



# WGSA

believe in yourself, in others, in God

“

I truly believe  
the only way  
we can create  
global peace  
is through not only  
educating our minds,  
but our hearts  
and our souls.

-- Malala Yousafzai

**Knowledge  
Organiser  
Year 11  
Spring 2  
2021**

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# Homework Timetable

You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise book to evidence your work: half a page per subject.

Week starting 22nd Feb	Subject 1	Subject 2	Signed Off
Monday	English	Option 1	
Tuesday	Maths	Option 2	
Wednesday	Physics	RE	
Thursday	Chemistry	English	
Friday	Biology	Maths	

Week starting 1st March	Subject 1	Subject 2	Signed Off
Monday	English	Physics	
Tuesday	Maths	Chemistry	
Wednesday	Physics	Biology	
Thursday	Chemistry	Option 1	
Friday	Biology	Option 2	

Week starting 8th March	Subject 1	Subject 2	Signed Off
Monday	English	RE	
Tuesday	Maths	English	
Wednesday	Physics	Maths	
Thursday	Chemistry	Physics	
Friday	Biology	Chemistry	

Week starting 15th March	Subject 1	Subject 2	Signed Off
Monday	English	Biology	
Tuesday	Maths	Option 1	
Wednesday	Physics	Option 2	
Thursday	Chemistry	RE	
Friday	Biology	English	

Week starting 22nd March	Subject 1	Subject 2	Signed Off
Monday	English	Maths	
Tuesday	Maths	Physics	
Wednesday	Physics	Chemistry	
Thursday	Chemistry	Biology	
Friday	Biology	Option 1	

Week starting 29th March	Subject 1	Subject 2	Signed Off
Monday	English	Biology	
Tuesday	Maths	Chemistry	
Wednesday	Physics	RE	

## Read, Cover, Write



**Step 1:** Read the part of the section you want to remember.

**Step 2:** Read it again.

**Step 3:** Read it aloud.

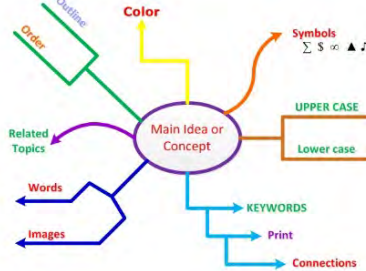
**Step 4:** Cover the part you are remembering with your book.

**Step 5:** Write as much as you can remember in your exercise book.

**Step 6:** Check your answers with a tick for correct answers or a cross for incorrect.

**Step 7:** Correct your mistakes with the information from that section.

## Mind Mapping



**Step 1:** Read the part of the section you want to remember.

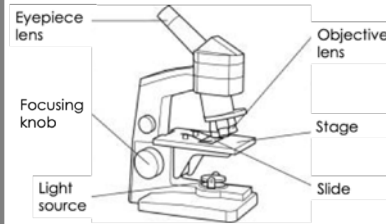
**Step 2:** Draw a mind map with the key information.

**Step 3:** Add an extra information that provides more detail about the topic

**Step 4:** Check your answers using the information in all three sections of the Knowledge Organiser.

**Step 5:** Correct any mistakes

## Explaining a Diagram



**Step 1:** Read, cover and recreate the diagram

**Step 2:** Write a paragraph explaining what is happening in the diagram and give specific examples.

**Step 3:** Check your answers using your class notes or ask your teacher to check in your next lesson.

**Step 5:** Correct any mistakes

## Putting new words into sentences

Foreboding	A feeling that something bad will happen.
------------	---

*There was a sense of foreboding through the reference to the 'shadows that followed'*

**Step 1:** Read, cover, write the new words and their definitions






**Step 2:** Write a sentence that includes the new word into a real context, just as you would use it in a lesson/exam question.

**Step 3:** Check your answer with a friend or ask your teacher to check you have used them correctly.

**Step 5:** Correct any mistakes

# Y11 GCSE English Literature Knowledge Organiser: Blood Brothers by Willy Russell

**Week 1: Context** **Task:** Make a mix-and-match game using this contextual information which relates to the play.

<b>Margaret Thatcher</b>		Prime Minister, 1980s, factory closures
<b>Willy Russell</b>		Liverpool, working class, hairdresser/teacher/playwright
<b>Marilyn Monroe</b>		Model/actress/singer, 1950s, tragic death
<b>Skelmersdale</b>		New Town, 1960s, rehousing
<b>Liverpool</b>		Docks, mines, unemployment
<b>Family</b>		Nuclear, patriarchal, housewives

## Week 2: Characters

**Task:** Draw a quick picture of each character and write the words around it. Add one more word of your own to describe each character.

Mrs Johnstone: loving, naïve, superstitious  
 Mrs Lyons: self-centred, manipulative, anxious  
 Mickey: friendly, adventurous, depressed  
 Edward: posh, educated, generous  
 Sammy: aggressive, mean, criminal  
 Linda: kind, feisty, protective



**Week 4: Plot summary** **Task:** Write out the events on different pieces of paper. Shuffle, then put in order. Keep the papers loose so you can repeat this!

The Narrator's introduction functions as a prologue

Song about Marilyn Monroe

Mrs Johnstone gives Edward to Mrs Lyons

Mrs Johnstone loses her job

Act one

Mickey and Edward meet

Mickey, Edward and Linda get in trouble with the police

The Lyons family moves away

The Johnstones are rehoused

Mickey and Edward meet again

Mrs Lyons confronts Mrs Johnstone

Edward goes to university; Mickey and Linda get together

Linda is pregnant; Mickey and Linda get married

Act two

Mickey loses his job

Mickey goes to prison for helping with a robbery

Mickey becomes addicted to pills

Linda and Edward have an affair

Mickey shoots Edward and the police shoot Mickey

**Week 3: Key words** **Task:** Create flash cards and test yourself.

didactic	Teaches something, especially a moral.
tragedy	A serious story that ends in disaster.
narrator	The person who tells a story.
stage directions	Instructions for the actors.
montage	A scene showing a series of events happening in a short amount of time.
foreshadowing	A hint about a future event.
parallels	Similarities.
contrast	Differences.
motif	A repeating image or idea.
Standard English	Any form of the English language accepted as a national norm.

## Week 5: Themes

**Task:** Make a mind map for each theme. Write details from the play that show each theme.



# Y11 GCSE English Language Knowledge Organiser: Paper 1 Reading (Section A)

## Helpful vocabulary for Section A

### A

- impact
- suggests
- illustrates
- demonstrates
- foreshadows
- indicates
- exemplifies
- This makes the reader
  - question
  - understand
  - imagine
  - feel

## Question 1 (4 marks 5mins)

**Question:** List four things...

### Top Tips

- Only use the **lines indicated**
- Stick to the **question**
- Write in **full sentences**
- Include **quotations** where appropriate
- **Don't repeat**

## Question 4 Top Tips

- Use the **section indicated** and stick to the **question** – highlight important words from the quotation and the question
- Start with an **evaluative comment**: do you agree, partially agree or disagree with the given statement?
- Remember **WHAT** language and structure methods are being used? **WHERE** is there evidence of them? **WHY** have they been used?
- Use **technical terminology** (see above for language and structure terminology you could use) and always consider the **effect**.

*I agree with the statement because... The writer states...which creates the impression.... This reinforces the idea.... The reader feels... I get the impression... This seems to indicate...*

## Question 2 (8 marks 10 minutes) How does the writer use language to...

### Technical terminology

adjectives

alliteration

hyperbole

metaphor

nouns

oxymoron

pronouns

simile

terms of address

verbs

adverbs

emotive language

imagery

noun phrases

onomatopoeia

personification

sensory language

subordinate/main clause

triplets

### Top Tips

- Only use the **section indicated**
- Stick to the **question** – highlight important words
- Select references (probably quotations) judiciously
- Remember: **WHAT** language is being used? **WHERE** is there evidence of it? **WHY** has it been used?
- Use **technical terminology** and always consider the **effect**
- Aim for three points / paragraphs

### ACTIVITIES:

- WEEK ONE:** Design a crossword to test knowledge of ten of the terms on this page. Challenge: try to connect all of the words in your crossword grid.
- WEEK TWO:** Look, cover, write, check information about Question 2. Challenge: check all of your spellings are correct.
- WEEK THREE:** Choose two terms, then write a paragraph making a connection between the two terms.
- WEEK FOUR:** make a poster to help students spot a metaphor.
- WEEK FIVE:** Design a mind map to help students revise for this part of the exam...

## Question 3 (8 marks 10 minutes)

**How does the writer use structure to...**

### Technical terminology

contrast                      chronological

cyclical                      development

dialogue                      end

flashback/flash forward

foreshadowing

focus shifts

lists                      narrative

opening                      order

paragraphs                      patterns

repetition                      sentence structures

simple, compound, complex

sentences                      single word

sentences                      tense

### Top Tips

- Use the **whole extract**
- Select references judiciously
- Remember **WHAT** structure is being used? **WHERE** is there evidence of it? **WHY** has it been used?
- Use technical terminology and always consider the **effect**
- Aim for three points / paragraphs

## Question 5 Writing to Describe

• Read the question carefully, establish the audience and purpose and then...

• PLAN carefully – use whatever form works best for you (mind map, paragraph plan, flow chart). Plan an idea for each paragraph then find some vocabulary and technique to go with each.

• Use a range of the writing to describe features throughout your writing. These include:

- Select and use adjectives carefully (sometimes in isolation, sometimes in groups)
- Use imagery techniques thoughtfully – simile, metaphor, personification (what are you comparing them to? Why?)
- Show, don't tell
- Use sensory writing
- Experiment with ambitious vocabulary
- Use a selection of different types of punctuation

. , ... ; : ( ) ! ?

• Use a variety of different length and type of sentences for effect.

- **Deliberately** vary the way you start sentences: try to **start with a fronted adverbial**, prepositions or an -ing verb.
- Remember topic sentences – these will be the introduction to the whole paragraph, try not to stray too far from what they say throughout that paragraph.
- Paragraph carefully, use a range of paragraph lengths for effect.



**ACTIVITIES:**  
**WEEK ONE:** Write two paragraphs that each use a full range of punctuation.  
**WEEK TWO:** Look, cover, write, check information about writing to narrate. Challenge: check all of your spellings are correct.  
**WEEK THREE:** Choose a picture from the internet on the topic of 'a walk on the beach' and use the guidance to create a piece of writing.  
**WEEK FOUR:** make a poster to help students describe and narrate like a winner!  
**WEEK FIVE:** Read the WAGOLL and then rewrite it to make it more detailed and use more varied sentence structures.



## Question 5 Writing to Narrate

• Read the question carefully, establish the audience and purpose and then...

• PLAN carefully – use whatever form works best for you (mind map, paragraph plan, flow chart). Plan an idea for each paragraph then find some vocabulary and technique to go with each.

• Use a careful selection of the descriptive features from the left of this sheet.

- Create tone and atmosphere by using carefully selected lexical fields, pathetic fallacy and imagery.
- Include dynamic verbs which drive the action forward.
- Include dialogue – correctly punctuated. But try to limit your use of direct speech so that you do not end up writing a movie script. : )

### What A Good One Looks Like:

*Screech!* The black car swung round the dark, rain drenched street corner like an out-of-control roller coaster. With breaks squealing, the ominous juggernaut shattered the peaceful quiet of the midnight city street.

“Run!” shouted an anonymous voice; two men launched from the car onto the slimy, wet pavement. Their determined faces lifted from the asphalt and squinted into the darkness. Hundreds of watching eyes glinted back at them.

The shrieking of sirens could be heard in the distance. Like a rabbit caught in headlights, both men sprang to their feet and ran – they ran as if their lives depended on it. As they reached the nearest corner they dived to the floor and crumpled in waves of silent laughter. “Cut!” came a voice from the shadows.

# Year 11 – Mathematics - Higher

### Is (x, y) a solution?

x and y represent values that can be substituted into an equation

Does the coordinate (1,8) lie on the line  $y=3x+5$ ?

This coordinate represents  $x=1$  and  $y=8$

$$y = 3x + 5$$

$$8 = 3(1) + 5$$

As the substitution makes the equation correct the coordinate (1,8) IS on the line  $y=3x+5$

Is (2,7) on the same line?

$$7 \neq 3(2) + 5$$

No 7 does NOT equal 6+5

### Substituting known variables

A line has the equation  $3x + y = 14$

Two different variables, two solutions

Stephane knows the point  $x = 4$  lies on that line. Find the value for y

$$3x + y = 14$$

$$3(4) + y = 14$$

$$12 + y = 14$$

$$-12 \quad -12$$

$$y = 2$$

### Substituting in an expression

Pair of simultaneous equations (two representations)

$$x = 2y$$

$$x + y = 30$$

Substitute 2y in place of the x variable as they represent the same value

$$2y + y = 30$$

$$3y = 30$$

$$y = 10$$

$$x = 20$$

### Solve graphically

$$x + y = 6$$

$$y = 2x$$

Linear equations are straight lines. The point of intersection provides the x and y solution for both equations.

The solution that satisfies both equations is

$$x = 2 \text{ and } y = 4$$

(2, 4) is the point of intersection

### Solve by subtraction

$$3x + 2y = 18$$

$$- \quad x + 2y = 10$$

$$\hline 2x = 8$$

$$+2 \quad +2$$

$$x = 4$$

$$x + 2y = 10$$

$$(4) + 2y = 10$$

$$-4 \quad -4$$

$$2y = 6$$

$$+2 \quad +2$$

$$y = 3$$

### Solve by addition

$$3x + 2y = 16$$

$$+ \quad 6x - 2y = 2$$

$$\hline 9x = 18$$

$$+9 \quad +9$$

$$x = 2$$

$$3x + 2y = 16$$

$$3(2) + 2(y) = 16$$

$$6 + 2y = 16$$

$$-6 \quad -6$$

$$2y = 10$$

$$y = 5$$

Addition makes zero pairs

### Solve by adjusting one

No equivalent values

$$h + j = 12$$

$$2h + 2j = 29$$

$$2h + 2j = 24$$

$$2h + 2j = 29$$

By proportionally adjusting one of the equations – now solve the simultaneous equations choosing an addition or subtraction method

### Solve by adjusting both

$$2x + 3y = 39$$

$$5x - 2y = -7$$

Use LCM to make equivalent x OR y values. Because of the negative values using zero pairs and y values is chosen choice.

$$4x + 6y = 78$$

$$15x - 6y = -21$$

Now solve by addition

Addition makes zero pairs

- Week 1 – State if the co-ordinate (2,7) lies on the line with an equation of  $y = 3x + 5$ . Why?
- Week 2 – State how you can use substituting in an expression to solve a simultaneous equation. Give an example.
- Week 3 – State how you can solve a simultaneous equation graphically.
- Week 4 – State, with examples how you could solve a simultaneous equation by subtraction and addition.
- Week 5 – State, with examples how you can solve simultaneous equation by adjusting one or both equations.



# Year 11 – Mathematics - Foundation

### Addition/ Subtraction

Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative

$6 + 3 = 3 + 6$

The order of addition does not change the result

Subtraction the order has to stay the same

$360 - 147 = 360 - 100 - 40 - 7$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

### Division methods

$3584 \div 7 = 512$

Division with decimals

The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient.

$24 \div 0.02 \rightarrow 24 \div 0.2 \rightarrow 240 \div 2$

All give the same solution as represent the same proportion  
Multiply the values in proportion until the divisor becomes an integer

### Multiplication methods

Long multiplication (column)

Grid method

Repeated addition

Less effective method especially for bigger multiplication

### Four operations with fractions

Addition and Subtraction

$\frac{4}{5} - \frac{2}{3} = \frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Multiplication

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

### Exact Values

Leave in terms of  $\pi$

$120^\circ$  angle:  $-\frac{120}{360} \times 36\pi = -\frac{1}{3} \times 36\pi = -12\pi$

Triangle:  $\tan 30^\circ = \frac{1}{\sqrt{3}}$

### Rounding

$2.46192$  (to 1dp) - Is this closer to 246 or 247?

$2.46$  is closer to 246

**Significant Figures**

- 370 to 1 significant figure is 400
- 37 to 1 significant figure is 40
- 3.7 to 1 significant figure is 4
- 0.37 to 1 significant figure is 0.4
- 0.00000037 to 1 significant figure is 0.0000004

SF: Round to the first nonzero number

### Estimation

Round to 1 significant figure to estimate

$214 \times 3.1 \approx 20 \times 3 \approx 60$

The equal sign changes to show it is an estimation

This is an **underestimate** because both values were rounded down

It is good to check all calculations with an estimate in all aspects of maths – it helps you identify calculation errors.

### Limits of accuracy

A width  $w$  has been rounded to 6.4cm correct to 1dp

$6.35 \leq w < 6.45$  the values would round to 6.4

**Error interval**  $6.35 \leq w < 6.45$

Any value within these limits would round to 6.4 to 1dp

A width  $w$  has been truncated to 6.4cm correct to 1dp

$6.4 \leq w < 6.5$  the values would truncate to 6.4

**Error interval**  $6.4 \leq w < 6.5$

Any value within these limits would **truncate** to 6.4 to 1dp

**Week 1 – State, with examples how to add, subtract, and multiply numbers without using a calculator. Show your working.**

**Week 2 – State with an example the method for dividing without using a calculator. Show your working.**

**Week 3 – State, with examples how to add, subtract, multiply, and divide fractions.**

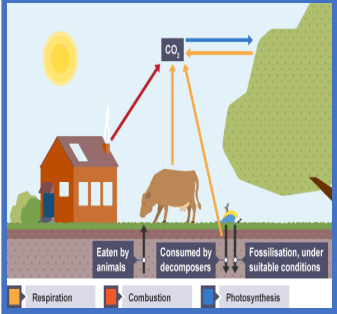
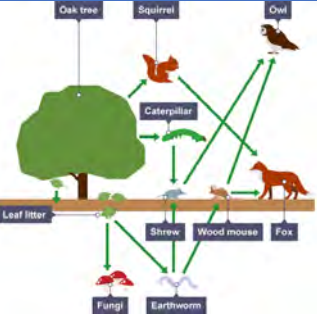
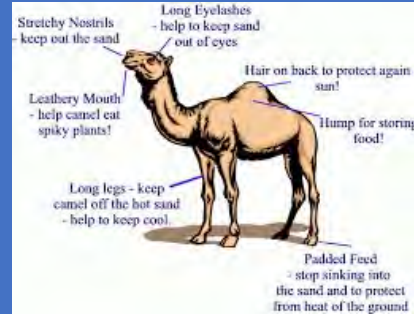
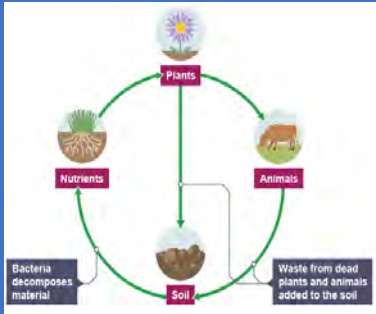
**Week 4 – State with examples how to round 5 different numbers to 1 significant figure.**

**Week 5 – Estimate the value of the following:**

- $9.8 \times 3.1$
- $10.1 \times 0.8$
- $12.2 \times 10.1$

Show your working.

# Biology 4.7. Ecology



An **ecosystem** is a natural environment and includes the plants and animals that live and interact within that environment.

Plants, animals and **bacteria** are the **biotic** or **living components** of the ecosystem. Ecosystems are dependent on the following **abiotic** or **non-living components**: **Climate, water and soil.**

### Competition in animals

- **Food**
- **Mates**
- **Territory**

### Competition in plants

- **Light**
- **Water from the soil**
- **Minerals from the soil**
- **Space**



Not only are plants able to adapt to an **ecosystem**, so too can animals.

The **adaptations** can be structural, behavioural or physical to meet the aim of survival and reproduction.



### Information from a food web

The example above contains lots of information. Here are three food chains from it:

- oak tree → squirrel → fox
- oak tree → earthworm → wood mouse → fox
- oak tree → earthworm → wood mouse → owl.

The oak trees are the **producers**. Squirrels and earthworms are **primary consumers**, and the wood mice are **secondary consumers**. The foxes and owls are **tertiary consumers**.

1. Carbon enters the atmosphere as carbon dioxide from respiration and combustion.

2. Carbon dioxide is absorbed by producers to make glucose in photosynthesis.

3. Animals feed on the plant passing the carbon compounds along the food chain.

4. Plants and animals die. Decomposers break down dead organisms

### Week 1 – Ecosystems

**Describe what an ecosystem is.**

### Week 2 – Competition

**Describe how competition occurs in plants and animals.**

### Week 3 - Adaptation

**Describe how a camel is adapted to survive in its environment.**

### Week 4 – Food webs.

**Considering the food web above as an example, what would happen if the population of slugs decreased?**

### Week 5 – Carbon cycle

**Use the information above to describe the carbon cycle in as much detail as possible.**

## Section 1: Key Vocabulary

Keyword	Definition
Diffusion	The movement of particles from an area of high concentration to an area of low concentration.
Osmosis	The movement of water from an area of high water concentration to an area of low water concentration.
Active transport	The movement of particles from an area of low concentration to an area of high concentration. This needs energy.
Stem cell	An unspecialised cell that has the potential to become any type of cell.
Enzyme	A biological catalyst that speeds up the breakdown of food in the body.
Transpiration	The loss of water vapour from a plant through the stomata.
Pathogen	A disease-causing microorganism. A virus, bacteria, protist, or fungus.
Respiration	A chemical reaction that releases energy from glucose using oxygen and produces carbon dioxide and water.
Photosynthesis	The process by which green plants use sunlight to generate glucose and oxygen from carbon dioxide and water.

### Required practical 1: Using a light microscope



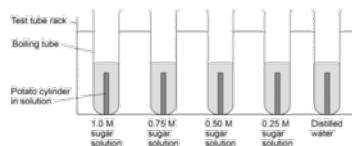
- take an onion bulb and remove one of the leaves
- peel a piece of inner epidermis from the leaf using forceps
- trim the piece of epidermis and place in one drop of water on a microscope slide
- lower a cover slip on top, taking care not to trap any air bubbles
- place one drop of iodine solution next to the cover slip
- draw the iodine solution under the slide by placing a piece of filter paper on the other side of the cover slip

$$\text{magnification} = \frac{\text{size of image}}{\text{real size of image}}$$



## Biology Paper 1 Revision

### Required practical 2: Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue



- Use a cork borer to cut five potato cylinders of the same diameter.
- Trim the cylinders so that they are all the same length (about 3 cm).
- Accurately measure and record the mass of each potato cylinder.
- Measure 10 cm<sup>3</sup> of the 1.0 M salt solution and put into the first boiling tube. Label boiling tube as: 1.0 M salt.
- Repeat step 4 to produce the additional labelled boiling tubes containing solutions of 0.75M, 0.5M and 0.25M.
- Measure 10 cm<sup>3</sup> of the distilled water and put into the fifth boiling tube. Label boiling tube as water.
- Add one potato cylinder to each boiling tube. Make sure you know the mass of each potato cylinder in each boiling tube.
- Record the masses of each potato cylinder in a table.
- Leave the potato cylinders in the boiling tubes for 30 minutes in the test tube rack.
- Remove the cylinders from the boiling tubes and carefully blot them dry with the paper towels.
- Re-measure the mass of each cylinder (make sure you know which is which).
- Record your measurements in the table. Then calculate the changes in mass of each potato cylinder.

### Required practical 3: Use standard food tests to identify food groups

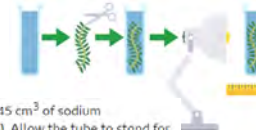
CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT	CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT
	Starch	1.) Add the iodine solution directly to the substance to be tested (in solid or liquid form) and look for a colour change.	Turns blue black with starch		Protein	1.) Add Biuret's to the solution/suspension to be tested and look for a colour change.	Turns purple with protein
	Reducing Sugar	1.) Add Benedict's to the solution/suspension to be tested. 2.) Heat for 2 mins in a water bath at boiling point and look for a colour change.	Turns brick red with reducing sugars (green/yellow/orange if less sugar present)		Lipid (known as the Emulsion test)	1.) Add ethanol to the solution/suspension to be tested and shake thoroughly. 2.) Then add water and look for a colour change.	Turns cloudy/milky with lipid

### Required practical 4: Investigate the effect of pH on the rate of reaction of amylase enzyme



- add 0.5 cm<sup>3</sup> of amylase solution to a test tube
- add 1 cm<sup>3</sup> of distilled water to another test tube
- set up a spotting tile, with a drop of iodine solution in the wells corresponding to the measurements to be taken
- set up a series of water baths at different temperatures
- place the tubes in the different water baths and allow them to reach the required temperature
- add 2 cm<sup>3</sup> of starch solution to each test tube and start timing
- remove a sample from the tubes immediately and add to the spotting tile to test for the presence of starch
- remove a sample every 30 seconds and test for starch
- record the time at which starch is no longer present for each tube

### Required practical 5: Investigate the effect of light intensity on the rate of photosynthesis


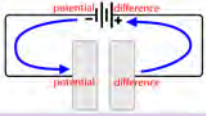


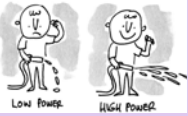



- Set up a boiling tube containing 45 cm<sup>3</sup> of sodium hydrogencarbonate solution (1%). Allow the tube to stand for a few minutes and shake to disperse any air bubbles that might form.
- Cut a piece of the pondweed, *Cabomba*. The pondweed should be 8 cm long.
- Use forceps to place the pondweed in the boiling tube carefully. Make sure that you don't damage the pondweed, or cause the liquid to overflow.
- Position the boiling tube so that the pondweed is 10 cm away from the light source. Allow the boiling tube to stand for five minutes. Count the number of bubbles emerging from the cut end of the stems in one minute. Repeat the count five times and record your results.
- Calculate the average number of bubbles produced per minute. Repeat the experiment at different distances away from the light source.

## Section 3: Understanding required practicals

- For each required practical, you should:
- Write a hypothesis
  - Write an equipment list
  - Write a method
  - Identify variables
  - Write a risk assessment

# Separate

Section 1: Electricity key words		Flashcards
Keyword	Definition	Image
Current	A flow of charge.	
Potential difference	The difference in energy between two points in a circuit (the difference has been transferred to the component).	
Charge	Current x time.	
Resistance	How easily a current can flow through a material. If there is a high resistance, there is a low current.	
Power	The energy transferred per second.	
Ohm's Law	Current and potential difference are directly proportional as long as temperature remains constant.	

# Physics Paper 1 revision

## Section 3: Molecules and matter

Re-write in your own words.



Solids and liquids have a fixed volume and cannot be compressed. Gases can be compressed and have no fixed volume. Liquids and gases can flow, solids cannot flow. Gases have the highest energy levels, followed by liquids and then solids have the lowest energy levels.

Density required practical  
Write a method for the practical, using the diagram for your equipment list and the density equation in section 6.  
"Calculate the density of an irregular object, like a chess piece"



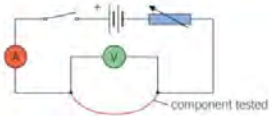
## Section 4: Physics Paper 1 equations

Flash cards and draw a picture to represent each quantity (use the same picture each time the quantity is used in an equation)




Work done = force x distance (J) (N) (m)
Kinetic energy = 0.5 x mass x speed <sup>2</sup> (J) (kg) (m/s)
Gravitational potential energy = mass x g x height (J) (kg) (N/kg) (m)
Elastic potential energy = 0.5 x spring constant x extension <sup>2</sup> (J) (N/m) (m)
Efficiency = $\frac{\text{Useful Power/Energy Output}}{\text{Total Power/Energy Input}} \times 100$
Weight = mass x gravitational field strength (N) (kg) (N/kg)
Charge = current x time (C) (A) (s)
Power = $\frac{\text{Energy (J)}}{\text{Time (s)}}$
Potential difference = $\frac{\text{Work done (J)}}{\text{Charge (C)}}$
Power = current x potential difference (W) (A) (V)
Power = current <sup>2</sup> x resistance (W) (A) ( $\Omega$ )
Density = $\frac{\text{mass (kg)}}{\text{Volume (m}^3\text{)}}$

**Section 2: Electricity required practical**  
Write a method for the practical, using the circuit diagram for your equipment list

"Investigate how resistance changes with length of wire"



Resistance =  $\frac{\text{potential difference (V)}}{\text{current (A)}}$  ( $\Omega$ )

Alpha		Section 5: Atoms and radiation			
	What is it?	Charge?	Penetrating power?	Ionising power?	
	Two protons and two neutrons.	+2 (due to having 2 protons and no electrons)	Short range, absorbed by paper, skin and smoke for examples.	Highly ionising	
	One electron, emitted from the nucleus of an isotope.	-1 (due to being one electron without any protons)	Medium range, absorbed by thin aluminium.	Medium ionising	
	An electromagnetic wave, energy.	0 (as it contains no particles)	Long range, absorbed by thick lead or concrete.	Low ionising	

## Section 1: Keywords FLASHCARDS

Keyword	Definition
Finite	A limited amount of resource
Renewable	capable of being replaced by natural ecological cycles or sound management practices
Potable water	Water that is safe to drink
Desalination	the process of removing salt from seawater.
Distillation water	Water from which impurities, as dissolved salts have been removed by one or more processes of distillation
Sustainable	Able to be maintained
Cations	Positively charged ions
Anions	Negatively charged ions
Bioleaching	Using bacteria to extract metals by producing leachate solutions containing metal compounds
Phytomining	Extracting metals using plants to absorb metal compounds. The plants are then burned to produce ash and metals collected
Electrolysis	Splitting with electricity, a method for extracting ions from compounds

# Using Earth's resources Year 11 Separate

## Section 2: Investigating rusting

iron + oxygen + water → hydrated iron(III) oxide

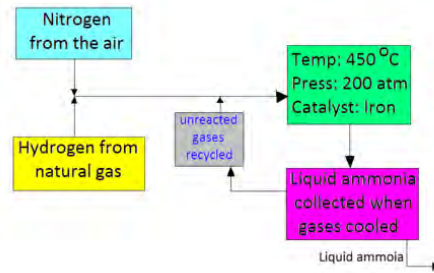
Test tube 1 will rust, both oxygen and water present

Test tube 2 will not rust as oxygen is excluded

Test tube 3 will not rust as calcium chloride removes water



## Section 3: The Haber process



Produces ammonia from hydrogen and nitrogen as use as a fertiliser

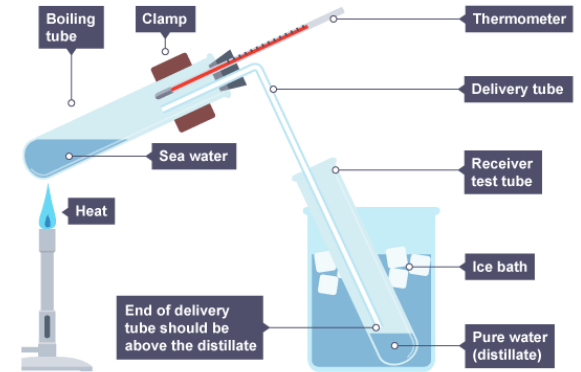
Explaining the Conditions:

High temp (back reaction is exothermic)

High pressure (less molecules right side)

Iron Nickel catalyst (speeds up reaction)

## Section 4: Desalination of water



1. Heat the liquid to vaporise
2. Thermometer monitors temperature
3. Pure water vapour travels down delivery tube
4. Ice condenses water vapour to liquid water
5. Solid salts left behind in test tube

**Section 1: Key Vocabulary** Look, cover, write

Keyword	Definition
Filtration	The technique used to separate substances that are insoluble in a solvent from those that are soluble.
Distillation	Separation of a liquid from a mixture by evaporation followed by condensation.
Atomic number	The number of protons in an atom.
Mass number	The number of protons plus neutrons in an atom.
Ionic bond	The electrostatic force of attraction between positively and negatively charged ions.
Covalent bond	The bond between two atoms that share one or more pairs of electrons.
Displacement reaction	A reaction in which a more reactive element takes the place of a less reactive element in one of its compounds or in solution.
Electrolysis	The breakdown of a substance using electricity.
Endothermic	A reaction that takes in energy from its surroundings.
Exothermic	A reaction that transfers energy to its surroundings.

**Section 2: The Atom**

Draw and label a diagram of the atom. Complete the table below to show the mass and charge of the subatomic particles.

Particle	Mass	Charge
Proton		
Neutron		
Electron		

# Trilogy Chemistry Paper 1 Revision

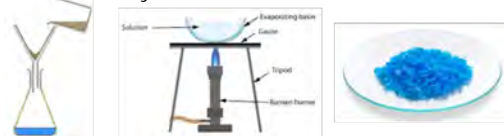
**Required practical 1: Prepare a salt from an insoluble metal carbonate or oxide** *Make a poster*

**Step 1:** Mix the metal oxide/carbonate with the acid until the solid is in excess.

**Step 2:** Filter the mixture into a conical flask.

**Step 3:** Pour the filtrate into an evaporating basin and heat above a Bunsen burner until two thirds of the solution has evaporated.

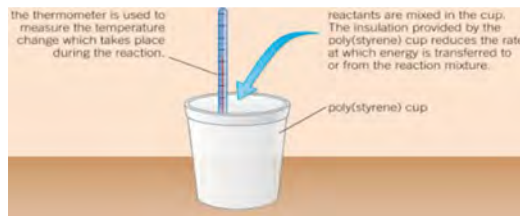
**Step 4:** Leave the remaining solution to crystallise over a period of a few days.



Key notes:

The name of the acid and metal oxide/hydroxide used will be given in the exam question so you should use the correct names of chemicals for step 1. The three processes used during this practical are filtration, evaporation and crystallisation.

**Required practical 2: Investigating temperature changes** *Make a poster*



**Step 1:** Place the polystyrene cup inside the glass beaker to make it more stable.

**Step 2:** Measure an appropriate volume of each liquid, eg 25 cm<sup>3</sup>.

**Step 3:** Place one of the liquids in a polystyrene cup.

**Step 4:** Record the temperature of the solution.

**Step 5:** Add the second solution and record the highest or lowest temperature obtained.

**Section 4: Knowledge recall** *Cue cards*

Question	Answer
1. State what reduction means.	When a metal compound loses oxygen.
2. Define a base.	A substance which neutralises an acid, including alkalis.
3. What would the products be when a metal oxide is reacted with an acid?	A metal salt and water.
4. What is the name of the salt formed from nitric acid?	Nitrates.
5. Name the three processes used to prepare a salt.	Filtration, evaporation and crystallisation.
6. Which metals will react with acids?	Any higher than hydrogen on the reactivity series.
7. What is a displacement reaction?	Where a less reactive metal is pushed out of its compound by a more reactive metal.
8. What would the products be when a metal carbonate is reacted with an acid?	A metal salt, water and carbon dioxide.
9. State the definition of neutralisation.	When an acid and base are mixed to produce a neutral substance.

**Section 5: Reactions of metals** *Cue cards*

- Metal + water → metal hydroxide + hydrogen
- Metal + acid → metal salt + hydrogen
- Metal + oxygen → metal oxide
- Metal carbonate + acid → Metal salt + carbon dioxide + water

Finish the following word equations:

- Sodium + water →
- Magnesium + hydrochloric acid →
- Aluminium + oxygen →
- Calcium carbonate + hydrochloric acid →

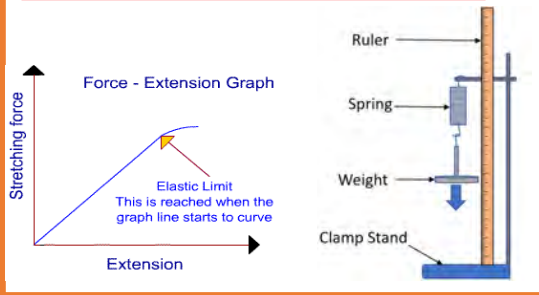
Challenge: Can you write the symbol equations?

## Section 1: Keywords FLASHCARDS

Keyword	Definition
Acceleration	A measure of how quickly velocity is changing
Air resistance	The frictional force caused by air on a moving object
Contact force	A force acting between/on objects that are touching
Displacement	The straight-line distance and direction from an object's starting position to its finishing position
Elastic deformation	An object undergoing elastic deformation will return to its original shape once any forces being applied to it are removed.
Equilibrium	A state in which all the forces acting on an object are balanced, so the resultant forces are zero.
Force	A push or a pull on an object caused by interacting with something
Friction	A force that opposes an object's motion. It acts in the opposite direction to motion.
Inelastic deformation	An object undergoing inelastic deformation will not return to its original shape once the forces being applied to it are removed.
Vector	A vector quantity has both magnitude (size) and direction. Examples: Acceleration, force, displacement, momentum, weight
Scalar	A scalar quantity has only magnitude (size) Examples Speed, mass, time, temperature, distance

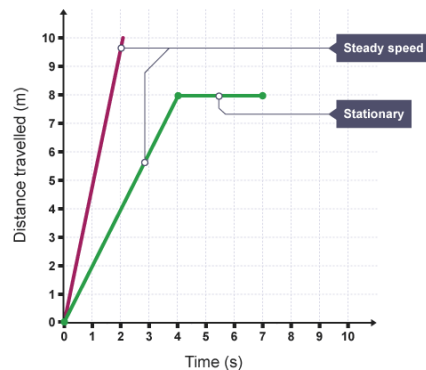
# Physics – Forces Trilogy

## Section 3: Centre of mass Write a method to show that the extension of a spring is proportional to the force applied



## Section 4: Motion graphs

Distance time graphs:



Velocity time graphs: what is happening at A, B, C, D

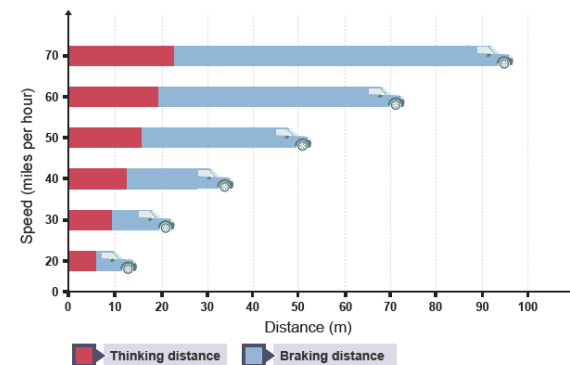


## Section 2: Key equations FLASHCARDS

Question	Answer
Newton's law	$Force = mass \times acceleration$
Moments	$moment = force \times distance$
Speed	Distance travelled = speed x time
Force	Force = Mass x acceleration
Acceleration	Acceleration = change in velocity/time taken

## Section 5: Stopping distances

Stopping distance = thinking distance + braking distance



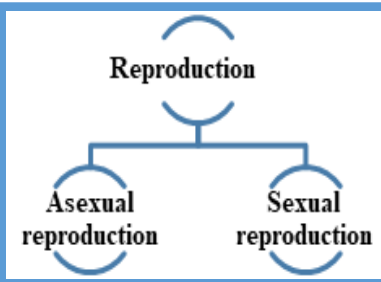
Reaction times are affected by:

Tiredness, Drugs, alcohol and distractions

Braking times are affected by:

- poor road and weather conditions, such as wet or icy roads
- poor vehicle conditions, such as worn brakes or worn tyres

**Biology (Trilogy)– Inheritance, variation and evolution**

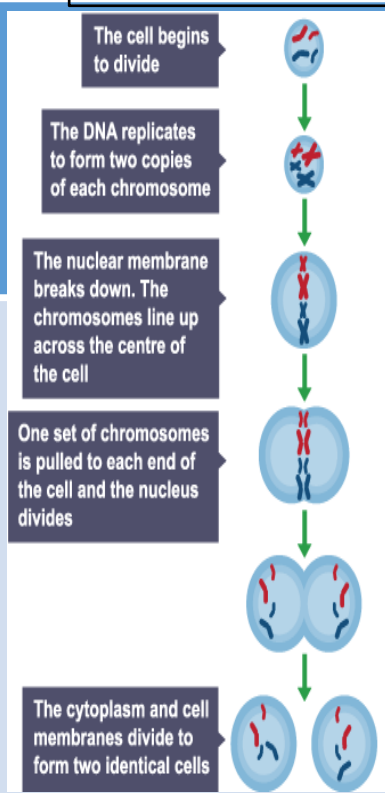


There are two types of reproduction - **sexual reproduction** and **asexual reproduction**.

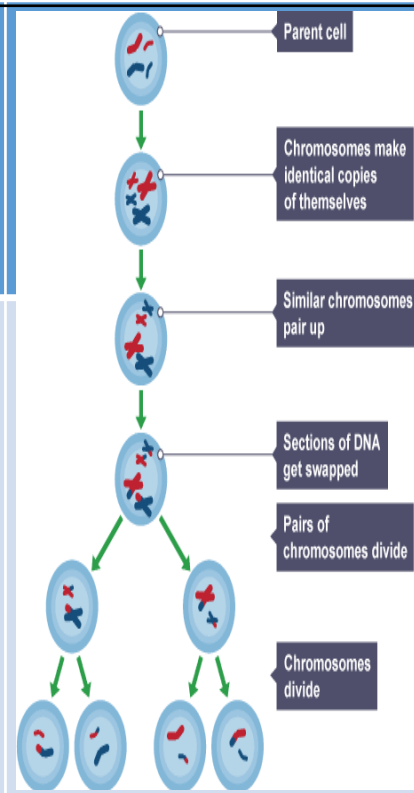
Two parents are needed in **sexual reproduction**, and the offspring produced are **genetically** different to the parents.

Only one parent is needed in **asexual reproduction**, and the offspring produced are genetically identical

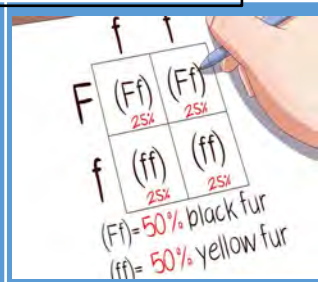
**Week 1 – Types of reproduction.**  
Describe the two different types of reproduction.



**Week 2 – Mitosis**  
Describe the process of Mitosis using the diagram above to help you.



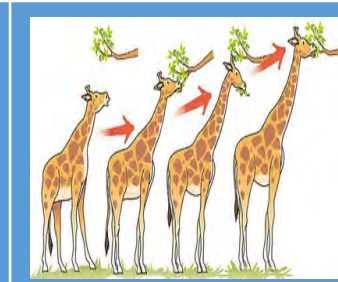
**Week 3 - Meiosis**  
Describe the process of Meiosis using the diagram above to help you.



Heterozygous = (Ff)  
Homozygous dominant = (FF)  
Homozygous recessive = (ff)

Gene	A section of DNA that codes for a characteristic. E.g. Hair color
Allele	A different form of the same gene.
Homozygous	When you have two of the same allele. E.g. FF or ff
Heterozygous	When you have one of each different allele. E.g. Ff.

**Week 4 – Punnett squares**  
Draw a punnett square for a heterozygous male (Aa) and a Homozygous dominant female ( AA).



**Natural selection** is a process where organisms that are better adapted to an environment will survive and reproduce.

This means that the advantageous **alleles** of this variant organism are passed on to offspring.

Over many generations, the process of natural selection leads to **evolution** occurring.

**Week 5 – Natural selection.**  
State what is meant by the idea of **Natural selection**.



Key vocabulary <b>Flashcards</b>	
Keyword	Definition
Transverse	A wave in which vibrates at right angles (perpendicular) to the direction of its movement
Longitudinal	A wave vibrating in the direction of (parallel) its movement
Wavelength	The distance from a point on one wave to the equivalent point on the adjacent wave
Amplitude	The maximum displacement of a point on a wave away from its undisturbed position
Crest	The highest point on a wave
Trough	The lowest point on a wave
Frequency	The number of waves passing a point each second
Reflection	The throwing back of a wave
Refraction	The changing of direction of a wave
Echo	A reflection of sound
Ultrasound	Sound with a very high frequency, useful in medical imaging
Electromagnetic Waves	Transverse waves that transfer energy from the source of the waves to an absorber

Equations <b>Look, Cover, Write, Check</b>	
Wave equation	Wave speed (m/s) = frequency (Hz) x wavelength (m) $v = f \lambda$
Wave Period	Period(s) = $\frac{1}{\text{frequency (Hz)}}$ $T = \frac{1}{f}$

### Section 4: Measuring Waves RP **Put into flow chart**

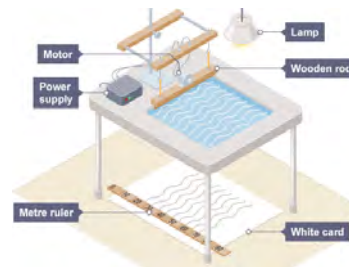
- Set up the ripple tank as shown in the diagram with about 5 cm depth of water.
- Adjust the height of the wooden rod so that it just touches the surface of the water.
- Switch on the lamp and motor and adjust until low frequency waves can be clearly observed.
- Measure the length of a number of waves then divide by the number of waves to record wavelength. It may be more practical to take a photograph of the card with the ruler and take measurements from the still picture.

## Physics: Waves and electromagnetic waves

### Electromagnetic Spectrum and uses

		Use
Short wavelength	Gamma rays and X-Rays	Medical Imaging And Treatments
	Ultraviolet	Energy Efficient Lamps, Sun Tanning
Long wavelength	Visible Light	Fibre Optic Communications
	Infrared	Electrical Heaters, Cooking Food, Infrared Cameras
	Microwaves	Satellite Communications, Cooking Food
	Radio Waves	Television and Radio

- Count the number of waves passing a point in ten seconds then divide by ten to record frequency.
- Calculate the speed of the waves using: wave speed = frequency x wavelength.



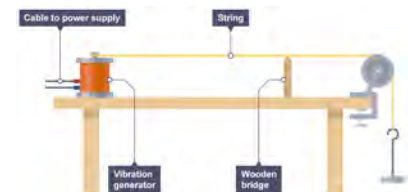
### Infrared Radiation RP **Flowchart**

- Place a Leslie cube on a heat-resistant mat. Fill it, almost to the top, with boiling water and replace the lid.
- Leave for one minute. This is to enable the surfaces to heat up to the temperature of the water.
- Use the infrared detector to measure the intensity of infrared radiation emitted from each surface, or the temperature of the surface. Make sure that the detector is the same distance from each surface for each reading.



### Waves on a String RP **Flowchart**

- Attach a string or cord to a vibration generator and use a 200 gram (g) hanging mass and pulley to pull the string taut as shown in the diagram. Place a wooden bridge under the string near the pulley.
- Switch on the vibration generator and adjust the wooden bridge until stationary waves can be clearly observed.
- Measure the length of as many half wavelengths (loops) as possible, divide by the number of half wavelengths (loops). This is half the wavelength, doubling this gives the wavelength.
- The frequency is the frequency of the power supply.
- Calculate the speed of the waves using: wave speed = frequency x wavelength.



### Task 1:



- **Ascension** - the return of Christ to heaven
- **Atonement** - reconciliation between God and humans
  - **Blasphemy** - speaking disrespectfully about God or sacred things
  - **Creed** - statement of Christian beliefs
- **Ex nihilo** - From nothing
- **Gospels** - the books of the Bible (Matthew, Mark, Luke and John), which are the only record of Jesus' life
- **Grace** - God's gift which gives the strength to be good and holy
  - **Holy Communion** - the Christian service of thanksgiving using bread and wine (also called **Eucharist**)
- **Incarnation** - the belief that God took human form in Jesus
- **Liturgy** - a set form of public worship
  - **Sacrament** - an outward ceremony through which God's grace is given
- **Stewardship** - looking after something so it can be passed on to the next generation

### Task 2: Read through the following information and create a storyboard to help identify what the Incarnation was

The Incarnation is the Christian belief that God became a human being in Jesus. Christians believe that when Adam and Eve disobeyed God in the garden of Eden, they broke the previously perfect relationship between God and humankind. This meant that before the incarnation, it was only possible to have a partial relationship with God. However, through the incarnation (which led to the life, death and resurrection of Jesus) the power of sin was cancelled so that it became possible for humans to have a full relationship with God and go to heaven after death.

Christians believe that all human beings are children of God but by giving Jesus the title the only Son of God, they express their belief that Jesus was God in human form. Christians believe that this means that Jesus had two natures. In his human nature he was a human being, but in his diviner nature he was God. So, Christians believe that Jesus, the only Son of God, was both fully human and fully divine.

## Year 11: Religious Education - Christian Beliefs



Task 5: Create a pie chart from the 2011 Census - what questions does it raise for you?







### Task 3: From your own opinion, copy out and rank the following statements in order of importance

- 1 - It shows Christians that God cared so much about the world that he sent his Son to show humans what God is like and to teach them how to live
- 2 - It is the basis of the Christian faith; without the incarnation of Jesus Christ, the Son of God, there would be no Christianity
- 3 - In Jesus, humans can see what God is like. It is hard for humans to understand an infinite, non-material, omnipotent being, but an incarnate God brings God closer to human understanding
- 4 - Through the Incarnation, God began the process of salvation from sin, so making it possible for humans to have a full relationship with him and go to heaven after death

**Task 4: Answer the following** - Explain two reasons why Christians believe Jesus was God incarnate. In your answer you must refer to a source of wisdom and authority

Religion	People	%
Christians	33, 243, 175	59.3%
No religion	14, 097, 229	25.1%
No answer	4, 038, 032	7.2%
Muslim	2, 706, 066	4.8%
Hindu	816, 663	1.5%
Sikh	423, 158	0.8%
Jewish	263, 346	0.5%
Buddhist	247, 743	0.4%
Other	240, 530	0.4%

## Key Terms – Task 1 – [READ, COVER, WRITE](#)

<u>Key Terms</u>	<u>Definition</u>	<u>Image</u>
Vaccine	Injection of weakened organisms to give the body resistance against disease	
Anaesthetic	Drugs given to make someone unconscious before or after surgery	
Cholera	A bacterial infection caused by drinking water	
Antiseptic	Chemicals used to destroy bacteria and prevent infection	
Contagion	The passing of disease from one person to another	
Workhouse	Accommodation for poor people who could not afford to pay for rent and food	

## History: Industrial Medicine

### Key Dates – Task 2 – [Create a timeline](#)

- 1798 – Edward Jenner developed the first vaccine for smallpox
- 1842 – Edwin Chadwick published the 'Sanitary Conditions of the Labouring Population'
- 1847 – James Simpson developed chloroform as an anaesthetic
- 1854 – John Snow's maps proved the source of cholera
- 1858 – The Great Stink hits London
- 1861 – Louis Pasteur's Germ Theory was published
- 1867 – Joseph Lister used antiseptic to prevent infection
- 1875 – The Public Health Act – local councils had to provide sewers, drainage and fresh water
- 1882 – Robert Koch identified bacteria that caused specific diseases

### Key People – Task 3 – [Create fact files for the following people:](#)

1. Edward Jenner
2. Florence Nightingale

Research these key people, and include the following in their fact files:

- Date of Birth/Death
- Place of Birth/Death
- Nicknames
- Important roles/achievements
- Famous quotes

### Key Figures – Task 4 – [Create a mindmap](#)

Research the following 'Key Medical Figures' and use them for the mindmap:

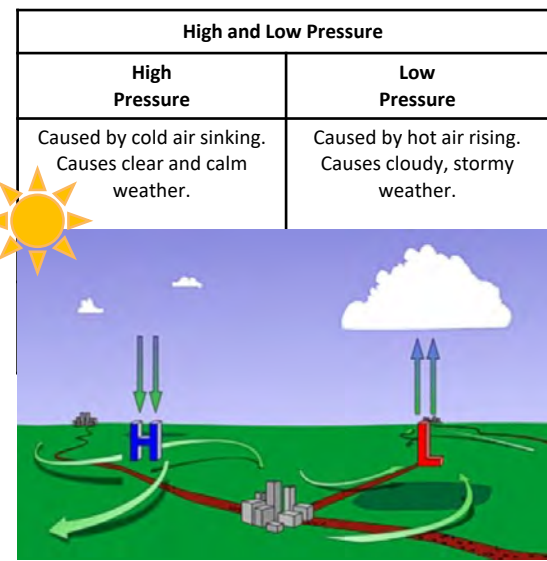
- 1) Edward Jenner
- 2) James Simpson
- 3) John Snow
- 4) Louis Pasteur
- 5) Joseph Lister
- 6) Robert Koch

Extension – Include something each individual was famous for

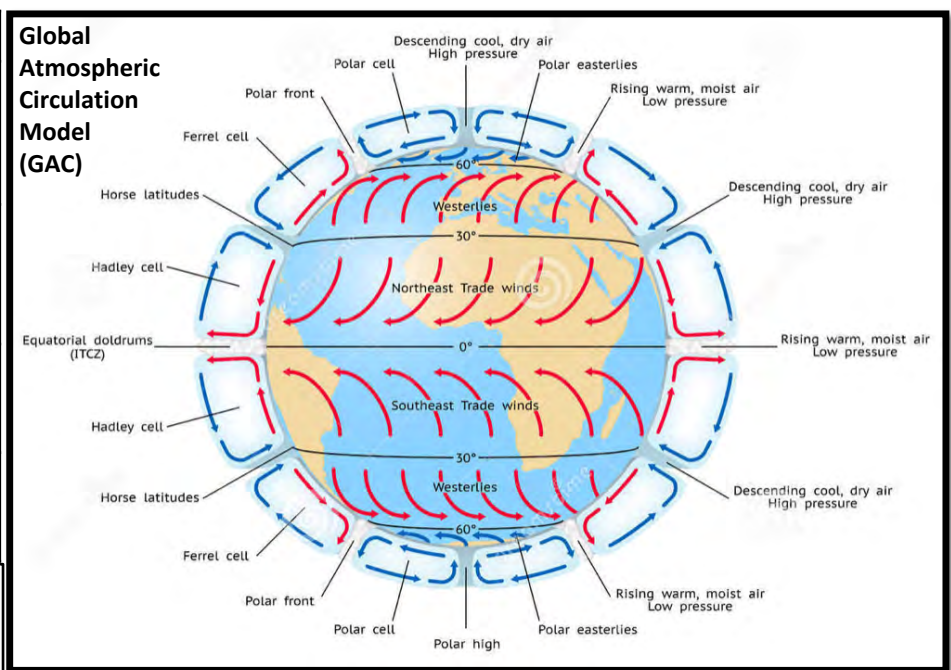
### Key Words and Definitions – Task 5 – [Create Flashcards](#)

Create flashcards for the following key words, and find out their definitions

- Microbes
- Miasma
- Sanitation
- Compulsory
- Age of Enlightenment
- Spontaneous
- Smallpox



Global pattern of air circulation	
<p>Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.</p>	
Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakest cell that occurs from the poles to the Ferrel cell.



- 1) What kind of pressure systems do we mostly experience in the UK? How can you evidence this? (Look out the window a hint).
- 2) Copy the GAC model in fully annotated detail and colour coded high and low pressure systems.
- 3) Create a storyboard cartoon strip of the formation of tropical storms.
- 4) Where do you find tropical storms and WHY? What are their different names?
- 5) Outline the different strategies manage tropical storms, which one do you think is the most effective and why?

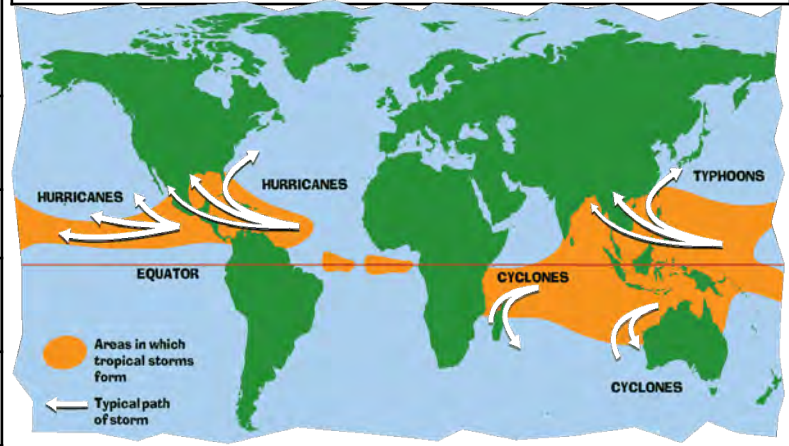
## The challenges of natural hazards: TROPICAL STORMS



Formation of Tropical Storms	
1	The sun's rays heats large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots
2	Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin.
4	When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm.
6	When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

**Distribution of Tropical Storms.**

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



Management of Tropical Storms	
<p><b>Protection</b></p> <p>Preparing for a tropical storm may involve construction projects that will improve protection.</p>	<p><b>Aid</b></p> <p>Aid involves assisting after the storm, commonly in LIDs.</p>
<p><b>Development</b></p> <p>The scale of the impacts depends on the whether the country has the resources cope with the storm.</p>	<p><b>Planning</b></p> <p>Involves getting people and the emergency services ready to deal with the impacts.</p>
<p><b>Prediction</b></p> <p>Constant monitoring can help to give advanced warning of a tropical storm</p>	<p><b>Education</b></p> <p>Teaching people about what to do in a tropical storm.</p>

**Week 1**  
**Make Flash cards**

**To start off:**

Dans l'image ...	In the image
Dans la photo...	In the photo
Il y a...	There is/ are
Je vois...	I see
Je peux voir...	I can see
La photo montre...	The photo shows...

**Be specific!**



Au premier plan...	In the foreground
Au deuxième plan...	In the background
À gauche...	to the left
À droite...	to the right
Près de..	close to
Devant..	In front of

**Week 2**  
**Look, cover, write, check**

**What's there?**



Un homme/une femme	a man/woman
Des personnes	some people
Beaucoup de personnes	lots of people
Des édifices	some buildings
Des arbres	some trees
Une scène de...	a scene of

**Describing people**

Il/elle a l'air ...	he/she seems...
Ils/elles ont l'air...	they seem..
Content(e)(s)	happy
Triste(s)	sad
Fatigué(e)(s)	tired
Énervé(e)(s)	angry

# French Describing a photo

**Week 3**  
**Look, cover, write, check**



**What are they doing?**

Il/elle est en train de	He/she is...
Ils/elles sont en train de	They are...
parler	talking
sourire	smiling
rire	laughing
se disputer	arguing
marcher	walking
travailler	working
jouer	playin

**Week 4**  
**Make Flashcards**



**Weather**

Il y a du soleil	it's sunny
Il fait beau	it's nice weather
Il fait mauvais	It's bad weather
Il pleut	it's raining
Il y a du vent	it's windy
Il neige	it's snowing

**Week 5**  
**Look, write, cover, check**

**Opinion phrases**



Je crois que...	I think that
Je pense que...	I think that...
J'imagine que...	I imagine that...
Je suppose que...	I suppose that...
Je dirais que...	I would say that
Il me semble que..	It seems to me that..
Cela me rappelle...	It reminds me of...

**Do you like it?**

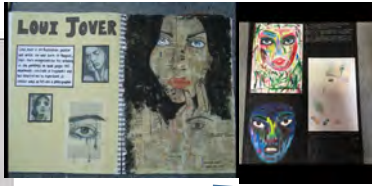
J'aime/j'adore la photo	I like/I love the photo
parce que	because
c'est	it is
beau	beautiful
Je n'aime pas/je déteste la photo	I don't like/I hate the photo
car	because
c'est plein de...	it is full of
couleur	colour

Choose 5 photos and use the vocabulary on this page to describe them

# GCSE ART AND DESIGN HUMAN CONDITION TERM 4

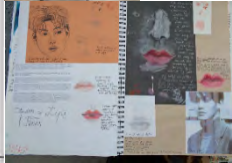
## AO1

Develop ideas through investigations, demonstrating critical understanding of sources



## AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes



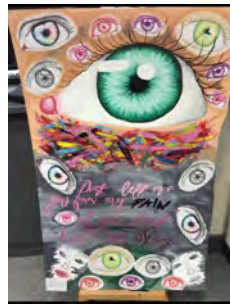
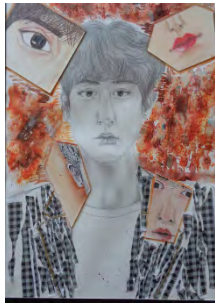
## AO3

Record ideas, observations and insights relevant to intentions as work progresses



## AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language



**Task 1** Create Flash cards describing the methods of the artist's work you have used (AO1) Augustus John; tones, Fred Hatt; colour crayon. Loui Jover; mixed media and Francoise Neilly; thick paint marks and Day of the dead artists.

**Task 4/5** Create a mini final piece (A04) using the materials you have at home, or a detailed annotated design, on the theme Human condition.



**Task 2** Create a diagram to describe how to annotate your work.



3

## Annotation

Describes writing notes, using images and explaining your thoughts to show the development of your work.

### Step 1- Describe

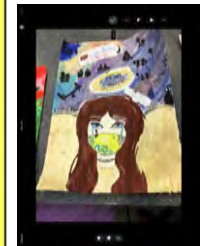
What is this an image of? What have you done here? What was this stage of the project for?

### Step 2- Explain

How was this work made? How did you produce particular effects? How did you decide on the composition?

### Step 3- Reflect

Why did you use these specific methods? Why do particular parts work better than others? Why might you do things differently next time?



## Evaluation Questions

**Explain how you approached your final idea? What was it about? Go through the process of the whole project, which artists did you look at what drawings and paintings did you do?**

**How did all these experiments help you with your final piece? Talk about the variety of media/materials that you have used for your final piece?**

**What works well about your ideas? What could you improve on your final ideas?**

**Task 3** Evaluate how you personally met all the Assessment Objects in this year's work. Artists Research A01, design ideas A02, drawing skills A03 and final piece A04.

## Year 11 - Key Stage 4 Performing Arts Component 3



**Task 1:**  
Follow these important ideas at each stage, this is a guide of content for your log books

During stage 1, devisers should respond to the brief and stimulus by highlighting and mind mapping their initial ideas.

During stage 2, deviser should carry out research and begin to develop. Their initial ideas.

The practical exploration of the initial ideas should take place at stage 3 .

During stage 4, devisers begin to structure their material. It is also at this stage where devisers develop clear characters.

During stage 5, devisers continue developing and adding detail to the piece. The development of dialogue and scripting also happens at this stage.

Devisers, rehearse and refine during stage 6 of the rehearsal process.

During stage 7 , further refining is required . The sourcing of props ,set, music and costumes also happens at this stage .

The 'Dress Rehearsal' usually happens at stage 8 of the devised rehearsal process.

**Task2:**  
Explain how these are to be used in for your ideas

Imagination  
Target Audience  
Theatre in Education  
Message

### Prioritising tasks

Essential time management skills for devising a piece of drama.  
Each week, ensure that you complete a 'To do list'. This will ensure that you are using your rehearsal time wisely.

- ▷ Respond to brief and sti
- ▷ Mind map ideas
- ▷ Practical exploration
- ▷ Structure material
- ▷ Character development
- ▷ Script dialogue
- ▷ Rehearse and refine
- ▷ Source props
- ▷ Source set
- ▷ Source music and or sound effects
- ▷ Dress rehearsal

**Task3:**  
Update your to-do list!

**Task 4:**  
Implement the Tier 2 Vocabulary into your work from the onset of Component 3

### Tier 2 Vocabulary Definition

#### **Compromise**

An agreement or settlement of a dispute that is reached by each side making concessions .

#### **Delegate**

To choose or elect someone to take on a specific role or responsibility.

#### **Evaluate**

To judge or calculate the quality, importance, amount, or value of something.

**Task5:**  
Use **PEEL** as a basis for your notes in your log books

### PEEL

**Point** – Make a clear point of what you need to achieve

**Evidence** – State how this would fit in

**Explain** – Why? How?

**Link** – back to the original point

## Agencies

An agency is an organization (business) that provides a particular service on behalf of a business or an artist. There are many agencies within the music industry that are concerned with protecting the rights of work produced by the music industry, including the revenue generated by these works. It is important that you remember these and their acronyms.

### MCPS

The Mechanical Copyright Protection Society represents their members' mechanical rights, whenever a piece of music is reproduced as a physical product. They then collect royalties for this.

### PRS

Performing Rights Society represents their members' performing rights, whenever a piece of music is performed or played in any public space or place outside of the home. They then collect royalties for this in the form of licenses.

### PPL

Phonographic Performance Limited licenses the right to play recorded music and music videos in public. They then collect royalties for this.

**Royalties** = Every time music is used commercially (played), a % of earnings is given to the artist, label, songwriter.... etc



## Music

## Trade Bodies

A trade body is an organisation founded and funded by businesses that operate in a specific industry. An industry trade body participates in public relations activities such as advertising their trade, providing training for members and lobbying politicians about issues that affect their trade. However, its main focus is collaboration between companies and businesses. It is important that you remember these and their acronyms.

### MPG (Music Producers Guild)

Represents the interests of all involved in the production of recorded music

- Record Producer
- Sound Engineer
- Mastering Engineer
- Software programmer



### APRS (Association of Professional Recording Services)

Represents those who work in the audio industry.

- Record Producer
- Sound Engineer
- Mastering Engineer
- Manufacturer
- Live Sound Technician

### PLASA (Professional Lighting and Sound Association)

Represents those who supply technologies and services to events.

### Task 1

Look cover, write, check, information on Agencies

### Task 2

Design a mind map on Trade Bodies



# Unions

A Union is an independent organisation that represents their members and stands up for rights of their members.

- monitoring employment conditions and contracts between employees and employers
- advice for freelancers on tax and National Insurance (NI)
- support in relation to negotiation of minimum rates of pay and working conditions
- handling of disputes such as if there are contract disputes or if someone isn't paid
- other services – networking opportunities, information about insurance and pensions, information and updates about changes to relevant legislation.

Each union represents a certain collection of industry job roles. It is important that you remember these and their acronyms.



## MU (Musicians' Union)

The Musicians' Union is an organisation which represents members in the creative sector

- Musician
- Composer/songwriter
- Record Producer
- Session musician
- Conductor

## BECTU (Broadcasting Entertainment Cinematograph and theatre)

Represents members who work in broadcasting, film, theatre, entertainment, leisure and interactive media.

- Music Journalist
- Broadcaster
- DJ
- Roadie
- Live sound technician

## Equity

Equity is the UK trade union for professional performers and creative practitioners. It represents artists from across the entire spectrum of arts and entertainment.

- Musician
- Session Musician
- Broadcaster

# Hire Companies



You need to know reasons why you might hire the following:

### Sound and Lighting Equipment Hire

- (1) Sound equipment such as P.A. systems are expensive. If a venue or band doesn't use it much then it is cheaper to hire
- (2) You get the technical expertise of the company
- (3) Equipment is high quality
- (4) The hire company sound engineers takes control of the sound and lights so the artist can concentrate on the music

### Rehearsal and Studio Space Hire

- (1) To record a song in a room with the best acoustics - creates the best sound
- (2) Excellent acoustics (sound) for a rehearsal

### Task 3

Create revision flashcards on Unions

### Task 4

Write a paragraph using the reasons supplied of why you would use a hire company.

Task 5 Design a crossword on the three organisations, Agencies, Unions and Trade Bodies.

# Year 11 Hospitality & Catering - Food Choices

There are **SIX TASKS** to complete (see Red Bold text)

## Food Choice

Food choices for a balanced diet depend on many factors, such as:

- advertising and other point of sale information;
- cost and economic considerations;
- cultural or religious practices;
- environmental and ethical considerations;
- food availability;
- food preferences;
- food provenance;
- health concerns;
- individual energy and nutrient needs;
- portion size;
- social considerations.

## Budgeting

There are many things that we can do to spend money wisely on food. Examples can include:

- eating the seasons;
- stocking up on food with a long shelf-life;
- taking time to plan meals and write a shopping list;
- cooking using one pot;
- making fake-aways rather than buying takeaways;
- using leftovers;
- replacing branded items with cheaper items;
- comparing prices and shop around to find the cheapest items;
- growing your own food.

## Personal Preferences

A number of factors can influence personal preferences, including:

- colour, size and shape of crockery and cutlery used;
- portion size;
- serving style;
- taste, aroma, texture, appearance, shape and colour of food.

## Food Provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



## Consumer Information

Information can help consumers make informed choices, including:

- advertising and marketing;
- media, online blogs/forums;
- packaging, nutrition and health claims;
- point of purchase information and product placement;
- recipe ideas.

## Cultural or Religious Practices

People around the world choose to eat or avoid certain food due to their cultural or religious practices.

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddhism (strict)	x	x	x	x	x
Seventh-day Adventist Church	x	x	x	✓	✓
Rastafari movement	x	x	x	x	x

## Cost and Economic Considerations

The cost of food and money available will influence people's food choices: If money is limited, people may choose to buy more basic items. Luxury items might then be selected for special occasions.

## Environmental and Ethical Considerations

Some considerations when buying food might be:

- fair trade;
- local food;
- genetically modified (GM) food;
- organic food;
- free range.

## Food Availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.

### TASK 2:

- **Research** Seasonality in the UK. Make notes on this task.

## Individual Energy and Nutrient Needs

The amount of energy and nutrients needed differs between different age groups and between males and females.

Energy needs also depend on activity levels. For example, athletes will have much higher energy requirements due to their high level of physical activity.

### TASK 3 to 6:

- Consider your own household and **create a mind map** of the social and economic considerations that affect your food choice. **Explain** how different this might be to your grandparents at your age.
- **Write out** an argument for why food provenance is important to some consumers. Include examples of UK food certification and assurance schemes.
- Make notes on each of the Headings on this sheet. This should be then transferred onto a **Flash Card** highlighting the main points.

## Key Terms

**Advertising:** Advertising is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue or take some new action.

**Ethical:** Relating to personal beliefs about what is morally right and wrong.

**Food certification and assurance schemes:** Defined standards of food safety, quality or animal welfare.

**Food provenance:** Knowing where food was grown, caught or raised and how it was produced.

**Marketing:** Promoting and selling products or services, including market research and advertising.

**Religion:** A particular system of faith and worship.

**Seasonal food:** Food grown at a particular time of year.

### TASK 1:

- **List** these Key Terms in full. Revise

To find out more, go to:  
<https://bit.ly/3dpC9FJ>

## Portion Size

Having a healthy, balanced diet is about getting the right types of foods and drinks in the right amounts.



## Social Considerations

- Body image and peer pressure.
- Development of ready meals and a wider range of convenience foods.
- Development of labour saving devices.
- Lack of competence and confidence in the kitchen.
- Lack of time.
- Living arrangement (e.g. living alone).

## Food Prices

Food prices can and do change throughout the year and over time. This may be due to a variety of reasons, including:

- climate and weather patterns;
- crop failure;
- crop disease;
- seasonality;
- consumer demand;
- agricultural costs increase;
- fuel prices go up;
- increased use of bio-fuels.

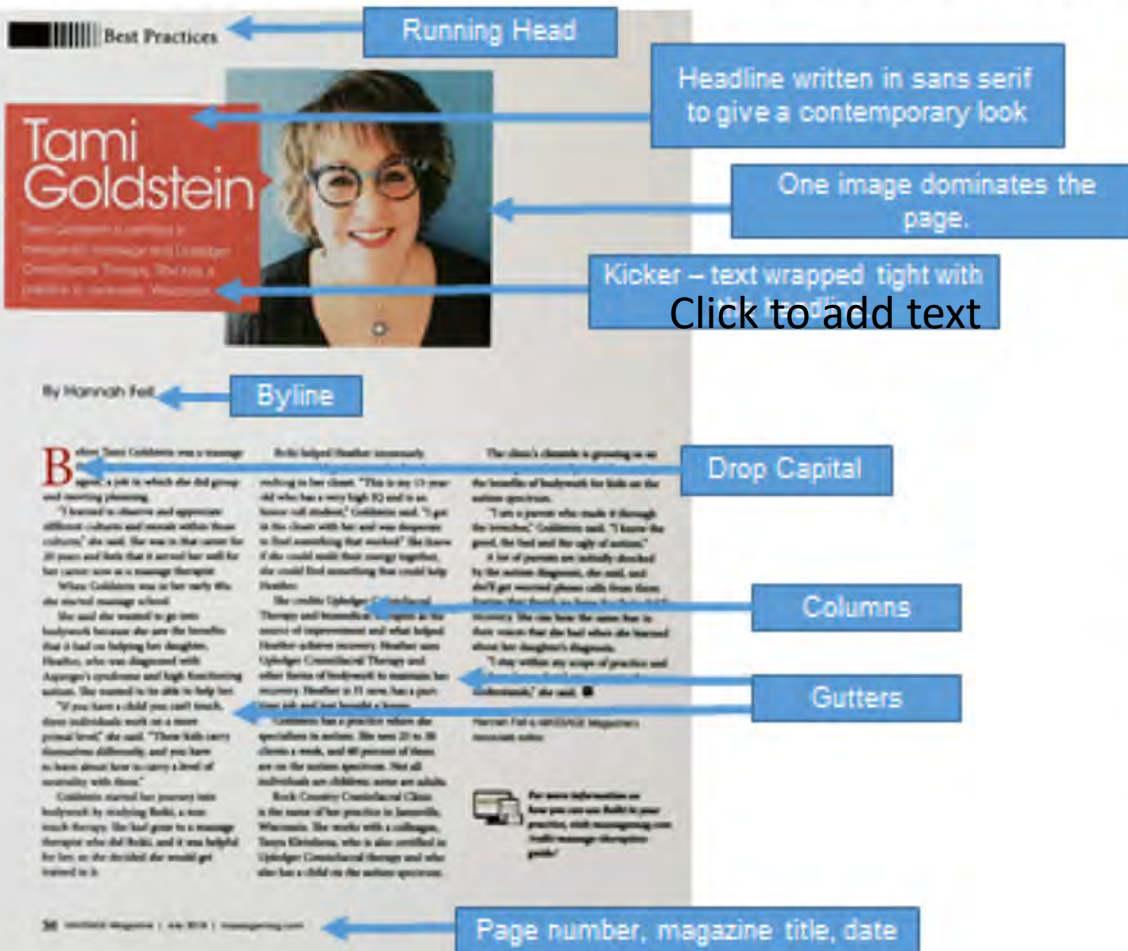
# Creative Media

**Tasks – Cross-sector exploration** You must carefully select **at least one** media product from **each** of these three sectors: **.audio/moving image. Publishing .interactive** media products You will need to explore the relationship between each media product, its audience and purpose, by investigating:

- the type and content of each media product the primary and secondary target audiences for each media product the purpose of each media product from the perspective of both the producer and the audience. Make sure you use media terminology accurately and present your outcomes to a high standard.

## Inside page terminology

You will be asked to draw sketches of your ideas for both assessments in component 2 and the component 3 exam. Students achieving the higher grades will use the correct terminology in their writing. For you to do this you must memorise the terms below:



In- House: 'trademarks' of the magazine e.g colour scheme= house colours

Slug: 'In-house' logo for this particular section's e.g reviews have a different slug to interviews

End marker: fancy/elaborate full stop at the end of the article.

Pull Quotes: Enlarged quotes

Typography:

Serif- Fonts with fancy feet

Sans Serif- Fonts without fancy feet

Drop- Cap: **T**he first letter of the article tends to be in a larger/different/elaborate font.

8

# Creative Media

## Inside Page Further Key Terminology

You will be asked to draw sketches of your ideas for both assessments in component 2 and the component 3 exam. Students achieving the higher grades will use the correct terminology in their writing. For you to do this you must memorise the terms below:

