7:</p> <ul style="list-style-type: none"> • School uniform should be abolished. • Students would perform better in single-sex school settings. • Homework should be abolished • Students should be taught to drive as part of their school lessons.

English Literature

Week 10	Week 11	Week 12
<p style="text-align: center;">Spoken Language Endorsement</p> <p>ENQUIRY TASK 1: write out the following definition:</p> <p>Rebuttals: in old English, to rebut means ‘to repel an attack’. When you rebut in an argument, you are repelling your opponent’s view by proving it false</p> <p><i>Example: Celebrity culture is a noxious phenomenon in society. However, some have argued that celebrities can have a positive impact, often providing press attention to a variety of charitable causes and pressing issues. Yet they so rarely deal with the true issues they create: the promotion of vacuous materialism; the poverty of ambition in young people; and the insidious anti-intellectualism of reality television. So is the occasional advert for the Donkey Sanctuary enough to make up for their poisonous impact on society?</i></p> <p>ENQUIRY TASK 2: write your own rebuttal for the following topics, using the example above as a guide:</p> <ul style="list-style-type: none"> • Valentine’s Day is just a scheme for the greeting card and chocolate industry to make more money. • It is unethical to keep animals in zoos. • Social media is a plague on society. • Violent video games make teenagers violent and more likely to commit crimes. 	<p style="text-align: center;">Spoken Language Endorsement</p> <p>ENQUIRY TASK 1: write out the following definitions:</p> <p>Prognostication: A prognostication is a vision, forecast or prophecy predicting events in the future. It is a powerful tool to create a clear image in the reader’s mind of the world we will live in if they don’t listen to you!</p> <p>Dystopia – a future where everything has gone wrong because this issue was ignored.</p> <p>Utopia – a future where everything is good because you were listened to.</p> <p><i>Example: Ladies and gentlemen, I want to end with two very different visions of the future: in the first children continue to be seen as fresh meat for computer games companies – a dystopian future where your child is at risk. Or a utopia where children are provided with valuable and wholesome forms of entertainment that make them more rounded human beings. A future where the value of your child’s life is more important than selling games. Each of you will help to craft the future – which will you decide?</i></p> <p>ENQUIRY TASK 2: write your own prognostication for the following topics (from last week), using the example above as a guide:</p> <ul style="list-style-type: none"> • It is unethical to keep animals in zoos. • Social media is a plague on society. 	<p style="text-align: center;">Spoken Language Endorsement</p> <p>ENQUIRY TASK 1: choose a topic to write about (or the one below if you can’t think of one):</p> <p style="text-align: center;">Photo-shopped images of men and women are creating impossible ideals and a hugely unhappy society. It is the biggest threat to a healthy society we’ve ever seen.</p> <p>Write:</p> <ul style="list-style-type: none"> • Triplet, colon, sentence • A statistic from an expert (using adverbials) • An anecdote using a semi-colon and an em dash • A rebuttal • A prognostication. <p>If you need any support – look back at your Knowledge Organiser weeks 7-11.</p> <p>You should aim for write approximately one page in your Knowledge Organiser exercise book.</p> <p>ENQUIRY TASK 2: highlight the ingredients (the bullet points above) in your response and label them.</p>

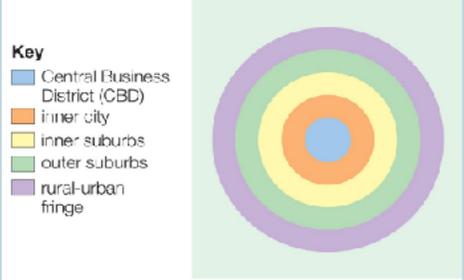
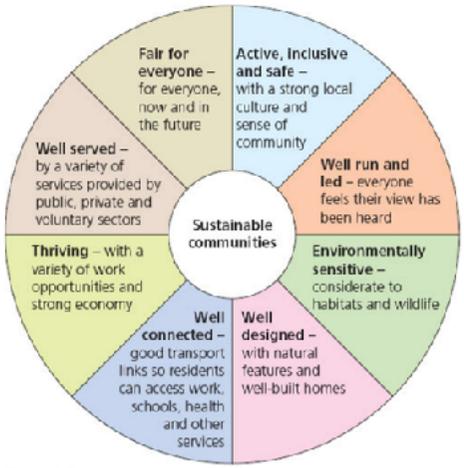
French

Week 1 Voluntary work		Week 2 Conditional		Week 3 Subjunctive 1		Week 4 Healthy living		Week 5 Imperfect	
je peux	I can	je voudrais	I would like	The subjunctive mood is used after 'vouloir que' to say what you want somebody to do, but it is not certain they will. It is formed using the present 'ils' form of the verb, minus the -ent plus the following endings.		Je devrais...	I should...	The imperfect tense is used to talk about things that ' used to ' happen regularly in the past. It is also used when we say ' was ' or ' were ' in English. It is formed with the 'nous' form of the present tense, minus -ons plus the imperfect ending (same as conditional).	
je dois	I must	j'aimerais	I would like			garder la forme	stay in shape		
j'espère	I hope	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.				suivre	to follow		
je pense à	I am thinking of					mener	to lead		
je veux	I want			Je veux que...	I want that...	boire	to drink		
aider	to help	j'aiderais	I would help	j'aide	I help	manger	to eat	j'avais	I used to have
faire	to do	tu travaillerais	you would work (s)	tu aides	you help (s)	éviter	avoid	tu faisais	you used to do (s)
donner	to give			il aiderait	he would grow	il aide	he helps		
distribuer	to give out	il cultiverait	he would grow	elle aide	she helps	sain	healthy	il jouait	he used to play
être	to be			nous aidions	we help				
créer	to create	elle créerait	she would create	vous aidiez	you help (pl)	la santé	health	nous relaxions	we used to relax
travailler	to work			ils aident	they help	un régime équilibré	a balanced diet		
l'argent	money	nous préparerions	we would prepare	Some verbs (the ones you use the most!) have an irregular infinitive form. You just have to learn these.		l'obésité	obesity	vous buviez	you used to drink (pl)
l'alimentation	food					j'aille	I go		
les vêtements	clothes	vous donneriez	you would give (pl)	j'aie	I have	le coeur	the heart	ils couraient	they used to run
un volontaire	a volunteer			je sois	I am	la crise cardiaque	heart attack		
une association caritative	a charity	ils feraient	they would do (pl, irregular)	je fasse	I do	Only être is irregular		j'étais	I used to be
le travail bénévole	voluntary work			je puisse	I can			c'était	it was
Enquiry tasks – complete in French									
Write a paragraph to describe what you do to help others.		Use the conditional to list 5 things you'd do to help others.		Complete the reading task on Google Classroom.		Revise food and drink on Quizlet.		Review the vocabulary from weeks 1-5 on Quizlet.	
KEY:	verbs	masculine nouns		feminine nouns		adjectives		connectives	

French

Week 6 Health		Week 7 Environment		Week 8 Global Issues		Week 9 Inequality		Week 10 – Subjunctive 2	
Negative words		on devrait	we should	le changement climatique	climate change	l'égalité	equality	The subjunctive mood that you saw in week 3 is used after certain expressions. You will notice that they involve the word 'que'.	
ne...pas	not	recycler	to recycle			l'inégalité	inequality		
ne...plus	no more	protéger	to protect	l'embouteillage	traffic jam	le SDF	homeless person		
ne...jamais	never	économiser	to save	le réchauffement de la terre	global warming	le sans-abri	the homeless		
ne...que	only	sauver	to save			la pauvreté	poverty		
ne...rien	nothing	réduire	to reduce	l'effet de serre	greenhouse effect	le chômage	unemployment		
ne...personne	nobody	utiliser	to use			la faim	hunger		
ne...ni...ni	neither...nor	jeter	to throw away	l'inondation	flood	un emploi	a job		
il vaut mieux	it is better	gaspiller	to waste	les incendies	fires	le logement	accomodation		
il vaudrait mieux (ne pas)	it would be better (not to)	allumer	to turn on	la pluie acide	acid rain	le sida	Aids		
arrêter	to stop	le verre	glass	le pétrole	oil	l'eau potable	drinking water	il faut que...	one must
fumer	to stop	les déchets	rubbish	le déboisement	deforestation	les personnes devavorisées	disadvantaged people	il est possible que...	it is possible that
se droguer	to take drugs	les transports en commun	public transport	les espaces verts	green spaces	les pauvres	the poor	avant que...	before
se détendre	to relax			l'énergie renouvelable	renewable energy	combattre	to fight	pour que...	so that
devenir	to become	la piste cyclable	cycle path	tuer	to kill	lutter contre	to struggle, fight against	à condition que...	provided that
se coucher	to go to bed	la poubelle	the bin	disparaître	to disappear	augmenter	to increase	Week 11 Assessment week Week 12 Quizlet folder: 	
dormir	to sleep	le sac en plastique	plastic bag	le monde	the world	diminuer	to decrease		
le tabagisme	addiction to tobacco	les ordures	waste	mondial	global				
Enquiry tasks – complete in French									
Write a paragraph with advice on staying healthy.		Write a paragraph about how you help the environment.		Complete the translation task on Google Classroom.		Review the vocabulary from weeks 6-9 on Quizlet.			

Geography

Week 1	Week 2
<p>Urbanisation Definition: The physical or human growth of towns and cities.</p> <p>Reasons for this: Pull factors (reasons people are attracted to urban areas): Industrial growth (more jobs are available here) Transport is better (it's easier to travel to locations within & outside of the cities) Healthcare & education services are easier to access</p> <p>Push factors (reasons people want to leave the rural areas): Mechanisation on farms (there is more technology and machinery, meaning less need for people to work on farms) Lower wages/lack of job opportunities Unreliable income: e.g. crop failures</p> <p>Enquiry Task: Create a pros and cons table of 'moving to the city.'</p>	<p>Land use in cities Burgess model: Shows the distribution of different zones within an urban area.</p>  <p>Urban morphology: The formation of human settlements and how they change over time.</p> <p>Causes of this: Urban planning policies; rural-urban migration; topographical & geographical factors; regional development; outside investment & more.</p> <p>Enquiry Task: Carry out your own research and write a short 'newspaper-style' article which explains how a city of your choice (from the South West of the UK) has developed over time.</p>
Week 3	Week 4
<p>Sustainable communities Sustainability: Meeting the needs of today's population without compromising the needs of future generations.</p> <p>A sustainable community is: A community which is designed to have minimum impact on the environment.</p> <p>Enquiry Task: Design a sustainable community and label the key features which make it unique. You can do this by drawing a large diagram or making a 3D model.</p>  <p>Figure 3 Egan's Wheel</p>	<p>UK Housing crisis Greenbelts: A government policy used to prevent the use spread of cities into the countryside. Greenfield site: A plot of land that has not been used before for building. Brownfield site: A development site where older buildings are demolished or renovated before a new development takes place.</p> <p>Problems with housing in the UK:</p> <ol style="list-style-type: none"> 1. There are 320'000+ people homeless in the UK. 2. 4'000'000+ people live in inappropriate/sub-standard accommodation. 3. 1million UK households are on council waiting lists (for affordable housing) 4. There are significant variations in the price of housing & rentals across the UK. <p>Enquiry Task: Considering the issues above, alongside the pros & cons of building upon Greenbelts, do you think these should be used for the building of more homes in the UK? Justify your opinion, including the word 'sustainable.'</p>

Geography

Week 5

Urban renewal

Definition: the redevelopment of areas within a large city, typically involving the clearance of slums.

The broken window effect (diagram to the right):

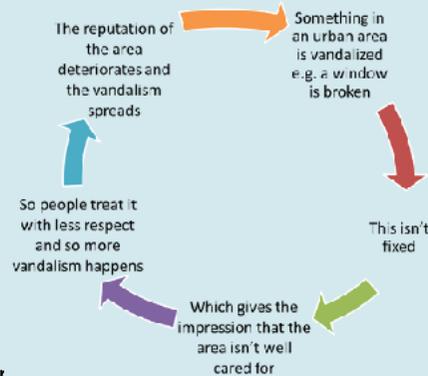
This explains the deterioration of an area, prior to its regeneration/redevelopment.

Urban renewal in Ipswich:

Ipswich is one of the fastest growing towns in the UK.

Natural population increase & inward migration of people.

Enquiry Task: Research the redevelopment of warehouses & Cranfield Mill project within Ipswich.



Week 6

Urban – Rural connections

Key connection = commuters (people travelling to their place of work)
Many commuters live in the region surrounding a large town/city and travel into the centre for work each day.

Factors affecting commuting:

- Differences in house prices (between centre of town & the surrounding region)
- Rail/other transport links
- Rising cost of fuel & rail fares
- Availability of 4G & Wifi on train services

As the number of wealthier residents move out of the city centre, to the countryside, local people are being 'priced out' and so can no longer afford to live in the area.

Enquiry Task: Make a table of all the pros and cons of commuting into a town/city centre for work. Decide, overall, do you think it is a good or bad thing? Then justify your opinion.

Week 7

Changing rural populations

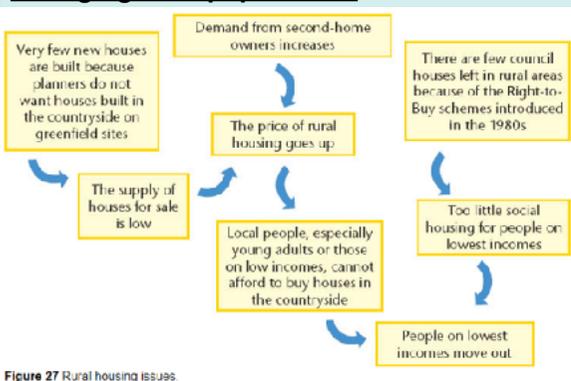


Figure 27 Rural housing issues.

Newcomers to the area often work outside, whereas locals more commonly work locally.

Commuters are also less likely to shop within the area they have moved to.

Therefore, as the village attracts more people from outside, its shops will attract fewer customers.

Enquiry Task: Research one rural town & the impacts of in-migration upon it.

Week 8

Leisure

Honeypot site- A place of special interest that attracts many tourists and is often congested at peak times.

Carrying capacity- The ability of a landscape or ecosystem to absorb the activity of people without any lasting damage. Some ecosystems have a larger carrying capacity than others.

National Park: An area of countryside, or occasionally sea or fresh water, protected by a country for the enjoyment of the general public or the preservation of wildlife.

Case study: Shropshire Hills AONB

AONBs are managed carefully to ensure the landscape, wildlife & cultural heritage are recognised and conserved.

Enquiry Task: Produce a leaflet to advertise the Shropshire Hills to tourists.

Geography

Week 9	Week 10																								
<p>1st step: Pose Questions: Posing questions and hypotheses before an enquiry are fundamental in ensuring enquiries are meaningful and achievable. Hypotheses can be set up and tested, or questions can be set and answered, but it is unlikely that a clear answer will be determined because so many viewpoints are involved. Issues usually require students to make a judgement based on their evidence.</p> <div data-bbox="629 268 1077 662" data-label="Diagram"> <pre> graph TD A(Pose questions) --> B(Collect data) B --> C(Process and present data) C --> D(Apply wider understanding) D --> E(Draw conclusions) E --> F(Evaluate the enquiry) F --> A </pre> </div> <p>Enquiry Task: Come up with a question to investigate the variety of different opinions people in school have about lessons. Then come up with a hypothesis</p>	<p>2nd step: Collect data: Sample size needs to be carefully considered to ensure the amount of data collected is representative but also manageable. There are many sampling strategies to consider how to collect data fairly. They include, spatial, random, stratified, systematic and opportunistic. (primary or secondary data)</p> <p>Qualitative surveys: study the diversity of a topic within a given population. This type of survey asks for: comments, feedback, suggestions, and other kinds of responses that aren't as easily classified and tallied as numbers can be. You can survey fewer people than in a quantitative survey & still get rich data.</p> <p>Enquiry Task: Create 3 – 4 open questions which would help to answer the question you came up with in the week 9 enquiry task.</p>																								
Week 11	Week 12																								
<p>3rd step: Process and present data: Data that has been collected has to be processed and presented to make it more accessible. Calculations (such as averages) may be used to process data. The fieldwork data can be presented in a number of ways. Presentation techniques can fall into a range of categories including cartographic (e.g. placing data on maps), graphical (e.g. plotting bar charts) or visual (e.g. field sketches).</p> <div data-bbox="645 981 1104 1252" data-label="Figure"> <table border="1"> <caption>Revenue by Location and Category</caption> <thead> <tr> <th>Location</th> <th>Clothing</th> <th>Equipment</th> <th>Accessories</th> </tr> </thead> <tbody> <tr> <td>Cherry St.</td> <td>8K</td> <td>3K</td> <td>1K</td> </tr> <tr> <td>Strawberry Mail</td> <td>7K</td> <td>2K</td> <td>1K</td> </tr> <tr> <td>Peach St.</td> <td>5K</td> <td>2K</td> <td>1K</td> </tr> <tr> <td>Lime Av.</td> <td>4K</td> <td>2K</td> <td>1K</td> </tr> <tr> <td>Apple Rd.</td> <td>3K</td> <td>1K</td> <td>1K</td> </tr> </tbody> </table> </div> <p>4th step: Apply wider understanding: Once fieldwork data is presented in an accessible way it needs to be analysed to reveal patterns, trends and themes. This could involve describing what the data shows and suggesting reasons why this may have occurred.</p> <p>Enquiry Task: Make a list of the pros and cons for using A) bar charts and B) scatter graphs. Clearly identify the purpose of each graph type.</p>	Location	Clothing	Equipment	Accessories	Cherry St.	8K	3K	1K	Strawberry Mail	7K	2K	1K	Peach St.	5K	2K	1K	Lime Av.	4K	2K	1K	Apple Rd.	3K	1K	1K	<p>5th step: Draw conclusions: In the conclusion you return to your original fieldwork questions and/ or hypothesis and answer them using the evidence you have provided in your study.</p> <p>6th step: Evaluate the enquiry: At the end of a fieldwork enquiry it is important to evaluate (identify advantages and disadvantages) or state the value of the data collection techniques, the data presentation techniques and the study as a whole. This processes enables researchers to learn from their mistakes and improve their future enquiries.</p> <p>Enquiry Task: Evaluate the questions that you wrote for the week 10 enquiry task. Pick out pros and cons of these – did they help to answer the overall question you posed at the beginning of the enquiry? Is there anything you can now add to/change about them? Is there another way that you could collect data to help you answer this question?</p>
Location	Clothing	Equipment	Accessories																						
Cherry St.	8K	3K	1K																						
Strawberry Mail	7K	2K	1K																						
Peach St.	5K	2K	1K																						
Lime Av.	4K	2K	1K																						
Apple Rd.	3K	1K	1K																						

History

Week 1	Week 2	Week 3
<p><u>Key Terms:</u></p> <ul style="list-style-type: none"> • Propaganda – Misleading information to try to persuade people of a particular view • Charisma – To be charming and be able to inspire others • KPD – Communist Party of Germany <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Joseph Goebbels – Hitler’s Minister for Propaganda and German Enlightenment <p><u>Enquiry Task</u> <i>How did failures in 1929-33 lead to Nazi success?</i></p>	<p><u>Key Terms:</u></p> <ul style="list-style-type: none"> • Moderate – To hold balanced views • Economic depression – When a country has a total lack of money • Coalition – When political parties work together <p>Key Knowledge:</p> <ul style="list-style-type: none"> • March, 1932 – Hitler gains 30% of votes while Hindenburg gains 49,6% of the votes <p><u>Enquiry Task</u> <i>How did the elections of 1932 help Hitler gain the Chancellorship?</i></p>	<p><u>Key Terms:</u></p> <p>Dictatorship – When total power exists in one person and they do not allow democracy Decree – A type of law Trade Union – An association of workers</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Feb, 1933 – Reichstag fire blamed on the Communist threat • March, 1933 – Enabling Act passes the Reichstag <p><u>Enquiry Task</u> <i>Why was Hitler able to create a dictatorship?</i></p>
Week 4	Week 5	Week 6
<p><u>Key Terms:</u></p> <ul style="list-style-type: none"> • Glaueicheitung – Nazi control of all behaviours • Lander – Local regions in Germany that had their own councils <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Trade unions banned. No political parties allowed other than NSDAP. Lander councils abolished. <p><u>Enquiry Task</u> <i>How did Hitler ensure limited opposition to Hitler’s dictatorship?</i></p>	<p><u>Key Terms:</u></p> <ul style="list-style-type: none"> • Police state – A country that is controlled entirely. Strong punishments for those that don’t conform. • Gestapo – The Nazi police service • Concordat - An agreement between Hitler and the Pope <p>Key Knowledge:</p> <ul style="list-style-type: none"> • SD – Nazi intelligence branch • Concentration Camps – Camps primarily for political prisoners <p><u>Enquiry Task</u> <i>What methods of control did the NSDAP use to control Germany?</i></p>	<p><u>Key Terms:</u></p> <ul style="list-style-type: none"> • Ministry – A government department • Culture – Ideas and customs of a group of people • Opposition – When you disagree with something <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Opposition groups – Edelweiss Pirates, Swing Youth, White Rose Group <p><u>Enquiry Task</u> <i>How did people oppose the Nazis?</i></p>

History

Week 7	Week 8	Week 9
<p>Key Terms:</p> <ul style="list-style-type: none"> • Kinder – German word for ‘children’ • Kuche – German word for ‘kitchen’ • Kirche – German word for ‘church’ <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Law for the Encouragement of Marriage, 1933 • Lebensborn Programme, 1935 <p>Enquiry Task <i>How did Nazi treatment of women to that of the Weimar Republic?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Curriculum – The topics that are taught at a school • Nazi Teachers’ League – A way of controlling what teachers taught in school <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 180 Secondary teachers sacked in Prussia • Start and end of all lessons with ‘Heil Hitler’ <p>Enquiry Task <i>How did the NSDAP control the young?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • RAD – German Labour Force • Rearmament – Building up of armed forces • Autobahn – German motorway system <p>Key Knowledge:</p> <ul style="list-style-type: none"> • RAD – From 1935 it was compulsory for 6 months. 422,000 members in 1935 • 1,360,000 men in the army by 1939 <p>Enquiry Task <i>How did the NSDAP solve the unemployment crisis?</i></p>
Week 10	Week 11	Week 12
<p>Key Terms:</p> <ul style="list-style-type: none"> • Eugenics – The process of ‘improving’ the human race by selectively reproducing • Sterilisation – Removing a person’s ability to reproduce • Social Darwinism – Natural selection of people – the idea that some people are superior to others <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Aryan – Believed to be the superior race by the NSDAP <p>Enquiry Task <i>How did the NSDAP pursue a policy of racial superiority?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Anti-Semitism – To discriminate against Jewish people for being Jewish • Untermenschen – The Nazi belief that Jews were sub-human • Herrenvolk – The idea that some belonged to the ‘superior race’ <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1935 – Reich Law on Citizenship, Law for the Protection of German Blood and Honour <p>Enquiry Task <i>How did the anti-Semitic views of the NSDAP affect Jewish people?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Slavs – A group of people from Central and Eastern Europe • Persecution – When you attack a person – through the law • Kristallnacht – The targeting of Jewish businesses <p>Key Knowledge:</p> <ul style="list-style-type: none"> • November, 1938 – 814 shops damaged, 171 homes and 100 Jews killed during Kristallnacht <p>Enquiry Task <i>What did Nazi persecution look like?</i></p>

Hospitality and Catering

Week 1	Week 2	Week 3
<p>AC3.1 Describe personal safety responsibilities in the work place – Employees (staff)/employers (Management). The laws you need to follow are:</p> <p>Health and safety at work act 1974 Manual handling operations (lifting)</p> <p>RIDDOR - reporting injuries, disease and dangerous occurrences regulations</p> <p>COSHH 1995 control of substances hazardous to health regulations</p> <p>PPER personal protective equipment at work regulations</p> 	<p>Practical: Main course with accompaniments Sequencing (what order to do each element so all ready at the end – longest dish first), timing, Mise en place (things ready) equipment, ingredients, weighing/pre-heat oven, line tins, food preparation, cooking (core temperature above 63°C/high risk above 75°C), cooling within 1 ½ hrs then fridge 0-5°C),</p> <p>Hot holding (keep food warm core is above 63°C, Serving (plating), Waste (rubbish), Equipment (hand tools and electrical), Commodities (ingredients) quantities (amount in grams of ml). Put in place control measures: Contingencies - identify potential problems and explain how to solve). Hygiene points (avoid for poisoning) and Safety points (avoid accidents) Quality points (to ensure a high standard – eg use same size cutters for biscuits).</p>	<p>AC3.2 Identify risks to personal safety in hospitality and catering Health/Security - Data Protection Act 1990 - Level of risk in relation to employers, employees, suppliers and customers.</p>  <p>Information kept : Names, addresses, contact information, employment history, medical conditions, convictions, credit history GDPR – General Data Protection. Food Safety act 1990/Food Hygiene regulations – business food safe to eat, what people expect it to be, not false misleading labelling. HACCP – Hazard Analysis Critical Control Points – Identify hazards and put in place measures to control food poisoning and accidents. Enquiry task - Research some COSHH/ RIDDOR/ PPE symbols and explain them.</p>
Week 4	Week 5	Week 6
<p>Introduction to Mock Coursework – Catering in Action 60% - 2 course meal/nutrition Coursework based on a Scenerio – a situation regarding a Hospitality and Catering business that you as a Chef need to research, plan and make dishes for e.g. New Restaurant in Exeter.</p> <p>Theory: Function of nutrients, nutritional needs of specific groups (e.g. Characteristics of unsatisfactory nutritional intake, Explain factors to consider when proposing dishes, Menu planning, explain how it meets customer needs (dietary etc.) and environmental issues.</p> <p>Enquiry task - Look at the coursework element of the specification on Exam website - https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/?sub_nav_level=course-materials#tab_resources</p>	<p>Practical: Main course with accompaniments (sides) High Level, Medium levels skills to meet Scenario. Dish must include 3 Preparation skills = Pass, 3 + = Merit/Distinction and 3 Cooking Skills = Pass and 3+ cooking skills=Merit/Distinction. Commodities – ingredients and quantities ml/gr Preparation skills – peeling, dicing, slicing, weighing and measuring, shaping, whisking, melting, rub-in (butter/flour), sieving, segmenting, Hydrating (dry to wet), blending. Cooking skills – Boiling (in water 100°C), blanching, poaching (gentle simmer in water), braising, steaming (above water), baking, roasting, grilling, frying, chilling (fridge 0-5°C), cooling (within 1 ½ hrs then fridge 0-5°C), hot holding (above 63°C) Presentation skills: Garnish (decorative edible ingredients to enhance eg herb/spices, Piping, Coulis (fruit puree), position on plate, glaze.</p>	<p>AC2.4 Plan production of dishes for a menu Production plan Sequencing (what order to do each element so all ready at the end – longest dish first), timing, Mise en place (things in their place ready eg equipment/ ingredients/weighing/pre-heat oven, line tins). Food preparation (eg peeling,dicing), cooking (core temperature above 63°C/high risk above 75°C), cooling within 1 ½ hrs then fridge 0-5°C), Hot holding (before serving make sure core is above 63°C, Serving (plating). Waste (rubbish). Put in place control measures: Contingencies - identify potential problems and explain how to solve. Hygiene points (avoid for poisoning) and Safety points (avoid accidents) Quality points (to ensure a high standard – e.g. use same size cutters for biscuits)</p>

Hospitality and Catering

Week 7	Week 8	Week 9
<p>Scenario Dish Proposals and Justification Research, plan menu and justify Propose (put forward) 4 ideas, 2 x main course (savoury) and 2 x dessert (sweet) with accompaniments – side dishes. Justify (explain why) decisions in relation to the points in the scenario. Customers (e.g. adults)– Dietary needs (nutrients)/ special diets (e.g. Vegetarian (no meat), Allergies (e.g. nuts), intolerances (lactose – dairy)). Likes/dislikes Organoleptic (textures/tastes/appearances/aromas) Budget/costs – low, medium high price dishes. Chef costs – low cost (wholesalers – buy in bulk/ready-made items), high cost local farmed meat. Environmental issues – food miles Type of food venue eg café Style of food service e.g. table Time of day/year/season (autumn/winter/spring/summer)/ special occasion</p> 	<p>Practical: Make a dessert course with accompaniments (sides) showing High Level, Medium levels skills to meet Scenario Dish must include 3 Preparation skills = Pass, 3 + = Merit/Distinction and 3 Cooking Skills = Pass, and 3+ cooking skills = Merit/Distinction. Commodities (ingredients) Preparation skills – peeling, dicing, slicing, weighing and measuring, shaping, whisking, melting, rub-in (butter/flour), sieving, segmenting, Hydrating (dry to wet), blending. Cooking skills – Boiling (in water 100°C), blanching, poaching (gentle simmer in water), braising, steaming (above water), baking, roasting, grilling, Frying, chilling (fridge 0-5°C), cooling (within 1 ½ hrs then fridge 0-5°C), hot holding (above 63°C) Presentation skills: Garnish (decorative) edible ingredients to enhance eg herb/spices, Piping, Coulis (fruit puree), position on plate, glaze.</p>	<p>AC2.4 Plan production of dishes for a menu Production plan – Plan of making identify hazard and put in place control measures (procedures) Sequencing (what order to do each element so all ready at the end – longest dish first), timing, Mise en place (things in their place ready eg equipment/ingredients/ weighing/pre-heat oven, line tins, food preparation, cooking (core temperature above 63°C/high risk above 75°C), cooling within 1 ½ hrs then fridge 0-5°C), Hot holding (before serving make sure core is above 63°C, Serving (plating), Waste (rubbish), Equipment (hand tools and electrical), Commodities (ingredients) quantities (amount in grams of ml) Put in place control measures: Contingencies - identify potential problems and explain how to solve). Hygiene points (food poisoning) and Safety points (accidents)Quality points (high standard) – eg same size</p>
Week 10	Week 11	Week 12
<p>AC2.4 Plan production of dishes for a menu Production plan – Plan of making identify hazard and put in place control measures (procedures) Sequencing (what order to do each element so all ready at the end – longest dish first), timing, Mise en place (things in their place ready eg equipment/ingredients/weighing/pre-heat oven, line tins, food preparation, cooking (core temperature above 63°C/high risk above 75°C), cooling within 1 ½ hrs then fridge 0-5°C), Hot holding (before serving make sure core is above 63°C, Serving (plating), Waste (rubbish), Equipment (hand tools and electrical), Commodities (ingredients) quantities (amount in grams of ml) Put in place control measures: Contingencies - identify potential problems and explain how to solve). Hygiene points (food poisoning) and Safety points (accidents) Quality points (high standard) – e.g. same size.</p>	<p>Assessment: Practical and Theory Unit 2: Catering in Action Production Plan – Step by step method of making hygiene, safety, contingencies and quality points. HACCP – Hazard Analysis critical control point Commodities – ingredients. Hygiene – avoid food poisoning. Quality points – step put in place to ensure high quality dish eg same size cakes – cake cases. Cross contamination – Avoid bacteria transferring from one food/equipment to another. Food Safety act 1990/Food Hygiene regulations – business food safe to eat, what people expect it to be, not false misleading labelling. Unit 1: Operation of Hospitality & Catering Assessment Criteria: 3.3 – 3..3, 4.3 Operation – how the front or back of house works/ flows/systems/procedures. Enquiry task: <i>Revise key words/topics for this term</i></p>	<p>Review and Improve practical and theory assessment Unit 2: Catering in Action One to one feedback on mock practical and Production Plan</p> <ul style="list-style-type: none"> • Hygiene • Safety • Practical skills • Cooking skills • Hygiene • Safety <p>Unit 1: Hospitality and Catering Industry 3.3 – 3..3 Understand how hospitality and catering provision meets health and safety requirements.</p> <p>AC4.3 Describe Food Safety legislation</p>

iLife - PSHE

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



General

Childline—www.childline.org
0800 1111

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

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

Safety, bullying and abuse

Child Exploitation and Online Protection (CEOP) - www.ceop.police.uk

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



NSPCC—www.nspcc.org.uk 0800 1111
Information and help about on- and offline abuse

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



Health

School nurse—07520 631722
Text only for confidential advice

National Health Service—www.nhs.uk
Research and useful information on health issues

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

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



Healthy relationships

Thinkuknow—www.thinkuknow.co.uk
Age-related help and advice about on- and offline relationships, and consent.



Drugs and alcohol

YSmart—ysmart.org.uk 01271 388162
Information about substance misuse, advice, recovery and treatment

Homeless, skills, advice, getting your voice heard

Young Devon—www.youngdevon.org
01392 331 666

Local support for young people facing a crisis



Health and well-being

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

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

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

Happy Maps—www.happymaps.co.uk
Advice on everything from sleep problems to anxiety, bullying, self-harm, coping with divorce, autism, ADHD, gender dysphoria and more

Kooth—www.kooth.com
Mental health advice and support, live chat support



LGBTQ+

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

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

iMedia

Week 1 – 3 See Mark Scheme on Next Page

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

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

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

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

Week 4 - 6 See Mark Scheme on Next Page

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

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

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

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

Week 7 – 9 See Mark Scheme on Next Page

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

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

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

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

Week 10 - 12 See Mark Scheme on Next Page

Learning Outcome 4 – 18 Marks Review your game proposal

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

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

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

iMedia

Week 1 – 3 Mark Scheme

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

Week 4 - 6 Mark Scheme

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

Week 7 – 9 Mark Scheme

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

Week 10 - 12 Mark Scheme

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

Mathematics

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

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6x8=48	7x8=56	8x8=64	9x8=72	10x8=80
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6x10=60	7x10=70	8x10=80	9x10=90	10x10=100

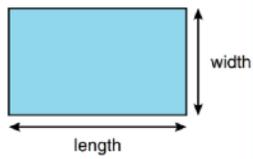
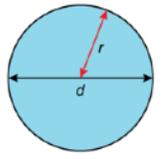
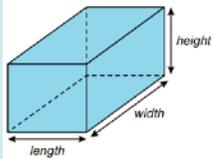
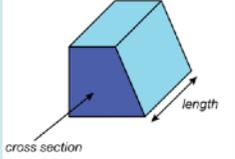
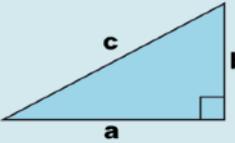
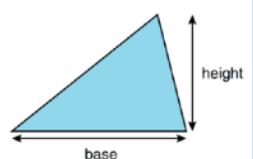
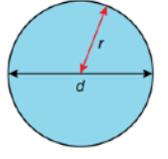
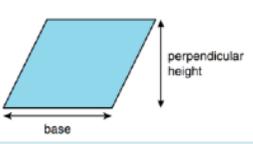
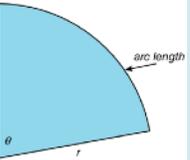
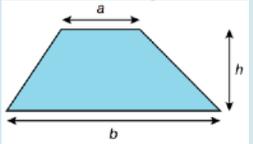
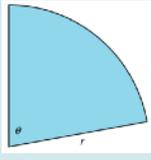
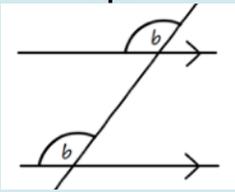
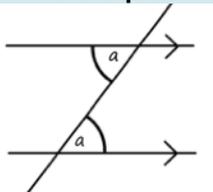
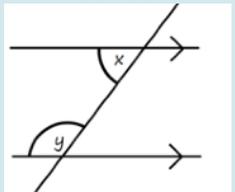
Homework Thursday 1st June 2017

<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 $\left(\frac{12 : 18}{2 : 3}\right) \div 6$ ✓	<u>Task 2</u>
H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{7} + \frac{1}{7} = \frac{2}{7}$ ✗	G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71 $P(\text{odd}) = \frac{3}{5}$ ✓
A01 $\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}$ ✓	<u>Task 3</u>
B11 Area = 3×14 $\times 14$ $\frac{42}{7}$ Area = <u>42 cm²</u> ✓	J22 <u>False</u> ✓
C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$ $= \frac{4}{33}$ ✓	K32 <u>Unlikely</u> ✗
D31 $3^2 = 3 \times 3$ $= \underline{9}$ ✓	L42 <u>B, A, C</u> ✓
	M03 <u>4 more blue balls</u> ✓
	N13 4 black, 2 red, 2 blue The probability of picking black is <u>evens</u> : Bag <u>E</u> ✓
	O23 <u>B</u> ✓



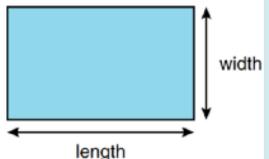
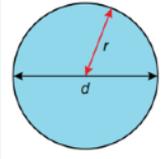
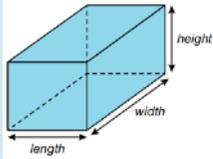
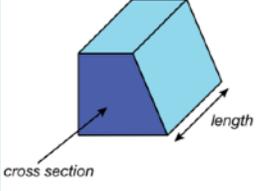
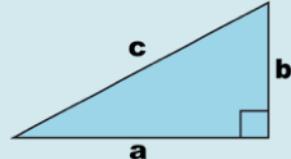
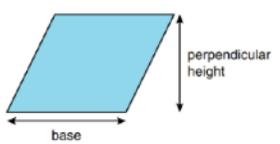
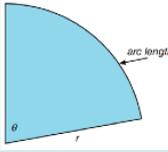
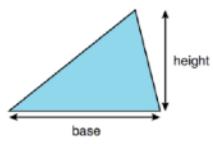
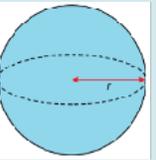
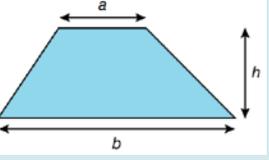
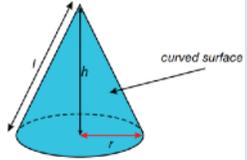
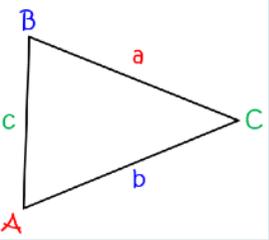
Mathematics – Core

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circumference of a circle</p>  <p>$C = \pi \times d$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Volume of a Prism</p>  <p>$Area\ of\ a\ cross\ section \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 + c^2$</p>																								
<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 $P =$ principal amount $r =$ Interest rate $n =$ number of years/months/day $Total\ Accrued = P \left(1 + \frac{r}{100} \right)^n$</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>$base \times perp.\ height$</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="1576 826 1980 1054"> <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>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>$Area\ of\ a\ cross\ section \times length$</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>$Total\ Accrued = P \left(1 + \frac{r}{100}\right)^n$</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 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 957 1982 1165"> <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 $Area = \frac{1}{2}absinC$</p> <p>Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$</p> <p>Cosine Rule $a^2 = b^2 + c^2 - 2bc\cos A$</p> 																									

Music

Week 1	Week 2	Week 3
<p>We split Western Classical Music History into defined 'eras'. They are in this picture here.</p> <p>Learn the dates and titles of them.</p>	<p>Score reading Tips: Check the time signature Check the key signature What instruments are there? What is the tempo? What are the dynamics?</p> <p>Baroque characteristics: Chamber orchestra, Harpsichord, functional harmony, motivic development</p>	<p>Ternary Form – a structure used in Baroque music that uses an ABA pattern Soprano, Alto, Tenor, Bass – the names for different voices Melisma – when multiple notes are used for one syllable Word painting – when a composer tries to paint a picture using musical devices Ground Bass – A structure used in baroque music that has a repeating bass pattern throughout</p>
<p><u>Enquiry Task:</u> Continue your research from the lesson into the era you were given and one that interests you. Find notable composers and recordings.</p>	<p><u>Enquiry Task:</u> Find an example of typical Baroque Music on YouTube (Look for Bach, Handel or Purcell) and note down the features that make it Baroque. Extra points if you can find a score and follow it.</p>	<p><u>Enquiry Task:</u> Listen to a variety of sections from Handel's Messiah (find on any platform) and see what examples of word painting you can pick out.</p>
Week 4	Week 5	Week 6
<p>Symphony Orchestra – larger orchestra Pianoforte – the official name for piano Extended chord – when you add more than the roots notes to a chord Modulation – when the music changes key part way through Sustain pedal – the far right pedal on a piano that makes the notes ring out</p>	<p>Please make sure you are really familiar with this diagram – particularly the use of I (Tonic) and V (Dominant) keys.</p>	<p>Ways to develop a motif: Repeat it Augmentation – Stretch the duration or the intervals between notes Diminution – Shrink the duration or intervals Modulate – change the key (from major to minor or to the dominant) Invert – change its direction (if up make it down etc.)</p>
<p><u>Enquiry Task:</u> Draw up a table that has Baroque on one side and Classical on the other. List the characteristics of both with notable composers and pieces. Are there any similarities / crossovers?</p>	<p><u>Enquiry Task:</u> (Listening) Pick a sonata (Mozart, Schubert, Haydn, Clementi) and try to identify the times when the sections change from Exposition, repeated, development to recapitulation etc.</p>	<p><u>Enquiry Task:</u> Looking at the Beethoven Sonata Pathetique – count the ways in which he manipulates the original motifs. Highlight them on your score and/or write about them.</p>

Music

Week 7	Week 8	Week 9
<p>Romanticism: Freedom of structure Sudden changes in dynamics and pitch Extended orchestras – new instruments added Long compositions Leitmotifs – music to represent character or place Virtuosity – showing off capabilities</p>	<p>Programme Music Music that is linked to painting or literatures</p> <ol style="list-style-type: none"> 1. Symphonic Poem. A single piece of music based on literature 2. Programme Symphony. Piece for orchestra in 3-4 movements with a story behind it. 3. Concert Overture. To be performed at the start of an opera or play but could be performed alone. 	<p>Minimalism: Cell/ostinato – Short repeated pattern Phase shifting – when the music moves by a beat Metamorphosis – the process of the music slowly changing Diminution / Augmentation – shortening or extending the cells rhythmically</p>
<p><u>Enquiry Task:</u></p> <p>Find Beethoven’s Pastoral Symphony on a music platform. Listen to at least 10 minutes of it. What does it make you think of? Can you write a paragraph or draw a picture based upon your thoughts.</p>	<p><u>Enquiry Task:</u></p> <p>Research the 3 different types of programme music and find your own example of each type. Be sure to explain why you chose each example.</p>	<p><u>Enquiry Task:</u></p> <p>Have a look a ‘Clapping Music’ and ‘Tubular Bells’ and see if you can identify the characteristics listed. Can you find an example of your own?</p>
Week 10	Week 11	Week 12
<p>Serialism: Music that places all 12 notes of the available tone scales in an order to use only in that order. This music is mathematically logical.</p> <p>Experimentalism: Using various new and weird ways to make music. Think of the prepared piano or experimentations with music technology and tape.</p>	<p>Musicals The 20th Century saw an explosion of musicals. These included ones written by people such as Gilbert and Sullivan and Andrew Lloyd-Webber. These were pieces in two acts including both acting and songs that move the story along. Music was for pit orchestra and relied heavily on leitmotifs.</p>	<p>Use this week to respond to teacher feedback.</p>
<p><u>Enquiry Task:</u></p> <p>Have a look at Schoenberg Variations for Orchestra, Op. 31 (1928). See if you can find the order of the notes and if any of the rest of the piece was organized in a serialist style. Are there any more pieces for prepared piano?</p>	<p><u>Enquiry Task:</u></p> <p>What is different about musicals such as ‘Jesus Christ Superstar’ and ‘Phantom of the Opera’ to ones such as ‘Wicked’. Can you find any other examples similar to JCS and POTO?</p>	<p><u>Enquiry Task:</u></p> <p>Which of these eras have you found most interesting? Can you further your research and explain why?</p>

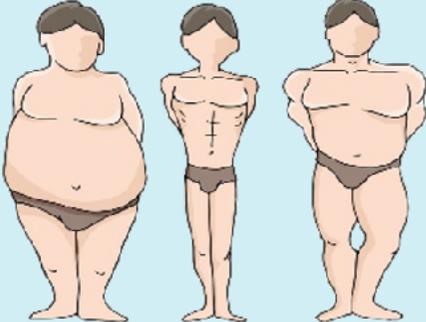
PE GCSE

Week 1 - Assignment Writing (Fitness Component - Strength)	Week 2 - Assignment Writing (Skill or Tactic - Strength)	Week 3 - Assignment Writing (Fitness Component - Weakness)
<p>For your first strength you will need to select one of the following fitness components:</p> <ul style="list-style-type: none"> - Cardiovascular Endurance - “ <i>The ability of the heart and lungs to supply oxygen to the working muscles</i> ” - Muscular Endurance - “ <i>The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue</i> ” - Speed - “ <i>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</i> ” - Strength – “<i>The ability to overcome a resistance</i>” There are four types of Strength (Maximal, static, explosive and dynamic). - Power – “<i>The product of strength and speed</i>” - Agility - “ <i>The ability to move and change direction, at speed, while maintaining control</i>” <p>Assignment writing checklist - You will need to include the following points:</p> <ol style="list-style-type: none"> 1. AQA GCSE PE Definition of the COF 2. Justification of why this COF is important 3. The impact it has on performance in a game/ training/health/injury prevention 4. How does the strength give you an advantage? (Attacking/defending viewpoint) <p>Practical Example – You will need to give 2 practical examples. This must be an example from a “recent” competitive fixture/match/game/competition.</p>	<p>For your second strength, you will need to select a skill or tactic (e.g. shooting, passing, serving).</p> <p>Assignment writing checklist - You will need to include the following points:</p> <ol style="list-style-type: none"> 1. Justify why this skill is so important 2. Discuss the correct technical model for this skill using a perfect example 3. How does it have an impact on the performance in a game? 4. How does this strength give you an advantage over opponents <ol style="list-style-type: none"> a. Attacking and defensive point of view if appropriate. <p>Practical Examples – You must provide 2 practical examples. This must be an example from a “recent” competitive fixture/match/game/competition.</p> <p>You will need to explain how you used this skill, in detail, to outwit your opponent to have an impact on the outcome of the game.</p>	<p>For your first weakness, you will need to select one of the following fitness components (see week 1 for definitions).</p> <p>Assignment writing checklist - You will need to include the following points:</p> <ol style="list-style-type: none"> 1. AQA GCSE PE Definition of the COF 2. Justification of why this COF is important for you sport 3. The impact it has on performance in a game/ training/health/injury prevention 4. Why is it a weakness for you? 5. How does this weakness give you an disadvantage over opponents <ol style="list-style-type: none"> a. Attacking and defensive point of view if appropriate. <p>Practical Examples – You must provide 2 practical examples. This must be an example from a “recent” competitive fixture/match/game/competition.</p> <p>You will need to explain how this component of fitness allowed your opponents to outwit you during competition. How did this weakness negatively impact your performance and outcome of the game?</p>

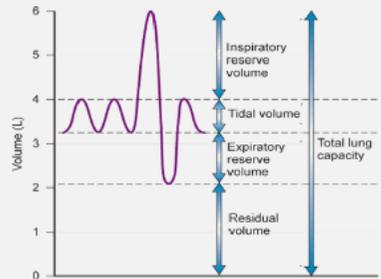
PE GCSE

Week 4- Assignment Writing (Skill or tactic- Weakness)	Week 5 - Assignment Writing (Training Session)	Week 6 - Assignment Writing (Theory for Weakness)
<p>For your second weakness, you will need to select a skill or tactic (e.g. shooting, passing, serving).</p> <p>Assignment writing checklist - You will need to include the following points:</p> <ol style="list-style-type: none"> 1. Justify why this skill is so important 2. Discuss the correct technical model for this skill using a perfect example 3. How does it have an impact on the performance in a game? 4. How does this weakness negatively impact your game/match outcome? <ol style="list-style-type: none"> a. Attacking and defensive point of view if appropriate. <p>Practical Examples – You must provide 2 practical examples. This must be an example from a “recent” competitive fixture/match/game/competition.</p> <p>You will need to explain how this skill weakness have a negative impact on your performance and the outcome of a game.</p>	<p>For your section 2, you will need to provide information around a selected method of training:</p> <ul style="list-style-type: none"> - Continuous Training - Involves working for a sustained period of time without rest. It improves cardiovascular fitness. Sometimes referred to as a steady state training. - Fartlek Training - Swedish for ‘speed play’. Periods of fast work with intermittent periods of slower work. Often used in running, ie sprint, jog, walk, jog, sprint, etc. - Weight Training - The use of weights/ resistance to cause adaptation of the muscles. - Interval Training - Periods of training/work that are followed by periods of rest, eg work, rest, work, rest (see High intensity interval training). - Circuit Training - A series of exercise stations whereby periods of work are interspersed with periods of rest <p>Assignment writing checklist - You will need to include the following points:</p> <ol style="list-style-type: none"> 1. AQA GCSE PE Definition of your chosen training method 2. Justify why you have chosen this training method to improve your COF weakness 3. How will it be used to improve your weakness 4. What will be the short and long-term effects of this training method? 5. How will it improve your gameplay? 	<p>You will need to choose from one of the following areas: Guidance & Feedback, Arousal or Technology. This theoretical area should improve your skill weakness.</p> <p>Assignment writing checklist - You will need to cover the following areas:</p> <p>Explanation of Theoretical Area:</p> <ul style="list-style-type: none"> - Explain the theoretical area you have chosen from the choice above. - Make sure that you explain how this theoretical links to you skill weakness directly. - Use diagrams/pictures if appropriate to give examples and help explain the theoretical area. <p>How will I apply this theoretical area to my training to improve performance?</p> <ul style="list-style-type: none"> - Explanation of how you will use the chosen theoretical area to improve your weakness. - What practices, equipment, and sources will you use? <p>How this will affect my performance:</p> <ul style="list-style-type: none"> - Justify how using this theoretical area will improve the performance of you skill weakness and therefore impact your performance in a competitive game/competition

PE GCSE

Week 7- Physical, Emotional & Social Health, Fitness & Well-Being	Week 8 - Sedentary lifestyles	Week 9 - Somatotypes
<p>Health: “A state of complete mental, physical and social well-being, and not merely, the absence of disease or infirmity”.</p> <p>Fitness: “The ability to meet/cope with the demands of the environment.”</p> <p>Physical health: All body systems work, free from illness and injury. Ability to carry out everyday tasks.</p> <p>Mental or Emotional Health: state of mental wellbeing in which the person realises their own potential, can cope with normal stressful life, work productively, and able to contribute to their community.”</p> <p>Social health: Basic human needs met. The individual has friendship and support, some value in society, socially active and has little stress in social circumstances.</p>	<p>Sedentary Lifestyle: “A lifestyle with irregular or no physical activity”</p> <p>A sedentary lifestyle can contribute to many preventable causes of death:</p> <p>Increased risk of heart disease and hypertension: High levels of saturated fats in the diet lead to a build of cholesterol in the arteries, causing a plaque and narrowing of the arteries.</p> <p>Weight Gain & Obesity: On average, an active man needs around 2,500 calories per day, while a woman needs 2,000. If we eat any more, the extra energy is stored for later use, mostly as fat.</p> <p>Poor Self-esteem: A lack of regular exercise decreases self-esteem as body shape will change and may affect how you feel. .</p> <p>Poor Sleep: Those who were living a sedentary lifestyle expressed poorer resting habits and sleeping patterns.</p> <p>Diabetes: A sedentary lifestyle can lead to an increase of risk of obesity and developing type 2 diabetes.</p> <p>Lethargy: A lack of physical activity will leave a feeling of a lack of energy and enthusiasm and continued lethargy can result in forms of depression.</p>	<p>‘Somatotype’ is a method of classifying body types. There are three distinct somatotypes; Ectomorphs, Mesomorphs & Endomorphs.</p> <p>Ectomorph = Tall</p> <ul style="list-style-type: none"> • An individual with narrow shoulders and narrow hips • Very thin and often very tall • Very light weight • Large forehead • Often described as rectangular <p>Mesomorph = Muscular</p> <ul style="list-style-type: none"> • An individual with wide shoulders and narrow hips • High percentage of muscle • Strong and powerful athletes • Often described as an upside down triangle <p>Endomorph = Doughnut</p> <ul style="list-style-type: none"> • An individual with wide hips and shoulders • High Percentage of body fat • Often described as pear shaped 

PE GCSE

Week 10 - Energy Balance	Week 11 - Diet, Nutrition and Hydration	Week 12 - Interleaving Revision Topic
<p>Key information: Calories</p> <ul style="list-style-type: none"> - A calorie is a unit of energy we receive from food and drink. - We need calories and energy for everything that we do. - Energy is measured in calories or kilocalories (kcal). - Calories that are not used get stored in the body, causing weight gain. - The average male requires 2500 kcal per day and females require 2000 kcal per day. <p>There are certain factors that can affect calorie intake:</p> <ul style="list-style-type: none"> - Age – Over 25's need less calories - Gender – Men need more calories than women - Height – Taller people need more calories - Exercise – The more exercise, the more calories needed - Basal Metabolic Rate (BMR) – How fast the energy is being used. <p>There are 3 key energy balances:</p> 	<p>“A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals we require.”</p> <p>Carbohydrates - Main source of energy (glucose) for humans, for all athletes for all intensities of exercise.</p> <p>There are two types of Carbohydrate: Simple – Also known as “sugar”. These can break down easily and provide your body with immediate energy. Complex – Also known as “starches”. These are released slowly by your body to give long lasting energy.</p> <p>Fats - There are also used for energy, when stores of carbohydrate run low. Fat provides slowly released energy. There are two types of fat: Saturated - Bad Fats. Too much of these can increase risk of heart disease and obesity. Unsaturated fats – Much healthier and play a role in reducing heart disease. Also helps lubricates the joints.</p> <p>Protein - Protein is an essential nutrient that promotes growth and repair of muscles.</p> <p>Vitamins & Minerals - Your body needs vitamins and minerals to help it function. Minerals increase the efficiency of carrying oxygen.</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>Questions:</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)

Sports Studies

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

Sports Studies

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

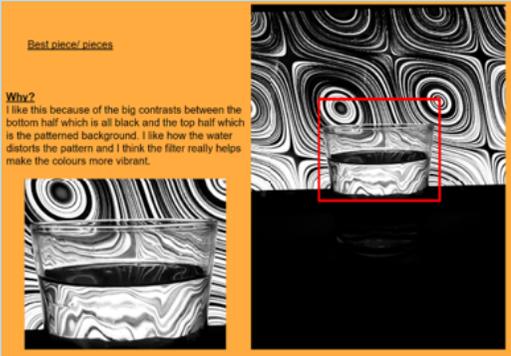
Sports Studies

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

Photography

Project 3: REFLECTION, REFRACTION, DISTORTION - Continued

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: Experiment and Refine	Week 3&4: Researching photographers	Week 5&6: Replicating photos of others
<p>Enquiry task 1: Do a self-evaluation of all and each of your best shots, using WWW and EBI.</p> <p>Enquiry task 2: Do new photo shoots actioning the EBI points from each best shot.</p> <p>Key Words</p> <p>Best shots: the photo that you would consider outstanding in a photo shoot, because it captures everything you had planned.</p> <p>Refine: Do again, improve, make better.</p> <p>Experiment: Take risks, try something new, challenge yourself creatively.</p>  <p>Work by DB Y10</p>	<p>Enquiry task 1: draw an analytical diagram for the photograph shown below.</p> <p>Enquiry task 2: complete an 'I see, I think, I wonder' analysis and research this photographer.</p> <p>Key Words</p> <p>Description: a statement that gives factual details about an artwork.</p> <p>Analysis: the process of breaking an artwork into smaller parts in order to gain a better understanding of it.</p> <p>Context: all the things about an artwork that might have influenced the making of it/the artist.</p>  <p>Suzanne Saroff</p>	<p>Enquiry task 1: produce a photo shoot re-making the work of Suzane Saroff as accurately as you can. Where possible, use similar light and background.</p> <p>Enquiry task 2: conduct a second photo shoot using people to make distorted portraits.</p> <p>Key Words</p> <p>Media: the material and tools used by a photographer or designer to create a work of art.</p> <p>Technique: how skills and tools are used to create an art work, photo or design.</p> <p>Process: the steps taken to create an artwork from start to finish.</p> <p>Subject matter: the topic dealt with or the subject represented in a work of art.</p>   <p>Photo by IS</p> <p>David Seidner</p>
<p>Steps to Success</p>		
<p>Be aware of light and shade. Focus on what you are looking for, make it happen, play with the distances and camera angles and compose your frames carefully.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.</p>	<p>Look closely. Draw all or part of the chosen image – copy what you see accurately. Use the same media as the artist (where possible) as well as the same techniques.</p>

Photography

Week 7&8: Responding to photographers

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

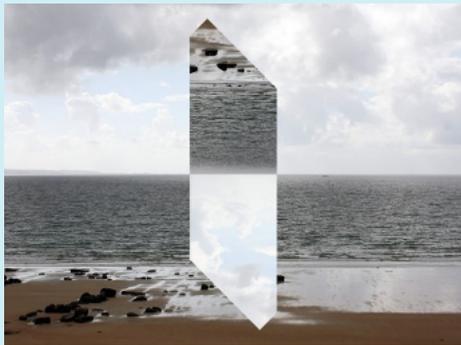
Enquiry task 2: Produce a series of three edits in the style of R Drouhin– see below. Use your mobile device to make it more experimental. Crop a view of a landscape in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.

Key Words

Purposeful: producing artwork for a specific reason/idea.

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

Response: your creative reaction/idea – what you make



Reynald Drouhin –
Monolith series

Week 9&10: responding to photographers

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

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

Key Words

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



Victoria Siemer - witchoria.com/geometric-reflections

Week 11&12: refine – final piece

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

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

Key Words

Final piece: masterpiece displayed in a gallery or exhibition.

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

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



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

Steps to Success

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

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.

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

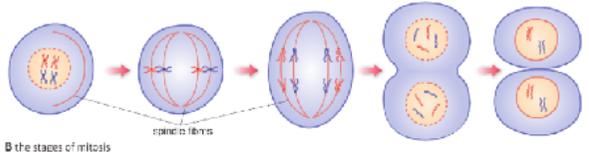
Religious Education

Week 1 - Pre Teach Week	Week 2 - Origins (Theme B)	Week 3 - The Environment (Theme B)
<ul style="list-style-type: none"> • Stewardship - The job of supervising and taking care of something eg the world. • Dominion - Having control. • Pollution - The presence in, or introduction into the environment of a substance which has harmful or poisonous effects. • Abortion - The ending of a pregnancy.. • Origins - Beginnings. • Euthanasia - The painless / dignified way of killing someone if they have an incurable disease. • Peace - Freedom from disturbance. • Justice - Fairness and Equality. • Forgiveness - Forgiving or being forgiven. To stop feeling angry or resentful. • Reconciliation - To restore friendly relations. <p>Enquiry Task: Transform these words into an image.</p>	<ul style="list-style-type: none"> • The big bang suggests that there was a massive expansion of space that set the creation of the universe into motion. • Christians use the creation story in Genesis to explain the origin of the universe. • Some Christians are literal and take the creation story as word for word true. Liberal Christians suggest it is more symbolic and metaphorical. • Christians believe the earth is a gift from God. • Buddhism sees the universe as being cyclical, with no creator. Each universe is followed by another, there is no beginning or end to the process. • Buddhists value the world as it provides and sustains life. <p>Enquiry Task: https://www.bbc.co.uk/bitesize/guides/zx7634j/revision/3 Use the link to create a poster.</p>	<ul style="list-style-type: none"> • Most Christians believe God gave humans the responsibility to care for the world and protect the environment. This idea is known as stewardship. • <i>'Rule over the fish of the sea, birds of the air...'</i>. Some Christians use this to suggest they have dominion over the environment. • Buddhist teachings such as dependent arising and the five moral precepts encourage Buddhists to protect the environment. • Buddhists suggest we need to protect the environment for future generations. • The overuse of natural resources is a problem in the world today. <p>Enquiry Task: 'Explain two different Christian views on the use of the environment' [4].</p>
Week 4 - Animals (Theme B)	Week 5 - Abortion & Euthanasia (Theme B)	Week 6 - Death & Afterlife (Theme B)
<ul style="list-style-type: none"> • Many Christians believe that animals should be treated kindly, but humans are more important <i>'rule over the fish of the sea...'</i> / <i>'humans are made in God's image'</i>. • Some Christians believe that humans were created by God for humans to use and care for. • Some Christians say testing is ok if it is necessary. • Buddhists believe that it is important to treat animals with loving kindness (metta) and compassion (karuna). • Many Buddhists are vegetarians or vegans. • Buddhists are against animal experimentation, but it might be ok if it saves a human life. <p>Enquiry Task: What do you think about animal testing?</p>	<ul style="list-style-type: none"> • Abortion is legal in the UK provided doctors agree it meets certain criteria. • An abortion is the ending of a pregnancy / ending the life of fetus. • Christians and Buddhists generally oppose abortion, although some agree with it in certain situations (such as if the child would have a very poor quality of life). • Euthanasia is the painless killing of a patient who is suffering from an incurable or painful illness. • Christians and Buddhists generally oppose euthanasia, although some may agree with it when it seems to be the most loving and compassionate action to take. <p>Enquiry Task: 'Give two Christian views on abortion' [2]</p>	<ul style="list-style-type: none"> • Christians and Buddhists both believe death is not the end. • Many Christians believe that after death they are judged by God and spend eternity in heaven or hell. • Many Buddhists believe that after death they are reborn. Rebirths continue until they reach enlightenment and escape the cycle of samsara. <p>https://www.bbc.co.uk/bitesize/guides/zwvymsg/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/zfts4wx/revision/3</p> <p>Enquiry Task: Follow the two links, read the information and create a fact file.</p>

Religious Education

Week 7 - Attitudes to War (Theme D)	Week 8 - Reasons for War & Weapons (Theme D)	Week 9 - Just War / Holy War (Theme D)
<ul style="list-style-type: none"> • Some Christians such as quakers believe war is always wrong. • Some Christians believe war is ok as long as it follows certain criteria. • Buddhism teaches that there are no justifiable reasons for war, and people cannot relieve their own suffering by making other people suffer. • The concepts of peace, justice, forgiveness and reconciliation are important both in the aftermath of conflict and as tools to prevent war from happening in the first place. • Peace = absence of conflict and war. • Justice = fairness and equality. • Forgiveness = showing compassion and mercy. • Reconciliation = restoring friendly relations. <p>Enquiry Task: Create an image for each of these keywords.</p>	<ul style="list-style-type: none"> • Some reasons for war include greed, self defence and retaliation. • Christians and Buddhists both teach that war should never be motivated by greed or retaliation. • Many Christians believe fighting in self defence is acceptable, whilst most Buddhists believe there is no just reason to go to war, even in self defence. • Nuclear weapons are weapons that work by a nuclear reaction. They devastated huge areas and kill large numbers of people. • Other types of weapons of mass destruction include chemical weapons and biological weapons. • Protest is a democratic freedom, but it is illegal do so violently. • Terrorism is a serious form of violent protest. <p>Enquiry Task: What do you think about war? Is there ever a justified reason? Why?</p>	<ul style="list-style-type: none"> • A just war is a war that meets internationally accepted criteria for fairness. • The just war theory gives the conditions that must apply to make a war justifiable such as just cause, correct authority, just intention, last resort etc. • A holy war is a war fought for a religious cause or God, controlled by a religious leader. • Most Christians and Buddhists today believe that violence should not be used to defend their faith. • The crusades are an example of a holy war. These were battles between Christians and Muslims in the 11th - 14th century. <p>Enquiry Task: http://www.bbc.co.uk/ethics/war/religious/holywar.shtml Follow the link and create a fact file.</p>
Week 10 - Pacifism & Victims of War (Theme D)	Week 11 - Assessment Week	Week 12 - Super Teach Week
<ul style="list-style-type: none"> • Pacifism is the belief of people who refuse to take part in war or any other forms of violence. • Many Christians are not pacifists because they believe war is sometimes necessary. • Buddhists are pacifists as they believe war is never justified. • Peacemaking is the action of trying to establish peace, and a peacemaker is someone who works to establish peace in the world or in certain parts of it. • Victims of war may include those directly involved in the fighting, their families and dependants, and refugees whose homes and societies have been destroyed. <p>Enquiry Task: 'Name two reasons why Christians aren't pacifist' [2].</p>	<ul style="list-style-type: none"> • Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. • Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. • Summarise each week into 20 words, using images to also help you. • Create a 'quizziz' or kahoot on the information that you have learnt. 	<ol style="list-style-type: none"> 1. Give two ideas on the origin of the world [2]. 1. Give two ideas on reasons for war [2]. 2. Explain two religious beliefs on the environment [4]. 2. Explain two religious beliefs on the use of holy war [4]. 3. Explain religious beliefs on the use of animals [5]. 3. Explain religious beliefs on nuclear weapons [5]. 4. 'Abortion is not ok' Discuss [12].

Science

Glossary	Biology CB2 part 1	Biology CB2 part 2
<p style="text-align: center;">CB2 Glossary</p> <p>Cell differentiation: when a cell changes to produce specialised cells, which have features designed for a specific job, e.g. root hair cell</p> <p>Stimulus: information detected by the nervous system, e.g. touching something hot or sharp.</p> <p>Response: the action that the nervous system makes happen, e.g. moving your hand away</p> <p>Myelin sheath: a fatty layer around the axon and dendron that insulates it and speeds the impulse up.</p> <p style="text-align: center;">CC13-15 Glossary</p> <p>Reactivity: a description of how quickly or vigorously something reacts.</p> <p>Halide: a compound formed between a halogen and another element such as a metal or hydrogen.</p> <p>Displacement reaction: when a more reactive element displaces a less reactive element from one of its compounds.</p> <p>Activation energy: the minimum amount of energy needed to start a reaction.</p> <p style="text-align: center;">CP10-11 Glossary:</p> <p>Magnetic flux density: the strength of a magnetic field, measured in tesla, T.</p> <p>Solenoid: a coil of wire with a current flowing through it.</p> <p>Permanent magnets produce their own magnetic field whereas induced magnets only become magnetic when placed in a magnetic field.</p> <p>Magnetic Induction: when a magnet and a wire move relative to each other, a potential difference is induced across the ends of the wire.</p> <p>Step Up transformer: secondary coil has more turns, voltage increases, current decreases</p> <p>Step Down transformer: secondary coil has fewer turns, voltage decreases, current increases</p>	<p style="text-align: center;">Cells & Control</p> <ol style="list-style-type: none"> <u>Stages of Mitosis:</u> (IPMATC) <ol style="list-style-type: none"> Interphase (90% of cell cycle): Normal cell function. Extra cell parts are made and DNA chromosomes are replicated (copied). Prophase: The cell prepares for mitosis by breaking down the nuclear membrane, and starting to form spindle fibres. Metaphase: Spindle fibres fully form and chromosomes line up across the middle of the cell. Anaphase: Chromosomes separate and move away to each end of the cell. Telophase: A new membrane forms around each set of chromosomes to form two nuclei. Cytokinesis: The two new cells fully separate.  <p style="text-align: center;"><small>© the stages of mitosis</small></p> <ol style="list-style-type: none"> Mitosis is needed for growth, repair, and asexual reproduction. Mitosis produces two diploid daughter cells which have genetically identical sets of chromosomes. Cancer is the result of uncontrolled mitosis, and forms large lumps of cells called tumours. <p>Enquiry Task: Draw and fully annotate a series of diagrams of cells showing the different stages of mitosis.</p>	<ol style="list-style-type: none"> Animals grow by cell division and differentiation of cells. Growth can be tracked using percentile charts. Someone on the 75th percentile for height is on average taller than 75% of the population at that age, but shorter than 25%. Differentiation in animals produces all the specialised cells the body needs, such as red blood cells, fat cells, nerve cells and muscle cells. Stem cells can differentiate into many different types of cell. <ol style="list-style-type: none"> Embryonic stem cells are stem cells that can become any kind of cell. Found in developing embryos. Adult stem cells are stem cells that can only differentiate into related cell types. Found in animal tissues after birth. Stem cells could be used in medicine to replace damaged tissue, but there are risks (cancer, rejection) as well as benefits. Plants grow by cell division, elongation and differentiation of cells. Differentiation in plants is to produce all the different types of cell a plant needs, such as root hair cells, palisade cells, and xylem cells. Meristem tissue is found just behind the tips of roots and shoots, and is where cell division and differentiation happens in plants. <p>Enquiry Task: Research four specialised cells, draw a diagram for each and label the organelles. Explain how each specialised cell is adapted for its function using your diagram.</p>

Science

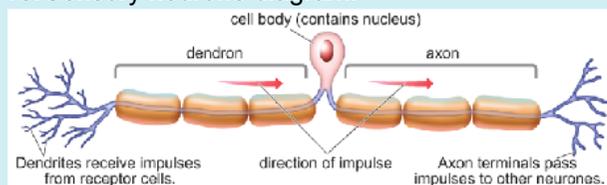
Biology CB2 part 3

13. The **Central Nervous System (CNS)** is made up of the **brain** and **spinal cord**, and is surrounded by the peripheral nervous system of nerve cells (or neurones) which transmit information as **electrical impulses**.

14. Three main types of **neurone**:

- Sensory neurones** connect **receptors (sense organs)** and the CNS
- Relay neurones** connect other neurones together in the CNS
- Motor neurones** connect the CNS to **effectors** (muscles and glands)

15. Sensory neurone diagram:



16. **Neurotransmission** is the travelling of an **impulse** along one neurone and into another.

17. **Synapses** use **neurotransmitters** to pass signals across the gap between neurones.

18. Reflexes are **fast** and **automatic** and prevent injury.

19. **Reflex arc**: STIMULUS → receptor → sensory neurone → relay neurone → motor neurone → effector → RESPONSE

20. **Voluntary movement**: A stimulus is processed by the brain, which triggers a conscious response from an effector.

Enquiry Task: Draw and label a reflex arc diagram and explain the process.

Chemistry CC13-15 part 1

Alkali metals		Transition metals										Halogens					Noble gases	
1	2											3	4	5	6	7	0	
H	He											B	C	N	O	F	Ne	
Li	Be											Al	Si	P	S	Cl	Ar	
Na	Mg											Ga	Ge	As	Se	Br	Kr	
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	In	Sn	Sb	Te	I	Xe	
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	Hg	Tl	Pb	Bi	Po	At	Rn
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	
Fr	Ra	Ac	Rf	Db	Sg	Bh	Ht	Rg	Cn	Fl	Mc	Lv	Uu	Uu	Uu	Uu	Uu	Uu

Metals on the left \ Non-metals on the right

Group 1 (Alkali metals):

- Contain **1 electron** in the **outer shell**.
- Malleable** and **conduct** electricity
- Low melting points**, are **soft**, and **easily cut**.
- Very reactive**, and **increase** in **reactivity down the group**.
- Produce **hydrogen** and a **soluble alkali** during a **vigorous reaction with water**.

Group 7 (Halogens):

- Have **7 electrons** in the **outer shell**.
- Non-metals, very reactive
- Reactivity decreases** down the group but relative molecular **mass**, **melting point** and **boiling point increase**.
- Exist as **diatomic** molecules made of pairs of atoms with a **single covalent bond**, e.g. Cl₂.
- Appearance** at room temperature:
 - Chlorine**: pale green gas
 - Bromine**: brown/orange liquid
 - Iodine**: purple/black crystals (solid)
- Test for chlorine: **bleaches** moist litmus paper white

Enquiry task: Explain the reactivity of the alkali metals in terms of electron structure.

Chemistry CC13-5 part 2

Halogens continued

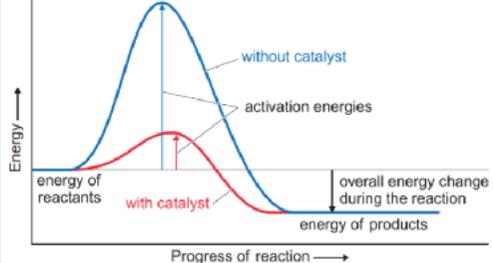
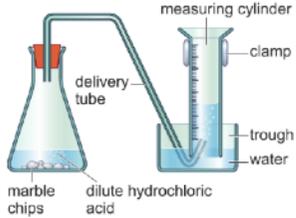
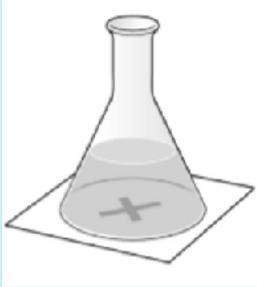
- Halogens react with metals to form **metal halides** e.g. Cl₂ (g) + Mg (s) → MgCl₂ (s)
- Halogens react with hydrogen to form **hydrogen halides**. These can react with water to form **acidic solutions** E.g. Cl₂ (g) + H₂ (g) → 2HCl (s)
Hydrogen chloride dissolves in water to form hydrochloric acid HCl (aq)
- A **more reactive** halogen (chlorine) can **displace** a **less reactive** halogen (bromine) from an **aqueous solution** of its salt.
e.g. Cl₂ (g) + MgBr₂ (aq) → MgCl₂ (aq) + Br₂ (g)
- OILRIG**
 - Oxidation Is Loss (of electrons)
 - Reduction Is Gain (of electrons)
 - The bromide ions are oxidized (losing electrons) to form bromine gas, and the chlorine is reduced (gaining electrons) to form chloride ions.

Group 0 (Noble gases):

- Contain a **full outer shell** of electrons
- Are **unreactive** and stable, colourless
- Very **low melting and boiling points**, **poor conductors** of heat and electricity.
- Uses of noble gases are based on them being **inert** (i.e. light bulbs), **low density** (i.e. helium balloons), and **non-flammable** (i.e. fire extinguishers)

Enquiry Task: Explain how the displacement reaction between bromine and sodium iodide can show which element is more reactive

Science

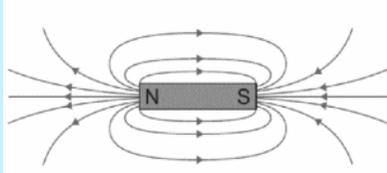
Chemistry CC13-15 part 3	Chemistry CC13-15 Part 4	Core Practical CC13-15														
<p>Rates of reaction</p> <p>20. Collision theory explains how reactions occur when particles collide with energy greater than the activation energy of the reaction.</p> <p>21. Factors affecting the rate of reaction:</p> <ul style="list-style-type: none"> - Temperature - Concentration of reactants in solution - Surface area of solid reactants - Pressure of reacting gases <p>22. Reaction profile:</p>  <p>23. Catalysts increase the rate of chemical reactions by reducing activation energy. They do not get used up, and different reactions need different catalysts. Enzymes act as catalysts in biological systems.</p> <p>24. Exothermic reactions: energy is transferred from stores of energy in chemical bonds to the surroundings. Temperature increases. Neutralisation and displacement reactions are always exothermic.</p> <p>25. Endothermic reactions: energy is transferred from the surroundings to stores of energy in chemical bonds. Temperature decreases.</p> <p>Enquiry task: Explain the effect of doubling concentration on the rate of reaction.</p>	<p>Energy changes in reactions</p> <p>26. Energy is stored in chemical bonds. Breaking bonds absorbs energy, making bonds releases energy.</p> <p>27. Bond energy data can be used to determine whether a reaction is exothermic or endothermic:</p> <p>28. Example energy change calculation: Methane burns completely in oxygen to form carbon dioxide and water. $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$</p> <p>A. Count the bonds and calculate total energy input (bonds <i>broken</i>): $4 \times (\text{C-H}) = 4 \times 413 = 1652\text{kJ/mol}$ $2 \times (\text{O=O}) = 2 \times 498 = 996\text{kJ/mol}$ Total in = 1652 + 996 = 2648kJ/mol</p> <p>B. Calculate total energy output (bonds <i>made</i>): $2 \times (\text{C=O}) = 2 \times 805 = 1610\text{kJ/mol}$ $4 \times (\text{O-H}) = 4 \times 464 = 1856 \text{kJ/mol}$ Total out = 1610 + 1856 = 3466kJ/mol</p> <p>C. Energy change = energy in – energy out = 2648 – 3466 = -818 kJ/mol The negative number shows that the reaction is exothermic (endothermic reactions have a positive number).</p> <table border="1" data-bbox="855 1077 1382 1273"> <thead> <tr> <th>Covalent bond</th> <th>Bond energy (kJ/mol.)</th> </tr> </thead> <tbody> <tr> <td>C-O</td> <td>358</td> </tr> <tr> <td>C-H</td> <td>413</td> </tr> <tr> <td>H-H</td> <td>436</td> </tr> <tr> <td>O-H</td> <td>464</td> </tr> <tr> <td>O=O</td> <td>498</td> </tr> <tr> <td>C=O</td> <td>805</td> </tr> </tbody> </table> <p>Enquiry Task: Calculate the energy change when hydrogen reacts with water: $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$</p>	Covalent bond	Bond energy (kJ/mol.)	C-O	358	C-H	413	H-H	436	O-H	464	O=O	498	C=O	805	<p>Task: Investigate the effects of changing the conditions of a reaction on the rates of chemical reactions by:</p> <p>A. Measuring the production of a gas (e.g. in the reaction between hydrochloric acid and marble chips)</p> <ul style="list-style-type: none"> • Independent variable: concentration of acid • Dependent variable: volume of gas produced in 60 seconds • Control variables: size of marble chips, mass of chips, volume of acid, temperature  <p>B. Observing a colour change (e.g. in the reaction between sodium thiosulfate and hydrochloric acid)</p> <ul style="list-style-type: none"> • Independent variable: temperature of the hydrochloric acid • Dependent variable: time taken for the cross to no longer be visible • Control variables: volume of acid, concentration of acid, volume of sodium thiosulfate, same 'end' point  <p>Enquiry Task: Write an equipment list and risk assessment for each experiment.</p>
Covalent bond	Bond energy (kJ/mol.)															
C-O	358															
C-H	413															
H-H	436															
O-H	464															
O=O	498															
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Science

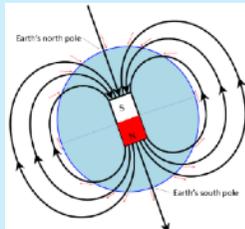
Physics CP10-11 part 1

Magnetism & the Motor Effect, EM Induction

1. Like poles of magnets **repel**; unlike poles **attract**.
2. The main **magnetic materials** are: **iron** (and **steel**), **nickel** and **cobalt**.
3. Magnetic fields can be shown using **plotting compasses** or **iron filings**.
4. The magnetic field from a bar magnet:



- **Field lines** go from **North to South**
- The field is strongest where the lines are closest together
- 5. Currents in the Earth's iron core produce a weak magnetic field.

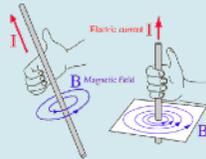


- The geographic North Pole is a magnetic South Pole.
- This can be shown with a magnetic compass

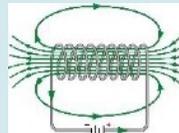
Enquiry Task: Describe how to use plotting compasses to draw the magnetic field around a bar magnet

Physics CP10-11 part 2

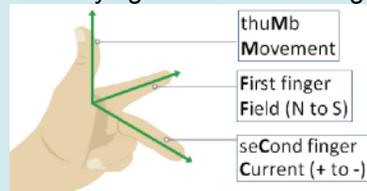
6. An **electric current** in a conductor creates a **magnetic field**.
7. The **right hand grip rule** describes the direction of the field produced by a wire.



8. The strength of the field *increases* with the size of the current and *decreases* with the distance from the wire
9. A **solenoid** produces a field shaped like a bar magnet:



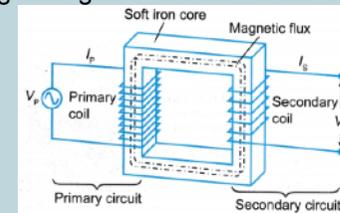
- It has a **strong uniform field** in the *middle*.
 - It has a weaker field *outside*
10. When the magnetic fields of wires and magnets interact, they exert *equal* but *opposite* forces.
 11. **The Motor Effect: Fleming's left hand rule** shows the direction of the force applied to a conductor carrying a current in a magnetic field.



12. **Force = magnetic flux density x current x length of wire.** $[F = B \times I \times l]$

Physics CP10-11 part 3

13. An **induced current** can be increased by:
 - Increasing the speed of movement
 - Increasing the strength of the field
 - Increasing the length of the conductor in the field.
14. A **transformer** is a device that transfers electrical energy from one circuit to another by linking a magnetic field between two coils.



15. An **alternating current** in the primary circuit **induces** an alternating current in the secondary circuit.
16. Transformers *increase* the voltage of the a.c. supply in the **National Grid** transmission lines to **reduce heat loss** and improve efficiency. Power loss due to heating, $P = I^2 \times R$
 - **Power Station: 25,000 V**
 - **Step-up transformer**
 - **Transmission lines: 400,000 V**
 - **Step-down transformer**
 - **Homes, shops and offices: 230 V**
17. Electrical power, $P = V \times I$
18. *If a transformer is 100% efficient,*
power in = power out $V_p I_p = V_s I_s$

Enquiry Task: Describe and explain the changes in voltage as electrical energy is transferred from a power station to a home..

Spanish

Week 1 Voluntary work		Week 2 Helping others		Week 3 Conditional		Week 4 Meals		Week 5 Healthy living	
puedo	I can	me gustaría	I would like	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.		Preterite of -ar verbs		Negative words	
debo	I must	recaudar fondos	to raise funds			preparé	I prepared	no	not
espero	I hope	formar parte de	to be part of			preparaste	you prepared	nunca	never
pienso	I am thinking of		contribuir a			to contribute to	preparó	he prepared	nadie
quiero	I want	hacer	to do, make	ayudaría	I would help	preparamos	we prepared	ninguno	none, no-one
ayudar	to help	servir	to serve	ayudarias	you would help (s)	preparasteis	you prepared	nada	nothing
un voluntario	a volunteer	mejorar	to improve	ayudaría	he / she would help	prepararon	they prepared	jamás	never
una obra benéfica	a charity	empezar	to start	ayudaríamos	we would help	Preterite of -er + -ir verbs		ni...ni	neither...nor
residencia de ancianos	old people's home	arreglar	to tidy	ayudaríais	you would help (pl)	comí	I ate	sino	but, except
un grupo ecologista	environmental group	organizar	to organise	ayudarían	they would help	comiste	you ate (s)	tampoco	neither
un banco de alimentos	a food bank	proteger	to protect	ayudarían	they would help	comió	he/she ate	dormir	To sleep
		limpiar	to clean	ayudarían	they would help	comimos	we ate	fumar	to smoke
un comedor social	a soup kitchen	dar	to give	ayudarían	they would help	comisteis	you ate (pl)	drogarse	take drugs
		participar en	to take part in	ayudarían	they would help	comieron	they ate	acostarse	to go to bed
una tienda solidaria	a charity shop	trabajar	to work	haría	I would do	sano	healthy	emborracharse	to get drunk
los demás	others	preparar	to prepare	pondría	I would put	malsano	unhealthy	evitar el estrés	avoid stress
		cultivar	to grow	tendría	I would have	equilibrado	balanced	llevar una vida sana	to lead a healthy life
		donar	to donate	debería	I should	grasiento	fatty	entrenarse	to train
		Me gustaría can be followed by a noun or an infinitive.		podría	I could	saludable	healthy	mantenerse en forma	to keep fit
				habría	there would be	el sobrepeso	overweight, obesity		
Enquiry tasks – complete in Spanish									
Complete the reading sheet on Google Classroom.		Write a paragraph to describe what you do to help others.		Use the conditional to list 5 things you'd do to help others.		Revise food and drink on Quizlet.		Review the vocabulary from weeks 1-5 on Quizlet.	
KEY:	verbs	masculine nouns	feminine nouns	adjectives	connectives				

Spanish

Week 6 Health		Week 7 Reduce, reuse, recycle		Week 8 The Environment		Week 9 Poverty		Week 10 – The Homeless	
quiero que	I want that	Trato de	I try to	me preocupa	it worries me	el desarrollo	development	se debe	you must
es posible que	it is possible that	ahorrar	save (water)	me fastidia	it annoys me	la pobreza	poverty	se puede	you can
		reciclar	to recycle	me irrita	it irritates me	pobre	poor	se necesita	it is necessary
es necesario que	it's necessary that	reducir	to reduce	me molesta	it bothers me	los necesitados	the needy	hay que	you need to
		recoger	to collect	el recurso	resource			los 'sin techo'	homeless
es importante que	It is important that	tirar	throw away	el cambio climático	climate change	alimentación	food	la culpa	the blame
		cerrar los grifos	turn off the taps			el vestido	clothing	la falta	the lack
borracho	drunk	apagar las luces	to turn off the lights	los incendios	forest fires	la ropa	clothes	preocupante	worrying
el botellón	street drinking party			el mundo	the world	la libertad	freedom	inquietante	worrying
el hígado	liver	utilizar	to use	el medio ambiente	the environment	los zapatos	shoes	grave	serious
el corazón	heart	reutilizar	to reuse	la selva	the rainforest	un hogar	a home	injusto	unjust, unfair
el cuerpo	body	malgastar	to waste	la Tierra	Earth	el dinero	money	luchar	fight, struggle
el fumador	smoker	el contenedor	container	el peligro	danger	la salud	health	Week 11	
nocivo	harmful	una lata	can, tin	el petróleo	oil	la ley	law	Assessment week	
el estrés	stress	el papel	paper	el químico	chemical	mundial	global	Week 12	
la salud	health	el cartón	cardboard	químico	chemical	el gobierno	government	Quizlet folder:	
la enfermedad	illness	el pila recargable	rechargeable battery	renovable	renewable	la vivienda	place to live		
los pulmones	lungs	pila recargable	rechargeable battery	la naturaleza	nature	robar	To steal		
el humo	smoke	el vidrio	glass	desaparecer	to disappear	el ladrón	thief		
el olor	the smell	el vidrio	glass	matar	to kill	el sida	Aids		
		la basura	rubbish	salvar	to save	el sida	Aids		
		la basura	rubbish	salvar	to save	seropositivo	HIV+		
Enquiry tasks – complete in Spanish									
Write a paragraph to say how you stay healthy.		Write a paragraph about how you help the environment.		Complete the translation task on Google Classroom.		Review the vocabulary from weeks 6-9 on Quizlet.			



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