

ISCA ACADEMY



INSPIRATION FOR LIFE



KNOWLEDGE ORGANISER Autumn 2021

Year 11

Bullying Information

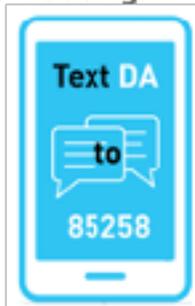


'Each of us deserves the freedom to pursue our own version of happiness. No one deserves to be bullied'
Barack Obama

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social media
- Social exclusion
- threatening behaviour
- name calling
- sexting
- cyberbullying
- sexual exploitation



The Diana Award Crisis Messenger provides free 24/hr support.



The average child posts 26 times a day on social media, but only 6 out of 10 followers are really friends



'Don't you ever let a soul in the world tell you that you can't be exactly who you are'
Lady Gaga

Speak to someone. No one has a magic wand, but we always do our best and we really do care.

There are lots of things you can do to keep yourself safe online:

- Think before you post
- Don't share personal details
- Watch out for phishing and scams
- Think about who you are talking to.
- Keep your device secure
- Never give out your password
- Cover your webcam
- Use strong passwords
- Report anything you are unsure of

Images sent on sites like Snapchat can still be saved, screenshotted, and around FOREVER!

Set, protect, and respect boundaries for yourself

Talk to someone you trust



Support

'Blowing out someone else's candles doesn't make yours shine any brighter'
Drake

Any form of bullying will not be accepted at Isca

What we do at Isca to deal with Bullying:

Reporting bullying: Students are encouraged to report incidents of bullying to our trained anti-bullying ambassadors (please see the display board in the English corridor), as well as Tutors, Teachers, our Pastoral Care Manager (Mr Heywood), or any member of staff that you feel comfortable talking to.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

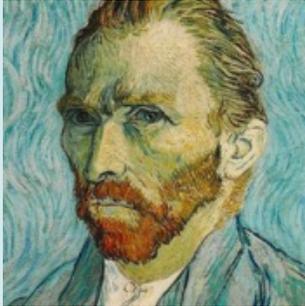
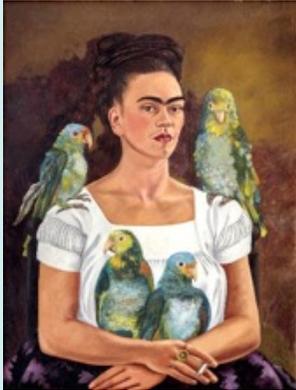
Remember: there is no reason for you to ever put up with any kind of bullying



Art and Design

MYSELF AND OTHER ARTISTS: REFINE AND COMPLETE

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

Week 1&2: Old Masters: Vermeer	Week 3&4: Modern Masters: Van Gogh	Week 5&6: Surrealism: Frida Kahlo
<p>Enquiry task 1: Self-portrait photoshoots replicating chiaroscuro paintings of the 17/18th centuries.</p> <p>Enquiry task 2: Self-portrait pastel studies responding to chiaroscuro artists Vermeer, Rembrandt or Caravaggio.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="display: flex; justify-content: space-around;">VermeerDaniel Greene 2021</p> <p style="text-align: center;">Key Words</p> <p>Chiaroscuro: a dramatic effect of contrasted light and shadow.</p> <p>Baroque: Style of the 17/18th centuries that is dramatically contrasted and ornated. Around the time of the reign of Queen Anne in England.</p>	<p>Enquiry task 1: Self-portrait photoshoots replicating chiaroscuro paintings of the 19th and early 20th centuries.</p> <p>Enquiry task 2: Self-portrait studies responding to modern masters Van Gogh, Matisse or Gauguin.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="display: flex; justify-content: space-around;">Van GoghCyril Harris 2021</p> <p style="text-align: center;">Key Words</p> <p>Post-impresionism: European art movement that used vivid colours, thick paint strokes and realistic subject matter; but emphasized geometric forms, distorted shapes and used unnatural colours.</p>	<p>Enquiry task 1: Self-portrait photoshoots replicating surrealist works of the first half of the 20th century.</p> <p>Enquiry task 2: Self-portrait studies responding to surrealists Frida Kahlo or Rene Magritte.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="display: flex; justify-content: space-around;">Frida KahloStudentartguide.com</p> <p style="text-align: center;">Key Words</p> <p>Surrealism: A 20th-century avant-garde movement in art, film and literature, which focused on the unconscious mind, dreams and automatic actions. It juxtaposed images in irrational compositions .</p>
Steps to success		
<p>Annotate your decisions, plans and observations in your book. Make it personal, justify your own choices with valid style reasons. Make links to the artist of reference.</p>	<p>Annotate your decisions, plans and observations in your book. Make it personal, justify your own choices with valid style reasons. Make links to the artist of reference.</p>	<p>Annotate your decisions, plans and observations in your book. Make it personal, justify your own choices with valid style reasons. Make links to the artist of reference.</p>

Art and Design

Week 7&8: Refine my final piece	Week 9&10: Refine my final piece	Week 11&12: Evaluation and Careers
<p>Enquiry task 1: Draw the line map of your chosen composition</p>  <p>https://willkempartschool.com/</p> <p>Enquiry task 2: Produce a light study using thin washes of one colour.</p> <p>Key Words Purposeful: producing artwork for a specific reason/idea. Response: your creative reaction/idea – what you make</p>	<p>Enquiry task 1: Apply your colour scheme following the light study key.</p>  <p>https://willkempartschool.com/</p> <p>Enquiry task 2: Continue applying tones and colours following your light study.</p> <p>Key Words Refine: making small changes to improve an idea/artwork. Doing something again to make it better.</p>	<p>Enquiry task 1: Focus on smaller details, like points of light or textures.</p> <p>Enquiry task 2: Careers research</p> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/36b453</p>  <p>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.</p>
Steps to success		
<p>Always have your chosen photo in front of you to have clear reference of form, light and position.</p>	<p>Make your colour palette a piece of paper, so you can let it dry and add the colour scheme swatches to your annotation.</p>	<p>Stick to your plan and complete your final piece without hesitation. Plan any further changes as part of your evaluation.</p>

Computer Science

Week 1	Week 2 - Pseudocoding	Week 3 - 1.1 System Architecture
<p>PseudoCode - Writing programming in english. The only difference with the exam and Python is FOR loops.</p> <p>For i = 1 to 10: print(i)</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>Must Complete Black & Purple Book Pg 81 Qus</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>MOD - MOD tells you the remainder when you divide two numbers. $10 \text{ MOD } 3 = 1$ because $10 / 3 = 3 \text{ r } 1$</p> <p>DIV - The opposite of MOD - and will provide you with the total number of times a number can be divided by another. $10 \text{ DIV } 3 = 3$ because $10 / 3 = 3\text{r}1$</p> <p>Must Complete Black & Purple Book Page 81 Qus</p>	<p>Clock Speed - Measured in Hertz</p> <p>CPU - Fetches Decodes Executes and repeats</p> <p>MAR - Memory Address Register it stores the address of data ready to be used by the MDR.</p> <p>MDR - Memory Data Register it Holds the data fetched from or to be written to the memory. Step 3 of the fetch, decode, execute cycle.</p> <p>ALU - Arithmetic Logic Unit - does the CPU calculations</p> <p>Cores - This is the number of physical processors inside a computer. In the exam if they talk about dual cores ensure you state that means it has 2 cores!</p> <p>General Purpose Computer - A device which is not an embedded system which can be re-programmed</p> <p>Must Complete Black & Purple Book Page 4,5 Qus</p>
Week 4 - 1.2 Memory & Storage	Week 5 - PseudoCoding	Week 6 Mid Cycle Assessment
<p>Volatile - Data is lost when there is no power</p> <p>Secondary Storage - Non-volatile storage used for storing files and operating systems.</p> <p>Primary Storage - It holds data and instructions which the CPU can much more easily and quickly access than from secondary storage devices.</p> <p>Virtual Memory - Used when RAM is full and over time damages the HDD through disk thrashing.</p> <p>Lossy Compression - A compression scheme where their generally involves a loss of resolution in parts of the image where experiences shows that it will be least noticed.</p> <p>Lossless compression - A compression scheme that allows the original images to be recreated</p> <p>Must Complete: Black & Purple Book pg 31- 32 Qus</p>	<p>Programming Techniques</p> <p>Sequence – Any block of code</p> <p>Selection – Any IF statement in a program</p> <p>Iteration – Any loop, this could be FOR or WHILE</p> <p>Functions & Procedures - Are used so that code can be reused.</p> <p>Parameters - Values passed to a functions and procedures inside the brackets.</p> <pre>def Total(cost, outgoing): cost = cost + 10 totalSpend = cost - outgoing return totalSpend</pre> <p>Must Complete: Black & Purple Book pg 102 Qus</p>	<p>Router - A router sends data between networks. It is needed to connect a local area network to a wide area network. It uses the IP address on a device to route traffic to other routers.</p> <p>Switch - Connects networked hardware to a network.</p> <p>DNS - Domain Name System - translates URL web addresses into IP addresses.</p> <p>IP Address - This updates and changes dependant on the network you are on. It allows communication over a network.</p> <p>MAC Address - Media Access Control address: A unique identifier for communication on the data link layer.</p> <p>Protocol A set of rules that allow two devices to communicate</p> <p>Must Complete: Black & Purple Book pg 40, 48 Qus</p>

Computer Science

Week 7 Network Security	Week 8 System Software & Pseudo	Week 9
<p>SMTP - Used for sending email - starts with an S IMAP & POP - Used for receiving emails. Brute-force attack - A trial and error method of attempting passwords. Automated software is used to generate a large number of guesses Data interception and theft - Stealing computer based information usually through packet sniffing. Firewall - A computer application used in a network to prevent external users gaining unauthorised access to a computer system. Blocks incoming and outgoing connections. Physical Security - Any form of real world physical security to help protect data and systems e.g. Alarms, locks, security patrols etc</p> <p><u>Must Complete:</u> Black & Purple Book pg 48 Qus</p>	<p>Utility Software - This includes Encryption, Data Compression, and defragmentation User management - Operating system provides for: Allowing different people to log into the same computer with a username and password. Remembering personal settings. Managing access rights to files. Driver - Translates commands from the operating system into hardware specific commands that a device understands. e.g. A printer driver tells the printer how to print a document from the operating system. Encryption - Scrambles data using an algorithm which requires a key to read the information.</p> <p><u>Must Complete:</u> Black & Purple Book pg 17 Qus</p>	<p>Data Compression Software - Reduces the size of a file. Takes up less disk space. Quicker to download over the internet. Compressed files must be extracted before they can be read. Multitasking - Running more than one application at a time by giving each one a slice of processor time. File Handling – Open, read, write, close. Marks will be given for just opening and closing files. Arrays / Lists – A set of data items which are grouped together with an index. Most arrays start at 0 - the exam will tell you what number it starts at. Casting - Converting a variable from one data type to another.</p> <p><u>Must Complete:</u> Black & Purple Book pg 18 Qus</p>
Week 10 Ethics in Computer Science	Week 11 Revision & Test	Week 12 - Careers' Focus
<p>Computer Misuse Act 1990- Legislation which defines electronic vandalism, unauthorised access to computer systems and theft of information. Open source - Users can modify and distribute the software. Can be installed on any number of computers. Support provided by the community. Users have access to the source code. May not be fully tested. Proprietary - Usually paid for. Licensed per user or per computer. Support provided by developers. Users do not have access to the source code. Fully tested and supported by developers. Users cannot modify the software. Copyright protected.</p> <p><u>Must Complete:</u> Black & Purple Book pg 63 Qus</p>	<p>Assessment week You will need to check all this information throughout this knowledge organiser.</p> <p>All teacher resources and lessons are in google classroom.</p>	<p>Please open this link and complete your careers focus homework on Computer Science</p>  <p>https://links.iscaexeter.co.uk/1cb</p>

Construction

Week 1	Week 2	Week 3
<p>Health & Safety legislation</p> <p>Any modern society acknowledges that its members have responsibilities to themselves and each other. The law that promotes health & safety in the construction industry is the 1974 Health & Safety at Work Act (HSWA).</p> <p>The employer is a person or organization who employs people under an employment contract. The employee works under an employment contract. A person may be an employee in employment law, but have a different status for tax purposes. Employers must work out each employee's status in both employment law & tax law.</p> <p>Compliant – an acceptable level of pre-agreed standards.</p>	<p>Employees' responsibilities</p> <ol style="list-style-type: none"> 1. Take reasonable care for the health & safety of themselves or others who may be affected by their acts or omissions. 2. Cooperate with their employer in all matters relating to health & safety. 3. Not intentionally or recklessly interfere with or misuse anything provided in the interests of health & safety. 4. Use anything provided by the employer in accordance with the instructions. 5. Report anything that is thought to be dangerous. <p>Enquiry Task 1- visit this site to read more about the HSWA. https://www.hse.gov.uk/legislation/hswa.htm</p>	<p>Employers' responsibilities</p> <ol style="list-style-type: none"> 1. Assess & decide what could harm workers in their job and put precautions in place to prevent hazards causing issues. Risk assessment 2. Produce clear & easy to understand ways risks can be controlled in the workplace. 3. Consult & work with workers to ensure everyone is protected from harm when they are in work. 4. Provide workers with free training that is relevant to the job an employee is employed to do. 5. Provide workers with free equipment and personal protective equipment (PPE) & ensure workers maintain this equipment in a serviceable condition. 6. Provide workers with adequate toilets, washing facilities & clean fresh drinking water.
Week 4	Week 5	Week 6
<p>Legislation</p> <p>HSWA - Health & safety at work Act 1974</p> <p>RIDDOR - Reporting of Injuries, Diseases & Dangerous Occurrences Regulation 1995</p> <p>COSHH - Control of Substances Hazardous to Health Regulation 2002</p> <p>PUWER - Provision & Use of Work Equipment Regulations 1998.</p> <p>PPER – Protective Equipment at Work Regulations 1992</p> <p>Manual Handling Operations Regulations 1992.</p> <p>Working at Height Regulations 2005.</p> <p>The Control of Asbestos Regulations 2012.</p> <p>Enquiry Task 2– Write out each piece of legislation and describe the key features.</p>	<p>Safety signs</p> <p>Red Circle – Prohibition sign (must not do) </p> <p>Yellow or Amber triangle – Warning (warn of hazard or danger) </p> <p>Blue circle – Mandatory sign (must do) </p> <p>Green rectangle – Emergency escape & first aid (information on routes & locations) </p> <p>Red rectangle – Fire-fighting sign (location of fire-fighting equipment) </p>	 <p>Enquiry Task 3– Identify the meanings of these safety signs</p>

Construction

Week 7	Week 8	Week 9
<p>Fire safety - Fire is a chemical reaction between 3 factors: oxygen (usually in the atmosphere), a type of fuel (such as wood or paper) and ignition (such as a spark). If one or more of the 3 is removed or not present, then the likelihood of fire is reduced.</p>  <p>Construction sites tend to have all 3 factors in abundance, so fire prevention is essential. If a fire occurs, methods of extinguishing or slowing the spread of the fire allow time for workers to escape. Fire extinguishers are used to put out a fire, though they not all are the same. Learn the different colours of extinguisher & what they can be used on.</p>	 <p>Enquiry Task 4 - List as many different types of fuel and ignition that can be found on a construction site.</p>	<p>Risk assessment - It is the responsibility of both the employees and employer to assess potential risks to health and safety. By applying the SLAM principle we can proactively or reactively understand the measures that need to be used to minimize the risk:</p> <p>STOP – engage your mind before your hands. LOOK – at your workplace and find the hazards that may impact on you and your colleagues. Report your findings to your supervisor. ASSESS – the effects the hazards may have on you, work, procedures, pressures, colleagues and the environment. Do you have the knowledge, training and tools to do the task safely? MANAGE – if you don't feel safe then stop working, tell your supervisor what you think the issues are.</p>
Week 10	Week 11	Week 12 - CAREERS
<p>Personal Protective Equipment – PPE</p>  <p>Employers must provide free PPE to their workforce, this will act as the first line of defence for the employee. Different jobs require different levels of PPE and each task should be assessed individually.</p> <p>Enquiry Task 5 – Watch the video on PPE https://www.youtube.com/watch?v=B3EDMc_yYWM</p>	<p>Keywords –</p> <p>Employer – A person or organization who employs people under an employment contract. Employee – Someone who works under an employment contract. Legislation - is a law or a set of laws that have been passed by Parliament. Prohibition – to prohibit an action Flammable – The ease by which something is set alight and the rate at which it burns. Risk – the likelihood that a person may be harmed if they are exposed to a hazard. Severity – the degree of harm that could occur or a measure of how bad an injury could become.</p>	 <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/4sw</p>

Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Brief: a task or guidelines given to a choreographer so they can meet an objective ● Stimulus: Inspiration for a dance idea or movement ● Purpose: The reason for the dance being created ● Target Audience: A particular group of people at which the dance is aimed 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Intention: The dance idea to be conveyed to the audience ● Style: A distinctive way of moving that identifies the dance as belonging to a particular choreographer, school or period. ● Practitioner: a person actively engaged in an art, discipline, or profession. In this case, dance. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Choreographic Process: Activities involved in creating dance movement ● Performance Space: The environment in which the dance is to be performed
<p><u>Enquiry Task:</u> Use the internet to research the component 3 stimulus, and brief</p>	<p><u>Enquiry Task:</u> Using internet research, find and watch three examples of standard repertoire by different dance practitioners that you could use as inspiration for your movement content and dance style.</p>	<p><u>Enquiry Task</u> Make a rehearsal plan that documents the progress you wish to make with your choreographic process. Remember to include the processes you will use, and deadlines for each.</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Structure: The way in which a dance is built, ordered or organised ● Highlights: Important moments of a dance ● Climax: The most significant moment of the dance ● Contrast: Movements unlike each other 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Aural setting: An audible accompaniment to the dance such as music, words, song and natural sound (or silence) 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Choreographic Devices: Methods used by choreographers to create movement ● Improvisation: Exploration or generation of movements without planning ● Chance Choreography: Letting fate/ chance make choreographic decisions
<p><u>Enquiry Task:</u> Create 3 possible structure ideas for your dance. Draw a diagram, and write a description explaining how each structure links to the stimulus/ purpose or dance idea for the piece. You can focus on one structure, mix them up, or create your own.</p>	<p><u>Enquiry Task:</u> Find 3 possible aural setting ideas to accompany your dance. Think about a range of aural settings such as spoken word and sound effects, as well as music. For each one, explain the link to your stimulus, dance idea or purpose</p>	<p><u>Enquiry Task:</u> Create a 16 count phrase using improvisation in response to the Component 3 stimulus. Film your phrase.</p>

Dance

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Movement Components: The action, space, dynamic and relationship content of a dance ● Motif: A movement phrase encapsulating an idea that is repeated and developed throughout the dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Motif Development: Ways in which a movement phrase can be varied 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: The ways in which dancers' and their movements relate to each other, in time and space
<p><u>Enquiry Task:</u> Create a 16 count phrase using a range of action, space and dynamic elements that could be used in your piece. Describe it using action, space and dynamic terms.</p>	<p><u>Enquiry Task:</u> Make a list of at least 3 different ways one of the motifs your group has created can be developed, and explain how each one links to the stimulus or purpose of the piece.</p>	<p><u>Enquiry Task:</u> Watch a dance piece of your choice. Make a list of all the ways dancers and their movements are relating to each other in time and space.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Synthesis: the combination of dance components or elements to form a connected whole dance ● Refinement: Improving a dance by making small changes. ● Rehearsal Skills: Skills used during the rehearsal process to improve the composition and performance of a dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: Skills that increase your ability to perform a range of actions effectively such as strength and flexibility ● Expressive performance skills: Skills that contribute to performance artistry and that engage the audience, such as focus and musicality 	<p><u>CAREERS</u></p> 
<p><u>Enquiry Task:</u> Watch your work back on video. Identify any sections that need improving or changing. Describe how you will change them and the rehearsal skills you will use</p>	<p><u>Enquiry Task</u> Identify any physical and expressive performance skills that need to be used by the dancers in your group in order to make the intention of your dance clearer to the audience</p>	<p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/9vw</p>

Design and Technology

Week 1 – Unit 6.1	Week 2 – NEA (Section A)	Week 3 – NEA (Section B)
<p>Unit 6.1 – Investigation, Primary & Secondary Data. Research should be: Relevant, useful, meaningful & efficient. Primary Research: Interviews, focus groups & case studies. Secondary Research: articles, books & magazines. By analysing the Contextual Challenge identify design possibilities, investigate client needs and wants and factors including economic and social challenges. Also, use the work of others (past and/or present) to help form ideas. Research should be concise and use a range of research techniques in order to draw accurate conclusions. Investigate throughout your project to help inform decisions. Avoid design fixation.</p>	<p>Section A – Identifying & Investigating design possibilities (10 Marks). Design possibilities identified and thoroughly explored, directly linked to a contextual challenge. A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these. Comprehensive investigation into the work of others that clearly informs ideas. Excellent design focus and full understanding of the impact on society including; economic and social effects. Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.</p>	<p>Section B – Producing a Design Brief & Specification (10 Marks). Design Brief – A clear statement of intent that summarises your design plan. Design Specification – A list of requirements or a series of statements. A design specification is used to describe all of the client and technical requirements gathered throughout the research process. Comprehensive design brief which clearly justifies how you have considered your user/client’s needs and wants and links directly to the context selected. Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.</p>
Week 3 – NEA (Section C)	Week 5 – Unit 6.2	Week 6 – Unit 6.3
<p>Section C – Generating Design Ideas (20 Marks). Explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and you are encouraged to take risks with your designs. You can use a variety of techniques to communicate. Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation. Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused. Extensive experimentation and excellent communication is evident, using a wide range of techniques. Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing.</p>	<p>Unit 6.2 – The Work of others. You should investigate, analyse and evaluate the work of past and present designers and companies to inform your own designing. You should investigate the work of a minimum of two of the following designers: • Alexander McQueen • Aldo Rossi • Charles Rennie Macintosh • Coco Chanel • Ettore Sottsass • Gerrit Reitveld • Harry Beck • Louis Comfort Tiffany • Marcel Breuer • Mary Quant • Norman Foster • Philippe Starck • Raymond Templier • Sir Alec Issigonis • Vivienne Westwood • William Morris. You should investigate the work of a minimum of two of the following companies: • Alessi • Apple • Braun • Dyson • Gap • Primark • Under Armour • Zara.</p>	<p>Unit 6.3 – Design Strategies</p> <ul style="list-style-type: none"> • Collaborative Design • User-centered Design • Systems Approach • Iterative Design. <p>Sketching; Sketches can be a first step in any design idea. Sketches should be quick, enabling an abundance of ideas to be explored. They can be produced anywhere and can record ideas and concepts as they arise. Famously, Sir Alec Issigonis sketched his idea for the Mini on a napkin.</p> 

Design and Technology

Week 7 – Unit 6.4	Week 8 – NEA (Section D)	Week 9 – Model Making
<p>Unit 6.4 – Communication of Design Ideas. 2D & 3D Sketching 2D drawings are good for expressing ideas, dimensions, mechanical and electrical concepts. 3D drawings are better at representing the look and feel of an object A 3D room plan allows the viewer to imagine they are present in the room.</p> <p>Orthographic drawings typically include the plan view, with front and side elevations Working drawings give technical details to enable a product to be manufactured An Exploded drawing shows how component parts of a product are assembled</p> <p style="text-align: center;">Deadline for section A, B & C</p>	<p>Section D – Developing Design Ideas (20 Marks). Very detailed development work is evident, using a wide range of 2D/3D techniques (including CAD where appropriate) in order to develop a prototype. Excellent modelling, using a wide variety of methods to test their design ideas, fully meeting all requirements. Fully appropriate materials/components selected with extensive research into their working properties and availability. Fully detailed manufacturing specification is produced with comprehensive justification to inform manufacture.</p> <p>Manufacturing Specification - A manufacturing specification is used to enable third party manufacture.</p>	<p>Making a model is the next step in the process. However simple, it enables a designer to translate their idea into reality. Everyday materials such as paper, card, tape, pipe cleaners, toile and fasteners can all be utilised to great effect. Recording the steps (including the use of photography and video) is also a valuable process, be it a success or failure.</p> <p>A prototype is a preliminary version of a product and should be made to the highest achievable quality.</p> <p>To ensure the prototype is successful it should satisfy the client's brief.</p> <p>The design should also be innovative, functional, aesthetically pleasing and marketable.</p>
Week 10 - Testing	Week 11 – Assessment Week	Week 12 - Careers
<p>Testing could be as straightforward as checking measurements or gathering opinions. There are three different levels of testing:</p> <ul style="list-style-type: none"> • Non-destructive testing, • Destructive testing and • Market testing <p>Different elements of a design can be tested by making a model. To help visualise shape and scale, something as simple as scrap materials can be utilised for modelling. In industry, destructive and non-destructive testing are used to see if products are safe and fit for purpose User groups and market research will also produce relevant user feedback. Collate both audio and visual records of each stage of testing.</p>	<p>Ergonomics – The science of how humans interact with objects. Design for efficiency and comfort in the working environment. Anthropometrics – Measurement of the physical properties of the human body. It derives from the Greek words 'Anthropos' (Humans), and 'Metron' (Measure). Design Fixation – is a problem all designers face at some point. It is when a designer finds it difficult to produce a range of innovative solutions. Iterative Design – This process is revisited and reflected upon at regular points in order to improve and refine design ideas.</p> <p style="text-align: center;">Deadline for section D</p>	<div style="text-align: center;">  </div> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/4sw</p>

Drama

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

Drama

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Direct address: When a performer speaks directly to the audience. ● Narration: Verbally telling the audience a part of the story you are presenting. ● Thought Tracking: Freezing the action and having a character briefly explaining their thoughts or feelings to the audience. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Multirole: When one actor plays multiple roles. ● V-effect: Putting the audience at a critical distance from the characters and story, so they can question why it is happening. ● Verbatim: Using the exact words of a real person to construct the script for your performance. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: The interaction between characters based on their 'given circumstances'. ● Tension: A feeling created by focusing on the build up to events. ● Proxemics: The creation of meaning by the positioning of actors on stage.
<p><u>Enquiry Task:</u> Experiment with using direct address in your piece of drama. What form of direct address would best suit your chosen style and theme? What effect does the direct address have?</p>	<p><u>Enquiry Task:</u> Look at a scene you have planned think what techniques you could use to achieve the v-effect. Then think what techniques you could use to maximize the audiences emotional involvement in the story. Try the scene both ways, which fits best with your intentions.</p>	<p><u>Enquiry Task:</u> Look at a scene you have devised consider how the proxemics of this scene help communicate the relationships and create tension. Think of three key moments where you could improve the proxemics in order to communicate the meaning more clearly. Re-plan the movements for this scene.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Refinement: Improving a drama by making small changes. ● Rehearsal Skills: Skills used during the rehearsal process to improve the composition and performance of a piece of drama. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: Posture, gesture, stance, balance and facial expressions are all physical performance skills. ● Vocal performance skills: Tone, pitch, pace, pause, articulation, projection are all vocal performance skills. 	<p><u>CAREERS</u></p>  <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/9vw</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>	

English

Week 1- The Terrible Old Man	Week 2- Sewing Machines	Week 3- He For She
<p>TASK- Learn the following terms using say, look, cover, write, check in your homework book</p> <ol style="list-style-type: none"> Fiction - an invented text; something that did not really happen. Non-Fiction - a text based on fact Annotate- to add notes to a text or make comments. Implicit- suggested but not visibly expressed Explicit- stated clearly. Obvious; Inference- a conclusion based on evidence. Summarise- to outline the main points <p>TASK- Read the following text and answer the questions that follow:</p> <p>It was the design of Angelo Ricci and Joe Czaneck and Manuel Silva to call on the Terrible Old Man. This old man dwells all alone in a very ancient house on Water Street near the sea, and is reputed to be both exceedingly rich and exceedingly feeble; which forms a situation very attractive to men of the profession of Mr. Ricci, Czaneck, and Silva, for that profession was nothing less dignified than robbery.</p> <ol style="list-style-type: none"> List four things you learn about 'The Terrible Old Man' 	<p>TASK- Learn the following terms using say, look, cover, write, check in your homework book</p> <ol style="list-style-type: none"> Analyse- to examine methodically and in detail. Structure- the way a text is organised and presented. <p>TASK- Read the following text and answer the questions that follow:</p> <p>The very best Sewing-Machine a man can have is a Wife. It is one that requires but a kind word to set it in motion, rarely gets out of repair, makes but little noise, is seldom the cause of dust, and, once in motion, will go on uninterruptedly for hours, without the slightest trimming, or the smallest personal supervision being necessary. It will make shirts, darn stockings, sew on buttons, mark pocket handkerchiefs, cut out pinafores, and manufacture children's frocks out of any old thing you may give it; and this it will do behind your back just as well as before your face.</p> <ol style="list-style-type: none"> List four things the writer says a wife can do. What do you infer about X from the phrase "The very best Sewing-Machine a man can have is a Wife". Summarise the writer's view of women 	<p>TASK- Learn the following terms using say, look, cover, write, check in your homework book</p> <ol style="list-style-type: none"> Analyse- to examine methodically and in detail. Language- the words and imagery the writer uses to create meaning in a text. <p>TASK- Read the following text and answer the questions that follow:</p> <p>Men, I would like to take this opportunity to extend your formal invitation. Gender equality is your issue, too. Because to date, I've seen my father's role as a parent being valued less by society, despite my need for his presence as a child, as much as my mother's. I've seen young men suffering from mental illness, unable to ask for help for fear it would make them less of a man. In fact, in the UK, suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality, either.</p> <ol style="list-style-type: none"> List four things the writer says about men.. What do you infer about X from the phrase "men don't have the benefits of equality" . Summarise the writer's view of gender equality.

English

Week 4- Vendetta	Week 5- Prison in the 19th Century	Week 6- Prison in the 20th Century
<p>TASK- Learn the following terms using say, look, cover, write, check in your homework book</p> <p>1. Evaluate - asses something and make a judgement</p> <p>TASK- Read the following text and answer the questions that follow:</p> <p>The widow of Paolo Saverini lived alone with her son in a poor little house on the outskirts of Bonifacio. The town, built on an outjutting part of the mountain, in places even overhanging the sea, looks across the straits, full of sandbanks, towards the southernmost coast of Sardinia. Beneath it, on the other side and almost surrounding it, is a cleft in the cliff like an immense corridor which serves as a harbor, and along it the little Italian and Sardinian fishing boats come by a circuitous route between precipitous cliffs as far as the first houses, and every two weeks the old, wheezy steamer which makes the trip to Ajaccio.</p> <ol style="list-style-type: none"> List four things you learn about the location the story is set in. . What do you infer about the Widow Saverini from the phrase “poor little house” How does the writer use language to describe the setting? 	<p>TASK- Learn the following terms using say, look, cover, write, check in your homework book.</p> <p>1. Compare- to consider the similarities or dissimilarities between two things</p> <p>TASK- Read the following text and answer the questions that follow:</p> <p>We entered the first cell. It was a stone dungeon, eight feet long by six wide, with a bench at the upper end, under which were a common rug, a bible, and prayer-book. An iron candlestick was fixed into the wall at the side; and a small high window in the back admitted as much air and light as could struggle in between a double row of heavy, crossed iron bars. It contained no other furniture of any description. Conceive the situation of a man, spending his last night on earth in this cell.</p> <ol style="list-style-type: none"> List four things you learn about the cell. What do you infer about the cell from the phrase “a small high window in the back admitted as much air and light as could struggle in” How does the writer use language to describe the cell? 	<p>TASK- Read the following text and answer the questions that follow:</p> <p>We are confined to one cellblock and not allowed in any other. From our cellblock we can go to the yard, the mess hall, or our job. Movements are allowed hourly during a ten-minute period. Many of us spend our free time in the yard, which is a precious place indeed. In the yard, we have handball courts, tennis courts, weights, basketball, volleyball, a running track, green grass, and miles and miles of blue sky and fresh air. It's the place where we play, shaking off the dust, disease, and gloom of the cage.</p> <p>A man with an afternoon job may come to spend his mornings on the yard, afternoons at work, and his evenings studying in his cell. This routine is as certain to him as the years he must do.</p> <p>Back in the cellblock, some of us remove our running shoes and go back to bed, sleeping all day and tossing and turning all night. Others sit in the stuffy cellblock and watch the rays of sunshine filtering through the iron security screens on the windows.</p> <ol style="list-style-type: none"> List four things prisoners can do in the prison? Summarise the writer’s view of prison. How does the writer use language to describe the experience of being in prison?

English

Week 7- The Cat	Week 8- Cholera in Africa	Week 9- Cholera in London
<p>TASK- Read the following text and answer the questions that follow:</p> <p>The snow was falling, and the Cat's fur was stiffly pointed with it, but he was imperturbable*. He sat crouched, ready for the death-spring, as he had sat for hours. It was night—but that made no difference—all times were as one to the Cat when he was waiting for prey. Then, too, he was under no constraint of human will, for he was living alone that winter. Nowhere in the world was any voice calling him; on no hearth was there a waiting dish. He was quite free except for his own desires. The Cat was very hungry—almost famished, in fact. For days the weather had been very bitter, and all the feebler wild things which were his prey had kept, for the most part, in their burrows and nests, and the Cat's long hunt had availed him nothing. But he waited with the inconceivable patience and persistency of his race; besides, he was certain. The Cat was a creature of absolute convictions, and his faith in his deductions never wavered. The rabbit had gone in there between those low-hung pine boughs. Now her little doorway had before it a shaggy curtain of snow, but in there she was.</p> <ol style="list-style-type: none"> 1. List four things you learn about the cat 2. What do you infer about the cat from the phrase "inconceivable patience and persistency?" 3. How does the writer use language to describe the cat? <p>imperturbable= calm & self controlled</p>	<p>TASK- Read the following text and answer the questions that follow:</p> <p>Violence in the Democratic Republic of the Congo (DR Congo) has forced nearly 44,000 people to cross Uganda's south-west border out of the country so far this year. This has put pressure on sanitation facilities in refugee settlements, and has led to deadly cholera outbreaks.</p> <p>With hundreds of people arriving in Uganda every day, aid organisations are striving to prevent the disease from spreading across the settlements. Our teams work around the clock building hygiene and sanitation facilities to help alleviate and prevent the suffering of these displaced people.</p> <p>Désiré is among the thousands who has been forced to adapt to a new life in Maratatu settlement in south-west Uganda. "There are people everywhere in the settlement. It's a big risk in terms of the spreading of cholera. Something should be done to ease the congestion," he says.</p> <ol style="list-style-type: none"> 1. List four things you learn about the refugees. 2. Summarise the view that the writer presents of the refugee settlements. 3. How does the writer use language to describe the refugee settlements? 	<p>TASK- Read the following text and answer the questions that follow:</p> <p>We then journeyed to London Street, down which the tidal ditch continues its course. In No. 1 of this street the cholera first appeared seventeen years ago, and spread up it with fearful virulence; but this year it appeared at the opposite end, and ran down it with like severity. As we passed along the reeking banks of the sewer the sun shone upon a narrow slip of the water. In the bright light it appeared the colour of strong green tea, and positively looked as solid as black marble in the shadow - indeed it was more like watery mud than muddy water; and yet we were assured this was the only water the wretched inhabitants had to drink. As we gazed in horror at it, we saw drains and sewers emptying their filthy contents into it; we saw a whole tier of doorless privies in the open road, common to men and women, built over it; we heard bucket after bucket of filth splash into it, and the limbs of the vagrant boys bathing in it seemed, by pure force of contrast, white as Parian marble.</p> <ol style="list-style-type: none"> 1. List four things about the location the writer describes. 2. Summarise the writer's view of London Street. 3. How does the writer use language to describe the conditions in London Street?

English

Week 10- Children in Poverty	Week 11- The Villagers	Week 12
<p>TASK- Read the following text and answer the questions that follow:</p> <p>As you pass through one of those low, densely-populated districts of London where narrow dirty streets show the openings of noisome courts, narrower and dirtier still, and these again conduct to alleys, so dark and close, that sunlight never comes lower down the houses than the parapets of their roofs, you will be struck, above all things, by the swarms of children everywhere collected. They scuffle about, and run across your path, and disappear, like rabbits in a warren, in obscure holes. They wait on the kirb until a cab approaches, and run under the very knees of the horse. They collect round the open water plug, and spend the entire day there, all returning wet through to the skin. They form the great proportion of Mr. Punch's audience, when his scream is heard in the adjacent large thoroughfare. The barrage of the Nile is rivalled by their indefatigable attempts to obstruct the gutters with rubbish, and form basins in which to launch their walnut shells.</p> <ol style="list-style-type: none">1. List four things the children do.2. Summarise the writer's view of the children3. How does the writer use language to describe the children?	<p>TASK- Read the following text and answer the questions that follow:</p> <p>The peculiars in the village of Swampmuck lived very modestly. They were farmers, and though they didn't own fancy things and lived in flimsy houses made of reeds, they were healthy and joyful and wanted for little. Food grew bountifully in their gardens, clean water ran in the streams, and even their humble homes seemed like luxuries because the weather in Swampmuck was so fair, and the villagers were so devoted to their work that many, after a long day of mucking, would simply lie down and sleep in their swamps.</p> <p>Harvest was their favourite time of year. Working round the clock, they gathered the best weeds that had grown in the swamp that season, bundled them onto donkey carts, and drove their bounty to the market town of Chipping Whippet, a five days' ride, to sell what they could. It was difficult work. The swampweed was rough and tore their hands. The donkeys were ill-tempered and liked to bite. The road to market was pitted with holes and plagued by thieves. There were often grievous accidents, such as when Farmer Pullman, in a fit of overzealous harvesting, accidentally scythed off his neighbor's leg. The neighbor, Farmer Hayworth, was understandably upset, but the villagers were such agreeable people that all was soon forgiven</p> <ol style="list-style-type: none">1. List four things we learn about the villagers2. How does the writer use language to describe the villager's work?	<p>In this cycle, you have learnt to analyse a writer's craft.</p> <p>You have practised and improved your analytical and writing skills.</p> <p>CAREERS TASK:</p> <div data-bbox="1585 587 1926 925" data-label="Image"></div> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/4my</p>

French

Week 1 Education		Week 2 Key verbs		Week 3 Opinions		Week 4 Can, must, have to		Week 5 Future phrases	
bien équipé	well-equipped	encourager	to support	je pense que	I think that	il faut...	you must	je voudrais	I would like
l'élève	pupil	apprendre	to learn	je crois que	I believe that	on peut....	you can	je vais	I am going to
l'emploi du temps	timetable	réussir	to pass (exam)	il me paraît que	It seems to me that	on doit...	you have to	je veux	I want
		passer	to sit (exam)			on a besoin de	we need to	Conditional tense	
le directeur	head teacher	répondre	to answer	à mon avis	In my opinion	The expressions above can be followed by an infinitive to say what you must, can or have to do.		j'aimerais	I would like
		comprendre	to understand					tu aimerais	you would like
le directeur	head teacher	enseigner	to teach	je dirais que	I would say that			il / elle aimerait	he/she would like
dur / facile	hard / easy	écrire	to write	en ce qui concerne	as for	faire les devoirs	do homework	nous aimerions	we would like
l'école	school	lire	to read					la bonne/mauvaise chose	the good / bad thing
le harcèlement	bullying	s'absenter	to be absent	beaucoup	a lot, much, many	porter l'uniforme	wear uniform		
la pression	pressure	faire	to do / make					peu	little, not much, few
la langue	language	porter	to wear	assez	quite, a few, enough, quite a bit	être poli	be polite		
le niveau	level	échouer	to fail					trop	too much, too many
la note	mark, grade	oublier	to forget	avoir des bonnes / mauvaises notes	to get good/ bad marks	respecter les autres	respect others		
la journée	the day	aider	to help					travailler	to work
une règle	a rule	demander	to ask						
un règlement	a rule	réviser	to revise					l'année prochaine	next year
un voyage scolaire	a school trip								
la matière	school subject								
le sujet	theme, subject								
Enquiry tasks – complete in French									
Write a paragraph to describe your school.		Complete the role play task on Google Classroom.		Write extended opinions about your homework and uniform.		Write a list of 10 school rules.		Review the vocabulary from weeks 1-5 on Quizlet.	
KEY:	verbs	masculine nouns		feminine nouns		adjectives / adverbs		connectives	

French

Week 6 Immediate Future		Week 7 Variety of tenses	Week 8 If clauses	Week 9 Jobs + future plans		Week 10	
je vais	I am going	<p>8 tense challenge</p> <p>J'ai³ l'expérience du travail parce que j'ai travaillé² dans un restaurant. Aussi je travaillais¹ dans un magasin caritatif. Je vais aider⁵ mon père dans son entreprise cet été. En juin j'ai passé² mes examens et en septembre je voudrais⁷ étudier les maths. Je suis en train de penser⁴ à mon avenir et bien que je sois⁸ toujours jeune je veux³ aller à la faculté parce que ça sera⁶ passionnant.</p> <p><i>I have</i>³ work experience because <i>I have worked</i>² in a restaurant. Also, <i>I used to work</i>¹ in a charity shop. <i>I am going to help</i>⁵ my dad in his business this summer. In June <i>I sat</i>² my exams and in September <i>I would like</i>⁷ to study maths. <i>I am thinking</i>⁴ about my future and even though <i>I am</i>⁸ still young <i>I want</i>³ to go to university because <i>it will be</i>⁶ exciting.</p> <p>1. Imperfect, 2. Perfect, 3. Present, 4. Present (what you are doing) 5. Immediate Future, 6. Future, 7. Conditional, 8. Subjunctive.</p>	Future tense all verb groups		avocat	lawyer	<p>Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.</p> <p>Quizlet folder:</p> 
tu vas	you're going		je parler ai	I will speak	comptable	accountant	
il / elle va	he/she is going		tu parler as	you will speak	fermier	farmer	
nous allons	we are going		il parler a	he will speak	infirmier	nurse	
vous allez	you are going (pl)		nous parler ons	we will speak	informaticien	computer technician	
ils vont	they're going		vous parler ez	you will speak	ingénieur	engineer	
<p>The Immediate Future Talks about what you are going to do. Use the present tense of aller + an infinitive</p>			ils parler ont	they will speak	médecin	doctor	
			<p>'If' phrases are used to talk about possibilities in the future. Use 'si' + present tense + future tense.</p> <p>Si je n'entends pas, mon prof m'aidera. <i>If I don't understand</i>, my teacher <i>will help</i> me.</p> <p>Si j'ai des bonnes notes, je vais aller à l'université. <i>If I get good grades</i>, <i>I'm going to go to university</i>.</p> <p>Si j'ai de la chance, je voyagerai autour du monde. <i>If I am lucky</i>, <i>I will travel the world</i>.</p>		coiffeur	hairdresser	
					journaliste	journalist	
					vétérinaire	vet	
		une année sabbatique			gap year		
l'apprenti	apprentice						
le bac	A-levels	<p>Week 11</p> <p>Assessment week</p>					
le boulot	work						
l'entreprise	company			<p>Week 12</p> 			
le lycée	college						
le petit job	part time job						
le salaire	wages, salary	<p>Enquiry tasks – complete in French</p>					
la licence	degree						
Write a paragraph to say what you are going to do next year.		Adapt the paragraph for yourself and learn it!	Complete the photo card task on Google Classroom.	Write a paragraph about your work ambitions.			

Geography

Uneven development & fieldwork

Week 1	Week 2											
<p><u>(Uneven development) Key terms:</u> GNI: The average income in a country. Manufacturing: making something Multiplier effect: how one good thing in an area can have wider benefits Outsourcing: when a company pay a factory they don't own to produce their goods PPP: A way of comparing the average wealth of a country by taking the cost of living in those countries into account Raw materials: materials that have not been changed Subsidy: a payment to produce something to enable it to be sold more cheaply Tariff: a tax put on certain products to make them more expensive</p> <p><u>Enquiry:</u> Draw an image/diagram that represents/has a link to each of these key terms.</p>	<p><u>Development indicators:</u></p> <p>Development indicators are economic and social statistics that are used to judge a country's level of development. They link as wealthier countries tend to have better health care and education.</p> <ul style="list-style-type: none"> GNI (Gross National Income) and PPP (Purchasing Power Parity) are economic indicators. They give an idea of how much money people have on average in a country. Doctors per 1,000, percentage who read and write are social indicators. They are used to see if the wealth is being invested in a way which benefits others. HDI (Human Development Index) is a mix of economic and social indicators including measures of wealth, education and health. It is expressed as a number between 0 and 1. 1 = most developed. <p><u>Enquiry:</u> Create a factfile for the UK (including its GNI, doctors per 1000 and HDI). For each figure – explain what this tells us/suggests about the UK.</p>											
Week 3	Week 4											
<p><u>Globalisation:</u> Globalisation is the process of places around the world becoming more connected.</p> <p>Globalisation is driven by:</p> <ul style="list-style-type: none"> Trade Culture Multinational companies Communication  <p><u>Multinational Companies (MNCs):</u> MNC are companies which operate in multiple countries around the world, such as Nike. They often make their goods in NICs as they have a large, cheap workforce. This means they can keep costs of producing products down.</p> <p><u>Enquiry:</u> (Using the internet to research) Write a short job advert for a role within Nike (including how it was created and the advantages of the company).</p>	<p><u>The advantages & disadvantages of MNCs:</u></p> <table border="1" data-bbox="1137 938 1666 1358"> <thead> <tr> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td>Lower employment rates in NIC</td> <td>Few workers rights in NICs</td> </tr> <tr> <td>Cheaper goods for Europe and Asia</td> <td>Long hours for workers</td> </tr> <tr> <td>Higher profits for MNC</td> <td rowspan="2">If workers rights are introduced the MNC may move elsewhere</td> </tr> <tr> <td>Improved infrastructure</td> </tr> <tr> <td>Multiplier effect</td> <td></td> </tr> </tbody> </table> <p><u>Enquiry:</u></p> <p>Create a short news report on one MNC and its pros and cons. Come to an overall conclusion – stating whether it is good or bad overall.</p> <p>Try to include: social, economic and environmental arguments within your answer.</p>	Advantages	Disadvantages	Lower employment rates in NIC	Few workers rights in NICs	Cheaper goods for Europe and Asia	Long hours for workers	Higher profits for MNC	If workers rights are introduced the MNC may move elsewhere	Improved infrastructure	Multiplier effect	
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Geography

Week 5	Week 6
<p><u>Newly Industrialised Countries (NICs):</u> NIC economies have rapidly grown, usually in part to having large populations at working age. NICs have policies to encourage investment in factories/ industry. Labour is much cheaper in NICs. Wages in Bangladesh were 95% lower than in Europe in 2015.</p> <p><u>Trade:</u> Trade can reinforce inequality. LICs often export raw materials which only have small profit margins. The global market means they must keep their prices low to stay competitive. HICs hold the power and can add taxes to certain products to deter LICs making them. This means LICs are stuck with low profit margins. Raw materials are very vulnerable to the weather- e.g. not enough rain may mean crops don't grow.</p> <p><u>Enquiry:</u> As a delegate for an LIC (of your choosing), come up with 3 key changes/rules you want like implemented to support your country's economic growth and allow trade (and profit) to grow.</p>	<p><u>Fairtrade:</u> Fairtrade can help by ensuring fair, stable pay which is not affected by global market changes. They encourage long-term partnerships and have a community premium to support local projects e.g. schools.</p> <p><u>AID:</u> Short term/ emergency aid is used to help after natural disasters and medical outbreaks. Can come from governments or by individuals through charities such as Oxfam. E.g. The Ebola outbreak in West Africa, received aid in the form of medical help and education about the disease. Long term/ developmental aid regular payments to a country for development/ improve life. E.g. Japan → Middleshire, Malawi, COVAMS. Aiming to prevent soil erosion through afforestation. This improves relations between countries.</p> <p><u>Enquiry:</u> Create an TV / radio advert script that is aimed to encourage people to invest in fair trade products. This should include its benefits to communities.</p>
Week 7	Week 8
<p><u>Key terminology:</u> Fieldwork: practical work conducted by a researcher in the natural or human environment, rather than in a classroom or office. Hypothesis: is a statement that can be tested. Opportunistic sampling: deciding where the information will be collected while in the field. Primary data- data that you have collected yourself Random sampling: where every member of the population has equal chance of being chosen. Sample size: is the amount of data collected. Secondary data- data that has been collected by someone else.</p> <p><u>Enquiry:</u> For one fieldwork exercise you have carried out, describe your: hypothesis; primary and secondary data collected and overall conclusions.</p>	<p><u>Key terminology 2:</u> Spatial sampling: encompasses point sampling (choosing specific points), line sampling (collecting data at regular intervals along a line) and quadrat sampling (sampling from inside a square on the ground). Stratified sampling: the sample contains proportionate data from different categories within the field being studied. Systematic sampling: data collected following an agreed system/ sample e.g. every 5ms. Qualitative surveys: ask for comments, in –depth feedback, suggestions, and other kinds of responses that aren't as easily classified and tallied as numbers.</p> <p><u>Enquiry:</u> Research the benefits and drawbacks of using qualitative surveys to produce a table.</p>

Geography

Week 9	Week 10
<p>Stages in fieldwork:</p> <p>1. 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> <p>2. 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. Fieldwork includes both primary and secondary data collection. A range of methods can be used to collect data in both human and physical areas. Methods can include bipolar surveys and questionnaires.</p> <p>Enquiry: Come up with three 'must have' rules to follow when posing questions and collecting data for an enquiry. Explain why these are so important.</p>	<p>Stages in fieldwork:</p> <p>3. 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). Students need to be able to justify how they present their data.</p> <p>4. 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. This stage includes linking data to other areas of geography by applying wider understanding.</p> <p>Enquiry: How do the fieldwork exercises you have undertaken in school link to other areas of geography/ within life outside of school?</p>
Week 11	Week 12
<p>Stages in fieldwork:</p> <p>5. 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. This section draws all the other sections together and acts as a summary. The more evidence that is used to back up your findings the more plausible they will be.</p> <p>6. 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>Fieldwork trip 1: Cockington (June 2021) Reason for visiting: To undertake qualitative surveys. Methods used: Bipolar surveys; questionnaires; field sketches & observations.</p>	<p>Careers linked to these topics</p> <ul style="list-style-type: none"> • Lobbyist/researcher within an NGO • Human rights advocate • Technical roles (medical/scientific) within humanitarian organisations • GIS (Geographical Information Systems) officer • Cartographer <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/of7</p>  



History



Week 1	Week 2
<p><u>Key Terms:</u> <i>Legitimate (adj): when a child's parents were married when they were born.</i> <i>Debt (n): the state of owing money.</i> <i>Privy Council (n): 19 advisors who met 3 times a week & advised Elizabeth.</i></p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • England was £300,000 in debt. Elizabeth's yearly income was less than this. • Women were seen as weak; decisions during Mary's reign had led to poverty, hunger and losing land in France. • Elizabeth refused to give in to pressure from the Privy Council to get married. • Catholic France: wealthier and larger. Had a strong relationship with Scotland. • Mary Queen of Scots though she was the legal heir to the throne, not Elizabeth. <p><u>Enquiry Task:</u> <i>What were the challenges Elizabeth I faced when she became queen in 1588?</i></p>	<p><u>Key Terms:</u> Reformation (n): Religious movement that spread through Europe. Opposed Catholicism and led to Protestant Churches like the Church of England. Clergy (n. pl): Religious leaders like Bishops and priests.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • 1558: Act of Supremacy. Elizabeth is supreme leader of the Church of England. All clergy had to swear an oath of allegiance to her. • 1558: Act of Uniformity. Bible and Common prayer book in English. Everyone had to go to Protestant Church on Sunday or would be fined. • 1558: Royal Injunctions: Clergy had to follow the Settlement and teach church goers about it. Pilgrimages and Latin Bibles banned. <p><u>Enquiry Task:</u> <i>What was the 'Religious Settlement; and why was it needed?</i></p>
Week 3	Week 4
<p><u>Key Terms:</u> <i>Recusants (n. pl): Catholics who refused to go to Church of England Services.</i> <i>Counter-Reformation (n): Attempt by the Catholic Church to reverse the Reformation and make Europe Catholic again.</i> <i>Heresy (n): Crime of going against the accepted religion at the time.</i></p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Puritans: wanted to remove any Catholic aspects of the Rel. Settlement including the use of the crucifix and vestments. • 1/3 of Catholic nobles became recusants. Mainly in the North. • 1570: Pope excommunicated Elizabeth, so she became an enemy to Catholics. • Most ordinary Catholics adapted to the Religious. Settlement. <p><u>Enquiry Task:</u> <i>How serious were the challenges to the Religious Settlement?</i></p>	<p><u>Key Terms:</u> Plot (n): a plan made in secret by a group of people to do something illegal or harmful. House arrest (n): the state of being kept prisoner in one's own home rather than prison.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Mary = Catholic. Supported by Pope, Catholics in England, France and Spain. • Catholics believed Mary QoS was the legal heir to the English throne. • Mary's husband Francis II died in 1560: Mary returned to Scotland. • Elizabeth had no heir: 1560 Elizabeth made MQoS sign the Treaty of Edinburgh which made Mary promise to give up the throne. <p><u>Enquiry Task:</u> <i>Why was Mary Queen of Scots a problem for Elizabeth?</i></p>

History

Week 5	Week 6
<p>Key Terms: Papal Bull (n): A public letter written by the Pope. Excommunicated: (v): excluded from the Catholic Church.</p> <p>Key Knowledge: ALL PLOTS CATHOLIC, SUPPORTED BY PHILIP II AND POPE. AIMED TO REPLACE ELIZABETH WITH MARY QUEEN OF SCOTS.</p> <ul style="list-style-type: none"> • 1569: Revolt of Northern Earls. Led by Northumberland and Westmoreland. Failed. Northumberland executed. Resulted in Council of North. • 1571: Ridolfi Plot. Philip ordered 10,000 Spanish troops. Cecil discovered. • 1583: Throckmorton Plot. Walsingham discovered. 11,000 Catholics imprisoned. Sheltering Catholic priests punishable by death. • 1586: Babington Plot. Letters sent to MQoS proved her guilt → executed. <p>Enquiry Task: <i>What were the plots against Elizabeth and why did they fail?</i></p>	<p>Key Terms: Diplomatic (adj): dealing with people in a sensitive way to avoid war. Alliance (n): a political friendship between two or more countries.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Elizabeth supported Dutch Protestants: £100,000 to rebels. • Treaty of Joinville (1584): Catholic alliance between France and Spain. • Mary signed MQoS death warrant in 1587. • Drake and other privateers captured £400,000 of Spanish silver and gold. • Philip II clearly involved in plots against Elizabeth by offering financial and military support. • Elizabeth's allies French Duke of Alencon and Dutch Protestant leader, William of Orange died, giving Spain more confidence to attack. <p>Enquiry Task: <i>Why was there tension with Spain during between 1558 and 1588?</i></p>
Week 7	Week 8
<p>Key Terms: Armada (n): a fleet of warships. Inevitable (adj): certain to happen, unavoidable.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Treaty of Nonsuch (1585) Netherlands & England allies against Spain. • Drake attacked Spanish navy in Cadiz. 30 ships and most supplies destroyed. • Dudley (Earl of Leicester) accepted the title of Governor of the Netherlands. • Duke of Parma successful in Netherlands. This gave Spain another country they could use to attack England. • Pope promised to forgive the sins of anyone who attacked England. He also Philip a reward if his Armada was successful. <p>Enquiry Task: <i>Why did war break out with Spain in 1588?</i></p>	<p>Key Terms: Beacon (n): a fire set in a high or prominent position to warn of invasion. Manoeuvre (v): to move skillfully and carefully.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Spanish ships: bigger, slower to manoeuvre. English ships: smaller and quicker. • Philip's naval commander Duke Medina Sidonia was inexperienced. Phillip didn't listen to the experts. • Spanish: poor quality cannon balls and too few for longer battles. • Battle of Gravelines: English sent in fire ships to break up Spanish fleet. • English naval commanders (Drake, Seymour) very experienced and respected. • Storms caused Spanish to break formation, and wrecked many ships. <p>Enquiry Task: <i>Why did the Spanish Armada fail?</i></p>

History

Week 9	Week 10
<p><u>Key Terms:</u> Social mobility (n): the ability to move between classes if a person worked hard. Gendered (v): specific to a person of one gender, e.g gendered education.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • English Bible meant more people (mainly boys) were taught to read. • Printing press: cheaper books. More opportunities to read. New plays. • Nobility educated at home. Girls: needlework & music. Boys: leadership skills. • Petty Schools: for boys who couldn't afford grammar schools. Literacy/Maths • Dame Schools: for girls. Literacy/Maths. Run by educated women. • Leisure for poor: football, cock fighting, theatre, bear baiting, music. • Leisure for rich: hunting, fencing, cock fighting, theatre, poetry, reading. <p><u>Enquiry Task:</u> <i>What were the key features of education and leisure in the Elizabethan period?</i></p>	<p><u>Key Terms:</u> Vagabondage (n): state of being homeless and wandering from place to place. Inflation (n): when prices rise faster than wages.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • 1550-1600: Population, sheep farming, food prices increased. Land Enclosed. Lower pay. Increase in unemployment → poverty. • Poor Rate: local tax organized by JPs. Money given to deserving poor. • Statute of Artificers: People had to pay Poor Rate, or were imprisoned. • Poor Relief Act (1576) Those who refused to work → House of Correction. • Vagabond Act (1572) Criminal vagrants whipped. Executed if caught 3 times. Register of poor kept. <p><u>Enquiry Task:</u> <i>How and why did the Elizabethan government deal with the problem of the poor?</i></p>
Week 11	Week 12
<p><u>Key Terms:</u> Invest (v): giving money to a cause to make a profit. Lucrative (adj): creating a huge profit.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Rich investors funded voyages: tobacco, sugar & exotic crops → huge profits. • New technology (quadrants & astrolabes): voyages safer, more direct & faster. • Galleons developed: larger, more stable & could hold more cargo. • New World: slave trade begins. New lands gained for England e.g. Virginia. • Drake: circumnavigation of globe (1577-1580). Proved English sailors are best. Gained new land (New Albion). Drake knighted by Elizabeth as a hero. Encouraged more explorers such as Gilbert to explore new world. <p><u>Enquiry Task:</u> <i>How and why did exploration change during the Elizabethan period?</i></p>	<p>CAREERS Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/a0z</p> 

Hospitality and Catering

Week 1	Week 2	Week 3
<p>Unit 2 Coursework – Catering in Action 60% Always use the assessment criteria as this will remind you what needs covering and how to achieve the top marks. Pass, Merit, Distinction</p> <ul style="list-style-type: none"> • Skills – choose dishes with high level skills for higher grades • Meeting the brief – choose dishes that meet the brief • You MUST complete every section/page. If you do not then the coursework will not be passed. You will not get a grade for the course. • Read your class notes thoroughly to ensure you have covered everything. Include as much focused information as possible. Do not include information that is not required just to fill space. • Keep to the time schedule to ensure you do not run out of the time allowed. <p>You have 6 hours in total to complete the written element.</p> <p>Enquiry Task 1: Continue with production plan on google classrooms ready for your mock exam</p>	<p>Production Plan – main course and dessert with accompaniments on one production plan Focus on time plan requirements (a big section of the coursework).</p> <p>Accompaniment – is a side dish eg bread, salad, custard, ice cream, biscuit that goes with the main meal</p> <p>Mise-en-place – first 30 minutes of your production is for weight, food preparation (peeling, dicing etc)</p> <p>Sequencing/dovetailing – order your dishes on your production plan in the order you will make first. Long time preparing or cooking will do first so that they are both ready at the end for presentation.</p> <p>Quality points – control measures you put in place for each stage of method to ensure the dish is made to a high standard eg use cutters to get some size for burgers</p> <p>Hygiene point – points to avoid food poisoning - include personal hygiene, temperatures, storage, food preparation and cooking points</p> <p>Safety – points to avoid accidents in preparation and cooking (eg use oven gloves, use bridge/claw)</p>	<p>Information on a Production Plan: TOP TIP: colour code each of your dishes so it is easier to follow when doing your exam</p> <p>List of ingredients and quantities (amounts). List of equipment for each dish</p> <p>Timings: minimum of 5 minute times – exam will start at 8.45 (first 30 minutes mise-en-place – weighing, preparation – peeling, slicing etc) then making of first dish. 3.10. Method: this must be detailed as if someone was cooking if for the first time could understand it. You can copy recipes but incorporate your own adaptations and order of making.</p> <p>Hygiene, safety and quality points for each stage including temperatures and technical terminology like names of food poisoning bacteria eg salmonella, cross contamination Task 2: Find out how much fat, protein, carbohydrates,v</p>
Week 4	Week 5	Week 6
<p>AC1.1 Function of Nutrients (7). You must write about 7 different types of nutrients and their functions. You are allowed to use your notes from lessons. The function and sources of protein HBV and LBV and sources (what foods are). Function of fat different type saturated, unsaturated, polyunsaturated, trans fats and example of foods they are in. Visible and non-visible fats. Function of carbohydrates – starchy (complex), polysaccharide, pectin, dextrin and sugary, types of foods they are in and what each do in the body. Types of sugar fructose, lactose, maltose and what foods in. Dietary fibre examples of what foods and function of it. Function of vitamin A, B's, C, D, E and what foods in. What are antioxidants. Water</p>	<p>AC1.2 Compare nutritional needs of specific groups – only need to compare two groups from the following: Compare two life stage: infant, children, teenagers, adults, elderly Compare two special diets eg vegetarian and vegan, diabetics, gluten free, religious diets. Compare two medical conditions: obesity. Compare activity levels for sport people and elderly more sedentary (sitting still) Talk about similarities in nutrients needed and differences – how much DRI (Dietary Reference Intake) in grams each day for each. Eg how much protein needed for adults compared to teenagers.</p> <p>Enquiry Task 2: find out the DRI's (dietary reference values) for each of the main nutrients for teenagers and adults</p>	<p>AC1.3 Explain the characteristics of unsatisfactory nutritional intake. Take about 7 of the nutrients discussed in AC1.1 What happens if you don't have enough (deficiency) or too much (excess) of different nutrients. Include visible (changes to the body you can see) and non-visible (changes to the body you can't see) Eg if you have too much fat you may become overweight or obese which can then lead to visible signs like being fat or non-visible being depressed/self-conscious. Not enough calcium when you are a baby/infant can cause rickets (bones in your legs bend).</p>

Hospitality and Catering

Week 7	Week 8	Week 9
<p>AC1.4 Cooking Method (only a pass) only needs sentenced for each 7 cooking methods below: Boiling, steaming, baking, grilling, stir-frying, roasting, poaching. If you leave one out you fail</p> <p>Explain the method of cooking eg boiling is cooking vegetables/pasta in water or boiling a sauce 100°C (bubbling). Then say what impact it has on the nutritional value of the food – what nutrients does it lose (eg boiling loses vitamin C (water-soluble vitamin by draining the water away) Is it healthier method or unhealthy method of cooking. Gives examples of foods using this method (eg vegetables, pasta, rice etc. Refer to whether the nutrients are water-soluble or fat soluble.</p>	<p>AC2.1 Explain factors to consider when menu planning discuss: Time of year (food in season, seasonal events eg Christmas) Skills of staff – are dishes cook from scratch or bought in certain elements. Eg make own pasta then they need the skills to make it. Equipment available eg special equipment – pasta machine Type of provision – eg restaurant, café etc, type of food service – eg buffet, table service, counter service, size of restaurant, location, standards – fine dining, casual bistro. Finance – cost of ingredients, budget of customers eg families on a low/medium budget. Type of customers – eg families, couples, businessmen, students</p>	<p>AC2.2 Explain how dishes on the menu address environmental factors (pass only) Cover: Preparation and cooking method: cooking in bulk (large quantities), Ingredients used – organic, seasonal, local markets and farms support community. Packaging – less plastic, bio-degradable, reusable Conservation – water, electric, solar panel etc . Energy efficient appliances (fridges/dishwashers, less paper – electronic bills). 6 R's Reduce, re-use, recycle etc. eg Re-use and re-purpose old furniture for restaurants. Sustainable – alternative food so doesn't run out eg Pollock instead of popular cod. Food miles, provenance know where your food comes from.</p>
Week 10	Week 11	Week 12
<p>2.3 Explain how menu dishes meet customer needs For each of your dishes/accompaniments talk about the following (a couple of paragraphs for each dish (main course and dessert) Include: nutritional needs, sensory needs (taste, texture, appearance, aroma (smell), likes and dislikes, special diets/allergies etc., budget needs eg families low cost, couples high cost more disposable income (more spare cash to spend on leisure). What nutrients are in the dishes and who's needs do they meet. Eg teenagers needs lots of protein and carbohydrates for energy. Task 1: Revise for mock Unit 1 Hospitality and Catering Industry – See revision guide on google classrooms.</p>	<p>Practical: Christmas cakes Butter icing : butter and icing sugar Skills: Creaming – butter and sugar, whisking – aerate (add air helps rise), fold – gently stir in flour (to avoid knock air out) line – cover tin with greaseproof paper. Pipe (piping bag and nozzle) – creaming or butter icing – decorative finish for desserts Deadline hand in date for Controlled Assessment and feedback Complete Assessment Criteria</p> <p>Check covered ALL assessment criteria otherwise FAIL. Check Explained, Compared for high marks – lots of detail in your answers for Merit and Distinction</p>	<div data-bbox="1599 882 1944 1230" data-label="Image"> </div> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/4sw</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	Week 2	Week 3
<p>Learning Objectives - In your coursework there will be 4 of these LO1 - Research LO2 - Planning LO3 - You Building a product LO4 - You Reviewing that product</p> <p>Folder Structure - Really important as you will be marked on your ability to keep files and folders well ordered</p> <p>Moodboards - A moodboard is a collection of sample materials, existing products and related items that represents the style of a new product that could be created. It can be physical with randomly placed photos, samples, and ideas Or digital - images, videos, sounds</p> <p>Enquiry Task: Build a moodboard for a company who sell outdoor clothing.</p>	<p>Moodboards - Where they are used</p> <ul style="list-style-type: none"> As a starting point to a project A place to collect samples A constant reminder about possible styles To share thoughts They are not a final plan <p>They can contain</p> <ul style="list-style-type: none"> Images - photos, graphics, logos Colours (and scheme) Text (font, style, colour) Textures (whether physical or notes made) Sound and video clips Annotations <p>Enquiry Task Build a moodboard for a company who sell sporting goods.</p>	<p>Mindmaps - These are used to generate outline ideas and link or connect aspects of ideas. They have a clear structure, and contain:</p> <ul style="list-style-type: none"> Central Node Sub Nodes Topics (keywords) Images (icons) <p>Visualisation Diagrams - These are mock versions of the intended product. You do not need to draw the images. Boxes with images described are acceptable. They contain:</p> <ul style="list-style-type: none"> Images Fonts - size, colour, style Annotations Background colours Colours (scheme in general) <p>Enquiry Task Build a visualisation diagram for a front cover for an IT hardware magazine</p>
Week 4	Week 5	Week 6 Mid Cycle Assessment
<p>Storyboards - Mock version of intended product. Visual plan on a timeline, and provide guidance on how scenes pan out. They can include</p> <ul style="list-style-type: none"> Numbered scenes Camera angles Camera movements Timings Location Sound Scene Sketches Lighting <p>Enquiry Task: Pick your favourite advert and build a storyboard for it.</p>	<p>Scripts - These provide lines for a character so that they know what to say. Provide details about expressions or actions. Provide stage directions for actor and production crew. They can include:</p> <ul style="list-style-type: none"> Speech Dialogue Location / set Direction (what happens in the scene) Character names Sound and sound effects Shot type Camera Movement <p>Enquiry Task: Write the script for 2 mins from your favourite film or tv series episode.</p>	<p>File Formats which you will need to know Audio: mp3 wav aac Video: mp4 wmv mov Image Web: png jpeg gi Image Print: tiff pdf Animation: flv swf Text: pdf doc</p> <p>Lossy compression - means an image loses resolution when compressed and cannot be returned to original state</p> <p>Lossless compression - Uses an algorithm to compress the image - no loss of quality and can be returned to original state.</p> <p>Enquiry Task: Find a logo from a company. Redesign it using only the colours black and white</p>

iMedia

Week 7	Week 8	Week 9
<p>Work Plans- Provide timescales so you don't spend too long on one thing. They allow for</p> <ul style="list-style-type: none"> • Projects to meet deadlines • Use checkpoints • Use of milestones • Contingencies - a provision of time if something goes wrong • What order the tasks need to be in • Task list , Activities , Duration  <p>Enquiry Task: Build a work plan of a school day - include travel to and from school and getting up in the morning</p>	<p>Marching ants – Show your current selection. Alt + Click will remove parts of your selection. Filenames – are very important when photo-editing and include a version number. Example: Stonehenge_v1.psd Layers – Are used to order images inside Photoshop. Locking Layers - Stops you from editing that layer. The Eye On Layers – Allows you to hide that layer. Layer Blending - Allows you to alter how a layer interacts with the layers above and beneath it. Resolution – is the total number of pixels an image is made of (width * height) and may include colour depth.</p> <p>Enquiry Tasks: Use www.photopea.com use 2 layers and experiment with 3 different blending options. Colour overlay, Soft Light, Luminosity</p>	<p>Client Requirements – This is an outline which explains what a client needs from a product. Guide Lines – are used to help structure photo editing, this could be a book spine or DVD case cover lines. Primary Sources – Sources of information you have built Secondary Sources – Sources of information which you have taken from someone else. Target Audience - These are the considerations you must think about</p> <ul style="list-style-type: none"> • Income - Can they afford your product • Age - Different ages have very different designs • Gender - Is it aimed at Male Female neutral? • Location - is this going to restrict the target audience • Interests / hobbies <p>Enquiry Tasks: Build a moodboard on your favourite music band / film and then design a CD / DVD front cover for that group / film on paper.</p>
Week 10	Week 11 Revision & Test	Week 12 - Careers' Focus
<p>Risk Assessment - This must be done before a task is started.</p> <ul style="list-style-type: none"> • Identify Hazards • Can anyone be harmed • Evaluate risks and decide and precautions • Record any findings <p>Location Recce - Visiting a specific location for recording purposes such as filming, audio recording or photography. Check is it suitable</p> <ul style="list-style-type: none"> • Lighting • Safe • Electricity / scenery • Distance • Any other issues which may arise 	<p>Assessment week You will need to check all this information throughout this knowledge organiser.</p> <p>All teacher resources and lessons are in google classroom.</p>	<p>Please open this link and complete your careers focus homework on iMedia</p>  <p>https://links.iscaexeter.co.uk/1cb</p>

Mathematics

WEEK A

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

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3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

WEEK B

Complete Assessed Homework (Handed out in Wednesday's lesson, collected the following Wednesday)

Section A - Skills Section
Section B - Problem Solving

Ensure you have completed both sections fully. If you are stuck attend Homework Support Club on Monday and Tuesday lunchtimes.

Maths Department
11B Assessed Homework 1

Year 11 Maths
Assessed Homework

Name: _____ Date: _____
Section A: Skills and Multiple Choice Section B: Problem Solving

marks /20 % marks /20 %

Skills Assessment

Full Topic	Mark	Topic	Mark
1. Area and Perimeter	7	1. Area and Perimeter	7
2. Area and Volume	4	2. Area and Volume	4
3. Area and Circumference of Circles	4	3. Area and Circumference of Circles	4
4. Volume of Solids	18	4. Volume of Solids	18
5. Area and Volume	12	5. Area and Volume	12
6. Area and Volume	12	6. Area and Volume	12

Section A: Multiple Choice

1. The inequality is represented by the number line:

For each answer, write down the correct inequality.

a. $x < 2$ b. $x > 4$ c. $x < 4$ d. $x > 2$

2. Find the equation of the line that is parallel to $y = 3x - 2$.

a. $y = 3x + 5$ b. $y = 3x + 2$ c. $y = 3x - 5$ d. $y = 3x - 2$

3. Expand the expression using your skills. Give the final answer.

a. $2x^2$ b. $3x^2 + 1$ c. $18 - 4x^2$ d. $18 - 2x^2$

WEEK 12 CAREERS WEEK

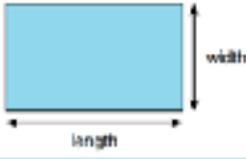
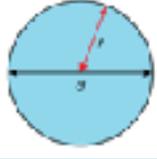
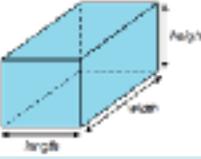
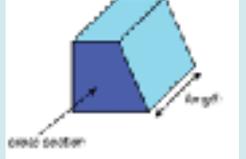
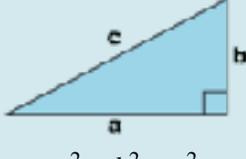
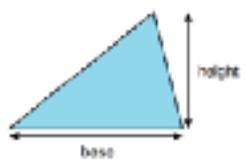
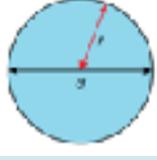
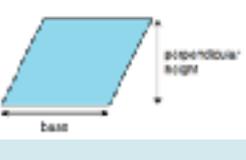
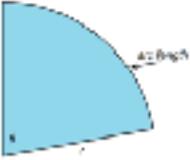
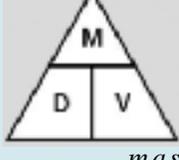
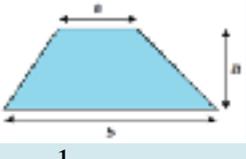
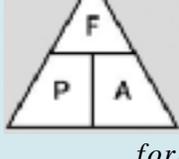
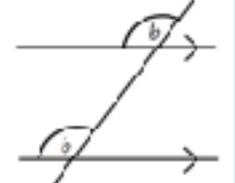
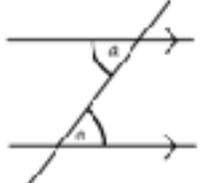
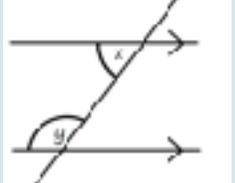
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<https://links.iscaexeter.co.uk/dhq>

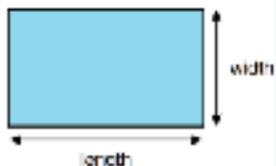
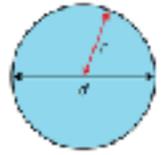
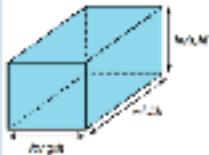
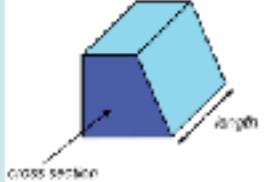
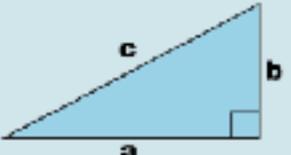
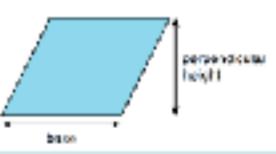
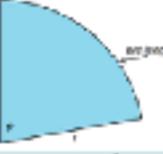
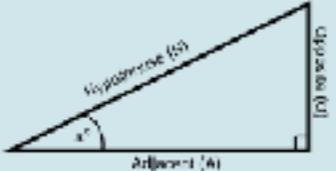
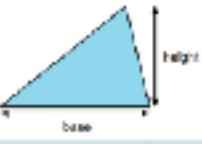
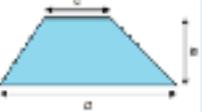
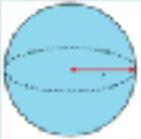
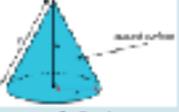
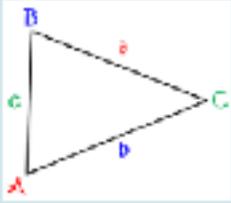


Mathematics – Core

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</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 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="1601 853 2004 1077"> <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

<p>Area of a Rectangle</p>  <p>$A = \text{length} \times \text{width} = l \times w$</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>$\text{Vol} = \text{Area of a cross section} \times \text{length}$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
<p>Area of Parallelogram</p>  <p>$A = \text{base} \times \text{perp. height}$</p>	<p>Sectors</p>  <p>Arc Length: $\frac{\theta}{360} \times \pi \times d$ Area Sector: $\frac{\theta}{360} \times \pi \times r^2$</p>	<p>Speed</p>  <p>$\text{speed} = \frac{\text{distance}}{\text{time}}$</p>	<p>Compound Interest $P = \text{principal amount}$ $r = \text{Interest rate}$ $n = \text{number of years/months/day}$</p> <p>$\text{Total Accrued} = P \left(1 + \frac{r}{100}\right)^n$</p>	<p>Trigonometric Formulae</p>  <p>$\sin x = \frac{\text{opp}}{\text{hyp}}$ $\cos x = \frac{\text{adj}}{\text{hyp}}$ $\tan x = \frac{\text{opp}}{\text{adj}}$</p>																								
<p>Area of a Triangle</p>  <p>$A = \frac{b \times h}{2}$</p> <p>Area of Trapezium</p>  <p>$A = \frac{1}{2} (a + b)h$</p>	<p>Sphere</p>  <p>S. A. = $4\pi r^2$ $V = \frac{4}{3} \pi r^3$</p> <p>Cone</p>  <p>Curved S. A. = $\pi r l$ $V = \frac{1}{3} \pi r^2 h$</p>	<p>Density</p>  <p>$\text{density} = \frac{\text{mass}}{\text{volume}}$</p> <p>Pressure</p>  <p>$\text{pressure} = \frac{\text{force}}{\text{area}}$</p>	<p>Quadratic Formula</p> <p>To solve $ax^2 + bx + c = 0$</p> <p>$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$</p> 	<p>Exact Values of Trigonometry Functions</p> <table border="1" data-bbox="1608 927 1944 1098"> <thead> <tr> <th></th> <th>0°</th> <th>30°</th> <th>45°</th> <th>60°</th> <th>90°</th> </tr> </thead> <tbody> <tr> <td>$\sin \theta$</td> <td>0</td> <td>$\frac{1}{2}$</td> <td>$\frac{\sqrt{2}}{2}$</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>1</td> </tr> <tr> <td>$\cos \theta$</td> <td>1</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>$\frac{\sqrt{2}}{2}$</td> <td>$\frac{1}{2}$</td> <td>0</td> </tr> <tr> <td>$\tan \theta$</td> <td>0</td> <td>$\frac{\sqrt{3}}{3}$</td> <td>1</td> <td>$\sqrt{3}$</td> <td>Not defined</td> </tr> </tbody> </table> <p>Area of a Triangle : $A = \frac{1}{2} ab \sin C$</p> <p>Sine Rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$</p> <p>Cosine Rule: $a^2 = b^2 + c^2 - 2bc \cos A$</p>		0°	30°	45°	60°	90°	$\sin \theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	$\cos \theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	$\tan \theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Not defined
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Music

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

Music

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

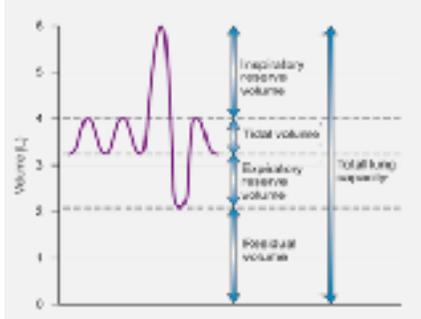
Physical Education - GCSE

Week 1 – Skeletal System	Week 2 – Types of Bones & Joints	Week 3 - Movements
<p>Location of bones:</p> <ul style="list-style-type: none"> - Head/neck – cranium and vertebrae - Shoulder – scapula and humerus - Chest – ribs and sternum - Elbow – humerus, radius and ulna - Hip – pelvis and femur - Knee – femur and tibia - Knee Joint - Patella - Ankle – tibia, fibula and talus <p>Functions of the skeleton:</p> <ol style="list-style-type: none"> 1. Shape and Structure - The skeleton give us our unique shape and size as well as provides a structure for muscles to attach 2. Support - The skeleton supports muscles and organs. 3. Protection - The skeleton protects delicate parts of the body like the brain, lungs and other vital organs 4. Movement - The skeleton allows us to move. Muscles are attached to the bones and contract to create movement. 5. Blood Cell Production - blood cells are made in the bone marrow. 6. Mineral Storage - essential for general body health <p>Questions:</p> <ol style="list-style-type: none"> 1. Which bones are found at the shoulder joint? 2. Which bones are found at the elbow joint? 	<p>Types of bones:</p> <ul style="list-style-type: none"> - Long Bone - Long bones are longer than they are wide. E.g. Femur, humerus - Short Bone - Short bones are small, cube-shaped bones. E.g. Carpals, Tarsals - Flat Bone - Flat bones are thin, flattened and slightly curved. E.g. Rib, Cranium - Irregular Bone - Irregular bones have complex shapes that fit none of the other categories of bones. E.g. Vertebrae <p><i>Articulating bones are where two or more bones meet to form a joint.</i></p> <p>Synovial Joints:</p> <ul style="list-style-type: none"> - Hinge - Hinge joints only allow two types of movement. E.g. Flexion and extension - Ball and socket - joints allow much more movement to occur. E.g Circumduction and Rotation <p>Questions:</p> <ol style="list-style-type: none"> 1. Identify the correct type of joint for the following locations: Elbow, hip, and ankle. 2. Define the term articulating bones. Use an example to help explain your answer (2 marks). 3. Identify two synovial joints found in our body. For each identified joint, explain the function of one structure found in a synovial joint (4 marks) 	<p>Flexion occurs when you decrease the angle at a joint, such as bending your arm at the elbow during the upward phase of a bicep curl</p> <p>Extension occurs when you increase the angle at a joint, such as straightening your leg when kicking a ball</p> <p>Circumduction at the shoulder is a circling action to make a cone shape.</p> <p>Rotation at the shoulder is when the arm moves in a circular movement around the joint towards or away from the midline of the body.</p> <p>Adduction is movement towards the midline of the body. This occurs at shoulder joint, returning the arms back to their original</p> <p>Abduction is movement away from the midline of the body. This occurs at the shoulder joint.</p> <p>Plantar Flexion is pointing the toes – this movement only occurs at the ankle joint.</p> <p>Dorsi Flexion is when the the foot moves towards the shin as if you are pulling your toes up. This movement only occurs at the ankle joint.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Can you think of sporting examples for each type of movement? 2. Name two types of movements at the shoulder (2 marks)

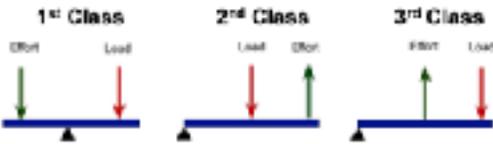
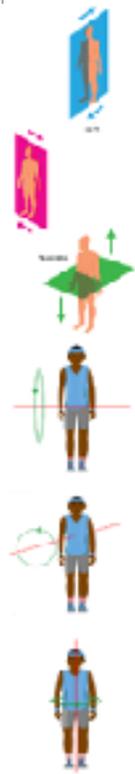
Physical Education - GCSE

Week 4- Major Muscles	Week 5 – Cardiovascular System	Week 6 – Cardiovascular System
<p>Major muscles: <u>Upper Body:</u> Deltoid, Rotator Cuff, Pectorals, Triceps, Biceps, Abdominals and Latissimus Dorsi</p> <p><u>Lower Body:</u> Gluteal, Hip Flexors, Quadriceps, Hamstrings, Gastrocnemius and Tibialis Anterior</p> <p>Types of Contraction: Isotonic Contraction: These occur when the muscle contracts and changes length.</p> <p>Isotonic concentric contraction – this involves the muscle shortening.</p> <p>Isotonic eccentric contraction – this involves the muscle lengthening whilst it is under tension.</p> <p>Isometric Contraction: This involves a muscle producing tension, but staying the same length (fixed position).</p> <p>Antagonistic Muscle Pairs The muscle that is contracting is called the agonist and the muscle that is relaxing is called the antagonist.</p> <p>Antagonistic pairs you will need to know:</p> <ul style="list-style-type: none"> - Biceps – Triceps - Hamstring – Quadriceps - Gluteals – Hip Flexors - Gastrocnemius – Tibialis Anterior - Pectoralis Major – Latissimus Dorsi 	<p>Cardiac Output is the amount of blood pumped out of the heart per minute. Stroke Volume is the amount of blood pumped out of the heart per beat. Heart Rate = Number of beats per minute (Average adult, 72 bpm)</p> <p>Maximum Heart Rate = 220 – Age</p> <p>Cardiac Output = Stroke Volume × Heart Rate</p> <p>Effects of exercise Immediate- Heart Rate increases to deliver Oxygen to the working muscles. Long term- Bradycardia – Decrease in your resting heart rate. Cardiac Hypertrophy – Your heart will increase in size and strength.</p> <p>Questions: 1. Learn / revise each of the key definitions using look, cover, write, check. Remember to green pen your responses. 2. Identify the blood vessel that carries oxygenated blood away from the heart. (1 mark) 3. State two characteristics of a vein. (2 marks) 4. Explain how the heart acts as a pump in a double circulatory system. (3 marks)</p>	<p>Redistribution of blood during exercise: When exercise begins, the body alters its priorities. At rest, high % of blood is directed to organs and during exercise the blood is redirected to voluntary muscles.</p> <p>Vasoconstriction: Narrowing of internal diameter of a blood vessel to restrict the flow of blood. The arteries constrict during exercise so that less blood is delivered to inactive areas.</p> <p>Vasodilation: Widening of internal diameter of a blood vessel to increase the volume of blood travelling through it. The arteries dilate during exercise so that more blood is delivered to active areas, increasing their O² supply.</p> <p>Blood pressure Systolic pressure- When the Heart is CONTRACTING: Ventricles contract to pump blood to arteries. Diastolic Pressure - When the Heart is RELAXED: Atria & ventricles are relaxed and the valves (atrio-ventricular) between are open which allow blood to flow to ventricles</p> <p>Questions: 1. When a performer exercises, blood is redistributed to different parts of the body. Explain two ways in which the body redistributes blood during exercise. (4 marks) 2. i What is blood pressure? (1 mark) ii How does physical activity affect blood pressure during activity? (1 mark) iii How does physical activity affect blood pressure in the long term? (1 mark)</p>

Physical Education - GCSE

Week 7- Respiratory System	Week 8 - Respiratory System	Week 9 - Immediate, Short & Long Term Effects of Exercise
<p>Gaseous exchange takes place at the alveoli. The alveoli are tiny air sacks inside the lungs. When you breathe in, they fill with air.</p> <p>6 features assist the process of gaseous exchange</p> <ol style="list-style-type: none"> 1. Alveoli's moist thin walls (1 cell thick) allows gases to pass through and travel into the blood stream. 2. A large blood supply. An <u>increased</u> red blood cell count <u>increases</u> the amount of oxygen supplied to muscles and other body tissues. 3. Short distance for diffusion (short diffusion pathway) – capillaries are very near alveoli 4. Large surface area of alveoli allows diffusion to take place. 5. Lots of capillaries – to increase the amount of diffusion possible 6. Movement of gas from high concentration to low concentration <p>Questions:</p> <ol style="list-style-type: none"> 1. Identify two of the air passages which allow air to enter the body. (2marks) 2. Describe what gaseous exchange is and clearly state where it takes place. (3 marks) 3. Outline how two features of the alveoli assist in gaseous exchange. (2 marks) 	<p>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) 	<p>Immediate Effects of Exercise:</p> <ol style="list-style-type: none"> 1. Breathing Rate increases – supplying O₂ to muscles 2. Heart Rate increases – pumping blood to muscles 3. Body Temperature increases 4. Sweating <p>Short-Term Effects of Exercise: (24-26hrs after)</p> <ol style="list-style-type: none"> 1. Feel tired or fatigued 2. Muscle cramps 3. Feel nauseous (sick) 4. DOMS (Delayed Onset of Muscle Soreness) 5. Muscles ache 6. Feel light headed <p>Long Term Effects of Exercise: (months-years)</p> <ol style="list-style-type: none"> 1. Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient 2. Cardiac Hypertrophy – heart increasing in size and strength 3. Muscular Hypertrophy – muscles increase in size and strength 4. Improve a variety of components of fitness 5. Change your body shape through either losing weight or gaining muscle mass 6. Improve flexibility <p>Questions:</p> <ol style="list-style-type: none"> 1. Explain why breathing rate and heart rate increase when we exercise (4marks) 2. Identify and explain how two long term effects of exercise could improve performance of a 10,000 meter runner (6marks)

Physical Education - GCSE

Week 10 - Levers	Week 11 – Planes and Axes	Week 12 – Careers in Sport
<p>Key Words: Fulcrum – pivot point of the lever Effort – the force that is applied to move the resistance or weight (muscles) Resistance – the load to be moved by the lever system (weight, limbs)</p>  <p>Mechanical advantage depends on the distance between effort and fulcrum when compared to distance of resistance from fulcrum – known as effort arm and resistance arm.</p> <p>Mechanical advantage = effort arm ÷ resistance arm</p> <p>Short effort arm = giving rapid movements over a large range of movement Short resistance arm = giving the advantage of being able to move a heavy weight</p> <p>Questions: 1. Using an example from a sport of your choice, identify the two types of movement that can occur at a hinge joint. (4 marks) 2. Identify they type of lever being used during the upward phase of a bicep curl. Identify the agonist and antagonistic muscles and explain how they contract to allow this movement to occur (4marks)</p>	<p>Sagittal Plane – Forwards and backwards movements. Mainly flexion and extension.</p> <p>Frontal Plane – Side to side movements. Mainly abduction and adduction</p> <p>Transverse Plane – Rotational or turning movements .Mainly rotation</p> <p>Transverse Axis– Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)</p> <p>Sagittal Axis – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)</p> <p>Longitudinal Axis – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)</p>  <p>Questions: 1. In a tennis forehand stroke, Identify the plane and the axis when the arm bends at the elbow. (2marks) 2. During a cartwheel, Identify the plane and the axis about which the movement is taking place. (2marks)</p>	<p>If you're interested in the way the body responds to exercise and training, then a career as an exercise physiologist could be for you!</p> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/m6p</p> 

PE - Sports Studies BTec

Week 1 – Values which can be promoted through sport	Week 2 – The importance of etiquette and sporting behaviour	Week 3	Week 4 - 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 <p>Staying quiet when a rugby player kicks a conversion</p>	<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 <p>Aims to allow women to overcome the fear of being judged and make the choice to take part in physical activity</p>

PE - Sports Studies BTec

Week 5 - Sports initiatives to break down barriers	Week 6 - The use of performance enhancing drugs (PEDs) in Sport	Week 7 – Overcoming the use of drugs	Week 8 – The importance of hosting major events
<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>World Anti-Doping Agency (WADA)</p> <p>How do WADA overcome the use of drugs?</p> <p>Through the process of testing including -</p> <ul style="list-style-type: none"> • blood sample collection, urine sample collection, hair sample collection, nail sample collection. <p>Sanctions and penalties –</p> <ul style="list-style-type: none"> • bans for all those found guilty. <p>Education Initiatives –</p> <ul style="list-style-type: none"> • programmes which show the negative impacts on health of taking drugs <p>Whereabouts rule</p> <p>What are the ethical issues of performance enhancing drugs in sport?</p> <p>The impact of drug taking on the reputation of the sport is:</p> <ul style="list-style-type: none"> • The reputation of a sports or events can be tarnished (eg Tour de France) • People mistrust results of athletes • People believe that everyone in a certain sport takes drugs. • Negative role models • Negative media coverage/bad publicity 	<p>Features of Major Events:</p> <ul style="list-style-type: none"> • “One-off” (e.g. hosting the Olympic and Paralympic Games will only happen in any given country/ city once in a generation) • Regular (e.g. UEFA Champions League final is an annual event which a city could host more than once in a relatively short period of time but it is shared around as a rule) • Regular and Recurring (e.g. hosting a Formula 1 Grand Prix would be annual and is normally contracted for a period of years to the host country/city) <p>The benefits of events that involve competitors from different countries</p> <ul style="list-style-type: none"> • Variety of competitors and talent • More supporters and interest in that sport from other countries • Widens spectatorship • Can bring in money and tourism • Improved status of the country • Feeling of national pride • Improved transport infrastructure • Improved/ cheaper housing • Facilities can be used by local communities after the event • Friendship between nations <p>Question: Research how much the 2021 Olympic Games has cost to host</p>

PE - Sports Studies BTec

Week 9 – National Governing Bodies	Week 10 - Revision	Week 11 – Revision	Week 12 – CareersTask
<p>NGB = NGBs <u>govern</u> an individual sport. Govern means "conduct the policy, actions, and affairs of (a state, organization, or people) with authority"</p> <p>Roles of NGB's:</p> <ul style="list-style-type: none"> • Development <ul style="list-style-type: none"> • Elite training and development • Coaching Awards • Training of Officials • Infrastructure <ul style="list-style-type: none"> • Rule making • Competitions and tournaments • Create a vision • Guidelines and support • Assist with facility development • Promotion <ul style="list-style-type: none"> • Promote participation • Increase popularity of sport • Exposure to media • Policies and Initiatives <ul style="list-style-type: none"> • Anti-doping policies • Promote etiquette and fair play • Community programmes • Safeguarding • Support <ul style="list-style-type: none"> • Provide technical advice • Location and contact details of clubs • Funding <p>Questions: List 10 different NGB's</p>	<p>Practice exam questions</p> <ol style="list-style-type: none"> 1. Explain how national governing bodies can help and advise sports clubs with funding and raising money. 2. Identify three ways that a national governing body ensures that the risk of injury from the participation in sport it kept to a minimum. 3. Identify three sources of funding available to a national governing body in sport 4. Many young would like to get more involved in sport but not as a performer. <p>Give two examples of how national governing bodies support such a young people to be involved.</p> <p>Revise the definitions for each of the topics in preparation for your end of cycle assessment.</p>	<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. <ol style="list-style-type: none"> (a) Describe two barriers to young females participating in golf. <ol style="list-style-type: none"> 1. (1mark) 2. (1mark) (b) Identify four ways the governing body can fund its initiatives to enable more participation by young females in golf. <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. <p>(8marks)</p>	<p>Research careers in sport:</p> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/m6p</p> 

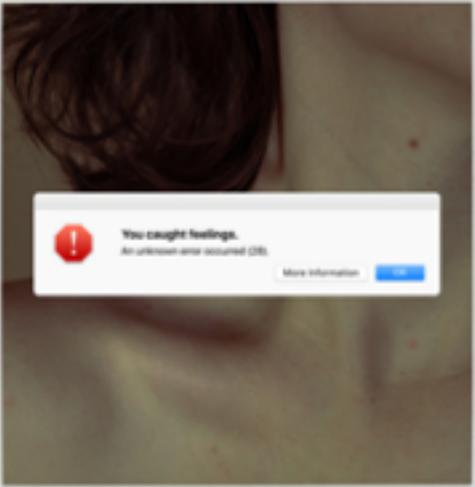
Photography

IDENTITY & REFLECTION Projects: REFINE AND COMPLETE

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

Week 1&2: Depth of Field and Framing.	Week 3&4: Portrait and Shutter speed.	Week 5&6: Portrait and Light lines
<p>Enquiry task 1: Take at least 10 portraits using a shallow depth of field.</p>  <p>Enquiry task 2: Take at least 10 portraits using the frame inside a frame composition.</p>  <p>Key Words Depth of field: how much of the field of vision is in focus. AV camera setting, lower f: stop = more blur. Frame inside a frame: using the surroundings to “box in” the point of interest.</p>	<p>Enquiry task 1: Take at least 10 portraits using shutter speed control to capture motion blur.</p>  <p>Enquiry task 2: Take at least 10 portraits using shutter speed controls to freeze movement.</p>  <p>Key Words Shutter speed: the longer the shutter is open, the more light and movement it records. Motion blur: the trail of movement captured by long exposure or slow shutter speed.</p>	<p>Enquiry task 1: Take at least 10 portraits using shutter speed control and light lines.</p>  <p>Enquiry task 2: conduct a second photo shoot improving and developing further your best shots.</p>  <p>Key Words Light lines: light trails produced by a moving light in the dark. Tripod: 3 legged accessory that makes cameras stable when shooting in low light conditions.</p>
Steps to success		
<p>Be aware of light and shade. Focus carefully on what you find interesting and compose your shot carefully. Camera setting on Aperture Priority (AV), Check your f: stop.</p>	<p>Use a tripod to stop your camera from moving. Camera setting on Shutter Priority (TV). Check your exposure time. Use the timer for self-portraits.</p>	<p>Use a tripod to stop your camera from moving. Camera setting on Shutter Priority (TV). Check your exposure time. Use torches or other portable lights.</p>

Photography

Week 7&8: Responding to photographers	Week 9&10: Responding to photographers	Week 11&12: Final piece and Careers
<p>Enquiry task 1: Draw an analytical diagram and do an “I see, I think, I wonder” analysis.</p>  <p>May Xiong. Geometric Maps</p> <p>Enquiry task 2: Produce a series of three edits in the style of the artist. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.</p> <p>Key Words Purposeful: producing artwork for a specific reason/idea. Response: your creative reaction/idea – what you make</p>	<p>Enquiry task 1: Draw an analytical diagram and do an “I see, I think, I wonder” analysis.</p>  <p>Victoria Siemer. Human Error series.</p> <p>Enquiry task 2: Produce a series of three edits in the style your chosen artist. Edit it using any free apps like Pixlr or Photopea. Select, copy, paste, rotate.</p> <p>Key Words Refine: making small changes to improve an idea/ artwork. Doing something again to make it better.</p>	<p>Enquiry task 1: Decide which photo is your best in each project. Do a www/ebi evaluation.</p> <p>Enquiry task 2: Careers research</p>  <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/36b453</p> <p>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.</p>
<p>Steps to success</p>		
<p>Take creative risks. Don't just copy what the artist does – play, experiment and combine. Try changing the opacity of the layers, play with the layer blending modes.</p>	<p>Take creative risks. Don't just copy what the artist does – play, experiment and combine. Don't just do something once, try it multiple times until you get the best result.</p>	<p>Stick to your plan and complete your final piece without hesitation. Plan any further changes as part of your evaluation.</p>

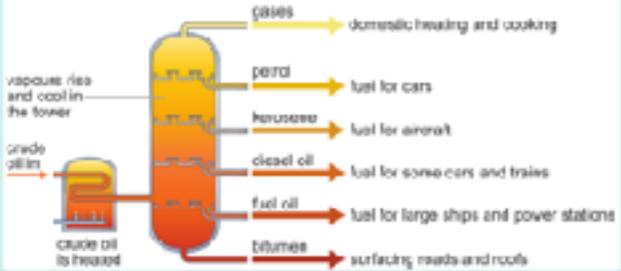
Religious Education

Week 1 - Pre Teach / Introduction	Week 2 - Unjust Law and Lawbreakers	Week 3 - Aims of Punishment / Suffering
<ul style="list-style-type: none"> - Crime: Offence that breaks the law set by the government. - Punishment: Something that is done legally as a result of someone being found guilty of breaking the law. - Poverty: State of being extremely poor. - Retribution: To get your own back. - Deterrence: To put people off committing crime. - Reformation: To change someone's behaviour for the better. - Human Rights: Basic rights for all humans. - Social Justice: Ensuring society treats people fairly. <p>Enquiry Task: Write out and define all words, then dual code.</p>	<ul style="list-style-type: none"> - Some people assume a good action is one that does not break the law, however there are many good actions that exist outside of the law, for example giving to charity. - Teachings in the Bible warn against having any evil or wrong thoughts or intentions. - Evil actions such as using violence are considered to be sinful and against God. - Buddhism doesn't generally speak to 'good' or 'evil' but rather skilful and unskilful. - Not all unskillful actions are illegal, for example it's not illegal to be unkind to someone. <p>Enquiry Task: Why may someone commit crime? Make a list of 10 or more ideas. Then, make a list of what crimes people may commit.</p>	<ul style="list-style-type: none"> - Three aims of punishment are retribution, deterrence and reformation. - They all try to improve society and reduce evil and suffering. - Christians and Buddhists believe in not causing suffering to others. They also believe that it is important to help those who are suffering. - For Christians, suffering is not caused by God but is a result of human free will. For Buddhists, suffering is simply an inevitable part of life. - Christians should follow the example of Jesus who helped many people who are suffering. - Buddhists first need to accept that suffering happens. <p>Enquiry Tasks: Why do you believe suffering exists? Can God exist at the same time? Why?</p>
Week 4 - Religious Attitudes: Criminals	Week 5 - Religious Attitudes: Forgiveness	Week 6 - Religious Attitudes: Death Penalty
<ul style="list-style-type: none"> - A prison is a secure building where offenders are kept for a period of time set by a judge. In the UK, people who commit more serious crimes are sent to prison. - Corporal punishment is punishment that causes physical pain. It is illegal in the UK and not supported by Christianity or Buddhism. - Community service is a way of punishing offenders by making them do unpaid work in the community. It is approved by most Christians and Buddhists. <p>Enquiry Task: What form of punishment do you think is best? Why?</p>	<ul style="list-style-type: none"> - Forgiveness is when you pardon someone for their wrongdoing. - Christians believe that forgiveness is central to their religion. For example when Jesus was on the cross he cried out 'father forgive them for they know not what they do'. - The lord's prayer discusses forgiveness. - In Buddhism they believe that one of the three poisons is hatred. Therefore, if you don't forgive you may harbour hatred, meaning you won't reach enlightenment. <p>Enquiry Task: Are there situations you would / would not forgive? Give a list of 5 for each.</p>	<ul style="list-style-type: none"> - The death penalty is a form of punishment. - Christians are generally against the death penalty, this is because in the Bible it teaches, 'thou shall not kill', only God can take life and people should have a change of reformation. However, some Christians may accept it due to the quote 'an eye for an eye'. - Buddhists don't generally accept it because it shows hatred and can produce bad karma. Not only this, one of the 5 precepts is 'do not harm'. <p>Enquiry Task: Follow the link and add detail to your notes: https://www.bbc.co.uk/bitesize/guides/zvs3d2p/revision/4</p>

Religious Education

Week 7 - Human Rights	Week 8 - Prejudice and Discrimination	Week 9 - Religious Freedom
<p>- Human rights are the basic entitlement for all human beings.</p> <p>- The first human right is that we are all born free and equal. All other human rights come from this.</p> <p>- Humans have the entitlement to a fair trial, education, marriage, life, liberty, security and privacy.</p> <p>- Social justice is about trying to protect people's rights and opportunities so the least advantaged members of society are treated with the same justice and compassion as more advantaged people.</p> <p>Enquiry Task: Research human rights. Is there anything you think is missing? Why?</p>	<p>- Equality means having equal rights, status and opportunities.</p> <p>- Christianity teaches that all people are equal because they have all been made in God's image.</p> <p>- Buddhists believe treating people equally expresses loving kindness.</p> <p>- There are however examples of prejudice and discrimination against women and homosexuals today.</p> <p>- Prejudice is when you prejudge someone. You usually have negative, biased views.</p> <p>- Positive discrimination means treating people more favourably because they have been discriminated against in the past or have disabilities.</p> <p>Enquiry Task: Research the role of women and homosexuality from a Christian and Buddhist perspective and create spiderdiagrams for each.</p>	<p>- Christians and Buddhists generally believe people should have freedom of religion. This is the right to practice whatever religion one chooses.</p> <p>- People should have freedom of religious expression, this is the right to worship, preach and practice one's faith in whatever way one chooses.</p> <p>- The above rights are protected by the UK government and included in the Universal Declaration of Human Rights.</p> <p>- 'Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to manifest his religion or belief in teaching'.</p> <p>Enquiry Task: What are the pros and cons to religious freedom?</p>
Week 10 - Poverty	Week 11 - Assessment Week	Week 12 - Super Teach Week / Careers
<p>- Christianity and Buddhism do not teach that it is wrong to be wealthy, but they do teach that focusing on wealth can lead to greed and selfishness.</p> <p>- It is important to use wealth to help other people.</p> <p>- People can often be in poverty because of debt, unemployment or due to natural disasters.</p> <p>- Exploitation is the misuse of power or money to get other people to do things for little or unfair reward.</p> <p>- The poor are being exploited worldwide in various ways, including being paid unfairly.</p> <p>- There are two main ways to help the poor, short term aid or long term aid.</p> <p>Enquiry Task: What might short term aid be, and what might long term aid be? Use examples.</p>	<ul style="list-style-type: none"> • Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. • Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. • Summarise each week into 20 words, using images to also help you. • Create a 'quizziz' or kahoot on the information that you have learnt. 	<p>In this cycle, you have learnt about religious perspectives on human rights and crime and punishment. This has included looking at prison service, rehabilitation of criminals and the use of human rights. There are many jobs or career areas related to human rights / crime and punishment.</p> <p>Follow the QR code or type in the link into your browser https://links.iscaexeter.co.uk/8bw</p> 

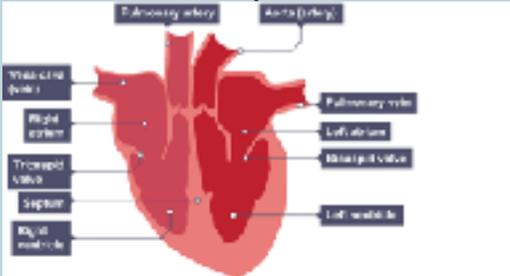
Science

Biology CB3 part 1	Biology CB3 part 2	Chemistry CC16-17 part 1															
<p>Genetics</p> <ol style="list-style-type: none"> Meiosis: a form of cell division in which one parent cell produces 4 non-identical haploid daughter cells. The zygote (fertilised egg) cell inherits different genetic information from each parent. This produces genetic variation between individuals. DNA (Deoxyribonucleic acid): a polymer made of two sugar-phosphate backbones joined to bases forming a double helix shape. Complementary base pairs join up using hydrogen bonds: <ul style="list-style-type: none"> • adenine with thymine (A-T) • guanine with cytosine (C-G) Genome: entire DNA of an organism Gene: section of DNA that codes for a specific protein Mutation: change to a gene that can result in changes to protein structure and cell function The Human Genome Project produced a map of base pairs in one set of human chromosomes. It provides information about how likely a person is to develop a genetic disease, and how they might respond to medicine <p>Enquiry Task: describe how to extract the DNA from fruit. Include an explanation for the following steps:</p> <ol style="list-style-type: none"> Adding a salt and detergent buffer solution Heating the mixture in a water bath Adding protease Adding a layer of ice-cold ethanol 	<ol style="list-style-type: none"> Environmental variation - differences in organisms caused by the surroundings (acquired characteristics). E.g. a scar Genetic variation: inherited differences in organisms caused by mutation and sexual reproduction. E.g. eye colour Alleles: different forms of the same gene, each organism has 2 for each gene (e.g. Bb), one from each parent. Genotype: the alleles present Phenotype: the physical appearance. Heterozygous: when the alleles for a gene are different in an organism (e.g. Rr), Homozygous: when the alleles for a gene are the same in an organism (e.g. RR, rr). Inherited characteristics can have dominant or recessive alleles. Dominant: an allele that is always expressed in the phenotype (capital letter) Recessive: an allele that will only be expressed if <i>both</i> alleles are recessive (lower case letter, e.g. bb). Male sex chromosomes: XY Female sex chromosomes: XX Punnett squares are used to work out the probability of offspring inheriting certain genotypes and phenotypes. <table border="1" data-bbox="840 1104 1388 1236"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Father (XY)</th> </tr> <tr> <th colspan="2"></th> <th>Gametes X</th> <th>Gametes Y</th> </tr> </thead> <tbody> <tr> <th rowspan="2">Mother (XX)</th> <th>Gametes X</th> <td>XX</td> <td>XY</td> </tr> <tr> <th>Gametes X</th> <td>XX</td> <td>XY</td> </tr> </tbody> </table> <p>Enquiry Task: find the probability of two <i>heterozygous</i> (Cc) parents having a child with the <i>recessive</i> genetic disease cystic fibrosis (cc)</p>			Father (XY)				Gametes X	Gametes Y	Mother (XX)	Gametes X	XX	XY	Gametes X	XX	XY	<p>Fuels</p> <ol style="list-style-type: none"> Crude oil: a fossil fuel, made of a mixture of hydrocarbons (hydrogen and carbon atoms only) that form chains or rings, an important but finite source of useful substances. Crude oil can be separated by fractional distillation. Fractions from lowest to highest boiling point: gases, petrol, kerosene, diesel oil, fuel oil, bitumen.  <ol style="list-style-type: none"> As the number of carbon atoms increases, boiling point and viscosity increase, but ease of ignition decreases. Alkanes are a homologous series; compounds with similar chemical properties. They have the general formula C_nH_{2n+2} Complete combustion: hydrocarbon + oxygen carbon dioxide + water Incomplete combustion: hydrocarbon + oxygen carbon + carbon monoxide + water Carbon monoxide is colourless and odourless. It can cause unconsciousness and death <p>Enquiry task: describe how you could demonstrate how the ease of hydrocarbon ignition changes with increasing chain length</p>
		Father (XY)															
		Gametes X	Gametes Y														
Mother (XX)	Gametes X	XX	XY														
	Gametes X	XX	XY														

Science

Chemistry CC16-17 part 2	Physics CP7-8	Biology CB8 part 1
<p>Earth & Atmospheric Science</p> <p>9. Hydrocarbon fuels such as coal may contain impurities of sulfur, which reacts with oxygen to form sulfur dioxide (which causes acid rain).</p> <p>10. Burning hydrogen as a fuel only produces water vapour with no CO₂. It releases more energy than petrol, but has to be stored at high pressure.</p> <p>11. Cracking is breaking down long chain hydrocarbons (e.g. fuel oil) into smaller more useful ones (e.g. petrol) using high temperatures and a catalyst.</p> <p>12. Early atmosphere: little or no oxygen, large amounts of CO₂, water vapour, some ammonia (NH₃) and methane (CH₄) – evidence from volcanic gases.</p> <p>13. Water vapour cooled, forming the oceans.</p> <p>14. Life evolved, photosynthesis began, oxygen levels increased, carbon dioxide levels decreased.</p> <p>15. Test for oxygen: relights a glowing splint.</p> <p>16. Today's atmosphere is 78% nitrogen, 21% oxygen and 1% other gases (mostly argon).</p> <p>17. Greenhouse gases (carbon dioxide, methane, water vapour) absorb heat radiated from the Earth's surface, increasing the temperature of the atmosphere and leading to global warming and climate change.</p> <p>18. Burning fossil fuels and livestock farming are examples of human activities linked to global warming.</p> <p>Enquiry Task: describe and explain how the evolution of life led to changes in the composition of the atmosphere.</p>	<p>Energy, Forces & their Effects</p> <p>1. Energy can only be transferred from one store to another, not made or destroyed.</p> <p>2. The total amount of energy in a closed system does not change.</p> <p>3. Energy in a system can be changed by forces, heating, electrical work and radiation.</p> <p>4. Energy transferred is the same as work done, which is measured in joules (J).</p> <p>5. Work done (joules) = force (newtons) x distance (metres) [$E = F \times d$]</p> <p>6. Gravitational potential energy: $\Delta GPE = m \times g \times \Delta h$ gravitational field strength on Earth, g = 10 N/kg</p> <p>7. Kinetic energy: $KE = \frac{1}{2} \times m \times v^2$</p> <p>8. Power (watts) = work done (joules) ÷ time (seconds) [$P = E \div t$]</p> <p>9. Efficiency = (useful output ÷ total input) × 100%</p> <p>10. Energy is usually wasted by heating. The heat energy dissipates into the surroundings.</p> <p>11. Energy losses from friction can be reduced by lubrication.</p> <p>12. Forces can be contact forces (like friction) or non-contact forces (like gravity, magnetism, electrostatic).</p> <p>13. Forces always come in pairs: a. Action-Reaction forces act between <i>different</i> objects b. Balanced forces act on the <i>same</i> object</p> <p>14. Forces can be shown in vector diagrams.</p> <p>15. Vector diagrams can be used to calculate (resolve) resultant forces.</p> <p>Enquiry Task: describe how you could measure a weightlifter's <u>power</u>. Describe the measurements you would take, how you would take them, and any calculations you would do.</p>	<p>Exchange and Transport in Animals</p> <p>1. Substances that need to be transported in or out of cells include: oxygen, carbon dioxide, water, food molecules, mineral ions and urea</p> <p>2. Surface area : volume ratio limits the max size of a cell.</p> <p>3. Alveoli are adapted to maximise diffusion between air in the lungs and blood in the capillaries: thin cell walls, large surface area, good blood supply</p> <p>4. There are many components of blood including: a. Erythrocytes (red blood cells): adapted to carry oxygen with a flexible bi-concave body, no nucleus and haemoglobin. b. White blood cells (phagocytes and lymphocytes): form the immune system. c. Plasma: straw coloured, watery content of blood which carries dissolved glucose, urea and mineral ions. d. Platelets: cell fragments found in blood which are responsible for clotting.</p> <p>5. The blood vessels have several adaptations: a. Veins: carry (deoxygenated) blood <u>to</u> the heart. These have a large lumen (internal hole) and valves (to prevent backflow of blood, to keep blood moving in one direction back to heart). b. Arteries: carry (oxygenated) blood <u>away from</u> the heart. These have thick layers of muscle to withstand the high pressure generated by the left ventricle. c. Capillaries: site of exchange between blood and body tissues. <i>One cell thick</i> to enable rapid diffusion to occur.</p> <p>Enquiry Task: describe the journey of a red blood cell from the lungs, out to a body cell, and back to the lungs. Include all the tissues, structures and dissolved substances that would be encountered.</p>

Science

Biology CB8 part 2	Chemistry CC5-7 part 1	Chemistry CC5-7 part 2
<p>Heart Structure and Respiration</p>  <p>6. Cardiac output (litres/min.) = stroke volume (litres/beat) x heart rate (beats/min.)</p> <p>7. Respiration is a chemical reaction which takes place in cells. Its purpose is to release energy. It is an exothermic reaction.</p> <p>8. Aerobic respiration:</p> <ol style="list-style-type: none"> Takes place in the mitochondria of cells Releases a large amount of energy Reaction uses oxygen <p>Glucose + oxygen → carbon dioxide + water</p> <p>9. Anaerobic respiration:</p> <ol style="list-style-type: none"> Takes place in the cytoplasm of cells No oxygen is present Less energy is released than aerobic resp. A by-product called lactic acid is formed <p>Glucose → lactic acid</p> <p>10. Lactic acid causes muscle fatigue. It is broken down by oxygen to give just carbon dioxide and water</p> <p>11. The respiration of small organisms can be investigated using a respirometer, and in humans by measuring heart rate and/or breathing rate</p> <p>Enquiry Task: describe how to investigate the effect of exercise on respiration</p>	<p>Structure and Bonding</p> <ol style="list-style-type: none"> The structure and bonding of substances results in different physical properties (things that can be measured) such as melting point. Ionic bonding: <ol style="list-style-type: none"> Involves the transfer of electrons to gain a full outer shell forming oppositely charged particles that attract due to electrostatic forces. Occurs between a metal and a non-metal. Forms substances that have high melting and boiling points, and form brittle crystals when solid. Most dissolve in water. Example: sodium chloride, NaCl When ionic substances are molten or dissolved in solution they conduct electricity because the ions are able to move and transfer charge. When solid, ionic substances <i>do not</i> conduct because the ions are held in place by strong electrostatic bonds. Covalent bonding: <ol style="list-style-type: none"> Involves the sharing of pairs of outer electrons between two atoms so that each gains a full outer shell Occurs between a non-metal and another non-metal/s Covalent substances typically have: <ol style="list-style-type: none"> Low melting and boiling points due to weak intermolecular forces Poor conductivity of electricity as there are no free electrons Examples of simple covalent substances: hydrogen H₂, water H₂O, methane CH₄, oxygen O₂ and carbon dioxide CO₂. <p>Enquiry Task: draw dot and cross diagrams for bonding in MgCl₂ and CO₂</p>	<ol style="list-style-type: none"> Giant covalent substances are repeating 3D structures with high melting and boiling points due to strong covalent bonds throughout Examples include silicon dioxide SiO₂, and carbon allotropes: <ol style="list-style-type: none"> Graphite <ol style="list-style-type: none"> Atoms are arranged hexagonally in layers, which can slide over each other Excellent conductor of heat and electricity due to delocalised electrons between layers Typical uses: electrodes, dry lubricant Diamond <ol style="list-style-type: none"> Atoms are arranged in a regular tetrahedral structure, which is very hard and has very high m.p. and b.p. Does <i>not</i> conduct electricity (but good conductor of heat) Typical use: cutting tools Other allotropes: fullerenes (e.g. C₆₀), graphene Simple polymers such as polyethene consist of large molecules with very long chains of carbon atoms Metallic bonding <ol style="list-style-type: none"> Occurs in all metals, based on a lattice of positive metal ions surrounded by a sea of delocalised electrons from the outer shells. Metals are malleable as the layers of ions are able to slide over each other. Metals can conduct electricity because the delocalised electrons can pass through the lattice Metals have high melting and boiling points due to the strong electrostatic attraction between metal ions and the surrounding electrons. <p>Enquiry Task: draw the structure of graphite and diamond</p>

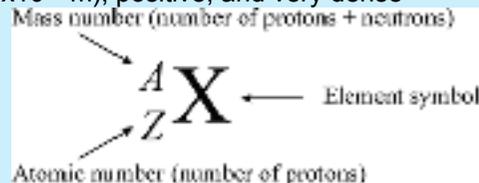
Science

Physics CP6 part 1

1. Structure of the atom

Subatomic particle	Location in the atom	Relative charge	Relative mass
proton	nucleus	1	1
neutron	nucleus	0	1
electron	In shells around nucleus	-1	1/1835 (negligible)

2.
 - a. Dalton: Billiard Ball model
 - b. Thomson: Plum Pudding model
 - c. Rutherford: Nuclear model
 - d. Bohr: Orbital model
3. The nucleus of an atom is small (around $1 \times 10^{-15} \text{m}$), positive, and very dense



4. **Isotopes** are atoms of the same element with the *same* number of **protons** but a *different* number of **neutrons**, so they have the same **atomic number** but different **mass number**.
5. Electrons orbit the nucleus in shells at fixed distances based on their energy levels.
6. Electrons can move between shells by absorbing or emitting EM radiation. This results in an **emission spectrum** that is unique to each element
7. **Ionising radiation** provides enough energy for electrons to leave an atom, which becomes **ionised**.
8. **Background radiation** is naturally present in the environment. Sources include: **radon gas**, cosmic rays, food and drink, X-Rays

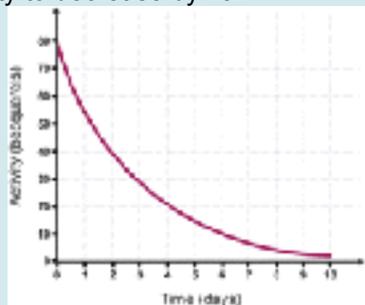
Enquiry Task: compare and contrast the four models of the atom

Physics CP6 part 2

9. Unstable atoms can randomly emit radiation from the nucleus:

Nuclear decay	What is it?	Charge	Mass	Stopped by
Alpha, α	2 protons 2 neutrons / helium nucleus	+2, highly ionising	4	Few cm air, paper
Beta minus β^- or e^-	High energy electron	-1	1/1835	Thin Al
Beta plus β^+ or e^+	High energy positron	1	1/1835	Thin Al
Gamma, γ	EM radiation	0, weakly ionising	0	Thick Pb
Neutron, n	neutron	0	1	Thick Pb

10. Nuclear radiation is measured in **Becquerels Bq** (counts per second) with a Geiger-Muller tube or photographic film.
11. **Decay equations** show the products formed when a substance decays.
12. **Half-life:** The time it takes for half of the undecayed nuclei in a sample to decay, or for the activity to decrease by half



13. **Uses:** sterilising medical equipment (γ), tracers (β), smoke alarms (α)
14. **Dangers:** Radiation can damage cells and tissues, and lead to mutations and **cancer**.
15. **Irradiation** comes from outside the body, and can be blocked or moved away.
16. **Contamination** occurs from sources inside the body, so can be more dangerous.

Enquiry Tasks / Careers information

CAREERS

Follow the QR code or type in the link into your browser
<https://links.iscaexeter.co.uk/549>



Spanish

Week 1 Education		Week 2 Key verbs		Week 3 Opinions		Week 4 Can, must, have to		Week 5 Future phrases	
el acoso	bullying	apoyar a	to support	pienso que	I think that	se debe...	you must	me gustaría	I would like
el alumno	pupil	aprender	to learn	creo que	I believe that	se puede....	you can	quisiera	I would like
el campo de deportes	sports field	aprobar	to pass (exam)	me parece	It seems to me	hay que...	you have to	voy a	I am going to
		ayudar a	to help			tengo que...	I have to	quiero	I want
el comportamiento	behaviour	contestar	to answer	a mi modo de ver	from my point of view	The expressions above can be followed by an infinitive to say what you must, can or have to do.		Conditional tense	
		entender	to understand					iría	I would go
el director	head teacher	enseñar	to teach	diría que	I would say that			irías	you would go
duro / fácil	hard / easy	escribir	To write					iría	he/she would go
la escuela	school	escuchar	To listen	en cuanto a	as for	hacer los deberes	do homework	iríamos	we would go
el éxito	success	faltar	to be absent	lo malo	the bad thing	apoyar a tus amigos	support your friends	iríais	you would go
el idioma	language	hacer	To do / make	lo bueno	the good thing			irían	they would go
la lengua	language	llevar	to wear	hay que decir	I have to say	llevar uniforme	wear uniform	podría	I could
el nivel	level	mirar	to look	mucho	a lot, much, many	asistir a las clases	go to lessons	debería	I should
la nota	mark, grade	olvidar	to forget					poco	little, not much, few
la prueba	test, proof	participar	to take part	bastante	quite, a few, enough, quite a bit	mostrar respeto	show respect		
una regla	a rule	preguntar	to ask					demasiado	too much, too many
una norma	a rule	repasar	to revise	sacar buenas/malas notas	to get good/bad marks	en el futuro	in the future		
un viaje escolar	a school trip	trabajar	to work					Enquiry tasks – complete in Spanish	
la asignatura	school subject			Complete the role play task on Google Classroom.		Write extended opinions about your homework + uniform.		Write a list of 10 school rules.	
el tema	theme, subject	masculine nouns		feminine nouns		adjectives / adverbs		connectives	
KEY:	verbs								

Spanish

Week 6 Immediate Future		Week 7 Variety of tenses	Week 8 If clauses	Week 9 Jobs + future plans		Week 10	
voy a	I am going	<p>9 tense challenge</p> <p>Tengo⁴ experiencia de trabajo porque he trabajado² en un restaurante. También trabajaba¹ en una tienda solidaria. Voy a ayudar⁶ a mi padre en su empresa este verano. En junio hice³ mis exámenes y en septiembre me gustaría⁸ estudiar las matemáticas. Estoy pensando⁵ sobre mi futuro y cuando tenga⁹ dieciocho años quiero ir a la Universidad porque será⁷ emocionante.</p> <p><i>I have⁴ work experience because I have worked² in a restaurant. Also, I used to work¹ in a charity shop. I am going to help⁶ my dad in his business this summer. In June I did³ my exams and in September I would like⁸ to study maths. I am thinking⁵ about my future and when I am⁹ 18 I want⁴ to go to university because it will be⁷ exciting.</i></p> <p>1. Imperfect, 2. Perfect, 3. Preterite, 4. Present, 5. Present Continuous, 6. Immediate Future, 7. Future, 8. Conditional, 9. Subjunctive.</p>	Future tense all verb groups		abogado	lawyer	<p>Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.</p> <p>Quizlet folder:</p> 
vas a	you're going		hablaré	I will speak	contable	accountant	
va a	he/she is going		hablarás	you will speak	granjero	farmer	
vamos a	we are going		hablará	he will speak	enfermero	nurse	
vais a	you are going (pl)		hablaremos	we will speak	hombre/mujer de negocios	businessman/woman	
van a	they're going		hablaréis	you will speak	ingeniero	engineer	
<p>The Immediate Future Talks about what you are going to do. Use the present tense of Ir + a + an infinitive</p>			<p>'If' phrases are used to talk about possibilities in the future. Use 'si' + present tense + future tense.</p> <p>Si no entiendo, mi profesor me ayudará <i>If I don't understand</i>, my teacher will help me.</p> <p>Si saco buenas notas, iré a la universidad <i>If I get good grades</i>, I will go to university.</p> <p>Si tengo suerte, viajaré por el mundo. <i>If I am lucky</i>, I will travel the world.</p>		médico	doctor	
conseguir	to get, achieve				peluquero	hairdresser	
dejar	to leave				periodista	journalist	
encontrar	to find				veterinario	vet	
esperar	to hope			año sabático	gap year		
estar en paro	to be unemployed			el aprendiz	apprentice		
ganar	to earn, win			el aprendizaje	apprenticeship		
obtener	to get, obtain			el bachillerato	A-levels		
soñar	to dream			el empleo	job, employment		
trabajar	to work			una empresa	company		
viajar	to travel			la formación	Training		
Enquiry tasks – complete in Spanish						<p>Week 11</p> <p>Assessment week</p>	
Write a paragraph to say what you are going to do next year.		Adapt the paragraph for yourself and learn it!		Complete the photo card task on Google Classroom.		<p>Week 12</p> 	
				Write a paragraph about your work ambitions.			

