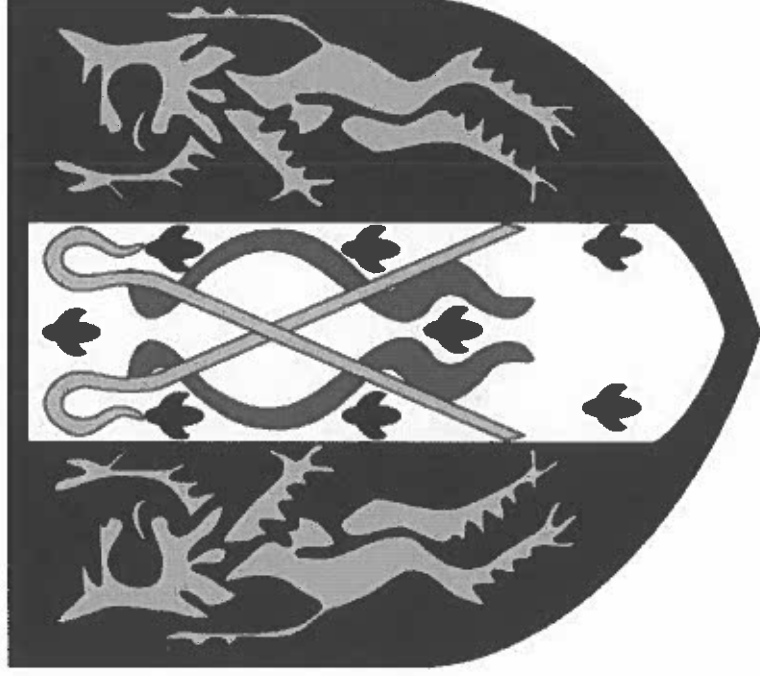


Year 11 Knowledge Organiser



English





Summary- Position in the Curriculum

Act 1: The play opens with three witches chanting on a bleak moorland. In the next scene we hear a battle report in which a soldier Macbeth bravely fought in a battle to defend Scotland. On a bleak Scottish moorland, Macbeth and Banquo, two of King Duncan's generals, discover three strange women (witches). The witches prophesy that Macbeth will be promoted twice: to Thane of Cawdor and King of Scotland. Banquo's descendants will be kings, but Banquo isn't promised any kingdom himself. Macbeth and Banquo want to know more, but the "weird sisters" disappear. Soon afterwards, King Duncan names Macbeth Thane of Cawdor as a reward for his success in the recent battles. The promotion seems to support the prophecy. The King then proposes to make a brief visit that night to Macbeth's castle. Lady Macbeth receives news from her husband about the prophecy and his new title. She vows to help him become king by whatever means are necessary...

Act 2: Macbeth returns to his castle, followed almost immediately by King Duncan. The Macbeths plot together to kill Duncan and wait until everyone is asleep. At the agreed time, Lady Macbeth gives the guards drugged wine so Macbeth can enter and kill the King. He regrets this almost immediately, but his wife reassures him. She leaves the bloody daggers by the dead king just before Macduff arrives. When Macduff discovers the murder, Macbeth kills the drunken guards in a show of rage and retribution. Duncan's sons, Malcolm and Donalbain, flee, fearing for their own lives; but they are, nevertheless, blamed for the murder.

Act 3: Macbeth becomes King of Scotland but is plagued by feelings of insecurity. He remembers the prophecy that Banquo's descendants will inherit the throne and arranges for Banquo and his son Fleance to be killed. In the darkness, Banquo is murdered, but his son escapes the assassins. At his state banquet that night, Macbeth sees the ghost of Banquo and worries the courtiers with his mad response. Lady Macbeth dismisses the court and unsuccessfully tries to calm her husband.

(This text will be assessed at the end Year 11/GCSE Examinations)

Key Vocabulary	Characters	Core Knowledge/Key Themes	Preparing for Assessment
Hubris (excessive pride/ ego) remorse paranoia deception manipulation supernatural treason/treachery valiant regicide duplicity soliloquy	Macbeth Lady Macbeth Banquo Macduff King Duncan Malcolm The Witches	<p>Ambition — Despite being a loyal and brave soldier at the beginning of the play, Macbeth cannot resist the power of his ambition (his fatal flaw). Lady Macbeth's ambition also knows no bounds. Both characters are willing to disobey God to fulfil their ambitions. But consider where ambition leads these characters.</p> <p>Appearance and Reality - Shakespeare introduces this theme immediately when the Witches chant 'Fair is foul and foul is fair' in the very first scene. This is a play where people's outward appearances cannot be trusted. What might initially appear good, often turns out to be evil.</p> <p>Guilt— Both Macbeth and Lady Macbeth are plagued by guilt after the regicide. As a result of this, the mental stability of both characters suffers a dramatic decline. Lady Macbeth grossly underestimates the power of guilt and is made to pay for this with her life. In the play the motif of blood represents guilt.</p>	<ol style="list-style-type: none"> How does Shakespeare present Macbeth in Act 1 of the play? How is Lady Macbeth presented as an ambitious character? How does Shakespeare present the differences between appearance and reality in Act 1-3 of the play? To what extent is Banquo an ambitious character? How is the theme of guilt presented in Acts 1-3 of the play?
<p>Key Quotations: 'Look like the innocent flower but be the serpent underneath it' 'A little water clears us of this deed' 'Be innocent of the knowledge, dearest chuck, until thou applaud the deed' 'Fair is foul and foul is fair; 'So foul and fair a day I have not seen' 'Pour my spirits in thine ear' 'come you spirits...unsex me here'</p>	<p>'I have no spur to prick the sides of my intent., only vaulting ambition' 'Unseam'd him from the nave to the chaps' 'smoked with bloody execution' 'Stars hide your fires, let not light see my black and deep desires' 'Some say the Earth was feverous and did shake' 'Macbeth has murdered sleep' 'Look on it again, I dare not'</p>	<p>Useful Exam Phrases Shakespeare presents... / shows... / hints... / creates... / uses ... Through the character of... Shakespeare shows / explores / questions... Shakespeare challenges the belief that... Shakespeare asks his reader to question / consider... Shakespeare reinforces this idea earlier / later in the play...</p>	<p>Shakespeare James I Witchcraft Blood Macbeth</p>
			

English – Year 11 – HT2 – Macbeth (Part 2)


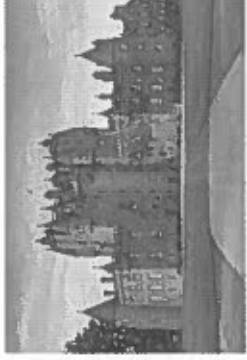
Summary- Position in the Curriculum

Act 4: Macbeth seeks out the witches who say that he will be safe until a local wood, Birnam Wood, marches into battle against him. He also need not fear anyone born of woman. They also prophesy that the Scottish succession will still come from Banquo's son. Macbeth embarks on a reign of terror, slaughtering many, including Macduff's family. Macduff had gone to seek Malcolm (one of Duncan's sons who fled) at the court of the English king. Malcolm is young and unsure of himself, but Macduff, pained with grief, persuades him to lead an army against Macbeth.

Act 5: Macbeth feels safe in his remote castle at Dunsinane until he is told that Birnam Wood is moving towards him. Malcolm's army is carrying branches from the forest as camouflage for their assault on Macbeth's stronghold. Meanwhile, an over wrought and guilty Lady Macbeth walks in her sleep and tells her secrets to her doctor. She commits suicide. As the final battle commences, Macbeth hears of Lady Macbeth's suicide. In the midst of a losing battle, Macduff challenges Macbeth. Macbeth learns Macduff is the child of a caesarean birth (loophole!), realises he is doomed, and submits to his enemy. Macduff triumphs and brings the head of the traitor Macbeth to Malcolm. Malcolm declares peace and goes to Scone to be crowned king

This text will be assessed at the end Year 11/GCSE Examinations.

Key Vocabulary		Characters	Core Knowledge/Key Themes	Preparing for Assessment – Example Questions
dramatic irony	equivocator	Macbeth	<p>Chaos and Disorder— At the beginning of the play, everything is in order. However, when Divine Right is challenged, with the murder of King James, the balance of The Great Chain of Being is offset. The play's events that succeed the regicide are marked by chaos and disorder, be it the mental state of the play's protagonists: Macbeth and Lady Macbeth; the state of Scotland or the weather / nature. Order is only restored at the very end of the play when the King is returned to its rightful owner: Malcolm (the eldest son of Duncan).</p> <p>Power—The battle for power can be seen throughout the play. Arguably, some of the most powerful characters are female: Lady Macbeth and the Witches. Both forces are able to manipulate the play's protagonist: Macbeth. However, the power of God cannot be ignored. Are Macbeth and Lady Macbeth punished for committing regicide (a sin against God)?</p>	<p>1. How does Shakespeare present the theme of the supernatural?</p> <p>2. How does Shakespeare present ideas about kingship?</p> <p>3. To what extent is Lady Macbeth a powerful character?</p> <p>4. How does Shakespeare present Malcolm as a good leader?</p> <p>5. How are the themes of masculinity and femininity presented in the play?</p>
Hamartia (fatal flaw)	Machiavellian tyrant/ malevolent macabre	Lady Macbeth		<p>Useful Exam Phrases Shakespeare presents... / shows... / hints... / creates... / uses ... Through the character of... Shakespeare shows / explores / questions... Shakespeare challenges the belief that... Shakespeare asks his reader to question / consider... Shakespeare reinforces this idea earlier / later in the play Shakespeare sends a clear message to his audience...</p>
tragic hero	Natural order	Banquo		
role reversal	regicide	Macduff		
betrayal	catharsis	King Duncan		
manipulation		Malcolm		
courage		The Witches		
nihilism				
inevitability				
Key Quotations:				
'Out, damn spot!'				
The Thane of Fife had a wife 'Hell is murky' 'O full of scorpions is my mind, dear wife'				
'Be innocent of the knowledge, dearest chuck, until thou applaud the deed'				
Amen stuck in my throat				
'This dead butcher and his fiend-like queen'				
'To be thus is nothing but to be safely thus'				

Macduff	Lady Macbeth	Malcolm	Macbeth's Castle – Dunsinane	Birnam Wood
				

English Language GCSE – Paper 1 Question 5

Summary: This question tests your creative writing skills and technical skills. There are 40 marks available. Of this total, 24 marks are for the quality of your ideas and 16 marks are for the accuracy and variety of your technical skills, which include word choice, spelling, punctuation, and sentence types. Time available: 45 minutes

Creative writing skills – 24 marks:

- Make sure everything you write is clear and makes sense.
- Engage your reader with interesting ideas. Spend time planning how you will use setting, character, or events to make your response engaging.
- Show that you can phrase your response in interesting ways. Take time to craft what you are writing. Use interesting words.
- Plan the sequence of your response – what will happen in what order. Show that you can ‘shape’ a response by giving it an interesting structure.

Technical skills – 16 marks:

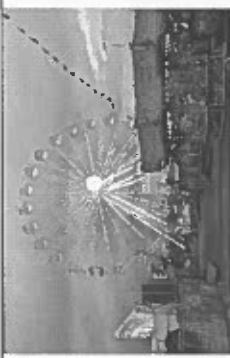
- Make sure that spelling, punctuation, and expression are as accurate as possible.
- Show that you can use a range of punctuation and sentence types.

Format of question:

- ‘Write a description of...as suggested by this picture.’
- ‘Write (part of) a story about...’

Literary techniques:	Punctuation:	Structural devices:	Paragraphing:	Preparing for assessment:
<p>Sensory: Evoking the five senses – touch, taste, smell, sight, sound.</p> <p>Personification: A device which gives inanimate things human qualities.</p> <p>Imagery: Visually descriptive language; describes what something looks like very clearly.</p> <p>Alliteration: Repetition of the same sound or letter at the beginning of multiple words in a sentence/ phrase.</p> <p>Emotive: Language which evokes a clear emotion</p> <p>Anaphora: The repetition of a word or phrase at the beginning of a sentence or sentences.</p>	<p>... Ellipsis can express hesitation, changes of mood, suspense, or thoughts trailing off.</p> <p>! Use an exclamation point (at the end of a sentence) to show emotion, emphasis, or surprise.</p> <p>: Use a colon to introduce an item or a series of items. Do not capitalise the first item after the colon (unless it's a proper noun).</p> <p>? Question marks should only be used after a direct question.</p> <p>; A semicolon can replace a full stop to combine two closely linked sentences (they must make sense on their own).</p>	<p>• Echoes – using a similar phrase or idea at both the start and end of your response</p> <p>• Repetition – of an image or phrase</p> <p>• Withholding information – gradually revealing it, giving hints or clues</p> <p>• Focus shift – introducing a new idea, character, or problem</p> <p>• Flashback in time to something that happened earlier</p> <p>• Flashforward in time to something that happens later</p> <p>• Tension – building the suspense by suggesting a growing danger</p> <p>• Climax – a ‘high’ point of drama</p>	<p>When do you start a new paragraph? A new paragraph should be added when you:</p> <p>→ New topic: start a new topic</p> <p>→ New person: whenever you talk about a new person or have a new person talking</p> <p>→ New time: whenever you change the time in your writing (so back to the past or move forwards to the future)</p> <p>→ New place: whenever you switch places/settings in a piece of writing</p>	<p>1. Plan a variety of responses to descriptive and narrative prompts.</p> <p>2. Take a previously written response and improve your use of literary techniques/structural devices/sentences/punctuation/paragraph structures, etc.</p> <p>3. Plan settings and characters (in advance) that can be used in a variety of narratives.</p> <p>4. Write an opening, focusing on ‘showing’ not ‘telling’.</p> <p>5. Create word banks for differing moods and tones.</p>
<p>Describing mood – negative adjectives: disgusting, sickening, repulsive, abominable, awful, distasteful, gruesome, hateful, horrific, loathsome, nasty, objectionable, obnoxious, odious, outrageous, repugnant, scandalous, shocking, vile, vulgar, foul, gross, nauseating, revolting, stinking, detestable, frightful, ghastly, hideous, horrid, lousy, monstrous, offensive, repellent, rotten</p>	<p>Describing mood – positive adjectives: amazing, awesome, incredible, marvellous, stunning, surprising, unbelievable, wonderful, delightful, fantastic, peaceful, pleasant, thrilling, joyful, alluring, appealing, charming, dazzling, elegant, exquisite, gorgeous, graceful, grand, handsome, magnificent, pleasing, splendid, superb, breathtaking, outstanding, sublime, admirable, exceptional</p>			

Descriptive writing examples: "Write a description of...as suggested by this picture:"



Write a story set in a dangerous place.	Write a story with the title 'Abandoned'.	Write a story about a new beginning.	Write a story with the title 'The Present'.	Write a story about an unexpected event.
2Ad – Two adjectives before the first noun + two adjectives before the second. E.g. He was a kind, intelligent boy with tattered, disheveled clothes.	2 Pairs – Begins with two pairs of related adjectives: Each pair is followed by a comma and separated by <u>and</u> . E.g. Exhausted and worried, cold and hungry, they did not know how much further they had to go.	3-ed – Starts with three adjectives that end in -ed and describe emotions. The -ed words MUST be followed by commas. E.g. Excited, elated, thrilled, she won the dance competition.	De: de – Two independent clauses are separated by a semi-colon (;). The first clause is descriptive ; the second clause adds further detail . E.g. She was exhausted; she hadn't slept for several days.	Verb, person – Starts with a verb, always followed by a comma and then a name or personal pronoun (he, she, they, it) followed by the rest of the sentence. E.g. Tiptoeing, he tried to sneak out across the landing without waking anybody up.
Interesting sentence structures:				
No, no, no, no...But there was	A year ago. A month ago. Today.	Near, far, near, far	Outside – Inside – Outside	Zoom in, zoom in, zoom in OR Zoom out, zoom out, zoom out
E.g. No sign of civilisation could be seen for miles around. No sounds of modern life invaded the tranquil atmosphere. No hustle and bustle destroyed the peaceful island. No place could be more isolated and remote. But there was one small house, standing strong in the middle of the tiny island.	E.g. A year ago, the fairground was alive with the sound of happy families enjoying a day out. A month ago, it was caught in the middle of Hurricane Otis. A day ago, the owners had to decide. Today, it was abandoned, a shadow of its former self.	E.g. I could hear my friend's breathing behind me. The enemy was on the outskirts of the city, getting closer to us by the minute. My friend's eyes showed fear and terror. The footsteps of the soldiers echoed as they entered the city looking for us.	E.g. There was hardly space to navigate the crowded city street, filled with desperate, rushing, last-minute Christmas shoppers. Inside the cosy coffee shop, one family was trying to warm up after finally finding the perfect gifts for Grandma Helen. As they sipped on their hot chocolate, the first swirling snowflakes started slowly falling, melting as soon as it reached the ground.	E.g. The train hugged the mountain like a dragon hoarding its gold. Each carriage carried excited travellers closer and closer to the holiday destination of dreams. One carriage was filled with the Smith family. Amelia Smith glared out of the window at the forest far down below. For her, this was the holiday destination of nightmares.
Interesting paragraph structures:				

English – Year 11 – HT4 – English Language Reading Paper 1

Summary- Position in the Curriculum

Section A of Paper 1 is titled 'Explorations in Creative Writing.' You will be given an unseen literary extract from either the 19th, 20th or 21st century and must answer four questions about it. You will spend 15 minutes reading and 45 minutes answering the questions. The total number of marks for Section A Paper 1 is 40.

Question 1: 4 marks (5 minutes)

List four things about _____ from this part of the source Before answering:

- Check that you are focusing on the correct part of the text and the correct subject matter

Answering:

- Use quotation or paraphrase
- Don't repeat the same idea

Assessment Objectives

AO1

identify and interpret implicit and explicit information and ideas

AO2

explain, comment and analyse how writers use language and structure to achieve effects using subject terminology

AO4

Evaluate texts critically and support with textual evidence

Preparing for Assessment (use the text on the next page)

1. Read again the first part of the source, from lines 1 to 6.
List four things about Drew's journey from this part of the source
2. Look again at lines 7 to 14. How does the writer use language here to describe the slaves?

Question 2: 8 marks (10 minutes)

How does the writer use language to describe _____?

Before answering:

- Highlight three/ four language rich quotations

Answering:

- Start with a Big Idea
The writer uses language to describe _____ as _____
- Introduce first quotation
- Name device if applicable
- Analyse overall effects of language
- Zoom in on individual word and explore multiple connotations
- Repeat with second and third quotation

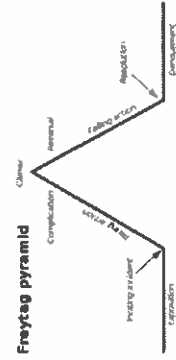
Example: The writer uses language to present the weather as destructive. The opening paragraph consists of a single, complex sentence perhaps reflecting the onward movement of the coach. The adjective 'exposed' and the noun 'force', evoke the idea of vulnerability, danger, and how little control man has over the power of nature. The verb 'rocking', progresses the cumulative effect of the list of verbs, 'shaking', 'trembled', 'swayed' leading to the simile, 'rocking between the high wheels like a drunken man' suggesting the coach is lurching haphazardly, its movement out of control

Simile * Metaphor * Imagery * Personification * Verb * Adjective * Adverb * Semantic field * Suggests * Explores * Implies * Shows

3. You now need to think about the whole of the source. How has the writer structured the text to interest you as a reader?
4. Focus this part of your answer on the second part of the source, from line 15 to the end.
A student said, "I like how the writer creates a vivid picture of the place, not only describing what we can see in detail but using the other senses too."
To what extent do you agree?
5. Find a past paper online and complete questions 1 to 4 in timed conditions.

AOA

AQA
Realising potential



Question 1

Question 2

Question 3

Question 4

Question 3: 8 marks (10 minutes)

How has the writer structured the text to interest you as a reader?

Before answering:

- Highlight the structurally rich moments looking at the movement / journey of the text

Answering:

- Explain WHAT is happening at the first structurally rich moment, using evidence / examples
- Analyse WHY this moment is structurally rich and interesting – HOW does it affect the reader / change the mood, tone, pace / WHY here WHY now / WHY is it effective?
- Repeat for your structurally rich second and third moments, noting any changes and differences from previous moments
- Don't analyse language and don't re-tell the story

Question 4: 20 marks (20 minutes)

Focus box this part of your answer on the second part of the source, from line _____ to the end.

A student said, '_____'! To what extent do you agree?

Before Answering:

- Put a * next to the line you have been asked to start with
- Look at the statement: does it have two parts? Do you agree totally or is there some room for disagreement (not compulsory)?
- Generate three Big Ideas and identify language / structure rich quotations and moments

Answering:

- Introduce your first Big Idea and establish if you agree or disagree and, most importantly, WHY
- Support with a range of quotations, which you also analyse for their use of methods
- Repeat for a second and third Big Ideas
- Make evaluative comments on the effect on the reader

Text: 'Wereworld: The Shadow of the Hawk' (Jobling, 2012)

The drivers cracked their whips, urging the procession of wagons and horses onwards and away from the curving cliff edge. The wagon wheels found their way into the ancient ruts worn into the dark rock road by centuries of traffic. To the people of the island the circling road was known as the Black Staircase, running all the way from the harbour below, through the city, around the mountainous island.

Drew pushed his face against the bamboo bars, looking down the cliff as the wagon he travelled in drove ever higher. There were six of them in the jail wagon, each equally miserable. No doubt Drew's fellow slaves had been picked up by Kessler on his travels, and each bore the scars of the journey. Battered and beaten, the men were weary with exhaustion and the long time spent in the hold of the slave ship. The Goatshead Kessler travelled at the front of the procession in a sumptuous caravan, his ill-gotten gains of blood, flesh and bone following miserably behind.

The Black Staircase had risen from the docks through the strange city, past bazaars and merchants' stalls, before winding through the town houses higher up. Far below in the harbour Drew spied the Banshee, bobbing lazily in the crystal clear water, her cargo delivered.

At the highest point of the Black Staircase there was no sign of vegetation, the slopes of the mountain were covered with rocks and boulders as dark as jet. The road levelled out briefly as they reached the summit, turning in toward the mountain's centre. Here the wagons passed through a tall, white gatehouse. Lightly armoured guards stood to either side, inspecting the carts and their slaves as they trundled past. The people of the island reminded Drew of Djogo, Kessler's captain, tall and rangy with dark, leathery skin. Perhaps this is where the brute hails from?

The wagons were moving downhill now into a bowl-shaped valley that marked the mountain's summit, a palace sitting at its centre. An outer wall curved round the grand palace structure, echoing the concentric circles of the Black Staircase. Terracotta rooftops dipped in towards its centre, the courtyard beyond not yet visible on the approach. Towers thrust up from the outer wall towards the clouds, their brickwork an ornate tapestry of black and white banded marble. The heat was oppressive; Drew felt it roll over him in waves. Occasional jets of steam broke through fissures in the ground on either side of the road, and hot gases belched violently from the earth. He held his hand to his mouth, gagging at a familiar scent in the air.

"Brimstone," he said, as much to himself as to anyone who might listen. "That's right," said another slave, leaning against the bars on the opposite side of the wagon. "Sulphur. What else would you expect from a volcano?" If the heat outdoors was stifling, inside the palace it was unbearable. Guards had led the shackled slaves into the colossal building, past crowds of onlookers into a huge, circular hall. Stone tables ringed the room, littered with food from the previous night's feasting. Flies buzzed over discarded pieces of meat, adding to the grim atmosphere. Torches burned along the wall, while a large metal grille covered the centre of the chamber, riveted in place to the polished basalt floor. A steady flow of steam emerged through the grating, turning the chamber into a sauna. A metal brazier, stacked with red-hot coals, stood beside the grille, long-handled brands buried deep within the glowing embers. Drew winced as he spied it, imagining what they might be used for.

Example: The text, about a journey, is structured to also take the reader on a journey: from the general to the specific; from the outside to the inside; from the weather, through the coach, the driver and horses, to the passengers. There is also a constant reminder of the weather which permeates each part – the 'little drips of rain' that came through the roof and, later, 'the rain oozed through the crack in the roof' onto Mary's shoulder – so the reader is constantly made wet and uncomfortable, just like the passengers. Around the middle of the extract, the outside and the inside are made to coincide when the old man opens the window – this also moves the focus of the reader to the inside of the coach. The text narrows down to take the reader from the countryside of Cornwall – the wide 'granite sky' and the evening which 'closed upon the hills', to the inside of Mary Yellan's head as she contemplates the weather and hopes for 'blue heaven'.

The writer develops/builds * The focus shifts * The action moves * The scene switches * The focus narrows down * The focus widens * The writer returns to * The pace increases / slows * The writer contrasts

Example: I agree that we might think that the passengers are a unified group because the writer refers to them collectively: 'The few passengers huddled together for warmth', but their actions suggest how different they are. The 'old fellow' is short tempered and pompous with a sense of his own importance, but also ridiculous in his actions. The writer's choice of the word 'petulant' shows how his behaviour was childish. He also makes rash statements – that he would 'never travel by coach again' which the reader knows is of no interest to the driver he is swearing at. In the end, he is reduced to muttering. These complexities help the reader understand the stresses of the journey and the different sides to the man.

Simile * Metaphor * Imagery * Personification * Verb * Adjective * Adverb * Repetitions * Contrasts * Semantic field * Suggests * Explores * Implies * Shows * The impact of this is * We are shocked by * This helps the reader understand

English – Year 11 – HT5 – English Language Reading Paper 2

Summary- Position in the Curriculum

Section A of Paper 2 is titled 'Writer's Viewpoints and Perspectives.' You will be given two unseen non-fiction extracts from either the 19th, 20th or 21st century and must answer four questions about them. You will spend 15 minutes reading and 45 minutes answering the questions. The total number of marks for Section A Paper 2 is 40.

Question 1: 4 marks (5 minutes)

Choose four statements below that are true

Before answering:

- Read all statements before shading

Answering:

- if you make a mistake, follow the advice on the paper to correct

Assessment Objectives

AO1

identify and interpret implicit and explicit information and ideas

AO2

explain, comment and analyse how writers use language and structure to achieve effects using subject terminology

AO3

Compare writer's ideas and perspectives

AO4

Evaluate texts critically and support with textual evidence

Preparing for Assessment (use the sources on the next page)

1. Choose four statements below that are true:
 - The refugees are seeking safety from Uganda.
 - 44,000 refugees have crossed the border this year.
 - The refugees have brought cholera with them.
 - The refugee camps are becoming overcrowded.
 - Désiré believes the refugee camps should be helped
 - The cholera outbreaks can kill people in the camp.
 - The volunteers are doing nothing to improve hygiene
 - They have left their home country to seek new jobs.
2. Write a summary of the differences between the people described in each source.

Question 2: 8 marks (10 minutes)

Use details from both sources to write a summary of what you understand about the similar / different _____.

Before answering:

- You are focusing on people, places and things – NOT the writer's view about these
- Create a simple table and find links and connections that act as your categories for comparison

Answering:

- Use categories of comparison, evidence and importantly offer interpretation of evidence
- Do NOT analyse writer's methods here

Example: Both elephants behave in a conscious way to achieve their aims, showing how intelligent elephants are and how they are misunderstood by their owners and keepers. The elephant in Source A appears to behave in a violent and destructive way, by taking fruit as he 'raided' the market stall, but his behaviour is instinctive, as there is no other way for him to survive without food. Similarly, in Source B, the elephant 'destroy[s] the doors' of the cage which confines him. This suggests his behaviour is both rational and deliberate, motivated by an attempt to escape from captivity, as he 'was perfectly quiet as soon as he was able to be free'.

Similarly * Likewise * Also * However * In contrast * This shows * This suggests

Speeches



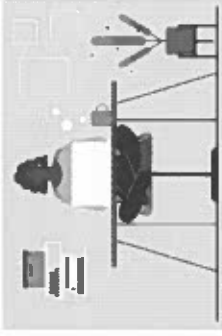
Letters



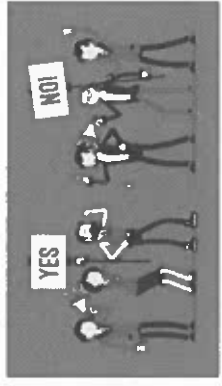
Diaries



Blogs



Opinions and arguments



Question 3: 12 marks (12-15 minutes)

How does the writer use language to _____ ?

Before answering:

- Make sure you are looking at the correct source and the correct section of the source
 - Identify the focus of the question
 - Highlight four language rich quotations
- Answering:
- Start with a Big Idea
 - *The writer uses language to describe _____ as*
 - Introduce the first quotation and name device
 - Analyse overall effects of language
 - Zoom in on an individual word and explore multiple connotations
 - Repeat with second, third (and fourth) quotation
 - If there are any contrasts in the description, use another Big Idea

Question 4: 16 marks (20 minutes)

Compare how the writers convey their different / similar thoughts and feelings about _____.

Before Answering:

- This question is about comparing how writers think and feel about a subject
- Underline the key focus of the question
- Create a simple table to link the writer's views
- Identify language / structurally rich quotations

Answering:

- Start with a category for comparison
- Start with the first source, stating 'In Source A the writer feels / thinks / believes'
- Support with multiple quotations. Offer interpretation and then analyse from a language / structure
- Use a discourse marker to move to the second source i.e. 'However, in Source B the writer feels / thinks / believes'
- Support with multiple quotations. Offer interpretation and then analyse from a language / structure point of view, exploring connotations
- Repeat with a second (and third) category
- Look out for any shifts in perspectives

Example: The writer describes the crowd as aggressive, powerful and large. He uses the metaphor 'sea of faces' to describe how the crowd of people has come together to form one single mass, each of their faces indistinguishable from one another. The image of the 'sea' suggests they have swept in behind him, almost like the tide, and are a powerful and irresistible force of nature which he cannot withstand.

Simile * Metaphor * Imagery * Personification * Verb * Adjective * Adverb * Semantic field * Suggests * Explores * Implies * Shows

Example: The writers have opposing attitudes towards having to kill an animal. From the start, Orwell establishes that he is indecisive in his attitude towards the elephant, as he 'did not know what [he] could do,' arming himself with a weapon that could only shock not kill it. Orwell structures the text in order to lead the reader gradually from his position of 'perfect certainty' that he 'ought not to shoot' the elephant, through his repeated statements, 'but I did not want to shoot the elephant' to the inevitable conclusion where the reader shares his realisation that 'there was only one alternative,' reinforcing Orwell's reluctance. His indecision contrasts with Bartlett's certainty that he must be prepared to kill the elephant. His factual language 'I made an application to the council to be supplied with a powerful enough rifle...' reinforces the rational approach he takes to this task, again contrasting with Orwell's more emotional response. Bartlett, despite the emotional attachment he has to Jumbo, considers it his official duty to protect the public from the violent and unpredictable behaviour of the elephant in a decisive plan to shoot him.

The writer thinks * The writer feels * The writer believes * The writer argues * Both writers * Similarly * On the other hand * Whereas * However * Just as x does,

Source A: Article 'Cholera District' (1849)

Source B: Nasho Tado reports on Cholera 2018

A. We then journeyed on to London-street, down which the tidal ditch continues its course. In No. 1 of this street the cholera first appeared seventeen years ago, and spread up it with fearful virulence; but this year it appeared at the opposite end, and ran down it with like severity. As we passed along the reeking banks of the sewer the sun shone upon a narrow slip of the water. In the bright light it appeared the colour of strong green tea, and positively looked as solid as black marble in the shadow - indeed it was more like watery mud than muddy water; and yet we were assured this was the only water the wretched inhabitants had to drink. As we gazed in horror at it, we saw drains and sewers emptying their filthy contents into it; we saw a whole tier of doorless privies in the open road, common to men and women, built over it; we heard bucket after bucket of filth splash into it, and the limbs of the vagrant boys bathing in it seemed, by pure force of contrast, white as Parian marble. And yet, as we stood doubting the fearful statement, we saw a little child, from one of the galleries opposite, lower a tin can with a rope to fill a large bucket that stood beside her. In each of the balconies that hung over the stream the self-same tub was to be seen in which the inhabitants put the mucky liquid to stand, so that they may, after it has rested for a day or two, skim the fluid from the solid particles of filth, pollution, and disease. As the little thing dangled her tin cup as gently as possible into the stream, a bucket of night-soil was poured down from the next gallery.

In this wretched place we were taken to a house where an infant lay dead of the cholera. We asked if they really did drink the water? The answer was, "They were obliged to drink the ditch, without they could beg a pailfull or thieve a pailfull of water. But have you spoken to your landlord about having it laid on for you?" "Yes, sir; and he says he'll do it, and do it, but we know him better than to believe him." "Why, sir," cried another woman, who had shot out from an adjoining room, "he won't even give us a little whitewash, though we tell him we'll willingly do the work ourselves: and look here, sir," she added, "all the tiles have fallen off, and the rain pours in wholesale."

B. Violence has forced thousands of Congolese to seek safety in neighbouring Uganda, with overcrowded refugee camps there putting pressure on hygiene and sanitation facilities, increasing the risk of deadly cholera outbreaks. Violence in the Democratic Republic of the Congo (DR Congo) has forced nearly 44,000 people to cross Uganda's south-west border out of the country so far this year. This has put pressure on sanitation facilities in refugee settlements, and has led to deadly cholera outbreaks.

With hundreds of people arriving in Uganda every day, aid organisations are striving to prevent the disease from spreading across the settlements. Our teams work around the clock building hygiene and sanitation facilities to help alleviate and prevent the suffering of these displaced people.

Désiré is among the thousands who has been forced to adapt to a new life in Maratatu settlement in south-west Uganda. "There are people everywhere in the settlement. It's a big risk in terms of the spreading of cholera. Something should be done to ease the congestion," he says.

Those who have made it to Uganda now face this new life-threatening situation. Désiré worries about the conditions he and his fellow arrivals face in the packed settlement as a threat to public health. "With so many people crowded in one location, the risk of spreading of contagious diseases such as cholera is very high, and many people can be severely affected within a short time."

English Language GCSE – Paper 2 Question 5

Summary: This question tests your writing skills, writing creatively and in a rhetorical style, and technical skills. There are 40 marks available. Of this total, 24 marks are for the quality of your ideas and 16 marks are for the accuracy and variety of your technical skills, which include word choice, spelling, punctuation, and sentence types. Time available: 45 minutes

<p>Creative writing skills – 24 marks:</p> <ul style="list-style-type: none"> • Make sure everything you write is clear and makes sense. • Engage your reader with interesting ideas. Spend time planning how you will build an argument and choose a tone and voice that make your response engaging. • Show that you can phrase your response in interesting ways. Take time to craft what you are writing. Use a broad vocabulary as well as rhetorical and emotive devices. • Plan the sequence of your response – what will happen in what order. Show that you can 'shape' a response by giving it an interesting structure. 		<p>Technical skills – 16 marks:</p> <ul style="list-style-type: none"> • Make sure that spelling, punctuation, and expression are as accurate as possible. • Show that you can use a range of punctuation and sentence types. <p>Format of question:</p> <ul style="list-style-type: none"> ▪ There will be a statement given about a certain topic and it will prompt you to think about ideas around the topic. ▪ The question tests your ability to write a carefully structured point of view about a topic. 	
<p>Rhetorical devices/persuasive techniques:</p> <p>Fact – hard-hitting statements of truth to add weight to your argument.</p> <p>Direct address – using the second person, 'you', to speak to the reader.</p> <p>Emotive language – language designed to evoke a certain emotion from your reader/audience.</p> <p>Repetition – repeating a significant word or phrase for emphasis.</p> <p>Triple emphasis/Rule of three – using a list of three words or phrases to describe one thing.</p>	<p>Punctuation:</p> <p>... Ellipsis can express hesitation, changes of mood, suspense, or thoughts trailing off.</p> <p>! Use an exclamation point (at the end of a sentence) to show emotion, emphasis, or surprise.</p> <p>: Use a colon to introduce an item or a series of items. Do not capitalise the first item after the colon (unless it's a proper noun).</p> <p>? Question marks should only be used after a direct question.</p> <p>; A semicolon can replace a full stop to combine two closely linked sentences (they must make sense on their own).</p>	<p>Forms:</p> <p>You could be asked to write a letter, speech, article, or essay. The first three of these forms have been used most frequently, but the essay form is not very common. Ensure you know what each of the forms look like and practice all of them.</p> <p>Top tips:</p> <ul style="list-style-type: none"> • Plan the sequence of what you'll write about – carefully shape and sequence it. • Think about how to open your response and 'hook' your reader in. • Think about the order of your points • Think about how you'll bring your argument to a close to leave a lasting impression on your reader/audience. • Remember that the content of your argument is most important. • Choose a voice that you will write in. 'Voice' refers to the character or persona of the writer. It means things like their attitude and manner. The selection of a voice informs the tone and register you write in. 	<p>Revision tasks:</p> <ol style="list-style-type: none"> 1. Take a previously written response and improve your use of persuasive techniques /structural devices/ sentences/punctuation/ paragraph structures, etc. 2. Plan a variety of responses to exam tasks. Try to plan arguments for and against the topic. 3. Practise writing engaging introductions that hook the reader into your argument. 4. Read opinion pieces in newspapers and plan your own response to someone else's viewpoint. 5. Read widely to improve your general knowledge about topics.
<p>Vocabulary: abhor, appease, ascertain, audacity, benevolent, brazen, cajole, candor, coerce, complacency, detrimental, diligent, earnest, egregious, elated, empathy, enigmatic, epitome, expedite, gluttony, incompetence, indignant, indolent, inhibit, integral, integrity, jubilant, malevolent, momentous, morose, myriad, novice, oblivious, paramount, pivotal, plethora, poignant, prevalent, sincere, vex, visceral</p>			

Structuring your argument:		Interesting sentence structures:		Example exam tasks:
Introducing your argument	<p>I think that... It is obvious that... I strongly believe that... It is clear that...</p>	<p>It is undeniable that... The fact is that... I ask you to consider... In my opinion,...</p>	<p>Imagine – 3 examples: Begin with the word 'imagine', then describe three things. The first two are separated by commas the third ends with a colon. The writer then explains that this exists. Example: Imagine a time when people care about more than money, when no one is homeless, when everyone could help each other: that time could be now!</p> <p>2 pairs: Begins with two pairs of related adjectives. Each pair is: followed by a comma and separated by and. Example: Exhausted and demoralised, neglected and ignored, nurses have every right to feel angry about their treatment.</p> <p>3-ed: Starts with three adjectives, that end in _ed and describe emotions. The _ed words must be followed by commas. Example: Amazed, entranced, excited, we all remember the emotions we felt upon entering a library for the first time.</p> <p>De; de: Two independent clauses are separated by a semi-colon. The first clause is descriptive; the second adds further detail. Example: Zoos are liberating; in these environments, animals are finally free to live their natural life without the threat of extinction.</p> <p>Ad, same ad: The same adjective used twice – the second adjective repeated straight after the comma. Example: Barbaric is the only word to describe this new policy, barbaric because it starves the poor of basic rights.</p> <p>3 bad- (dash) question: Sentence begins with three negative adjectives. First and second followed by commas. Third followed by a dash, then a question which is related. Example: Bullied, isolated, afraid – is this how school students should spend their days?</p>	<p>"Social media platforms do more harm than good by perpetuating unrealistic standards of beauty and fostering unhealthy comparison among teenagers." Write a blog post for your school website to give your view on this topic.</p> <p>"The consumption of meat and animal products contributes significantly to environmental degradation, and teenagers should consider adopting a plant-based diet for the betterment of the planet." Write a speech for an assembly at your school to give your views on this topic.</p> <p>"The emphasis on grades and academic achievement lead to high levels of stress and anxiety among teenagers, compromising their mental health and well-being." Write an article for a teen magazine to give your views on this topic.</p> <p>"GCSE exams stifle creativity and individualised learning, promoting a one-size-fits-all approach to education." Write a letter to your local MP to give your view on this topic.</p> <p>"The glorification of violence in video games, movies and social media desensitizes teenagers to real-world violence and contributes to a culture of aggression." Write an article for a national newspaper, giving your views on the topic.</p>
Developing your argument	<p>Furthermore,... In addition to... Likewise,... Moreover,... Firstly,...</p>	<p>Again,... Next,... The most compelling reason is... Without doubt,...</p>		
Admitting counter arguments	<p>Although it is true that... Admittedly... While some people may think that... Unfortunately, it may be the case that... I acknowledge that... I can understand that... I appreciate that... It is unfortunately true that... I concede that ...</p>			
Countering	<p>However,... Nevertheless,... Even so,... Whereas,... Nonetheless,...</p>	<p>Despite... But... In fact,... Conversely,...</p>		
Conclusion	<p>In summary,... To conclude,... Finally,... In conclusion,...</p>	<p>For these reasons... All in all,... In short,... Ultimately,...</p>		

Maths



By the end of this half-term, you should be able to:

Chapter 13 – More Trigonometry

- 13 a. Graphs of trigonometric functions
- 13 b. Further trigonometry
- Recognise, sketch and interpret graphs of the trigonometric functions (in degrees) for angles of any size.
- Know the exact values of Sin, Cos, and Tan for specific angles and find them from graphs.
- Apply to graphs of $y = f(x)$ a variety of transformation (such as $y = -f(x)$, $y = f(-x)$, $y = f(x) + a$ and $y = f(x + a)$)
- Understand, recall and use area = $\frac{1}{2} ab \sin C$, Pythagoras theorem in triangles for 2D and 3D shapes.
- Know and use the sine and cosine rules to solve 2D and 3D problems

Chapter 14. – Further Statistics

- 14 a. Collecting data
- 14 b. Cumulative frequency, box plot and histograms
- Understand what is meant by a sample and a population and how different sample sizes may affect the reliability of conclusions drawn.
- Identify possible sources of bias and plan to minimise it.
- Construct and interpret cumulative frequency tables, cumulative frequency/diagrams and estimate median, quartile values and interquartile range.
- Produce box plots from new data and when given quartile, median and identify any outliers.
- Construct and interpret histograms from class intervals with unequal width.

Keywords

Area of any Triangle: use when given the length of two sides and the included angle.

Pythagoras Theorem: it states that in any right-angled triangle, the square of the length of the hypotenuse (the side opposite the right angle) is equal to the sum of the square of the lengths of the other two sides.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

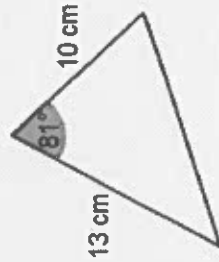
Area of any Triangle

$$\text{Area} = \frac{1}{2} ab \sin C$$



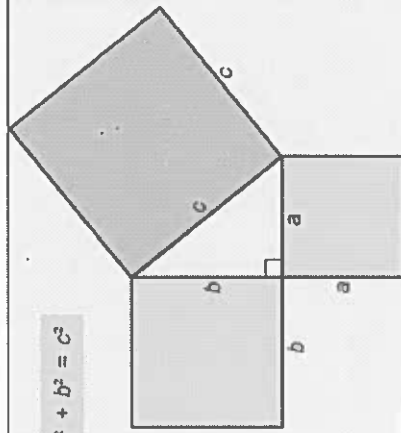
Work out the area of the triangle.

$$\text{Area} = \frac{1}{2} \times 13 \times 10 \times \sin 81^\circ = 64.2 \text{ cm}^2$$



Pythagoras Theorem

$$a^2 + b^2 = c^2$$



Cumulative Frequency

The first table gives information about the number of minutes pupils spent on homework. Use it to complete the cumulative frequency table.

No. of minutes (t)	Frequency
$0 < t \leq 10$	2
$10 < t \leq 20$	6
$20 < t \leq 30$	10
$30 < t \leq 40$	9
$40 < t \leq 50$	3

No. of minutes (t)	Cumulative Frequency
$0 < t \leq 10$	2
$0 < t \leq 20$	8
$0 < t \leq 30$	18
$0 < t \leq 40$	27
$0 < t \leq 50$	30

Cumulative Frequency: a chart showing the running total of the number of times an event or value occurs.

Box plot: a diagram that shows the five-number summary of a distribution.

Outlier: a value that stands apart from the data set.

Sine rule (SIN): use with non-right-angle triangles. Use when the question involves 2 sides and 2 angles.

Cosine rule (COS): use with non-right-angle triangles. Use when the question involves 3 sides and 1 angle.

Interquartile Range (IQR): the range of the middle 50% of a distribution. IQR = upper quartile (75%) – lower quartile (25%).

Spread: the distance/how spread out/variation of data.

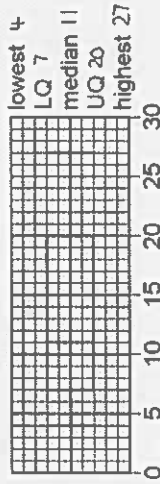
Random Sampling: selecting a sample in such a way that every member of a population has an equal chance of being chosen.

Box Plot

Below are the scores achieved by 11 pupils in a test:

- 27, 11, 15, 20, 9, 6, 4, 18, 7, 23, 11
 ④ 6, ⑦ 9, 11, ① 15, 18, ② 23, ② 27

Draw a boxplot to show this data.



Sine Rule

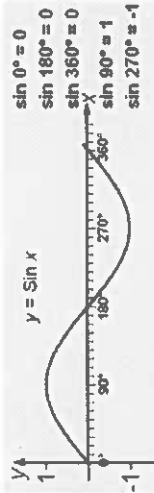
In any triangle ABC where a, b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Cosine Rule

$$a^2 = b^2 + c^2 - 2bc \cos A$$

Sine Function ($y = \sin x$)



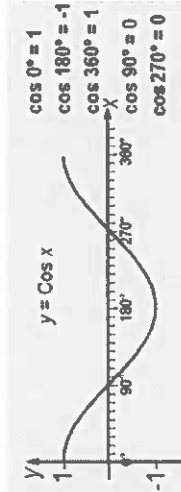
In the interval $0^\circ \leq x \leq 360^\circ$, find the values of x for which $\sin x = 0.9397$. Give your answers to the nearest degree.

$$\sin x = 0.9397$$

$$\sin^{-1} 0.9397 = 70^\circ \text{ and } 110^\circ$$



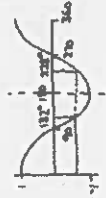
Cosine Function ($y = \cos x$)



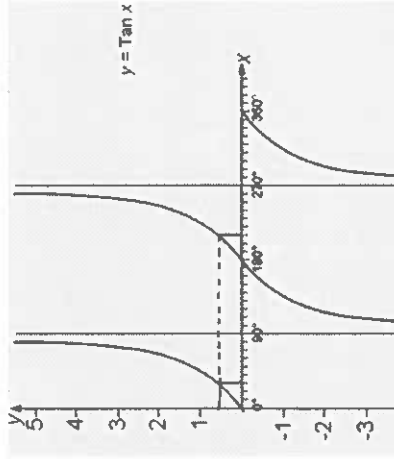
In the interval $0^\circ \leq x \leq 360^\circ$, find the values of x for which $\cos x = -0.6691$. Give your answers to the nearest degree.

$$\cos x = -0.6691$$

$$\cos^{-1}(-0.6691) = 132^\circ \text{ and } 228^\circ$$



Tangent Function $y = \tan x$



In the interval $0^\circ \leq x \leq 360^\circ$, find the values of x for which $\tan x = 1.1918$. Give your answers to the nearest degree.

$$\tan x = 1.1918$$

$$\tan^{-1} 1.1918 = 50^\circ$$

$$50 + 180 = 230^\circ$$

$$x = 50^\circ, 230^\circ$$

Stratified Sampling: making a selection by dividing a population into groups (called strata) according to certain characteristics, such as gender.

[Number from each stratum = (Stratum / population) x Total sample]

Sample: a part of a whole set.

Population: the whole set from which a sample is taken.

Bias: an influence that might prevent results from fairly representing the truth.

Lower quartile or first quartile: the value that lies one quarter of the way through a distribution, arrange in ascending order $[(n+1)/4]$.

Upper quartile or third quartile: the value that lies three-quarters of the way through a distribution, arranged in ascending order $[3(n+1)/4]$.

Exact Trig Values

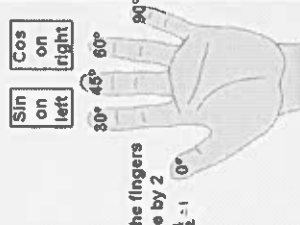
Sine and Cosine

Memorising the exact values of:

$$\begin{aligned} \sin 0^\circ &= 0 & \cos 0^\circ &= 1 \\ \sin 30^\circ &= \frac{1}{2} & \cos 30^\circ &= \frac{\sqrt{3}}{2} \\ \sin 45^\circ &= \frac{\sqrt{2}}{2} & \cos 45^\circ &= \frac{\sqrt{2}}{2} \\ \sin 60^\circ &= \frac{\sqrt{3}}{2} & \cos 60^\circ &= \frac{1}{2} \\ \sin 90^\circ &= 1 & \cos 90^\circ &= 0 \end{aligned}$$

Square root the fingers and divide by 2

$$\begin{aligned} \cos 0^\circ &= \frac{\sqrt{0}}{2} = \frac{0}{2} = 0 \\ \cos 45^\circ &= \frac{\sqrt{2}}{2} \\ \cos 90^\circ &= \frac{\sqrt{0}}{2} = \frac{0}{2} = 0 \end{aligned}$$



Tangent

Memorising the exact values of:

$$\begin{aligned} \sin 0^\circ &= 0 & \cos 0^\circ &= 1 & \tan 0^\circ &= 0 \\ \sin 30^\circ &= \frac{1}{2} & \cos 30^\circ &= \frac{\sqrt{3}}{2} & \tan 30^\circ &= \frac{1}{\sqrt{3}} \\ \sin 45^\circ &= \frac{\sqrt{2}}{2} & \cos 45^\circ &= \frac{\sqrt{2}}{2} & \tan 45^\circ &= 1 \\ \sin 60^\circ &= \frac{\sqrt{3}}{2} & \cos 60^\circ &= \frac{1}{2} & \tan 60^\circ &= \sqrt{3} \\ \sin 90^\circ &= 1 & \cos 90^\circ &= 0 & \tan 90^\circ &= \text{undefined} \end{aligned}$$

$$\begin{aligned} \tan 45^\circ &= \frac{\sqrt{2}}{\sqrt{2}} = 1 \\ \tan 60^\circ &= \frac{\sqrt{3}}{1} = \sqrt{3} \end{aligned}$$

Tan? Divide fingers on left by fingers on right and square root



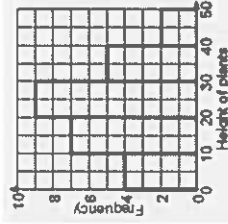
Histogram

A histogram is like a frequency diagram, apart from 3 main differences:

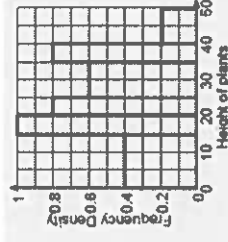
The class intervals are often not equal

The vertical axis is labelled frequency density

It is the area of the bars, rather than the height, which matters



Frequency Diagram

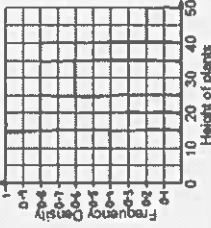


Histogram

$$\text{Frequency density} = \frac{\text{Frequency}}{\text{Class width}}$$

Draw a histogram to show this data.

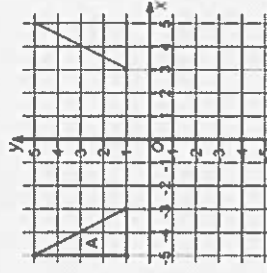
Height (cm)	Frequency (FD)
$0 < h \leq 15$	$6 \div 15 = 0.4$
$15 < h \leq 20$	$5 \div 5 = 1$
$20 < h \leq 25$	$4 \div 5 = 0.8$
$25 < h \leq 35$	$6 \div 10 = 0.6$
$35 < h \leq 40$	$4 \div 5 = 0.8$
$40 < h \leq 50$	$2 \div 10 = 0.2$



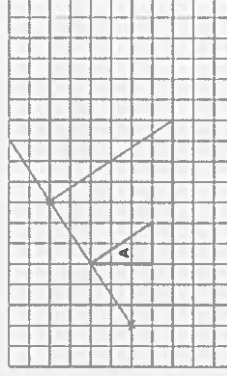
Transformations

- **Reflection**
- **Enlargement**
- **Rotation**
- **Translation**

Reflect triangle A in the y-axis.



Enlarge triangle A by scale factor 2 using the cross as the centre of enlargement.





Maths Knowledge Organiser: Autumn 2 – Equations, Graphs, Circle Theorem, and More Graphs

By the end of this half-term, you should be able to:

Chapter 15 – Equations and Graphs

- Sketch a graph of a quadratic or cubic function, by factorisation, formula, identifying roots, y-intercept, and turning point by completing the square.
- Expand the product of more than two linear expressions
- Solve simultaneous equations graphically.
- Solve quadratic inequalities in one variable by factorising and sketching the graph to find critical values.
- Use iteration with simple converging sequences

Chapter 16 – Circle Theorem

- Recall the definition of a circle and identify and draw parts of a circle including sector, tangent, chord and segment.
- Prove and use the facts of circle theorems.
- Understand and use the fact that the tangent at any point on a circle is perpendicular to the radius at the point.
- Find and give reasons for missing angles on diagrams using circle theorem and angle facts.

Chapter 17 – More Algebra

- Rationalise the denominator involving surds.
- Multiply, divide, simplify Algebraic fractions and solve quadratic equations arising from Algebraic fractions equations.
- Change the subject of a formula.
- Solve 'show that' and proof questions using consecutive integers, squares, even and odd numbers.
- Use function notation.

Keywords

Quadratic Formula: used to solve any equation in the form $ax^2 + bx + c = 0$.

Roots: the two solutions of a quadratic equation.

Completing the Square: making the left-hand side of a quadratic equation into a perfect square- $(x + y)^2 = z$.

Simultaneous Equation: a pair of equations in which the variables

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use '**Read, Cover, Write, Check**' to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Express $x^2 + 4x - 3$ in the form $(x + a)^2 - b$

where a and b are integers.

$$(x + 2)^2 - 4 - 3$$

$$(x + 2)^2 - 7$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Solve $3x^2 + 2x - 13 = 0$

Give your solutions correct to 1 decimal place.

$$a = 3 \quad b = 2 \quad c = -13$$

$$x = \frac{-(-2) \pm \sqrt{(-2)^2 - 4(3)(-13)}}{2(3)}$$

$$= 1.8 \text{ (1dp)} \quad \text{and} \quad -2.4 \text{ (1dp)}$$

Expand and simplify:

a) $x(2x - 1)(3x + 5)$

$$x(6x^2 + 10x - 3x - 5)$$

$$x(6x^2 + 7x - 5)$$

$$6x^3 + 7x^2 - 5x$$

b) $(2x - 3)(x - 4)(3x - 2)$

$$(2x - 3)(3x^2 - 7x - 8)$$

$$(2x - 3)(9x^2 - 10x - 8)$$

$$6x^3 - 27x^2 + 16x - 24$$

$$6x^3 - 37x^2 + 58x - 24$$

represent the same numbers in each equation [Graphical Solution(s)].

Quadratic Inequalities: a

mathematical statement that two algebraic expressions are not equal and root(s) for solution(s).

Iterative Process: a repetitive

process, where an answer is put back into a formula to get the next answer.

Chord: a straight line joining any two points on a circle.

Cyclic Quadrilateral: a

quadrilateral that has each of its vertices on the circumference of a circle.

Segment: part of a circle formed

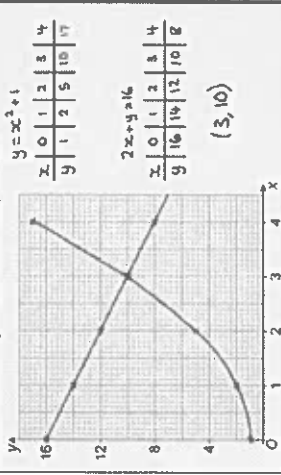
either side of a chord. The larger part is called the major segment and the smaller part the minor segment.

Subject: rearranging the expression in an equation, so that one of the terms is on its own to the left of the equal sign.

Estimate: round the number to 1

significant figure. Result will either

Use the graph paper to find the coordinates of the point of intersection of the curve $y = x^2 + 1$ and the line $2x + y = 16$ in the first quadrant.



Solve the simultaneous equations

$$x^2 + y^2 = 41$$

$$y = 2x - 3$$

$$x^2 + (2x - 3)^2 = 41$$

$$x^2 + (2x - 3)(2x - 3) = 41$$

$$x^2 + 4x^2 - 6x + 9 = 41$$

$$5x^2 - 6x + 9 = 41$$

$$5x^2 - 12x - 32 = 0$$

$$(5x + 8)(x - 4) = 0$$

$$x = -\frac{8}{5} \quad x = 4$$

$$y = 2\left(-\frac{8}{5}\right) - 3 = -\frac{16}{5} - 3 = -\frac{31}{5}$$

$$y = 2(4) - 3 = 5$$

Find the range of values for which

$$x^2 - x - 12 \leq 0$$

Step 1: Factorise to get the critical values.

$$x^2 - x - 12 = 0$$

$$(x - 4)(x + 3) = 0$$

$$x = 4, x = -3$$



Step 2: Sketch the curve.

$$y = x^2 - x - 12$$

Step 3: Use the sketch to get the answer.

$$-3 \leq x \leq 4$$

Find the range of values for which

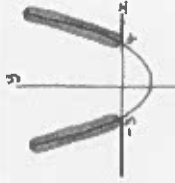
$$x^2 - x - 12 \geq 0$$

Step 1: Factorise to get the critical values.

$$x^2 - x - 12 = 0$$

$$(x - 4)(x + 3) = 0$$

$$x = 4, x = -3$$



Step 2: Sketch the curve.

$$y = x^2 - x - 12$$

Step 3: Use the sketch to get the answer.

$$x \leq -3, x \geq 4$$

Example

The size of an investment t years from now is x where:

$$x_0 = 15000$$

$$x_{t+1} = 1.05(x_t + 500)$$

Work out the size of the investment 3 years from now:

$$x_1 = 1.05(x_0 + 500)$$

$$x_2 = 1.05(x_1 + 500)$$

$$x_3 = 1.05(x_2 + 500)$$

MORE VIDEOS

The number of people living in a town t years from now is P_t where

$$P_t = 5000$$

$$P_{t+1} = 1.001(P_t - 800)$$

Work out the number of people in the town 3 years from now.

$$P_1 = 1.001(5000 - 800) = 5582.6$$

$$P_2 = 1.001(5582.6 - 800) = 5667.7$$

$$P_3 = 1.001(5667.7 - 800) = 5755.3$$

(Round integer)

$$5755.3$$

Prove that $(3n + 1)^2 - (3n - 1)^2$ is always a multiple of 12, for all positive integer values of n .

$$\left((3n + 1)(3n + 1) \right) - \left((3n - 1)(3n - 1) \right)$$

$$\left(9n^2 + 3n + 3n + 1 \right) - \left(9n^2 - 3n - 3n + 1 \right)$$

$$\left(9n^2 + 6n + 1 \right) - \left(9n^2 - 6n + 1 \right)$$

$$9n^2 + 6n + 1 - 9n^2 + 6n - 1$$

$$\underline{\underline{12n}}$$

be an under or over estimate of the actual answer.

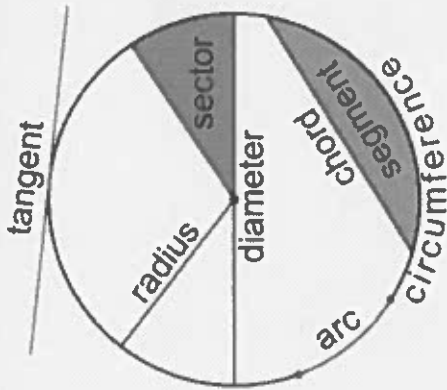
Reciprocal: the reciprocal of 'n' is '1/n' or n to the power of -1.

Surds: a number written exactly using square and cube roots. To rationalise a surd, multiply by the denominator to get an integer as the denominator.

Function: a rule that is applied to one set of values to give another set of values.

Rational numbers: any number that can be written as a fraction using whole number (+ or -) but terminates.

Irrational numbers: numbers that can-not be written exactly as a fraction or a decimal. The number of decimal places is infinite and there is no recurring pattern. Such as the value of 'pi'.



$$\sqrt{a} \times \sqrt{a} = a \quad \sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

The simplest form of a surd is when the number under the root sign is as small as possible.

Simplify the following surds

- a) $\sqrt{8} = \sqrt{4 \times 2} = 2\sqrt{2}$ d) $\sqrt{32} = \sqrt{16 \times 2} = 4\sqrt{2}$
 b) $\sqrt{75} = \sqrt{25 \times 3} = 5\sqrt{3}$ e) $\sqrt{48} = \sqrt{16 \times 3} = 4\sqrt{3}$
 c) $\sqrt{200} = \sqrt{100 \times 2} = 10\sqrt{2}$ f) $\sqrt{180} = \sqrt{36 \times 5} = 6\sqrt{5}$

Rationalise the denominator and simplify if possible

$$\frac{35 \times \sqrt{7}}{\sqrt{7}} = \frac{35\sqrt{7}}{\sqrt{7}\sqrt{7}} = \frac{35\sqrt{7}}{7} = 5\sqrt{7}$$

a) Make x the subject of the formula

$$\frac{3x}{y} - 5 = y$$

$$\frac{3x}{y} = y + 5$$

$$3x = y(y + 5)$$

$$x = \frac{y(y + 5)}{3}$$

b) Rearrange the formula $4(2x + 1) - t = y$ to make x the subject.

$$8x + 4 - t = y$$

$$8x = y - 4 + t$$

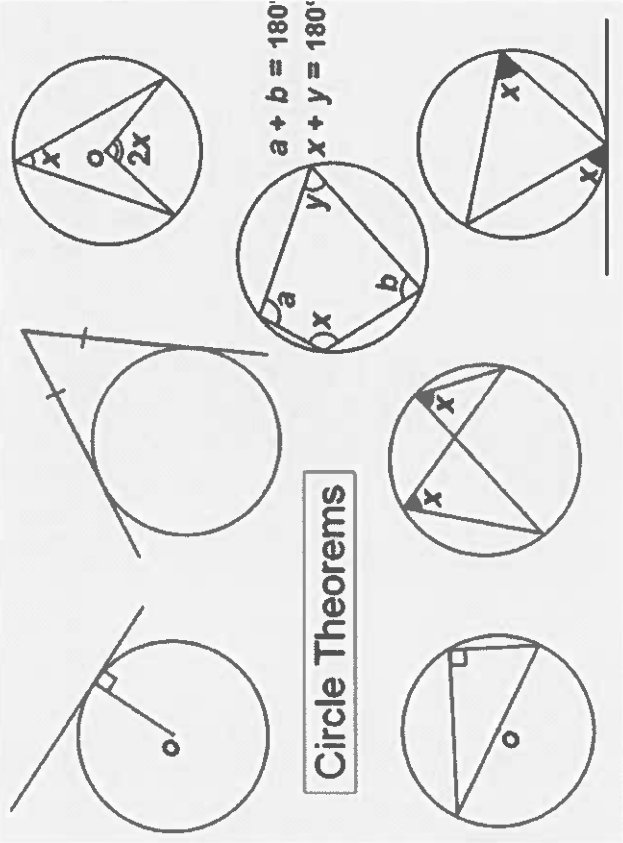
$$x = \frac{y - 4 + t}{8}$$

1) Complete the table of values for $y = 2x + 1$

x	-2	-1	0	1	2	3
y	-3	-1	1	3	5	7

2) Complete the table of values for $y = x^2 + 2x$

x	-2	-1	0	1	2	3
y	0	-1	0	3	8	15



Circle Theorems



By the end of this half-term, you should be able to:

Chapter 18 – Vectors and geometric proof

- Understand and use vector notation
- Understand that $2\mathbf{a}$ is parallel to \mathbf{a} and twice its length, and that \mathbf{a} is parallel to $-\mathbf{a}$ in the opposite direction
- Calculate the resultant of two vectors.
- Solve geometric problems in 2D where vectors are divided in a given ratio.
- Produce geometrical proofs to prove points are collinear and vectors/lines are parallel.

Chapter 19 – Proportion and Graphs

- Write and use equations to solve problems involving direct and inverse proportionality.
- Use and recognise graphs showing direct and inverse proportionality
- Recognise, sketch and interpret graphs of exponential functions
- Interpret the gradient of a linear or non-linear graph
- Interpret and analyse transformations of graphs of functions.

Keywords

Vector: a quantity represented by an arrow with both direction and magnitude.

Magnitude: is the length of the vector.

Scalar: a scalar is a number you multiply the vector by.

Parallel vectors: vectors that are multiples of each other.

Collinear: vectors that are on the same line.

Proof: use of maths facts to show that a statement is true not true.

Column vector: $\begin{pmatrix} 2 \\ 3 \end{pmatrix}$ means '2 right, 3 up'

Preparing for Assessment

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- Use '**Read, Cover, Write, Check**' to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Vectors



Magnitude (length) can be calculated using Pythagoras Theorem:
 $3^2 + 4^2 = 25$
 $\sqrt{25} = 5$

If two vectors have the same **magnitude and direction**, they are **equal**.

$2\mathbf{a} + \mathbf{b}$ and $4\mathbf{a} + 2\mathbf{b}$ are parallel as they are multiple of each other

Geometric proof

Example 1: X is the midpoint of AB . Find \vec{OX}
Answer: Draw X on the original diagram



Now build up a journey.

$$\vec{OX} = \vec{OA} + \frac{1}{2}\vec{AB}$$

$$\vec{OX} = a + \frac{1}{2}(b - a)$$

$$\text{This will simplify to } \frac{1}{2}a + \frac{1}{2}b \text{ or } \frac{1}{2}(a + b)$$

Reciprocal: the reciprocal of a number is 1 divided by the number.

Linear Graph: straight line graph.

Gradient: the change in the y coordinates divided by the change on the x coordinates.

Quadratic function:

$y = ax^2 + bx + c$, where a , b and c are numbers, $a \neq 0$.

Exponential: when we multiply a number repeatedly by the same number.

Functions: a function is a relationship between 2 numbers.

Direct proportionality: if two

quantities are in direct proportion, as one increases, the other increases by the same percentage.

Indirect proportionality: if two quantities are inversely proportional, as one increases, the other decreases by the same percentage.

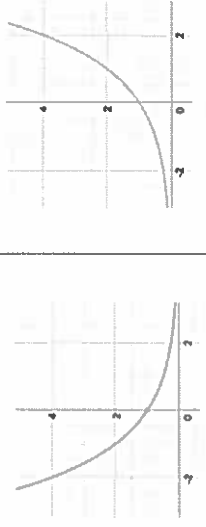
Rate of change: is what degree one variable changes in relation to another.

Velocity: is a speed in particular direction.

Transformations: is the change of position or size of a shape.

Cubic: a number or a letter to the power of 3.

Exponential graph



The equation is of the form $y = a^x$, where a is a number called the **base**.
If $a > 1$ the graph **increases**.
If $0 < a < 1$, the graph **decreases**.

The graph has an **asymptote** which is the x-axis.

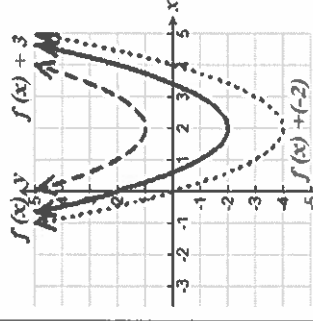
Growth and Decay

1, 2, 4, 8, 16, 32, 64, 128 ... is an example of exponential growth, because the numbers are being multiplied by 2 each time.

1000, 200, 40, 8 ... is an example of exponential decay, because the numbers are being multiplied by $\frac{1}{5}$ each time.

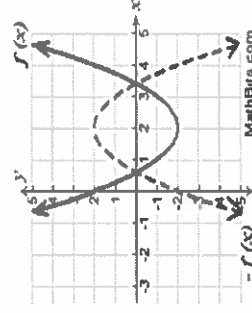
Graph transformation $f(x) + a$

Vertical translation up a units. $\begin{pmatrix} 0 \\ a \end{pmatrix}$



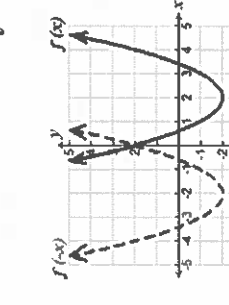
Graph transformation $-f(x)$

Reflection over the x-axis



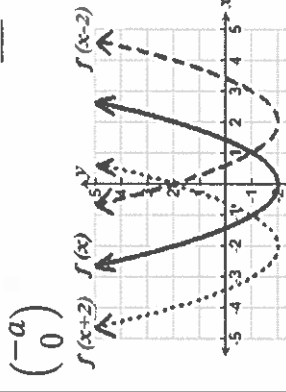
Graph transformation $f(-x)$

Reflection over the y-axis.



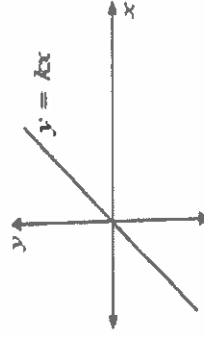
Graph transformation $f(x + a)$

Horizontal translation left a units. $\begin{pmatrix} -a \\ 0 \end{pmatrix}$



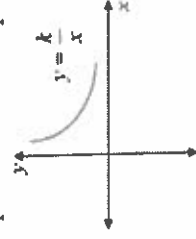
Direct proportionality

If y is directly proportional to x , this can be written as $y = kx$



Inverse proportionality

An equation of the form $y = \frac{k}{x}$ represents inverse proportion.





Yr. 11 (F) Maths Knowledge Organiser: Autumn 1 – Probability, Multiplicative reasoning and Constructions

By the end of this half-term, you should be able to:

Chapter 13 – Probability

- Distinguish between events which are impossible, unlikely, even chance, likely, and certain to occur;
- Mark events on a probability scale of 0 to 1;
- Using $1 - p$ as the probability of an event not occurring
- Use and draw sample space diagrams;
- Compare experimental and theoretical probabilities;
- Use tree diagrams to calculate the probability of two dependent events.

Chapter 14 – Multiplicative reasoning

- Understand and use compound measures:
- Express a given number as a percentage of another number
- Calculate percentage profit or loss;
- Use compound interest;
- Interpret equations that describe direct and inverse proportion.

Chapter 15 – Constructions, loci and bearings

- Draw circles and arcs to a given radius or given the diameter;
- Understand congruence, as two shapes that are the same size and shape;
- Measure and draw angles, to the nearest degree;
- Draw sketches of 3D solids;
- Given the front and side elevations and the plan of a solid, draw a sketch of the 3D solid.
- Draw and construct diagrams from given instructions

Keywords

Probability: The likelihood of an event occurring, from 0 to 1.

Dependent: Events where one affects the outcome of the other.

Independent: Events where one does not affect the outcome of the other.

Sample Space: All possible outcomes of an experiment.

Outcomes: Possible results of an experiment.

Relative Frequency: Ratio of event occurrences to total trials.

Fairness: Equal likelihood of all outcomes.

Ratio: A comparison of two quantities.

Proportion: An equation stating that two ratios are equal.

Proportional Change: Change where quantities increase or decrease at the same rate.

Compound Measure: A measure involving two or more different units.

Density: Mass per unit volume.

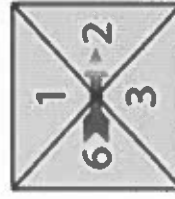
Preparing for Assessment

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- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge



Spinner A



Spinner B

Spinner B

1	2	3	6
2	3	4	5
3	4	5	6
5	6	7	8
6	7	8	11

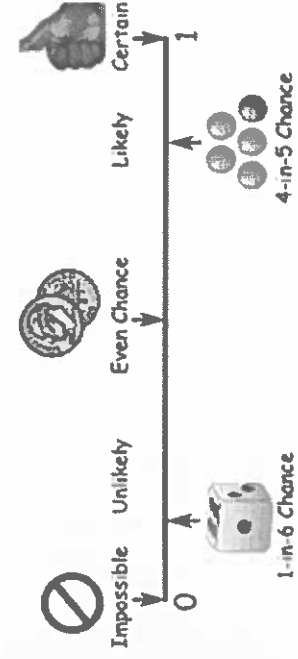
Spinner A

$P(\geq 8) = \frac{4}{12} = \frac{1}{3}$

Expected number of results greater than or equal to 8

$\frac{1}{3} \times 90 = 30$

$$\text{Probability} = \frac{\text{number of desired outcomes}}{\text{total number of outcomes}}$$



Volume: The amount of space an object occupies.

Time: Duration of an event.

Acceleration: Rate of change of velocity.

Velocity: Speed in a given direction.

Inverse proportion: Opposite or reverse relationship between two variables.

Direct proportion: A straight proportional relationship between two variables.

Construct: To draw a shape accurately using a set of tools.

Arc: A part of the circumference of a circle.

Sector: A region enclosed by two radii and an arc.

Face: A flat surface on a three-dimensional shape.

Edge: The line where two faces meet on a three-dimensional shape.

Vertex: A point where two or more edges meet on a shape.

Three-dimensional: Having length, width, and height.

Congruent: Having the same size and shape.

Angles: The space between two intersecting lines, measured in degrees.

Regular: A shape with all sides and angles equal.

Irregular: A shape with sides and angles not all equal.

Bearing: Direction or position of something, usually given in degrees.

Degree: A unit of measurement for angles.

Bisect: To divide into two equal parts.

Perpendicular: Two lines that intersect at a right angle (90 degrees).

Loci: The set of points satisfying a particular condition.

Scale: The ratio of a distance on the map to the corresponding distance on the ground.

Plan: A detailed drawing of a structure, viewed from above.

Region: A defined area or space.

Direct Proportion

As one variable changes the other changes at the same rate



4 cans of pop - £2.40

4 cans of pop - £2.40
2 cans of pop - £1.20

This multiplier is the same in the same way that this would be for ratio

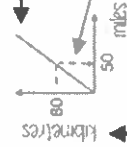
This is a multiplicative change

4 cans of pop - £2.40
12 cans of pop - £7.20

Sometimes this is easiest if you work out how much one unit is worth first
e.g. 1 can of pop - £0.60

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

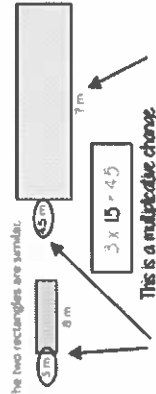
To make conversions between units you need to find the point to compare - then find the associated point by using your graph

Using a ruler helps for accuracy
Showing your conversion lines help as a "check" for solutions

Labelling of both axes is vital

Understand Scale Factor

The two rectangles are similar.



This is a multiplicative change

Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by

Small corresponding side \times SF = Big corresponding side

Draw and interpret scale diagrams

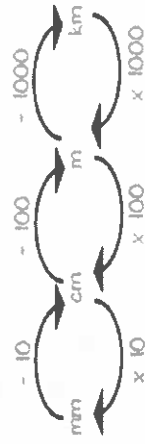
A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm
Image 10cm
Real life 300cm

The car in real life is 210cm
Image 7cm
Real life 210cm

Interpret maps with scale factors



1 cm = 250 m

1 cm = 250m
1 cm = 25000cm

For every 1cm on my map is 25000cm in real life

Ratios need to be in the same units

Classify angles

Acute Angles $0^\circ < \text{angle} < 90^\circ$

Obtuse $90^\circ < \text{angle} < 180^\circ$

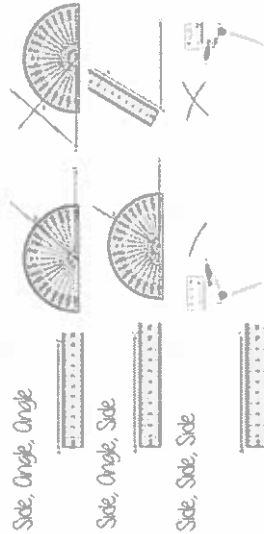
Reflex $180^\circ < \text{angle} < 360^\circ$

Right Angles 90°

Right angle notation

Straight Line 180°

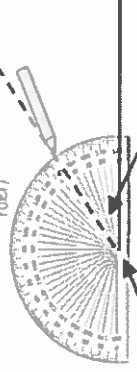
SAS, SSS, ASA constructions



Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil
And join to the angle point (use a ruler)



Make sure the cross is at the end of the line (where you want the angle)



By the end of this half-term, you should be able to:

Chapter 16 – Quadratic equations and graphs

- Define a 'quadratic' expression;
- Multiply together two algebraic expressions with brackets;
- Factorise quadratic expressions of the form $x^2 + bx + c$;
- Factorise a quadratic expression $x^2 - a^2$ using the difference of two squares;
- Solve quadratic equations by factorising;
- Find the roots of a quadratic function algebraically.
- Generate points and plot graphs of simple quadratic functions, then more general quadratic functions;
- Identify the line of symmetry of a quadratic graph;
- Find approximate solutions to quadratic equations using a graph;
- Interpret graphs of quadratic functions from real-life problems;
- Identify and interpret roots, intercepts and turning points of quadratic graphs.

Chapter 17 – Perimeter, area and volume 2

- Recall the definition of a circle and identify, name and draw parts of a circle including tangent, chord and segment;
- Recall and use formulae for the Circumference of a circle = $2\pi r$ or πd . Area of a circle = πr^2 ;
- Use $\pi \approx 3.142$ or use the π button on a calculator;
- Find radius or diameter, given area or perimeter of circles;
- Find the perimeters and areas of semicircles and quarter-circles;
- Calculate perimeters and areas of composite shapes made from circles and parts of circles;
- Calculate arc lengths, angles and areas of sectors of circles;
- Find the surface area and volume of a cylinder;
- Find the surface area and volume of spheres, pyramids, cones and composite solids;

Chapter 18 – Fractions, indices and standard form

- Add and subtract mixed number fractions;
- Multiply mixed number fractions;
- Divide mixed numbers by whole numbers and vice versa;
- Find the reciprocal of an integer, decimal or fraction;
- Understand 'reciprocal' as multiplicative inverse;
- Use index laws to simplify and calculate the value of numerical expressions involving multiplication and division of integer powers, fractions and powers of a power;
- Use numbers raised to the power zero, including the zero power of 10;
- Convert large and small numbers into standard form and vice versa;
- Add, subtract, multiply and divide numbers in standard form;
- Interpret a calculator display using standard form and know how to enter numbers in standard form.

Keywords

Quadratic: A polynomial of degree 2, typically in the form $ax^2+bx+c=0$.

Function: A relation where each input has exactly one output.

Solve: To find the value(s) of variables that satisfy an equation.

Expand: To distribute and simplify expressions, especially involving brackets.

Factorise: To rewrite an expression as a product of its factors.

Expression: A combination of variables, numbers, and operators without an equality sign.

Curve: A smooth, continuous line that represents a function on a graph.

Factor: A number or expression that divides another without a remainder.

Coefficient: A numerical or constant factor in front of a variable in an expression.

Preparing for Assessment

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Core Knowledge

A quadratic graph will always be in the shape of a parabola.

$y = x^2$

The roots of a quadratic graph are where the graph crosses the x axis. The roots are the solutions to the equation.

Examples

$y = x^2 + 2x - 8$

A quadratic equation can be solved from its graph. The roots of the graph tell us the possible solutions for the equation. There can be 1 root, 2 roots or no roots for a quadratic equation. This is dependant on how many times the graph crosses the x axis.

Roots $x = -4$
 $x = 2$
y-intercept $= -8$

Line of symmetry $x = -1$

Turning point $(-1, -9)$

Definition/Tips

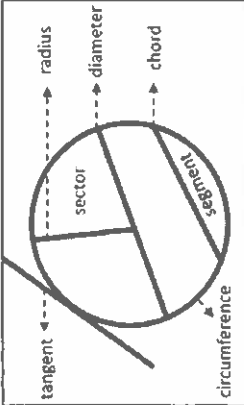
Multiply every term in the first bracket by every term in the second bracket

Example

$6x$	$(x + 2)(x + 7)$
x	$+2$
x^2	$+2x$
$+7$	$+7x$
$x^2 + 2x + 7x + 14$	
$= x^2 + 9x + 14$	

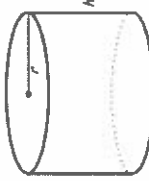
Be careful with negatives

Area: The amount of space inside a two-dimensional shape.
Perimeter: Total length around a 2-dimensional shape.
Formula: A mathematical equation or rule expressed in symbols.
Volume: The amount of space occupied by a three-dimensional object.
Circle: A round plane figure whose boundary is equidistant from its centre.
Segment: A part of a circle bounded by an arc and a chord.
Arc: A part of the circumference of a circle.
Sector: A region bounded by two radii and an arc of a circle.
Cylinder: A three-dimensional shape with two parallel circular bases connected by a curved surface.
Circumference: The distance around a circle.
Radius: The distance from the centre of a circle to any point on its circumference.
Diameter: The distance across a circle through its centre, twice the radius.
 π : ratio of the circumference of a circle to its diameter
Sphere: A three-dimensional shape where all points are equidistant from its centre.
Cone: A three-dimensional shape with a circular base tapering to a point called the apex.
Hemisphere: Half of a sphere,
Surface Area: The total area of the exterior surfaces of a three-dimensional object.
Mixed (Fraction): A number consisting of an integer and a proper fraction.
Improper (Fraction): A fraction where the numerator is greater than or equal to the denominator.
Fraction: A part of a whole, expressed as a ratio of two integers.
Indices: Exponents or powers that indicate how many times a number is multiplied by itself.
Standard Form: A way of writing numbers, especially very large or very small ones, using powers of 10.
Reciprocal: The inverse of a number, e.g. the reciprocal of a is $1/a$.



Formulae
Area = $\pi \times \text{radius}^2$
Circumference = $\pi \times \text{diameter}$

Cylinder
Surface Area
 We will need to calculate the surface area of the top, base and sides.
 Area of the top is πr^2
 Area of the bottom is πr^2
 Area of the side is $2\pi r h$
 Therefore the Formula is:
 $A = 2\pi r^2 + 2\pi r h$



Volume $V = \pi r^2 h$

Addition

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

Subtraction

$\frac{3}{5} - \frac{1}{5} = \frac{3-1}{5} = \frac{2}{5}$

Multiplication

$\frac{2}{3} \times \frac{3}{4} = \frac{2 \times 3}{3 \times 4} = \frac{6}{12} = \frac{1}{2}$

Division

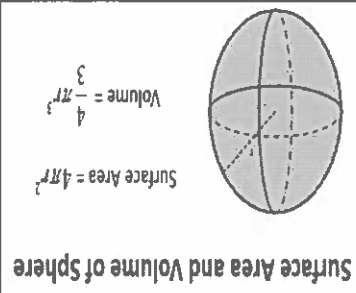
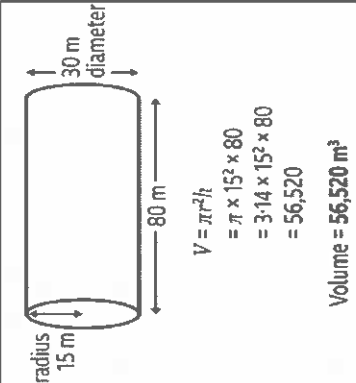
$\frac{3}{4} \div \frac{2}{5} = \frac{3}{4} \times \frac{5}{2} = \frac{3 \times 5}{4 \times 2} = \frac{15}{8}$

Sectors
 Semi-circle
 Area = $\pi \times r^2 \times \frac{180^\circ}{360^\circ}$
 Quarter-circle
 Area = $\pi \times r^2 \times \frac{90^\circ}{360^\circ}$
 30°
 Area = $\pi \times r^2 \times \frac{30^\circ}{360^\circ}$

Example 1
 Calculate the area of a circle with a radius of 5cm
Area = $\pi \times \text{radius}^2$
 = $\pi \times 5^2$
 = **78.5cm²**

Example 2
 Calculate the circumference of a circle with a radius of 12cm
Circumference = $\pi \times \text{diameter}$
 = $\pi \times 24$
 = **75.4cm**

Example 3
 Calculate the area of a sector with a radius of 7cm and an angle of 50°
Area = $\pi \times \text{radius}^2 \times \frac{50^\circ}{360^\circ}$
 = $\pi \times 7^2 \times \frac{50^\circ}{360^\circ}$
 = **21.4cm²**



Remember

Radius = $\frac{1}{2}$ diameter
Diameter = $2 \times$ radius

MathsWatch
 Clip Number
 116, 117, 118,
 149, 167

Powers/Indices

2^4 is a short way of writing $2 \times 2 \times 2 \times 2$.

Index laws

- $a^m \times a^n = a^{m+n}$
 - $\frac{a^m}{a^n} = a^{m-n}$
 - $(a^m)^n = a^{m \times n}$
 - $(ab)^m = a^m b^m$
 - $\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$
 - $a^0 = 1$
 - $a^{-n} = \frac{1}{a^n}$
- e.g. $b^5 \times b^3 = b^{5+3} = b^8$
 e.g. $(a^2)^5 = a^{2 \times 5} = a^{10}$

Standard Form

Standard form, or standard index form, is a system of writing numbers which can be very large or very small numbers. It is based on using powers of 10.
 Convert to
 50,000 can be written as $5 \times 10,000$
 $10,000 = 10 \times 10 \times 10 \times 10 = 10^4$
 $50,000 = 5 \times 10^4$
 0.0005 can be written as 5×0.0001
 $0.0001 = 10^{-4}$
 $50,00005 = 5 \times 10^{-4}$
 Convert from
 1.34×10^3 is 1,340, since $1.34 \times 10 \times 10 \times 10 = 1,340$.
 4.78×10^{-5} is 0.00478, as $4.78 \times 0.001 = 0.00478$.





By the end of this half-term, you should be able to:

Chapter 19 – Congruence, similarity and Vectors

- Use the basic congruence criteria for triangles (SSS, SAS, ASA and RHS)
- Identify shapes which are similar
- Identify the scale factor of similar shapes
- Solve problems to find missing lengths in similar shapes
- Understand and use column notation in relation to vectors;
- Be able to represent information graphically given column vectors
- Calculate using column vectors, and represent graphically, the sum of two vectors, the difference of two vectors and a scalar multiple of a vector.

Chapter 20 – More Algebra

- Know the difference between an equation and an identity
- Change the subject of a formula involving complex expressions
- Recognise, sketch and interpret graphs of simple cubic functions
- Recognise, sketch and interpret graphs of the reciprocal function
- Solve simultaneous equations (linear) algebraically and graphically
- Answer 'show that' questions using consecutive integers $(n, n + 1)$, squares a^2, b^2 , even numbers $2n$, and odd numbers $2n + 1$

Keywords

Vector: a quantity represented by an arrow with both direction and magnitude.

Magnitude: is the length of the vector.

Scalar: a scalar is a number you multiply the vector by.

Column vector: in a column vector the top number moves left (-) or right (+) and the bottom number moves up (+) or down (-).

Congruence: same size and same shape.

Scale factor: the ratio of corresponding sides of two similar shapes.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Congruence	Similarity	Vectors
<p>4 ways of proving that two triangles are congruent:</p> <ol style="list-style-type: none"> 1. SSS (Side, Side, Side) 2. RHS (Right angle, Hypotenuse, Side) 3. SAS (Side, Angle, Side) 4. ASA (Angle, Side, Angle) or AAS <p>ASS does not prove congruency</p>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p style="text-align: center;">16</p> <hr style="width: 100%;"/> <p style="text-align: center;">10</p> </div> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p style="text-align: center;">24</p> <hr style="width: 100%;"/> <p style="text-align: center;">15</p> </div> </div> <p>Scale Factor = $15 \div 10 = 1.5$ Finding missing lengths in similar shapes</p> <ol style="list-style-type: none"> 1. Find the scale factor. 2. Multiply or divide the corresponding side to find a missing length. 	<p>A vector can be written in 3 ways:</p> <p>a or \overline{AB} or $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$</p> <p>$\begin{pmatrix} 2 \\ 3 \end{pmatrix}$ means '2 right, 3 up'</p> <p>if $\mathbf{a} = \begin{pmatrix} 4 \\ 4 \end{pmatrix}$ and $\mathbf{b} = \begin{pmatrix} 2 \\ -2 \end{pmatrix}$</p> <p>then $\mathbf{a} + \mathbf{b} = \begin{pmatrix} 4 \\ 4 \end{pmatrix} + \begin{pmatrix} 2 \\ -2 \end{pmatrix} = \begin{pmatrix} 6 \\ 2 \end{pmatrix}$</p>

Enlargement: the shape will get bigger or smaller. Multiply each side by the scale factor.

Similar shapes: shapes are similar if they are the same shape but different sizes.

Reciprocal: the reciprocal of a number is 1 divided by the number.

Linear graph: straight line graph.

Gradient: the change in the y coordinates divided by the change on the x coordinates.

Functions: a function is a relationship between 2 numbers.

Cubic: a number or a letter to the power of 3.

Asymptote: a straight line that a graph approach but never touches.

Subject: it is the letter on its own on one side of the equal's sign.

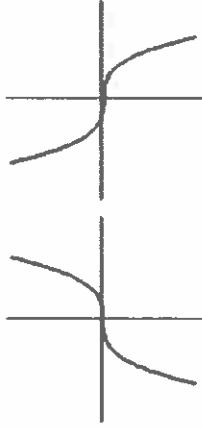
Rearrange: using inverse operations to make one variable the subject of the formula.

Simultaneous Equations: a set of two or more equations, each involving two or more variables (letters).

Substitution: replace letters with numbers.

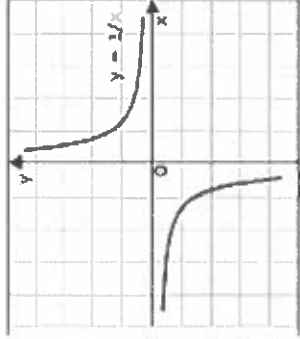
Cubic graph

$$a > 0 \quad a < 0$$



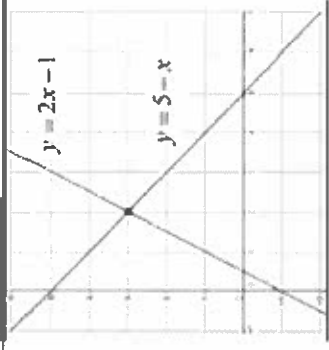
The equation is of the form $y = ax^3 + k$, where k is a number. If $a > 0$, the curve is increasing. If $a < 0$, the curve is decreasing.

Reciprocal graph



The equation is of the form $y = \frac{A}{x}$, where A is a number and $x \neq 0$. The graph has asymptotes on the x-axis and y-axis.

Solve Simultaneous equations graphically



They meet at the point with coordinates (2,3) so the answer is $x = 2$ and $y = 3$

Solve Simultaneous equations algebraically

$$5x + 2y = 9$$

$$10x + 3y = 16$$

Multiply the first equation by 2.

$$10x + 4y = 18$$

$$10x + 3y = 16$$

Same Sign Subtract (+10x on both)

$$y = 2$$

Substitute $y = 2$ in to equation.

$$5x + 2 \times 2 = 9$$

$$5x + 4 = 9$$

$$5x = 5$$

$$x = 1$$

Solution: $x = 1, y = 2$

Rearrange a formula

Make x the subject of $y = \frac{2x-1}{z}$

Multiply both sides by z

$$yz = 2x - 1$$

Add 1 to both sides

$$yz + 1 = 2x$$

Divide by 2 on both sides

$$\frac{yz + 1}{2} = x$$

We now have x as the subject.

Proof

Show that $(x-3)^2 - 2 \equiv x^2 - 6x + 7 -$

$$\text{LHS} \equiv (x-3)^2 - 2 \equiv (x-3)(x-3) - 2$$

$$\equiv x^2 - 6x + 9 - 2$$

$$\equiv x^2 - 6x + 7 \equiv \text{RHS}$$

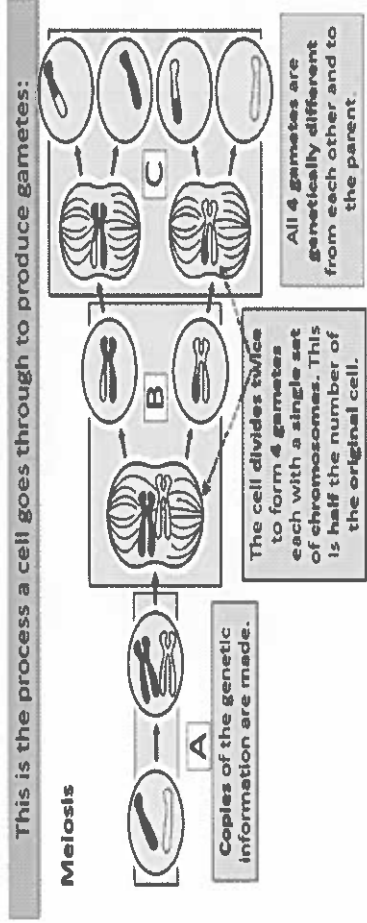
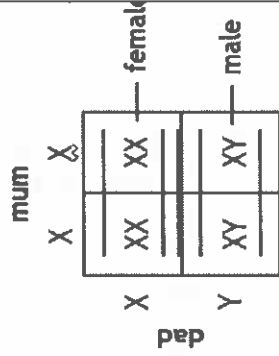
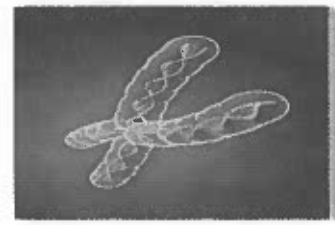
Science

AOA B6 Inheritance, Variation and Evolution Knowledge Organiser

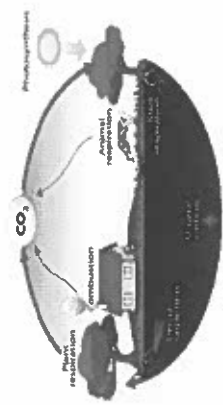
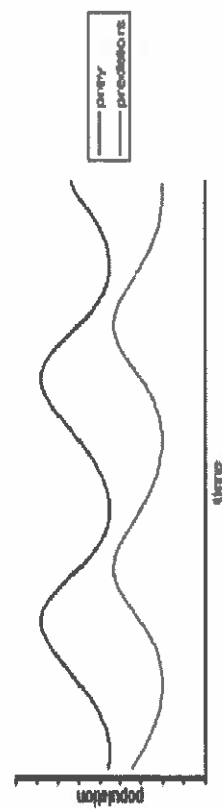
Summary- Position in the Curriculum

In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
DNA	A polymer that is made up of two strands that form a double helix.	The genetic material in the nucleus of most cells is made from a chemical called DNA. DNA is a polymer made from two strands which twist around each other making a spiral ladder. DNA is arranged in structures called chromosomes inside a cell's nucleus. In human body cells the chromosomes are normally found in pairs. Each cell has 23 pairs of chromosomes. The chromosome number varies from one organism to another.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Describe the structure of DNA 2. Describe the process of meiosis and explain why this cell division is important 3. Describe the importance of sexual reproduction and why variation is important 4. Describe how evolution occurs and how natural selection is important to survival of the fittest. 5. Evaluate the benefits and drawback of genetic engineering
Meiosis	The two-stage process of cell division that reduces the chromosome number of the daughter cells. It makes gametes for sexual reproduction.	Produces four daughter cells. Daughter cells are not genetically identical. The cell divides twice. The chromosome number is reduced by half. In humans, this is 23 chromosomes. Produces gametes for sexual reproduction.	
Sexual reproduction	The production of offspring by combining genetic information from the gametes of two parents.	Leads to variation in the offspring. Females carry two X chromosomes. Males carry one X and one Y chromosome.	
Evolution	A change in the inherited characteristics of a population over time through a process of natural selection.	All species of living things have evolved from simple life forms by natural selection. If a variant/characteristic is advantageous in an environment, then the individual will be better able to compete. This means they are more likely to survive and reproduce. Their offspring will inherit the advantageous allele.	
Genetic engineering	The process by which scientists manipulate and change the genotype of an organism.	In genetic engineering, genes from the chromosomes of humans and other organisms are cut out of the DNA using enzymes. The genes are then transferred to the cells of the organism to be genetically modified. Plant crops have been genetically engineered to be resistant to diseases, or be resistant to insect attack, resistant to herbicides or to produce bigger better fruits. These are known as genetically modified or GM crops. GM crops usually show an increased yield.	



AQA B7 Ecology Knowledge Organiser

<p>Summary- Position in the Curriculum The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p>	
<p>Terminology</p> <p>Biodiversity</p>	<p>Definitions</p> <p>The variety of living organisms.</p>
<p>Competition</p>	<p>The negative interaction between two or more organisms which require the same limited resource.</p>
<p>Decomposers</p>	<p>They break down the biomass and release nutrients into the soil.</p>
<p>Interdependence</p>	<p>The interaction between two or more organisms, where it is mutually beneficial.</p>
<p>Global Warming</p>	<p>The increase of the average global temperature.</p>
<p>Preparing for Assessment</p> <p>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</p> <ol style="list-style-type: none"> Describe the importance of biodiversity Explain the relationship between predators and prey in an habitat Describe the importance of decomposition and factors that effect the rate Evaluate the importance of interdependence Explain the effects of global warming and how to reduce it's impact. — 	
<p>Core Knowledge</p> <p>Biodiversity is the variety of living organisms on the earth or in an ecosystem. It is important in helping to maintain stable ecosystems. Organisms are often interdependent, relying on others as food sources, or to create suitable environmental conditions to survive. Human survival is also dependent on this biodiversity. Human population has increased due to modern medicine and farming methods, reducing famine and death from disease.</p> <p>Species will compete with one another and also within their own species to survive and to reproduce. Mutualism occurs when both species benefit from a relationship. Parasitism occurs when a parasite only benefits from living on the host.</p> <p>Animals compete for resources such as food, water and space/shelter. They may also compete within their own species for mates. Plants compete for resources including light, water, space and minerals.</p> <p>Dead animals and plants are decomposed and their matter is broken down by microbes and fungi. These organisms are collectively called decomposers. When the organisms are broken down, the microbes and fungi release carbon dioxide into the atmosphere through respiration.</p> <p>The source of all energy in a food chain is the sun's radiation. It is made useful by plants and algae which produce organic compounds through photosynthesis. The living organisms use the energy to produce biomass and grow.</p> <p>When a living organism is consumed, some of the biomass and energy is transferred. Some of the energy is lost.</p> <p>The greenhouse effect is the natural process where some of the Sun's radiation is trapped within the insulating layer of the atmosphere. This maintains a temperature suitable to support life on Earth. Most of the radiation from the Sun is absorbed by the Earth when it reaches the surface. The rest of the infrared radiation is reflected from the surface and absorbed by the greenhouse gases and clouds in the atmosphere. This is then re-emitted in all directions.</p>	
<p>Terminology</p> <p>Biodiversity</p>	<p>Definitions</p> <p>The variety of living organisms.</p>
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Chemistry – Rate of Reaction

Summary- Position in the Curriculum

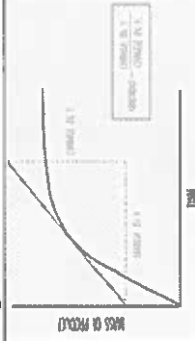
Understanding the rate and extent of chemical reactions is vital for controlling industrial processes, optimizing reaction conditions, and maximizing yield. Chemical reactions occur at different rates and can be influenced by various factors. Reversible reactions can reach a state of dynamic equilibrium where the rates of the forward and reverse reactions are equal.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Rate of Reaction	The speed at which reactants are converted into products.	Factors Affecting Rates of Reaction: Several factors can affect the rate of a reaction including temperature, concentration, pressure, surface area, and the presence of a catalyst. Increasing temperature or concentration generally increases the rate of reaction.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Collision Theory	A theory that states chemical reactions can occur when particles collide with sufficient energy and proper orientation.	Collision Theory and Activation Energy: Reactions occur when particles collide with sufficient energy (activation energy). Factors that increase the frequency or energy of collisions can increase the reaction rate.	1. Describe the role of activation energy in chemical reactions and how catalysts affect it.
Dynamic Equilibrium	The state in which the rate of the forward reaction equals the rate of the reverse reaction in a reversible reaction	Catalysts: Catalysts provide an alternative pathway with a lower activation energy, increasing the rate of reaction without being consumed.	2. Draw and interpret reaction profiles for catalyzed and uncatalyzed reactions.
Le Chatelier's Principle	A principle stating that if a system at equilibrium is disturbed, the system will adjust to counteract the disturbance.	Reversible Reactions: Reactions where products can revert back to reactants. Represented by the double arrow (\rightleftharpoons).	3. Explain the concept of dynamic equilibrium and how it can be achieved in reversible reactions.
Reversible Reaction	A reaction where the products can react to reform the reactants.	Energy Changes in Reversible Reactions: In a reversible reaction, the forward and reverse reactions have opposite energy changes. If the forward reaction is exothermic, the reverse reaction is endothermic.	4. Use Le Chatelier's Principle to predict the effects of changes in conditions on the position of equilibrium
Equilibrium Constant (Kc)	A number that expresses the ratio of the concentrations of products to reactants at equilibrium	Dynamic Equilibrium: In a closed system, reversible reactions can reach a state where the rates of the forward and reverse reactions are equal, and the concentrations of reactants and products remain constant	5. Explain how various factors affect the rate of chemical reactions using collision theory

Image

$$\text{Rate} = \frac{\Delta[B]}{\Delta t} = - \frac{\Delta[A]}{\Delta t}$$

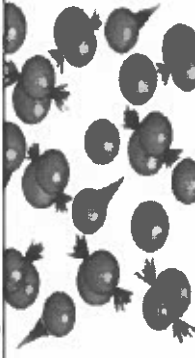
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Physics 6 – Waves

Summary- Position in the Curriculum

Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.

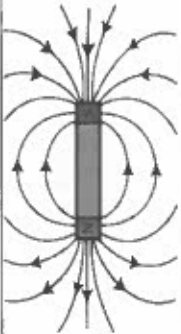
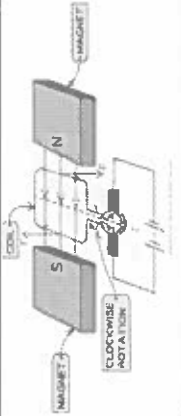
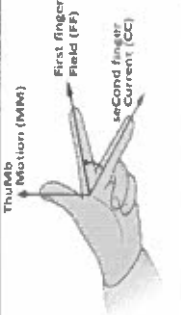
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Amplitude	The amplitude of a wave is the maximum displacement of a point on a wave away from its undisturbed position.	Waves may be either transverse or longitudinal. The ripples on a water surface are an example of a transverse wave. Longitudinal waves show areas of compression and rarefaction. Sound waves travelling through air are longitudinal.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Wavelength	The wavelength of a wave is the distance from a point on one wave to the equivalent point on the adjacent wave	Period = $1 / \text{frequency}$ $T = 1 / f$ T = period in seconds, s f = frequency measured in Hertz, Hz The wave speed is the speed at which the energy is transferred (or the wave moves) through the medium. Wave speed = frequency x wavelength $v = f \times \lambda$	1. Describe and explain the motion of a small ball floating on a pond when waves travel across the pond.
Frequency	The frequency of a wave is the number of waves passing a point each second.	The waves that form the electromagnetic spectrum are grouped in terms of their wavelength and their frequency. Going from long to short wavelength (or from low to high frequency) the groups are: radio, microwave, infrared, visible light (red to violet), ultraviolet, X rays and gamma rays	2. HT -Sunglasses have lenses made of dark glass that reduce the amount of daylight entering your eyes. Design a test using a light meter and a lamp to find out if the two lenses are effective.
Electromagnetic wave	Electric and magnetic disturbances that transfer energy from one place to another	(HT only) Different substances may absorb, transmit, refract or reflect electromagnetic waves in ways that vary with wavelength. Some effects, for example refraction, are due to the difference in velocity of the waves in different substances	3. The fisherman calculates the frequency of the waves as 0.5 Hz. He estimates the speed of the waves as 1.5 m/s. Calculate the wavelength.
Longitudinal wave	Waves in which the vibrations are parallel to the direction of energy transfer	Ultraviolet waves, X-rays and gamma rays can have hazardous effects on human body tissue. The effects depend on the type of radiation and the size of the dose. Radiation dose (in sieverts) is a measure of the risk of harm resulting from an exposure of the body to the radiation. 1000 millisieverts (mSv) = 1 sievert (Sv)	4. Draw a diagram of a transverse wave and label the wavelength, amplitude, crest and trough. Draw a longitudinal wave and label compression and rarefaction.
Transverse wave	A wave where the vibration is perpendicular to the direction of energy transfer	Applications: radio waves – television and radio, microwaves – satellite communications, cooking food, infrared – electrical heaters, cooking food, infrared cameras, visible light – fibre optic communications, ultraviolet – energy efficient lamps, sun tanning, X-rays and gamma rays – medical imaging and treatments	5. The speed of sound in air is 340 m/s. Plan how a group of students can use a large musical drum to investigate the speed of sound in air.

Image	Image	Image	Image
<p>Incident Ray Angle of Incidence Normal Angle of Reflection Reflected Ray</p>	<p>Power supply Lamp Motor Wooden rod White card Metre ruler</p>	<p>WAVE MOTION AND ENERGY TRANSFER RAREFACTION VIBRATION COMPRESSION</p>	<p>Short wavelength High frequency ← → Long wavelength Low frequency Visible Light Gamma Waves X Rays UV Waves Infrared Waves Micro Waves Radio Waves</p>

Physics 7 – Magnetism and electromagnetism

Summary- Position in the Curriculum

Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Magnetic field	The region around a magnet where a force acts on another magnet or on a magnetic material (iron, steel, cobalt and nickel).	The poles of a magnet are the places where the magnetic forces are strongest. When two magnets are brought close together, they exert a force on each other. Two like poles repel each other. Two unlike poles attract each other. Attraction and repulsion between two magnetic poles are examples of non-contact force .	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Induced magnetism	Magnetism of an unmagnetised magnetic material by placing it in a magnetic field	A magnetic compass contains a small bar magnet. The Earth has a magnetic field. The compass needle points in the direction of the Earth's magnetic field.	1. Sketch the pattern of the magnetic field lines near a vertical wire carrying current upwards.
Fleming's left-hand rule	A rule that gives the direction of the force on a current-carrying wire in a magnetic field according to the directions of the current and the field	Electromagnetism - When a current flows through a conducting wire a magnetic field is produced around the wire. The strength of the magnetic field depends on the current through the wire and the distance from the wire. An electromagnet is a solenoid with an iron core.	2. Design an experiment using a compass and a ruler to find out which of the two bar magnets is stronger. Draw a diagram to aid your explanation.
Solenoid	A long coil of wire that produces a magnetic field in and around the coil when there is a current in the coil	Solenoid - Shaping a wire to form a solenoid increases the strength of the magnetic field created by a current through the wire. The magnetic field inside a solenoid is strong and uniform. The magnetic field around a solenoid has a similar shape to that of a bar magnet.	3. Describe the differences between a permanent magnet and an induced magnet.
Motor effect	When a current is passed along a wire in a magnetic field, and the wire is not parallel to the lines of the magnetic field, a force is exerted on the wire by the magnetic field	Magnetic flux density – This is the measure of the strength of the magnetic field. force = magnetic flux density x current x length $F = B \times I \times l$ force, F, in newtons, N magnetic flux density, B, in tesla, T current, I, in amperes, A (amp is acceptable for ampere) length, l, in metres, m	4. The force on the conductor is 0.039 N. The length of the conductor in the field is 45 mm. The current through the conductor is 2.5 A. Calculate the magnetic flux density from this information.
Split ring commutator	This reverses the current around the coil every half turn of the coil.	An electric motor is designed to use the motor effect. The speed of the motor can be controlled by changing the current, changing the number of turns on the coil and changing the strength of the permanent magnet. Reversing the current can reverse the direction of the rotation of the coil. HT only	5. Explain why the coil of simple electric motor rotates continuously when the motor is connected to a battery.
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Chemistry C8- Chemical analysis

Summary- Position in the Curriculum

Chemical analysis involves determining the composition of substances. This topic covers methods of qualitative and quantitative analysis, including the identification of ions, gases, and compounds. Techniques such as chromatography and spectroscopy are also explored.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Chromatography	A method for separating and identifying substances in a mixture based on their movement through a stationary phase.	Paper Chromatography is used to separate mixtures of soluble substances. Procedure: Spots of the sample are placed on a piece of chromatography paper, which is then placed in a solvent. As the solvent travels up the paper, different substances move at different rates, allowing them to be separated.	Revision and self-study questions are below. Answer 1 per week for Self-Study. You can draw on your notes, this organiser, your memory and own research.
Rf Value	The ratio of the distance moved by a compound to the distance moved by the solvent front in chromatography.	Rf Value calculation: $Rf = \frac{\text{Distance moved by substance}}{\text{Distance moved by solvent}}$	1. Explain how paper chromatography can be used to separate and identify substances in a mixture. What is an Rf value, and how is it calculated in chromatography?
Spectroscopy	Analytical techniques that use the interaction of light with matter to identify and quantify substances.	Used in analysis. It identifies elements and compounds by measuring the wavelengths of light absorbed or emitted. Types: Infrared (IR) spectroscopy- identifies functional groups based on absorption of infrared light, Mass Spectrometry (MS)- determines the mass-to-charge ratio of ions to identify and quantify substances, Nuclear Magnetic Resonance (NMR) Spectroscopy- identifies molecular structure based on the magnetic properties of atomic nuclei.	2. What are the main types of spectroscopy used in chemical analysis, and what does each type measure?
Flame Test	A qualitative test used to identify metal ions based on the colour of flame they produce when heated	Flame Tests are used to identify metal ions based on the colour of the flame. Common Results: Lithium- crimson flame, Sodium- yellow flame, Potassium- lilac flame, Calcium- orange-red flame, Copper- green flame.	3. Describe how a flame test can be used to identify metal ions. Include examples with the corresponding flame colours.
Precipitate	An insoluble solid that forms when two solutions are mixed.	Precipitation Reactions are used to identify ions in solution. Common Tests: Chloride ions- white precipitate with silver nitrate solution, Sulfate ions- white precipitate with barium chloride solution, Carbonate ions- effervescence with dilute acid (CO ₂ gas produced).	4. How can precipitation reactions be used to identify different ions in a solution? Provide specific examples.

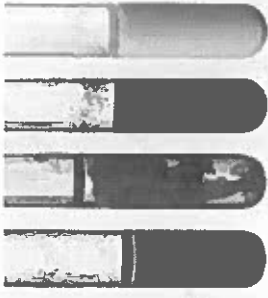
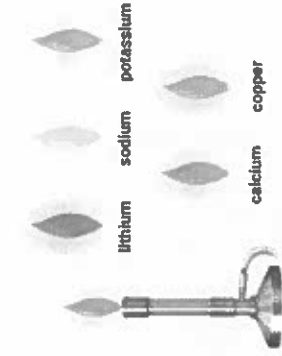
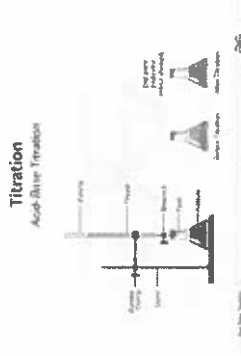
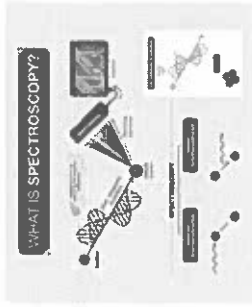
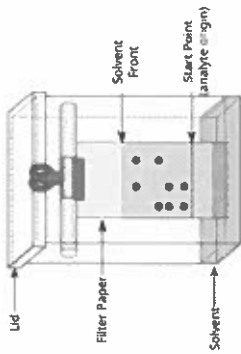
Titration

A quantitative analytical technique used to determine the concentration of a solution by reacting it with a solution of known concentration.

Titration: Used to determine the concentration of an unknown solution.

Procedure: A solution of known concentration (titrant) is added from a burette to a known volume of the unknown solution until the reaction reaches completion (indicated by a colour change or pH change).

5. Outline the steps involved in a titration experiment and explain how the concentration of an unknown solution is determined.

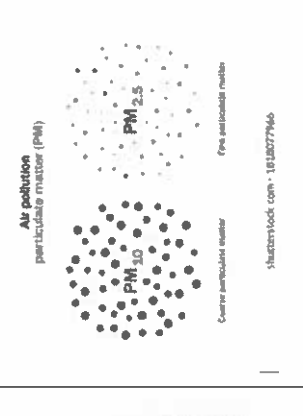
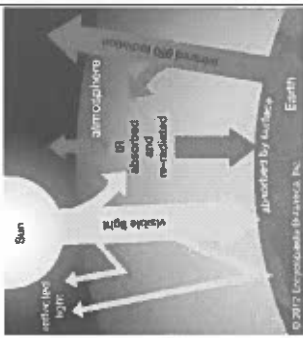


Chemistry C9- Chemistry of the atmosphere

Summary- Position in the Curriculum

This topic explores the composition and evolution of the Earth's atmosphere over time. It covers the greenhouse effect, human activities that affect the atmosphere, and the consequences of these changes. The impact of pollutants, including carbon dioxide and methane, on climate change is also discussed.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Greenhouse Effect	The trapping of heat in the Earth's atmosphere by greenhouse gases, which keeps the Earth warm enough to support life.	Early Atmosphere: Primarily composed of carbon dioxide with little or no oxygen, similar to the atmospheres of Mars and Venus today. Development of Oxygen: Photosynthetic organisms such as cyanobacteria began producing oxygen, leading to an increase in oxygen levels and the formation of the ozone layer. Current Composition: Nitrogen (~78%), Oxygen (~21%), Argon (~0.9%), Carbon Dioxide (~0.04%), trace amounts of other gases.	Revision and self-study questions are below. Answer 1 per week for Self-Study. You can draw on your notes, this organiser, your memory and own research.
Global Warming	The gradual increase in the Earth's average surface temperature due to human activities that increase levels of greenhouse gases.	Greenhouse Gases: Water vapor, carbon dioxide, methane, and nitrous oxide, Mechanism: Greenhouse gases absorb infrared radiation from the Earth's surface and re-radiate it back towards the Earth, warming the atmosphere, Enhanced Greenhouse Effect: Human activities increase concentrations of greenhouse gases, leading to more heat being trapped and contributing to global warming.	1. Describe the changes in the Earth's atmosphere from its early composition to its current composition.
Carbon Footprint	The total amount of greenhouse gases emitted by an individual, organization, event, or product, expressed as carbon dioxide equivalent	Burning Fossil Fuels: Releases carbon dioxide and other pollutants, Deforestation: Reduces the number of trees that can absorb carbon dioxide, Agriculture: Produces methane from livestock and rice paddies, Industrial Processes: Emit various greenhouse gases and particulates.	2. Explain the greenhouse effect and how it contributes to global warming.
Fossil Fuels	Natural fuels such as coal, oil, and natural gas, formed from the remains of living organisms over millions of years.		3. What are the main human activities that contribute to an increase in greenhouse gases?
Climate Change	Significant and lasting change in the statistical distribution of weather patterns over periods ranging from decades to millions of years.	Rising Temperatures: Increased global temperatures affect weather patterns, sea levels, and ecosystems, Extreme Weather: More frequent and severe weather events such as hurricanes, droughts, and floods, Ocean Acidification: Increased CO ₂ levels lead to more carbonic acid in oceans, harming marine life, Melting Ice Caps: Leads to rising sea levels and loss of habitat for polar species.	4. Discuss the potential impacts of climate change on the environment and human society.
Particulates	Tiny particles or droplets in the air that can be harmful to human health and the environment.	Common Pollutants: Sulfur dioxide, nitrogen oxides, carbon monoxide, particulates, and volatile organic compounds, Health Impacts: Respiratory problems, cardiovascular disease, and cancer, Environmental Impacts: Acid rain, smog, and damage to ecosystems.	5. How does deforestation contribute to climate change?



GLOBAL AND ECONOMIC IMPACTS OF CLIMATE CHANGE

GLOBAL AND ECONOMIC IMPACTS OF CLIMATE CHANGE

- Rising sea levels: Threats to coastal cities and infrastructure.
- Drought: Threats to agriculture and water supply.
- Economic damage: Threats to global GDP and employment.



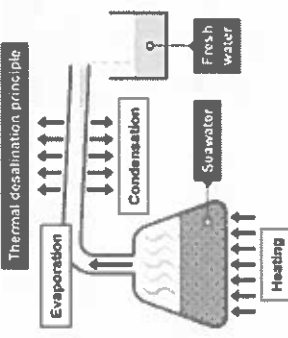

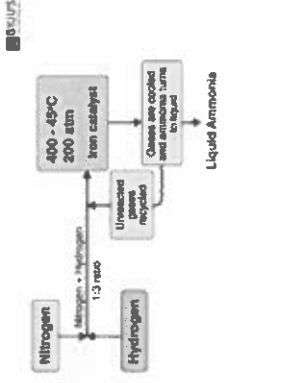
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Chemistry C10- Using resources

Summary- Position in the Curriculum

Chemistry C10 explores the Earth's resources, their extraction, use, and impact on the environment. This includes studying sustainable development, life cycle assessments, and the treatment of wastewater. It emphasizes the importance of reducing resource consumption, recycling, and sustainable management of natural resources. Triple students also study Haber process.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Sustainable Development	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.	Natural Resources: Resources that occur naturally in the environment, such as water, minerals, and fossil fuels. Renewable Resources: Resources that can be replenished naturally over short periods, such as solar energy and wind power. Non-renewable Resources: Resources that do not replenish quickly enough to be considered sustainable, such as coal, oil, and natural gas. Importance: Balancing resource use and conservation to ensure future availability. Practices: Using renewable energy, reducing waste, and promoting recycling and conservation.	Revision and self-study questions are below. Answer 1 per week for Self-Study. You can draw on your notes, this organiser, your memory and own research.
Life Cycle Assessment (LCA)	A process to evaluate the environmental impacts associated with all the stages of a product's life from cradle to grave.	Stages: Raw material extraction, manufacturing, use, and disposal. Purpose: To assess the environmental impact and identify opportunities to improve sustainability.	1. Explain the concept of sustainable development and its importance in managing Earth's resources.
Recycling	The process of converting waste materials into new materials and objects, which can reduce the consumption of fresh raw materials.	Methods: Recycling, composting, and energy recovery. Benefits: Reduces the need for raw materials, saves energy, and reduces pollution.	2. Describe the stages involved in a Life Cycle Assessment (LCA) and its significance. What are the advantages and disadvantages of recycling materials? Provide examples.
Potable Water	Water that is safe to drink or to use for food preparation.	Steps: Screening, sedimentation, filtration, and disinfection. Desalination: Used in areas where freshwater is scarce, involving distillation or reverse osmosis.	3. Outline the steps involved in treating wastewater to make it potable.
Desalination	The process of removing salt and other impurities from seawater to produce potable water.		
Phytomining	A method of extracting metals from soil by growing plants that accumulate metal compounds in their tissues.	Traditional Methods: Mining and smelting. New Methods: Phytomining and bioleaching, which are more environmentally friendly.	4. Compare and contrast traditional mining methods with newer methods like phytomining. Discuss the environmental impact of extracting and using non-

<p>Haber process (triple only)</p>	<p>The process which converts atmospheric nitrogen (N₂) to ammonia (NH₃) by a reaction with hydrogen (H₂) using an iron metal catalyst under high temperatures and pressure.</p>			 <p>Thermal desalination principle</p>		<p>renewable resources. How can these impacts be mitigated?</p>
<p>5. Describe the Haber process. Explain what conditions are needed to gain highest yield.</p>	<p>Ammonia is an important industrial product used to make fertilisers, explosives and dyes. It is manufactured using the Haber process. This involves a reversible reaction between nitrogen and hydrogen:</p> $\text{N}_2(\text{g}) + 3\text{H}_2(\text{g}) \rightleftharpoons 2\text{NH}_3(\text{g})$ <p>The reaction can reach a dynamic equilibrium.</p>		<p>Ammonia is an important industrial product used to make fertilisers, explosives and dyes. It is manufactured using the Haber process. This involves a reversible reaction between nitrogen and hydrogen:</p>	<p>Ammonia is an important industrial product used to make fertilisers, explosives and dyes. It is manufactured using the Haber process. This involves a reversible reaction between nitrogen and hydrogen:</p>	<p>renewable resources. How can these impacts be mitigated?</p>	

History

Year 11 Term 1.1: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

What was the Cold War?

The Soviet Union and the USA were allies in the fight against Hitler's Germany, but once the Second World War was over and there was no common enemy, the different political systems in the two countries made co-operation almost impossible. The communist Soviet Union and capitalist USA simply distrusted each other too much to remain on good terms. Instead, they drifted into a 'Cold' war. The Cold War was not an open military conflict, but it did have many of the characteristics of traditional war. Military alliances were formed and huge arsenals of conventional and nuclear weapons were developed. Fortunately, those weapons were never used in any direct fighting. So, the Cold War was limited to a war of words, fought through diplomacy, propaganda and spying. In the closing stages of the Second World War, the USA, Britain and other allies had freed Western Europe from German occupation. The Soviet Red Army had taken control of most of Eastern Europe. This led to Europe being split in two, with a capitalist, democratic West and communist East. In the years that followed, Stalin tried to win security for the Soviet Union by consolidating his control over Eastern Europe and, if possible, extending communism into Western Europe. At the same time, the USA gave support to Western Europe and worked to undermine communism in Eastern Europe.

Key terminology

Grand Alliance : The alliance between the US, USSR and UK that defeated Nazi Germany in WW2

United Nations : An international organisation set up in 1945 to preserve world peace

Iron Curtain : A metaphor for the line that divided Europe between the democratic west and communist east

Containment : The US policy which aimed to stop the spread of communism

NATO: The North Atlantic Treaty Organisation is an alliance of democratic countries who agree to defend each other against attack

Warsaw Pact: A military treaty and association consisting of the USSR and its European satellite states.

Brinkmanship : To push a situation to the point of disaster without quite going over the edge.

Brezhnev Doctrine: A policy which stated the USSR had the right to intervene in places where communism was threatened.

Cold War Background

Grand Alliance of USA, USSR, Britain and France in WW2 to defeat Nazi Germany • Met at Tehran (1943) and Yalta (1945) to agree how to defeat Germany and how Europe should look after the war. • Potsdam Conference (1945) agreed to de-nazify Germany and split it (and Berlin) into 4 zones shared between the 4 allies. Agreed USA would have a sphere of influence in the West, and the USSR would have one in the East.

Increasing Tension

Long and Novikov Telegrams 1946 • USA and USSR used their ambassadors to secretly report on the other country • Both reported fears that their opponents were building up their armies Truman Doctrine 1947 • President Truman declared that he feared the spread of communism and said it was a threat to freedom- the USA had the right to use its military and economy to fight the spread of communism Marshall Plan 1947 • USA offered \$13 billion of aid to Europe to stop poverty leading to communism • This upset the USSR who thought USA was trying to bribe its satellite states Iron Curtain Speech 1947- Churchill declared Europe was divided into two spheres Cominform/Comecon • In response to the Marshall Plan the USSR united all communist parties together from satellite states- Cominform. Also tried to tie all satellite states together economically- Comecon

The Berlin Blockade (1947-1948) and its consequences

• USSR worried the Western allies were trying to unite West Germany into Trizonia. • Blocked all road, rail and canal access to force them out of West Berlin • USA kept West Berlin supplies through a huge airlift of supplies for 11 months. USSR eventually backed down. Couldn't shoot down planes as would be act of war. FRG and GDR- Germany became officially divided into 2 different countries- FRG in West and GDR in East. Berlin also official split. NATO- USA and Western European military alliance against USSR Warsaw Pact- USSR responded to NATO by creating own military alliance of satellite states in Eastern Europe.

Hungarian Uprising 1956

• Encouraged by Khrushchev's Secret speech which criticised the hard, repressive policies of Stalin • Imre Nagy wanted to take Hungary out of the Warsaw Pact and make the country less repressive • USSR sent in troops and executed Nagy. Reforms undone. West didn't help at all despite promising to.

The Berlin Ultimatum and Summits

• By 1958 3 million East Germans had crossed to the West (1/3 pop) Showed unpopularity of communism • Khrushchev wanted to take over West Berlin to stop this- 1958 demanded West recognise East as independent country, and Berlin to be demilitarised (Berlin Ultimatum) or he would hand control of Berlin transport to the East government. Camp David Summit 1959 • Eisenhower and Khrushchev met and agreed to withdraw ultimatum. Paris Summit 1960 • USSR shot down US U2 spy plane. US tried to cover up and Khrushchev walked out of the meeting Vienna Summit 1961 • Khrushchev saw Kennedy as weak and reissued Ultimatum. Kennedy refused to make concessions, so nothing was agreed.

The Berlin Wall

• 12 August 1961 East German Leader Ulbricht ordered a barbed wire fence around West Berlin to stop the refugee problem. • Soon grew to 165km, cutting through streets and even buildings. • Two walls separated by no man's land with booby traps, barbed wire, watch towers and guards with machine guns • People tried to escape- 130 killed, most famous was Peter Fechter. • Khrushchev had to abandon plans for a united communist Germany and showed how unpopular communism was, but it did stop the refugee problem and showed communism was in control in the East • The Berlin Wall became a symbol of freedom and defiance against communism, and showed Khrushchev had accepted Western control in Berlin • Kennedy's 'Ich Bin Ein Berliner' speech 1963 very popular. Bin Ein Berliner' speech 1963 very popular.



Josef Stalin
1922-1953



Franklin D. Roosevelt
1933-1945



Harry S. Truman
1945-1953



Winston Churchill
1940-1945, 1951-51



Dwight Eisenhower
1953 - 1960



Nikita Khrushchev
1953-1964



Imre Nagy
1953-55, 56

Year 11 Term1.1: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

The Cuban Missile Crisis 1962

•1959 Fidel Castro and Che Guevara topple the pro-American government in Cuba. •US boycotted buying Cuban sugar, so Castro sold it to Khrushchev, and receive arms from USSR. •1961 CIA trained Cuban exiles to invade Cuba and overthrow Castro (Bay of Pigs invasion) but failed as USA backs out of air support and Cuban army superior to exiles. Makes USA look very bad! •Khrushchev sent nuclear missiles to Cuba to help defend from future US attacks. USA discovers them in 1962 •Kennedy decides to blockade Cuba to stop missiles arriving from USSR. •Khrushchev sent a telegram saying he would remove missiles from Cuba if USA wouldn't invade. • Khrushchev then sent another telegram adding he wanted US missiles removed from Turkey too. •Kennedy responded to first telegram publicly and second one secretly, increasing his reputation as a strong leader, making Khrushchev look like he backed down- maybe why he was dismissed as leader of USSR in 1954 •Moscow-Washington Hotline set up and 3 treaties (Test Ban 1963, Outer Space 1967, Non-Proliferation 1968) signed to reduce testing and spread of nuclear weapons.



Nikita Khrushchev
1953-1964



Fidel Castro
1959-2008



John F Kennedy
1960-1963

Czechoslovakia 1968

•Alexander Dubcek introduced reforms 'Socialism with a human face'. Not anti- communist, just wanted more freedom. This became known as the Prague Spring. • Brezhnev worried about reforms spreading so invaded with 500,000 troops. Czechs didn't fight back- learn their lesson from Hungary! •Brezhnev Doctrine- actions of any individual country affected whole Eastern Bloc, so he would use Warsaw Pact troops to stop any reforms.

Détente 1970s

•After the Cuba crisis the USA and USSR wanted to get on better in the 1970s- this thaw (peaceful period) in the Cold War is called détente •Both needed to focus on economic and social problems at home, not war SALT 1 1972- Strategic Arms Limitation Treaty. Limited the number of nuclear weapons both sides had Hsinski Accords 1975- agreed to respect borders, work for closer relations and respect human rights. SALT 2 1979- Tried to introduce restrictions on missiles, but USA didn't trust the USSR after invasion of Afghanistan so US withdrew from talks.



Antonin Novotny
1953-68



Leonid Brezhnev
1964-82



Alexander Dubcek
1968



Richard Nixon
1969-74



Gerald Ford
1974-77

Key terminology

Prague Spring: A short time in 1968 when the Communist government allowed people to have more freedom than before.

Cease-fire: in the 1970s a state of peace agreed to between opponents so they can discuss peace terms

Helsinki Agreements: an agreement signed by 35 nations that committed states to fulfil obligations on security, cooperation and human rights.

Independent review questions. Suggested activities and questions...

1 What was the significance of the Tehran, Yalta and Potsdam Conference? Why did the wartime alliance unravel between 1945-1946?

2 Explain 2 consequences of the Berlin Blockade.

3 Explain the importance of the Arms Race on relations between east and west.

4 Explain why a policy of Détente was followed.

5 Create 2 timelines under the headings 1. Key topic 1: The origins of the Cold War, 1941-58, and 2. Key topic 2: Cold War crises, 1958-70. Add events, people, places. In a second colour draw links between the events to show cause and consequence. Label all links that you make.

Year 11 Term 1.2: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

Soviet Invasion of Afghanistan 1979

• There was a communist revolution in Afghanistan in 1978 and civil war broke out. • USSR invaded in 1979 to help the communist government • USA very unhappy with this and ended détente. Supported Afghan rebels (Mujahedeen) • Carter Doctrine- USA would use force to repel any threats in Persian Gulf area, and introduced sanctions • USA boycotted the Moscow Olympics in 1980. USSR then boycotted LA Olympics in 1984 • Cost USSR \$8 billion a year and 15,000 troops were killed



Leonid Brezhnev 1964-82



Jimmy Carter 1977-81

Reagan's Second Cold War

• Reagan became President of USA in 1980, called the USSR an 'evil empire' and ended détente. • Planned the Strategic Defence Initiative (SDI) 1983 nicknamed 'Star Wars' - using satellites to destroy soviet missiles in space. • USSR too poor to compete but didn't know USA hadn't actually made SDI yet. • Reagan increased funding for the Cold War and supported anti-communist groups in South America



Hafizullah Amin 1979



Babrak Karmal 1979-1986

Gorbachev's New Thinking

• USSR couldn't afford war in Afghanistan or new missiles to compete with USA, and living standards were low. • Perestroika- reform economy to include some capitalist ideas • Glasnost- introduce more openness and less corruption in government, allowed opposition to government. • Brezhnev Doctrine would also be dropped. • Reagan saw this as an opportunity to end the Cold War • Reykjavik Summit 1986- Gorbachev suggested phasing out nuclear weapons if USA gave up SDI. No agreement but improved relations. • Washington Summit 1987- Agreed a treaty reducing abolishing intermediate range missiles • Malta Summit 1989- No new agreements but seen as the end of the Cold War as both sides announced peaceful intentions



1990 Consequences of Gorbachev's Policies



Oct 1989 Nationalist Demands within the USSR

End of the Cold War

• Without Brezhnev Doctrine, satellite states could introduce reforms without fear • Many hold new elections and elect non-communists (Poland, Hungary, Czechoslovakia, Bulgaria and Yugoslavia) • 12 Soviet Republics left the USSR and formed the Commonwealth of Independent States after hard-line communists tried to remove Gorbachev. • Gorbachev resigned on Christmas Day 1990, dissolving the USSR and ending communist rule in Europe. • Warsaw Pact formally dissolved 1991.



NOV 1989 August Coup

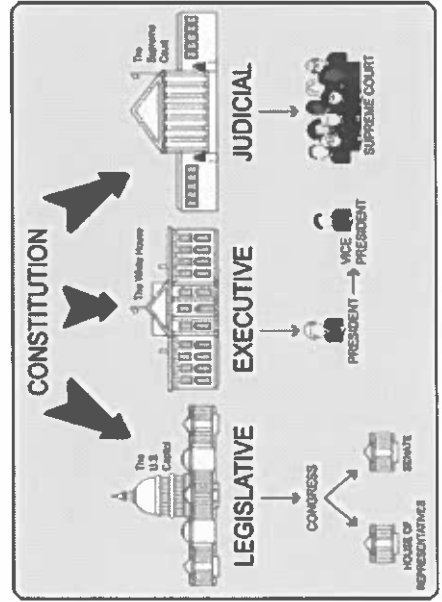


1989-90 Gorbachev's Resignation and Dissolution of the USSR

Year 11 Term 1.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

The American System

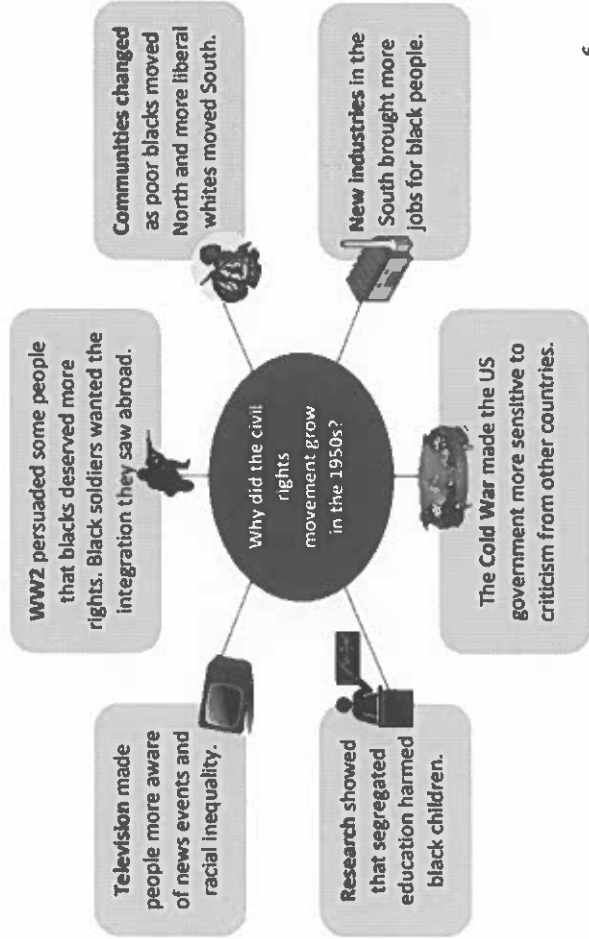
The USA has a federal system of government. It's divided into states which can grant their own laws. However, each state also comes under the umbrella of the federal government in Washington DC, which passes federal laws that cover the whole country. This system can cause problems because different states often want different things. States can pass their own laws, but the Supreme Court can overrule them. The government has 3 branches which in theory balance each other out, so no one branch is too powerful. This is known as 'checks and balances'.



Segregation & Discrimination in the 1950s

In the 1950s, all across the USA black people faced segregation (being separated from whites) and discrimination (being treated unfairly because of their race). In the North, segregation was caused by discrimination. Black people had the worst jobs and houses. In the South, segregation was enforced by law. There were laws which said black people must have separate facilities to white people. Segregation laws (called the Jim Crow Laws) worked on the theory of 'separate but equal' - this said that segregation was legal if the white and black facilities were equal. This principle was backed by the Supreme Court in a famous court case (Plessy v. Ferguson) in 1896. All public facilities had separate sections for white people and black people. Black people could be thrown out or even arrested if they didn't stay in the 'colored' section.

Year 11 Term1.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)



NAACP - National Association for the Advancement of Colored People

The NAACP focused on fighting for civil rights in the courts. The NAACP knew it was vital that the 1896 Plessy v. Ferguson ruling was overturned. They had two ways of challenging Plessy: They showed that current facilities were not equal. They argued that even if facilities were equal, segregation still harmed black peoples' chances in life. They won most of the court cases they fought in the 1950s. However – winning a case didn't mean it was always enforced.

CORE - Congress of Racial Equality

CORE focused on fighting for civil rights through non-violent protest. They used boycotts, pickets and sit-ins to get publicity for the civil rights movement. Its members were taught not to react if they were arrested or attacked. Although CORE was smaller than the NAACP and worked mainly in the North, its methods influenced many local groups all over the country.

Church organisations

Black church leaders were often good speakers and could organise events well. They stressed non-violence (like CORE) and forgiveness. Some white people liked the church organisations because they were non-violent and often willing to work with the segregated system. Others were suspicious of them because of how well organised and well supported they were. Black churches were often targets for white violence.

Education – The Brown Case (1954) Linda Brown was a black girl from Topeka, Kansas who had to go to a 'black' school that was much further away than the nearest 'white' one. In 1952 the NAACP took the case to the Supreme Court. It was called Brown v. the Board of Education. They argued that segregated schools went against the 14th Amendment (equal citizenship rights for all). During the case Earl Warren was appointed as Chief Justice (head of the Supreme Court). He did not support segregation. In 1954 the Supreme Court ruled that segregated education was unconstitutional. They said that schools must desegregate. However, they didn't set a timescale for desegregation. A second case in 1955 (Brown II) simply gave the vague order for schools to desegregate "with all deliberate speed". What was the result of the case? Why was the case significant? Brown reversed the Plessy ruling, and so sparked more legal cases for desegregation. The Southern 'border' states (those nearest the North) desegregated their schools. The case increased awareness of civil rights issues.

Education: Little Rock, 1957

In 1957, 25 black students were due to start at the newly-segregated Little Rock High School in Arkansas. Because of threats from white people, only 9 were willing to go – known as the 'Little Rock Nine'. What happened at Little Rock? The governor of Arkansas, Orval Faubus, was against desegregation. He sent in 250 state troops to stop the black students from going into the school. The NAACP arranged for the Little Rock Nine to arrive together the next day. When one of the 9 (Elizabeth Eckford) accidentally turned up alone, the state troopers refused to protect her from the angry mob. Over 250 reporters were there and the Little Rock Nine became famous.

Civil Rights movement in the 1950s

The Murder of Emmett Till (1955) Emmett Till was a black teenager from Chicago who was murdered in Mississippi in 1955. He was brutally beaten to death by a local shop owner after allegedly making sexual comments to his wife. Till's murder became famous because his mother insisted on an open casket viewing of the body, so that everyone could see his horrific injuries. This led to huge publicity and shock. 'Dixiecrats' were Southern Democrat politicians who strongly believed in segregation, and the rights of states to make their own laws. Because there were so many of them in Congress, they constantly blocked any laws that would give black Americans more rights. Many local politicians (governors, mayors etc.) also supported segregation. There were no black judges or juries. This meant that it was very difficult for black people to get fair treatment or justice. People were even angrier when Till's murderers were cleared of all charges – they later sold their story to a magazine and admitted to the murder. Some historians say that Till's murder started the rapid growth of the civil rights movement.

Montgomery Bus Boycott (1955) In 1955-56, a series of events led to the desegregation of buses in Montgomery, Alabama. Rosa Parks is arrested in December 1955 Rosa Parks was arrested for refusing to give up her bus seat for a white man. In response, the Women's Political Council (WPC) (a local group set up to tackle discrimination) organised a one-day boycott of the buses, hoping that it would get the bus companies to listen. It was very successful – 90% of black people who usually took the bus boycotted them. Martin Luther King is involved A few days later, the Montgomery Improvement Association (MIA) was set up. Martin Luther King was chosen as its leader because: He was new in Montgomery, so had no friends or enemies He was a clergyman He was well educated He believed in non-violent action. In 1956 the NAACP began a court case (Browder v. Gayle) to desegregate Montgomery's buses. The court decided that buses should be desegregated – and the decision was upheld by the Supreme Court. The MIA stopped the boycott in December 1956 and integrated services began.

Year 11 Term2.1: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

Civil Rights in the 1960s

The Greensboro Sit-in (1960) On 1st February 1960, 4 black students were asked to leave a segregated Woolworth's lunch counter in Greensboro, North Carolina. They refused and stayed seated (called a sit-in) until closing time. The press reported the story and soon thousands of students were holding their own sit-ins across the state. The sit-ins were very well-organised and the students were trained not to react when attacked. Greensboro was significant because: Young people and white people were inspired to join in the protest. Sit-ins were a simple but effective tactic - they were hard to ignore. It attracted lots of media attention. It inspired similar protests across the country. The Freedom Riders (1961) In 1961, a group of CORE activists decided to ride the buses from the North to the Deep South to see if desegregation was actually happening. These Freedom Rides began from Washington DC in May 1961. Georgia Alabama Miss. Washington DC Anniston Birmingham Tennessee More and more people (including SNCC) joined in, determined not to let the racists win. There were over 60 Freedom Rides throughout the summer. Violence usually flared up when they reached cities and the Riders were often arrested for causing trouble. Over 300 went to jail in Jackson, Mississippi. The Freedom Rides ended when the government said it would force disobedient states to desegregate their bus facilities in November 1961. In April 1960 the Student Nonviolent Coordinating Committee (SNCC - pronounced 'snick') was set up to plan student protests in the South. Its ideas were based on the non-violent protest tactics of CORE and the SCLC.

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The James Meredith Case (1962) In 1962, the Supreme Court ordered the University of Mississippi to accept black student James Meredith. However, the state governor and several university officials physically stopped Meredith from registering. When about 500 federal officials arrived to help Meredith they were attacked by a mob of over 3000. Violence broke out and hundreds of people were injured. President Kennedy eventually stopped the rioting by sending in federal troops. When Meredith finally did register, troops stayed to guard him for the whole year.

Birmingham, Alabama (1963) In 1963, SNCC, SCLC and others began Campaign C (for 'confrontation') in Birmingham, Alabama. The campaign included sit-ins, boycotts and peaceful marches. Many protestors were arrested and the local jails became full. The campaigners chose Birmingham because they knew that its police chief, Bull Connor, was easily provoked into using violence. As predicted, Connor ordered the police to use dogs and fire hoses on the protestors. Photos and news reports of the event made the police look bad, and people felt sympathy for the

March on Washington (28th August 1963) After Birmingham, civil rights leaders planned a huge protest march on Washington DC, the location of Congress and the White House. Over 250,000 people (40,000 of them white) took part. The protest was peaceful and was broadcast live on TV around the world. Martin Luther King gave his famous "I have a dream" speech. Significance: It showed there was massive support for civil rights Black and white people protested together MLK's speech gained more support for the movement Famous people attended, e.g. Bob Dylan It was broadcast live around the world.

Freedom Summer (1964) The Freedom Summer was organised by SNCC and CORE. Volunteers went to Mississippi to work on projects in black communities - there was a strong focus on voter registration because 1964 was an election year. In response, the KKK burned black homes and churches and beat up many volunteers. The Mississippi murders In June 1964, 3 volunteers - Michael Schwerner, Andrew Goodman and James Chaney - were abducted and shot dead by the KKK. Schwerner and Goodman were white. No one was charged for the murders and the incident became a national scandal. The Freedom Summer was successful in that it raised awareness of voter registration problems. However - of 17,000 black people who tried to register to vote, only 1,600 succeeded.

Selma (1965) In 1965, groups in Selma, Alabama, invited Martin Luther King and the SCLC to campaign there. Selma had a large black population but only 1% of them were registered to vote. About 600 protestors tried to march from Selma to Montgomery, but the state troopers attacked them with tear gas and electric cattle prods. This incident - called 'Bloody Sunday' - created bad headlines for the USA. There were marches across the country in support of the Selma protestors, and President Johnson ordered the National Guard to escort the marchers to Montgomery (led by Martin Luther King).

1964 Civil Rights Act

Banned segregation in public places Banned discrimination in voter registration tests Set up an Equal Opportunities Commission to deal with job discrimination The act made big changes in theory, but it did not stop discrimination in practice.

1965 Voting Rights Act

It is illegal to prevent certain races voting All states had to have the voting registration requirements. Mandatory literacy tests were banned in states where voter registration was low 50% federal (government) officials were sent in to help By the end of 1965, 79,593 voters had been registered with help from the government officials.

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Year 11 Term2.1: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

Malcolm X: was a campaigner who belonged to the Nation of Islam (NOI). Beliefs The Nation of Islam had very radical beliefs. They were against integration and believed that a separate state was needed for black people. Malcolm argued that non-violent action didn't work. In 1964 Malcolm left the NOI and started his own group. His views softened and he became more willing to work with white people to achieve integration. He set up the Organisation of African American Unity and began to work with other civil rights groups. Assassination The NOI were angry at Malcolm for changing his beliefs. In February 1965, three NOI members shot him dead while he was making a speech in New York. After his death, people tended to focus more on his earlier beliefs about black self-defence than his later change in attitude.



The Riots of 1964: Between 1964 and 1968 there were 329 major riots in cities across America, caused by the problems that black people faced in city ghettos. They took place in the summer, when the heat made ghetto conditions worse and tempers short. The biggest riots were in the Watts area of Los Angeles (1965), Chicago (1966) and Detroit (1967).

The Kerner Report (1968) President Johnson set up an enquiry into the riots. The Kerner Report said: The riots were caused by poor ghetto conditions, which were the result of discrimination. White officials should do more to solve problems in black communities. The police often made things worse, and needed to change how they treated black people. The riots had been exaggerated

Black Power: From 1963, more and more black people were disagreeing with non-violent direct action. 'Black Power' was a slogan used by black groups with more radical beliefs: They encouraged black people to be proud of their culture. They rejected help from white people. They were against forced integration. They used militant (violent) language. They were influenced by Malcolm X.

Stokely Carmichael Stokely Carmichael set up a party to represent black Americans, and he became chairman of SNCC in 1966. He had previously believed in non-violent direct action, but changed his views and began to bring more Black Power campaigners into SNCC.

The Black Panthers The Black Panthers were one of the biggest Black Power groups. They were set up in 1966. The Panthers believed that white police and officials did not support the black community – they wanted black officials to work for their communities. Unlike many Black Power groups, they were willing to work with white people who shared their beliefs. The Panthers had a list of aims called their 'Ten Point Programme', and wore a black uniform.



The Mexico Olympics, 1968 At the 1968 Mexico Olympics, American athletes Tommie Smith and John Carlos gave the Black Power salute as they received their medals. This was very controversial and inspired many young people to join the movement.

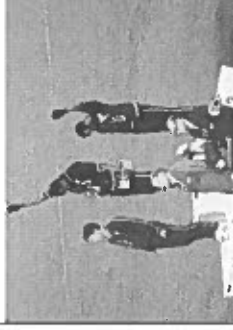
King's campaign North 1966 Following the Watts riots, Martin Luther King wanted to show that non-violent direct action could still work. In 1966 he took the SCLC to campaign in Chicago. The campaigners helped tenants to fight segregated housing, and Jesse Jackson organised boycotts of white businesses (Operation Breadbasket). The SCLC organised marches in the city, but there were a number of problems.

Progress 1969-1975 In the late 1960s protest began to change. The Vietnam War became the biggest issue. Many black Americans were angry that civil rights had still not been achieved, yet they were expected to fight for America. The boxer Muhammed Ali famously refused to fight in Vietnam.

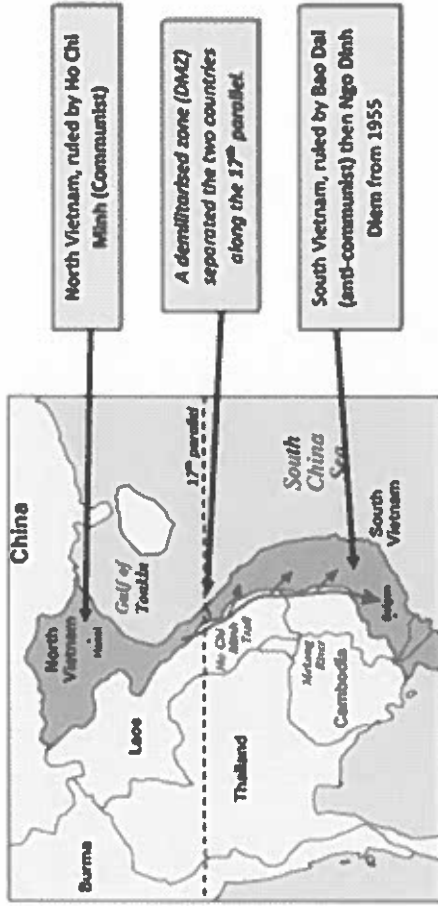
Although progress had been made since the 1950s, equality had still not been achieved by 1975: Many black people still lived in ghettos. Black people were still harassed by the police. Most black Americans were paid less than white people. Desegregation was not always beneficial to black people.

Independent review questions. Suggested activities and questions...

- 1) Briefly sum up how each of the people were involved in the boycott and/or the events that followed.
- 2) Give three reasons why the civil rights movement grew in the 1950s.
- 3) Create a timeline 1900-1959. Label the context of US society, any events, consequences and changes to the law.
- 4) Create a significance table of the key events of the 1960s, and their impact in the civil rights movement.
- 5) Civil Rights had achieved more by 1965 than it had by 1975? How far do you agree? Explain your arguments.



Year 11 Term2.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 2: the war in Vietnam)



The Historical Background: Vietnam and the French Before WW2, Vietnam had belonged to France but during WW2 the Japanese took control. After WW2, the French tried to regain Vietnam. When it became clear that the Viet Minh were supported by communist China, the Americans led by President Truman and President Eisenhower gave the French money to help them win. (\$500 million per year) The Vietnamese forces were known as the Viet Minh and were communist. They were led by Ho Chi Minh. They used Guerrilla warfare. The conflict between the Vietminh and the French dragged on between 1946-1954. There were over 90 000 French casualties. The decisive battle took place at Dien Bien Phu in 1954 where a large French force was defeated by the Viet Minh. There was then a ceasefire and a peace conference in Geneva and the country was split into two. The conference declared that there were to be free elections within two years to try and help re unite the country.

How did the Americans get more involved? In 1955 the Americans helped Ngo Dinh Diem set up the Republic of South Vietnam. They supported him because he was bitterly anti communist but he was effectively a brutal dictator. Diem's regime was very corrupt and he The north was now a communist country under the control of Ho Chi Minh and friendly with the USSR and China. The south was an anti communist The American's supported Diem's government in South Vietnam with hundreds of millions of dollars in the 1950s.

Many South Vietnamese peasants hated Diem's government and joined an anti government force called the Viet Cong. The Viet Cong received help from communist North Vietnam and its members wanted to see a unified and communist Vietnam. President Kennedy, elected in 1961 was the first person who placed Americans in Vietnam which he called special military advisers. After a while there were 11000 Americans in the country. After President Kennedy was assassinated in 1963, Lyndon Johnson became President. After the Gulf of Tonkin incident he got the US Congress to pass the Tonkin Gulf Resolution which gave Johnson the power 'to take all necessary measures to prevent further aggression and achieve peace and security' This effectively meant he could send soldiers to war in Vietnam and on 8th March 1965 3500 US Marine combat troops came ashore in Da Nang. America was now at war in Vietnam.

Greater Involvement Under Eisenhower (1953-61) America hated communism. The domino theory was the fear that if Vietnam became communist, other countries in that part of Asia would also become communist. In 1954 Eisenhower set up the South East Asia Treaty Organisation (SEATO): a group of countries who would work together to stop communism spreading in the region.

Greater Involvement Under Kennedy (1961-63) Kennedy continued Eisenhower's 'limited war' approach. He sent 16,000 more US advisers to train the ARVN. He focused on pacification – winning over local people so that they wouldn't support communism. He sent in US Special Forces ('Green Berets'), who trained villagers to protect themselves from the VC. He agreed the use of chemical spraying to kill crops and jungle areas where the VC could be hiding.



Greater Involvement Under Johnson (1963-69)

President Johnson had the same goals as Kennedy – to set up a stable government in South Vietnam, and to avoid full-blown war. However, his situation was more difficult than Kennedy's. The Vietcong was stronger. The VC was a much more serious threat than before. It seemed certain that South Vietnam would not survive without more US involvement. Johnson sent in more US advisers – there were 20,000 by 1964.



The Vietcong tactics

The Viet Cong were a guerrilla branch of the North Vietnamese army. They used a range of tactics to beat the Americans. The tactics were not high-tech: they relied on knowing the landscape and having the backing of the ordinary folk. Booby traps are an example of a Viet Cong tactic. For example, the Viet Cong would place trip wires or dig holes filled with spikes, sometimes coated in human excrement, and then would cover the hole with leaves to deceive the enemy. Markers like broken sticks would be left on the path to warn fellow Viet Cong about the locations. Tunnels were used by Viet Cong guerrillas as hiding spots during combat, as well as serving as communication and supply routes, hospitals, food and weapon caches and living quarters for numerous guerrilla fighters. This frustrated Americans who could not locate the tunnels. The Ho Chi Minh Trail was a network of paths that served as hidden route through the jungle for Viet Cong soldiers and Vietnamese Civilians. The Viet Cong used it to move troops, weapons and other supplies into and around the country without being detected by the Americans. The Americans constantly tried to find the trail, but it was too well hidden and frequently changed. It was essential in allowing the north Vietnamese to beat the Americans.

Vietnamisation Under Nixon (1969-73)

Johnson didn't stand for re-election in 1968 because of the increasing criticism of the war. He was succeeded by Richard Nixon, who promised to get the USA out of the war. Nixon's ideas – known as the Nixon Doctrine – said that the US would no longer provide troops to its allies, only aid and training. This meant that the US would gradually withdraw and leave South Vietnam to fight their own war, a process called Vietnamisation.

Vietnamisation meant shifting responsibility for fighting to the South Vietnamese Army (ARVN). US ground troops would withdraw (but not the Air Force). The US would still provide training and equipment. The US would leave with honour (it wouldn't simply abandon South Vietnam). South Vietnam would remain a separate (non-communist) country.

Year 11 Term2.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 2: the war in Vietnam)

USA Tactics

America had superior resources and technology. The main problem for the US was that their guerrilla enemy, the Viet Cong, hid out among the thick, dense forest, and stayed in villages among the ordinary folk. In the attempt to find the Viet Cong fighters, the US launched an operation called Search and Destroy: they searched Vietnamese villages for Viet Cong fighters and, if they suspected there were any there, destroyed the village. This often led to deaths of innocent civilians including women and children. The missions made ordinary people hate the Americans: as one marine said of a search and destroy mission – "if they weren't Viet Cong before we got there, they sure as hell were by the time we left". The Viet Cong often helped the villager's re-build their homes and bury their dead. When the Americans suspected that they had found a Viet Cong base, they would drop Napalm on the site. Napalm was a very flammable fluid, that would burn through almost anything. It often hit civilians. The Americans attempted to force the Vietnamese to surrender through Operation Rolling Thunder. These were bombing raids on Vietnamese towns, intended to destroy morale. The thick forest was a real problem for the

Americans, because this was how the Viet Cong hid. Determined to find the Viet Cong bases and supply routes, the Americans sprayed a chemical called Agent Orange onto the forests from aeroplanes. It killed the trees, so that the Americans could find their enemy. But the chemical caused much more harm than this. It killed crops, causing people to go hungry. It also caused birth defects in children borne to people who were exposed to the chemical.

Reasons for growing involvement under Nixon

Cambodia (1970) In 1969 Nixon secretly ordered the bombing of the Ho Chi Minh Trail in neighbouring Cambodia, and in 1970 he sent in 30,000 US troops. America achieved its aim of damaging the Ho Chi Minh Trail and preventing a communist government in Cambodia, but people back home were outraged at Nixon for expanding the war. Congress cancelled the Gulf of Tonkin Resolution. **Laos (1971)** In 1971 the US agreed to provide air support for an ARVN invasion of Laos, where communists were still using the Ho Chi Minh Trail. The ARVN attacked the city of Tchepone but were driven out by the communists – an embarrassment for the USA. **Bombing of North Vietnam (1972)** In 1972 the North Vietnamese attacked the South in the Easter Offensive, so the USA responded with **Operation Linebacker** – heavy bombing of North Vietnam. Major cities including Hanoi were targeted. North Vietnamese industry and communication was destroyed. Supplies from China and the USSR were disrupted.

Reasons for the USA's Failure in Vietnam

Russian and Chinese support

China and the USSR gave money and weapons to North Vietnam - \$3 billion between 1954 and 1967.

Vietcong tactics

The VC were well-organised and experienced in guerrilla fighting. They had tunnel systems to move around quickly and had the support of villagers.

The Ho Chi Minh Trail

The trail allowed the North Vietnamese to move people and equipment into the South easily. Neighbours Laos and Cambodia allowed the trail to operate in their countries.

Public support

Vietnam had been one country before and many people wanted it to be one again. Villagers helped shelter the VC and were determined to win the war.

Peace Negotiations, 1972-73

Official peace talks began in Paris in 1968 but got nowhere - America wanted South Vietnam to be independent, but North Vietnam wanted Vietnam reunified as one country. As a result, Nixon also held secret talks with North Vietnam and its allies China and the USSR, pressuring them to reach an agreement. America and North Vietnam reached an agreement in Paris in 1972, but it was never signed because South Vietnam's President Thieu (who was not involved in the discussions) refused to accept it. Talks eventually began again in January 1973 – after Nixon continued bombing North Vietnam, and persuaded South Vietnam to come to the talks by promising them aid and supplies.



Poor understanding of Vietnam

US soldiers were unfamiliar with Vietnam's geography, culture and language. They didn't understand that villagers didn't want to leave their villages, or that most couldn't read.

Military tactics

The military thought more troops and bombing would win the war, but failed to win over ordinary Vietnamese people.

They measured their success by the number of enemy troops killed, but ignored the fact that the ARVN still didn't control large areas of the South. The draft meant that US troops were young and inexperienced.

Political problems

The US-backed South Vietnamese government was corrupt and unpopular, and many people still associated it with French rule. To the Vietnamese, the USA was a foreign invader trying to force its own ideas on them.

Opposition to the war at home

Presidents and Congress needed public support, and it was impossible to ignore the large opposition to the war. It was the war in which a large section of the population was against the US's involvement.



Independent review questions. Suggested activities and questions...

- 1) Explain why the USA got involved in Vietnam. Refer to the context and history before 1960.
- 2) Describe the changing approach to Vietnam undertaken by each US President, and each Vietnamese leader.
- 3) Make a weighing diagram showing the strengths and limitations of the tactics and actions taken by the USA during the war.
- 4) Explain why there was opposition to AND support for the Vietnam war.
- 5) Create a factors diagram showing the reasons why the USA failed in Vietnam, including the impact and consequences it had, both in Vietnam and in the USA.

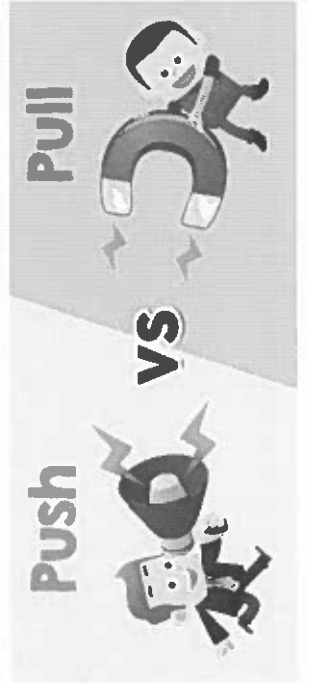
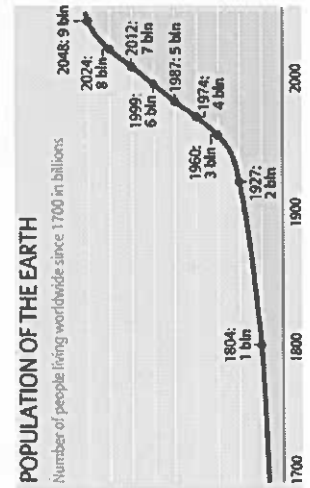
Geography

Geography (GCSE) – Urban World – Paper 2

Summary - Position in the Curriculum

Urban World is the first topic of AQA GCSE Geography course in Year 11 which forms part of paper 2. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas e.g. Freiburg, Germany which you need to learn for your GCSE exam. This topic compares and contrasts two urban areas which we call Case Studies in Geography. It is imperative that we memorise the core facts in the London (HIC) and Rio De Janeiro (NEE) Case Studies.



Terminology	Definitions	Core Knowledge	Preparing for Assessment
Urbanisation	Is the rise in the percentage of people living in urban areas, in comparison with rural area.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Migration	When people move from one area to another.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Rural-Urban Migration	People move from countryside areas (rural) to main towns and cities (urban).	Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs.	1. Explain why urbanisation is currently faster in LICs (low-income countries) and NEEs (newly emerging economies).
Natural Increase	Birth rate minus the death rate of a population.	Rural-urban migration is caused by push and pull factors. People leave the countryside because there are few doctors or hospitals (PUSH). People are attracted to the city as there are more well-paid jobs (PULL).	2. Identify and explain 5 push factors and 5 pull factors for rural to urban migration.
Push Factor	Factors that force a person to move e.g. drought, famine, war.	More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria).	3. Identify a megacity on each of the following continents: North America, South America, Europe, Asia and Africa.
Pull Factor	Factors that encourage a person to move e.g. better jobs, better education.	Water conservation is about reducing the amount of water used by installing water meters, collecting rainwater for gardens etc.	4. Explain how Freiburg (Germany) promotes a sustainable water supply?
Mega City	An urban area with a total population of more than 10 million people.	Waste recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.	5. Explain how the 3R's (Reduce, re-use, recycle) will help cities like Freiburg become more sustainable.
Sustainability	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.	Urban areas are busy places and experience traffic congestion that can lead to various problems e.g. pollution.	6. Why is there a need to reduce traffic congestion in cities such as London and Freiburg.
Traffic Congestion	When there is too great a volume of traffic for roads to cope with and traffic slows to a crawl.	Congestion solutions include widening roads, building by-passes, introducing park and ride schemes etc.	7. Evaluate the strategies employed to manage traffic congestion – state the advantages and disadvantages of a number of strategies.

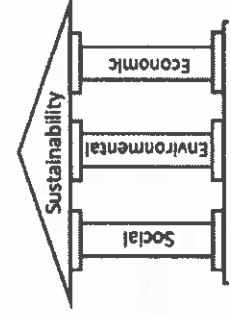


Geography (GCSE) – Urban Change in the UK: London – Paper 2

Summary - Position in the Curriculum

Urban change in the UK: London form a key case study of a HIC city that you will need to know for your paper 2 exam. This topic is very relevant as not only does it investigate the city you live in but it also starts to look at the decline and regeneration of the Docklands – a place you will visit for one of your fieldtrips in preparation for paper 3. The unit focuses on the changing population and culture of London before looking at key issues faced by cities e.g. pollution and housing shortages. Towards the end, you will investigate redevelopment and sustainable living for the future of London.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Densely populated	High population density, many people per sq. km	Learn the main aspects of this topic.	Revision and self-study questions are below.
Economic migrants	Someone who migrates with the main purpose of finding work or escaping poverty.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘. London is not just the UK's capital; it is also the UK's largest and wealthiest city.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Gentrification	The movement of wealthy people into an urban area that was previously run down.	London's population is higher now than it has ever been. Economic migrants have increased the population and created a culturally diverse society.	1. Why did London grow? Think about the importance of the River Thames. 2. Explain how the population and culture of London has changed over time.
Urban Regeneration	The revival of old parts of the built-up area by either installing modern facilities in old buildings or opting for redevelopment.	London Docklands was once a busy container dock. Since the 1970's this area has declined and many docks have closed due to container ships being too big.	3. One option to solve the housing shortage in London is to build on greenfield sites. Outline the advantages and disadvantages of doing this.
Urban greening	The process of increasing and preserving open space such as public parks and gardens in urban areas.	London is one of the greenest cities in the world. This is good as trees produce oxygen and provide open space.	4. What were the advantages and disadvantages of the Olympic urban regeneration project? Think social, economic and environmental impacts.
Social deprivation	The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.	Inequality still exists in housing, education, health and employment. Over 2 million people live in poverty.	5. How could cities become more sustainable? Think about energy, transport etc.
Greenfield site	A plot of land, often in a rural or on the edge of an urban area, that has not yet been subject to any building development.	There is a major shortage of housing in London. One way to solve this problem is to build on greenfield and brownfield sites.	 
Brownfield site	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.	In 2012, London held the Olympics which saw the regeneration of the Lower Lea Valley in East London .	
Sustainability	Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.		




Geography – (GCSE) Rio De Janeiro Case Study - Paper 2

Summary - Position in the Curriculum

Rio De Janeiro Case Study is part of the Urban Issues & Challenges unit of work. This topic will be part of section A of Paper 2 GCSE exam. This topic covers urban growth of Rio De Janeiro as an NEE city and the challenges it faces and its regional and global importance which you need to learn for your GCSE exam. Rio De Janeiro is the main example in this topic which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Rio De Janeiro Case Study.

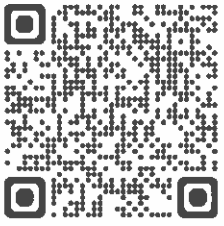
Terminology	Definitions	Core Knowledge	Preparing for Assessment
		<p>Learn the main aspects of this topic.</p> <p>Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.</p>	<p>Revision and self-study questions are below.</p> <p>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</p>
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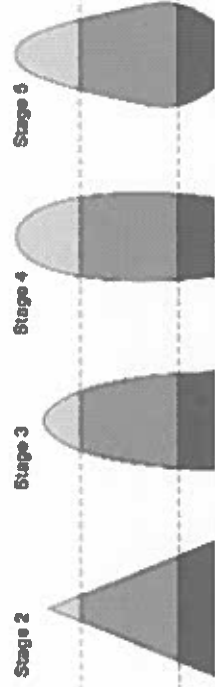
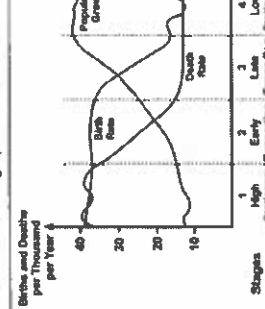
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Geography (GCSE) – Development – Paper 2

Summary - Position in the Curriculum

Development is the second topic of AQA GCSE Geography course in year 11 which forms part of paper 2. This topic is important as it investigates the causes and solutions to the development gap that exists in our World today. It focuses on a case study of how tourism has helped Jamaica reduce the development gap which you will need to learn for your GCSE exam. This topic then continues to investigate two contrasting countries Nigeria (NEE) and UK (HIC).

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Development	Economic and social progress that leads to an improvement in the quality of life for an increasing proportion of the population.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Human Development Index (HDI)	A method of measuring development where GDP per capita, life expectancy and adult literacy are combined to give an overview.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↴. Different factors affect a country's level and speed of development including social, economic, environmental and political factors.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Gross national income (GNI)	Measurement of economic activity calculated by dividing the gross (total) national income by the size of the population.		1. State and explain ONE social, economic, environmental and political factor affecting a country's level of development.
Birth Rate	The number of births a year per 1000 of the total population.	Some countries have experienced higher rates of economic development with a rapid growth of industry (NEE's).	2. Describe how the birth and death rates change between stage 1 and stage 5 of the demographic transition model.
Death Rate	The number of deaths a year per 1000 of the total population	Birth rate is a reliable measure of development. As a country develops, women are likely to be educated.	3. Explain why birth rates are high in LIC's (low-income countries) and death rates are low in HIC's (high income countries).
Infant Mortality	Number of babies that die under one year of age, per 1000 live births.	There is a clear link between a country's development and the wealth of its people.	4. 'Levels of development are closely linked to health' – explain.
Demographic Transition Model (DTM)	Shows changes over time in the population of a country. It is based on the changes that took place in Western countries such as the UK.	DTM: Stage 1 high fluctuating, stage 2 early expanding, stage 3 late expanding, stage 4 low fluctuating and stage 5 natural decrease.	5. Explain how tourism has helped to reduce the development gap in Jamaica?
Aid	When a country or non-governmental organisation (NGO) such as Oxfam donates resources to another country to help it develop or improve people's lives.	Reducing the development gap can involve a range of strategies that aim to improve a country's economy and quality of life of its people e.g. industrial development, tourism, aid.	
Development Gap	Difference in standards of living and wellbeing between the world's richest and poorest countries.	Tourism has contributed to Jamaica's development through jobs, infrastructure.	




FAIRTRADE
INTERNATIONAL

Geography -- (GCSE) Nigeria Case Study - Paper 2

Summary - Position in the Curriculum

Nigeria Case Study is part of the Changing Economic World unit of work. This topic will be part of section B of Paper 2 GCSE exam. This topic covers the economic growth of Nigeria as an NEE and its regional and global importance which you need to learn for your GCSE exam. Nigeria is the main example in this topic which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Nigeria Case Study.


Terminology	Definitions	Core Knowledge	Preparing for Assessment
		<p>Learn the main aspects of this topic.</p> <p>Use the following statements to help you learn core knowledge for the questions on the right-hand side →.</p>	<p>Revision and self-study questions are below.</p> <p>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</p>
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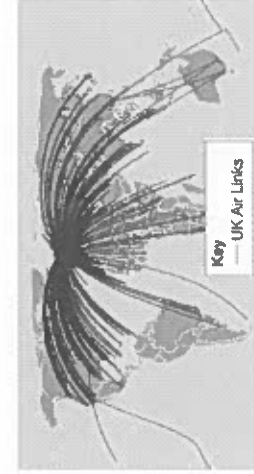
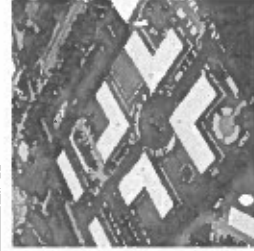
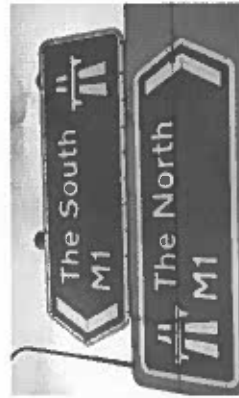
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Geography (GCSE) – UK Economy – Paper 2

Summary - Position in the Curriculum

The changing UK economy is a key case study of a HIC for paper 2. It is important as it explains how the UK economy has changed over recent years, how a north-south divide still exists and strategies to address these regional differences and inequalities in the UK and finally focusing on the UK's links with the wider World

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Economy	How a country or place is doing in making goods and how much money it has.	Learn the main aspects of this topic. Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Revision and self-study questions are below.
Primary Sector	An economic activity that involves collecting, extracting or harvesting natural resources e.g. farming.	Before 1800, most people in the UK worked in the primary sector. In the 19 th Century people mainly worked in the secondary sector and today most people work in the tertiary sector.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Secondary	Jobs that use raw materials to manufacture or produce goods e.g. car manufacturer.		1. Explain how the Industrial Revolution led to an increase in secondary jobs during the 19 th Century?
Tertiary	Revolves around service and retail e.g. teacher.	For several decades the UK has been experiencing de-industrialisation as machines and technology have replaced people and labour is cheaper abroad.	2. How has the development of IT (information technology) affected the growth and characteristics of the UK's economy?
Quaternary	Involves using knowledge and intellectual skills e.g. medical research scientist.	The UK now has a post-industrial economy where manufacturing declines to be replaced by growth in the service sector.	3. How do science and business parks provide opportunities for regional economic growth?
De-industrialisation	The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and overseas competition.	There are over 100 Science Parks in the UK with most of them associated with universities employing 75,000 people.	4. How can modern industry be more environmentally sustainable?
Globalisation	The growth and spread of ideas around the World. This can involve the movement or spread of cultures, people, money, goods and information.	Industries can have a negative impact on the environment but can be managed in a sustainable way.	5. Explain how improving transport links can help reduce the north-south divide?
Science Park	A collection of scientific and technical knowledge-based businesses located on a single site.	The UK has a 'north-south' divide. In general, the south has a higher standard of living, longer life expectancies and higher incomes than the north.	
Business Park	An area of land occupied by a number of businesses.	The UK is a member of the Commonwealth which includes 53 countries.	



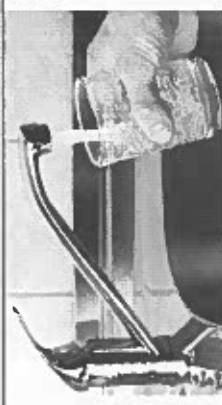
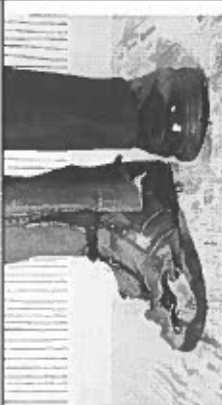



Geography – (GCSE) Resource Management – Paper 2

Summary - Position in the Curriculum

Resource Management is the 16th topic of AQA GCSE Geography course and is part of the Resource Management unit of work. This topic will be part of section C of Paper 2 GCSE exam. This topic begins with the definitions of resources and how there is global inequality. The topic also covers the significance of food, water, and energy. This topic has no Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Resource	A resource is anything that can be used to meet a human need.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Resource Management	Control and monitoring of resources so that they do not become depleted or exhausted.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Inequality	Differences between poverty and wealth, as well as wellbeing and access to jobs, housing, education etc.	Anything that can be used to meet a human need. E.g. food, oil, water etc	1. What is a resource?
Energy Security	Uninterrupted availability of energy sources at an affordable price.	Improved well-being, wealthier, country is more secure leading to development.	2. What are the benefits of resources?
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	Water transfer schemes. Manage water pollution, reduce waste, harness rain.	3. How can water supply be secured?
Carbon Footprint	A measure of all the greenhouse gases we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Food, water and energy are the 3 most important resources for countries to develop.	4. Explain the significance of food, water and energy to economic and social well-being.
Renewables	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).	Coal is being phased out, Wind, tidal and solar are increasing, More renewables.	5. Describe the UK's changing energy mix.
Energy Mix	The range of energy sources of a region or country, both renewable and non-renewable.	Developed countries often consume more resources the less developed ones.	6. Describe the supply and consumptions of resources around the world.
Food Insecurity	Being without reliable access to sufficient quantity of affordable, nutritious food.	Climate, lack of water, conflicts, poverty	7. What affects food supply?
Food Security	When people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.		
Water	Is the amount of water you use in and around your home, school or workplace throughout the day. It includes the water you use directly (e.g. from a tap to drink or to shower). It also includes the water it took to produce the food you eat, the products you buy, the energy you consume and even the water you save when you recycle.		
Footprint	The amount of energy that is used during a given period, normally one year. Most often, it is calculated as the average amount of energy consumed per head of population of a country, region or city, Per capita energy consumption is often taken as a measure of development.		
Energy	The reliable availability of an acceptable quantity and quality of water for health, livelihoods and production.		
Water Security	When water availability is not enough to ensure the population of an area enjoys good health, livelihood and earnings. This can be caused by water insufficiency or poor water quality.		
Water Insecurity			

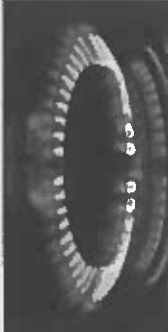




Food	Energy	Water	Inequality	Scan QR Code for Further Learning
				

Geography – (GCSE) Energy – Paper 2

Summary - Position in the Curriculum


Energy is the last topic of the AQA GCSE Geography course and is part of the Resource Management unit of work. This topic will be part of section C of Paper 2 GCSE exam. This topic covers definitions of Energy (in)security. The topic also covers global distribution of Energy, Fossil Fuels and Renewable Energy which you need to learn for your GCSE exam. This topic has one main example called Chambamontera in Peru which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Chambamontera Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Energy Security	Uninterrupted availability of energy sources at an affordable price.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Energy Mix	The range of energy sources of a region or country, both renewable and non-renewable.	Some countries have fossil fuels whilst other do not. However, HIC countries often consume more energy than others	1. Describe the global distribution of energy consumptions and supply.
Energy Consumption	The amount of energy that is used during a given period, normally one year. Most often, it is calculated as the average amount of energy consumed per head of population of a country, region or city. Per capita energy consumption is often taken as a measure of development.	Reasons include economic development as countries become more developed. Rising population and use of technology.	2. What are the reasons for growing energy consumption?
Fossil Fuel	A natural fuel such as coal, crude oil or gas, formed in the geological past from the remains of dead organisms.	Exploration is difficult, high costs, food production, conflicts, and wars. Demand for energy can exceed supply.	3. Provide a range of reasons for energy insecurity.
Energy Conservation	Reducing energy consumptions through using less energy and becoming more efficient in using existing energy sources.	Wind, solar, hydro, biomass, tidal, wave etc. have little or no carbon emissions.	4. What are the benefits of renewable energy?
Energy Gap	The difference between a country's rising demand for energy and its ability to produce that energy from its own resources.	People in HIC's emit more greenhouse gasses per person than LIC's.	5. Why do HIC's have large Carbon Footprint than developing countries.
Energy Exploitation	Developing and using energy resources to the greatest possible advantage, usually for profit.	Renewable energy is recurring and does not diminish with use.	6. Explain why renewable energy is better than non-renewable energy sources?
Renewable Energy	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).	Energy efficient lighting, cavity insulation, solar panels on roof. Transportation could use energy from renewable sources.	7. How can humans conserve energy and make energy use more sustainable?
Non-renewable Energy	A resource which is diminished when it is used; it is finite and can be exhausted (for example crude oil and coal).	Micro-hydro scheme takes water from the fast-flowing local river and uses it to power a turbine generating electricity.	8. How does Chambamontera provide sustainable energy in Peru?
Carbon Footprint	A measure of all the greenhouse gasses we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Electricity available in winter. Street lights. Regulating flow of water reduced risk of flooding.	9. What benefits did Chambamontera bring to the local community?

Crude Oil	Electric Car Charging	Home Energy Conservation	Chambamontera Micro-hydro Scheme	Scan QR Code for Further Learning
				



MFL

Summary- Position in the Curriculum: In this module, pupils build on their knowledge of school subjects, hobbies and infinitive structures to talk about school rules, school trips and extra-curricular activities. They also deepen their knowledge of the French education system.


Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
Les matières J'apprends j'étudie le commerce les arts plastiques le français Les Sciences la chimie la physique la géo(graphie) l'histoire la musique la religion la sociologie la technologie l'allemand l'anglais le théâtre l'économie l'EPS l'espagnol l'étude des médias l'informatique l'italien les maths Les langues (vivantes)	Ma matière préférée est Je suis fort(e) / doué(e) en Je suis faible / nul(le) en ... Quand j'étais jeune, j'aimais/je détestais... Parce que / car / puisque C'est / le/la prof est le/la prof était (im)patient(e) Sévère/strict(e) Porter un uniforme Porter des bijoux / piercings Porter du maquillage Faire des betises Faire les devoirs Être en retard / à l'heure Utiliser son portable Mâcher du chewing gum Harceler d'autres élèves Tricher Manquer/rater les cours Faire une retenue / colle	apprendre to learn étudier to study porter to do J'ai ... I have Je vais ... I go ... Je suis ... I am ... Je vais étudier J'apprends J'ai appris J'apprendrai J'ai visité Grammar: Giving opinions with reasons (using comparatives) plus + adjective + que moins + adjective + que On (ne) doit (pas) ... You must (not)... Il (ne) faut (pas) ... You must (not)... On (ne) devrait (pas) ... You should (not)... Il est interdit/défendu de ... It is forbidden to... Si j'étais le directeur, j'améliorerais.....	1. Qu'est-ce que tu penses de ton collège ? 2. Quels sont les horaires? 3. Quelles matières étudies-tu? 4. Quelle est ta matière préférée? 5. Comment sont tes professeurs? Photo description (PALMs) Décris-moi la photo:  1. Je déteste la nourriture à la cantine. Et toi ? 2. Qu'est-ce que tu as fait pendant la récréation hier ? 3. Que vas-tu faire ce soir ? 4. Que penses-tu des professeurs au collège ? Writing: Écrivez un article sur votre école. • Vous devez faire référence aux points suivants Les matières scolaires les plus intéressantes dans votre école. • Votre avis sur vos professeurs/ équipements dans votre collège. • Quelque chose que vous avez fait récemment à l'école dont vous êtes fier/fière. • Ce que vous changeriez dans votre école, si vous étiez le directeur/la directrice.
High Frequency words: calmement dur également énormément facilement heureusement lentement mieux rarement récemment régulièrement sagement suffisamment uniquement En semaine Le weekend Tous les jours Le matin L'après-midi Le soir	intéressant/boring interesting/boring useful/useless intéressant/ennuyeux facile/difficile utile/inutile fascinant/passionnant fascinatng/exciting	Expressing opinions and reasons: je n'aime pas/je déteste ... Je trouve/préfère... Je pense/crois que...À mon avis / selon moi Ce que j'aime le plus, c'est... Ce que je déteste le plus, c'est..... (ne) m'intéresse (pas)... Ennuyeux(euse) / barbant(e) Facile/Difficile / dur/Intéressant(e) / fascinant(e) facile/difficile easy/difficult fascinant/passionnant fascinating/exciting	QR code

Term: 1


Summary- Position in the Curriculum: In this module, pupils build on their knowledge of school subjects, hobbies and infinitive structures to talk about school rules, school trips and extra-curricular activities. They also deepen their knowledge of the French education system.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
<p>L'uniforme scolaire : Je porte ... I wear ... une cravate/une jupe a tie/a skirt une veste a blazer/jacket mes propres vêtements my own clothes C'est démodé et embarrassant. It's old-fashioned and embarrassing. La mode n'a pas de place à l'école. A l'école primaire et maintenant : beaucoup de temps libre lots of free time beaucoup d'amis lots of friends trop de devoirs too much homework J'allais ... I used to go ... Je vais ... I go ... au ciné-club to film club au club d'échecs to chess club au zoo to the zoo à la piscine to the swimming pool J'étais ... I was/used to be ... dans une chorale in a choir délégué(e) de classe class representative membre de l'équipe de basket a member of the basketball team timide shy de la natation swimming tous les vendredis every Friday la pause de déjeuner lunch break la cantine Canteen</p>	<p>En échange : Les sorties scolaires sont une bonne idée parce que/qu' ... School trips are a good/bad idea because ... on se fait de nouveaux amis you make new friends on s'amuse ensemble you have a laugh together c'est trop cher/ennuyeux it's too expensive/boring Mon/Ma correspondant(e) anglais(e) est arrivé(e) il y a (cinq) jours. My English exchange partner arrived (five) days ago. Les élèves et leurs profs sont arrivés The pupils and their teachers arrived (en car). (by coach). J'ai été content(e) de rencontrer X. I was pleased to meet X. On a passé le premier week-end en famille. We spent the first weekend with the family. Ce que j'aime et ce que je n'aime pas What I like and what I don't like Je suis fier/fière de moi. I am proud of myself. Si je pouvais, j'irais en France l'année prochaine Récemment, je suis allé en France avec mon école Hier, j'ai étudié l'histoire et c'était super J'ai trouvé le voyage fantastique aussi je voudrais y retourner si possible.</p>	<p>visiter-to visit voyager – to travel améliorer – to improve faire de son mieux -to do one's best réussir un examen – to pass an exam redouble – to retake a year</p> <p>Present tense vs Imperfect tense L'IMPARFAIT: When to use it: To talk about something that used to happen in the past. To describe the way something was in the past. Time Phrases: Quand j'étais jeune (when I was young), l'année dernière (last year). How to form l'imparfait: 1. Take the "nous" part of the present tense: e.g nous donnons 2. Drop the -ons: e.g donn 3. Add the endings: -ais, -ais, -ait, -ait, -ions, -iez, -aient, -aient Examples: J'avais ... I had/used to have J'allais ... I used to go ... J'étais ... I was/used to be ... Je faisais ... I used to do/go ... J'apprends J'ai appris J'apprendrai</p> <p></p> <p>Si + imperfect+ conditional Cependant, si j'avais le choix je changerais des règles. si je pouvais/j'avais le choix En + present participle.</p>	<ol style="list-style-type: none"> 1. Les clubs au collège sont importants. Quel est ton avis ? 2. Comment était ton école primaire ? 3. Parle-moi d'un voyage scolaire que tu as déjà fait ? et pourquoi faire un échange scolaire ? 4. Comment serait ton collège idéal ? 5. Que ferais-tu si tu étais le directeur ? <p>Photo description (PALMs)</p>  <p>Décris la photo: J'aime participer aux clubs au collège. Et toi ? Parle-moi d'une sortie que tu as faite récemment avec ton collège. Parle-moi d'un prochain événement au collège. Que penses-tu des activités sportives au collège ?</p> <p>Writing: Écrivez un article sur une excursion scolaire que vous avez faite récemment pour intéresser les lecteurs. Vous devez faire référence aux points suivants:</p> <ul style="list-style-type: none"> • pourquoi votre collège a organisé un échange. • ce que vous pensez des échanges en général • comment vous avez profité de votre éducation • une autre visite scolaire que vous voulez faire dans le futur.
<p>High Frequency words: dont of which instead of bientôt soon à cause de ça because of that y compris including trop (de) too (much/many) plein de lots of tout(e)/tous/toutes all tout(e) seul(e) all alone toute l'école the whole school</p>	<p>Expressing opinions and reasons: Je trouve ça ... I find that ... juste/injuste fair/unfair ridicule/frustrating Je (ne) suis (pas) d'accord avec toi. I (don't) agree with you raisonnable/logique reasonable, sensible/logical</p>	<p>reasonable, sensible/logical I (don't) agree with you</p>	<p>Écrivez environ 130–150 mots en français</p>

Summary- Position in the Curriculum: Pupils build on knowledge of personal qualities and future ambitions from year 9 and school subjects from year 10 to discuss career choices. They are introduced to more complex grammatical structures and some show off tenses. They are exposed to French culture through authentic texts.

Key Vocabulary	Key Phrases	Key verbs:	Key Questions for Self-study
<p>Un travail a job Un métier a job J'aimerais devenir I would like to become Je voudrais être ... I would like to be a(n) ... Je veux être ... I want to be ... avocat(e) – lawyer maçon – bricklayer danseur/se – dancer pompier/pomprière – firefighter serveur/se – waiter/ess chanteur/se – singer cuisinier/cuisinière – cook comptable – accountant vendeur/se – shop assistant électricien – electrician infirmier/infirmière – nurse plombier/plombière – plumber photographe – photographer guide touristique – tour guide ingénieur/se – engineer mécanicien/ne – mechanic musicien/ne – musician médecin – doctor coiffeur/coiffeuse – hairdresser journaliste – journalist agent de police – police officer professeur – teacher réceptionniste – receptionist vétérinaire – vet métier bien payé. a well-paid job. les compétences – skills</p> <p>High Frequency words: avant tout(above all), malgré (despite), non seulement (not only), plus tard (later) , plutôt (rather, instead) quant à ... (regarding ..., as for ...), étand donné que (Given that).</p> <p>Expressing opinions and reasons: Ce qui m'intéresse (le plus), c'est ... interests me (the most) is À mon avis, c'est un secteur d'avenir. In my opinion, it's an area with prospects. C'est un métier (stimulant). It's a (stimulating) job. c'est fatigant it's tiring C'était affreux/stressant/mieux/pire. It was awful/stressful/better/worse.</p>	<p>Je suis passionné(e) par (la justice). (Voyager), c'est ma passion. (Travelling) is my passion. (Les avions) me fascinent. (Planes) fascinate me. Je préférerais travailler (en plein air). Je voudrais travailler avec (des enfants). Je voudrais/J'aimerais travailler comme ... Ça m'intéresserait de travailler dans Mon rêve serait de faire carrière dans ... Mon ambition/Mon but est de trouver un poste dans ...</p> <p>Le secteur/L'orientation qui m'attire/ L'important pour moi est d'avoir un Le plus important est de ... o faire quelque chose de satisfaisant/d'intéressant o faire quelque chose pour améliorer o aider les autres Le salaire a moins d'importance/est très La chose qui me plaît le plus, c'est ... Mon rêve serait de/d' ... aller à l'université/à la fac o entrer en apprentissage (do an apprenticeship o faire du bénévolat/travail volontaire o prendre une année sabbatique take a gap year o J'espère me marier. I hope to get married o Mon but est de fonder une famille My aim is to o Je ne veux pas avoir d'enfants</p> <p>J'ai un emploi à temps partiel – I have a part time job avec de bonnes perspectives – with good prospects avec un bon salaire – with a good salary quel désastre! – what a disaster! Si je pouvais prendre une année sabbatique – If I could take a gap year...</p>	<p>travailler – être- devenir - gagner - aider – parler ranger -passer- recevoir – rêver – postuler – continuer – réussir-parler-apprendre-rêver – gagner –</p> <p>j'ai décidé d'aller – I decided to go j'ai continué à – I continued to j'ai essayé de – I tried to j'ai choisi de – I chose to je viens d'aller – I have just been</p> <p>Useful Grammatical Structures: J'espère ... I hope to... J'ai envie de/d' ... I want to... J'ai l'intention de/d' ... I intend to... J'ai l'intention de faire le tour du monde</p> <p>Si structure: Si je réussis mes examens, j'espère (aller à l'université). If I pass my exams, I hope (to go university). J'ai décidé de (suivre une formation). I decided to (take a course). Après avoir + past participle: Après avoir terminé mes examens, ... Après avoir quitté le collège, ...</p> <p>Aim for the top: o après avoir fait ça - after having done that o pour que je puisse – so that I can o ce que je préfère c'est - what I prefer is o il faut que je dise que - I must say that o même si j'aurais préféré aller...-even if I would have preferred to go ... o quand je serai plus âgé(e) je voudrais ... - when I am older, I would like</p>	<p>1.Quelles sont les qualités personnelles? 2. Quelle orientation professionnelle t'attire le plus? Et que révais-tu d'être lorsque tu étais plus jeune ? 3.Tu as déjà fait un stage ? Qu'est-ce que tu as fait ? 4. Que voudrais tu faire après avoir fini tes études ? 5.Quel est le plus important pour toi dans un métier? Et si tu avais le choix, où voudrais tu travailler dans le futur?</p> <p>Photo description (PALMs)</p>  <p>Décris-moi la photo. J'aime apprendre des langues. Qu'en penses-tu ? Parle-moi de ce que tu as fait dans le passé pour gagner de l'argent. Quel type de travail vas-tu faire à l'avenir ? Que penses-tu du travail en équipe ? Writing: Écrivez un article sur les projets d'avenir. Vous devez faire référence aux points suivants:</p> <ul style="list-style-type: none"> • vos points forts • un petit boulot que vous avez déjà fait • pourquoi avoir de l'ambition est important ou pas important • vos projets pour l'avenir.

Practice online



French-Year 11 Knowledge Organiser

Module 7: Mon travail (Unit 4 and 5)

Half Term: 2



Summary- Position in the Curriculum: Pupils build on knowledge of personal qualities and future ambitions from year 9 and school subjects from year 10 to discuss career choices. They are introduced to more complex grammatical structures and some show off tenses. They are exposed to French culture through authentic texts.

Key Vocabulary	Key Phrases	Key verbs:	Key Questions for Self-study
<p>Les compétences - skills Un entretien – an interview un centre sportif – a sports centre une ferme – a farm une agence de voyages – a travel agents une école – a school une usine – a factory un bureau – an office un magasin de charité – a charity shop l'entreprise de ma mère – my mum's company un hôpital – a hospital Le chômage – unemployment L'argent – money Le succès – success L'échec – failure Le mariage – mariage L'indépendance – independence organisé(e) – organised une licence – a degree le patron – the owner un employé – a job une colonie de vacances – holiday camp</p>	<p>J'ai fait de l'expérience professionnelle dans... - I did my work experience in... J'ai fait un stage – I did a placement J'ai passé quinze jours dans... - I spent a fortnight working in... Je suis ... depuis (trois) ans. I have been a ... for (three) years. L'inconvénient, c'est que ... The disadvantage is that ... les horaires sont très longs the hours are very long Je suis assez satisfait(e) de mon travail. I'm quite satisfied with my j Avant, j'étais/je travaillais comme ... In the past, I was/worked as C'était mal payé. It was badly paid. Le travail était monotone. The work was monotonous. Il n'y avait aucune possibilité d'avancement. There was no chance of promotion. Je m'entendais mal avec mon patron. I didn't get on well with my boss. servir/aider des clients/patients – look after clients/patients répondre aux appels téléphoniques – answer phone calls enseigner/surveiller les enfants – teach/look after the children réparer les voitures – repair cars servir de la nourriture et des boissons – serve food and drinks voyager dans le monde entier – travel the world beaucoup de nouvelles compétences – lots of new skills Mes collègues étaient...My colleagues were à travailler en équipe –to work in a team je voudrais postuler – I would like to apply</p>	<p>apprendre à conduire – learn to drive réussir mes examens – pass my exams me marier – get married obtenir un bon emploi – get a good job avoir des enfants – have children= J'ai appris – I learned J'ai fait mon stage J'ai passé quinze jours Je servais les clients. Je faisais la vaisselle. Je surveillais les enfants pendant la récréation. J'ai travaillé pendant deux semaines Si + imperfect+conditional: Si j'avais de l'argent, j'achèterais des chaussures Si je pouvais prendre une année sabbatique – If I could take a gap year... Si j'avais assez d'argent – if I had enough money... j'irais en France où... - I would go to France where... j'améliorerais mon niveau de français – I would improve my level of French je n'oublierais jamais l'expérience je travaillerais dans un orphelinat je ferais le tour du monde – quand j'étais petit(e) quand je serai grand(e) Useful Grammatical Structures: J'ai envie de +inf J'ai envie de manger une glace à la fraise Je rêve de +inf Je rêve de rencontrer Taylor Swift J'ai l'intention de J'ai l'intention d'aller à l'université</p>	<p>1. Qu'est-ce que les membres de ta famille font comme métier? 2. Où as-tu fait ton stage? 3. À part le travail, qu'est-ce que tu aimerais faire dans le futur? 4. Parler d'autres langues, c'est important? Pourquoi (pas)? 5. Que voudrais tu faire après avoir fini tes études ?</p>
<p>High Frequency words: et = and mais = but parce que = because car = because comme = as aussi = also en plus = plus cependant = however pourtant = however en plus = in addition donc = so/therefore alors = so/therefore surtout = especially sauf = except d'habitude normalement rarement de temps en temps parfois toujours souvent à l'avenir plus tard avant par le passé depuis (deux ans)</p>	<p>Intensifiers Assez = quite un peu (de) = a bit (of) très = very trop de = too many/much beaucoup (de) = a lot (of).</p>	<p>Writing: Vous cherchez un emploi dans un petit café en France. Vous écrivez au propriétaire d'un café. Écrivez un e-mail avec les informations suivantes:</p> <ul style="list-style-type: none"> • pourquoi vous voulez travailler dans un café • le petit boulot que vous faites maintenant • les avantages de travailler à l'étranger • vos points forts. 	<p>Photo description (PALMs)</p>  <p>Décris la photo</p>
<p>Expressing opinions and reasons: je pense que je trouve que j'ai pensé que j'ai trouvé que artistique – artistic passionnant – exciting exigeant – demanding important – important facile – easy difficile – hard varié – varied répétitif – repetitive à responsabilités – with responsibility avec de bonnes perspectives – with good prospects avec un bon salaire – with a good salary m'intéresse- interests me compte pour moi - matters to me m'inquiète- worries me</p>	<p>Practice online</p> 		


Summary- Position in the Curriculum: In the last module, pupils learn about problems facing the world. They build on their knowledge of different tenses to discuss protecting the environment.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
<p>l'environnement the environment l'état (m) de the state of le racisme racism la faim hunger la guerre war l'injustice (f) injustice la pauvreté poverty aide (f) aid, help air (m) air association (f) organisation, charity avion (m) plane crise (f) crisis culture (f) culture danger (m) danger destruction (f) destruction eau (f) water forêt (f) forest nature (f) nature neige (f) snow papier (m) paper planète (f) planet plastique (m) plastic pollution (f) pollution la pollution de l'air air pollution protection (f) protection recyclage (m) recycling rue (f) street transport(s) (m) (public) transport</p>	<p>Ce qui est important pour moi, c'est What's important to me is ... Ce qui me préoccupe, c'est ... What concerns me is ... Le plus grand problème environnemental, c'est ... The biggest environmental problem is ... Le plus grand problème pour la planète, c'est ... éteindre les appareils électriques et la lumière turn off electrical appliances and the light mettre un pullover au lieu put on a jumper instead of d'allumer le chauffage turning on the heating utiliser du papier recyclé use recycled paper acheter des produits verts et des produits bio buy green and organic products utiliser les transports en commun use public transport aller au collège à vélo go to school by bike refuser les sacs en plastique turn down plastic bags avoir une bouteille d'eau have a bottle of water économiser l'eau save water trier les déchets separate the rubbish Il faut faire des campagnes de sensibilisation We must carry out campaigns to raise awareness Je fais déjà pas mal de choses. I already do quite a lot. Actuellement, je ne fais pas grand-chose pour protéger l'environnement. Currently, I don't do much to protect the environment. Moi, je suis écolo, je voudrais installer des panneaux solaires install solar panels voitures électriques electric cars consommer moins d'énergie consume less energy Mes parents devraient utiliser moins leur voitures.</p>	<p>sauver to save recycler to recycle réutiliser to reuse économiser to save baisser to lower refuser to turn down Il faut + infinitive Il faut ... We must/You have to ... Il ne faut pas ignorer (ces gens). • Il faut utiliser • On doit faire de bénévolat. • Ils doivent respecter l'environnement. Referring to past events: J'ai utilisé les transports en commun J'ai recyclé le papier Referring to future events: Je vais aller au collège à pied Je vais utiliser moins le plastique. J'achèterai une voiture électrique. Aim high: Je pourrais/On devrait ... I could/We ought to ... Les jeunes devraient faire plus de.. Show off tenses: Si j'étais le maire, je voudrais... Si j'étais riche, j'aimerais... Si j'avais le choix, je voudrais..... si seulement je pouvais + INF si seulement je pouvais + INF Quand j'étais plus petit, je faisais/j'aimais..... Quand j'étais petit j'aimaismais maintenant j'aime</p>	<p>1. Qu'est-ce qui est important pour toi dans la vie? 2. A ton avis, quel est le plus grand problème pour la planète, et pourquoi? 3. Qu'est-ce que tu fais à la maison pour aider l'environnement? 4. Qu'est-ce que tu as fait récemment pour aider l'environnement? 5. Si tu étais le premier Ministre, qu'est ce que tu voudrais faire pour sauver la planète ? Photo description (PALMs) Décris la photo.</p>
<p>High Frequency words: et and puis / ensuite then après afterward enfin finally tout d'abord first of all actuellement currently c'est-à-dire that is to say comme as, like puisque seeing that, since d'un côté on the one hand quand when de l'autre côté on the other hand sans doute undoubtedly, donc so, therefore si if</p>	<p>Expressing opinions and reasons: Je pense que ... A mon avis ... Je crois que ... C'est très inquiétant. It's very worrying. C'est catastrophique. It's catastrophic. C'est grave It's serious C'est important it's important c'est nécessaire it's necessary c'est utile it's useful</p>	<p>En faisant, En allant, En aidant,</p>	<p>Je pense qu'il est important de recycler à la maison. Et toi ? Parle-moi de ce que tu as fait récemment pour consommer moins d'énergie. Qu'est-ce que tu vas faire à l'avenir pour aider la planète ? Aller au collège en vélo, qu'en penses-tu ? Writing : Écris un email à ton ami(e) sur l'environnement. Tu dois faire référence aux points suivants : • description de ta ville • ce que tu as fait récemment pour l'environnement • c'est important de sauver la planète • ce que tu vas faire dans le futur pour améliorer ta ville.</p>

Summary- Position in the Curriculum: In the last module, pupils build on their knowledge of jobs and ambitions from module 7 to talk about volunteering and helping others.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
<p>Faire du bénévolat to volunteer</p> <p>Travail bénévole</p> <p>les pauvres poor</p> <p>les sans-abris homeless people</p> <p>les SDF homeless people</p> <p>les enfants malades sick children</p> <p>les handicapés disabled people</p> <p>les animaux animals</p> <p>le Tiers-Monde third world countries</p> <p>les mendiants beggars</p> <p>donner à la charité give to charity</p> <p>un refuge a shelter</p> <p>les personnes âgées elderly people</p> <p>une association caritative a charity organisation</p> <p>une fête de charité</p> <p>une année sabbatique a gap year</p> <p>accueillir to welcome</p> <p>travail work</p> <p>le petit job part-time job</p> <p>avec espoir hopefully</p> <p>sans hésiter - without hesitating</p> <p>des manifestations demonstrations</p> <p>faire un don to donate</p> <p>la faim hunger</p> <p>la sensibilisation awareness</p> <p>mes compétences my skills</p>	<p>Je travaille ... I work ...</p> <p>sur un stand d'Oxfam</p> <p>dans un refuge pour les animaux</p> <p>Je vais</p> <p>travailler avec les personnes âgées</p> <p>travailler avec les enfants/ sans-abri/ des SDF</p> <p>travailler avec les animaux</p> <p>pour moi, c'est important d'aider les autres</p> <p>for me/pour moi, de participer à la vie en société</p> <p>j'aime développer de nouvelles compétences</p> <p>j'aime rencontrer de nouvelles personnes</p> <p>c'est une expérience enrichissante</p> <p>J'aide un enfant avec ses devoirs.</p> <p>Je participe à ... I participate in ...</p> <p>Je suis membre de l'organisation ...</p> <p>Je fais du bénévolat parce que ...</p> <p>Ça me permet d'élargir mes compétences.</p> <p>Ça me donne plus confiance en moi.</p> <p>Ça me donne le sentiment d'être utile.</p> <p>C'est important de participer à la vie en société.</p> <p>On a la responsabilité d'aider les autres</p> <p>Il y a beaucoup de personnes qui ont besoin d'un peu de gentillesse.</p> <p>Pour être bénévole, il faut être....</p> <p>Je suis faite pour être bénévole car je suis....</p> <p>J'aide des enfants du primaire à faire leurs devoirs.</p> <p>Je soutiens les SDF. I support homeless people.</p> <p>Je fais partie de l'organisation X.</p> <p>Je rends visite à une personne âgée</p> <p>Je participe à des projets de conservation.</p> <p>High Frequency words: comme ça ... in this way ... du coup, ... as a result, ...</p> <p>en ce qui concerne ... as far as ... is concerned en même temps at the same time</p> <p>en train de in the process of (doing) il s'agit de it's about, it's a matter of</p> <p>pas mal de quite a lot of quotidiennement daily</p> <p>tel(le)(s) que like, such as tout le monde everyone</p> <p>Bien sûr (of course) eh bien (well) à vrai dire (to tell the truth) c'est-à-dire (that is to say), avec espoir (hopefully) malheureusement (unfortunately)</p> <p>Expressing opinions and reasons: Je pense que ... A mon avis ... Je crois que ...</p> <p>Très / Si (so) / Tellement (so) / Vraiment (really) / extrêmement (extremely)</p> <p>C'est très inquiétant. It's very worrying. C'est catastrophique. It's catastrophic.</p> <p>C'est important it's important c'est nécessaire it's necessary</p> <p>Ça me permet d'élargir mes compétences. It allows me to broaden my skills.</p> <p>Ça me donne le sentiment d'être utile. it makes me feel useful.</p> <p>Ça me donne plus confiance en moi. It gives me more self-confidence.</p>	<p>aider to help</p> <p>travailler to work sensibiliser to raise awareness</p> <p>prendre conscience de to become aware of</p> <p>soigner to look after, treat</p> <p>affronter to face, confront</p> <p>soutenir to support donner to give</p> <p>Indirect object pronouns are used to replace the people or things in a sentence to/for whom or to/for what the action of the verb occurs.</p> <p>Je lui rends visite</p> <p>Referring to past events:</p> <p>J'ai aidé - j'ai voulu- j'ai participé - j'ai travaillé</p> <p>Referring to future events:</p> <p>j'aiderai -je travaillerai-je participerai</p> <p>je donnerais - je participerai</p> <p>Show off tenses:</p> <p>Si j'étais le maire, je voudrais....</p> <p>Si j'avais le choix, je voudrais....</p> <p>Si j'étais riche, j'aimerais....</p> <p>Quand j'étais plus petit, je faisais/j'aimais.....</p> <p>Ça me permet It allows me</p> <p>Ça me donne It gives me</p> 	<p>1. Pourquoi devient-on bénévole?</p> <p>2. Quelles qualités faut-il avoir pour être bénévole</p> <p>3. Que fais-tu pour aider les autres?</p> <p>4. Qu'est-ce que tu as fait pour aider les autres?</p> <p>5. Tu voudrais faire du travail bénévole dans le futur?</p> <p>Photo description (PALMs)</p> <p>Décris la photo</p>  <p>Writing : Une année de volontariat à l'étranger</p> <p>Ecrivez une lettre pour convaincre l'organisation que vous serez un candidat à passer une année de volontariat à l'étranger..</p> <p>Vous devez faire référence aux points suivants :</p> <ul style="list-style-type: none"> • pourquoi vous voulez passer une année à l'étranger • votre expérience d'un voyage à l'étranger • les avantages de faire du volontariat en général • comment faire du volontariat va vous aider à l'avenir. 

Summary- Position in the Curriculum: In this last unit, pupils build on their knowledge of expressing opinions and give reasons to talk about advantages and disadvantages of big events. They use different tenses and complex grammatical structures to give arguments for and against big events.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
<p>Les grands événements Big events les jeux olympiques olympic games la ville hôte host city un canaval a carnival les spectateurs spectators un concert a concert une parade / un défilé a parade dans la rue in the street traditionnels traditional trop commercial too commercialised Cet événement This event Ce genre d'événement This type of event attire les touristes attracts tourists des modèles role models les gens people les panneaux solaires solar panels les toilettes seches dry toilet les véhicules électriques electric vehicles le papier recyclé recycled paper un grand stade a big stadium feu d'artifice fireworks la pollution pollution la circulation raffic une empreinte carbone carbon footprint</p>	<p>Il a lieu/Ça se passe (à Nice/ en février). it takes place (in Nice/in February). Un avantage de cet événement, c'est que met en avant la culture promotes met en avant la ville hôte crée un sentiment de fierté nationale permet aux gens de passer un bon moment encourage la pratique du sport encourage participation in sport unit les gens unites people donne des modèles aux jeunes gives young people role models crée du travail creates jobs attire des touristes attracts tourists Cependant, ... However, ... Un inconvénient, c'est que ... A disadvantage is that ... les prix augmentent la ville hôte est souvent endettée après ça laisse une empreinte carbone très importante les festivals sont une chose positive un pays Le problème, c'est que/qu' ...</p>	<p>aller voir regarder assister participer</p> <p>Referring to past events: L'année dernière/L'été dernier, ... je suis allé(e) à un festival/à la Coupe du monde I went to a festival/to the World Cup j'ai vu (le Tour de France) I saw (the Tour de France) Il y a deux ans, nous sommes allés... un événement qui est connu an event that is known dans le monde entier throughout the world le plus grand festival (de théâtre) au monde the biggest (theatre) festival in the world Il y a une ambiance magique! There is a magical atmosphere! Referring to future events: L'été prochain/L'année prochaine, ... Next summer/Next year ... je vais y retourner I am going to go back there je vais aller à ... I am going to go to ... je vais encore regarder ... I am going to watch ... again Show off tenses – Complex structures:</p> <ul style="list-style-type: none"> • Après avoir regardé • Après avoir discuté • Il faut bien qu'on fasse quelque chose  	<p>1. Quelle est ta musique préférée et pourquoi ? 2. Tu es déjà allé à un festival de musique ou un concert? 3. C'était comment? 4. Tu es pour ou contre les grands événements sportifs? 5. Comment vas-tu regarder les jeux Olympique de Paris cet été ?</p> <p>Photo description (PALMs)</p>  <p>1. Décris-moi la photo. 2. Les événements sportifs sont amusants. Qu'en penses-tu ? 3. Parle-moi d'un événement sportif que tu as regardé récemment. 4. Il y a un spectacle auquel tu voudrais assister à l'avenir ? 5. Je déteste regarder les événements à la télé. Qu'en penses-tu ?</p> <p>Writing: Un festival de musique Vous êtes allé(e) à un festival de musique. Écrivez une critique pour votre professeur de français avec les informations suivantes :</p> <ul style="list-style-type: none"> • quelques détails sur le festival • vos impressions sur le festival • l'importance de la musique pour vous • un événement musical à l'avenir.
<p>High Frequency words: En plus, ça ... What's more/Moreover, it ... mais cependant en revanche Heureusement Malheureusement D'un autre côté, ... On the other hand, ... Par ailleurs, ... What's more, ... souvent often parfois sometimes tout le temps all the time enfin finally plein de lots of tellement really/so le lendemain the next day selon according to plusieurs several quelques some trop (de) too much/many</p>	<p>Expressing opinions and reasons: Je pense que ... A mon avis ... Je crois que ... génial-amusant-nul-marrant -sympa - ennuyeux-intéressant-passionnant - paresseux - magique-inoubliable il y a du pour et du contre there are pros and cons J'estime/Je trouve/Je suis persuadé(e) que/qu' ... I reckon/find/am convinced that ...</p>	<p>130-150 words</p>	



Summary- Position in the Curriculum: Students will focus on describing jobs and their plans for the future by building on previous knowledge learnt during Y9 (M2). This module is part of GCSE Theme 4: Jobs and Future Aspirations.

Key Vocabulary

- abogado/a - lawyer
amo/a de casa - housewife/husband
azafato/a - flight attendant
mecánico/a - mechanic
camarero/a - waiter / waitress
cantante - singer
cocinero/a - cook
contable - accountant
dependiente/a - shop assistant
diseñador(a) - designer
electricista - electrician
enfermero/a - nurse
escritor(a) - writer
emocionante - exciting
exigente - demanding
importante - important
fácil / difícil - easy / difficult
manual / monótono - manual / monotonous
variado - varied
con responsabilidad - with responsibility
con buenas perspectivas - with good prospects
con un buen sueldo - with a good salary
cuidar a los clientes/pasajeros - look after the customers/passengers
cuidar a los pacientes - look after the patients
contestar llamadas telefónicas - answer telephone calls
cuidar las plantas y las flores - look after the plants and flowers
enseñar / vigilar a los niños - teach / supervise the children
reparar coches - repair cars
servir comida y bebida - serve food and drink

Key Phrases

- Soy... / Es... I am... / He/She is...
Me gustaria ser... I would like to be...
Es un trabajo... - It's a ... job
Tengo que... - I have to...
Suelo... I tend to...
Creo que soy... - I think I'm...
Aumenta tu confianza - It increases your confidence
Estimula el cerebro -
Mejora tus perspectivas laborales - It improves your job prospects
Te abre la mente - It opens your mind
Expressing opinions and reasons:
Me interesa(n)... - ...interest(s) me
Me importa(n)... - ...matter(s) to me
Me preocupa(n)... - ...worry/worries me
Espero... - I hope to...
Me gustaria ... - I would like to...
Quiero... - I want to...
Tengo la intención de... - I intend to...
Voy a... - I am going to...
Gano ... euros / libras a la hora - I earn ... euros / pounds per hour
...al día / a la semana - day / week
Me llevo bien con mis compañeros - I get on well with my colleagues
Mi jefe/a es amable - My boss is nice
El horario es flexible - The hours are flexible
Expressions of frequency:
El primer / último día On the first/ last day
Cada día / Todos los días Each / Every day
Los sábados on Saturdays
antes / después - before / after
cuando necesito dinero - when I need money
cada mañana - each / every morning
una vez / dos veces a la semana - once / twice a week

Key Grammar

Talking about future plans
You can talk about future plans using a variety of phrases that are followed by the infinitive:
Quiero - I want
Espero - I hope to
Pienso - I plan to / intend to
Voy a - I am going to
Me gustaría - I would like to
Examples:
Pienso ir a la Universidad (I intend to go to uni.)
CUANDO + PRESENT SUBJUNCTIVE
When using the word "cuando" to talk about future plans you have to make sure that the verb that follows is in the present subjunctive form. To form the present subjunctive in Spanish, start with the "I" form of the present tense and add the following endings:

Table with 4 columns: Subject pronouns, AR verbs (Hablar/to talk), ER verbs (Comer/to eat), IR verbs (Vivir/to live). Rows include Yo, Tú, Él/ella, Nosotros/as, Vosotros/as, Ellos/as.

Examples:
Cuando viva en España, seré más feliz. - When I live in Spain I will be happier

USING "SOLER + INFINITIVE" IN THE IMPERFECT TENSE

Use "soler" in the imperfect to talk about things you used to do regularly.

Table showing SOLER (present) and INFINITIVE in ENGLISH. Includes examples like estudiar, ser, compartir, ganar, comer, ir.

Key Questions for Assessment

- ¿Qué tipo de persona eres?
¿Qué haces para ganar dinero?
¿En qué trabajas?
¿Qué trabajo te gustaría hacer en futuro?
¿Por qué aprender idiomas?

Photo description (PALMA): People, Action, Location, Mood, Additional details and opinions...





P:
A:
L:
M:
A:
Practice online:





Summary- Position in the Curriculum: Students will focus on discussing about environmental issues and the importance of volunteering and organizing charity events by building on knowledge learnt during Y9 (M4). This module is part of GCSE Theme 5: International and Global dimension.

Key Vocabulary	Key Phrases	Key Grammar	Key Questions for Assessment
<ul style="list-style-type: none"> • un bloque de pisos - a block of flats • un apartamento / un piso - a flat • una casa individual - a detached house • una casa adosada - a terraced house • un barrio de la ciudad - a district / town • las afueras - the outskirts • el campo - the country • la costa - the coast • la montaña - the mountains • el cuarto piso - the 4th floor • tres dormitorios - three bedrooms • dos cuartos de baño - two bathrooms • una cocina amplia - a spacious kitchen • una piscina - a swimming pool • una sala de fiestas - a party room • el paro / desempleo - unemployment • el hambre / la pobreza - hunger / poverty • la deforestación - deforestation • la drogadicción - drug addiction • la salud - health • la obesidad - obesity • la crisis económica - the economic crisis • el medio ambiente - the environmental • los sin hogar / los sin techo - the homeless • los animales en peligro de extinción - animals in danger of extinction • la basura en las calles - rubbish on the streets • destrucción de los bosques - destruction of woodland / forest • polución de los mares y ríos - pollution of seas and rivers • El aire está contaminado - The air is polluted 	<ul style="list-style-type: none"> • Vivo en... - I live in... • Está en... - It is in / on... • Mi piso tiene... - My flat has... • Mi casa ideal sería... - My ideal house would be... • Tendría... - It would have... • Para cuidar... - To care for... • se debe... - you / we / one must... • Hay demasiada... - There is / are too much / many... • SE DEBERÍA / NO SE DEBERÍA... (you/we/one should / should not) • apagar la luz - turn off the light • ducharse en vez de bañarse - have a shower instead of taking a bath • separar la basura - separate the rubbish • reciclar el plástico y el vidrio - recycle plastic and glass • desenchufar los aparatos eléctricos - unplug electric appliances • ahorrar / malgastar energía - to save / waste energy • cerrar el grifo - turn off the tap • hacer todo lo posible - do everything possible • usar bolsas de plástico - use plastic bags • <u>Expressing opinions and reasons:</u> • (No) tengo hambre - I am (not) hungry • (No) tengo sed - I am (not) thirsty • (No) tengo sueño - I am (not) tired • Me preocupa/n - I am worried about... • Es necesario / esencial que... It is necessary / essential that... • Es terrible que haya... It's terrible that there is... • Cambiaría... I would change... 	<p><u>USES OF THE PRESENT SUBJUNCTIVE</u></p> <p>à <u>With "que" clauses</u> We have already learned the subjunctive is used after the word "cuando"; the subjunctive is also used to express points of view using this structure:</p> <p>Es + adjective + <u>que</u> + <u>subjunctive</u></p> <p>Examples: -Es importante <u>que</u> <u>ahorremos</u> agua. (It is important that we save water.) -Es necesario <u>que</u> <u>cuidemos</u> el medio ambiente (It is necessary that we look after the environment.)</p> <p>→ <u>With negative commands</u></p> <p>Examples: - <u>No</u> uses tanta agua (Do not use so much water.)</p> <p><u>SE DEBERÍA + INFINITIVE</u> Se <u>debería</u> + <u>infinitive</u> means you/we/ one should do something.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Se <u>debería</u> reciclar más la basura. - You/we should recycle the rubbish more. • No se <u>debería</u> malgastar agua. - You/we shouldn't waste water. <p>N.B.:</p> <ul style="list-style-type: none"> ➢ use the verb ESTAR for LOCATION or circumstances ➢ Use the verb SER for DESCRIPTIONS 	<p>¿Cómo es tu casa?</p> <p>¿Cuáles son los problemas globales más serios hoy en día?</p> <p>¿Cómo se debería cuidar el medio ambiente?</p> <p>¿Qué opinas de los grandes eventos deportivos / musicales?</p> <p>¿Es importante ser solidario? ¿Por qué?</p> <p>Photo description (PALMA: People, Action, Location, Mood, Additional details and opinions)</p>  <p>P: _____</p> <p>A: _____</p> <p>L: _____</p> <p>M: _____</p> <p>A: _____</p> <p><u>Practice online:</u></p> 

Computing/IT

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Terminology	Core Knowledge	Preparing for Assessment
<p>1. Data Protection Laws - Regulations such as the UK's Data Protection Act 2018 and General Data Protection Regulation (GDPR) that govern how personal information must be collected, stored, and used to protect individual privacy.</p> <p>2. Cybercrime Laws - Legislation like the Computer Misuse Act 1990 in the UK, which addresses crimes related to hacking, identity theft, and unauthorized access to computer systems.</p> <p>3. Intellectual Property Rights - UK laws including the Copyright, Designs and Patents Act 1988 and Trademarks Act 1994, which protect creators' rights over their original works and prevent unauthorized use or reproduction.</p> <p>4. Cultural Impact - The effect that ICT has on cultural practices, communication, and access to information, influencing cultural exchange and diversity.</p> <p>5. Personal Impact - The ways in which ICT affects individual behaviour and lifestyle, including changes in communication habits and information access.</p> <p>6. Environmental Impact - The effect of ICT on the environment, including issues related to e-waste, energy consumption of data centres, and resource use in electronics manufacturing.</p> <p>7. Digital Footprint - The trail of data and information left behind by an individual's online activities, which can affect privacy, reputation, and security.</p>	<p>Legal Issues Protect Computer Users - Legal issues encompass laws and regulations that are designed to safeguard computer users from various risks associated with digital technology. This includes data protection laws, cybercrime laws, and intellectual property rights. <i>Knowing these laws helps users understand their rights and the legal recourse available in case of data breaches, intellectual property theft, or other online crimes, thus ensuring a safer digital environment.</i></p> <p>The Cultural, Personal, and Environmental Impact of ICT - ICT impacts society in multiple ways. Culturally, it facilitates global communication and information sharing. Personally, it influences how individuals interact and access information. Environmentally, it raises concerns about e-waste and energy consumption. <i>Understanding these impacts highlights both the benefits and drawbacks of ICT, promoting more informed and balanced usage that considers cultural sensitivity, personal well-being, and environmental sustainability.</i></p> <p>How a Digital Footprint Can Impact Computer Users - A digital footprint is the trail of data one leaves behind while using digital devices and services. It includes information from social media, online transactions, and browsing history, which can affect privacy, reputation, and security. <i>Awareness of one's digital footprint is crucial for managing online privacy and reputation. By understanding its potential impacts, individuals can take steps to protect their personal information and mitigate negative consequences.</i></p>	<ol style="list-style-type: none"> How do the UK's Data Protection Act 2018 and the General Data Protection Regulation (GDPR) protect individuals' personal information? Discuss the key provisions of these laws and their impact on data privacy. Evaluate the effectiveness of the Computer Misuse Act 1990 in addressing cybercrime in the UK. What are its strengths and limitations, and how has it adapted to emerging technological threats? Analyse the cultural, personal, and environmental impacts of Information and Communication Technology (ICT). How do these impacts vary across different regions and demographics, and what measures can be taken to mitigate any negative effects? Discuss the implications of a digital footprint on an individual's privacy and reputation. How can individuals manage their digital footprint to protect themselves from potential risks? Examine the environmental issues associated with electronic waste (e-waste) in the context of ICT. What are the current challenges, and what strategies can be implemented to reduce the negative environmental impact of e-waste?

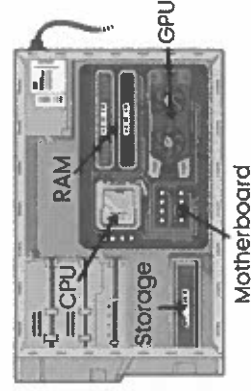


Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
<p>1. CPU (Central Processing Unit) The primary component of a computer that performs most of the processing inside, executing instructions and managing tasks.</p> <p>2. RAM (Random Access Memory) Temporary memory used by the computer to store data that is actively being used or processed by the CPU, enabling quick access.</p> <p>3. HDD (Hard Disk Drive) / SSD (Solid State Drive) Storage devices where data is permanently stored. HDDs use spinning disks and read/write heads, while SSDs use flash memory for faster data access.</p> <p>4. Operating System (OS) Software that manages computer hardware and software resources, providing a user interface and essential services for applications. Examples include Windows and macOS.</p> <p>5. Antivirus Software Programs designed to detect, prevent, and remove malicious software (malware) to protect computers from viruses, worms, and other threats.</p> <p>6. Cloud Services Online services that provide computing resources, storage, and applications over the internet, such as Google Drive or Microsoft Azure.</p> <p>7. Software as a Service (SaaS) A software distribution model where applications are hosted by a provider and accessed over the internet, often on a subscription basis, like Salesforce or Office 365.</p>	<p>Functionality of Different Hardware Devices - Hardware devices are physical components of a computer system, each serving a specific function. These include the CPU, RAM, HDD/SSD, motherboard, input devices (keyboard, mouse), output devices (monitor, printer), NIC, and GPU. Understanding hardware functionality is crucial for troubleshooting issues, upgrading components, and selecting appropriate hardware for various computing needs.</p> <p>Functionality of Different Software - Software refers to programs and applications that instruct hardware on how to perform tasks. Key types include Operating Systems (e.g., Windows, macOS), productivity software (e.g., Microsoft Office), web browsers, DBMS (e.g., MySQL), antivirus software, development tools, utility software, and media players. Knowing different types of software and their purposes helps users choose the right tools for their tasks and ensures efficient use of computing resources.</p> <p>Services Provided by IT - IT services encompass support and solutions provided to meet technological needs. This includes technical support, cloud services, network services, data backup and recovery, cybersecurity services, Software as a Service (SaaS), IT consulting, and system integration. Understanding IT services helps in effectively leveraging technology, ensuring reliable operations, and maintaining system security and performance.</p>	<ol style="list-style-type: none"> Discuss the roles and importance of different hardware components in a computer system. How do components like the CPU, RAM, and storage devices interact to perform computing tasks effectively? Evaluate the impact of various types of software on computer productivity. Compare and contrast productivity software, operating systems, and development tools in terms of their functionalities and benefits. Analyse the benefits and challenges associated with using cloud services in modern businesses. How do cloud services enhance business operations, and what are the potential risks and considerations? Examine the significance of antivirus software in maintaining computer security. How do antivirus programs detect and prevent various types of malware, and what are the limitations of these security measures? Assess the role of IT services in supporting and maintaining technological infrastructure. Discuss how technical support, data backup, and network services contribute to the overall efficiency and security of IT systems. 	

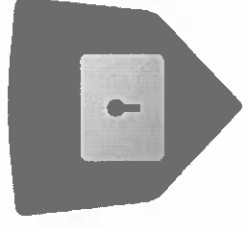


Summary- Position in the Curriculum

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
<p>1. Data Quality The measure of how accurately and reliably data reflects the real-world entities or conditions it is meant to represent. Ensures data is accurate, complete, and suitable for its intended purpose.</p>	<p>1.2.1 Why Data Must Be Fit for Purpose - Data must be fit for purpose to ensure that it is accurate, relevant, and suitable for the intended task or decision-making process. This means the data should meet the specific needs and requirements of its intended use. Data that is fit for purpose improves the reliability and validity of outcomes derived from it, enhances decision-making, and reduces the risk of errors or misinterpretations. It ensures that the data serves its intended function effectively, whether for analysis, reporting, or operational use.</p>	<p>1. Discuss why it is essential for data to be fit for purpose in decision-making processes. What are the potential consequences of using data that is not fit for its intended use?</p>	
<p>2. Accuracy The degree to which data correctly represents the real-world values or facts. Accurate data minimizes errors and discrepancies.</p>	<p>How Input Data is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.</p>	<p>2. Evaluate the various methods used to ensure data quality and accuracy. How do validation rules, error messages, and data verification contribute to the reliability of input data?</p>	
<p>3. Validation The process of checking data against predefined rules or criteria to ensure it is correct, complete, and within acceptable ranges. Includes techniques such as format checks, range checks, and consistency checks.</p>	<p>How Input Data is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.</p>	<p>3. Analyse the impact of poor data quality on business operations and decision-making. What strategies can organizations implement to ensure their data is accurate and fit for its intended purpose?</p>	
<p>4. Data Integrity The protection and preservation of the accuracy and consistency of data over its lifecycle. Ensures data is not altered or corrupted in an unauthorized manner.</p>	<p>How Input Data is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.</p>	<p>4. Examine the role of data cleaning in maintaining data integrity. How do processes like detecting and correcting errors contribute to the overall quality of a dataset?</p>	
<p>5. Error Checking The process of identifying and correcting mistakes or inconsistencies in data. Methods include data validation, error messages, and automated error detection systems.</p>	<p>How Input Data is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.</p>	<p>5. Assess the importance of consistency in data across different systems or datasets. What are the challenges associated with maintaining data consistency, and how can they be addressed?</p>	
<p>6. Data Verification The process of confirming that data is accurate and complete, often by cross-checking with other sources or through manual review.</p>	<p>How Input Data is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.</p>		
<p>7. Data Cleaning The process of detecting and correcting (or removing) corrupt, incomplete, inaccurate, or irrelevant data from a dataset. Ensures the quality and usability of data.</p>			

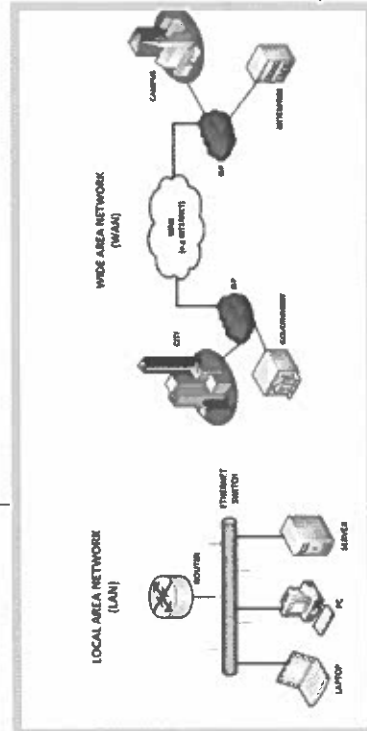


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Terminology	Definitions	Core Knowledge	Preparing for Assessment
<ol style="list-style-type: none"> LAN (Local Area Network) A network that connects devices within a small geographic area, such as a home or office, using cables or Wi-Fi for fast, local communication. WAN (Wide Area Network) A network that covers a large geographical area, such as cities or countries, connecting multiple LANs through technologies like fibre optics. Internet A global network that links millions of private, public, academic, and government networks, allowing for worldwide data exchange and communication. Intranet A private network within an organisation that uses internet technology to enable internal communication and data sharing among employees. VPN (Virtual Private Network) A secure network that encrypts data transmitted over the internet, creating a private connection between a user's device and a remote server for enhanced security. Wired Connectivity The use of physical cables, such as Ethernet cables or fibre optics, to connect devices, offering stable and high-speed data transfer. Wireless Connectivity The use of radio waves or infrared signals, such as Wi-Fi or Bluetooth, to connect devices without physical cables, allowing for greater mobility. Cellular Connectivity The use of mobile networks (e.g., 4G, 5G) to connect devices, providing broad coverage and enabling mobile data services for smartphones and other devices. Satellite Connectivity The use of satellites to transmit data between ground stations, useful for remote areas with limited infrastructure but often with higher latency. Bluetooth A short-range wireless technology used to connect devices over a few meters, commonly used for peripherals like headphones and keyboards. 	<p>How Data Transfers Over Different Types of Network - Data transfer refers to how information is sent between devices across various types of networks, such as LAN, WAN, the Internet, Intranet, and VPN.</p> <p>Understanding how data is transferred helps ensure efficient communication and effective network management.</p> <p>Different Types of Connectivity - Connectivity methods link devices using wired connections (e.g., Ethernet), wireless connections (e.g., Wi-Fi, Bluetooth), cellular networks (e.g., 4G, 5G), and satellite connections. Knowing about different connectivity types helps in selecting the most suitable method for reliable and efficient device connections.</p>	<ol style="list-style-type: none"> Explain the differences between LAN and WAN in terms of their structure, uses, and performance. How does each type of network impact data transfer and connectivity? Discuss the role of the Internet in global data communication. What are the key technologies and protocols involved in ensuring efficient and reliable data transfer over the Internet? Evaluate the advantages and disadvantages of wired versus wireless connectivity. In what scenarios would one be preferred over the other, and how do they affect data transfer speed and reliability? Analyse the impact of VPNs on data security and privacy. How does a VPN create a secure connection over the Internet, and what are the benefits and limitations of using VPN technology? Compare and contrast cellular and satellite connectivity. What are the primary differences in their applications, performance, and suitability for various environments? 	



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Terminology	Core Knowledge	Preparing for Assessment
<p>1.1.1 Functionality of Different Hardware Devices</p> <ol style="list-style-type: none"> 1. Explain the primary functions of a CPU and how it impacts overall computer performance. 2. Discuss the differences between SSDs and HDDs in terms of speed, storage, and reliability. 3. Describe how a motherboard supports the functioning of other hardware components in a computer system. 4. Analyse the role of input devices like keyboards and mice in user interaction with a computer. 5. Evaluate the importance of GPUs in modern computing. How do they enhance the performance of tasks such as gaming and graphic design? <p>1.1.2 Functionality of Different Software</p> <ol style="list-style-type: none"> 6. Compare and contrast operating systems like Windows, macOS, and Linux. What are the key features of each? 7. Explain the role of productivity software, such as word processors and spreadsheets, in a business environment. 8. Discuss how antivirus software protects a computer system from malicious threats. 9. Analyse the benefits and drawbacks of using cloud-based software compared to traditional desktop applications. 10. Evaluate the functionality of database management systems (DBMS) and their role in data organisation and retrieval. 	<p>1.1.3 Services Provided by IT</p> <ol style="list-style-type: none"> 11. Describe how IT support services assist users in troubleshooting and resolving technical issues. 12. Discuss the role of cloud computing services in modern IT infrastructure. How do they benefit businesses and individuals? 13. Explain the concept of web hosting and how it supports the operation of websites and online services. 14. Analyse the impact of IT consultancy services on business efficiency and strategy development. 15. Evaluate how managed IT services can improve organisational productivity and reduce operational costs. <p>1.2.1 Why Data Must Be Fit for Purpose</p> <ol style="list-style-type: none"> 16. Discuss the reasons why it is crucial for data to be fit for its intended purpose. What are the potential consequences of using data that is not fit for purpose? <p>1.2.2 How Input Data Is Checked for Errors</p> <ol style="list-style-type: none"> 17. Explain the methods used to check and validate input data to ensure its accuracy and reliability. 18. Discuss the role of validation rules in preventing data entry errors. How do they contribute to data quality? 	<p>1.2.3 How Data Transfers Over Different Types of Network</p> <ol style="list-style-type: none"> 19. Describe how data is transferred over a Local Area Network (LAN) compared to a Wide Area Network (WAN). What are the main differences in terms of speed and coverage? <p>1.2.4 Different Types of Connectivity</p> <ol style="list-style-type: none"> 20. Compare wired and wireless connectivity in terms of performance, convenience, and potential issues. <p>1.3.1 Risks to Information Held on Computers</p> <ol style="list-style-type: none"> 21. Discuss the various risks to information stored on computers, such as malware, hacking, and physical damage. How can these risks be mitigated? <p>1.3.2 The Impact of Data Loss, Theft, or Manipulation on Individuals and Businesses</p> <ol style="list-style-type: none"> 22. Analyse the impact of data loss on both individuals and businesses. What are the potential consequences and how can they be addressed? <p>1.3.3 Methods Used to Protect Information</p> <ol style="list-style-type: none"> 23. Explain the different methods used to protect information on computers, such as encryption, firewalls, and regular backups.

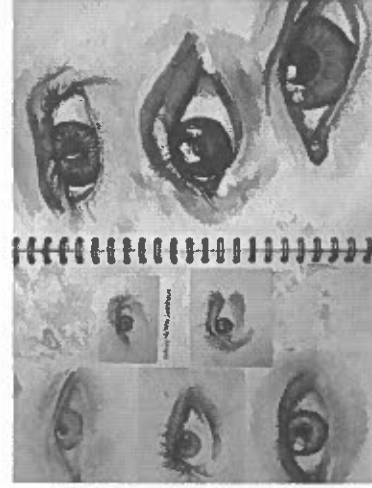
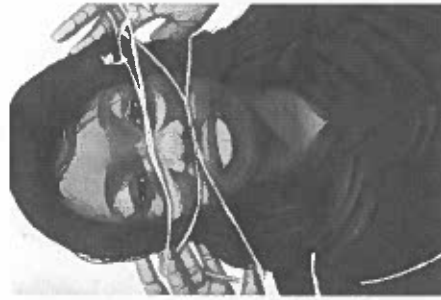
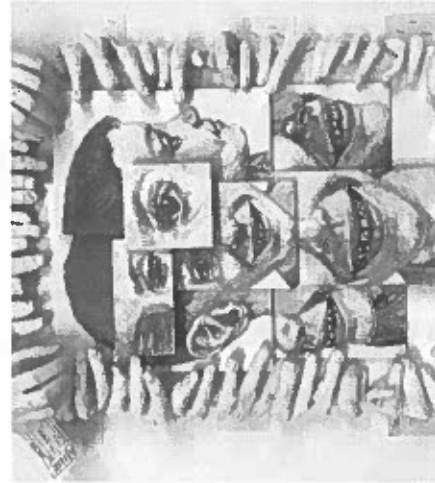
Visual Arts

GCSE Art & Design - Year 11 Half Term 1

Summary - Position in the Curriculum

In the first term of Year 11, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINE and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

<u>MINIMAL</u>	<u>SOME</u>	<u>MODERATE</u>	<u>CONSISTENT</u>	<u>HIGHLY DEVELOPED</u>	<u>EXCEPTIONAL</u>
<ul style="list-style-type: none"> • Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected. 	<ul style="list-style-type: none"> • Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding. 	<ul style="list-style-type: none"> • Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose. 	<ul style="list-style-type: none"> • Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses. 	<ul style="list-style-type: none"> • Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation. 	<ul style="list-style-type: none"> • Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
<u>GCSE LEVEL 1</u>	<u>GCSE LEVEL 2</u>	<u>GCSE LEVEL 3</u>	<u>GCSE LEVEL 4-6</u>	<u>GCSE LEVEL 7-9</u>	<u>GCSE LEVEL 9</u>
<p>Revision and self-study activities are → . Choose 1 per week to practice techniques and improve your skill levels.</p>	<p>1. REFINE work by exploring and extending your creative responses to your research.</p>	<p>2. EXPERIMENT with a different MEDIUM/ STYLE that you haven't tried before.</p>	<p>3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.</p>	<p>4. PHOTOGRAPH your work at 5 different stages, to show the PROCESS.</p>	<p>5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.</p>



GCSE Art & Design - Year 11 Half Term 2

Summary - Position in the Curriculum

Students must submit a SUSTAINED PROJECT and a FURTHER STUDIES project, as directed by their subject teacher, to complete COMPONENT 1. Students must use these SELF-REFLECTION QUESTIONS to ensure they are meeting the ASSESSMENT OBJECTIVES to a high standard.

- Do my sources reflect my personal interests, ideas and engagement?
- Have I made and acknowledged connections between my own work and relevant sources such as artists, crafts people and designers?
- Have I used and explored an appropriate range of materials, techniques and processes in relation to my title? (Remember the quality of investigation is more important than quantity of materials or processes used).
- Is there clear evidence of reviewing, refining and selecting within my work?
- Have I shown evidence of purposeful and meaningful drawing?
- Is my written annotation relevant? Does it comment on my ideas, thoughts and decisions? (Remember downloaded information with no demonstration of understanding, analysis or influence does not fulfil the requirement for AO3 written annotation).
- Have I acknowledged all the sources I have used that are not my own?
- Is my work presented in an appropriate format? (Remember work may be presented in any appropriate format such as, mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, photographic, film, digital presentations, records of transient and site-specific installations).
- In my sustained project/s is there clear evidence of my creative journey from starting point to realised intention/s?
- Does my 'Further Work' provide evidence to support my coverage of the assessment objectives?

Preparing for Assessment

Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.

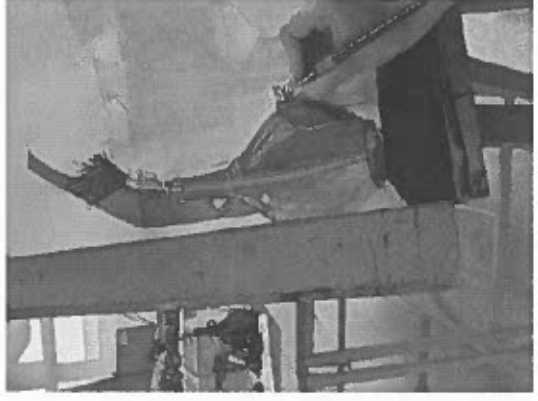
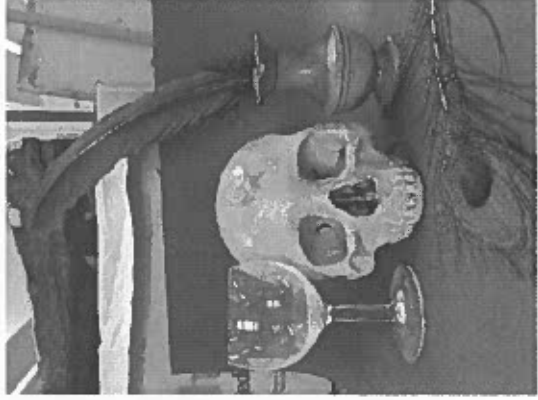
REVIEW Assessment Objective 1:
DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.

REVIEW Assessment Objective 2:
REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.

REVIEW Assessment Objective 3:
RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.

REVIEW Assessment Objective 4:
Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.

PRESENT your portfolio of work to another teacher who is not your own subject teacher. Guide them through how you have met the AOs and ask for feedback.



GCSE Art & Design - Year 11 Half Term 3

Summary - Position in the Curriculum

In the second term of Year 11, students begin GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT, set by the EXAM BOARD. Students will select ONE STARTING POINT and create a project in the same way they have done for COMPONENT 1 – developing MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCING their knowledge and understanding of artistic sources. Students will begin to **REFINE** work, **EXPLORING** and **EXPERIMENTING** with a range of **MEDIA** and **MATERIALS**, **TECHNIQUES** and **PROCESSES**.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
INVESTIGATION	ANALYSE artists' and designers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING.	Artist / designer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when analysing artists and designers.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
REFINE	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	<ul style="list-style-type: none"> • FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION. • TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate. • VARIATION of a technique - e.g. trying oil pastel rather than painting to achieve an expressive style • ADAPTATION of the idea - e.g. including some detail in the foreground of a landscape to add more depth and distance 	<ol style="list-style-type: none"> 1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.
OBSERVATION	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	<ol style="list-style-type: none"> 2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.
ANNOTATION	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to a text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your SKETCHBOOK clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	<ol style="list-style-type: none"> 3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
How to purposefully write about artist's work. Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: WHAT	<ul style="list-style-type: none"> • INTRODUCE the artist and the artwork. What is the TITLE? • DESCRIBE what you can see in artwork? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour) • WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.) • WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work? • WHAT THEMES did the artist explore? • WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work? • HOW has the artwork been CREATED? • HOW has the artist used MATERIALS/PROCESSES? • HOW has the artist used SCALE? E.g., is it a large-scale painting and would it be as impactful if it were smaller? • HOW has the artwork been PRESENTED? E.g., in a gallery or open space. • HOW was work PERCEIVED when it was created? 	<ol style="list-style-type: none"> 4. COMPLETE sketchbook annotations.
Then finish your analysis with a small CONCLUSION	How to annotate: HOW		<ol style="list-style-type: none"> 5. SELECT a piece of art that you have created and write a poem about it.

giving your own OPINIONS on the work and how it might INFLUENCE your IDEAS moving forward.

How to annotate: WHY

- WHY has the artist made it?
- WHAT is the CONCEPT/ idea behind the work?
- Why do you think the artist has made it? Remember to JUSTIFY your opinion with your own ideas but also RESEARCH. READ reviews by other people and interviews with the artist about the work.
- WHY do you like/dislike it? How does it link to your work?
- HOW could you make a PRACTICAL RESPONSE to the artwork? What IDEAS do you now have?

'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)



ENSURE that you include artist ANALYSIS plus drawing and painting studies to MASTER techniques of artists (PASTICHES). DEVELOP your own ideas from your RESEARCH & INVESTIGATIONS, ensuring that your IDEAS and INSPIRATION are CLEARLY LABELLED alongside your EXPERIMENTATIONS.

GCSE Art & Design - Year 11 Half Term 4

Summary - Position in the Curriculum

In the final half term of the course, students conclude GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT. Students build on their COMPONENT 2 PORTFOLIO work, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students will focus on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

<u>MINIMAL</u>	<u>SOME</u>	<u>MODERATE</u>	<u>CONSISTENT</u>	<u>HIGHLY DEVELOPED</u>	<u>EXCEPTIONAL</u>
<ul style="list-style-type: none"> • Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected. 	<ul style="list-style-type: none"> • Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding. 	<ul style="list-style-type: none"> • Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose. 	<ul style="list-style-type: none"> • Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses. 	<ul style="list-style-type: none"> • Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation. 	<ul style="list-style-type: none"> • Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
<u>GCSE LEVEL 1</u>	<u>GCSE LEVEL 2</u>	<u>GCSE LEVEL 3</u>	<u>GCSE LEVEL 4-6</u>	<u>GCSE LEVEL 7-9</u>	<u>GCSE LEVEL 9</u>
<p>Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.</p>	<p>1. PLAN your OUTCOME using at least 2 pages in your SKETCHBOOK.</p>	<p>2. TEST the MEDIA you are going to use in SUPERVISED TIME.</p>	<p>3. PREPARE the final COMPOSITION or MODEL e.g. SKETCH out OUTLINES/ PREPARE MATERIALS.</p>	<p>4. PHOTOGRAPH the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.</p>	<p>5. ENSURE all work in your SKETCHBOOK is COMPLETED and ANNOTATED.</p>

A01

EXPLORE
BEGIN TO LINK
ANNOTATE
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK

A02

EXPERIMENT
WITH A
LINKING TECHNIQUES
TO ARTISTS
AND THEMES
TEXTILES OF MEDIA
MIXED MEDIA
PHOTOGRAPHS
OIL PASTEL
WATER COLOUR
CLAY

A03

IDEAS LINKING TO
ARTISTS WORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF
DIFFERENT MEDIA

A04

FINAL
MEANINGFUL PIECE OF WORK
INFORMED SHOW UNDERSTANDING
RESPONSE
LINK BETWEEN
VISUALS AND ARTISTS
PRESENTATION
RELEVANT

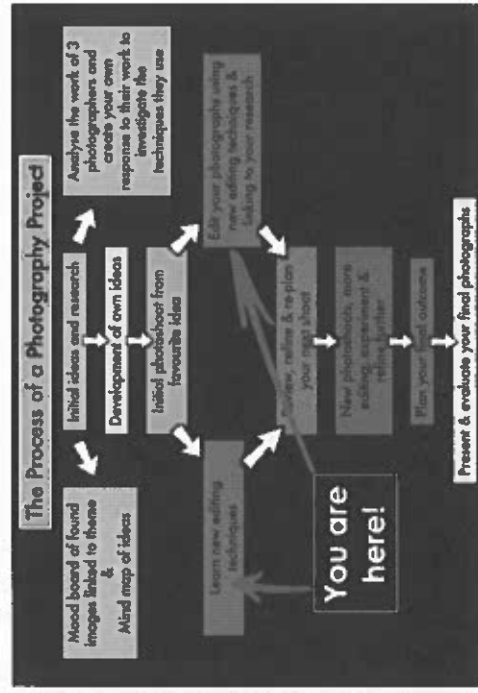
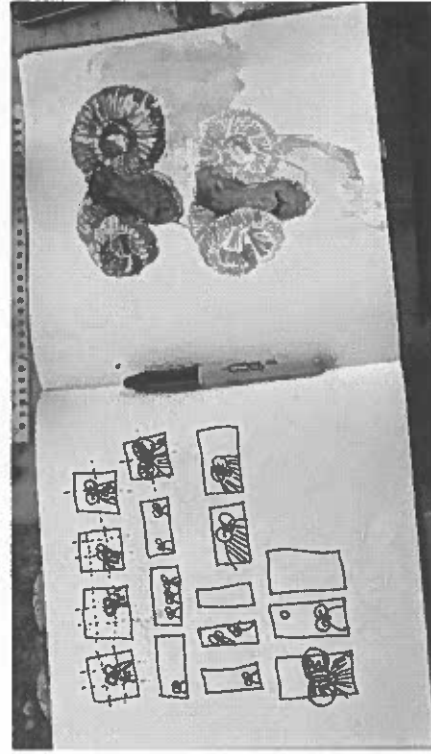
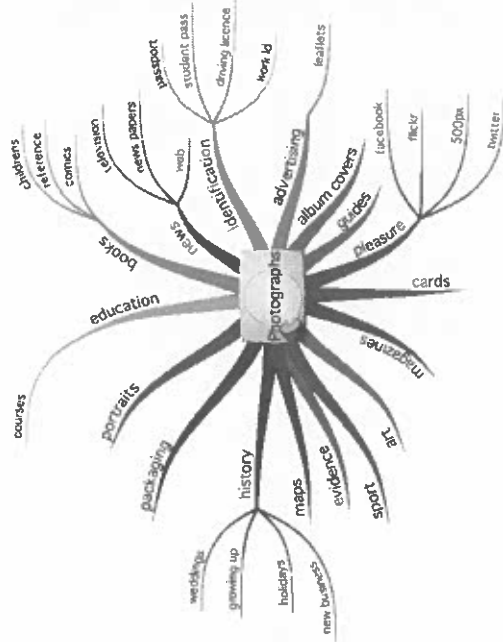
GCSE Photography - Year 11 Half Term 1

Summary - Position in the Curriculum

In the first term of Year 11, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINE and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
<ul style="list-style-type: none"> • Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected. 	<ul style="list-style-type: none"> • Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding. 	<ul style="list-style-type: none"> • Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose. 	<ul style="list-style-type: none"> • Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses. 	<ul style="list-style-type: none"> • Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation. 	<ul style="list-style-type: none"> • Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.

GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
<p>Revision and self-study activities are → . Choose 1 per week to practice techniques and improve your skill levels.</p>	<p>1. REFINE work by exploring and extending your creative responses to your research.</p>	<p>2. EXPERIMENT with a different GENRE/ STYLE that you haven't tried before.</p>	<p>3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.</p>	<p>4. PHOTOGRAPH/ SCREENSHOT your work at 5 different stages, to show the PROCESS.</p>	<p>5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.</p>



GCSE Photography - Year 11 Half Term 2

Summary - Position in the Curriculum

Students must submit a SUSTAINED PROJECT and a FURTHER STUDIES project, as directed by their subject teacher, to complete COMPONENT 1. Students must use these SELF-REFLECTION QUESTIONS to ensure they are meeting the ASSESSMENT OBJECTIVES to a high standard.

- Do my sources reflect my personal interests, ideas and engagement?
- Have I made and acknowledged connections between my own work and relevant sources such as artists, crafts people and designers?
- Have I used and explored an appropriate range of materials, techniques and processes in relation to my title? (Remember the quality of investigation is more important than quantity of materials or processes used).
- Is there clear evidence of reviewing, refining and selecting within my work?
- Have I shown evidence of purposeful and meaningful drawing?
- Is my written annotation relevant? Does it comment on my ideas, thoughts and decisions? (Remember downloaded information with no demonstration of understanding, analysis or influence does not fulfil the requirement for AO3 written annotation).
- Have I acknowledged all the sources I have used that are not my own?
- Is my work presented in an appropriate format? (Remember work may be presented in any appropriate format such as, mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, photographic, film, digital presentations, records of transient and site-specific installations).
- In my sustained project/s is there clear evidence of my creative journey from starting point to realised intention/s?
- Does my 'Further Work' provide evidence to support my coverage of the assessment objectives?

Preparing for Assessment

Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.

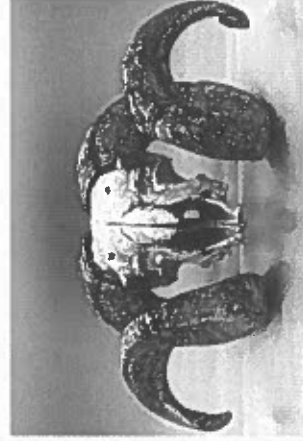
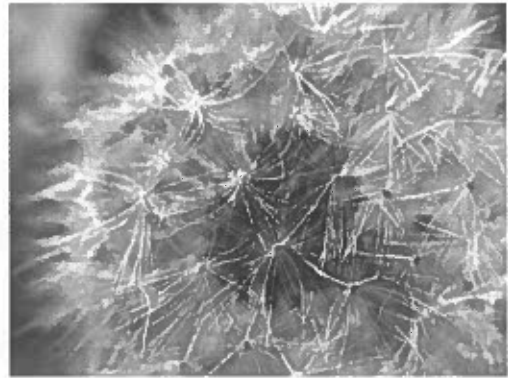
REVIEW Assessment Objective 1:
DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.

REVIEW Assessment Objective 2:
REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.

REVIEW Assessment Objective 3:
RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.

REVIEW Assessment Objective 4:
Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.

PRESENT your portfolio of work to another teacher who is not your own subject teacher. Guide them through how you have met the AOs and ask for feedback.



GCSE Photography - Year 11 Half Term 3

Summary - Position in the Curriculum

In the second term of Year 11, students begin GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT, set by the EXAM BOARD. Students will select ONE STARTING POINT and create a project in the same way they have done for COMPONENT 1 – developing MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCING their knowledge and understanding of artistic sources. Students will begin to **REFINE** work, **EXPLORING** and **EXPERIMENTING** with a range of **MEDIA** and **MATERIALS**, **TECHNIQUES** and **PROCESSES**.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
INVESTIGATION	ANALYSE photographers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING.	Photographer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when work.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
REFINE	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	<ul style="list-style-type: none"> • FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION. • TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate. • VARIATION of a technique - e.g. EXPERIMENTING with TONAL RANGE • ADAPTATION of the idea - e.g. including some detail in the FOREGROUND of a LANDSCAPE to add more DEPTH and DISTANCE 	1. PRINT HIGH QUALITY COLOUR images of your chosen photographer's work. 2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen photographer.
OBSERVATION	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	3. COMPLETE outstanding work in presentation as directed by subject teacher.
ANNOTATION	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to a text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your PRESENTATION clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	4. COMPLETE annotations.
How to purposefully write about artwork. Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: WHAT	<ul style="list-style-type: none"> • INTRODUCE the photographer and the work. What is the TITLE? • DESCRIBE what you can see in work? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour) • WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.) • WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work? • WHAT THEMES did the photographer explore? • WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work? 	
Then finish your analysis with a small CONCLUSION giving your own OPINIONS on the work and how it	How to annotate: HOW	<ul style="list-style-type: none"> • HOW has the work been CREATED? • HOW has the photographer used MATERIALS/PROCESSES? • HOW has the photographer used SCALE? E.g., is it a large-scale and would it be as impactful if it were smaller? • HOW has the work been PRESENTED? E.g., in a gallery or open space. • HOW was work PERCEIVED when it was created? 	5. SELECT a photograph that you have created and write a poem about it.

might INFLUENCE your IDEAS moving forward.

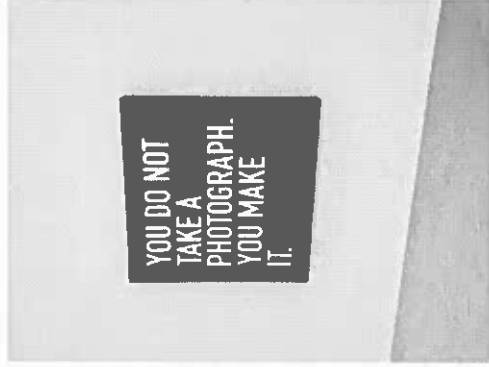
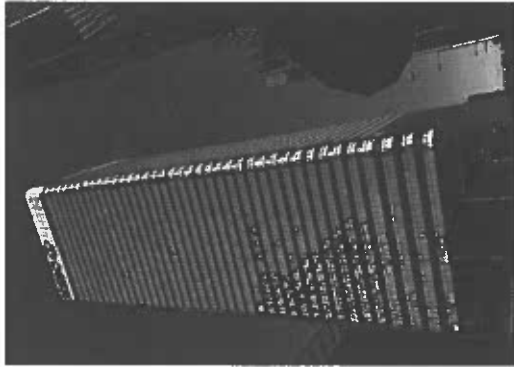
How to annotate: **WHY**

- **WHY** has the photographer made it?
- **WHAT** is the **CONCEPT/idea** behind the work?
- **Why** do you think the photographer has made it? Remember to **JUSTIFY** your opinion with your own ideas but also **RESEARCH**. **READ** reviews by other people and interviews with the photographer about the work.
- **WHY** do you like/dislike it? How does it link to your work?
- **HOW** could you make a **PRACTICAL RESPONSE** to the work? What **IDEAS** do you now have?

'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr).



"It is the photographer, not the camera, that is the instrument."
—Eve Arnold



"To me, photography is the simultaneous recognition, in a fraction of a second, of the significance of an event."
— Henri Cartier-Bresson
photographyicon.com/quotes

To me, photography is an art of observation. It's about finding something interesting in an ordinary place... I've found it has little to do with the things you see and everything to do with the way you see them.
- Elliott Erwitt

ENSURE that you include photographer ANALYSIS plus drawing and photographic studies to MASTER techniques (PASTICHES). DEVELOP your own ideas from your RESEARCH & INVESTIGATIONS, ensuring that your IDEAS and INSPIRATION are CLEARLY LABELLED alongside your EXPERIMENTATIONS.

GCSE Photography - Year 11 Half Term 4

Summary - Position in the Curriculum

In the final half term of the course, students conclude GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT. Students build on their COMPONENT 2 PORTFOLIO work, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students will focus on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

<u>MINIMAL</u>	<u>SOME</u>	<u>MODERATE</u>	<u>CONSISTENT</u>	<u>HIGHLY DEVELOPED</u>	<u>EXCEPTIONAL</u>
<ul style="list-style-type: none"> • Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected. 	<ul style="list-style-type: none"> • Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding. 	<ul style="list-style-type: none"> • Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose. 	<ul style="list-style-type: none"> • Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses. 	<ul style="list-style-type: none"> • Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation. 	<ul style="list-style-type: none"> • Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
<p>GCSE LEVEL 1</p> <p>Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.</p>	<p>GCSE LEVEL 2</p> <p>1. PLAN your OUTCOME using at least 2 slides in your PRESENTATION.</p>	<p>GCSE LEVEL 3</p> <p>2. EXPERIMENT with the techniques you are going to use in SUPERVISED TIME.</p>	<p>GCSE LEVEL 4-6</p> <p>3. ENSURE you have taken enough SOURCE IMAGES for your FINAL OUTCOME.</p>	<p>GCSE LEVEL 7-9</p> <p>4. SCREENSHOT the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.</p>	<p>GCSE LEVEL 9</p> <p>5. ENSURE all work in your PRESENTATION is COMPLETED and ANNOTATED.</p>

A01

EXPLORE
ANNOTATE
THEME IMAGES
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK

A02

EXPERIMENT
WITH A
TO ARTISTS RANGE
AND THEMES OF MEDIA
TEXTILES OF MEDIA
MIXED MEDIA
WATERCOLOUR
CLAY
OIL PASTEL
PEN AND INK

A03

IDEAS LINKING TO OBSERVATIONAL
ARTISTS WORK
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF
DIFFERENT MEDIA

A04

FINAL
MEANINGFUL PIECE OF WORK
INFORMED SHOW UNDERSTANDING
RESPONSE
LINK BETWEEN TO ARTISTS WORK
VISUALS AND ARTISTS
PRESENTATION
RELEVANT

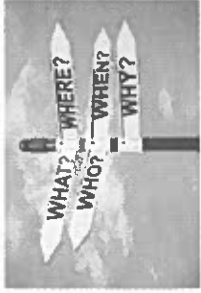
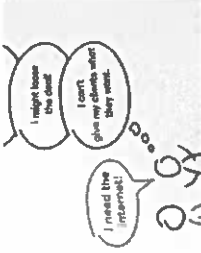
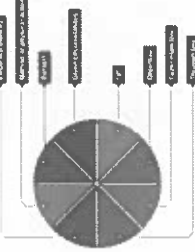


Performing Arts

Drama - Half Term 1 TOPIC Skills Development

Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretative skills.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. From your fourth milestone rehearsal give 3 strengths and 3 area to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your workshop session, describe how it has helped you develop the area you have identified from question 1?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your dress rehearsal, describe how it has helped you develop your skills towards the final performance?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. Set yourself 3 targets you aim to achieve by the final performance?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Evaluate your final performance.

<u>Given Circumstances</u>	<u>Subtext</u>	<u>Objective /Super Objective</u>	<u>Interpretive Skills</u>	<u>Technical Skills</u>
				

Music - Half Term 1 TOPIC Component 2 Development of Music Skills Development

Summary- Position in the Curriculum

In year 10 the students in HT1, HT2, HT3, HT4, HT5 and HT6 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. The students started to develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They completed an initial skills audit where they audited their skills so far and chose the areas they wish to develop further and through this development have started to produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestone s for each area chosen. They started to evaluate their strengths and areas of development setting SMART targets after each mile stone. Through this component the students demonstrated professional and commercial skills for the music industry and applied their development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques. In HT1 and HT2 the student continues to develop their musical skills and techniques and to produce their two final outcomes.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Professional Skills	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. Answer 1 per week for Self-Study, 1 <i>What are the professional skills of a musician, composer, performer and producer?</i>
Self-Discipline	Self-discipline is how well we can get ourselves to do the right things when needed without need to be instructed by a teacher figure.	Self- discipline is needed in the three areas of a performer, music producer and a music composer composing original work.	2. <i>Why is self- discipline essential when working as a performer, producer and composer? Give examples for each</i>
Time management	Time management is when you can plan and organise a schedule which gives you enough time to get through both your daily struggles alongside your work.	Time management is essential and is needed in the three areas of a performer, music producer and a music composer composing original work.	3. <i>Why is time-management essential when working as a performer, producer and composer? Give examples for each</i>
Working with others	Working with others simply means how well you can conversation with people you are collaborating with.	Working with others is also an important professional and personal skills needed in the three areas of a performer, music producer and a music composer composing original work.	4. <i>Why is working with others essential when working as a performer, producer and composer? Give example for each</i>
Correct and safe use of Equipment	Correct and safe use of equipment means to use the equipment in a way that won't damage it or create hazard for surrounding people or the individual using it.	Knowing how to keep and look after and use equipment safely is needed in the three areas of a performer, music producer and a music composer composing original work.	5. <i>Why is knowing how to keep musical equipment safe and why should you use it properly?</i>

Professional Skills



Self-Discipline



Time Management



Working with others



Correct and safe use of equipment








Music - Half Term 2 TOPIC Component 2 Internal Assessment of Music Skills Development

Summary- Position in the Curriculum

In year 10 the students in HT1, HT2, HT3, HT4, HT5 and HT6 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. The students started to develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They completed an initial skills audit where they audited their skills so far and chose the areas they wish to develop further and through this development have started to produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestone s for each area chosen. They started to evaluate their strengths and areas of development setting SMART targets after each mile stone. Through this component the students demonstrated professional and commercial skills for the music industry and applied their development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques. In HT1 and HT2 the student continued to develop their musical skills and techniques and to produce their two final outcomes and in HT2 the student completes their internal assessment of the Component 2 Musical skills development.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Professional Skills	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. Answer 1 per week for Self-Study, 1 How have you shown your professional skills in your practical work and the two final outcomes? 2. How have you captured your two final finished outcomes for assessment? Explain your milestones 3. What did you do on logic pro? Explain the process 4. What are you doing for your final performance? 5. What was your starting point when composing your original piece of music as your final outcome?
Methods of Capturing Musical Development	The way in which the music is shown and captured using different approaches.	The different methods of showing musical work and the development made can be through: diaries, screenshots, key milestone videoed, recorded rehearsals and review of these and compositional scores and manuscript of your ideas when composing music.	
Music Production	The techniques and software to capture and create music using Music production	Using Logic Pro, using software instruments, using audio and software tools, manipulation techniques, inputting and editing audio, using effect, sampling and structuring music	
Music performance	Music performance is where you perform to an audience by singing or playing an instrument.	To perform there are certain routines that a performer undertakes these are: developing and practising technical exercises before rehearsing as well as working on timing and phrasing, expression, health and safety of instrument, instrument or vocal technique, learning repertoire and stage Presence.	
Composition	To create an original piece of music or song from scratch.	To create an original piece of music there must be an exploring of ideas, themes and styles and then extending these ideas further. By knowing the structure, you want the piece to take and the rhythm and the melodic patterns as well as the development of harmony and the instrumentation and what is the piece to be played in the key signature.	

Professional Skills	Methods of Capturing Musical Development	Music Production	Music Performance	Composition
				

PE

PE - Half Term 1a - Physical training

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Physical training early in our curriculum to challenge their prior knowledge from KS3 and energise them for their practical performance which is required as the first step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Component of Fitness (COF)	There are 10 COF: Cardiovascular endurance, Muscular endurance, Speed, strength, Power, Flexibility, Agility, Balance, Co-ordination, Reaction time.	Revision and self-study questions are below.
Fitness Testing	There are 14 different test that measure the 10 COF: Cooper 12 minute run/walk, Multi stage fitness test, Press up test, Sit up test, 30m Sprint test, Grip strength dynamometer test, One Repetition Maximum (1RM), Standing jump test, Vertical jump test, Sit and reach test, Illinois agility test, Ruler drop test, Stork stand test, Wall throw test.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Principles of Training (SPOR)	The 4 principles of training are important to follow when training to improve in a particular sport and maximise potential. Specificity, Overload, Progression, Reversibility.	1. <i>Identify the test which is used to measure each COF</i>
Frequency, Intensity, time, type (FITT)	FITT is an example of overload. Frequency – the number of times exercise takes place. Intensity – how hard and intense the exercise is (%). Time – how long you exercise. Type – the kind of exercise that takes place.	2. <i>State when reversibility will occur and describe what it is.</i>
Methods of Training	7 training methods to improve fitness. Circuit training, Continuous training, Fartlek training, HIIT training, Interval training, Plyometric training, and Weight training.	3. <i>Describe how HR intensity will be progressed in an exercise training programme</i>
Warm and cool down	There are 5 steps to an effective warm. Pulse raiser e.g. (5 – 15 minute jog), Mobility e.g. (arm circles), Stretching e.g. (Quadriceps stretch), Dynamic movements e.g. (short sprints), Skill rehearsal e.g. (Passing a ball / practice serve)	4. <i>Compare the long term effects on the human body of strength and continuous training</i>
Prevention of injury	There are 5 methods to minimise the risk of injury. Warm up and cool down properly, Personal protective equipment, Lift and carry equipment safely, Correct clothing /footwear, Appropriate level of competition.	5. <i>Identify the 5 step and 2 step cool down</i>

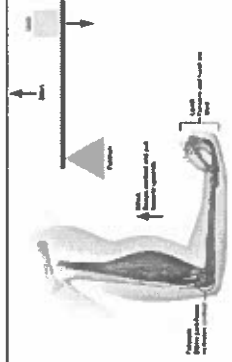
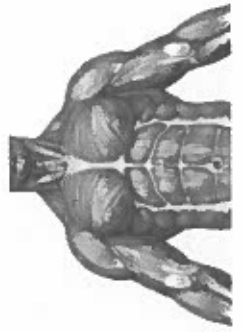
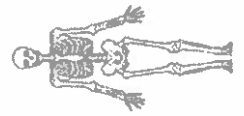


PE - Half Term 1b – Anatomy and Physiology

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Anatomy and Physiology at this stage in our curriculum to challenge their prior knowledge from KS3 and energise them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

Terminology	Core Knowledge and definition	Preparing for Assessment
Skeletal system	Know the name and location of the following bones in the human body: Cranium, Vertebrae, Ribs, Sternum, Clavicle, Scapula, Pelvis, Humerus, Ulna, Radius, Carpals, Metacarpals, Phalanges, Femur, Patella, Tibia, Fibula, Tarsals, Metatarsals	Revision and self-study questions are below.
Functions applied to performance in physical activities and sports.	Understand and be able to apply examples of how the skeleton provides or allows: Support, Posture, Protection, Movement, Blood cell production, Storage of minerals	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Synovial joints, ligaments, tendons and cartilage	Know the definition of a synovial joint. Know the following hinge joints: Knee – articulating bones – femur, tibia, Elbow – articulating bones – Humerus, radius, ulna, Know the following ball and socket joints: Shoulder – articulating bones – Humerus, scapula Hip – articulating bones – pelvis, femur. Know the roles of ligament, cartilage, tendons.	<ol style="list-style-type: none"> 1. <i>Identify location of all 19 bones and 11 muscles.</i>
Movement at hinge and ball and socket joint	Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: flexion and extension. Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction, circumduction	<ol style="list-style-type: none"> 2. <i>State one function of the skeleton and provide a practical example</i>
Muscular system	Know the name, location and be able to apply their use to examples from physical activity/sport: Deltoid, Trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, Gluteals, Gastrocnemius. Know the definitions and roles of Agonist, Antagonist, and Fixator and Antagonistic muscle action.	<ol style="list-style-type: none"> 3. <i>Describe Antagonistic muscle action at the elbow and knee.</i>
Lever system	Know the three classes of lever and their use in physical activity and sport: 1st class – neck, 2nd class – ankle, 3rd class – elbow	<ol style="list-style-type: none"> 4. <i>Compare the differences between 1st, 2nd and 3rd class lever.</i>
Planes and axis	Know the location of the planes of movement in the body and their application to physical activity and sport: frontal, Transverse, Sagittal, and the location of the axes of rotation in the body and their application to physical activity and sport: frontal, transverse and longitudinal.	<ol style="list-style-type: none"> 5. <i>Identify the movement possible at each axis and provide a practical example.</i>

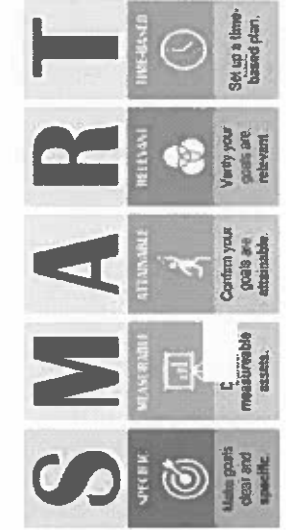


PE - Half Term 2a – Sports Psychology

Summary- Position in the Curriculum - Paper 2: Social Cultural Issues and Sports Psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to sports psychology as part of the paper 2 curriculum to challenge their prior knowledge from KS3 and expand their understanding in preparation for their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Learning Skills	Motor skill – A learned ability to use movement. The <u>5</u> characteristics of a skilled movement are efficiency, pre-determined, co-ordinated, fluent, aesthetic	Revision and self-study questions are below.
Skill Classification	There are <u>2</u> continuuums: Environmental and Difficulty There are <u>4</u> classifications: Open, Closed, Simple, Complex	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Goal Setting	Why we use goal setting: For exercise/training adherence, to motivate performers, to improve and/or optimise performance	1. <i>Define open and closed skills and provide a sporting example for each</i>
Smart Targets	Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) Be able to apply the SMART principle to improve and/or optimise performance	2. <i>Explain why would an athlete use goal setting?</i>
Mental Preparation	How we mentally prepare for sports, being in the zone. There are <u>4</u> ways to mentally prepare for sports: Imagery, Selective Attention, Positive Thinking, Mental Rehearsal	3. <i>What do the letters in SMART stand for?</i>
Types of Guidance	Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use. There are <u>4</u> types of guidance: Visual, Verbal, Manual, Mechanical	4. <i>Explain the 4 types of guidance</i>
Types of Feedback	Understand types of feedback and be able to apply practical examples to their use: There are <u>6</u> types of feedback: Intrinsic, Extrinsic, Knowledge of performance, Knowledge of results, Positive, Negative	5. <i>What is the difference between and knowledge of performance and knowledge of results?</i>

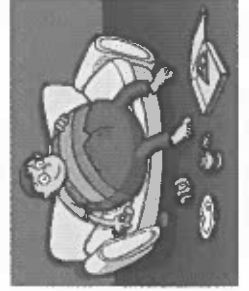
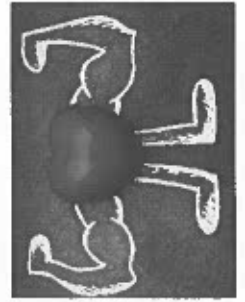


PE - Half Term 2b – Health, Fitness, and Well Being

Summary- Position in the Curriculum - Paper 2: Social culture issues and sports psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Health, Fitness, and Well Being at this stage in our curriculum to challenge their prior knowledge from KS3 and engage them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Health, Fitness, and well-being	Know what is meant by health, fitness and well-being	Revision and self-study questions are below.
Benefits of exercise on health	Understand the different health benefits of physical activity: Physical: injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. Emotional: self-esteem/confidence, stress management, image. Social: friendship, belonging to a group and loneliness.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Sedentary Lifestyle	Understand the different consequences of a sedentary lifestyle: Physical: injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. Emotional: self-esteem/confidence, stress management, image. Social: friendship, belonging to a group and loneliness.	<ol style="list-style-type: none"> 1. Define health, fitness and well-being.
Data about health issues	Analyse data on health issues to understand how things are changing overtime.	<ol style="list-style-type: none"> 2. State 2 benefits of exercise on physical, emotional and social health.
Diet and Nutrition – Macronutrients	know the definition of a balanced diet and know the components of a balanced diet: carbohydrates, proteins and fats.	<ol style="list-style-type: none"> 3. Identify the function and state 1 food source for carbohydrates, proteins and fats.
Diet and Nutrition – Micronutrients	know the definition of a balanced diet and know the components of a balanced diet: Vitamins, minerals, fibre and water.	<ol style="list-style-type: none"> 4. State which types of athletes requires higher amount of protein and explain why.
Energy and nutrients required for physical activity	Understand the effect of diet and hydration on energy use in physical activity and be able to apply practical examples from physical activity and sport to diet and hydration.	<ol style="list-style-type: none"> 5. Give one example of activity where performers are at high risk of dehydration and explain why.

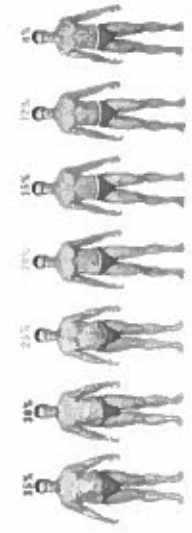
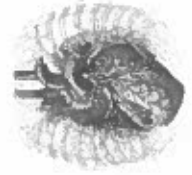


PE - Half Term 3a – Applied anatomy and physiology

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Applied Anatomy and Physiology at this stage in our curriculum to challenge their prior knowledge from KS3 and energise them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Structure and function of the cardiovascular system	Know the double-circulatory system (systemic and pulmonary). Know the different types of blood vessel arteries, capillaries, veins . Understand the pathway of blood through the heart: atria, ventricles bicuspid, tricuspid and semilunar valves, septum and major blood vessels: aorta, pulmonary artery, vena cava, pulmonary vein . Know the definitions of heart rate, stroke volume, and cardiac output . Know the role of red blood cells .	Revision and self-study questions are below.
Structure and function of the respiratory system	Understand the pathway of air through the respiratory system: mouth, nose, trachea, bronchi, bronchiole, and alveoli . Know the role of respiratory muscles in breathing diaphragm and Intercostals . Know the definitions of breathing rate, tidal volume, minute ventilation . Understand about alveoli as the site of gas exchange .	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Aerobic and anaerobic exercise	Know the definitions of aerobic exercise and anaerobic exercise . Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.	1. Describe the route of blood through the heart.
Short-term effects of exercise	Understand the short-term effects of exercise on: muscle temperature, heart rate, stroke volume, cardiac output, redistribution of blood flow during exercise, respiratory rate, tidal volume, minute ventilation, oxygen to the working muscles, lactic acid production and be able to apply the effects to examples from physical activity/sport. Be able to collect and use data relating to short-term effects of exercise.	2. State the function of the respiratory muscles.
Long-term (training) effects of exercise	Understand the long-term effects of exercise on bone density, hypertrophy of muscle, muscular strength, muscular endurance, resistance to fatigue, hypertrophy of the heart, resting heart rate and resting stroke volume, cardiac output, and rate of recovery, aerobic capacity, respiratory muscles, tidal volume and minute volume during exercise and Capillarisation .	3. Identify the difference between aerobic and anaerobic exercise.
Formulas	Know the aerobic, anaerobic, cardiac output, minute ventilation and MHR formulas	4. Calculate your MHR
AO1,AO2,AO3	Understand how to build on AO1 answers to maximise marks on exam questions with practical examples and explain / justifying your suggestion. Know how to compare using key words such as, however and therefore. Know how to conclude your answers to achieve an AO3.	5. Describe the process to achieve 6 marks on the GCSE PE exam paper.

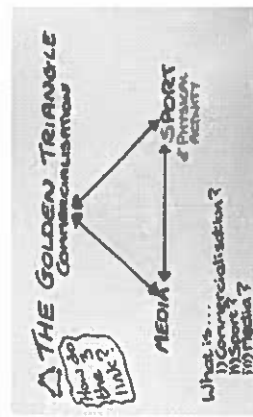
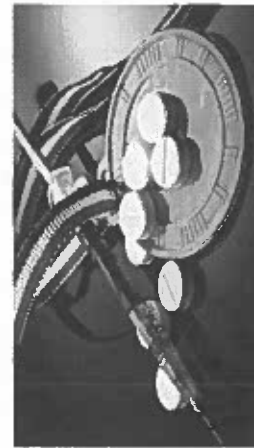


PE - Half Term 3b – Social Cultural Influences

Summary- Position in the Curriculum - Paper 2: Social Cultural Issues and Sports Psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to social cultural issues as part of the paper 2 curriculum to challenge their prior knowledge from KS3 and expand their understanding in preparation for their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Physical activity and sport in the UK	Be familiar with current trends in participation in physical activity and sport: Using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) of different social groups in different physical activities and sports.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Participation in physical activity and sport	Understand how different factors can affect participation, including: Age, gender, ethnicity, religion/culture, family, education, time/work commitments, cost/disposable income Disability, opportunity/access, discrimination, environment/climate, media coverage, role models.	<ol style="list-style-type: none"> 1. How can the media influence participation in sport?
Influences on Participation	Understand 3 strategies which can be used to improve participation: Promotion, Provision, Access	<ol style="list-style-type: none"> 2. State two barriers to participation a young person might face?
Commercialisation of sport	Know the 4 different types of media: Social, Internet, TV/visual, Newspapers / magazines. Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle). Know the positive and negative effects of the media on commercialisation and the positive and negative effects of sponsorship on commercialisation	<ol style="list-style-type: none"> 3. What does commercialisation mean?
Ethics in sport	Know and understand: The definition and value of sportsmanship, The definition and reasons for gamesmanship and deviance in sport.	<ol style="list-style-type: none"> 4. Why are sponsorships not always a good thing?
Drugs in sport	Know and understand the reasons why sports performers use drugs Know the 3 types of drugs and their effect on performance: Anabolic steroids, Beta blockers, Stimulants Give practical examples of the use of these drugs in sport.	<ol style="list-style-type: none"> 5. Define both gamesmanship and sportsmanship




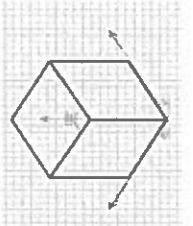
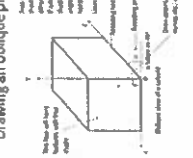
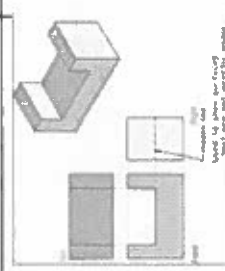
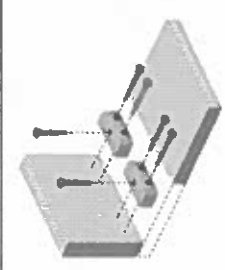
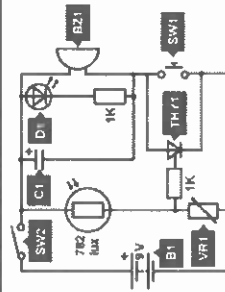

DT

Yr 11 GCSE Design & Technology Autumn Half term 1- Presenting Design Ideas

Summary- Position in the Curriculum

Generating and developing design ideas to communicate design ideas using: freehand sketching, digital photography/ media, cut and paste techniques, 3d modelling/ drawing, oblique /isometric projections, perspective drawing, orthographic/ exploded views, assembly drawings, systems and schematic diagrams. You will also learn to use CAD/ specialist drawing programmes to produce drawings.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Stripboard/ breadboard	Electronics prototyping board.	Freehand sketching: consider different mediums, grid paper and templates. Annotating your design work is very important and use of arrows can be an effective way of showing movement/ details.	Revision and self-study questions are below.
Computer modelling	Using computer -aided design (CAD) software to visualise your idea.	Digital photography and cut and paste techniques: these techniques can be used for create and develop design ideas. Cut and paste techniques such as collage making are an excellent way of developing ideas at the beginning of design projects.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Simulation	A computer model that represents how something would work in real life.	3D models: can be made using traditional materials (paper, fabric and cardboard), computer modelling (3d printer model and simulations) and system modelling (stripboards, breadboards). These can be very useful for visualising and conveying design ideas to others/ clients.	1. Using freehand sketching method sketch and annotate 3 things you might find in a D&T classroom
Construction lines	Faint sketched lines that help you to build up the rough shape of your product.	3D drawings: Isometric, oblique, one-point perspective and two-point perspective. These techniques can help you to represent your designs more realistically and think about how it might work in real life.	2. Using construction lines, sketch a furniture item using either isometric or oblique technique.
Vanishing point	A point in the distance where the construction lines project to.	Orthographic and exploded views: these techniques can be used during development or final concepts of your drawing. These drawings allow others to fully understand the designs without the need to ask the designer for clarification. This is crucial for manufacture.	3. Choose a product from your environment and draw it as an exploded diagram
Patent	A licence that is applied for to protect the way that a design works so that others can not use the exact design.	Assembly drawings: these drawings are a mixture of orthographic, exploded views and other 3D drawing techniques. These drawings show how parts fit together for assembly and are labelled with numbers as well as a key to the parts	4. What are the potential communication techniques you might use while designing and interior of a wedding venue?
Ergonomics	Designing products that take into account the strengths and limitations of people	Systems and schematic diagrams: these are used for electronic projects to show how the system will function	5. Explain one benefit and one drawback of freehand sketching versus CAD modelling
CNC	Computer numerically controlled (e.g., CNC router)	Computer-aided design and specialist drawing programmes: CAD freehand sketching, 2D modelling, 3Dmodelling, systems design. They can be achieved by using software such as: Adobe suite (photoshop, illustrator), Revit, AutoCAD, etc	
		Record and justify Design ideas: annotated sketched alongside all these communications techniques are used to convey design ideas.	

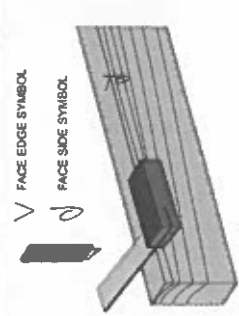

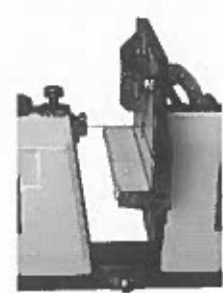



Freehand Sketch	Isometric Drawing	Oblique Drawing	Orthographic view	Exploded View	Systems diagram	3D CAD Drawing
		 Drawing an oblique projection The box will be drawn with the front face parallel to the drawing plane. The depth will be drawn at an angle to the horizontal. The height will be drawn parallel to the vertical axis. The drawing plane is the plane of the drawing.	 Top view, front view, side view, and perspective view.			

Yr 11 GCSE Design & Technology Autumn Half term 2- Manufacturing Processes

Summary- Position in the Curriculum

You will learn to use some of the machinery used to process timber, the different scales of production in manufacturing and how manufacturing aids can be used in production processes.

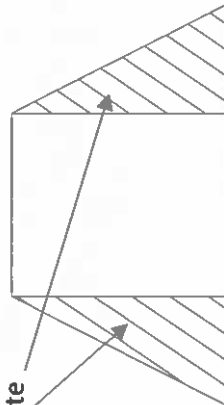
<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Hardwood	Comes from trees with broad leaves	<p>PROCESS TO CUT AND SHAPE MATERIALS</p> <p>Routing: a router contains a rotating cutter. Carried out with a computer-controlled router/milling machine.</p> <p>Sawing: sawing machines such as band saw and circular saw are used to prepare timber quickly.</p> <p>Mortiser: used to make a square whole.</p> <p>Bag press: a bag that can be sealed and have the air sucked out of it to mould laminate to a desired shape.</p>	Revision and self-study questions are below.
Softwood	A tree with needle-like leaves.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Grain	Fibres run the length of tree trunk. Gives it strength and that make the distinctive pattern you see on timber.	<p>SCALES OF PRODUCTION</p> <p>One off: one product made at a time, either for specialist product or to test an idea</p> <p>Batch: Several copies of the same product are made at the same time</p> <p>Mass: factory machinery set up to make lots of identical products</p> <p>Continuous: factory machinery making the same thing 24/7</p>	<ol style="list-style-type: none"> List the 4 scales of production. Draw a jig that could be used to drill a line of four equally spaced along the edge of a piece of MDF 200mm wide.
Tough	How well a material withstands being hit		<p>TECHNIQUES FOR QUANTITY PRODUCTION</p> <p>Marking out methods: transferring measurements onto the material for cutting.</p> <p>Jigs: can be put over a piece of work and guide a drill or a saw to cut in the required place.</p> <p>Fixtures: holds the workpiece in place while it is being cut or shaped</p> <p>Templates: A cut-out shape you can draw around to mark out the shape you want. Can be made out of paper, wood, metal, plastic, etc. depending on how durable it needs to be.</p> <p>Patterns: Refers to a collection of templates used to make a complete product.</p> <p>Sub-assembly: components that have been assembled and used as an individual component in a large product.</p> <p>Computer-aided manufacturing: uses computers to guide the cutters on a CNC machine.</p> <p>Quality control: is a system for trying to make sure the products being manufactured are good enough for sale.</p> <p>Working within tolerance: this is the range of sizes within which the part is acceptable</p> <p>Effective cutting to minimise waste: templates can be used to mark out shapes as closely as possible to ensure material is not wasted as it can be costly.</p>
Evergreen	A tree that keeps its leaves all year round	<p>Band saw</p> <p>Jig</p> <p>Template</p> <p>Fixtures</p>	
Veneer	A thin slice of wood, about 1 mm thick		<p>Routing</p>
Hard	How well a material resists deformation, indentation or penetration.		
Durable	How well a material lasts		


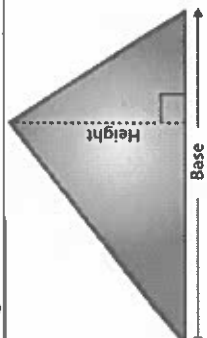
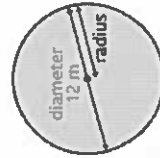
<u>marking the face and face side</u>	<u>Routing</u>	<u>Band saw</u>	<u>Jig</u>	<u>Template</u>	<u>Fixtures</u>
					

Yr 11 GCSE Design & Technology Spring Half term 1- Maths

Summary- Position in the Curriculum

Mathematics plays a key part in Design and Technology. You will be learning maths skills that help you do tasks such as will help you calculate waste, work out costs, comparing costs past cost.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ratios	A ratio is a relationship between two values that shows the number of times on value is contained within the other.	Ratio example: Calculate the ratio of the parts if a glue mixture is 70% PVA and 30% water. The ratio of PVA to water is 70%:30%, which is the same as 7 : 3	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Rounding	Rounding makes a number shorter or simpler while keeping it close to the original value. If there is a 5 or higher in the column of units, round up to the nearest integer. If the units are lower than 5 down. For example: 10.6mm to the nearest mm is 11mm and 1372.2N to the nearest newton rounds down to 137N	Percentage change can be calculated using the equation below: $\text{Percentage change} = \frac{\text{new value} - \text{original value}}{\text{original value}} \times 100$	1. Draw a bar chart showing that 20% of customers prefer painted furniture, 45% prefer varnished furniture and 35% prefer wood stained furniture.
Decimal places	The number of places to the right of the decimal point. For example: 12.34211cm to 2 decimal places becomes 12.34cm	Bar charts: You could be asked to complete or draw a bar chart in the exam.	2. The price of a hinge has increased from 79p to 99p. Calculate the percentage increase in prices.
Converting units	Always convert units before you start calculations if the question is for example in cm and they answer needs to be in mm.	Calculating waste If the rectangular shape was to be cut out from the trapezium opposite. To calculate the waste you would work out the area of both triangles and add them up.	3. Calculate the ratio of the parts if a glue mix is 60% PVA & 40% water.
			4. Write the following numbers to 2 decimal places: 12.4456cm 7.783cm 9.845cm
			5. Work out the volume of a cuboid that has length 107 m, height 67mm and depth 70mm.

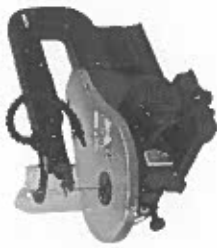


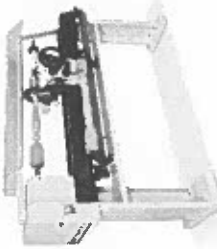


Volume of a cuboid	Area of a triangle	Area of a circle
volume = length x depth x height 	 $\text{Area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$	 radius = 6 m $A = \pi r^2$ $\pi \times r^2 = \pi \times 6^2$ $= 36\pi$ Area = 36π m ²

Yr 11 GCSE Design & Technology --- Half term 2- Spring

Summary- Position in the Curriculum

You will learn more about tools that can be used when making items from timbers. This unit of work will reinforce the practical work you have been doing.

Terminology	Definitions	Core Knowledge		Preparing for Assessment
Flutes	Twisted spirals along a drill that removes the material.	Tool	Use	Revision and self-study questions are below.
Swarf	Metal spirals that are created when drilling metal	Flat drill	For larger holes	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Bore	To drill holes	Auger	For deep holes	1. Explain what a CNC router is and what it does.
Turning	Spinning a piece of wood in a lathe to make cylindrical objects	Hole saw	For large holes	2. Which cutting tool wood you use to cut straight lines in long pieces of wood and why?
Planing	Smoothing a piece of wood using a plane.	Forstner bit	For Flat bottomed blind holes.	3. Which saw wood you use to cut out a circular clockface and which drill would you use to drill a small hole in it?
CNC router	A computer numerical control router is a computer-controlled cutting machine that has a spinning cutter to cut into work.	Twist drill	For smaller holes	4. What process wood you use make a set of cylindrical candlesticks. Which finish would you add to them and why?
Abrading	Using abrasive paper to sand a surface. You should go with the grain to get a Smoother finish	Cutting tools Hand saws such as panel saws are for cutting larger pieces of wood. Tenon saw are used for smaller pieces. Coping saws are used for thin materials and can cut curves. Scroll saws used to cut shapes out of thin wood. Jigsaw used to large thin pieces of wood. Chisels are used for paring (slicing between the grain) wood. They are hard to use across the grain. Carving: wood carving uses chisels to cut away wood. It is time consuming, Files have small teeth so are quite slow on wood. Rasps and surforms have big teeth so remove material quickly but leave marks on the wood.		5. Describe some precautions you would take when using a jig saw.

Scroll saw	Jig saw	Hand router	Wood turning lathe	Wood turning a bowl	Boxford CNC router
					

Yr 11 Level 1/2 Hospitality & Catering Autumn Half Term 1- Hospitality and Catering In Action

Summary- Position in the Curriculum You will apply knowledge and understanding of nutrition and meal planning to complete controlled assessment task.







Terminology	Definitions	Core Knowledge	Preparing for Assessment
Nutrition	Chemicals found in food that are essential for normal functioning of the body.	Macro nutrients – include Protein – High biological Value / Low biological value. Fat – monounsaturated, polyunsaturated and saturated. Carbohydrate – monosaccharide, disaccharide, polysaccharide. Micro nutrients – include Vitamins – Fat Soluble (A, D, E, K) and Water Soluble (C and B group) and Minerals – Calcium, Iron, Magnesium, Potassium	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Function of nutrients	The purpose / job of the nutrient.	Life Stages- Nutritional needs change during different age groups.	1. Define the term 'nutrient' Explain the functions and sources of each nutrient.
Sources of nutrients	The food that the nutrient is found in.	Babies / Toddlers / Children – growth spurts, Teenagers – growth spurts, menstruation. Adults – Peak bone mass, pregnancy, menopause.	2. Explain what nutrients are required – babies, children, teenagers, adult females, adult males, older adults. Suggest meals that should be included in the diet at each life stage.
Amino Acids	Basic component and building blocks of protein.	Special Dietary needs- Factors that will impact on food choice and menu planning include – lifestyle, age, occupation, activity level, special diets, medical conditions, religious beliefs, vegetarians, vegan. How cooking methods impact nutritional value – baking boiling, deep fat frying, shallow frying, stir frying, grilling, poaching, roasting, steaming	3. Discuss factors that affect choices of dishes when planning menus.
Organoleptic qualities	Involving the use of the sense organs, for example to assess the qualities of food.	Menu Planning – factors that affect planning – Cost, portion control, nutritional advice, time of the day, clients, equipment available, skills of the chef, time available, environment concerns, time of the year, organoleptic qualities	4. Give advantages and disadvantages for a range of cooking methods – related to nutritional impact.
Sequencing	Preparing and cooking in a suitable order so they are served on time.	How to plan production – after menu has been selected, the order of work and the times everything should be done needs to be planned so food is prepared, cooked and served on time, while ensuring it is presented well and is safe to eat.	5. Plan production consider – commodities, health, safety, hygiene, mis en place, contingencies, quality points, sequencing, dovetailing, timings, cooking, cooling, hot holding, serving, storage.
Mis en place	Preparation of dishes and ingredients prior to cooking.	Preparation techniques – basic (e.g. beating, grating) medium (e.g. creaming folding) complex (e.g. laminating, piping) Knife techniques – basic (e.g. chopping, peeling) medium (e.g. baton, dicing) complex (e.g. deboning, brunoise)	
Dovetailing	Preparing part of one dish and then part of another.	Cooking techniques basic (e.g. boiling, chilling), medium (baking, roasting) complex (e.g. baking blind, poaching)	

Nutrients	Life stages	Organoleptic	Knife skills	Laminating Dough	Portion control	Time Plan
					<ul style="list-style-type: none"> • SCOOPS - KITCHEN ASSISTANTS • LADLES- soups or sauces - grates. • FRUIT JUICE GLASSES- for plates. • SOUP PLATES OR BOWLS • MILK DISPENSERS. • TEA MEASURING MACHINES- COFFE • INDIVIDUAL PIE DISHES. • PODDING BASINS • MUFFLINS. • BREAD SLICING MACHINES. 	

Yr 11 Level1/2 Hospitality & Catering Autumn Half term 2-

Summary- Position in the Curriculum – You will revise and consolidate knowledge and learning from previous terms.

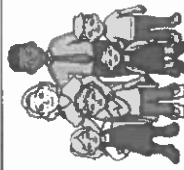


Terminology	Definitions	Core Knowledge	Preparing for Assessment
Commercial Sector	Aims to make a profit, payment is made, cafes, takeaway, hotel, bnb	Types of food service systems are: Counter service, Table service, plate service, transport catering, buffet, Vending system, silver service, home delivery.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Non-Commercial Sector	Businesses do not make profits – prisons, army, soup kitchens.	Qualifications to be successful in the industry – Level 2 / GCSE, A level / level 3 - Hospitality and Catering, Diploma in Professional Cookery – level 1, 2, 3 Apprenticeships, Degrees/ HND / HNC in Business / Hotel management, catering.	1. List four attributes that would be useful for a range of job roles.
Attributes	Personal qualities or characteristics that a person has.	Technology in Hospitality Industry – Cashless systems, EPOS, apps, smartphones as door keys, teams / zoom, social media – advertising, reviews, - platforms (trip advisor) feedback, advertising – Facebook, Instagram, trends.	2. Identify advantages and disadvantage of different types of social media for a commercial business.
Apprenticeship	Combination of on-the-job training and classroom learning.	Equipment – large: - oven, chiller, floor standing mixer, walk in fridge / freezer, hotplate, urn.	3. How would you plan a catering kitchen? Think about equipment you would require and where you would place it?
Workflow	The flow of food and drink from the catering kitchen and bar to customers in dining areas, bars etc.	Operation of the front of house –Workflow - meet and greet customers, take orders, serve orders, clear tables, reset tables. Workflow of kitchen – receiving and checking deliveries, storing, preparation, cooking, holding, serving, cleaning.	4. Carry out some research into what hotels are doing to become more environmentally aware.
Competition	Another business that provides a similar product or service to the same target customers	Environmental needs and impacts within the industry – seasonality, sustainability, reducing, reusing, recycling.	5. What information would you need to record after an accident and why would it be necessary?
Stock rotation	Using a product with the shortest shelf life before using a similar one.	Documentation and record keeping – ordering, delivery notes, invoices, food safety, staff training, accident book.	
Invoice	Bill for goods/services received	Risks to health and security – risk assessment, potential risks to all	

Attributes	Silver Service	EPOS	Kitchen Work flow	Hot water urn	Accident Book	Invoice
Attributes of a Front Office Staff 	 SILVER SERVICE					

Yr 11 Level1/2 Hospitality & Catering Spring Half term 1-

Summary- Position in the Curriculum – You will revise and consolidate knowledge and learning from previous terms.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Seasonal work	Temporary work during busy periods.	Roles within the industry are managers, administrators, front-of-house staff and back-of-house staff	Revision and self-study questions are below.
Zero hours contract	Agreement where no hours of work are stated.	Factors that contribute towards a successful business – fixed costs, variable costs, gross profit, net profit, VAT, economy, exchange rates	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Demographics	Information about the population of an area.	Customer Requirements- types of customers – budget travellers, families, business people, tourists, accessibility and inclusion.	<ol style="list-style-type: none"> 1 Explain the main roles and responsibilities of front of house and back of house staff.
VAT	Tax added to goods and services. Currently 20%	Consumer Protection: GDPR and Equality Act protect customers personal information and rights to equal treatment, respectively.	<ol style="list-style-type: none"> 6. Explain the advantages and disadvantages of different types of contracts of employment
Conference	An event where people meet to discuss a topic or for training.	Residential service / hotel and guest house standards/ restaurant standards. Types of rooms, services, star ratings, Michelin stars, AA rosette Awards, Good Food Guide reviews	<ol style="list-style-type: none"> 7. Identify suitable types of establishments for a variety of customers – justify selection.
Budget traveller	Travelling where the person doesn't have large amount of money to spend.	Environmental health officers (EHOs) carry out inspections of businesses where food is sold. They also investigate complaints from the public and prosecute.	<ol style="list-style-type: none"> 8. How would a business utilise star ratings / rosette awards/ good reviews etc.
Economy	How a nation produces goods and services and consumes them.	Food labelling and the law- information that is found on labels – name of food, ingredients, allergies, weight, use by date.	<ol style="list-style-type: none"> 9. Describe how an EHO may respond to an outbreak of food poisoning
Exchange rate	When one currency can be converted to another.	Food Allergies and Intolerances – visible and invisible signs	
		First Aid – burns, cuts, fire	


Families	Conference	EHO	Food label	Common allergens	First aid
					

Yr 11 Level 1/2 Hospitality & Catering Spring Half term 2 Food Safety revision-

Summary- Position in the Curriculum

This half term you will be revising topics covered earlier in the course. This will be in preparation for your final exam.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Temperature danger zone	The temperature range at which bacteria can grow, between 5 degrees and 63 degrees.	All food businesses are required by law to; -assess and review food safety risks -identify critical control points to reduce or remove the risk from happening -ensure that procedures are followed by all members of staff -keep records as evidence to show that the procedures in place are working.	Revision and self-study questions are below.
Ready to eat foods	Foods that require no further cooking or reheating.	A food hazard is something that makes food unfit or unsafe to eat that could cause harm or illness to the consumer. There are three main types of food safety hazards: -Chemical – from substances or chemical contamination e.g. cleaning products. -Physical – objects in food e.g. metal or plastic. -Microbiological – harmful bacteria e.g. bacterial food poisoning such as Salmonella.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Shelf life	How long a food product lasts for before it starts to go bad.		1. Describe the three main food safety hazards and identify controls that could be put in place.
Pathogenic	Harmful bacteria that can cause food poisoning.	Bacteria grow best in with warmth (body temperature) and they prefer moist conditions on neutral foods, containing protein.	2. Describe 4 ways a business can prevent cross-contamination.
Farm to fork	A strategy that allows food to be traced through all stages of production back to the original source.	Environmental Health Officers (EHOs) are responsible for enforcing food safety laws and following up complaints. They also follow up outbreaks of food poisoning, inspect businesses for food safety standards and give evidence in prosecutions. they can condemn food if they have presented evidence in court.	3. What are the conditions in which bacteria can grow. Describe 3 steps that can be taken to prevent the growth of bacteria in food
Neutral foods	Foods with PH of around 7.	Cross-contamination is the process by which a substance that is dirty or harmful spreads from one place to another. It is important that items containing harmful bacteria are kept away from ready to eat foods.	4. Describe role of an EHO and explain why they are needed. What must they do to condemn food?
Perishable foods	Foods with a short shelf life which are usually kept in a fridge	It is important to know that food has been handles safely from farm to fork. It is also important to be able to trace where food has come from. Correct labelling of foods helps identify where the food originated from and its shelf life.	
Condemned food	Food that is unfit for human consumption.	Stock rotation ensures that there is less wastage and helps to prevent food poisoning. Daily checks should be made on perishable foods.	5. Why are blue plasters used in kitchens.?

Blue plaster	Elbow tap	Cross-Contamination	Allergy warning	Kitchen chemicals
				

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					