

**ISCA ACADEMY**



**KNOWLEDGE ORGANISER**  
**Spring 2022**

**Year 9**

# 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**



**YOUNG MINDS**  
fighting for young people's mental health

# Literacy across the Curriculum

Literacy Marking Codes			Reading Consistencies	
<b>Code</b>	<b>What it means</b>	<b>What you need to do in purple pen</b>	<b>1. Following the text</b>	Students use their bookmark to track the text below the line they are reading. If using a colour overlay, their bookmark should be placed on top of this.
sp	Incorrect spelling	You will write out the correct spelling in the margin in purple pen.	<b>2. Switching readers</b>	When reading the instruction, the student takes over the reading with no pause as they have been following the text.
C	Use a capital letter	Replace the lowercase letter with a capital in purple pen.	<b>3. Pointing out the error</b>	If students make mistakes, the teacher/tutor will correct them swiftly, and the student will be expected to reread the section they got wrong.
p	punctuation	Add in the correct punctuation.	<b>4. Collecting ambitious vocabulary</b>	When directed, students pause the reading to collect ambitious vocabulary, which is written down as instructed by the teacher/tutor.
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place or a new speaker)		

## The Isca Anthology - your reading journey:

**'Lord of the Flies' - William Golding:** A group of boys marooned on an island descend into conflict and cruelty as they struggle between civilisation and savagery. Though fictional, its exploration of the idea of human evil is at least partly based on Golding's experience with the real-life violence of WWII.

**'We Should All Be Feminists' - Chimamanda Ngozi Adichie:** Drawing extensively on her own experiences —in the U.S., in her native Nigeria, and abroad — Adichie offers readers a definition of feminism rooted in inclusion and awareness.

**'Anne Frank: The Diary Of a Young Girl' - Anne Frank:** Anne tells of her and her family's 2 years in hiding during the German occupation of the Netherlands.

**'The 57 Bus: A True story of Two Teenagers and the Crime That Changed Their Lives' - Dashker Slater:** Two teens from very different areas and schools lives are changed when one sets the other's skirt on fire. The story follows the pair as they face the consequences of the incident and how it shapes their lives.

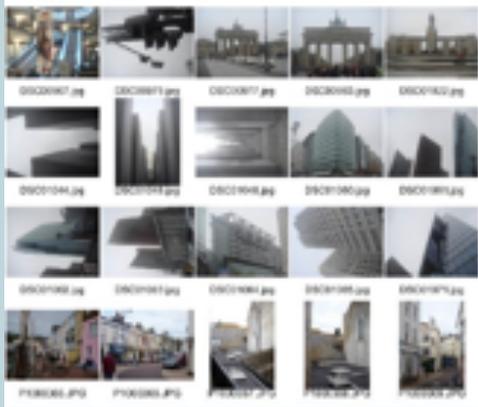
**'The Day of the Triffids' - John Wyndham:** Not just a simple tale of hostile creatures attacking humanity, the book is an exciting story of survival after a cataclysm, of separation and search, of how to rebuild society and what form it should take.

**'The Curious Incident of the Dog in the Night-Time' - Mark Haddon:** Fifteen-year-old Christopher values logic, rules and structure to help him cope with an illogical and often messy world of people whom he struggles to understand. But when he discovers his neighbour's dog dead one morning, he becomes determined to solve the mystery of who killed him.

# Art and Design

## Project 1: ARCHITECTURE- the built environment.

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

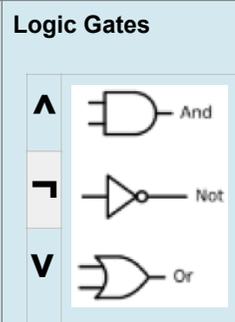
Week 1&2: Recording my observations	Week 3&4: Researching artists	Week 5&6: copying artists
<p><b>Enquiry task 1:</b> Make some (more than 2) good quality, detailed tonal drawings of buildings or other constructions from inside and outside.</p> <p><b>Enquiry task 2:</b> Take 10 photos of interesting buildings in Exeter. Use dramatic camera angles, being creative with your viewpoints.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Proportion:</b> the relationship between two parts or two measurements. <b>Structure:</b> a building or other object constructed from several parts. <b>Scale:</b> the physical size of something</p>  <p style="text-align: center;">Photos from Berlin and Teignmouth</p>	<p><b>Enquiry task 1:</b> draw an analytical diagram for each artist shown below.</p> <p><b>Enquiry task 2:</b> Write an 'I see, I think and I wonder' for each artist.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Description:</b> a statement that gives factual details about an artwork. <b>Analysis:</b> the process of breaking an artwork into smaller parts in order to gain a better understanding of it. <b>Context:</b> all the things about an artwork that might have influenced the making of it/the artist.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artwork by R Delaunay (1926), and Ian Murphy</p> 	<p><b>Enquiry task 1:</b> produce an artist copy of your chosen image as accurately as you can. Where possible, use the media the artist has.</p> <p><b>Enquiry task 2:</b> Take photos of the Roman ruins around Exeter and copy at least one of them in the style of the artist.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Media:</b> the material and tools used by an artist or designer to create a work of art. I.e. "pen and ink" <b>Technique:</b> how technical skills are used to create an artwork. <b>Process:</b> the steps taken to create an artwork from start to finish.</p>  <p style="text-align: center;">Image from Pinterest - GCSE artist research page</p>
<b>Steps to success</b>		
<p>Take your time. Look closely. Measure the parts. Think carefully. Focus on what you find interesting. Enlarge smaller details. Use a variety of media and viewpoints.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.</p>	<p>Look closely. Draw all or part of the chosen image – copy what you see accurately. Use the same media as the artist (where possible) as well as the same techniques.</p>

# Art and Design

Week 7&8: responding to artists	Week 9&10: refine – final piece	Week 11&12: refine – final piece
<p><b>Enquiry task 1:</b> produce some (more than 2) developments of your chosen personal responses – mixing artists’ styles and your own photos/drawings – experimenting with ideas, techniques and media.</p> <p><b>Enquiry task 2:</b> produce a mini ‘mock-up’ of your chosen idea – test it out – what works – what needs to change? Prepare to start your final piece.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Purposeful:</b> producing artwork for a specific reason/idea.</p> <p><b>Personal:</b> belonging to or affecting you, the artist, in a particular way.</p> <p><b>Response:</b> your creative reaction/idea – what you make</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Image reference – GCSE Bitesize Art and Design</p>	<p><b>Enquiry task 1:</b> continue working on your final piece.</p> <p><b>Enquiry task 2:</b> reflect on the progress made during your mock (assessment week). Make notes of what’s working, what’s not and what you need to do next.</p> <p><b>Keep working on your final piece.</b></p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Refine:</b> making small changes to improve an idea/artwork. Doing something again to make it better.</p>  <p>Student Art Guide: GCSE final piece– Sarah, “Sense of Place”</p>	<p><b>Enquiry task 1:</b> Continue working on your final piece – complete it.</p> <p><b>Enquiry task 2:</b> complete an evaluation on your final piece and project as a whole.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Conclusion:</b> the end or final part – the final outcome to an idea. The masterpiece in a gallery.</p> <p style="text-align: center;"><b><u>CAREERS</u></b></p>  <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/36b453">https://links.iscaexeter.co.uk/36b453</a></p>
<b>Steps to success</b>		
<p>Take creative risks. Don’t just copy what the artist does – play, experiment and combine. Don’t just do something once, try it multiple times until you get the best result.</p>	<p>Plan thoughtfully – choose from your best developments. Comment on your chosen outcome and how it relates to the theme. Test it out and review your work – www/ebi...</p>	<p>Show off your best skills. Make your ideas and artist influences clear. TAKE YOUR TIME. Evaluate your work</p>

# Computer Science

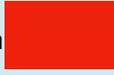
Week 1 Pre-Teaching and Coding Week	Week 2	Week 3
<p><b>Sequence</b> – Any block of code  <b>Selection</b> – Any IF statement in a program  <b>Iteration</b> – Any loop, this could be FOR or WHILE  <b>Authentication</b> - Verifying a user identity before they can use a program with username and password.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



# Computer Science

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

# Construction

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

# Construction

Week 7	Week 8	Week 9
<p><b>Fire safety</b> - 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 <b>likelihood</b> 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 &amp; what they can be used on.</p>	 <p><b>Enquiry Task 4</b> - List as many different types of fuel and ignition that can be found on a construction site.</p>	<p><b>Risk assessment</b> - It is the responsibility of both the employees and employer to assess potential risks to health and safety. By applying the <b>SLAM</b> principle we can proactively or reactively understand the measures that need to be used to minimize the risk:</p> <p><b>STOP</b> – engage your mind before your hands.  <b>LOOK</b> – at your workplace and find the hazards that may impact on you and your colleagues. Report your findings to your supervisor.  <b>ASSESS</b> – 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?  <b>MANAGE</b> – 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
<p><b>Personal Protective Equipment – PPE</b></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><b>Enquiry Task 5</b> – Watch the video on PPE <a href="https://www.youtube.com/watch?v=B3EDMc_yYWM">https://www.youtube.com/watch?v=B3EDMc_yYWM</a></p>	<p><b>Keywords</b> –</p> <p><b>Employer</b> – A person or organization who employs people under an employment contract.  <b>Employee</b> – Someone who works under an employment contract.  <b>Legislation</b> - is a law or a set of laws that have been passed by Parliament.  <b>Prohibition</b> – to prohibit an action  <b>Flammable</b> – The ease by which something is set alight and the rate at which it burns.  <b>Risk</b> – the likelihood that a person may be harmed if they are exposed to a hazard.  <b>Severity</b> – 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  <a href="https://links.iscaexeter.co.uk/4sw">https://links.iscaexeter.co.uk/4sw</a></p>

# Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Practitioner:</b> a person engaged in an artistic discipline or profession. In dance, this includes choreographers, dancers and designers</li> <li>● <b>Role:</b> a practitioners main job</li> <li>● <b>Responsibility:</b> tasks taken on by a practitioner as part of this job</li> <li>● <b>Skill:</b> Attributes they need to be successful</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Choreographic Process:</b> activities involved in creating and developing dance movement</li> <li>● <b>Stimulus:</b> inspiration for a dance work</li> <li>● <b>Purpose:</b> the reason for creating a dance work</li> <li>● <b>Intention:</b> the idea behind the dance work, to be conveyed to the audience.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Style:</b> a characteristic way of moving</li> <li>● <b>Movement Components:</b> the action, space, dynamic and relationship content of a dance</li> <li>● <b>Choreographic Devices:</b> methods used by choreographers to create movement</li> </ul>
<p><u>Enquiry Task:</u> Choose one musical, or musical film that you like. Research the <b>practitioners</b> involved in producing it (e.g. choreographer, dancers, designers etc). List the <b>responsibilities</b> of each <b>role</b>.</p>	<p><u>Enquiry Task:</u> Choose one musical, or musical film that you like. Find out about the <b>stimulus, purpose</b> and <b>intention</b> of the musical using the definitions above, and make notes.</p>	<p><u>Enquiry Task:</u> Choose one musical or musical film that you like. Research the <b>dance styles</b> used and make notes on each style's movement components (actions, space, dynamics)</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Structure:</b> The way a piece of choreography is laid out.</li> <li>● <b>Structuring devices</b> include: <b>sections, order, transitions, climax, highlights</b></li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Aural setting:</b> an audible accompaniment to the dance such as music, words, song and natural sound (or silence)</li> <li>● <b>Genre:</b> a conventional category that identifies some pieces of music as belonging to a shared tradition</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Production Elements:</b> The elements involved in creating a piece of dance for a professional performance in a theatre.</li> <li>● <b>Set:</b> the staging design of a performance</li> <li>● <b>Lighting:</b> the lighting design</li> <li>● <b>Props:</b> Items used by the dancers</li> </ul>
<p><u>Enquiry Task:</u> Choose one musical, or musical film that you like. Choose a 5 minute clip of one of the dances in it. 1. Describe the <b>structure</b> using the terms above. 2. Explain why you think these <b>structuring devices</b> were chosen, and evaluate their success.</p>	<p><u>Enquiry Task:</u> Choose one musical, or musical film that you like. Choose two sections from it that use an <b>aural setting</b> (sound, music or song). Listen to these moments and write a list of the similarities and differences between each aural setting.</p>	<p><u>Enquiry Task</u> Choose one musical, or musical film that you like. Describe the <b>production elements</b> listed above in detail, and evaluate the success of each element (Does it work well? Why? Why not?)</p>

# Dance

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Performance Skills:</b> Skills needed to perform the work to its best. Includes <b>physical, technical, mental</b> and <b>expressive</b> skills.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Recall:</b> The ability to remember choreography</li> <li>● <b>Rehearsal Discipline:</b> Attributes, skills and techniques used for refining performance: <b>commitment, systematic repetition, reproduction, teamwork, responsibility and effective use of time</b></li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Improvement:</b> Making changes to your performance to make it better</li> <li>● <b>Progress:</b> Developing your ability to perform by making improvements</li> <li>● <b>Apply:</b> Using performance skills in your rehearsals to make progress and improvement</li> </ul>
<p><u>Enquiry Task:</u> Choose one musical, or musical film that you like. Watch a clip of it and evaluate the dancers' use of <b>performance skills</b>. Make notes on what they did well, and anything that could be improved. Include notes on <b>physical, technical, mental</b> and <b>expressive</b> skills.</p>	<p><u>Enquiry Task:</u> Research useful <b>rehearsal skills and techniques</b> for dancers. Evaluate your use of these rehearsal skills and techniques in your musical inspired choreography so far. Consider: which skills and techniques have you used well? Which could you use more of, or use better?</p>	<p><u>Enquiry Task</u> Set yourself targets that will help you <b>improve</b> your performance of your musical inspired dance. Set one physical, one mental, one technical and one interpretive target. Practice your dance every day and <b>apply</b> your targets so that you make <b>progress</b> in your final performance next week.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Review:</b> Look back on your progress</li> <li>● <b>Assessment:</b> Evaluate your final performance</li> <li>● <b>Feedback:</b> Peer evaluation of a person's performance, which is used as a basis for improvement.</li> </ul>	<p><u>Key Words</u> Recap all the keywords we have looked at in this unit so far. Choose 5 to focus on this week.</p>	<p><u>CAREERS</u></p> 
<p><u>Enquiry Task</u> <b>Review</b> your performance of your musical dance so far (watch a video if you can). <b>Evaluate</b> your strengths (what you did well) and areas for improvement (what you could do better next time). Give yourself some written <b>feedback</b>.</p>	<p><u>Enquiry Task</u> Reflect on the scheme of work you have been looking at. Think about these questions: Which musical was your favourite? What was your impression of musicals before we started, and what is your impression now? What have you learnt?</p>	<p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/9vw">https://links.iscaexeter.co.uk/9vw</a></p>

# Design and Technology

Week 1 – New & Emerging Technologies	Week 2 – Future ideas	Week 3 – 3D Printing
<p><b>Unit 1 – New &amp; emerging technologies</b>  <b>Industrial revolution c.1780</b> The late 1700s saw the invention of steam powered machines and early automation.            This was the start of a social and economic change that began to improve living standards for the masses. This came through employment, movement of people and goods, mills, mines and agriculture.  <b>The digital revolution c.1940</b> The computer has enabled huge change in industry &amp; the internet has further advanced this change.  <b>Automation</b> - Robotic automation of manufacturing processes offers significantly greater consistency, accuracy, reliability and productivity than human workers.</p> 	<p><b>Electric vehicles</b> - The EV market is expanding rapidly &amp; success is dependent on:</p> <ul style="list-style-type: none"> <li>- national and international charging networks</li> <li>- battery technology</li> <li>- a change in driver mindset</li> </ul>  <p>New materials &amp; technology</p> <ul style="list-style-type: none"> <li>- Graphene is a honeycomb lattice carbon structure only one atom thick. It is 200 times stronger than steel, very flexible conducts heat and electricity, and is almost transparent.</li> <li>- Electronics and energy storage could be revolutionised.</li> </ul> <p><b>Enquiry Task 1:</b> – How might a new material affect new technologies?</p>	<p><b>Developing ideas</b> - Innovation such as 3D printing has the potential to change product development everywhere. This fuels a cycle of new ideas, new businesses, new jobs and newer ideas. 3D printers can produce solid objects, intricate hollow artefacts and moving parts that actually work.  <b>Printing body parts</b> - 3D bioprinting is being used to create new, living organs.</p> <ul style="list-style-type: none"> <li>- Skin tissue, livers, and joint cartilage have already been ‘printed’ and successfully transplanted</li> <li>- A solution for more complex organs is probably only a couple of decades away.</li> </ul> <p><b>The dangers of 3D printing</b> - In 2013, the 3D print file required for all the parts of a working gun was created and distributed online.</p> <p><b>Enquiry Task 2:</b> - Who would be able to print a gun using these files? What implications could this have? How would a plastic gun affect barrier security?</p>
Week 4 – Small enterprises	Week 5 – Sustainability	Week 6 – Sustainability
<ul style="list-style-type: none"> <li>- <b>Small businesses</b> can use new technology to compete with their larger competitors.</li> <li>- <b>Computer technology</b> has enabled individual designers to access the leading industry design tools.</li> <li>- <b>Production technology</b> has meant that widgets can be made on demand, avoiding the costs of holding stock.</li> <li>- <b>Communications technology</b> has enabled remote working so small teams can be formed across the global.</li> <li>- <b>Social media</b> has provided access to vast audiences on minimal marketing budgets.</li> <li>- <b>Crowdfunding</b> provides opportunity for significant start-up investment capital.</li> </ul>	<p>Fragile Earth</p> <ul style="list-style-type: none"> <li>- Our planet is a well-balanced eco-system.</li> <li>- Our consumption of the Earth’s resources is damaging our environment.</li> <li>- World population is predicted to hit 9.7 billion by 2050</li> </ul> <p><b>Sustainability of raw materials</b> - Finite (non-renewable) resources and fossil fuels are being used faster than they are naturally replaced, which includes coal, gas and oil.            84% of energy comes from non-renewable sources. Governments are working hard to reduce this through harnessing more non-finite energy sources</p> <p><b>Enquiry Task 3:</b> - How can new technologies help the environment &amp; address the sustainability of resources?</p>	<p><b>Sustainability</b> can be improved through changing the way we think, consume and live.</p> <ul style="list-style-type: none"> <li>- <b>Developing renewable energy</b> – wind, wave, solar, geothermal, tidal &amp; biomass.</li> <li>- <b>Using non-finite materials</b> - oxygen, water, plants.</li> <li>- <b>Reducing waste</b> – recycling, biomass energy &amp; replacing single use products.</li> <li>- <b>Continuous improvement</b> is an approach that seeks to continually improve and develop products, services and procedures for the better.</li> </ul> <p><b>Efficient working</b> aims to remove waste from any process which may manifest itself as:            Wasted time, Over production, Wasted resources including power &amp; Wasted activity.</p>

# Design and Technology

Week 7 – People, culture & society	Week 8 – People, culture & society	Week 9 – CAD, CAM & CNC
<p><b>People</b> - Understanding the market is one of the most challenging aspects for designers and manufacturers - what works for one person, will not necessarily work for another.</p> <p><b>New technology</b> - New invention, discovery or technological change, drives new product development. Research and development (R&amp;D) drives invention and discovery.</p> <p><b>Technology push</b> - New technology is often pushed on to the market, driven by research. Often consumers are not aware of the new technology or the advantages it may bring.</p> <p><b>Market pull</b> - Consumer driven pressure causes manufacturers to continuously develop new products or add functionality to existing products.</p> 	<p><b>Fashion &amp; trends</b> - Evolution in the development of materials, technology &amp; fashion has driven design trends.</p> <p><b>Cultural design</b> - Japanese culture is to sit on the floor at mealtimes. Design of tables and chairs in Japan is therefore very different from those in the rest of the world. Not all cultures read from left to right along horizontal lines of text. What works well in one culture might not always work well for others.</p> <p><b>Society</b> - Societies all over the world perceive language, actions and products differently. In one country, a product may be very popular, in another, it may not be so well received.</p> <p>A French cheese brand "Kiri", was renamed to "Kibi" for the Iranian market because the word "kiri" is used to describe something rotten in Persian.</p> <p>Traficante is an Italian brand of mineral water. In Portuguese, it means <i>drug dealer</i>.</p>	<p><b>Computer Aided Design</b> - CAD software is used to create precision 2D or 3D drawings, models or technical illustrations.</p> <p>It is commonly used by designers, architects, engineers and artists.</p> <p><b>Computer Aided Manufacture</b> - Automated machinery is controlled by software to manufacture physical parts.</p> <p>CAM uses Computer Numerical Control (CNC) and CAD files to generate 3D tool paths for the machinery to follow. CAM machinery includes laser cutters, embroidery machines, CNC milling machines, routers and lathes.</p> <p><b>CNC milling machines</b> - work in three dimensions to produce intricately and accurately machined objects such as this jet engine turbine wheel. Digital designs are converted into a series of x, y, z coordinates for the machine to follow.</p>
Week 10 – FMS & JIT	Week 11 – Assessment Week	Week 12 - Careers
<p><b>Flexible Manufacturing Systems (FMS)</b> - involve an assembly of automated machines commonly used on short-run batch production lines where the products frequently change. They can be easily, recalibrated, reprogrammed &amp; retooled.</p> <p><b>Just In Time (JIT) production</b> - Items are created as they are demanded.</p> <p>No surplus stock of raw material, component or finished parts are stored prior to manufacture. What are the benefits of holding no stock?</p> <p><b>Lean Manufacturing</b> – ‘Lean’ is a Japanese philosophy created by Toyota. It aims to manufacture products just before they are required to eliminate areas of waste including: Waiting, Defects, Overproduction, Transportation, Excessive inventory, Unnecessary motion.</p>	<p><b>KEYWORDS:</b></p> <ul style="list-style-type: none"> <li>- Cost</li> <li>- Reliability</li> <li>- Longevity</li> <li>- Sustainability</li> <li>- Recyclability</li> <li>- Market pull</li> <li>- Technology push</li> <li>- Just in time</li> <li>- Finite</li> <li>- Automation</li> <li>- CAD, CAM &amp; CNC.</li> <li>- Planned obsolescence</li> </ul> <p><b><u>Enquiry Task 4:</u></b> write a definition for each keyword.</p>	 <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/4sw">https://links.iscaexeter.co.uk/4sw</a></p>

# Drama

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

# Drama

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● Observation: Taking note of your own and other people’s behavior in real life.</li> <li>● Hot seating: An exercise where an actor is asked questions in character. They must improvise their answers using their imagination</li> <li>● Naturalism: A style of drama that attempts to be realistic and believable.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● Casting: The process of deciding what actors will play the characters in a piece of drama.</li> <li>● Read-through: A first reading of the script in which all the actors read their parts aloud.</li> <li>● Character development: Work put into understanding and creating your character.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● Blocking: The process of deciding where and when the performers move on stage.</li> <li>● Style: The way in which the play communicates to the audience. The style is determined by what techniques the performers use on stage and in rehearsal.</li> </ul>
<p><u>Enquiry Task:</u></p> <p>Use all the information available to you from the script and online research to write out the ‘given circumstances’ for your character, use your imagination and own experience to fill in any gaps and create a complete back-story’</p>	<p><u>Enquiry Task:</u></p> <p>Learn your lines and cues from your chosen extract ready to begin rehearsing off-script next lesson.</p>	<p><u>Enquiry Task:</u></p> <p>Complete a skills audit and set short-term targets for your improvement. Make sure you use drama terminology in your targets and can say how you will achieve them.</p>
Week 10	Week 11	Week 12 - Careers
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● Refinement: Improving a drama by making small changes.</li> <li>● Rehearsal Skills: Skills used during the rehearsal process to improve the performance of a piece of drama. These include cooperation, resilience and focus.</li> <li>● Dress Rehearsal: A run-through of the play in full costume, with props, sound and lights</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>● <b>Physical performance skills:</b> Posture, gesture, stance, balance and facial expressions are all physical performance skills.</li> <li>● <b>Vocal performance skills:</b> Tone, pitch, pace, pause, articulation, projection are all vocal performance skills.</li> </ul>	
<p><u>Enquiry Task:</u></p> <p>Complete the notes for your logbook ready for your think about how your skills, have developed. Review your short-term targets and set new ones. Remember to think about what you have done to improve, make sure you use drama terminology.</p>	<p><u>Enquiry Task</u></p> <p>Complete the notes for your logbook ready for your think about how your skills, have developed. Review your short-term targets and set new ones. Remember to think about what you have done to improve, make sure you use drama terminology.</p>	<p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/9vw">https://links.iscaexeter.co.uk/9vw</a></p>

# English

## English Literature: Poetry

Week 1	Week 2
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Ozymandias:</b></p> <ol style="list-style-type: none"> <li>1) 'I met a traveller from an antique land, /who said'</li> <li>2) 'Half sunk a shattered visage lies'</li> <li>3) 'sneer of cold command'</li> <li>4) 'My name is Ozymandias, King of Kings'</li> <li>5) 'Look on my Works, ye Mighty, and despair!'</li> <li>6) 'Nothing beside remains.'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Ephemeral – lasting a short time</li> <li>2) Transient – impermanent;</li> <li>3) Megalomania - obsession with the exercise of power.</li> <li>4) Objectification - the action of degrading someone to the status of a mere object.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>My Last Duchess</b></p> <ol style="list-style-type: none"> <li>1) 'That's my last Duchess painted on the wall'</li> <li>2) 'the faint Half-flush that dies along her throat.'</li> <li>3) 'Too easily impressed'</li> <li>4) 'I gave commands; Then all smiles stopped together'</li> <li>5) 'There she stands As if alive'.</li> </ol> <p><b>London</b></p> <ol style="list-style-type: none"> <li>1) 'I Wander thro' each charter'd street'</li> <li>2) 'Marks of weakness, marks of woe'</li> <li>3) 'The mind-forg'd manacles I hear'</li> <li>4) 'Runs in blood down Palace walls'</li> <li>5) 'blights with plagues the Marriage hearse'</li> </ol>
Week 3	Week 4
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Charge of the Light Brigade:</b></p> <ol style="list-style-type: none"> <li>1) 'All in the valley of Death Rode the six hundred'</li> <li>2) 'someone had blundered'</li> <li>3) 'Theirs but to do and die'</li> <li>4) 'Reeled from the sabre stroke Shattered and sundered'</li> <li>5) 'When can their glory fade?'</li> <li>6) 'Honour the Light Brigade, Noble six hundred!'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Incessant – never ending, without stopping</li> <li>2) Sacrifice – kill a person or animal as an offering to a god, to give something valued up for someone/something else less valued</li> <li>3) Folly – a foolish act</li> <li>4) Visceral – strong, physical feelings/reaction</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Exposure</b></p> <ol style="list-style-type: none"> <li>1) 'Our brains ache, in the merciless iced east winds that knife us'</li> <li>2) 'But nothing happens'</li> <li>3) 'twitching agonies of men among its brambles'</li> <li>4) 'Sudden successive flights of bullets streak the silence'</li> <li>5) 'For love of God seems dying'</li> </ol> <p><b>Bayonet Charge</b></p> <ol style="list-style-type: none"> <li>1) 'Suddenly he awoke and was running'</li> <li>2) 'Bullets smacking the belly out of the air'</li> <li>3) 'In what cold clockwork of the stars and nations Was he the hand pointing that second?'</li> <li>4) 'King, honour, human dignity, etcetera'</li> <li>5) 'His terror's touchy dynamite'</li> </ol>

# English

Week 5	Week 6
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Storm on the Island</b></p> <ol style="list-style-type: none"> <li>1) 'We are prepared: we build our houses squat'</li> <li>2) 'This Wized earth has never troubled us With hay'</li> <li>3) 'leaves and branches Can raise a tragic gale'</li> <li>4) 'Forgetting that it pummels your house too.'</li> <li>5) 'Exploding comfortable down on the cliffs'</li> <li>6) 'spits like a tame cat Turned savage'</li> <li>7) 'Strange, it is a huge nothing that we fear'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Poignant - Evoking Sadness</li> <li>2) Sublime - Supreme/ absolute/ Perfection</li> <li>3) Transcendent - Exceeding/ going beyond limits</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Extract from the Prelude</b></p> <ol style="list-style-type: none"> <li>1) 'One summer evening (led by her)'</li> <li>2) 'It was an act of stealth and troubled pleasure'</li> <li>3) 'Small circles glittering idly in the moon'</li> <li>4) 'lustily I dipped my oars into the silent lake'</li> <li>5) 'A huge peak, black and huge'</li> <li>6) 'Upreared its head'</li> <li>7) 'the grim shape Towered up between me and the stars'</li> <li>8) 'moved slowly through the mind By day, and were a trouble to my dreams.'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Barren - Bare/ Stark</li> <li>2) Isolated - Alone/ Cut-off</li> </ol>
Week 7	Week 8
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Kamikaze</b></p> <ol style="list-style-type: none"> <li>1) 'Her father embarked at sunrise'</li> <li>2) 'a shaven head full of powerful incantations</li> <li>3) 'fishing boats strung out like bunting'</li> <li>4) 'my mother never spoke again in his presence'</li> <li>5) 'till gradually we too learned to be silent'</li> <li>6) 'he must have wondered which had been the better way to die.'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Combatant - a person directly involved in combat</li> <li>2) Deindividuation - where a person's individual identity is removed</li> <li>3) Culpability - deserving of blame, guilty</li> <li>4) Maternal - motherly</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Poppies</b></p> <ol style="list-style-type: none"> <li>1) 'Three days before Armistice Sunday'</li> <li>2) 'spasms of paper red'</li> <li>3) 'sellotape bandaged around my hand</li> <li>4) 'the world overflowing like a treasure chest'</li> <li>5) 'released a songbird from its cage'</li> </ol> <p><b>Remains</b></p> <ol style="list-style-type: none"> <li>1) 'probably armed, possibly not'</li> <li>2) 'Three of a king all letting fly'</li> <li>3) 'I see every round as it rips through his life'</li> <li>4) 'End of story, except not really.'</li> <li>5) 'drink and the drugs won't flush him out -'</li> </ol>

# English

Week 9	Week 10
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>War Photographer</b></p> <ol style="list-style-type: none"> <li>1) 'In his dark room he is finally alone'</li> <li>2) 'spools of suffering set out in ordered rows'</li> <li>3) 'Rural England. Home again to ordinary pain'</li> <li>4) 'running children in a nightmare heat.'</li> <li>5) 'A stranger's features faintly start to twist before his eyes, a half formed ghost.'</li> <li>6) 'blood stained into foreign dust.'</li> <li>7) 'A hundred agonies in black and white'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Reconcile - to bring two people or two ideas together again in a friendly way</li> <li>2) Numb - to be unable to feel either physically or mentally</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>The Emigree</b></p> <ol style="list-style-type: none"> <li>1) 'There once was a country'</li> <li>2) 'It tastes of sunlight'</li> <li>3) 'They accuse me of being dark in their city'</li> <li>4) 'white streets'</li> <li>5) 'my city hides behind me'</li> </ol> <p><b>Checking Out Me History</b></p> <ol style="list-style-type: none"> <li>1) 'Dem tell me wha dem want to tell me'</li> <li>2) 'Bandage up me eye with me own history'</li> <li>3) 'Blind me to my own identity'</li> <li>4) 'I checking out me own history'</li> <li>5) 'I carving me identity'</li> </ol>
Week 11	Week 12 - Careers
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <p><b>Tissue</b></p> <ol style="list-style-type: none"> <li>1) 'Paper that lets the light shone through'</li> <li>2) 'a hand has written in the names and histories'</li> <li>3) 'pages smoothed and stroked and turned transparent with attention'</li> <li>4) 'The sun shines through their borderlines'</li> <li>5) 'sly out lives like paper kites'</li> <li>6) 'but let the daylight break through capitals and monoliths'</li> <li>7) 'turned into your skin'</li> </ol> <p><b>Key Terms</b></p> <ol style="list-style-type: none"> <li>1) Patriotism - support for one's country</li> <li>2) Self-condemnation - the blaming of oneself for something</li> </ol>	<div data-bbox="1160 884 1451 1177" data-label="Image"> </div> <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/4my">https://links.iscaexeter.co.uk/4my</a></p>

# French

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

# French

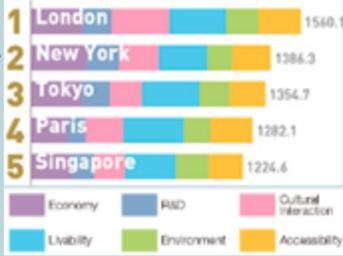
Week 1 Opinions		Week 2 ER verbs		Week 3 Irregular verbs		Week 4 IR + RE verbs		Week 5 Vocab boost	
j'aime	I like	<b>passer</b>	<b>to spend</b>	je vois	I see	<b>finir</b>	<b>to finish</b>	avec lui	with him
j'adore	I love	je passe	I spend	je dois	I must /have to	je finis	I finish	avec elle	with her
je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

# French

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

# Geography - Core

## Global Cities

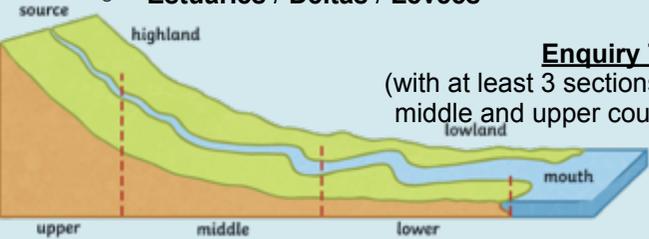
Week 1	Week 2	Week 3
<p><b>What are Global Cities?</b>            “Global Cities” are cities that are well connected by the process of globalisation. There are currently over 300 global cities, the UK has 13. For example, London has a global “reach” with university students from all over the world, multinational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

# Geography - Core

Week 7	Week 8	Week 9
<p><b><u>Population Growth: Challenges</u></b> Population growth brings many challenges to Mumbai, for example transport. The rail congestion is legendary, with people living right by the tracks in places, incredibly crowded platforms, people literally hanging off the outside of trains at busy times and trains leaving Mumbai Central Station's 13 platforms every two minutes.</p>  <p><b><u>Enquiry Task:</u></b> Write a short description as if you were on one of the train platforms at peak time in Mumbai.</p>	<p><b><u>Mumbai - Housing Problems</u></b> 60% of its population live in slums which take up just 7% of Mumbai. However, are slums like Dharavi good or bad? <b>Bad:</b> Poverty / Long queues for toilets and taps / Open sewers / Flimsy buildings / Poor air quality <b>Good:</b> Sustainable community / 80%+ live very close to or actually where they work / 80% of waste is recycled / Many family businesses</p>  <p><b><u>Enquiry Task:</u></b> Draw and label a picture that shows what life would be like in the slum (with good and bad features).</p>	<p><b><u>Mumbai - Economic Change</u></b> Rapid economic and urban change has created notable challenges for Mumbai. Mass congestion for Mumbai's 7.5 million commuters with dangerously overcrowded trains and terrifying roads. Poor quality housing and sanitation. Often overcrowded and at risk of flooding</p>  <p><b><u>Enquiry Task:</u></b> Write up a half - page plan to improve life for people in the slums. Include at least 4 (detailed and realistic) ideas that you have.</p>
Week 10	Week 11	Week 12
<p><b><u>Mumbai - Economic Change</u></b> Economic successes are The Hindi film industry (Bollywood) / Tata Steel's headquarters are located in Mumbai / Nheva Sheva is India's largest container port / Mumbai airport helps to link Europe, the Middle East &amp; Asia.</p>  <p><b><u>Enquiry Task:</u></b> Produce a tour guide for people that may be wishing to visit the Bollywood film studios in Mumbai. (You could do this by writing out a script or creating a leaflet)</p>	<p><b><u>Mumbai - Formal and Informal Occupations</u></b> Many jobs in Mumbai are in the "informal" economy with no set wages or working hours or contracts - or rights. However, many young graduates have found well paid jobs in Mumbai' "formal" economy too. This emerging middle class have more money to spend which helps to stimulate the economy.</p>  <p><b><u>Enquiry Task:</u></b> Draw a timeline with at least 3 years (e.g. you could use 1900, 1960, 2020) and add details to each one about what life was like in Mumbai during that time (e.g. tech, living conditions, food, clothing).</p>	<p><b><u>CAREERS:</u></b></p>  <p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/of7">https://links.iscaexeter.co.uk/of7</a></p>

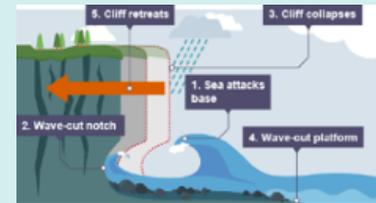
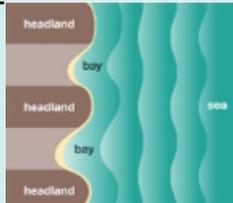
# Geography - Option

## Rivers and Coasts

Week 1	Week 2
<p style="text-align: center;"><b>Hydrological (Water) Cycle</b></p>  <ul style="list-style-type: none"> <li>The water (hydrological) cycle is driven by heat from the sun.</li> <li>The sun heats up water in the ocean (or on land), which then rises as water vapour into the atmosphere. This is called <b>evaporation</b>.</li> <li>This rising air will cool as it goes higher, and water vapour will turn into droplets. This is <b>condensation</b>.</li> <li>Condensed droplets coagulate (mix together) and form clouds. It can then rain, but could be snow, sleet or hail, so is called <b>precipitation</b>.</li> <li>Rain might be <b>intercepted</b> by roofs, or trees, and this slows movement towards the ground.</li> <li>Water that penetrates the soil is <b>infiltrated</b>, and might then <b>percolate</b> through porous rocks.</li> <li>Some water cannot penetrate, so becomes <b>surface runoff</b>.</li> <li>Plants and trees also return water to the atmosphere - <b>transpiration</b>.</li> </ul> <p><b>Enquiry Task:</b> Draw out a diagram which shows the processes of evaporation, transpiration and condensation. Ensure these are labelled.</p>	<p style="text-align: center;"><b>River Processes - Erosion, Transport and Deposition</b></p>  <p>There are four types of <b>erosion</b>:</p> <ul style="list-style-type: none"> <li><b>Hydraulic Action</b> is when the sheer force of water breaks off rock</li> <li><b>Attrition</b> is when sediment, moved by the water, smash into each other and become smaller and more rounded (eventually into pebbles)</li> <li><b>Abrasion</b> is the rubbing and scouring effect of sand and small stones on the bed and banks as the water moves</li> <li><b>Corrosion</b> is acids and chemicals dissolving rocks slowly</li> </ul> <p>There are also four types of <b>transport</b>:</p> <ul style="list-style-type: none"> <li><b>Traction</b> (large boulders grind slowly along the bed), <b>saltation</b> (small stones 'bounce' along the bed in the flow, <b>suspension</b> (small material is held up in the flow) and <b>solution</b> (dissolved load carried invisibly).</li> </ul> <p><b>Deposition</b> - material is dumped when rivers have insufficient energy to carry the load</p> <p><b>Enquiry Task:</b> Find real life images to represent these processes and label where there are taking place (including an explanation if possible).</p>
Week 3	Week 4
<p style="text-align: center;"><b>River Landforms</b></p> <ul style="list-style-type: none"> <li>The processes of erosion, transport and deposition interact with the rocks the river flows over to create a number of distinct landforms.</li> <li><b>Upper Course</b> landforms (near the source of a river) include:             <ul style="list-style-type: none"> <li><b>V-shaped valleys / Interlocking Spurs / Waterfalls / Gorges / Rapids</b></li> </ul> </li> <li><b>Middle Course</b> landforms (central part of river) include:             <ul style="list-style-type: none"> <li><b>Meanders / Ox-bow lakes</b></li> </ul> </li> <li><b>Lower Course</b> landforms (as the river approaches the mouth) include:             <ul style="list-style-type: none"> <li><b>Estuaries / Deltas / Levees</b></li> </ul> </li> </ul>  <p><b>Enquiry Task:</b> Draw a storyboard (with at least 3 sections, to represent the lower, middle and upper courses). Add the landforms found at each stage, with a short explanation for each.</p>	<p style="text-align: center;"><b>UK River - the River Tees</b></p> <ul style="list-style-type: none"> <li>In its upper course, the Tees carves a V-shaped valley through wild moorland hills and flows over one of England's most spectacular waterfalls - the 21 metre High Force. This is where the hard Dolerite Whinstone of the Whin Sill meets softer Carboniferous Limestone.</li> <li>Cow Green Reservoir is nearby, where the river has been dammed.</li> <li>Huge meanders form in the middle course, with a wider floodplain.</li> <li>Lower down, at Yarm, two famous "cuts" were made to shorten the shipping route around big meanders in 1810 and 1831.</li> </ul>  <p><b>Enquiry Task:</b> Write a short tour guide that describes the journey as you travel down the River Tees.</p>

# Geography - Option

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



# Geography - Option

## Week 9

### Deposition Landforms - Sand Spits

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

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

## Week 10

### The future of Pennington Point - a coastal management conundrum

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

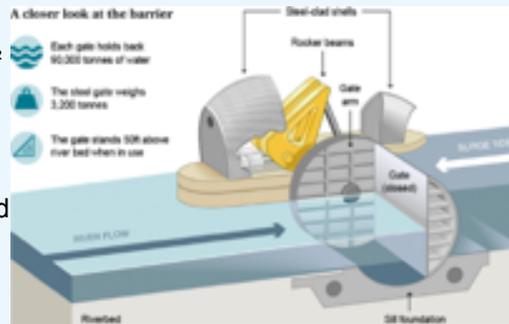


**Enquiry Task:** Create 2 posters (no more than A5 each) - one written by local residents, one which has been written by environmentalists. Each should explain how the group feels & give evidence and reasons for their viewpoints.

## Week 11

### Thames Barrier

The Thames Barrier spans 520m across the River Thames near Woolwich, and it protects 125 KM<sup>2</sup> of central London from flooding caused by tidal surges. It has 10 steel gates that can be raised into position across the River Thames. When raised, the main gates stand high as a 5-storey building. Each main gate weighs 3,300 tonnes. The barrier is closed to protect London from flooding from the sea.



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

## Week 12 - Careers



Follow the QR code or type in the link into your browser  
<https://links.iscaexeter.co.uk/of7>

# Health and Social Care

Week 1 and 2	Week 3 and 4	Week 5 and 6																		
<p><u>Health and Well-being</u></p> <p><b>Physical</b> - healthy body &amp; diet, sleep, shelter and personal hygiene  <b>Intellectual</b>- Healthy brain, learn new knowledge, communicate &amp; solve problems  <b>Emotional</b> - Security, express &amp; deal with emotions, self-concept  <b>Social</b> – friendships and relationships</p> <p><u>Genetic Inheritance</u>  <b>Inherited characteristics</b> -height, eye colour, hair colour  <b>Inherited conditions</b>-Some alleles (genes) can be faulty &amp; pass on conditions  <b>Dominant condition</b>- One parent passes faulty allele on e.g. Huntington's  <b>Recessive condition</b>- Both parents pass faulty allele on e.g. Cystic fibrosis  <b>Genetic predisposition</b> - Some people are more likely to develop a condition due to genetic makeup</p> <p><b>Enquiry task:</b></p> <ol style="list-style-type: none"> <li>Choose a genetic trait that runs in your family (e.g. hair or eye colour) and research to see if the gene is recessive or not. Record your findings.</li> <li>Research the impact that lack of sleep can have on health and well-being. Refer back to PIES.</li> </ol>	<p><u>Ill Health and Personal Hygiene</u>  <b>Physical</b>- Catching &amp; spreading disease, poor body odour, poor oral hygiene.  <b>Intellectual</b>– Reduction of opportunities  <b>Emotional</b>– Poor self–concept, bullied  <b>Social</b> – Social isolation, loss of friendship.  <b>Acute</b>- lasts for a short period of time. Usually cured  <b>Chronic</b>- Comes on slowly, lasts a long time. Usually treated but not cured</p> <p><u>Diet and Exercise</u></p> <table border="1" data-bbox="831 612 1402 983"> <thead> <tr> <th>Section</th> <th>Nutrient</th> <th>Needed for</th> </tr> </thead> <tbody> <tr> <td>Starches</td> <td>Carbohydrates</td> <td>Provides energy</td> </tr> <tr> <td>Fruit &amp; vegetables</td> <td>Vitamins Fibre</td> <td>Keep the body healthy Digestive system</td> </tr> <tr> <td>Meat, fish, eggs, beans</td> <td>Protein</td> <td>Growth and repair of cells and muscles</td> </tr> <tr> <td>Dairy</td> <td>Calcium</td> <td>Strong bones and teeth</td> </tr> <tr> <td>Oils</td> <td>Unsaturated fats</td> <td>Reduces cholesterol. Protects organs</td> </tr> </tbody> </table> <p><b>Physical Activity</b> An adult should take approximately 150 minutes of moderate exercise per week, e.g. a light jog.  <b>Benefits:</b> Increases confidence and relieves stress. Strengthens bones and muscles. Lowers BMI and supports weight loss. Boosts memory and thinking skills.</p> <p><b>Enquiry Task:</b>            Research advice for good personal hygiene for teens and create a poster for your peers to promote personal hygiene.</p>	Section	Nutrient	Needed for	Starches	Carbohydrates	Provides energy	Fruit & vegetables	Vitamins Fibre	Keep the body healthy Digestive system	Meat, fish, eggs, beans	Protein	Growth and repair of cells and muscles	Dairy	Calcium	Strong bones and teeth	Oils	Unsaturated fats	Reduces cholesterol. Protects organs	<p><u>Substance Use</u></p> <p><b>Alcohol</b> - Men &amp; women should drink less than 14 units/week, 1 unit = one single spirit, 1.5 units = 1 pint, 1 small glass of wine. Can increase risk of addiction &amp; cancers.</p> <p><b>Smoking &amp; Nicotine</b> – Cigarettes contain nicotine (addictive drug), tar, carbon dioxide &amp; soot which are all harmful. People smoke to relieve stress, peer pressure, or are unable to quit.</p> <p><b>Drugs – Legal.</b> Prescription misuse - when people become addicted to them, take excess, or take someone else's.</p> <p><b>Drugs – Illegal:</b></p> <ul style="list-style-type: none"> <li>Stimulants – Increase alertness i.e. Cocaine</li> <li>Depressants –calm, relax the body i.e. Cannabis</li> <li>Hallucinogens – cause hallucinations i.e. LSD.</li> </ul> <p><b>Enquiry Task</b>            Research and create a poster for health awareness based on nicotine addiction.</p>
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# Health and Social Care

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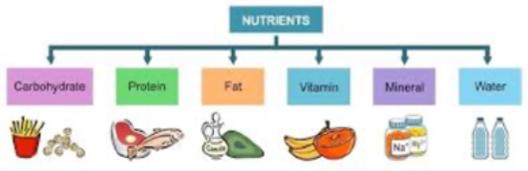
# History - Core and Option

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

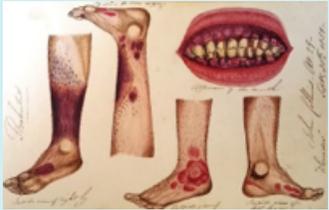
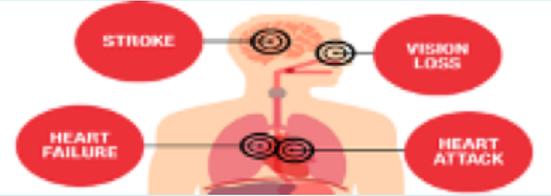
# History - Core and Option

Week 7	Week 8	Week 9
<p><b>Key Terms:</b></p> <p><b>Propaganda</b> – Using information to deliberately mislead. Usually used in a political way</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1926 – Bamberg conference</li> <li>• Goebels appointed Minister of Propaganda and enlightenment</li> <li>• Volkischer Beobachter – Nazi owned newspaper</li> </ul> <p><b>This week's enquiry is...</b> <i>Why did the Nazis endure lean years between 1923-29?</i></p>	<p><b>Key Terms:</b></p> <p><b>Scapegoat</b> – A person (or group of people) who is wrongly blamed for an event</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Van de Lubbe accused of starting fire</li> <li>• KPD banned from Reichstag</li> <li>• Nearly 4,000 communists arrested</li> </ul> <p><b>This week's enquiry is...</b> <i>How did the Reichstag Fire help the Nazis?</i></p>	<p><b>Key Terms:</b></p> <p><b>Fuhrer</b> – A tyrannical leader</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hitler treated as a puppet by Von Papen</li> <li>• 1933 – Hindenburg dies</li> <li>• 1933 – Hitler combines the roles of chancellor and president</li> </ul> <p><b>This week's enquiry is...</b> <i>Was Von Papen the main cause for Hitler's success?</i></p>
Week 10	Week 11	Week 12
<p><b>Key Terms:</b></p> <p><b>Rearmament</b> – The process of rebuilding the armed forces</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Strength through joy – incentives such as ski trips offered</li> <li>• RAD – 18-25 year old men 6 months working on Autobahn</li> <li>• Invisible unemployment</li> </ul> <p><b>This week's enquiry is...</b> <i>How did Hitler solve the unemployment problem?</i></p>	<p><b>Key Terms:</b></p> <p><b>Kinder</b> – German word for 'children'</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Kinder, Kuche, Kirche – Children, kitchen and church</li> <li>• Enforced sterilization for women with congenital disabilities</li> <li>• Cross of the German mother – bonus for the amount of children</li> </ul> <p><b>This week's enquiry is...</b> <i>Were women treated equally by the Nazis?</i></p>	<p><b>CAREERS</b> Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/a0z">https://links.iscaexeter.co.uk/a0z</a></p> 

# Hospitality and Catering

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

# Hospitality and Catering

Week 7	Week 8 - Practical	Week 9												
<p><b>AC1.3 Unsatisfactory nutritional intake</b>  <b>Nutritional Deficiency</b> - : When the body does not have enough of a nutrient.  <b>Nutritional Excess +</b> : When the body has too much of a nutrient.  <b>Visible signs:</b> What can be seen. For example weight gain, bad skin infections.  <b>Non-visible signs:</b> What cannot be seen. For example high blood pressure, strain on organs.</p>  	<p><b>Deficiencies</b></p> <ul style="list-style-type: none"> <li>• Vitamin A – poor eyesight</li> <li>• Vitamin B – lack of energy</li> <li>• Vitamin D – Ricketts, osteoporosis</li> <li>• Too much fat – obesity – depression, heart attacks</li> <li>• To much sugar – dental caries (tooth decay)</li> </ul>  <p><b>ENQUIRY TASK:</b> What are the nutritional effects of a lack of calcium, vitamin C, iron and the effects of too much sugar and fat.</p>	<p style="text-align: center;"><b>Unit 2 AC1.4 Cooking Methods</b></p> <table border="1"> <thead> <tr> <th data-bbox="1469 292 1585 363">Cooking Method</th> <th data-bbox="1592 292 2047 363">Process</th> </tr> </thead> <tbody> <tr> <td data-bbox="1469 363 1585 435">Boiling</td> <td data-bbox="1592 363 2047 435">Cooking food in water at 100°C. Lots of bubbles will be seen.</td> </tr> <tr> <td data-bbox="1469 435 1585 507">Simmering</td> <td data-bbox="1592 435 2047 507">Cooking food in a liquid below boiling point with gently bubbling.</td> </tr> <tr> <td data-bbox="1469 507 1585 579">Steaming</td> <td data-bbox="1592 507 2047 579">Cooking food in a pan with holes in, in the steam rising from a pan of boiling water beneath.</td> </tr> <tr> <td data-bbox="1469 579 1585 730">Poaching</td> <td data-bbox="1592 579 2047 730">Cooking food in a shallow pan of water or wine at just under boiling point. Occasional bubbles.</td> </tr> <tr> <td data-bbox="1469 730 1585 778">Baking</td> <td data-bbox="1592 730 2047 778">Cooking food in a hot oven.</td> </tr> </tbody> </table>	Cooking Method	Process	Boiling	Cooking food in water at 100°C. Lots of bubbles will be seen.	Simmering	Cooking food in a liquid below boiling point with gently bubbling.	Steaming	Cooking food in a pan with holes in, in the steam rising from a pan of boiling water beneath.	Poaching	Cooking food in a shallow pan of water or wine at just under boiling point. Occasional bubbles.	Baking	Cooking food in a hot oven.
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# iMedia

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Legalities in Media Design</b></p> <p><b>Copyright:</b> Ownership of the legal right to create copies of a work for commercial use. Usually for a set number of years.</p> <p><b>Royalty Free:</b> The right to use copyrighted work commercially without paying on-going royalty costs to the owner. Permission can be obtained free of charge, or by a one-off payment.</p> <p><b>Trademark:</b> A symbol, word or words that are either legally registered, or recognised, to represent a company or product.</p> <p><b>Public Domain:</b> Free from copyright ownership and intellectual property rights - therefore available to use commercially by anyone.</p> <p><b>Task: Identify an example of each of the above.</b></p>	<p><b>Health &amp; Safety Considerations in Media</b></p> <p><b>Recce:</b> Short for reconnaissance. An initial visit to a location to gather information about its safety and suitability for filming. For example, access, vantage points, danger areas, environmental considerations, convenience for use.</p> <p><b>Risk Assessment:</b> A document completed after a location recce. Contains evaluation of potential risks / dangers / environmental impact, and safety precautions to be taken.</p> <p><b>Safe Working Practices:</b> Seating position, Chair height, Screen viewing angle / distance, Comfortable keyboard &amp; mouse position, Cable safety, Working at heights, Lifting / moving / setting up.</p> <p><b>Question: At what stage in the design / production process would these considerations be made?</b></p>	<p><b>Photoshop &amp; Skill Building</b></p> <p><b>Selection tools:</b></p> <p><b>Lasso Tool</b> - freehand selection</p> <p><b>Magnetic Lasso Tool</b> - More precise selection</p> <p><b>Magic Wand Tool</b> - Select a particular colour</p> <p><b>Marquee Tool</b> - Select an area in a box / ellipse</p> <p><b>Keyboard shortcuts:</b></p> <p><b>Ctrl+T</b> - Transform / re-size / rotate</p> <p><b>Ctrl+A</b> - Select all</p> <p><b>Ctrl+Z</b> - Undo</p> <p><b>Ctrl+Alt+Z</b> - Undo further</p> <p><b>Ctrl+C</b> - Copy</p> <p><b>Ctrl+V</b> - Paste</p> <p><b>Shift key</b> - Add to selection, or select multiple items.</p> <p><b>Task: Use Photopea (free online equivalent of Photoshop) to try these tools at home.</b></p>	<p><b>Photoshop &amp; Skill Building</b></p> <p><b>Layer effects:</b></p> <p>Drop shadow Opacity Outer Glow Inner Glow Bevel and Emboss</p> <p><b>Layer Blending:</b></p> <p>Multiply Overlay Screen Luminosity</p> <p><b>Layer Masks:</b> Used with a brush for creating transparency, without deleting permanently.</p> <p><b>Task: Use Photopea (free online equivalent of Photoshop) to try these features at home.</b></p>	<p><b>Photoshop &amp; Skill Building</b></p> <p><b>Clone Tool:</b></p> <p>'Clone' (copy) an area of the graphic using a brush.</p> <p><b>Feather edges</b> - to soften a cut out shape's edges.</p> <p><b>Fill colours</b> - using Foreground and Background colours - select these from the 'colour picker'.</p> <p><b>Image Adjustments:</b></p> <p><b>Hue / Saturation:</b> Adjust colour strength and tone.</p> <p><b>Levels:</b> Adjust contrast and lightness.</p> <p><b>Task: Use Photopea (free online equivalent of Photoshop) to try these features at home.</b></p>	<p><b>File Formats</b></p> <p><b>Digital graphics:</b></p> <p><b>PSD</b> - Layered Photoshop file for creating and editing graphics / photos.</p> <p><b>TIFF</b> - Used for high resolution images for print. Usually an uncompressed, lossless file format, with a large file size.</p> <p><b>JPEG</b> - Compressed, lossy image format, to keep the file size small - mainly for online use.</p> <p><b>GIF</b> - Compressed, but lossless image format that can include animation.</p> <p><b>AI / SVG</b> - Vector file formats (<b>not</b> using pixels). Can be re-sized without losing quality.</p> <p><b>PDF</b> - Document format for including text and images, usually for print use. Text stays as a vector - doesn't lose quality.</p> <p><b>PNG</b> - Compressed, lossless image format that can include transparency.</p>

# iMedia

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Audio File Formats</b></p> <p><b>FLAC</b> - Lossless, compressed. Smaller file size but good quality sound.</p> <p><b>AIFF / WAV</b> - Lossless, uncompressed. Larger file size, good quality sound.</p> <p><b>MP4</b> - Compressed, lossy video / audio format, but good general quality. Small file size for online use.</p> <p><b>MP3 / AAC</b> - Lossy file formats for smaller file size. Easier for online sharing.</p> <p><b>Video File Formats:</b></p> <p><b>MPEG</b> - Compressed video file - smaller file size.</p> <p><b>MOV / AVI</b> - Uncompressed, lossless video formats.</p> <p><b>Questions:</b> What is the effect of 'lossy' and 'lossless' compression on a file?</p> <p>What are the advantages and disadvantages of both?</p>	<p><b>Practice Brief - LO1</b></p> <p>Investigate the <b>purposes and properties</b> of digital graphics.</p> <p><b>5 Main Purposes:</b> To Entertain To Inform To Advertise To Educate To Promote</p> <p><b>Properties of Digital Graphics</b></p> <p>Graphics have different <b>properties</b> (characteristics) for different purposes.</p> <p><b>Pixel dimensions</b> - How many pixels wide and high is the graphic, and why?</p> <p><b>Resolution</b> - the pixel density of a graphic - how many pixels are there per inch? (<b>dpi</b> = Dots Per Inch)</p> <p><b>Colour Spaces</b> - <b>CMYK</b> (Cyan, Magenta, Yellow and Black (Key)) for print. <b>RGB</b> (Red, Green Blue) for screen use.</p>	<p><b>Practice Brief - LO2</b></p> <p><b>Plan a digital graphic.</b></p> <p>Interpret the <b>brief</b>.</p> <p>Research your <b>target audience</b>.</p> <p>Produce a <b>mind map</b> to organise your ideas / plans.</p> <p>Create a <b>mood board</b> to generate the look and feel of the design.</p> <p>Create a <b>visualisation diagram</b> to plan the layout and content of the design.</p> <p>Identify the <b>assets</b> you will need - images, logos, fonts, illustrations, etc.</p> <p>Understand the <b>legal issues</b> behind sourcing assets: Are they under <b>copyright</b>? Are they <b>royalty free</b>? Are they <b>public domain</b>?</p>	<p><b>Practice Brief - LO3</b></p> <p><b>Create the Graphic.</b></p> <p>Explore the tools and effects you can use in Photoshop.</p> <p><b>File Naming and Folder Structure</b></p> <p>Save your graphic as you go, using relevant <b>naming</b> and an organised <b>folder structure</b>.</p> <p>Save as appropriate <b>file types</b> for different purposes. What is the graphic's intended use? See 'File Types' - Week 6.</p>	<p><b>Practice Brief - LO4</b></p> <p><b>Evaluation</b> - was your design successful?</p> <p>Did it meet the requirements of the brief?</p> <p>Is it fit for purpose? ie, is it the correct size, resolution, colour space?</p> <p>Does it appeal to your target audience?</p> <p>What worked well?</p> <p>What could be improved in future?</p>	<p>Please open this link and complete your careers focus homework on digital media.</p>  <p><a href="https://links.iscaexeter.co.uk/1cb">https://links.iscaexeter.co.uk/1cb</a></p>

# Mathematics

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

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2	2	4	6	8	10	12	14	16	18	20	22	24
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

Homework Thursday 1<sup>st</sup> June 2022

Task 1

D40  $12 + 13 = 25$  ✓

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

F60  $\begin{matrix} 12 & 18 \\ 2 & 3 \end{matrix} \div 6$  ✓

H70  $\frac{1}{14} + \frac{1}{7} = \frac{2}{14}$  ✗

J90  $\frac{1}{5} + \frac{1}{4} = \frac{1}{5} + \frac{2}{10}$   
 $= \frac{3}{10}$  ✓

A01  $\begin{matrix} 493 \\ 162 \\ \hline 655 \end{matrix}$  ✓

B11 Area =  $3 \times 14$   
 $\times 14$   
 $\frac{42}{3}$  Area =  $42 \text{ cm}^2$  ✓

C21  $\frac{1}{53} + \frac{1}{11} = \frac{1}{53} + \frac{3}{33}$   
 $= \frac{4}{33}$  ✓

D31  $3^2 = 3 \times 3$   
 $= 9$  ✓

E41  $P(\text{yellow}) = \frac{3}{6}$  ✗

F51  $P(\text{black}) = \frac{9}{8}$   
 $= \frac{1}{8}$  ✓

Task 2

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

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

Task 3

J22 Even ✓

K32 Unlikely ✗

L42 B, A, C ✓

O03 4 more blue balls ✓

O13 4 black, 2 red, 2 blue  
The probability of picking black is evens: Bag E ✓

E23 B ✓



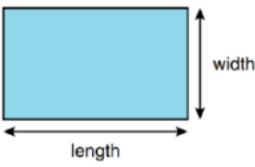
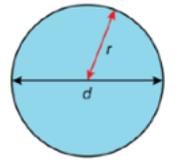
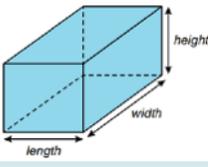
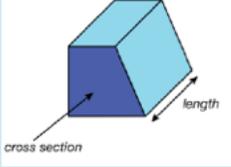
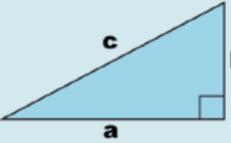
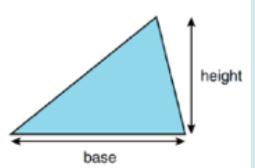
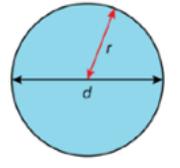
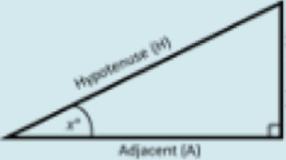
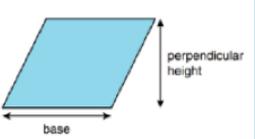
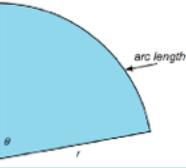
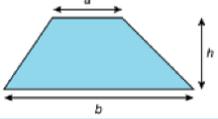
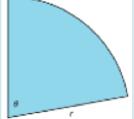
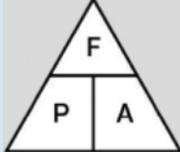
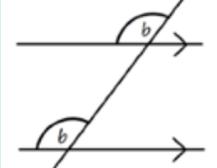
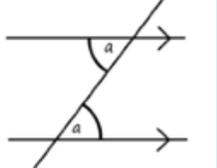
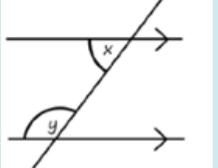
**WEEK 12**  
**CAREERS WEEK**

Follow the QR code or type in the link into your browser

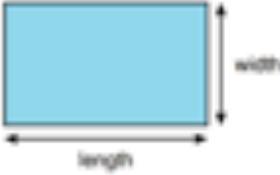
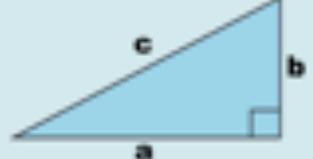
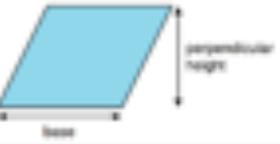
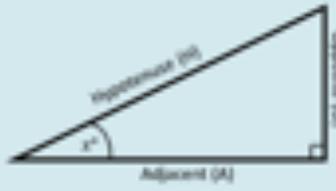
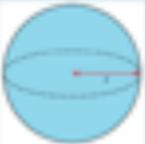
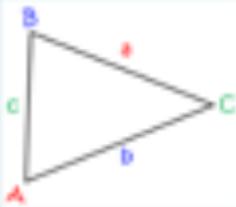
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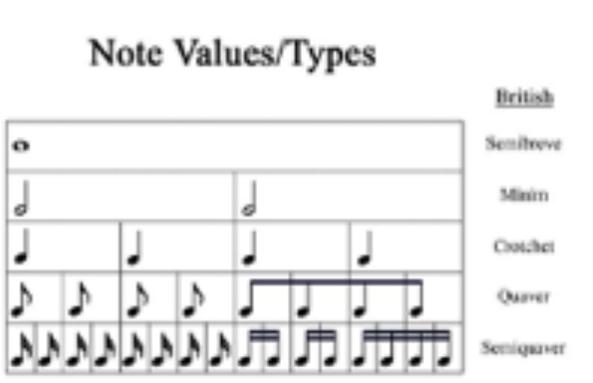
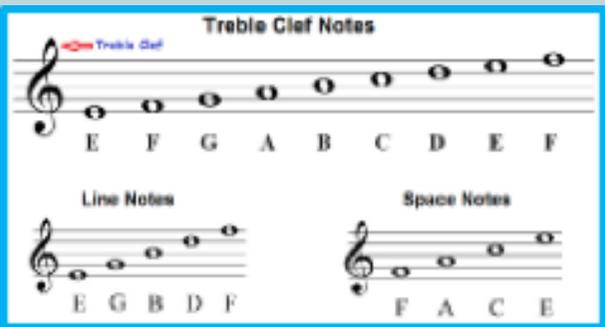
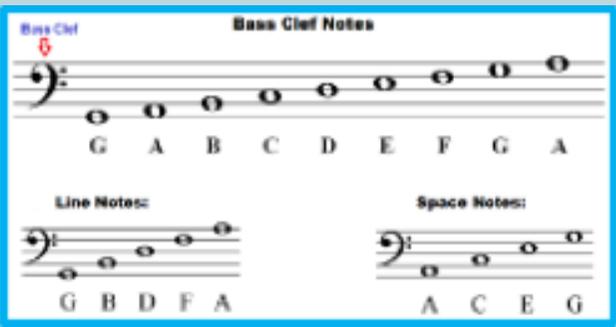
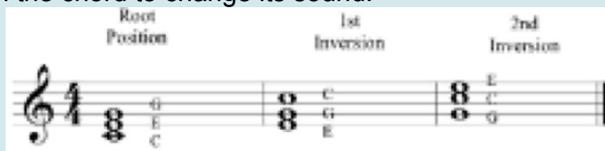
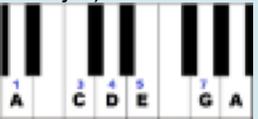
# Mathematics - Core

<p><b>Area of a Rectangle</b></p>  <p><math>A = \text{length} \times \text{width} = l \times w</math></p>	<p><b>Circumference of a circle</b></p>  <p><math>C = \pi \times d</math></p>	<p><b>Volume of a Cuboid</b></p>  <p><math>\text{Length} \times \text{width} \times \text{height}</math> <math>V = l \times w \times h</math></p>	<p><b>Volume of a Prism</b></p>  <p><math>\text{Vol} = \text{Area of a cross section} \times \text{length}</math></p>	<p><b>Pythagoras Theorem</b></p>  <p><math>a^2 + b^2 = c^2</math></p>																								
<p><b>Area of a Triangle</b></p>  <p><math>A = \frac{1}{2} \times \text{base} \times \text{height} = \frac{bh}{2}</math></p>	<p><b>Area of a circle</b></p>  <p><math>A = \pi \times r^2</math></p>	<p><b>Speed</b></p>  <p><math>\text{speed} = \frac{\text{distance}}{\text{time}}</math></p>	<p><b>Compound Interest</b></p> <p><math>P =</math> principal amount <math>r =</math> Interest rate <math>n =</math> number of years/months/day</p> <p><math>\text{Total Accrued} = P \left( 1 + \frac{r}{100} \right)^n</math></p>	<p><b>Trigonometric Formulae</b></p>  <p><math>\sin x = \frac{\text{opp}}{\text{hyp}}</math> <math>\cos x = \frac{\text{adj}}{\text{hyp}}</math> <math>\tan x = \frac{\text{opp}}{\text{adj}}</math></p>																								
<p><b>Area of Parallelogram</b></p>  <p><math>A = \text{base} \times \text{perp. height}</math></p>	<p><b>Arc Length</b></p>  <p><math>\text{Arc Length} = \frac{\theta}{360} \times \pi \times d</math></p>	<p><b>Density</b></p>  <p><math>\text{density} = \frac{\text{mass}}{\text{volume}}</math></p>	<p><b>Index Laws</b></p> <p><math>a^n \times a^m = a^{n+m}</math> <math>a^n \div a^m = a^{n-m}</math> <math>(a^n)^m = a^{n \times m}</math></p>	<p><b>Exact Values of Trigonometry Functions</b></p> <table border="1" data-bbox="1597 863 2007 1094"> <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><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td>1</td> </tr> <tr> <td>cos θ</td> <td>1</td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{1}{2}</math></td> <td>0</td> </tr> <tr> <td>tan θ</td> <td>0</td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td>1</td> <td><math>\sqrt{3}</math></td> <td>Not defined</td> </tr> </tbody> </table>		0°	30°	45°	60°	90°	sin 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><b>Area of Trapezium</b></p>  <p><math>A = \frac{1}{2} (a + b) h</math></p>	<p><b>Area of a Sector</b></p>  <p><math>A = \frac{\theta}{360} \times \pi \times r^2</math></p>	<p><b>Pressure</b></p>  <p><math>\text{pressure} = \frac{\text{force}}{\text{area}}</math></p>	<p><b>Corresponding angles are equal</b></p> 	<p><b>Alternate Angles are equal</b></p> 	<p><b>Co-interior angles add to 180</b></p> 																							

# Mathematics - Higher

<p><b>Area of a Rectangle</b></p>  <p><math>A = \text{length} \times \text{width} = l \times w</math></p>	<p><b>Circles</b></p>  <p><b>Circumference:</b> <math>C = \pi \times d</math></p> <p><b>Area:</b> <math>A = \pi \times r^2</math></p>	<p><b>Volume of a Cuboid</b></p>  <p><math>\text{Length} \times \text{width} \times \text{height}</math></p> <p><math>V = l \times w \times h</math></p>	<p><b>Volume of a Prism</b></p>  <p><math>\text{Vol} = \text{Area of a cross section} \times \text{length}</math></p>	<p><b>Pythagoras Theorem</b></p>  <p><math>a^2 + b^2 = c^2</math></p>																								
<p><b>Area of Parallelogram</b></p>  <p><math>A = \text{base} \times \text{perp. height}</math></p>	<p><b>Sectors</b></p>  <p><b>Arc Length:</b> <math>\frac{\theta}{360} \times \pi \times d</math></p> <p><b>Area Sector:</b> <math>\frac{\theta}{360} \times \pi \times r^2</math></p>	<p><b>Speed</b></p>  <p><math>\text{speed} = \frac{\text{distance}}{\text{time}}</math></p>	<p><b>Compound Interest</b></p> <p><math>P = \text{principal amount}</math></p> <p><math>r = \text{Interest rate}</math></p> <p><math>n = \text{number of years/months/day}</math></p> <p><math>\text{Total Accrued} = P \left(1 + \frac{r}{100}\right)^n</math></p>	<p><b>Trigonometric Formulae</b></p>  <p><math>\sin x = \frac{\text{opp}}{\text{hyp}}</math></p> <p><math>\cos x = \frac{\text{adj}}{\text{hyp}}</math></p> <p><math>\tan x = \frac{\text{opp}}{\text{adj}}</math></p>																								
<p><b>Area of a Triangle</b></p>  <p><math>A = \frac{b \times h}{2}</math></p> <p><b>Area of Trapezium</b></p>  <p><math>A = \frac{1}{2}(a + b)h</math></p>	<p><b>Sphere</b></p>  <p><math>S.A. = 4\pi r^2</math></p> <p><math>V = \frac{4}{3}\pi r^3</math></p> <p><b>Cone</b></p>  <p><math>\text{Curved S.A.} = \pi r l</math></p> <p><math>V = \frac{1}{3}\pi r^2 h</math></p>	<p><b>Density</b></p>  <p><math>\text{density} = \frac{\text{mass}}{\text{volume}}</math></p> <p><b>Pressure</b></p>  <p><math>\text{pressure} = \frac{\text{force}}{\text{area}}</math></p>	<p><b>Quadratic Formula</b></p> <p>To solve <math>ax^2 + bx + c = 0</math></p> <p><math>x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}</math></p> 	<p><b>Exact Values of Trigonometry Functions</b></p> <table border="1" data-bbox="1624 933 1971 1109"> <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><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td>1</td> </tr> <tr> <td>cos θ</td> <td>1</td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>\frac{1}{2}</math></td> <td>0</td> </tr> <tr> <td>tan θ</td> <td>0</td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td>1</td> <td><math>\sqrt{3}</math></td> <td>Not defined</td> </tr> </tbody> </table> <p><b>Area of a Triangle:</b> <math>A = \frac{1}{2}ab \sin C</math></p> <p><b>Sine Rule:</b> <math>\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math></p> <p><b>Cosine Rule:</b> <math>a^2 = b^2 + c^2 - 2bc \cos A</math></p>		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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tan θ	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Not defined																							

# Music

Week 1	Week 2	Week 3
<p><b>Enquiry task:</b> Write as many 4 and 8 beat varied patterns as you can.</p> 	<p><b>Enquiry task:</b> Make as many of your own mnemonic for remembering where the notes of the treble clef as you can. Copy out the notes and draw them from memory.</p> 	<p><b>Enquiry Task:</b> Make as many of your own mnemonic for remembering where the notes of the bass clef as you can. Copy out the notes and draw them from memory.</p> 
Week 4	Week 5	Week 6
<p>Building a chord: You use the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> note of that particular scale degree.</p>  <p>Inversion – When you change the order of the notes in the chord to change its sound.</p>  <p><b>Enquiry task:</b> Experiment with writing our inversions of your chord sequence.</p>	<p>The major pentatonic scale uses notes 1, 2, 3, 5, 6 in the scale. In C:</p>  <p>The minor pentatonic scale uses notes 1, 3, 4, 5, 7 in the scale. Which is the same notes as in its relative major key but rotated. In A minor (relative of C major):</p>  <p><b>Enquiry task:</b> Have a go at writing out the pentatonic scales in various keys. Start with D, F and G. Do both major and relative minors.</p>	<p>Structure words:</p> <ol style="list-style-type: none"> <li>1. Ternary form – ABA</li> <li>2. Arc Form – ABCBA</li> <li>3. Rondo Form – ABACADAEA...</li> <li>4. Song structure</li> </ol> <p>Texture words:</p> <ol style="list-style-type: none"> <li>1. Contrast – sudden changes in texture</li> <li>2. Homophonic – Chords and melody</li> <li>3. Polyphonic – Lots of layers doing complex things.</li> <li>4. Monophonic – One musical line</li> </ol> <p>Other words:</p> <ul style="list-style-type: none"> <li>Timbre – sounds that are being used</li> <li>Instrumentation – Your chosen set of instruments</li> </ul> <p><b>Enquiry task:</b> Find an musical excerpt or example for each of the words above and explain your choice</p>

# Music

Week 7	Week 8	Week 9		
<ul style="list-style-type: none"> <li>• Rehearsal preparation – Make sure you have everything you need. Sheet music, tabs, stands, clear space and relevant equipment.</li> <li>• Small chunks – practicing small parts is much more effective than playing it through.</li> <li>• Targets – ensure you have SMART targets.</li> <li>• Slowly – going through parts slowly is very effective.</li> <li>• Listening – to others perform your piece and to yourself.</li> <li>• Warm up – the most important part of any practice routine.</li> </ul> <p><b>Enquiry task:</b> Set yourself 2 SMART targets, devise a warm up and practice routine for yourself and have a go.</p>	<table border="0"> <tr> <td data-bbox="806 274 1111 785"> <p><u>Practice Do's</u></p> <ul style="list-style-type: none"> <li>Follow a routine</li> <li>Find somewhere quiet</li> <li>Use technology to your advantage</li> <li>Make clear targets</li> <li>Warm up</li> <li>Seek feedback</li> <li>Keep trying</li> </ul> </td> <td data-bbox="1111 274 1426 785"> <p><u>Practice Don'ts</u></p> <ul style="list-style-type: none"> <li>Just play through all the whole song</li> <li>Start at the beginning every time</li> <li>Stay in your comfort zone</li> <li>Never share your work</li> </ul> </td> </tr> </table> <p><b>Enquiry task:</b> Make a colourful and descriptive poster or document that details how to practice most effectively. These will be displayed in the Music department.</p>	<p><u>Practice Do's</u></p> <ul style="list-style-type: none"> <li>Follow a routine</li> <li>Find somewhere quiet</li> <li>Use technology to your advantage</li> <li>Make clear targets</li> <li>Warm up</li> <li>Seek feedback</li> <li>Keep trying</li> </ul>	<p><u>Practice Don'ts</u></p> <ul style="list-style-type: none"> <li>Just play through all the whole song</li> <li>Start at the beginning every time</li> <li>Stay in your comfort zone</li> <li>Never share your work</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation – tuning</li> <li>• Accuracy – getting something correct</li> <li>• Expression – playing or singing with a personal response to the music.</li> <li>• Dynamics – how loud or quiet music is.</li> <li>• Phrasing – like musical sentences to add meaning.</li> <li>• Range – the distance between the lowest and highest note you play.</li> <li>• Breath control – important for singers but also for instrumentalists in being relaxed.</li> <li>• Repertoire – the choice of pieces of you play.</li> </ul> <p><b>Enquiry task:</b> Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>
<p><u>Practice Do's</u></p> <ul style="list-style-type: none"> <li>Follow a routine</li> <li>Find somewhere quiet</li> <li>Use technology to your advantage</li> <li>Make clear targets</li> <li>Warm up</li> <li>Seek feedback</li> <li>Keep trying</li> </ul>	<p><u>Practice Don'ts</u></p> <ul style="list-style-type: none"> <li>Just play through all the whole song</li> <li>Start at the beginning every time</li> <li>Stay in your comfort zone</li> <li>Never share your work</li> </ul>			
Week 10	Week 11	Week 12		
<ul style="list-style-type: none"> <li>• Vibrato – the way a note wobbles to add expression or improve intonation.</li> <li>• Accompaniment – backing track or backing instrumentalist.</li> <li>• Stage presence – the way a performance looks on stage and interacts with the audience.</li> <li>• Emphasis – where you place the stresses in the music.</li> <li>• Projection – being loud enough to hear but also how far your stage presence travels.</li> <li>• Sensitivity – treating the musical performance with care.</li> </ul> <p><b>Enquiry task:</b> Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>	<ul style="list-style-type: none"> <li>• Diction – the clear pronouncing of words when singing.</li> <li>• Register – the pitch range that suits your instrument or voice best.</li> <li>• Articulation – the way in which you play or sing a musical note such as:             <ul style="list-style-type: none"> <li>• Staccato – short and sharp playing of a note</li> <li>• Legato – smooth and flowing playing of a note.</li> <li>• Crescendo – getting louder</li> <li>• Diminuendo – getting quieter</li> <li>• Accelerando – getting faster</li> <li>• Rallentando – getting slower</li> </ul> </li> </ul> <p><b>Enquiry task:</b> Search 'BTEC MUSIC Performance' on YouTube and pick one to analyse against these keywords. Explain the video in your answer.</p>	<p><b>Careers</b></p>  <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/9vw">https://links.iscaexeter.co.uk/9vw</a></p>		

# PSHE

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



**General**

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

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

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



**Health**

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

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

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

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



**Health and well-being**

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

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

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

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

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

**Safety, bullying and abuse**

**Child Exploitation and Online Protection (CEOP) - [www.ceop.police.uk](http://www.ceop.police.uk)**  
Report inappropriate online contact, any unlawful misuse of social media, or a child protection concern to a trained police officer. You can also click this button on your platform:



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

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



**Healthy relationships**

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



**Drugs and alcohol**

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

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

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

Local support for young people facing a crisis



**LGBTQ+**

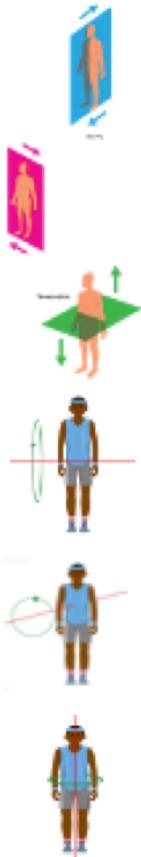
**X-PLORE—[www.lgbtqyouthdevon.org.uk](http://www.lgbtqyouthdevon.org.uk)**  
Local support and groups for LGBTQ+ young people

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

# GCSE Physical Education

Week 1 – Aerobic & Anaerobic	Week 2 – Immediate, Short & Long Term Effects of Exercise	Week 3 – Levers
<p><b>Key Words:</b>  <b>Aerobic</b> Exercise With Oxygen (O<sub>2</sub>). Aerobic exercise can be maintained for <b>long periods</b> and includes activities like walking, jogging, cycling and swimming.            Working between 60-80% of max heart rate  <b>Anaerobic</b> Exercise <b>Without Oxygen</b> (O<sub>2</sub>). When you exercise at a high intensity, the respiratory system <b>cannot</b> supply enough oxygen to the muscles.            Working between 80-90% of max heart rate            With <u>no oxygen</u> available, glucose is still used <b>BUT</b> produces energy &amp; lactic acid (<i>this causes fatigue</i>)  <b>Excess Post-exercise Oxygen Consumption (EPOC)</b> Oxygen debt is the amount of oxygen that the performer was short of during the exercise. Rapid and heavy breathing <b>after</b> exercise will return the body to a resting state and <b>repay</b> the oxygen debt.</p> <p><b>Enquiry Task:</b>            1. <b>Discuss</b> the difference between the energy systems a marathon runner and a sprinter would use in their sport. (6marks)            2. Following a period of intensive exercise, Rosie is experiencing excess post-exercise oxygen consumption (EPOC). <b>State</b> what happens to Rosie's breathing immediately after intensive exercise. <b>Explain</b> the reasons why her breathing is like this. (4 marks)            3. <b>Evaluate</b> how appropriate an ice bath may be to aid the recovery of a performer immediately after a game of badminton. (6marks)</p>	<p><b>Immediate Effects of Exercise:</b>            1. Breathing Rate increases – supplying O<sub>2</sub> to muscles            2. Heart Rate increases – pumping blood to muscles            3. Body Temperature increases            4. Sweating</p> <p><b>Short-Term Effects of Exercise: (24-26hrs after)</b>            1. Feel tired or fatigued            2. Muscle cramps            3. Feel nauseous (sick)            4. DOMS (Delayed Onset of Muscle Soreness)            5. Muscles ache            6. Feel light headed</p> <p><b>Long Term Effects of Exercise: (months-years)</b>            1. Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient            2. Cardiac Hypertrophy – heart increasing in size and strength            3. Muscular Hypertrophy – muscles increase in size and strength            4. Improve a variety of components of fitness            5. Change your body shape through either losing weight or gaining muscle mass            6. Improve flexibility</p> <p><b>Enquiry Task:</b>            1. <b>Explain</b> why breathing rate and heart rate increase when we exercise (4marks)            2. <b>Identify</b> and <b>explain</b> how two long term effects of exercise could improve performance of a 10,000 meter runner (6marks)</p>	<p><b>Key Words:</b>  <b>Fulcrum</b> – pivot point of the lever  <b>Effort</b> – the force that is applied to move the resistance or weight (muscles)  <b>Resistance</b> – the load to be moved by the lever system (weight, limbs)</p> <p>The diagram illustrates three classes of levers on a horizontal beam with a triangular fulcrum.   <b>1st Class:</b> The fulcrum is positioned in the middle of the beam. A green arrow labeled 'Effort' points down on the left side, and a red arrow labeled 'Load' points down on the right side.   <b>2nd Class:</b> The fulcrum is at the left end of the beam. A red arrow labeled 'Load' points down in the middle, and a green arrow labeled 'Effort' points up at the right end.   <b>3rd Class:</b> The fulcrum is at the left end of the beam. A green arrow labeled 'Effort' points up in the middle, and a red arrow labeled 'Load' points down at the right end.</p> <p><b>Mechanical advantage</b> 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><b>Mechanical advantage = effort arm ÷ resistance arm</b></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><b>Enquiry Task:</b>            1. Using an example from a sport of your choice, <b>identify</b> the two types of movement that can occur at a hinge joint. (4 marks)            2. <b>Identify</b> the type of lever being used during the upward phase of a bicep curl. Identify the agonist and antagonistic muscles and explain how they contract to allow this movement to occur (4marks)</p>

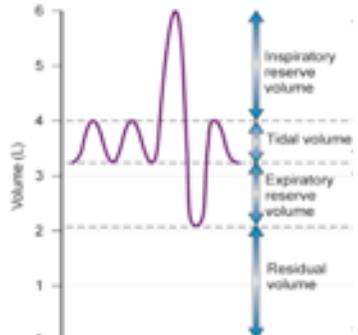
# GCSE Physical Education

Week 4 - Planes & Axes	Week 5 – Components of Fitness	Week 6 – Fitness Testing
<p><b>Key Words:</b>  <b>Sagittal Plane</b> – Forwards and backwards movements. Mainly flexion and extension.</p> <p><b>Frontal Plane</b> – Side to side movements. Mainly abduction and adduction</p> <p><b>Transverse Plane</b> – Rotational or turning movements. Mainly rotation</p> <p><b>Transverse Axis</b> – Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)</p> <p><b>Sagittal Axis</b> – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)</p> <p><b>Longitudinal Axis</b> – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)</p>	 <p><b>Key Words:</b>  <b>Agility</b> - The ability to change direction, at speed, while maintaining control. Agility is especially important in sports that require turns like side-stepping an opponent in rugby</p> <p><b>Balance</b> - The ability of the performer to maintain their center of mass over their base of support whilst static or dynamic (whilst moving)</p> <p><b>Cardiovascular Fitness</b>  The ability of the heart and lungs to supply oxygen to the working muscles</p> <p><b>Coordination</b> - The ability to use two or more different parts of the body together, smoothly and efficiently.</p> <p><b>Flexibility</b>  The range of movement possible at a joint. Important for gymnasts to perform skills.</p> <p><b>Muscular Endurance</b> - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue</p> <p><b>Power</b> - Is a product of speed and strength. (Power = Speed x Strength)</p> <p><b>Reaction Time</b> - The time taken to initiate a response to a stimulus eg 100m start gun</p> <p><b>Strength</b>  Is the ability to overcome a resistance  Strength is important for many sports. Being stronger can give you a big advantage in sports like gymnastics, rugby and weightlifting</p> <p><b>Speed</b>  The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible</p>	<p><b>Key Words:</b>  Validity – the test measures what it intends to  Reliability – trustworthiness of the test and how it is measured</p> <p><b>Fitness Tests:</b>  Grip Dynamometer Test  Illinois Agility Test  Multi Stage Fitness Test  Ruler Drop Test  Sit and Reach Test  Sit Up Test  Standing Stalk Test  Vertical Jump Test  Wall Toss Test  1 Rep Max Test  30 Meter Sprint Test</p> <p><b>Advantages of Fitness Testing:</b>  1.They identify strengths and or weaknesses  2.They monitor improvement  3.They show a starting level of fitness  4.They inform training requirements  5.They compare against national averages  6.They motivate and performance sets goals</p> <p><b>Limitations of Fitness Testing</b>  1.Tests are often not sport specific or too general  2.They do not replicate movements of an activity  3.They do not replicate competitive conditions  5.Some need motivation and therefore they can have questionable <i>reliability</i>  6.Must be carried out with the correct procedures to increase <i>validity</i> of results</p>
<p><b>Enquiry Task:</b>  1. In a tennis forehand stroke, <b>Identify</b> the plane and the axis when the arm bends at the elbow. (2marks)  2. During a cartwheel, <b>Identify</b> the plane and the axis about which the movement is taking place. (2marks)</p>	<p><b>Enquiry Task:</b> For each of the components of fitness, identify which sports would require each of them.</p>	<p><b>Enquiry Task:</b>  1.Link each of the tests to the components of fitness  2.Design a fitness test for a sport of your choice.</p>

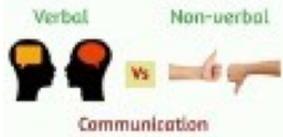
# GCSE Physical Education

Week 7 – Principles of Training	Week 8 – Methods of Training	Week 9 – Training Seasons
<p><b><u>S.P.O.R.T Principle</u></b></p> <p><b>S</b>pecificity – Making training relevant to the demands of the sport, muscles or needs of the individual athlete</p> <p><b>P</b>rogressive – Gradually increasing the intensity of training over a period of time</p> <p><b>O</b>verload - Working harder than normal to enable to body to adapt</p> <p><b>R</b>eversibility – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury</p> <p><b>T</b>edium – Regularly changing your training to avoid boredom</p> <p><b><u>F.I.T.T Principle</u></b></p> <p><b>F</b>requency – How <b>often</b> you train (twice a week, 3 times a week, everyday)</p> <p><b>I</b>ntensity – How <b>hard/intense</b> you train (in relation to your aerobic or anaerobic threshold or, if weight training, in relation to your 1 rep max)</p> <p><b>T</b>ime - How <b>long</b> you train (20mins, 1 hour)</p> <p><b>T</b>ype – Which <b>method</b> of training you use (Circuit, Continuous, Plyometric)</p> <p><b><u>Enquiry Task:</u></b> Annie is a 400m freestyle swimmer. Write a two week training programme, using the principles of training, in preparation for Annie to compete in two weeks' time.</p>	<p><b>Circuit Training</b> – A series of <u>stations</u> performed one after another, either for time or a certain number of repetitions</p> <p><b>Continuous Training</b> – Continuously training, <u>without stopping</u>, usually for a period of 20minutes or longer</p> <p><b>Fartlek Training</b> – Swedish for 'Speedplay.' Similar to continuous training but varies in either <u>intensity</u> or <u>terrain</u>, whilst remaining continuous</p> <p><b>Flexibility Training</b> – Static stretching, usually for 30seconds or longer at a time, of a certain muscle group to increase the range of movement possible at a joint</p> <p><b>Interval Training</b> – High periods of work followed by a period of <u>complete rest</u>. This is then repeated.</p> <p><b>Plyometric Training</b> – High impact training including exercises such as <u>leaping</u> and <u>bounding</u></p> <p><b>Weight Training</b> – The use of resistance machines, free weights or body weights to increase either <u>muscular endurance</u> or <u>muscular strength</u></p> <p><b><u>Enquiry Task:</u></b> 1. <b>Evaluate</b> the use of Circuit Training and Fartlek training as a suitable method of training for a Handball player (6marks) 2. <b>Discuss</b> the appropriateness of a high jumper using weight training and plyometric training as a method to improve performance. (6marks)</p>	<p><b><u>Pre-Season</u></b></p> <ul style="list-style-type: none"> <li>• General aerobic fitness</li> <li>• General strength &amp; muscular endurance</li> <li>• Training any component of fitness that is essential to success in their chosen sport</li> <li>• Practicing skills &amp; techniques that prepare athletes for success in the competitive season</li> </ul> <p><b><u>Competitive Season</u></b></p> <ul style="list-style-type: none"> <li>• Performers concentrate on maintaining fitness throughout the competitive season</li> <li>• Athletes will avoid over training so fatigue does not occur and performance is enhanced</li> <li>• Optimising individual skills and team plays is the main focus for this season</li> </ul> <p><b><u>Post-Season</u></b></p> <ul style="list-style-type: none"> <li>• Performer rest, recover and recuperate; only taking part in light <u>aerobic</u> activities</li> <li>• Athletes should feel fully recovered and ready for pre-season at the end of the closed season</li> </ul> <p><b><u>Enquiry Task:</u></b> For a sport of your choice, develop a plan for Pre-Season, Competitive Season and Post-Season <b><u>Tips:</u></b> Include the <b>Methods of Training</b> you would use, which <b>Principles of Training</b> you would apply. Also, think about a range of activities that are fitness based and skill based.</p>

# GCSE Physical Education

Week 10 – Injury Prevention	Week 11 – <u>Interleaving</u> Topic Revision	Week 12 – Careers in Sport
<p>There are 9 key concepts with regards to safety and injury prevention in sport:</p> <ol style="list-style-type: none"> <li>1. Match the <b>type</b> and <b>intensity</b> of training to the performers <b>individual needs</b>.</li> <li>2. Do not over train</li> <li>3. Wear appropriate clothing and footwear</li> <li>4. Stretch, but do not overstretch or bounce stretch</li> <li>5. Wear taping and bracing where appropriate</li> <li>6. Always use correct technique</li> <li>7. Stay hydrated</li> <li>8. Make time for <b>rest and recovery</b></li> <li>9. Always warm up and cool down correctly</li> </ol> <p><b>Enquiry Task:</b> Create a spider diagram exploring the different ways technology in sport have evolved to make sport and physical activity safer.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> 3 safety measure that should be considered when taking part in hockey (3marks)</li> <li>2. <b>Identify</b> 5 safety measures a referee should undertake prior to the start of a rugby match (5marks)</li> <li>3. Using an example, <b>explain</b> how following the rules can make participation in a physical activity safer. Choose a sport to support your answer (2marks)</li> <li>4. Using an example, <b>explain</b> how wearing correct footwear can make participation in physical activity safer (2marks)</li> <li>5. For a sport of your choice, write a list of all the methods which are used to ensure player safety, both in training and competitive scenarios.</li> </ol>	<p><b>Respiratory System</b></p> <p>The Mechanics of Breathing</p> <p><b>Breathing In-</b> 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</p> <p>The lungs increase in size, so the <u>pressure inside them falls</u>. This causes air to rush in through the nose or mouth.</p> <p><b>Breathing out-</b> 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.</p> <p>The lungs decrease in size, so the pressure inside increases and air is pushed up and out.</p> <p><b>Spirometer trace</b></p>  <p><b>Enquiry Task:</b></p> <ol style="list-style-type: none"> <li>1. Learn / revise each of the key definitions using look, cover, write, check. Remember to green pen your responses.</li> <li>2. <b>Define</b> the terms tidal volume and residual volume. (2 marks)</li> <li>3. <b>Outline</b> what will happen to an athlete's tidal volume and residual volume once exercise starts. (2 marks)</li> </ol>	<p>5 Careers you could explore from these topics:</p> <ol style="list-style-type: none"> <li>1. Sports Coach</li> <li>2. Sports Physiotherapist</li> <li>3. Physical Trainer (PT)</li> <li>4. PE Teacher</li> <li>5. Strength and Conditioning Coach</li> </ol> <p><b>Career focus: Sports Physiotherapist</b></p> <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/m6p">https://links.iscaexeter.co.uk/m6p</a></p> 

# Sports Studies

Week 1 - Planning your session	Week 2 - Planning your session	Week 3 - Planning your session
<p>When planning a session, you should follow the current structure:</p> <p><b>Introduction and Conclusion</b> - Briefly <b>introduce yourself and the aims</b> of the session. You should then <b>check for any injuries</b>. At the end of the session you should <b>conclude the session with a summary</b>.</p> <p><b>Basic Warm up/Cool down</b> - All activities relate to your activities and participants. A warm up includes <b>pulse raiser and dynamic stretching</b>. A cool down includes an activity which will <b>lower the pulse and static stretching</b></p> <p><b>Skill Development</b> – Make sure you progress your drills and also consider contingency plans.</p>	<p><u>Key considerations when planning a sports session:</u></p> <ul style="list-style-type: none"> <li>• <i>Objectives for the session</i> (e.g. meeting the needs of the group).</li> <li>• <i>Appropriate venue</i> (e.g. type, size, indoor/outdoor).</li> <li>• <i>Equipment needs</i> (e.g. type, size weight, arrangements).</li> <li>• <i>Supervision needs</i> (e.g. additional leaders, roles, number of participants).</li> <li>• <i>Timing of activities</i> (e.g. related to age, experience of participants, weather).</li> <li>• <i>Introduction/conclusion of session</i> (e.g. how, when, where?)</li> </ul>	<p><u>Key considerations when planning a sports session:</u></p> <ul style="list-style-type: none"> <li>• <i>Basic warm up/cool down</i> (e.g. physical and mental preparation relevant to age of participants and the activity)</li> <li>• <i>Skills and technique development</i> (e.g. appropriate activities/structure of a session)</li> <li>• <i>Engaging</i> (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)</li> <li>• <i>Organisation</i> (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression).</li> </ul>
Week 4 – Planning your session	Week 5 – Delivery you session	Week 6 – Enquiry Task
<p><u>Safety considerations when planning sports activity sessions:</u></p> <ul style="list-style-type: none"> <li>• <i>Risk assessments</i> (e.g. facilities, equipment/clothing checks, activity-specific risks)</li> <li>• <i>Corrective action</i> (e.g. wiping up puddles, removing litter, reporting faulty equipment)</li> <li>• <i>Emergency procedures</i> (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents).</li> </ul> <p><b>Enquiry Task:</b> Can you <b>design a template risk assessment</b> (table format) and <b>complete it</b> for your <b>primary school session</b> plan. You could research templates online for some formatting ideas.</p>	<p>When <b>delivering</b> a sporting session you <b>must</b> consider the following aspects:</p> <ul style="list-style-type: none"> <li>• <u>safe practice</u>, i.e. organisation of group/activity</li> <li>• <u>safe supervision</u> (e.g. as a leader, coach)</li> <li>• <u>delivery style</u>, i.e. proactive/reactive demonstration/explanation</li> <li>• <u>communication skills</u>, i.e.             <ul style="list-style-type: none"> <li>- verbal and non-verbal</li> <li>- appropriate language</li> <li>- technical terms</li> </ul> </li> </ul>  <p><b>Enquiry Task:</b> Select <b>two of the underlined aspects</b> to consider when delivering a session. <b>Explain how you might use each aspect</b> in your session.</p>	<p><u>Enquiry Task</u></p> <p>Self-reflection on a what a 'good' and 'poor' sports leadership session looks like. Create a mind map, reflecting on the following:</p> <ol style="list-style-type: none"> <li>1) What does a good sports leadership session look like? Can you give specific examples?</li> <li>2) What does a 'poor' sports leadership session look like? Can you give specific examples?</li> </ol> <p>If you are struggling for ideas, think about PE lessons you have participated in this year or extra-curricular clubs you have attended.</p>

# Sports Studies

Week 7 – Leadership Styles	Week 8 – Evaluating your session	Week 9 – Enquiry Task
<p><u>Leadership styles:</u></p> <p><b>Democratic</b> – This is where the coach engages the athletes/players in decision making for group goals, practice methods, game tactics and strategies.</p> <p><b>Autocratic</b> – This style of leadership tends to make all the decisions and is motivated to complete the task as quickly and effectively as possible.</p> <p><b>Laissez-faire</b> – When a leader does not take an active approach. The leader may decide what needs to be done but will then seek advice from players/athletes and then enable athletes to make the decision.</p> <p><b>Enquiry Task:</b> Research a sports coach or manager that fits each style of leadership and create a profile on each one.</p>	<p>When <b>evaluating</b> the delivering and planning. You will need to identify <b>'What went well?'</b> and <b>'What did not go so well?'</b></p> <p>You could consider the following points:</p> <ul style="list-style-type: none"> <li>- Was the order of activities effective?</li> <li>- Were the activities safe?</li> <li>- Were your demonstrations clear and precise?</li> <li>- Did you have clear teaching points?</li> <li>- Did you encourage the performers throughout your session?</li> <li>- Did you have any extrinsic motivators in your session?</li> <li>- Did you display strong subject knowledge?</li> <li>- Did you have to adjust your session? If so, was the impact positive or negative?</li> <li>- Did you have any unexpected issues?</li> </ul>	<p><b>Applying your knowledge:</b> Can you review and evaluate your leadership session, considering the key points from week 11.</p> <p>Write two lists:</p> <ol style="list-style-type: none"> <li>1) positive aspects of your session</li> <li>2) areas for improvement of your leadership session</li> </ol> <p>Answer each question from week 11 with a clear explanation and examples.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Week 10 - STTEP	Week 11 – Assignment Writing	Week 12 – Careers Focus
<p>When planning a session, you will need to ensure you think of the following:</p> <ul style="list-style-type: none"> <li>- <b>Space</b> – bigger or smaller playing area</li> <li>- <b>Time</b> – more or less time allowed to complete a task</li> <li>- <b>Task</b> – Different task individualized to students needs</li> <li>- <b>Equipment</b> – different or modified equipment to help all students experience success and access learning</li> <li>- <b>People</b> – How you group pupils for games or skill practices</li> </ul> <p><b>Enquiry Task:</b> Look at your planned session. Can you apply STTEP to any of your drills?.</p>	<p>When completing your session plan you need to ensure complete the following areas:</p> <p><b>Drill 1 and Drill 2:</b></p> <ul style="list-style-type: none"> <li>- Explain how to perform the drill</li> <li>- Explain how you could progress the drill to make it harder for participants</li> <li>- Provided a contingency plan for the drill</li> <li>- Explained how the drill will be set up</li> <li>- State what equipment you will need for each activity.</li> </ul>	<p>5 Careers you could explore from these topics:</p> <ul style="list-style-type: none"> <li>- Sports Coach</li> <li>- Fitness Centre Manager</li> <li>- Personal Trainer</li> <li>- PE teacher</li> <li>- Outdoor Activities / Education manager</li> </ul> <p><b>Career focus: Sports Coach</b></p> <div style="text-align: right;">  </div> <p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/m6p">https://links.iscaexeter.co.uk/m6p</a></p>

# Photography

## Project 1: ARCHITECTURE- the built environment.

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

Week 1&2: Recording my observations	Week 3&4: Researching photographers	Week 5&6: Replicating photos of others
<p><b>Enquiry task 1:</b> Take at least 10 photos of whole buildings, groups of buildings or constructions. These have to be outdoor views.</p> <p><b>Enquiry task 2:</b> Take 10 photos of interesting buildings in Exeter or other cities. Use dramatic camera angles, being creative with your viewpoints.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Form:</b> the 3D (three-dimensional) body of an item, visually revealed by light, shade and tone.</p> <p><b>Structure:</b> a building or other object constructed from several parts. The metal skeleton that holds it.</p> <p><b>Scale:</b> the physical size of something</p>  <p style="text-align: center;">Photos from Berlin and Teignmouth</p>	<p><b>Enquiry task 1:</b> draw an analytical diagram for each photo shown below.</p> <p><b>Enquiry task 2:</b> Write an 'I see, I think and I wonder' for each photo.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Description:</b> a statement that gives factual details about an artwork.</p> <p><b>Analysis:</b> the process of breaking an artwork, photo or design into smaller parts in order to gain a better understanding of it.</p> <p><b>Context:</b> all the things about a piece that might have influenced the making of it.</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artwork by B Abbot, 1936 and A Gurski, 2006</p>	<p><b>Enquiry task 1:</b> Take 10+ photos outdoors of buildings using a low camera angle to force the perspective, as seen below.</p> <p><b>Enquiry task 2:</b> Take 10+ photos indoors, using low angle and forced perspective.</p> <p style="text-align: center;"><b>Key Words</b></p> <p><b>Perspective:</b> the picturing of three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth and position in relation to each other.</p> <p><b>Camera angle:</b> the position of the camera.</p> <p><b>Vanishing point:</b> the point in the distance at which parallel lines in a perspective seem to converge.</p>  <p style="text-align: center;">Image from <a href="http://www.redeye.org.uk">www.redeye.org.uk</a></p>
<b>Steps to success</b>		
<p>Be aware of light and shade. Focus on what you find interesting, compose your frame, zoom-in to smaller details. Use a variety of positions, viewpoints and angles.</p>	<p>Use your best English language skills. Show off your interest. Find the facts first. Speculate – guess and find your own meaning at the end.</p>	<p>Get down to the ground and close to the surface of the building. Choose areas with enough interesting architectural or decorative features i.e. signs or lamps.</p>

# Photography

Week 7&8: responding to photo designers	Week 9&10: responding to photo designers	Week 11&12: refine – final piece
<p><b>Enquiry task 1:</b> I see, I think, I wonder.</p> <p><b>Enquiry task 2:</b> produce a series of three edits in the style of artist Kate Jackson – see below. Use your mobile device to make it more experimental. Crop a view of a building in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Fill in the sky and other areas with solid bright colours.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Purposeful:</b> producing artwork for a specific reason/idea.  <b>Personal:</b> belonging to or affecting you, the artist, in a particular way.  <b>Response:</b> your creative reaction/idea – what you make</p>  <p><a href="http://katejackson.co.uk">katejackson.co.uk</a> - National Theatre, South Bank 2019</p>	<p><b>Enquiry task 1:</b> I see, I think, I wonder.</p> <p><b>Enquiry task 2:</b> produce a series of three edits in the style of photographer Stephanie Jung – see below. Use your mobile device to make it more experimental. Overlay several photos from slightly different angles. Edit them using free apps like Pixlr or Photopea. Play with the opacity of the layers. Send the results to your school email.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Refine:</b> making small changes to improve an idea/artwork. Doing something again to make it better.</p>  <p>Scotland II by <a href="http://stephaniejungphotography.de">stephaniejungphotography.de</a></p>	<p><b>Enquiry task 1:</b> Decide which photo is your best in this project. Do a www/ebi evaluation.</p> <p><b>Enquiry task 2:</b> Act upon your evaluation. Improve the shots and/or the edits as you have planned in your ebi.</p> <p style="text-align: center;"><b><u>Key Words</u></b></p> <p><b>Final piece:</b> masterpiece displayed in a gallery or exhibition.  <b>Evaluation:</b> checking if you have achieved what you planned to do at the start of the process.  <b>Conclusion:</b> the end or final part, the visual outcome to an idea.</p>  <p><b>CAREERS:</b> Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/36b453">https://links.iscaexeter.co.uk/36b453</a></p>
<b>Steps to success</b>		
<p>Take creative risks. Don't just copy what the artist does – play, experiment and combine. Don't just do something once, try it multiple times until you get the best result.</p>	<p>Take creative risks. Don't just copy what the artist does – play, experiment and combine. Don't just do something once, try it multiple times until you get the best result.</p>	<p>Make your ideas and artists influences clear. Explain your point of view on the theme “Architecture”. What are you showing to the viewer? What are you making us look at?</p>

# Religious Education - Core

## Buddhist Beliefs and Practices

Week 1 - Pre Teach / Introduction	Week 2 - The Life of the Buddha	Week 3 - Dhamma
<p><b>Karma:</b> the sum of a person's actions in this and previous states of existence.</p> <p><b>Enlightenment:</b> Spiritual wisdom that arises from understanding the true nature of reality</p> <p><b>Meditation:</b> Calming and focusing the mind and reflection deeply on specific teachings.</p> <p><b>Nirvana:</b> An indescribable place that is held by Buddhists to be the ultimate goal of religious practice, which involves breaking free from samsara.</p> <p><b>Dharma:</b> Refers to the truth the Buddha realised when he became enlightened.</p> <p><b>Dukkha:</b> The word for suffering.</p> <p><i>Enquiry Task: Define all words and then write them all into a paragraph.</i></p>	<p>The Buddha lived a life of luxury and never left the palace he lived in. Eventually, when the Buddha left the palace at around 18 he experienced suffering for the first time. This is known as the four sights.</p> <ol style="list-style-type: none"> <li>1. <b>An old person</b> - He asked his chariot driver, Channa, what he was looking at. Channa explained that when people get older, they physically decline.</li> <li>2. <b>A sick person</b> - Channa explained that, during their lives, people get ill.</li> <li>3. <b>A dead person</b> - Channa explained that everyone dies eventually</li> <li>4. <b>A holy man (ascetic)</b>, who lived a life of self-denial, was the fourth sight.</li> </ol> <p><i>Enquiry Task: How do you think each sighting affected the Buddha?</i></p>	<p>The Dhamma (dharma) is the Buddhists universal law. Buddhists have lots of laws, such as the 8 fold path.</p> <div data-bbox="1509 389 1989 746" data-label="Diagram"> </div> <p><i>Enquiry Task: Find an example for each spoke of the eightfold wheel? ie Right view- know the truth</i></p>
Week 4 - The Three Marks of Existence	Week 5 - The Four Noble Truths	Week 6 - The Afterlife
<p>The Three Marks of Existence are sometimes known as the Three Universal Truths. They are:</p> <ul style="list-style-type: none"> <li>• <b>Anicca (impermanence)</b> - This means instability, or a lack of permanence.</li> <li>• <b>Dukkha (dissatisfaction)</b> - This means that everything leads to suffering.</li> <li>• <b>Anatta (no soul)</b> - This means no soul and is the idea that people can and do change in life.</li> </ul> <p><i>Enquiry Task: Write out the Three Marks of Existence and then dual code.</i></p>	<p>The Four Noble Truths are the essence of the Buddha's teachings.</p> <p><b>Dukkha</b> The truth of suffering <i>Life is full of Suffering</i></p> <p><b>Samudaya</b> The truth of the origins of suffering <i>Suffering come from desire/wanting</i></p> <p><b>Nirodha</b> The truth of the end of suffering <i>Suffering stops when desire/wanting stops</i></p> <p><b>Magga</b> The truth of the path to the end of suffering. <i>In order to stop desire/wanting follow the Dharma the teachings of the Buddha</i></p> <p><i>Enquiry Task: How useful do you find this belief?</i></p>	<ul style="list-style-type: none"> <li>• Buddhists believe in a cycle of death and rebirth called <b>samsara</b>.</li> <li>• Buddhists believe that when you die, you are reincarnated. What you come back as, will depend on how you have lived your previous lives.</li> <li>• Through karma and eventual enlightenment, they hope to escape samsara and achieve nirvana, an end to suffering.</li> <li>• The Buddha taught his disciples not to fear death. This has been interpreted by Buddhists as suggesting that if they live well, their rebirth will be good.</li> </ul> <p><i>Enquiry Task: Write a paragraph about what you believe happens after we die.</i></p>

# Religious Education - Core

Week 7 - Places of Worship	Week 8 - Buddhist Worship	Week 9 - Festivals
<ul style="list-style-type: none"> <li>• There is no single place of worship.</li> <li>• Buddhists worship in the home and at temples.</li> <li>• The temple is called the Vihara. Buddhist monks and nuns worship in a monastery.</li> <li>• <u>The Stupa</u> is a building that contains artefacts linked to the Buddha.</li> <li>• Shrines are found in Buddhist temples.</li> <li>• Shrines are often of the Buddha and help Buddhists focus their meditation.</li> <li>• Buddhist monks live in monasteries devoting their lives to practicing the teachings of the Buddha to reach enlightenment and help others.</li> </ul> <p><i>Enquiry task:</i> Research and draw a picture of the Boudhanath Stupa in Nepal.</p>	<ul style="list-style-type: none"> <li>• Worship is known as puja.</li> <li>• Puja helps Buddhists to show thanks and respect to the Buddha for his lessons that help people reach enlightenment.</li> <li>• Candles and flowers are put in front of the Buddha.</li> <li>• Buddhists might ask Buddha for help during puja.</li> <li>• Buddhists meditate to help them reflect and stay in the present moment.</li> <li>• Meditation helps Buddhists grow in wisdom, compassion and understanding of life.</li> <li>• Chanting is used to prepare for meditation, helping Buddhists to enter a calm state.</li> </ul> <p><i>Enquiry task:</i> Sit in silence for 3 minutes with your eyes closed. Write x3 words of how it made you feel.</p>	<p><b><u>Wesak</u></b></p> <ul style="list-style-type: none"> <li>• A festival that celebrates the birth, enlightenment and death of the Buddha.</li> <li>• It is celebrated in May.</li> </ul>  <p><b><u>Parinirvana Day</u></b></p> <ul style="list-style-type: none"> <li>• A festival where Buddhists reflect on their immortality and death.</li> <li>• Some Buddhists visit the site of Buddha's death - Kushinagar, India.</li> </ul> <p><i>Enquiry Task:</i> Why do you think some Buddhists light paper lanterns during Wesak?</p>
Week 10 - Rules	Week 11 - Assessment Week	Week 12 - Super teach Week / Careers
<ul style="list-style-type: none"> <li>• Ethical teachings help Buddhists to act in ways that they might reach enlightenment.</li> <li>• Buddhists believe they gain good and bad karma depending on their actions.</li> <li>• Buddhists try to act out of loving kindness and compassion.</li> <li>• Buddhists try to follow the five moral precepts.             <ul style="list-style-type: none"> <li>• refrain from taking a life</li> <li>• refrain from taking what is not given</li> <li>• refrain from misuse of the senses e.g. greed</li> <li>• refrain from wrong speech e.g. lying</li> <li>• refrain from intoxicants. e.g. alcohol</li> </ul> </li> </ul> <p><i>Enquiry task:</i> Rank the 5 moral precepts in order of importance.</p>	<ul style="list-style-type: none"> <li>• Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other.</li> <li>• Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used.</li> <li>• Summarise each week into 20 words, using images to also help you.</li> <li>• Create a 'quizziz' or kahoot on the information that you have learnt.</li> </ul>	<p>In this cycle, you have learnt about Buddhist beliefs and practices, such as types of worship, festivals and their place of worship. There are many jobs or career areas related to Buddhism / Religion.</p> <p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/8bw">https://links.iscaexeter.co.uk/8bw</a></p> 

# Religious Education - GCSE

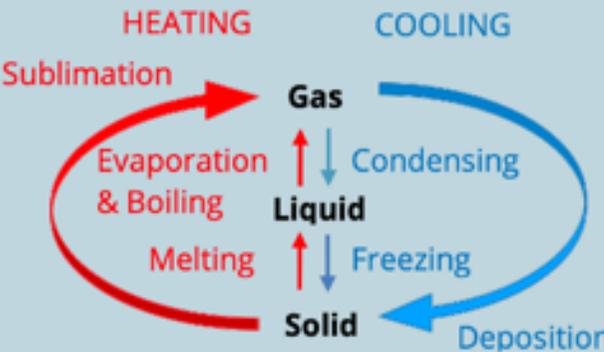
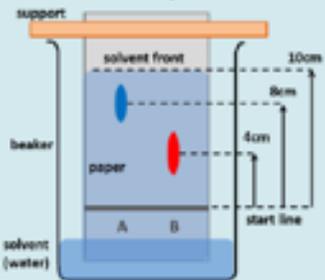
## Christian Practices

Week 1 - Pre Teach	Week 2 - Worship / Prayer	Week 3 - Sacraments
<ul style="list-style-type: none"> <li>• <b>Christmas:</b> Festivals to remember Jesus' incarnation.</li> <li>• <b>Easter:</b> Festival that remembers Jesus' death and resurrection.</li> <li>• <b>Sacrament:</b> An inward and outward blessing to God.</li> <li>• <b>Prayer:</b> Communicating with God, either silently or through words of praise.</li> <li>• <b>Worship:</b> The act of religious praise, honour or devotion.</li> <li>• <b>Pilgrimage:</b> A holy journey to a religious place.</li> <li>• <b>Evangelicalism:</b> Converting people to the Christian religion.</li> </ul> <p><i>Enquiry Task:</i> Write out all keywords, define and dual code.</p>	<ul style="list-style-type: none"> <li>• Christians pray to God for many different reasons. They could be seeking forgiveness, giving thanks or asking for support.</li> <li>• There are different types of worship, for example; liturgical, informal and private.</li> <li>• Liturgical worship is very set and structured. An example of a set prayer is the 'Lord's Prayer'. This is used in Church and often in schools during assemblies.</li> <li>• Informal worship isn't set or structured, instead it can be very spontaneous.</li> </ul> <p><i>Enquiry Task:</i> Follow the link, and take notes on Christian prayer / worship <a href="https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/2">https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/2</a></p>	<ul style="list-style-type: none"> <li>• There are 7 sacraments altogether; baptism, confirmation, eucharist, reconciliation, anointing the sick, marriage and holy orders.</li> <li>• Not all Christians follow the sacraments. They are mainly followed by Catholic Christians.</li> <li>• The Catholic Church teaches that there are seven sacraments or rites through which God can communicate his grace to an individual.</li> <li>• Catholic Christians believe that the sacraments are channels for God's grace. Every time they take part in a sacrament, they receive more grace.</li> <li>• Catholics believe that Christians are made holy by carrying out these acts, and that the rites lead to a strengthening of humanity's connection with God.</li> </ul> <p><i>Enquiry Task:</i> If you could create 7 rules, what would they be?</p>
Week 4 - Pilgrimage	Week 5 - Festivals	Week 6 - Church in the Local Community
<ul style="list-style-type: none"> <li>• A pilgrimage is a holy journey to a religious place.</li> <li>• Christians go to many different pilgrimage sites such as Jerusalem.</li> <li>• Two of the most important pilgrimage sites are Iona and Lourdes.</li> <li>• Iona is in Scotland. Here, Christians go on long walks and visit historical sites such as Churches.</li> <li>• When in Iona, Christians spend time with other Christians and share their faith.</li> <li>• Lourdes is in France. Here, Christians believe miracles can take place. This is due to miracles having been believed to have taken place by Bernadette.</li> </ul> <p><i>Enquiry Task:</i> Research either Iona or Lourdes and create a fact file.</p>	<ul style="list-style-type: none"> <li>• Two of the most important Christian festivals are Easter and Christmas.</li> <li>• Easter is celebrated to remember Jesus' death and resurrection.</li> <li>• The Holy Week is important in Easter, it includes; Maundy Thursday, Good Friday and Easter Sunday.</li> <li>• During Easter eggs are exchanged as they symbolise new life and the tomb being empty.</li> <li>• Christmas is celebrated to remember Jesus' birth, also known as the 'incarnation'.</li> <li>• Jesus was born via immaculate conception. He is the son of God and therefore the human version of God.</li> </ul> <p><i>Enquiry Task:</i> Research Christmas and Easter and explain why both festivals are important.</p>	<ul style="list-style-type: none"> <li>• The Church is the holy people of God, also called the Body of Christ, among whom Christ is present and active.</li> <li>• A church is a building in which Christians worship.</li> <li>• 'And God placed all things under his feet and appointed him to be head over everything for the church, which is his body'.</li> <li>• Christians help others because Jesus taught that people should show agape love.</li> <li>• Christians believe it is important to put their faith into action. They do this through organisations and projects that help people in the community.</li> </ul> <p><i>Enquiry Task:</i> How could you help others? Make a plan.</p>

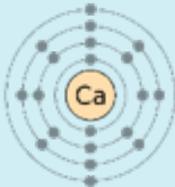
# Religious Education - GCSE

Week 7 - Church in the Local Community	Week 8 - Mission / Evangelicalism	Week 9 - Worldwide Church
<ul style="list-style-type: none"> <li>The Church usually plays a vital role in the local community. This is because it helps lots of different people, especially those in need.</li> <li>Street Pastors are Christian volunteers who work at night time helping fight crime and drunk members of the public.</li> <li>Food Banks are run by Christians and they provide food to those that need it.</li> <li>Organisations that help out include Trussell Trust and the Oasis Project.</li> </ul> <p><i>Enquiry Task: List as many ways you can think of, about how the Church helps in the local community.</i></p>	<ul style="list-style-type: none"> <li>A mission is a vocation or calling to spread the faith. The Church has a mission to tell non believers that Jesus came into the world as its saviour.</li> <li>Christians spread the faith through evangelism.</li> <li>They do this to fulfil Jesus' instructions to the disciples to spread his teachings (the great commission).</li> <li>'Therefore go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit'.</li> <li>Alpha is an example of evangelism in Britain. It is used as an introduction for those interested in learning about Christianity.</li> </ul> <p><i>Enquiry Task: How do Christians spread the message? Make a list of different ways.</i></p>	<ul style="list-style-type: none"> <li>Up to 1/3rd of the world's population claim to be Christian.</li> <li>Christ for all nations is an organisation that promotes evangelicalism.</li> <li>The worldwide Church has a mission to restore people's relationship with God and with one another.</li> <li>The Church plays an important role in reconciliation (restoring harmony after relationships have broken down), through initiatives to develop peace and understanding.</li> <li>Irish Church Peace Projects, World Council of Churches and the Corrymeela Community are examples of organisations working for reconciliation.</li> </ul> <p><i>Enquiry Task: Research one of the above organisations and create a fact file.</i></p>
Week 10 - Persecution / Poverty	Week 11 - Assessment Week	Week 12 - Super Teach Week / Careers
<ul style="list-style-type: none"> <li>Christians have faced persecution from the beginning of the Church, and they are still persecuted today.</li> <li>For some Christians persecution can have a positive effect 'I want to know Christ. Yes to know the power of his resurrection and participation in his sufferings'.</li> <li>Christians help out with people in poverty. This is because they follow the examples of Jesus.</li> <li>Three important Christian charities are Christian Aid, Tearfund and CAFOD.</li> <li>'Love thy neighbour'.</li> <li>Sheep and the Goats.</li> </ul> <p><i>Enquiry Task: Retell the story of the sheep and the goats.</i></p>	<ul style="list-style-type: none"> <li>Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other.</li> <li>Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used.</li> <li>Summarise each week into 20 words, using images to also help you.</li> <li>Create a 'quizziz' or kahoot on the information that you have learnt.</li> </ul>	<p>In this cycle, you have learnt about 'Christian Practices'. This has included looking at worship, mission, the worldwide Church and the Church in the local community. There are many jobs or career areas related to Christianity.</p> <p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/8bw">https://links.iscaexeter.co.uk/8bw</a></p> 

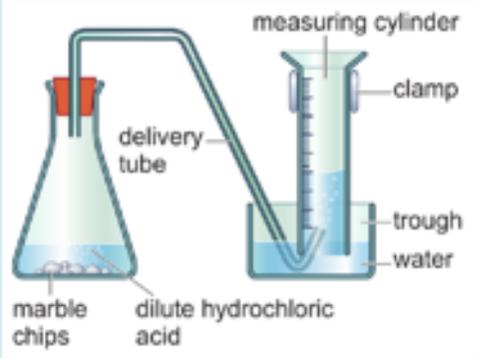
# Science

Week 1	Week 2	Week 3																
<p><b>States of matter:</b></p> <ol style="list-style-type: none"> <li><b>Solid</b> - Particles in fixed positions, regular arrangement, vibrate in fixed positions when heated. Lowest energy.</li> <li><b>Liquid</b> – Particles are touching but can flow past each other and take the shape of an container. Has more energy than a solid but less than a gas.</li> <li><b>Gas</b> – Random arrangement of particles, not touching, moving fast in all directions. Highest energy.</li> <li>Changes between the states are known as <b>physical changes</b> (can be reversed).</li> </ol>  <p><b>Enquiry Task</b> Draw a diagram showing how particles are arranged in each state.</p>	<p><b>Separation Techniques:</b></p> <ol style="list-style-type: none"> <li><b>Simple distillation</b> – separating a mixture from a liquid by heating to cause evaporation and then cooling to cause condensation. The least efficient form of distillation. <b>Used to make sea water drinkable (potable).</b></li> <li><b>Fractional distillation</b> – evaporation followed by condensation. A method to separate a mixture from liquids with different boiling points into different fractions.</li> <li><b>Paper chromatography</b> – the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (stationary phase), which causes the substances to move at different rates up the paper.</li> </ol> <p>4. <math>R_f = \frac{\text{distance moved by the spot}}{\text{distance moved by the solvent}}</math></p>  <p><b>Enquiry Task</b> Calculate the <math>R_f</math> value of the blue dye (A) and the red dye (B). Suggest which one is likely to be the largest molecule.</p>	<table border="1" data-bbox="1451 331 2058 523"> <thead> <tr> <th>Particle</th> <th>Charge</th> <th>Mass</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+1</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Electron</td> <td>-1</td> <td>1/1835</td> <td>Electron shells</td> </tr> </tbody> </table> <p><b>Atomic structure</b></p> <ol style="list-style-type: none"> <li>There is always the same number of protons and electrons in a neutral atom.</li> <li><b>Atomic mass</b> = protons + neutrons</li> <li><b>Atomic number</b> = protons</li> <li><b>Neutrons</b> = atomic mass - atomic number</li> <li><b>Mendeleev</b> arranged the Periodic Table in order of increasing atomic mass, but this isn't true in some cases because of the masses of some of the <b>isotopes</b>.</li> <li><b>Isotopes</b> are atoms of the same element with the same number of <b>protons</b> but different numbers of <b>neutrons</b>.</li> </ol> <p><b>Enquiry Task</b> Describe where the mass and positive charge are located in an atom.</p>	Particle	Charge	Mass	Location	Proton	+1	1	Nucleus	Neutron	0	1	Nucleus	Electron	-1	1/1835	Electron shells
Particle	Charge	Mass	Location															
Proton	+1	1	Nucleus															
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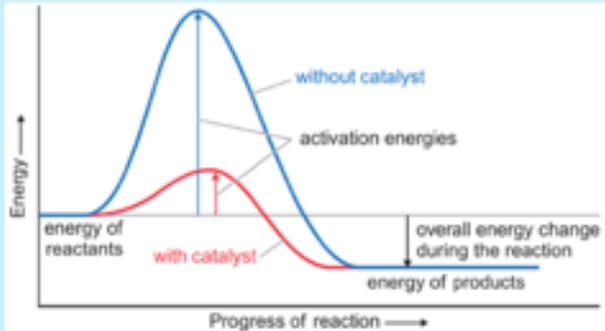
# Science

Week 4	Week 5	Week 6
<p><b>Electron shells</b></p> <ol style="list-style-type: none"> <li>Electrons occupy shells in order and fill the shell closest to the nucleus first. There is a limit to the number of electrons per shell:           <ul style="list-style-type: none"> <li>1<sup>st</sup> shell – maximum 2 electrons</li> <li>2<sup>nd</sup> shell – maximum 8 electrons</li> <li>3<sup>rd</sup> shell – maximum 8 electrons</li> </ul> </li> <li>You can work out which group an element is in by the number of electrons in the outer shell:           <ul style="list-style-type: none"> <li>Group 4: 4 electrons in outer shell</li> <li>Group 1: 1 electron in the outer shell</li> </ul> </li> <li>You can work out which period an element is in by the number of shells the electrons occupy           <ul style="list-style-type: none"> <li>1 shell: period 1</li> <li>2 shells: period 2</li> </ul> </li> <li>Example: calcium Atomic number: 20 Electron configuration: 2, 8, 8, 2</li> </ol>  <p><b>Enquiry Task</b></p> <p>What is the electron configuration of chlorine?</p>	<p><b>Mass calculations</b></p> <ol style="list-style-type: none"> <li><b>Conservation of mass</b> states that the mass of reactants will always be <b>equal</b> to the mass of the products (symbol equations must be balanced).</li> <li>This can be shown during a precipitation reaction (in a <b>closed system</b>): a solid will form with the same mass as the two reactants</li> <li>In a <b>non-enclosed system</b> the mass may appear to change because a gas has been allowed to enter or leave.</li> <li><b>Empirical formulae</b> – simplest whole number ratio of elements in a compound.       <ol style="list-style-type: none"> <li>Write the mass for each element in the question.</li> <li>Record the RAM for each element.</li> <li>Calculate the number of moles (No of moles = question mass/RAM)</li> <li>Divide all elements by the smallest No. of moles.</li> <li>Find the simplest whole-number ratio</li> <li>Write the formula using this ratio of atoms</li> </ol> </li> </ol> <p><b>Enquiry Task</b></p> <p>Find the empirical formula of calcium oxide, when 8g of calcium reacts with 6.4g of oxygen. [RAM: Ca = 40, O = 16]</p>	<p><b>Groups in the periodic table</b></p> <ol style="list-style-type: none"> <li><b>Group 1 (Alkali metals)</b> have common properties:       <ol style="list-style-type: none"> <li>One electron in their outer shell,</li> <li>Form 1<sup>+</sup> ions</li> <li><b>Reactivity increases</b> as you go down the group because the <b>force of attraction</b> between the + nucleus and the - outer electron decreases so it is easier to remove the electron</li> <li>Are soft, float on water</li> <li>Have relatively low melting points.</li> </ol> </li> <li><b>Group 7 (Halogens)</b> common properties:       <ol style="list-style-type: none"> <li>Seven electrons in their outer shell,</li> <li>Form a 1<sup>-</sup> ion,</li> <li><b>Reactivity decreases</b> as you go down the group. The <b>force of attraction</b> between the + nucleus and the - outer electron decreases making it harder to attract extra electrons,</li> <li>Are all diatomic (travel in pairs, Cl<sub>2</sub>)</li> </ol> </li> </ol> <p><b>Enquiry Task</b></p> <p>Describe how to demonstrate the order of reactivity of the first three alkali metals</p>

# Science

Week 7	Week 8	Week 9
<p><b>Groups in the periodic table (continued)</b></p> <p>1. <b>Group 0 (Noble gases):</b></p> <ol style="list-style-type: none"> <li>Are inert (unreactive) because they have a full outer shell</li> <li>Have a low density</li> <li>Are colourless, poor conductors of heat, and are non-flammable.</li> <li>Exist as monatomic gases</li> </ol> <p>2. <b>Rates of reaction:</b></p> <p>Reactions occur when reactant particles <b>collide</b> at the correct orientation and with enough energy (<b>activation energy</b>) to successfully produce products. (<b>collision theory</b>)</p> <p>3. Factors that affect the rate of reaction:</p> <ol style="list-style-type: none"> <li>Temperature</li> <li>Surface Area : Volume ratio</li> <li>Concentration</li> <li>Pressure of gases</li> <li>Catalyst</li> </ol> <p><b>Enquiry Task</b></p> <p>Explain why hydrogen is no longer used to fill air ships.</p>	<p><b>Factors that affect rates of reactions</b></p> <ol style="list-style-type: none"> <li><b>Temperature</b> Higher temperatures lead to greater kinetic energy of particles, increasing the frequency of successful collisions, and the likelihood that a successful reaction will occur when particles collide.</li> <li><b>Surface Area : Volume ratio</b> Powders have a greater SA:V ratio so there are more reactant particles available to collide.</li> <li><b>Concentration</b> More reactant particles in the same volume (more crowded) increases the frequency that particles will collide, causing a faster rate.</li> <li><b>Pressure</b> Compressing a gas increases the frequency of successful collisions, because the particles are squashed into a smaller area.</li> <li><b>Catalyst</b> Provides an alternative reaction route with a lower activation energy, so more successful collisions occur.</li> </ol> <p><b>Enquiry Task</b></p> <p>Draw a particle diagram to show how increasing the surface area will increase the rate of reaction between magnesium and acid.</p>	<p><b>Rate of Reaction Core practical</b></p> <p>1. <b>Effect of surface area on rate of reaction:</b></p> <ol style="list-style-type: none"> <li>Independent variable: size of marble chip</li> <li>Dependent variable: time taken</li> <li>Control variable: concentration and type of acid, temperature, mass of marble chips</li> </ol>  <p>2. <b>Effect of temperature on rate of reaction:</b></p> <ol style="list-style-type: none"> <li>Independent variable: temperature of sodium thiosulfate &amp; hydrochloric acid</li> <li>Dependent variable: time taken for cross to disappear</li> <li>Control variable: concentration &amp; type of acid, volume of reactants, strength of cross</li> </ol> <p><b>Enquiry Task</b></p> <p>Suggest how to use a digital measuring device to improve the second experiment.</p>

# Science

Week 10	Week 11 and Week 12	
<p><b>Catalysts</b></p> <ol style="list-style-type: none"> <li><b>Catalysts</b> are substances that speed up the rate of a reaction without altering the products, being used up itself, or affecting the final mass of the products.</li> <li>They lower the amount of <b>activation energy</b> required for a reaction to start.</li> <li>More reactant particles will have enough energy, so more successful collisions will take place, speeding up the rate of reaction.</li> <li>Enzymes are an example of a biological catalyst as they help speed of digestion.</li> </ol>  <p><b>Enquiry Task</b> What is the effect of a catalyst on the overall energy change of a reaction?</p>	<p><b>Key Vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Activation Energy</b> – the minimum amount of energy needed by colliding particles for a reaction to happen.</li> <li><b>Catalyst</b> – a substance that speeds up the rate of a reaction without altering the products, being used up itself or affecting the final mass of the products.</li> <li><b>Crystallisation</b> - separating the solute from a solution by evaporation of the solvent.</li> <li><b>Endothermic reaction</b> – a reaction where heat energy is given out.</li> <li><b>Enzymes</b> – are biological catalysts. They can be used in the production of alcoholic drinks.</li> <li><b>Exothermic reaction</b> – a reaction where heat energy is taken in.</li> <li><b>Filtration</b> – Using a filter to separate an insoluble solid from a liquid.</li> <li><b>Gas Pressure</b> – the force generated by particles colliding with the container walls.</li> <li><b>Insoluble</b> – cannot dissolve in that solvent.</li> <li><b>Isotope</b> – a different version of an atom with the same number of electrons and protons but a different neutron number.</li> <li><b>Mixture</b> – contains one or more elements/ compounds that are not chemically joined. Can be separated into its components. Has sharp changes in boiling point due to its different components.</li> </ol>	<ol style="list-style-type: none"> <li><b>Pure substance</b> – composition cannot be changed, is the same in all parts of the substance so it has gradual changes in its properties. I.e. Boiling point.</li> <li><b>Soluble</b> – can dissolve</li> <li><b>Solute</b> – the thing being dissolved</li> <li><b>Solvent</b> – the liquid the solute dissolves in.</li> </ol> <p><b>Enquiry Tasks</b></p> <ol style="list-style-type: none"> <li>Draw and label a cooling curve showing the changes in state from gas to solid</li> <li>Describe how fractional distillation could be used to separate gases from the air.</li> <li>Draw a diagram to show how concentration affects the rate of reaction between marble chips and acid</li> <li>Describe how to show that a catalyst is not used up in a reaction.</li> </ol> <p><b>CAREERS</b></p> <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/549">https://links.iscaexeter.co.uk/549</a></p> 

# Spanish

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

# Spanish

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

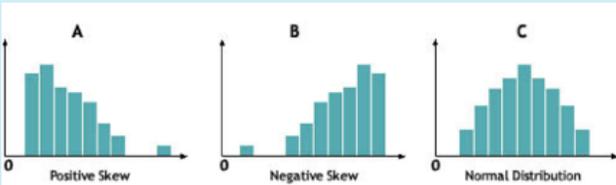
# Spanish

Week 6 Preterite + sequencers		Week 7 Imperfect tense		Week 8 Immediate Future		Week 9 Conditional tense		Week 10	
el primer día	on the 1 <sup>st</sup> day	The imperfect is used for: 1. what <b>was</b> going on (imperfect) when something else happened (perfect) 2. description ( <b>was/were</b> ) 3. what you <b>used</b> to do		el año que viene	next year	The conditional is used to say what <b>would</b> happen in the future. It is formed using the infinitive of the verb plus the conditional ending.		Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.  <b>Quizlet folder:</b>  	
el último día	on the last day			el próximo mes	next month				
luego	then, next			tengo la intención de	I intend to				
antes	before	quiero	I want	me gustaría	I would like				
después	after	había	there was / were	To form the immediate future use: present tense of the verb ir + a + an infinitive		comerías	you would eat (s)		
el mes pasado	last month	era	it was (description)			sería	it would be		
el año pasado	last year	estaba	it was (location)			visitaríamos	we would visit		
al día siguiente	the next day	hacía	it was (weather)	voy	I am going	viajaríais	you would travel (pl)		
Preterite: regular -ar verbs		iba	I used to go	vas	you are going	irían	they would go		Week 11
visité	I visited	viajaba	I used to travel	va	he/she is going	un hotel	a hotel		
visitaste	You visited (s)	tenía	I used to have	vamos	we are going	un camping	a campsite	Assessment Week	
visitó	He/she visited	cuando era pequeño	when I was little	vais	you are going	al extranjero	abroad		
visitamos	we visited	cada año	every year	van	they are going	un chalet	a chalet	Week 12 - Careers	
visitasteis	you visited (pl)	durante las vacaciones	in the holidays	visitar	to visit	una caravana	a caravan		
visitaron	they visited			viajar	to travel	un albergue juvenil	a youth hostel		
Preterite: regular -er/-ir verbs				ver	to see	una tienda	a tent		
comí	I ate			nadar	to swim				
comiste	You ate (s)			ir	to go				
comió	He/she ate			comprar	to buy				
comimos	We ate			alojarse	to stay				
comisteis	You ate (pl)								
comieron	They ate								

# Statistics and Further Maths

Week 1	Week 2	Week 3
<p>What is a <b>frequency table</b>? A frequency table can be used to process raw data. They make it easier to spot patterns.</p> <p>Why do we <b>group data</b>? If data is widely spread they should be grouped into <b>classes</b>.</p> <p>What is a <b>two way table</b>? A two way table displays frequencies for two categories of data.</p> <p>What is a <b>pictogram</b>? A pictogram used symbols or pictures to represent a certain number of items.</p> <p>What are the key features of a <b>pictogram</b>? A pictogram must have a <b>key</b> to tell you the number of items represented by a single symbol or key.</p> <p><b>Enquiry Task:</b> When is it most appropriate to display data using a pictogram? Find an example in the news.</p>	<p>What are the key features of a <b>bar chart</b>?</p> <ul style="list-style-type: none"> <li>• In a bar chart, bars of equal width are drawn for each category or quantity.</li> <li>• The length of a bar is equal to the frequency of the category it represents.</li> <li>• The gaps between bars must be of equal width.</li> </ul> <p>What are the key features of a <b>stem and leaf diagram</b>?</p> <ul style="list-style-type: none"> <li>• A stem and leaf diagram shows the data distribution in the same way as a bar chart but it retains the details of the data.</li> <li>• A <b>key</b> shows how the stem and leaves are combined to form a number.</li> </ul> <p><b>Enquiry Task:</b> Find an example of a bar chart and a stem and leaf diagram in the news. What are they showing?</p>	<p>How can <b>bar charts</b> be used to make comparisons?</p> <ul style="list-style-type: none"> <li>• <b>Multiple bar charts</b> have more than one bar for each class.</li> <li>• Each bar in a <b>composite bar chart</b> shows how the total frequency for each category is made up from the separate component parts.</li> </ul> <p>What is a <b>pie chart</b>?</p> <ul style="list-style-type: none"> <li>• A <b>pie chart</b> is a way of displaying data when you want to show how something is shared or divided.</li> <li>• A pie chart uses area to represent frequency. The <b>angles</b> at the centre of a pie chart add up to 360 degrees.</li> </ul> <p><b>Enquiry Task:</b> Find an example of a pie chart in the news. What is it showing?</p>
Week 4	Week 5	Week 6
<p>How do you use <b>pie charts</b> to make comparisons?</p> <ul style="list-style-type: none"> <li>• The areas of the two circles should be in the same ratio as the two total frequencies.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <math display="block">r_2 = r_1 \frac{\sqrt{F_2}}{\sqrt{F_1}}</math> <p>Where <math>r_1</math> = radius of the first circle  <math>r_2</math> = radius of the second circle  <math>F_1</math> = total frequency of the first data set  <math>F_2</math> = total frequency of the second data set</p> </div> <p><b>Enquiry Task:</b> Use gapminder data to create a comparative pie chart.</p>	<p>What is a <b>cumulative frequency</b> diagram used for?</p> <ul style="list-style-type: none"> <li>• Continuous data can be summarised with a stem and leaf diagram. However where there is more data a cumulative frequency diagram is used.</li> <li>• Cumulative frequency is the <b>running total</b> of the frequencies.</li> <li>• Cumulative frequency diagrams can be used to estimate or predict other values.</li> <li>• Cumulative frequency is plotted as the y coordinate and the upper bound of the class interval is plotted as the x coordinate.</li> </ul> <p><b>Enquiry Task:</b> How could you use a cumulative frequency diagram to estimate the median/IQR and percentiles?</p>	<p>How is a <b>histogram</b> different to a bar chart? A histogram is similar to a bar chart but, because the data are continuous, there are no gaps between the bars.</p> <p>What is a <b>frequency polygon</b>? A frequency polygon joins the mid-points of the top of the bars with straight lines.</p> <p>What does a <b>histogram</b> show? A histogram shows how the data are distributed across the class intervals.</p> <p><b>Enquiry Task:</b> Find an example of a histogram in the news? How do you know it is a histogram?</p>

# Statistics and Further Maths

Week 7	Week 8	Week 9
<p>What does <b>skew</b> mean? A distribution can be <b>symmetrical</b>, have <b>positive skew</b> or <b>negative skew</b>.</p> <p>What does <b>skew</b> look like on a graph?</p>  <p><b>Enquiry Task:</b> How is skew measured? Research the use of quartiles to calculate the skew of a set of data.</p>	<p>How do you draw a <b>histogram</b>? To draw a histogram for <b>unequal class intervals</b> you need to adjust the heights of the bars so that the <b>area is proportional to the frequency</b>.</p> <p>What is <b>frequency density</b>?</p> <ul style="list-style-type: none"> <li>The height of the bar is called the frequency density, it is found by dividing <b>the frequency by the class width</b>.</li> </ul> <p>How do you calculate <b>frequency</b> from a histogram? Frequency = Frequency density x class width</p> <p><b>Enquiry Task:</b> Find an example of a histogram in the news. What is it showing? Is it the only way of representing the data?</p>	<p>What is an <b>average</b>? An average is a single value used to describe a set of data.</p> <p>What is the <b>mode</b>? The mode is the value that occurs most often.</p> <p>What is the <b>median</b>? The median is the middle number in a list after the numbers have been put in order.</p> <p>When the number of data values, <b>n</b>, is odd the median is the value of the <math>\frac{1}{2}(n+1)</math>th observation. When, <b>n</b>, is even, the median is the mean of the <math>\frac{1}{2}(n)</math>th observation and the <math>\frac{1}{2}(n+2)</math>th observation.</p> <p><b>Enquiry Task:</b> Research the history of the random response method? Why is it used?</p>
Week 10	Week 11	Week 12
<p>What is the <b>mean</b>? The mean is worked out by adding up the number and then dividing by how many numbers there are.</p> <p>What is the definition of the <b>mean</b>?</p> $\text{Mean} = \bar{x} = \frac{\sum x}{n}$ <p>where</p> <ul style="list-style-type: none"> <li><math>\bar{x}</math> means the mean of all the <math>x</math> values</li> <li><math>\sum x</math> means the sum of the <math>x</math> values</li> <li><math>n</math> is the number of pieces of data.</li> </ul> <p><b>Enquiry Task:</b> Find out the formula for the standard deviation. What does each part of the formula mean?</p>	<p>How do you find <b>averages</b> from a frequency table? When <b>discrete data</b> are given in a frequency table:</p> <ul style="list-style-type: none"> <li><b>Mode</b> is the one with the highest frequency.</li> <li>Median = <math>\frac{1}{2}(n+1)</math>th value</li> <li><math>\text{Mean} = \bar{x} = \frac{\sum fx}{\sum f}</math></li> </ul> <p>What is the most common measure of spread? The <b>range</b> is a measure of spread.</p> <p><b>Range = largest value - smallest value</b></p> <p><b>Enquiry Task:</b> Summarise each week into 20 words/ create a flash card for each week.</p>	<p><b>CAREERS</b></p> <p>Follow the QR code or type in the link into your browser</p> <p><a href="https://links.iscaexeter.co.uk/dhq">https://links.iscaexeter.co.uk/dhq</a></p> 

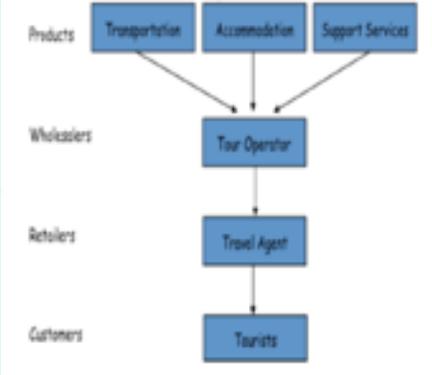
# Travel and Tourism

Week 1	Week 2
<p>Natural attractions are a feature of the environment that is interesting to tourists, e.g. Peak District National Park or the Dorset coast.</p> <p>Purpose built attractions are man-made and were created to attract tourists, e.g. London Eye or Alton Towers.</p> <p>Heritage attractions are associated with history and/or culture. These can include historic buildings or places that contain pieces of history, e.g. museum. For example, Windsor Castle, Stonehenge or the British Museum.</p> <p><b>Enquiry:</b> Choose a heritage attraction and research it for a day trip. How long would it take to get there, how much would it cost, what could you do/see, are there any special exhibitions on?</p>	<p><b><u>Purpose of visitor attractions</u></b></p> <ul style="list-style-type: none"> <li>• Entertainment – many purpose built visitor attractions are designed to give people a fun experience.</li> <li>• Education – some purpose built visitor attractions are there to educate people about the past, present or future.</li> <li>• Leisure and recreation – the natural environment creates a place for outdoor activities e.g. climbing. Some leisure places are built for relaxation or healthy activities e.g. spa.</li> <li>• Conservation – these are attractions designed to protect the natural environment. They can also provide education and enjoyment.</li> </ul> <p><b>Enquiry:</b> Choose five visitor attractions and describe the purpose of each, e.g. the Tower of London</p>
Week 3	Week 4
<p>Tourists often visit places to see art exhibits or attend special events. It could be sporting such as the Olympics or the tennis at Wimbledon or a music festival such as Glastonbury. They also go to visit the theatre such as the West End in London.</p> <p><b>Enquiry:</b> Research a special event such as Glastonbury and create a poster showing why people visit.</p>	<p><b><u>Tourism Development and Promotion</u></b> A number of local, regional and national organisations have responsibility for tourism development and promotion. These include:</p> <ul style="list-style-type: none"> <li>• Tourist/visitor information centres;</li> <li>• Local government departments;</li> <li>• Regional tourist boards;</li> <li>• National tourist agencies</li> </ul> <p><b>Government Department Responsible For Tourism</b> – This is the Department for Culture, Media and Sport. (DCMS) It is their role to:</p> <ul style="list-style-type: none"> <li>• Decide on policy for tourism;</li> <li>• Promote growth in tourism;</li> <li>• Encourage domestic tourism and the money it makes.</li> </ul> <p><b>Enquiry:</b> Go to <a href="http://www.visitbritain.com">www.visitbritain.com</a> and research one destination in the UK – what is it like? Why would people want to visit?</p>

# Travel and Tourism

Week 5	Week 6
<p><b><u>National Tourism Agencies</u></b></p> <p>These market tourist companies and destinations for a whole country. They provide information on tourist destinations and products, both at home and abroad. It is their role to encourage inbound tourists to visit the country, by promoting the country's identity, tourist attractions and natural features. Their role is to also promote special events and to give advice to local tourist boards. Examples include VisitEngland, VisitWales, VisitScotland and the Northern Ireland Tourist Board.</p> <p><b><u>Enquiry:</u></b> Find some adverts from VisitEngland or VisitWales on YouTube. Describe what is in the adverts – how are they encouraging people to visit?</p>	<p><b><u>Regional Tourist Boards</u></b></p> <p>These promote tourism in a specific region or area. Their websites either provide information directly or link visitors to destination websites that give information on visitor attractions, special events, advice and guidance, as well as booking services for accommodation. Regional tourist boards include;</p> <ul style="list-style-type: none"> <li>• East of England Tourist Board;</li> <li>• North West Tourist Board;</li> <li>• London Tourist Board;</li> <li>• South West Tourist Board.</li> </ul> <p><b><u>Enquiry:</u></b> Research the South West Tourist Board (<a href="http://www.visitsouthwest.co.uk">www.visitsouthwest.co.uk</a>). What places do they suggest people should visit?</p>
Week 7	Week 8
<p><b><u>Trade and professional bodies</u></b></p> <p>There are key organisations in the travel and tourism sector</p> <p><b>Types</b> – Civil Aviation Authority (CAA), Office of Rail Regulation (ORR), the Association of British Travel Agents (ABTA), the Association of Independent Tour Operators (AITO)</p> <p><b>Role</b> – For example they oversee and regulate parts of the sector such as health and safety, they represent members who work for airlines or tour operators, work with government or give advice and support.</p> <p><b><u>Enquiry:</u></b> Research the Civil Aviation Authority – what is their job? How do they help improve health and safety conditions?</p>	<p><b><u>Ancillary organisations</u></b></p> <p>These organisations support the Travel and Tourism sector.</p> <p><b>Types</b> – car hire (e.g. Enterprise), travel insurance, airport services (e.g. restaurants in an airport), event booking (e.g. Ticketmaster), product comparison providers (e.g. Expedia).</p> <p><b>Role</b> – supporting services for tourists and travelers, products and/or services – car hire, insurance, parking, lounges, information and advice.</p> <p><b><u>Enquiry:</u></b> Research what you would need to be able to hire a car in Spain. Write a list of requirements (things you would need).</p>

# Travel and Tourism

Week 9	Week 10
<p><b>Types of organisations in the travel and tourism sector</b></p> <p><b>Private</b> – most organisations in the travel and tourism industry are privately owned. This means they are owned by an individual or partners by a group of people called shareholders. The main function is for these companies to make a profit.</p> <p><b>Public</b> – these are run by the government. Their primary aim is not to make a profit but instead to help the wider community.</p> <p><b>Voluntary</b> – these organisations are often charities. Some are pressure groups who try to influence government policy and customer thinking, e.g. Tourism Concern.</p> <p><b>Enquiry:</b> Research the National Trust (an example of a voluntary organisation). How much does it cost to become a member? What do the National Trust do with the money?</p>	<p><b>The interrelationships between travel and tourism organisations:</b></p> <p>A chain of distribution shows how products are supplied to customers in the travel and tourism sector.</p>  <p>Common ownership – this is where the same company owns lots of different businesses. There are 2 main types: <b>vertical</b> (a business buys another at a different point of the chain of distribution) and <b>horizontal</b> (businesses merge together) integration.</p> <p><b>Enquiry:</b> Find an example of an airline which bought another airline – was this vertical or horizontal integration?</p>
Week 11	Week 12
<p><b>Commercial partnerships</b></p> <p>These are separate organisations working together on a common venture (one thing). More companies are beginning to do this in the travel industry, e.g. hotel groups working with airlines. The two companies have different owners but work together to sell one product, like a package holiday.</p> <p><b>Enquiry:</b> Use the British Airways website to find a flight and hotel to a destination of your choice. Write a short description of the flight and hotel – which companies are working together?</p>	<p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/oys">https://links.iscaexeter.co.uk/oys</a></p> 







