

# Knowledge Organiser

Year 11

Term 1  
2024/25



**The Abbey**  
School

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# English Year 11 Term 1

## Paper 1 Section A (Reading)

### You will learn how to:

- Identify information and ideas about characters, themes and events in the plot
- Explain what you have inferred from the text, recalling key scenes, events and quotations from the text
- Discuss the development of characters in the text
- Perform close textual analysis of the text, with reference to relevant language, form and structure methods
- Make links between the text and its context, considering the reactions of historical and modern audiences

### Prior Learning Links:

- Since Year 7, students read and analysed a range of extracts and whole texts, and are familiar with how to support their ideas and arguments with evidence they've identified
- Since Year 7, students have been taught how to identify a range of frequently-used language techniques; structure techniques were introduced robustly in Year 8 and were necessary to the teaching of the Literature texts covered in Years 9 and 10
- Since Year 7, students have been taught how to write analytical 'APE' paragraphs, which follow a similar structure to what Year 11 students will be asked to do when responding to the English Language Paper 1 Section A (Reading) questions
- In Year 10, students were taught the content of the English Literature GCSE, which requires them to write long-form analytical responses to texts

### Future Learning Links:

- The GCSE English Language exam is comprised of two papers. Each is split into two sections, the first focusing on reading skills and the second on writing skills. Therefore, the content covered this term (and within this Knowledge Organiser) covers one quarter of the English Language GCSE examinations and is worth one quarter of the total marks.
- The skills necessary for the successful completion of English Language Paper 1 Section A (Reading) overlap significantly with the skills necessary for English Language Paper 2 Section A (Reading). As such, skills embedded this term will be utilised again when that section of the examination is covered in Term 3.

### KEY VOCABULARY

#### KEY WORDS

**Command Word – Find:** When a English Language GCSE question asks you to 'Find', you

#### KEY SUBJECT TERMINOLOGY

**Language:** Language methods include:

- words and phrases

<p>must select the options that are true (or false) from a list.</p>	<ul style="list-style-type: none"> <li>• language features and techniques</li> <li>• and sentence forms</li> </ul> <p>You will find appropriate definitions for many language methods in your Literacy KO.</p>
<p><b>Infer:</b> Deduce or conclude something from evidence and reasoning rather than from explicit statements.</p> <p>Though this word is not explicitly referred to in the wording of any of the English Language or Literature papers, it is a necessary skill. Without inference, your comments can rarely surpass surface-level or literal meanings in texts. You will use inference virtually every time that a question asks you to ‘explain,’ ‘comment on’ or ‘analyse.’</p>	<p><b>Structure:</b> Structure methods can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• what the writer focuses your attention on at different stages in a text</li> <li>• how and why the writer changes the focus as a text develops</li> <li>• when and why a writer chooses to include description or dialogue</li> <li>• characterisation</li> <li>• setting</li> <li>• flashbacks, flashforwards and other methods of non-linear narrative</li> </ul> <p>You will find appropriate definitions for many structure methods in your Literacy KO.</p>
<p><b>Command Word – Comment:</b> Express a reaction to a text.</p> <p>This command word tells you to communicate what readers may think or feel in response to texts.</p>	<p><b>Figurative language:</b> The creative use of words or phrases to express something non-literally. This includes the use of a range of language methods, such as:</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Alliteration</li> <li>• Assonance</li> <li>• Onomatopoeia</li> </ul> <p>You will find appropriate definitions for many of these language methods in your Literacy KO.</p>
<p><b>Command Word – Explain:</b> Make an idea clear by describing it in more detail or revealing relevant facts.</p> <p>This command word tells you to develop your comments by linking them to reasons, usually with words like ‘because’. Clear explanations tend to explain <i>why</i> something has achieved an effect.</p>	<p><b>Sentence forms:</b> For the purposes of the English Language GCSE, individual sentence forms are considered to be <i>language</i> methods rather than structure methods.</p> <p>When analysing sentence forms, you should consider the following:</p> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Complex sentences</li> <li>• Fragment sentences</li> <li>• One-word sentences</li> </ul>

	<ul style="list-style-type: none"> <li>• Lists</li> <li>• Rhetorical questions</li> <li>• Interrogative sentences (i.e. questions which <i>do</i> expect answers)</li> <li>• Declarative sentences (i.e. statements)</li> <li>• Imperative sentences (i.e. commands)</li> </ul> <p>You will find appropriate definitions for many of the above sentence forms in your Literacy KO.</p>
<p><b>Command Word – Analyse:</b> Examine something in detail, considering its individual components and characteristics.</p> <p>This command word tells you to describe how writers use language and/or structure to achieve effects. You should try to develop your explanations by analysing, ‘zooming in’ on key words and methods to analyse how specific effects have been achieved.</p>	<p><b>Connotations:</b> Feelings or ideas that are suggested by particular words. For example, the adjective ‘red’ might have connotations of danger, heat or love, while the adjective ‘blue’ might have connotations of sadness or tranquillity.</p> <p>Notice that connotations are not necessarily synonyms (words with similar meanings).</p>
<p><b>Command Word – Evaluate:</b> Judge the extent to which you agree with a statement about a text.</p> <p>This command word tells you to assess whether you agree with a statement, but you should also support your evaluation with explanations and analysis.</p>	

## What are the Assessment Objectives on English Language Papers?

### SECTION A: READING – Assessment Objectives

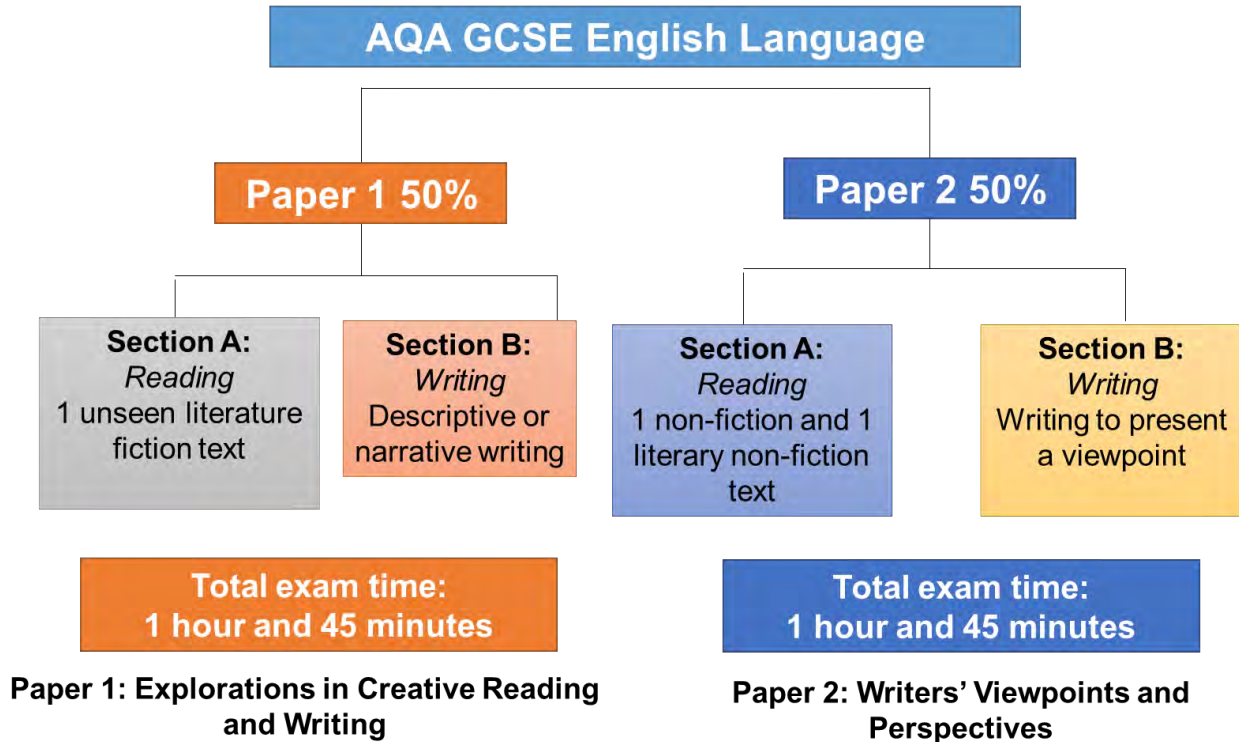
AO1	<ul style="list-style-type: none"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
AO2	<ul style="list-style-type: none"><li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li></ul>
AO3	<ul style="list-style-type: none"><li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li></ul>
AO4	<ul style="list-style-type: none"><li>• Evaluate texts critically and support this with appropriate textual references.</li></ul>

### SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none"><li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li><li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li></ul>
AO6	<ul style="list-style-type: none"><li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).</li></ul>

**Note: You will NOT be assessed on AO3 on English Language Paper 1.**

## What is the structure of the English Language GCSE?



## How are the questions structured on English Language Paper 1?

**Section A: Reading.**  
Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

- Q1:** List 4 things...  
[AO1: 4 marks]
- Q2:** How does the writer use language here to describe...  
[AO2: 8 marks]
- Q3:** How has the writer structured the text to interest you as a reader?  
[AO2: 8 marks]
- Q4:** To what extent do you agree...?  
[AO4: 20 marks]

**Section B: Writing**  
You are advised to spend about **45 minutes** on this section.  
**Write in full sentences.** You are reminded of the need to plan your answer. You should leave enough time to check your work at the end.

- Q5:** Use an image as stimulus to write a description.
- OR
- Write the opening to a narrative about...  
(24 marks for content and organisation,  
16 marks for technical accuracy)  
[AO5 and AO6: 40 marks]

## 2. How do I retrieve explicit and implicit information?

**Red Amber Green**

### What is explicit information?

Explicit information and ideas are straightforward and directly stated. They are usually easier to identify and understand because they are clear. For example, if someone says, "I'm tired," it's explicit that they are feeling tired.

### What is implicit information?

Implicit information and ideas are not directly stated but rather implied through context clues or hints. This means that you'll have to think a bit to figure out what the speaker or writer is trying to convey. For example, if someone says, "I'm going to go hit the books," it might be implicit that

they will study. Uncovering implicit information requires inference. You may need to infer implicit information using context clues to make an educated guess.

### Which questions assess understanding of explicit and implicit information?

All four questions from Section A (Reading) of English Language Paper 1 require you demonstrate understanding of explicit and implicit information.

Question 1 focuses *only* on the retrieval of explicit and implicit information. It is the only question on Section A that does not require further comment, explanation or analysis.

### What will Question 1 ask you to do?

You will be asked to list four things you learn about a specific topic relevant to the source.

You will be given specific line numbers from which to select your evidence.

### What does Question 1 look like?

*Read again the first part of the source from **lines 1 to 4**.*

*List four things about \_\_\_\_\_ from this part of the source.*

### What skills do you need to demonstrate?

#### AO1:

- Identify and interpret explicit and information and ideas.
- Select and synthesise evidence from different texts.

### How long should you spend on Question 1?

You should spend no more than 5 minutes on this question. It is only worth four marks.

### How should you answer Question 1?

- Write each answer next to a new bullet point
- Write in full sentences
- Aim to write in simple sentences
- Answer directly about the topic given in the question
- Only use information from the given lines

### 3. What are language features and how do I identify them?

Red

Amber

Green

### What are language features?

### 4. How do I analyse a writer's language for meaning and effect?

Red

Amber

Green

### Which questions assess analysis of language?

Questions 2 and 3 focus on the analysis of writers' methods. **Question 2 focuses on the writer's use of language**, while Question 3 focuses on the writer's use of structure.

Question 4 also requires some degree of analysis, but the focus is evaluation.



## What will Question 2 ask you to do?

You will be asked to analyse the writer's use of language to present a topic relevant to the source. The topic could be a person, place, object or idea.

You will be given specific line numbers from which to select your evidence. The extract will be included in the question paper.

## What does Question 2 look like?

*Look in detail at this extract from **lines 5 to 15** of the Source.*

*How does the writer use language here to describe \_\_\_\_\_?*

*You could include the writer's choice of:*

- *Words and phrases*
- *Language features and techniques*
- *Sentence forms*

## What skills do you need to demonstrate?

### AO2:

Explain, comment on and analyse how writers use **language** and ~~structure~~ to achieve effects and influence readers, using relevant subject terminology to support their views.

## How long should you spend on Question 2?

You should spend approximately 10 minutes on this question. It is worth 8 marks.

## How should you answer Question 2?

You need to show that you can analyse the language used and comment on its effects.

In your analysis, you must:

- Comment on the language methods that the writer has used
- Explain the effects of the language methods used
- Zoom in on specific words and phrases, making reference to word classes and connotations

The best analytical responses do not follow strict sentence structures in every paragraph. However, the following outline, repeated multiple times, can support you when writing your response:

- Make a point about a language method
- Give evidence from the extract to support your point
- Explain the effect of the method used
- Develop your analysis by zooming in

## 5. What are the structural techniques and how do I identify them? Red Amber Green

### What are structural techniques?

### Which questions assess analysis of structure?

Questions 2 and 3 focus on the analysis of writers' methods. **Question 3 focuses on the writer's use of structure.**

Question 4 also requires some degree of analysis, but the focus is evaluation.

### What will Question 3 ask you to do?

You will be asked to analyse the writer's use of structure to interest the reader to present a topic relevant to the source.

You must write about the entire source.

### What does Question 3 look like?

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

*You could write about:*

- *What the writer focuses your attention on at the beginning*
- *How and why the writer changes this focus as the Source develops*
- *Any other structural features that interest you*

### What skills do you need to demonstrate?

#### **AO2:**

Explain, comment on and analyse how writers use ~~language and~~ **structure** to achieve effects and influence readers, using relevant subject terminology to support their views.

### How long should you spend on Question 3?

You should spend approximately 10 minutes on this question. It is worth 8 marks.

### How should you answer Question 3?

You need to show that you can identify and analyse structural techniques.

In your analysis, you must:

- Comment on the structural techniques that the writer has used
- Explain the effects of the structural techniques used
- Analyse how the structural techniques interest the reader

**Remember:** You must **only** comment on structure; comments on language (including words, phrases, language features and sentence types) will be ignored.

You should try to structure your analysis by approaching the response in the following ways:

- Divide the source into the beginning, the middle and the end
- Track the writer's focus throughout the source, moving chronologically and in sequence

- Comment on how the focus changes at key points or on a paragraph-by-paragraph basis

As with Question 2, the best analytical responses do not follow strict sentence structures in every paragraph. However, the following outline, repeated multiple times, can support you when writing your response:

- Make a point about a structural technique, commenting clearly on when and where it appears
- Give evidence from the extract to support your point (using references instead of quotations, if necessary)
- Explain the effect of the structural technique used

## 7. What is evaluation?

Red Amber Green

### Dictionary definition of evaluation:

*The making of a judgement about the amount, number, or value of something.*

*Synonyms: assessment; appraisal; **judgement**; rating; **analysis**.*

### AQA's definition of evaluation:

*State how you react when reading the text as in 'Evaluate the effects the descriptions have on you'.*

For English Language Paper 1 Section A, the question that tells you to evaluate asks you to **judge** the extent to which they agree with a statement about a text.

To successfully evaluate, you must support your comments with evidence from the source and **analyse** the effects of the language and structure used.

## 8. How do I evaluate the effect of a writer's choices?

Red Amber Green

### Which questions assess your ability to evaluate?

Question 4 is the only question which asks you to evaluate.

### What will Question 4 ask you to do?

You will be given a statement about a specific section of the source. You will be asked to evaluate the extent to which you agree or disagree with the statement.

You will be given specific line numbers from which to select your evidence. You must refer to the source and ensure you select evidence from this specific section.

### What does Question 4 look like?

*Focus this part of your answer on the second part of the Source from **lines 20 to 40**.*

*A student, having read this section of the text, said: "\_\_\_\_\_."*

*To what extent do you agree?*

### What skills do you need to demonstrate?

## AO4:

Evaluate texts critically and support this with appropriate textual references.

### How long should you spend on Question 4?

You should spend approximately 20 minutes on this question. It is worth 20 marks.

### How should you answer Question 4?

You need to show that you can evaluate.

In your evaluation, you must:

- Pay careful attention to whether there's two halves to the opinion presented in the statement. If there are two halves to the opinion, consider splitting it into two parts and writing about each one separately
- Make your opinion clear throughout your response
- Include references and textual evidence from the section of the source specified by the question
- Comment on both language and structure in your response
- Explain the effects of the language and structure used
- Zoom in on specific words and phrases, making reference to word classes and connotations
- Use discourse markers (e.g., common conjunctions) to show the progression of your response

The best evaluative responses do not follow strict sentence structures in every paragraph. However, the following outline, can support you when writing your response:

- Begin by stating whether you agree or disagree with the statement
- Respond to the first half of the statement
- Give evidence from the extract to support your point
- Explain the effects of any methods used
- Develop your analysis by zooming in
- Respond to the second half of the statement
- Give evidence from the extract to support your point
- Explain the effects of any methods used
- Develop your analysis by zooming in
- Summarise your argument

## HOME LEARNING TASKS

### Task Description

### Done?

Watch videos about the English Language Reading Section questions on GCSE Pod. Your teacher will direct you to suitable videos.

Revise key details about the questions, assessment objectives and required skills.

Revise language and structure techniques.

Answer exam-style questions. Your teacher will direct you to suitable questions.

Complete past papers in timed conditions. Your teacher will direct you to suitable papers.

Read, mark and annotate model answers from past papers. Your teacher will direct you to suitable answers and offer you guidance on what to look for.

# Maths Year 11 Term 1 – Fractions, Indices and Standard Form. Advanced Trigonometry

TERM FOCUS – How do we calculate accurately using fractions, Indices and standard Form? Using skills from previous years 7-10.

How do we display numbers in standard form and how do we interpret the number in the real world? How can we use indices to help us with Standard Form?

How are fractions displayed in both mixed and improper forms?

How can we calculate angles and sides using Trigonometry, especially in non-right-angled triangles?

## Prior Learning Links

### Year 9 – Fractions, Indices and Standard Form

Year 9 Fractions and percentages knowledge is required. Students should be able to complete basic operations with fractions including addition, subtraction, division and multiplication.

Students should also have a solid understanding of index laws as a result of the index notation work complete in Year 9. Students will have been introduced to Standard Form and should be able to identify how to put a number into standard form.

### Year 10 – Right Angled Triangles

Students will have revisited Pythagoras and been introduced to trigonometric ratios.

Students will need to have a sound knowledge of how to find missing sides and angles, and an understanding of when Pythagoras is required and when trigonometry would be used.

## Future Learning Links

Students study Number in all other year groups in Term 1, due to the time between the end of Term 6, and the start of Term 1. For Year 11, revisiting fractions and percentages not only provides a solid foundation for the multiplicative reasoning they will be doing in Term 2, but it is also a topic which eases the students back into lessons.



## 1. What is a reciprocal?

Number	Reciprocal	The product of the number and its reciprocal is 1
4	$\frac{1}{4}$	$4 \times \frac{1}{4} = 1$
-5	$\frac{1}{-5} = -\frac{1}{5}$	$-5 \times -\frac{1}{5} = 1$
$\frac{1}{6}$	$\frac{1}{\frac{1}{6}} = \frac{6}{1} = 6$	$\frac{1}{6} \times 6 = 1$

Red

Amber

Green

Without a calculator:

1. Write the number as a fraction.
2. "Flip" the fraction upside down

When you multiply a number by its reciprocal it will always equal 1.

## 2. How can I add or subtract fractions?

Red

Amber

Green

Same Denominators

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

Different Denominators

$$\frac{7 \times 1}{7 \times 2} - \frac{3 \times 2}{7 \times 2} = \frac{7-6}{14} = \frac{1}{14}$$

To add and subtract fractions:

1. Ensure the fractions have a common denominator.
2. Add or subtract the numerators ONLY.
3. Write the answer as a fraction in the simplest form.

To add and subtract fractions with mixed numbers

1. Multiply the whole number by the denominator.
2. Add on the numerator.
3. Write the improper fraction by using the calculated value as the numerator over the original denominator.
4. Ensure the fractions have a common denominator.
5. Add or subtract the numerators ONLY.
6. Write the answer as a fraction in the simplest form.
7. Convert back into mixed number

## 3. How can I multiply and divide, mixed and improper fractions?

Red

Amber

Green

$$\frac{2}{5} \times \frac{3}{4} = \frac{2 \times 3}{5 \times 4} = \frac{6}{20} = \frac{3}{10}$$

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

The reciprocal of  $\frac{3}{4}$  is  $\frac{4}{3}$  - we "flip" the fraction

Multiplying

1. Convert any integer or mixed number to an improper fraction.
2. Multiply the numerators together and multiply the denominators together.
3. Simplify the fraction if possible.

Dividing

1. Convert any integer or mixed number to an improper fraction.
2. Flip the second fraction (find its reciprocal)
3. Change the divide sign to multiplication
4. Multiply the fractions together
5. Simplify if possible

#### 4. What are the index laws?

Red

Amber

Green

##### **Multiplication Law**

When multiplying indices with the same base you add the powers

$$a^m \times a^n = a^{m+n}$$

##### **Division Law**

When dividing indices with the same base you subtract the powers.

$$a^m \div a^n = a^{m-n}$$

##### **Brackets Law**

When there is a power outside the bracket multiply the powers.

$$(a^m)^n = a^{m \times n}$$

##### **Power of 0**

Any non-zero value raised to the power of 0 is equal to 1.

##### **Negative indices**

When the index is negative, put it over 1 and flip (write its reciprocal) to make it positive.

$$a^{-m} = \frac{1}{a^m}$$

##### **Fractional indices**

When the index is a fraction, the denominator is the root of the number or letter, then raise the answer to the power of the numerator.

$$x^{\frac{a}{b}} = (\sqrt[b]{x})^a$$

##### **Remember**

- The multiplication and division laws can only be used for terms with the same base
- When a power is outside the bracket you must raise all terms inside the bracket by that power



## 5. How do I write numbers in Standard form?

Red

Amber

Green

E.g.  
Convert 4500 to standard form.

- 1 Writing 4500 as a decimal between 1 and 10 is 4.5
- 2  $4.5 \times 1000$
- 3  $10^3 = 1000$
- 4 So 4500 written in standard form is  $4.5 \times 10^3$

E.g.  
Convert  $7.1 \times 10^4$  to standard form.

- 1  $10^4 = 10000$
- 2  $7.1 \times 10000$
- 3 So  $7.1 \times 10^4$  as an ordinary number is 71000

Must be  $1 \leq a < 10$        $b$  is an integer

$a \times 10^b$

### To write numbers in standard form

1. Identify the non-zero digits and write these as a decimal number which is greater than or equal to 1 but less than 10
2. To maintain the place value of the number, this decimal number needs to be multiplied by a power of ten
3. Write X 10 to the power of
4. Write your number in standard form

### To convert from standard form to ordinary numbers

1. Convert the power of ten to an ordinary number
2. Multiply the decimal number by this power of ten
3. Write your number as an ordinary number

## 6. How do I multiply and divide standard Form?

Red

Amber

Green

### Multiplying standard form

**Multiply standard form:** We multiply the numbers and add the indices.

$$(5 \times 10^4) \times (7 \times 10^6) = 35 \times 10^{10} = 3.5 \times 10^{11}$$

This is not in standard form because 35 is not less than 10.

$$(3.2 \times 10^3) \times (4 \times 10^4) = 12.8 \times 10^7 = 1.28 \times 10^8$$

Remember to add the powers together.

### Dividing standard form

**Divide standard form:** We divide the numbers and subtract the indices.

$$(8 \times 10^9) \div (2 \times 10^6) = 4 \times 10^3$$

This is already in standard form because 4 is less than 10.

$$(1.2 \times 10^5) \div (2 \times 10^2) = 0.6 \times 10^3 = 6 \times 10^2$$

This is not in standard form because 0.6 is less than 1.

To multiply and divide in standard form

1. Multiply or divide the non-zero numbers
2. Multiply or divide the powers of ten by adding or subtracting the indices
3. Write the solution in standard form, checking that the first part of the number is  $1 \leq x < 10$

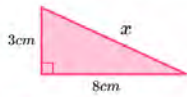
## 7. How can I use Pythagoras' theorem?

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Amber

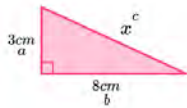
Green

Find  $x$  and give your answer to 2 decimal places.



**1** Label the sides of the triangle.

It is very important to label the hypotenuse (the longest side) correctly with  $c$ . The adjacent sides, next to the right angle can be labelled  $a$  and  $b$  either way around as they are interchangeable.



**2** Write down the formula and apply the numbers.

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

$$3^2 + 8^2 = x^2$$

$$x^2 = 3^2 + 8^2$$

$$x^2 = 9 + 64$$

$$x^2 = 73$$

$$x = \sqrt{73}$$

**3** Work out the answer.

Make sure you give your final answer in the correct form including units where appropriate.

$$x = \sqrt{73} = 8.5440037 \dots$$

The final answer is:

$$x = 8.54 \text{ cm to 2 decimal places}$$

An alternative method is to rearrange the formula and put the entire calculation into a calculator.

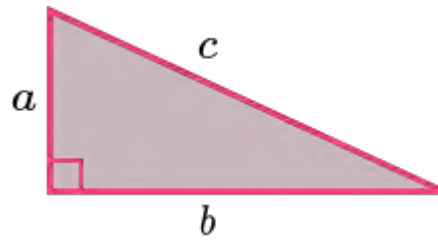
$$a^2 + b^2 = c^2$$

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

$$c = \sqrt{a^2 + b^2}$$

$$x = \sqrt{3^2 + 8^2}$$

$$x = 8.5440037 \dots$$



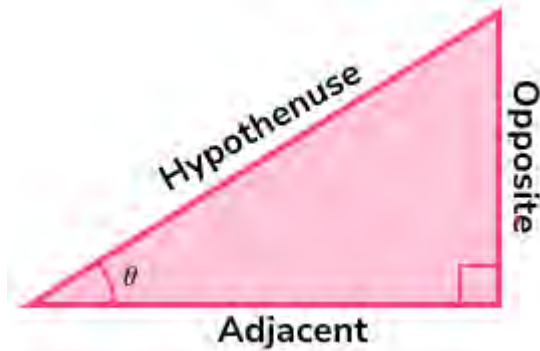
Side  $c$  is known as the hypotenuse, which is the longest side of a right-angled triangle and is opposite the right angle. Side  $a$  and side  $b$  are known as the adjacent sides because they are adjacent (next to) the right angle.

To find the length of the hypotenuse;

1. Label the sides of the triangle.
2. Use the formula  $a^2 + b^2 = c^2$
3. Once you have  $c^2$  then you need to square root to give you the final answer.

To find the short side;

4. Label the sides of the triangle.
5. Use the formula  $c^2 - a^2 = b^2$
6. Once you have  $b^2$  then you need to square root to give you the final answer.



Hypotenuse is the longest side of a right-angled triangle. It is the side that is opposite the right angle.

Once we know which angle we are using we can label the sides opposite (O), adjacent (a) and hypotenuse (h).

We know the hypotenuse is opposite the right angle.

The opposite side is opposite the angle that you are using.

The adjacent side is next to the angle we are using.

- SOH: Sine = Opposite / Hypotenuse

$$\sin(\theta) = \frac{\textit{Opposite}}{\textit{Hypotenuse}}$$

- CAH: Cosine = Adjacent / Hypotenuse

$$\cos(\theta) = \frac{\textit{Adjacent}}{\textit{Hypotenuse}}$$

- TOA: Tangent = Opposite / Adjacent

$$\tan(\theta) = \frac{\textit{Opposite}}{\textit{Adjacent}}$$

SOHCAHTOA is the abbreviation used to describe the 3 trigonometric ratios for the sine, cosine and tangent functions.

To determine which function you need to use to answer a question, it depends on the location of the angle and the side of a triangle that will be used.

If you know the hypotenuse and the opposite side, you use the sine function.

If you know the hypotenuse and the adjacent side, you use the cosine function.

If you know the opposite and the adjacent side, you use the tangent function.



10. What are the exact trigonometric values

Red

Amber

Green

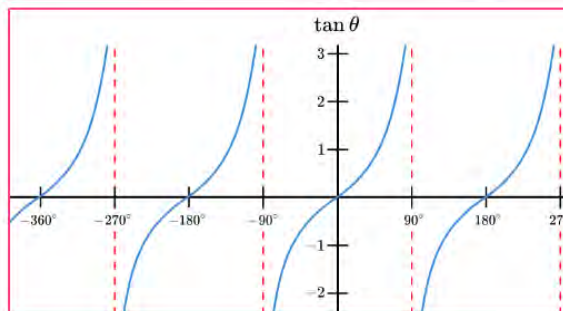
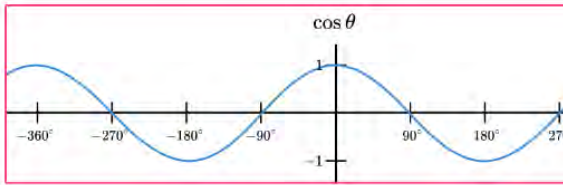
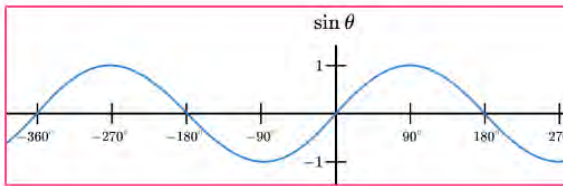
	$0^\circ$	$30^\circ$	$45^\circ$	$60^\circ$	$90^\circ$
$\sin(\theta)$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$\cos(\theta)$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$\tan(\theta)$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	<i>undefined</i>

## 11. What are trig graphs?

Red

Amber

Green



Trig graphs are the graphs of the trigonometric functions. We need to be able to sketch the graphs of the trigonometric functions of sine ( $y = \sin \theta$ ), cosine ( $y = \cos \theta$ ), and tangent ( $y = \tan \theta$ ), and then use these graphs to find unknown values.

To interpret trig graphs:

1. Draw a straight line from the axis of the known value to the graph.
2. Draw a straight, perpendicular line at the intersection point to the other axis.
3. Read the value where the perpendicular line meets the other axis.
4. Perform any further calculations necessary to obtain a final solution.

## 12. What is the Sine and Cosine rule?

Red

Amber

Green

The **cosine rule** is a formula which can be used to calculate a missing side or missing angle in a triangle.



This is the cosine rule to find a missing side:

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

This is the rearranged cosine rule to find a missing angle:

$$\cos(A) = \frac{b^2 + c^2 - a^2}{2bc}$$

The **sine rule** is a relationship between the size of an angle in a triangle and the opposing side.

We can use the sine rule to work out a missing angle or side in a triangle when we have **information about an angle and the side opposite it, and another angle and the side opposite it.**



This is the sine rule:

$$\frac{a}{\sin(A)} = \frac{b}{\sin(B)} = \frac{c}{\sin(C)}$$

or

$$\frac{\sin(A)}{a} = \frac{\sin(B)}{b} = \frac{\sin(C)}{c}$$

<b>HOME LEARNING TASKS</b>	
<b>Task Description</b>	<b>Done?</b>
Fractions- U475, U224	
Index Laws- U662, U225	
Standard Form- U161, U264, U290	
Pythagoras Theorem- U828, U904	
Trigonometry- U545	
Using exact trigonometric values – U319	
Sine and Cosine rule- U592, U591	

# Chemistry, Year 11 Term 1

## – Organic Chemistry

### Term Focus

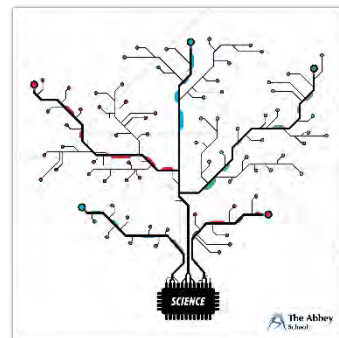
- BQ – How can we make crude oil useful?
- BQ – How can we test for different substances?
- BQ – What affects the composition of the atmosphere?

### Prior Learning Links

- KS3 Science – Atoms and Elements
- KS3 Science - Reactions
- KS3 Science – Polymers
- KS3 Science - Chromatography

### Future Learning Links

- World of work
- A Level Chemistry
- A Level Environmental Sciences
- A Level Geography



## KEY VOCABULARY

### KEY WORDS

Addition polymerisation

Alcohols

Alkanes

Alkenes

Amino acids

Carboxylic acids

Catalytic cracking

Combustion

Complete combustion

Crude oil

Condensation polymerisation

Cracking

DNA

Esters

Fermentation

Fractional distillation

Hydrocarbons

Nucleotides

Polyesters

Polymers

Polypeptide

Repeat unit

Steam cracking

Chromatogram

Chromatography

Flame emission spectroscopy

Flame test

Formulation

Impure substance

Instrumental methods

Litmus paper

Mobile phase

Acid rain

Carbon footprint

Environmental implication

Global climate change

Global dimming

Greenhouse effect

Greenhouse gases

Particulates

Photosynthesis

Pollutants

Pure substance

Rf value

Stationary phase

Homologous series

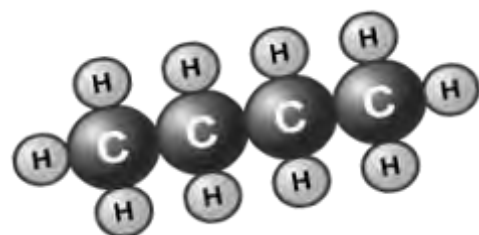
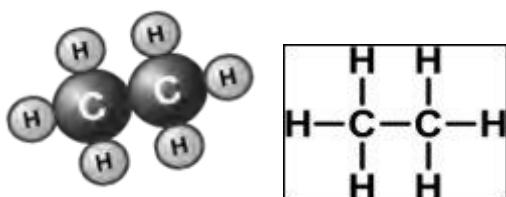
Precipitation

### 1. What are alkanes?

Red

Amber

Green



An alkane is a saturated compound made of Hydrogen and Carbon. It is known as a hydrocarbon for this reason. The carbon atoms form a chain and the hydrogen atoms are joined around the edges. Each Carbon atom can make 4 bonds and each hydrogen atom can make only one bond.

Each of the hydrocarbons has their own name:

Number of carbon atoms in the chain	Name given to the alkane
1	Methane
2	Ethane
3	Propane
4	Butane
5	Pentane
6	Hexane
7	Heptane
8	Octane
9	Nonane
10	Decane

The ending of each compound –“ane” tells us that it is an alkane.

## 2. What are alkenes?

Red

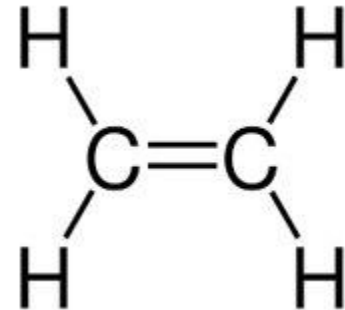
Amber

Green

An alkene is an unsaturated (with a double bond) compound made of Hydrogen and Carbon. It is known as a hydrocarbon for this reason. The carbon atoms form a chain with a double bond between two of the carbon atoms and the hydrogen atoms are joined around the edges. Each Carbon atom can make 4 bonds and each hydrogen atom can make only one bond. The bonds are the lines drawn between the C and H symbols in the diagram. EXAM TIP: Count the number of bonds carefully around the double bond as this can often cause a mistake.

Each of the hydrocarbons has their own name:

Number of carbon atoms in the chain	Name given to the alkane
2	Ethene
3	Propene
4	Butene
5	Pentene
6	Hexene
7	Heptene
8	Octene
9	Nonene
10	Decene



The ending of each compound –“ene” tells us that it is an alkene.

## 3. What reactions do alkanes and alkenes undergo?

Red

Amber

Green

### Complete Combustion

All of the fuel is used in combustion because an excess of oxygen is present.  
 Fuel + oxygen → carbon dioxide + water

### Incomplete Combustion

The fuel is not burned completely because there is a lack of oxygen. This produces dangerous by-products:

Fuel + Oxygen → Carbon dioxide + water + carbon monoxide + Carbon

### Reaction with Bromine Water

Alkanes show no change when reacted with Bromine water. Alkenes react with the bromine water to decolourise the solution:

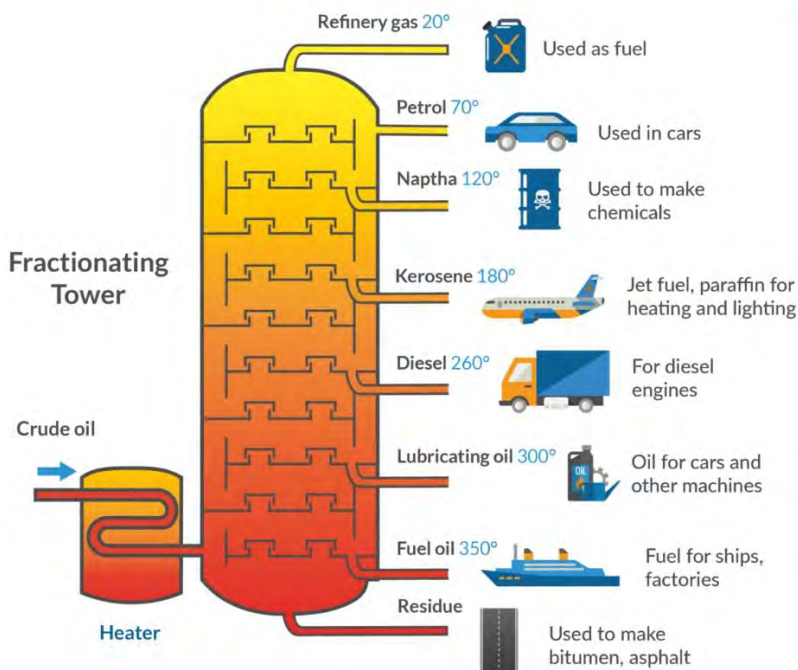


## 4. How is crude oil separated into useful products?

Red

Amber

Green



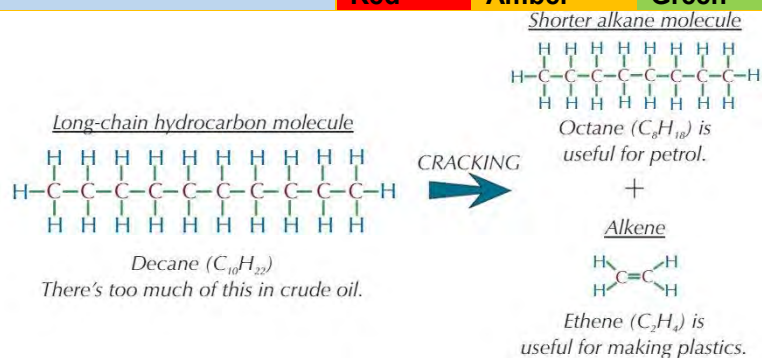
Crude oil is first heated using steam and then passed into a fractionating column. The fractions (useful parts of the crude oil) are separated out based on their boiling points. These boiling points decrease as you go up the fractionating column.

The properties of each fraction (boiling point, viscosity, volatility) mean that each fraction has a different use.

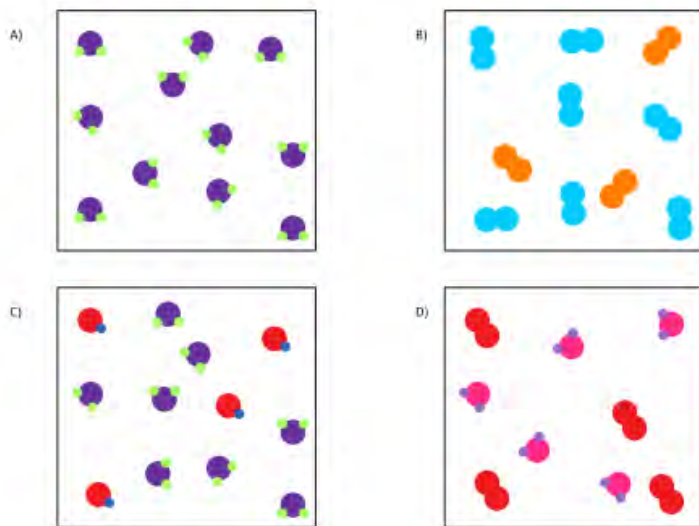


## 5. What is cracking?

The demand for certain fractions is different to the supply from crude oil. For example petrol is needed far more to allow cars to transport people and goods around than lubricating oil. By cracking long chain hydrocarbons, shorter chains can be made that are more useful. The process involves using steam to heat the long chain fraction and a catalyst to speed up the process.



## 6. How do we know if a substance is pure?



A pure substance is one where all of the particles are the same. They can be atoms (single particles of the same type) molecules (more than one atom of the same type) or compounds (atoms of more than one element). The diagram to the left shows

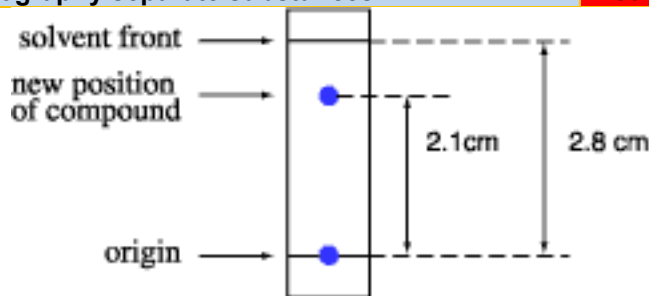
A – A compound made of 1 purple atom and 2 green atoms. All of the compounds present are identical so this substance is pure.

B – Two molecules or two different elements. The blue atoms are joined together to form a molecule and the orange atoms are joined together to form a different molecule. This substance is NOT pure.

C – A mixture of compounds, the same compound as in diagram A and another compound made of a red atom and a blue atom. This substance is NOT pure.

D – A mixture of a compound (pink and purple atoms) and a molecule made of red atoms. This substance is NOT pure.

## 7. How can paper chromatography separate substances?



An  $R_f$  value lets us compare the distance travelled by a compound, compared to the solvent. This means that we can identify any substance because even when the solvent is different, the compound will still have the same  $R_f$  value. It will still have the same  $R_f$  value even if the time spent in the solvent is longer or shorter.

### The Calculation:

$$R_f = \frac{\text{Distance travelled by compound}}{\text{Distance travelled by solvent}}$$

### Worked Example:

(From the diagram above)

$$R_f = \frac{2.1}{2.8}$$

$$R_f = 0.75$$

**8. How can paper chromatography be used to analyse a mixture of food colourings?**

Red

Amber

Green

Scan the QR Code to watch the required practical for this lesson.



**HOME LEARNING TASKS**

**Task Description**

**Done?**

Task 1 – Learn the spellings of the keywords from this topic – look, cover, write and check.

Task 2 – Draw a diagram to show the alkane Octane –  $C_8H_{18}$ .

Task 3 – Describe the results when Pentane and Pentene react with Bromine water.

Task 4 – Calculate the  $R_f$  value for a compound that travels 30mm compared to a solvent distance of 120mm.

Task 5 – Draw a diagram to show a mixture of 2 compounds and 2 molecules of different elements. Label each one and explain why this is not a pure substance.

Task 6 – Explain how to perform a practical using chromatography to identify the different colours used in food dyes.

## Biology Year 11 Term 1 – Inheritance

### TERM FOCUS –

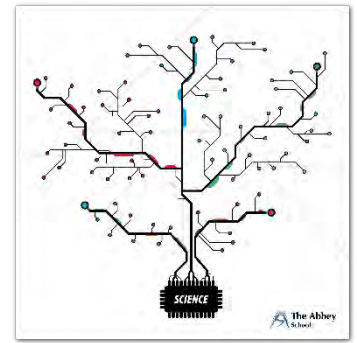
Big Ideas – How do our genes determine our characteristics?

#### Prior Learning Links

- 1) KS3 – Variation and differences
- 2) KS3 – Selective breeding
- 3) KS3 – DNA and Chromosomes
- 4) KS3 – Disease and Disease

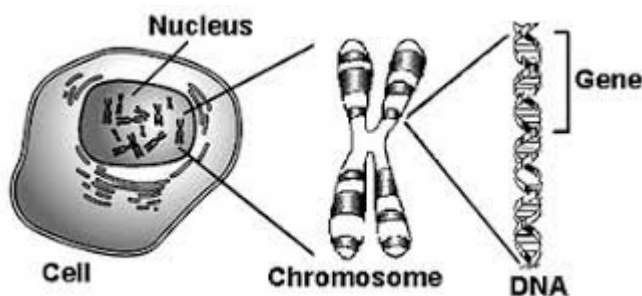
#### Future Learning Links

- 1) KS5 Meiosis and Mitosis
- 2) KS5 Biodiversity & Classification
- 3) KS5 – Biological molecules
- 4) KS5 – Genetics and Evolution



### 1. How does two metres of DNA fit inside a cell? (Grade 1)

Red Amber Green



#### DNA

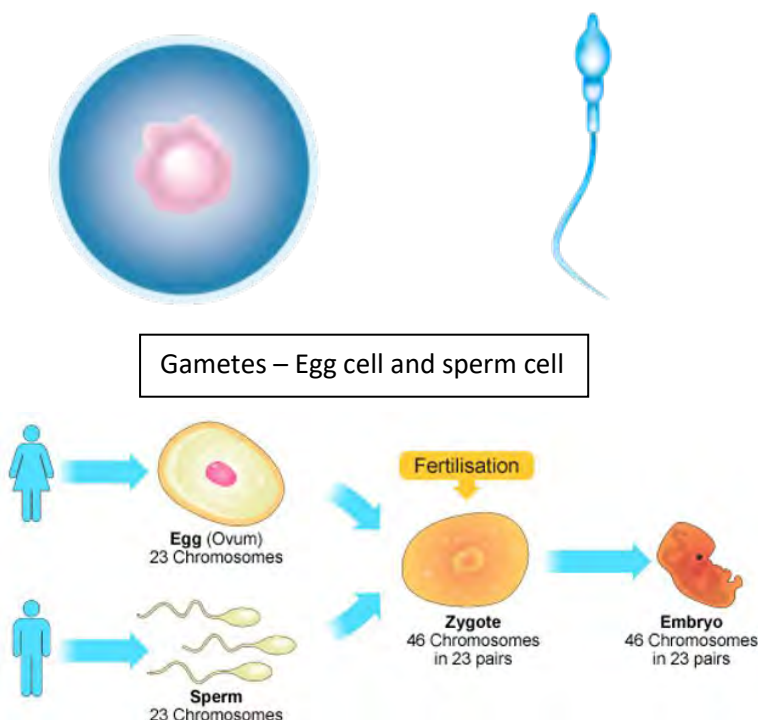
DNA is found within the nucleus of cells. DNA is stored as long tightly wound strands called chromosomes. DNA is a polymer made of two strands forming a double helix. On the DNA there are sections called genes which code for a specific sequence of amino acids.

#### Genome

The genome is the entire set of genetic material in an organism.

### 2. What are the differences between sexual and asexual reproduction? (Grade 2)

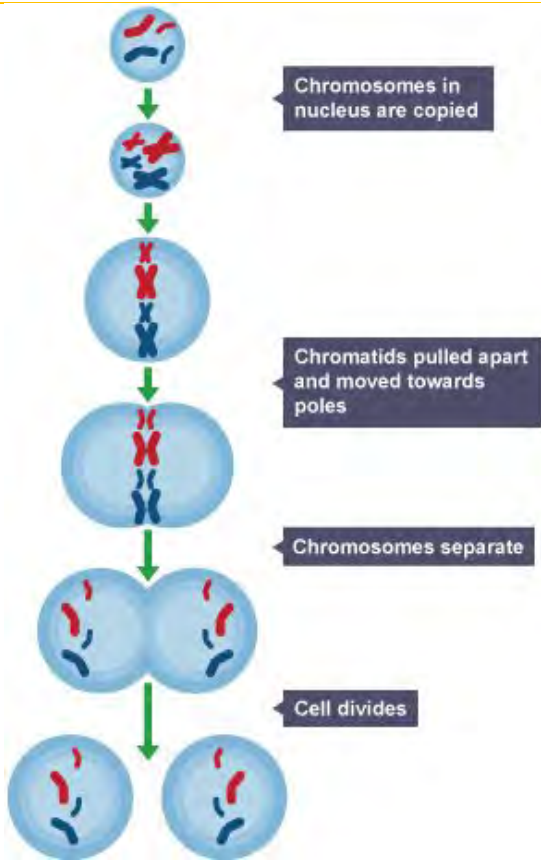
Red Amber Green



**Gametes** - the name given to sex cells. These are specialised cells which contain half the number of chromosomes needed to make a healthy offspring. Sperm and Egg cells are human gametes and each gamete contains 23 individual chromosomes. Sperm cells are made in the testes and egg cells are made in the ovaries.

**Sexual reproduction** - Where two parents provide the genetic information. A unique offspring is created.

**Fertilisation** - The fusion of a sperm cell and egg cell nuclei.



**Asexual reproduction** - Where one parent provides all the genetic information. The offspring is an exact copy (clone) of the parent.

**Mitosis**

For an organism to reproduce asexually it must divide by mitosis.

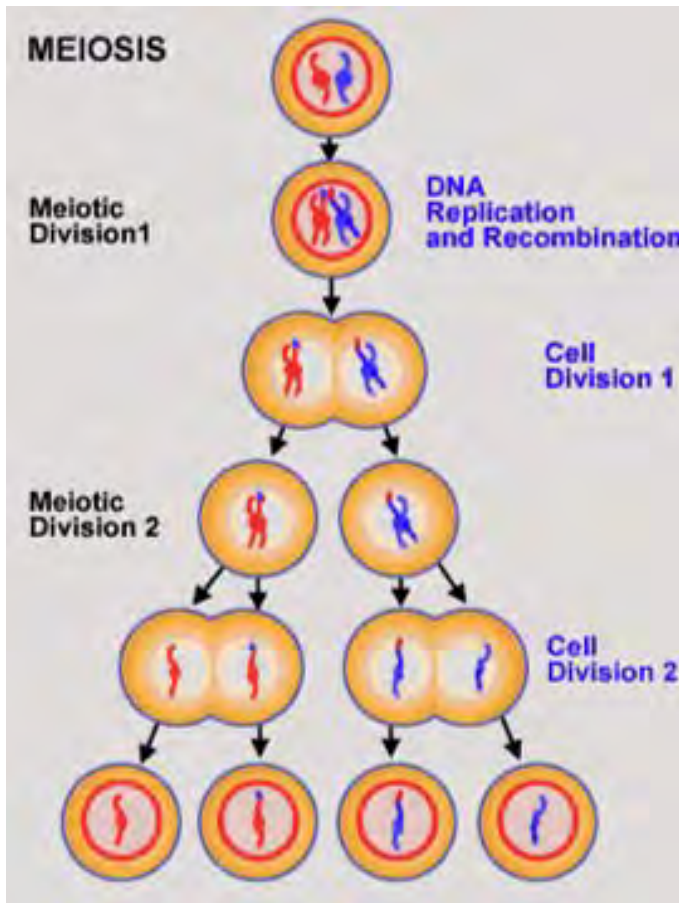
First the chromosomes and cell organelles are copied, then the chromosomes are pulled to opposite sides of the cell (**mitosis**) and the nucleus divides.

Finally, the cytoplasm and cell membrane divides. Two identical 'daughter cells' are produced.

Mitosis happens in humans when a tissue grows or needs repairing, but we do not use it to reproduce.

**3. How are sex cells made? (Grade 2)**

**Red Amber Green**



**Stages of Meiosis**

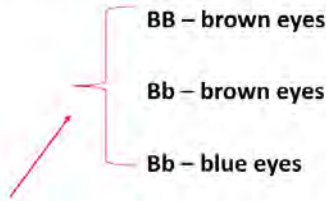
1. The cell duplicates its genetic information.
2. Similar chromosomes pair up, genetic information is mixed, and the arms are pulled apart. The cell then divides into two (the first cell division).
3. The chromosomes line up again in the centre, there is more mixing of genetic information, and the chromosome arms are pulled apart. The two cells divide, producing 4 cells.
4. The end result is having four genetically different gametes, each with 23 individual gametes.

4. Why does 70% of the global population have brown eyes? (Grade 2)

Red Amber Green

Alleles

The combination of these alleles determines your eye colour.



This combination of alleles (letters) is called the **genotype**.

The characteristic (e.g. eye colour) is called the **phenotype**.

Alleles

A version of a gene is called an **allele**.

**Homozygous** – the two alleles are the same

**Heterozygous** – the two alleles are different

5. How do we draw genetic diagrams to show inheritance of characteristics? (Grade 3)

Red Amber Green

Drawing genetic diagrams – Punnett Squares

		Male	
		B	B
Female	b	Bb	Bb
	b	Bb	Bb

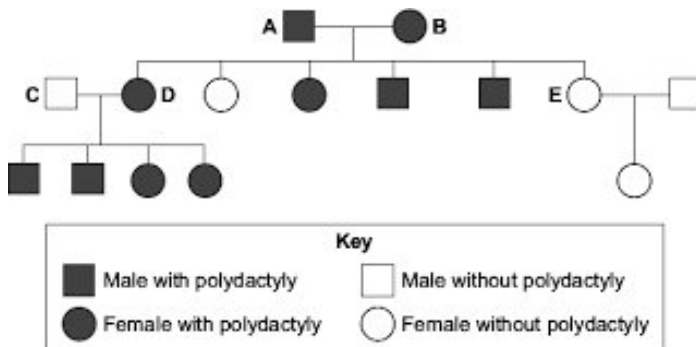
**Dominant allele** – Always expressed, even if only one copy is present. Dominant alleles are represented by a capital letter.

**Recessive allele** – Only expressed if the individual has two copies and does not have a dominant allele of that gene. Recessive alleles are represented by a lower-case letter.

Crossing a black mouse (BB) with a brown mouse (bb)

6. What happens when mutations arise in the genome? (Grade 3)

Red Amber Green



Mutations in the genome can cause conditions such as Polydactyl and Cystic Fibrosis.

Family tree diagrams can be used to determine if a condition is from a dominant or recessive allele.

The clue to its dominant nature is the breeding between D and C. As their children all suffer from the disease there is a very strong chance the condition is dominant.

7. What are the arguments for and against genetic testing? (Grade 2)

Red Amber Green

**Genetic Testing** - Analysis of a person's DNA to see if they carry alleles that cause genetic disorders. This can be done at any stage in a person's life.

**Neonatal testing** - the new born blood spot test involves analysing a sample of blood that is taken from pricking a baby's heel.

**Embryo Screening** - Pre-implantation genetic diagnosis (PGD) is also known as embryo screening.

Fertility drugs stimulate the release of several eggs.

It is used on embryos before implantation.

The eggs are collected and fertilised in a Petri dish. This is known as in vitro fertilisation (IVF). Once the embryos have reached the eight-cell stage, one cell is removed.

The cells are tested for the disorder causing alleles. Embryos that don't contain the disorder allele are implanted into the uterus.

**Antenatal testing** - Is used to analyse an individual's DNA or chromosomes before they are born.

For Genetic Testing	Against Genetic Testing
Could avoid having a child suffering with the disorder.	<b>False positives:</b> is a genetic test that wrongly detected a certain allele or faulty chromosome.
Faulty allele/gene not passed on to future generations.	<b>False negatives:</b> if a genetic test has failed to detect a certain allele or faulty chromosome. The parents may be wrongly reassured.
Raising a child with a genetic condition can be expensive.	Ethical or religious issues linked with killing embryos.

**8. How do our genes determine our sex? (Grade 2)**

Red

Amber

Green



		Father	
		X	Y
Mother	X	<b>XX</b>	<b>XY</b>
	X	<b>XX</b>	<b>XY</b>

What is the probability that the child will be male?

Percentage: **50%**

Ratio: **1:1**

Proportion: **0.5**

Red

Amber

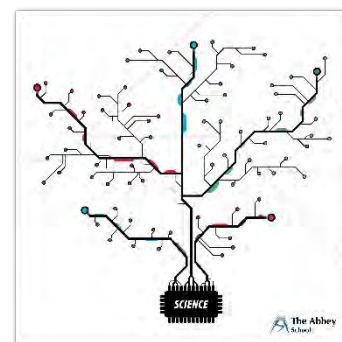
Green

**HOME LEARNING TASKS**

Task Description	Done?
1) Write out the keywords in bold and their definitions onto flashcards to revise from.	
2) Watch the video Fertilization by Nucleus Medical Media on youtube to observe the journey of the Sperm to the Egg.	
3) Practice drawing a Punnett Square for a cross between two dogs with Db alleles. Straight haired coat (D) is dominant and curly haired coat (d) is recessive.	
4) Describe the stages of mitosis.	
5) Describe the stages of meiosis.	
6) Answer the question "What are the differences between sexual and asexual reproduction?"	
7) Write a for and against argument for genetic testing to include; an introduction, arguments for genetic testing, arguments against genetic testing and a conclusion.	

# Physics Year 11 Term 1

- P5D Car Safety and Momentum
- P6A Properties of Waves
- P6B Electromagnetic Waves



## Term Focus

- P5D BQ – How can we make driving safer?
- P6A BQ – What properties do waves have that let them transfer energy?
- P6B BQ – What are the properties, uses and dangers of EM waves?

## Prior Learning Links

- KS3 Science – Forces and Motion
- KS3 Science– Use of formula and basic formula symbols.
- KS3 Science – Understanding of Particle theory
- KS3 Science – Understanding how light travels.

## Future Learning Links

Forces, motion and waves all link to the fundamentals of physics and having a comprehensive knowledge of these topics is a necessity to understanding the Physics course.

## KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY / FORMULA	
Stopping Distance Thinking Distance Braking Distance Reaction Time Work Done Momentum  Wave Transverse Longitudinal Amplitude Wavelength Frequency Reflection Absorption Transmission  Electro Magnetic EM Spectrum Radiation	1. Calculating <b>Stopping Distance</b>	Stopping distance = thinking distance + braking distance
	2. Calculating <b>Final velocity (V)</b>	$v^2 - u^2 = 2as$
	3. Calculating <b>Time (t)</b>	$t = V / a$
	4. Calculating <b>Force (F)</b>	$F = m a$
	5. Calculating <b>Momentum (p)</b>	$p = m \times v$
	6. Calculating <b>Wave Period (T)</b>	$T = \frac{1}{\text{frequency}}$
	7. Calculating <b>Wave Speed (V)</b>	$v = f\lambda$

## 1. What factors affect a person's ability to drive?

Red

Amber

Green

### Stopping distance

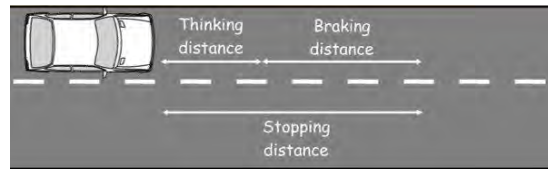
Stopping Distance: The distance covered by a vehicle in the time between the driver spotting a hazard and the vehicle coming to a complete stop.

### Thinking Distance

The distance the vehicle travels during the driver's reaction time (from when the driver notices the hazard and applies the brake).

### Braking Distance

The distance the vehicle travels after the brakes are applied until it comes to a stop



Stopping distance = Thinking distance + Braking distance

Example of stopping distance of a car travelling at 30mph

Stopping distance = 9m + 14m

Stopping distance = 23m

Thinking distance Is affected by two main things:

- The speed you are travelling
- Reaction time

Reaction time can be affected by:

- Tiredness
- Alcohol
- Drugs
- Lack of concentration / distractions (mobile phones, passengers)

Braking distance Is affected by four main factors:

- The speed you are travelling
- Quality of your brakes.
- Quality of tyres.
- Quality of grip. (Weather conditions can affect the grip the tyres have on the road surface).

### The effect of speed on thinking distance

As a car speeds up, the thinking distance increases at the same rate as the speed. They are directly proportional.

### The effect of speed on braking distance

Braking distance increases with the square of the scale factor of the speed increase. If speed doubles, the braking distance increases 4-fold ( $2^2$ ). If speed trebles, the braking distance increases 9-fold ( $3^2$ ).

## 2. How can reaction time be measured?

Red

Amber

Green

There are two ways you can measure your reaction time are:

- Using a computer-based test where you click the mouse when the screen changes colour.
- The ruler-drop test.

### Calculating reaction time

Ruler drop test – Method

1. The person being tested sits with their arm resting on the edge of a table.
2. Hold a ruler vertically between their thumb and forefinger at the zero end.
3. Other person lets go of the ruler.

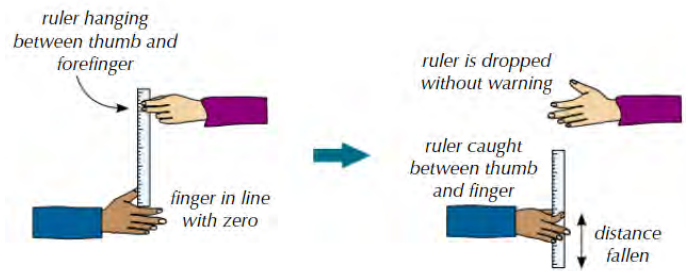


You can calculate the reaction time using:  
 $v^2 - u^2 = 2as$

Because the object (the ruler) is falling, and acceleration due to gravity is constant ( $9.8 \text{ m/s}^2$ ).

Once the final velocity has been calculated, you can now use the rearranged formula for acceleration to find your reaction time  
 $t = v/a$

4. Reaction time is measured by the number on the ruler where it is



caught.

5. Repeat four more times and calculate the mean.
6. The person being tested now pretends to be talking on the phone with the other hand ('distracted').
7. Repeat steps 3 and 4 for a total of five times and calculate the mean when you are distracted.

3. Why do a cars brakes get hot when used?

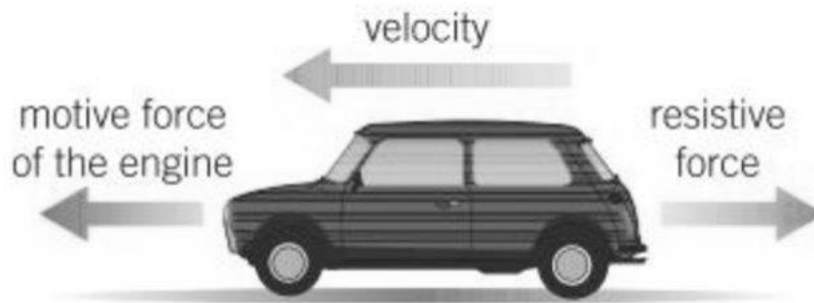
Red

Amber

Green

### Braking

Braking relies on friction between the brakes and wheels. The work done between the brakes and the wheels transfers energy from the kinetic energy stores of the wheels to the thermal energy stores of the brakes. This means the temperature of the brakes increases.



The faster an object is going the more energy it has in its kinetic energy stores, so more work needs to be done to stop it. A greater braking force is needed to make the object stop in a certain distance. A larger braking force means a larger deceleration.

Very large decelerations mean lots of work is done, so lots of energy is transferred to thermal energy stores and the brakes become very hot.

#### 4. How is momentum linked to velocity?

Red

Amber

Green

Momentum is a property of moving objects. The greater the mass of an object and the greater its velocity the more momentum the object has.

Momentum is a Vector quantity as it has size and direction.

Momentum can be calculated using the following formula

$$\text{Momentum (kg m/s)} = \text{mass(kg)} \times \text{velocity(m/s)}$$

$$p = m \times v$$

Velocity and momentum both have direction

- Positive momentum in one direction
- Negative momentum in the opposite direction

#### The Law of conservation of momentum

In a closed system, the total momentum before an event (e.g. a collision or an explosion) is the same as after the event. This is called the conservation of momentum.



The red ball is stationary so has zero momentum, the white ball is moving so has momentum. The white ball hits the red ball causing it to move. The red ball now has momentum and the white ball continues moving with a smaller velocity and so a smaller momentum.

The combined momentum of the red and white ball is equal to the original momentum of the white ball.

#### 5. What are the key properties of a wave?

Red

Amber

Green

A wave is an oscillation (vibration) that transfers energy without transferring any matter, by making the particles of the substance (or fields) that it is moving through oscillate.

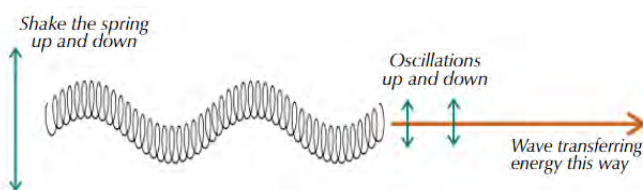
Waves DO NOT transfer matter from one place to another, only the energy from the wave.

#### Transverse waves:

Transverse waves vibrate up and down whilst transferring the energy along the length of the wave.

We say the vibrations are at right angles to the direction of energy transfer.

Examples of this kind of wave: Light (and all EM waves), ripples on water, waves on strings.

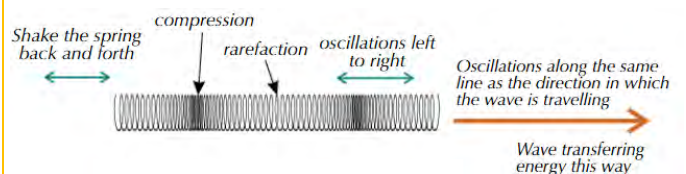


#### Longitudinal waves:

Longitudinal waves vibrate in the same direction as the energy along the length of the wave.

We say the vibrations are parallel to the direction of energy transfer.

Examples of this kind of wave: Sound waves, pushing a spring backwards and forwards.



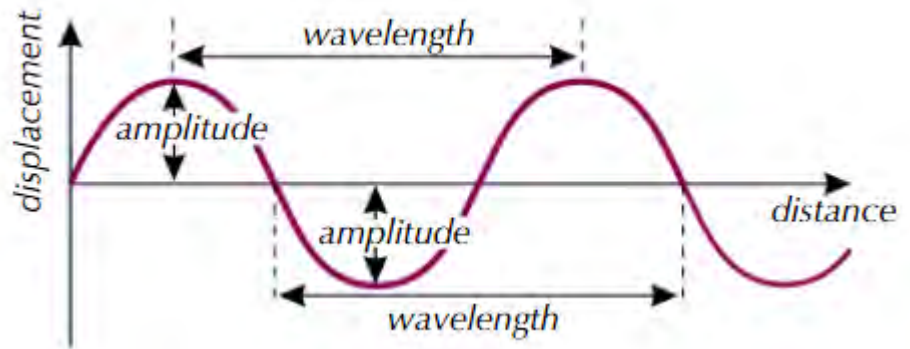
**6. What are the key features that define a wave?**

Red

Amber

Green

A wave is often shown as if it were drawn on a graph. The bottom axis is usually time (showing how the wave changes in time) the top axis shows the movement of the wave.



**Amplitude:** The maximum displacement of a point on the wave from the rest position. Also, the distance from the rest point to a crest or trough.

**Wavelength:** The distance between two points on adjacent waves e.g. from a crest to a crest or a trough to a trough.

**Frequency:** The number of waves that pass a point per second, this is measured in Hertz, Hz with 1Hz meaning 1 wave per second.

The period of a wave is the amount of time it takes for a full cycle of the wave to be completed. The time it takes between one crest passing a point and the next crest passing the same point.

Wave periods can be calculated using the formula

$$\text{Period} = \frac{1}{\text{frequency}}$$

Or

$$T = \frac{1}{f}$$

**7. How can we link together the properties of a wave to find its speed?**

Red

Amber

Green

**Wave equation:**

This equation links together the wavelength (how far a wave travels) with the frequency (how many happen each second) to give us the speed of the wave:

$$\text{Wave speed} = \text{Frequency} \times \text{Wavelength}$$

$$v = f\lambda$$

Lambda,  $\lambda$  – a Greek letter that we use to mean wavelength (it is not a straight-line length along the wave so we can't use l)

**8. What happens to a wave when it changes from one material to another?**

Red

Amber

Green

An incident wave on a surface may produce one of the following effects

- Reflection
- Absorption
- Transmission

**Transmission of waves:**

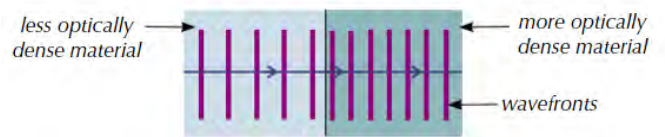
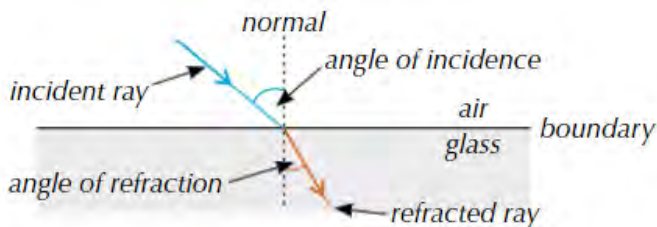
This is where a wave passes into a different material. As the wave travels into the different material it changes speed, this phenomenon is known as refraction.

Wavefronts

Wavefronts are lines drawn through certain points on waves e.g. through each crest. They're perpendicular to the direction in which the wave is moving.

If a wave front slows at a boundary it bends towards the normal

If a wave front speeds up at a boundary it bends away from the normal



**9. How can we measure the speed of a wave through experimentation**

Red

Amber

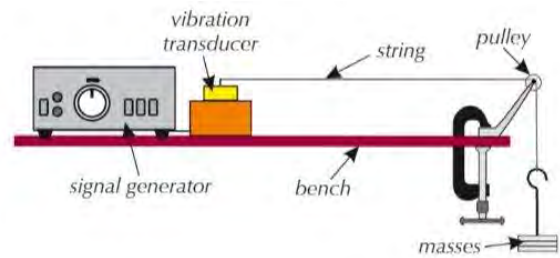
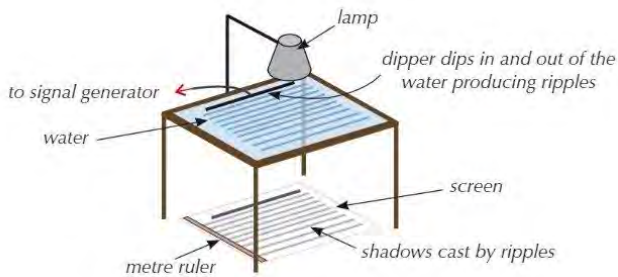
Green

Measuring wavelength with a ripple tank

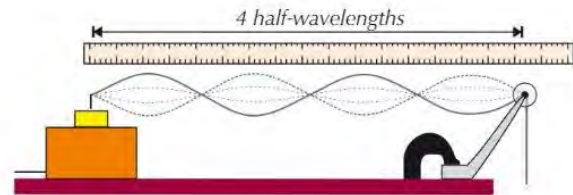
1. Set up the ripple tank as shown in the diagram with about 5 cm depth of water.
2. Adjust the height of the wooden rod so that it just touches the surface of the water.
3. Switch on the lamp and motor and adjust until low frequency waves can be clearly observed.
4. Measure the length of a number of 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.
5. Count the number of waves passing a point in ten seconds then divide by ten to record frequency.
6. Calculate the speed of the waves using the correct formula

Measuring wavelength using a signal generator

1. Attach a string or cord to a signal generator and use a 200 gram (g) hanging mass and pulley to pull the string taut. Switch on the signal generator and adjust until stationary waves can be clearly observed.



2. 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.



3. The frequency is the frequency of the power supply.
4. Calculate the speed of the waves using the correct formula.

## 10. What are EM waves?

Red

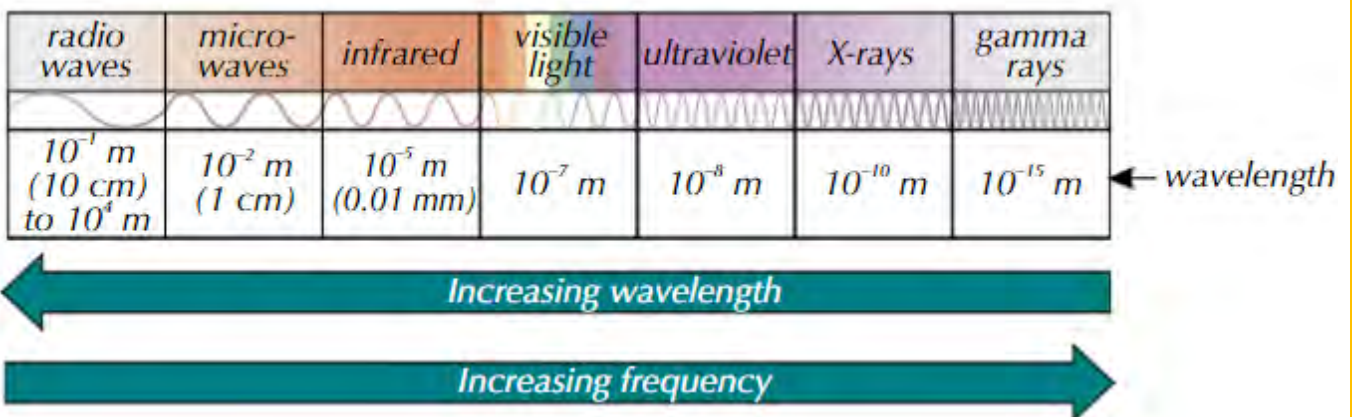
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### EM Waves and the Spectrum

The EM (Electromagnetic) Spectrum is a continuous spectrum of all the possible wavelengths of electromagnetic waves. EM waves are all transverse – their energy transfer is at right angles to the direction of travel.

EM waves are made by electric and magnetic fields that oscillate about each other.



**11. What are the properties , uses and dangers of EM radiation**

**Red**

**Amber**

**Green**

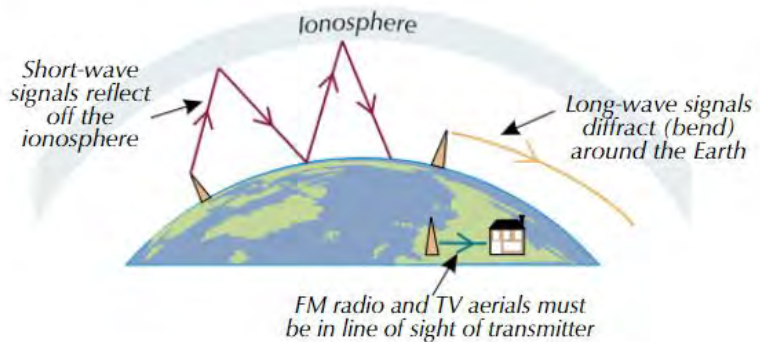
Radio waves:

These types of waves are the lowest in energy in the electromagnetic spectrum, they typically have wavelengths of between 0.1m and 10,000m.

Uses:

Radio waves are used primarily for communication - walkie talkie radios as used by the emergency services, radio that we listen to and terrestrial TV signals are good examples of how we can use radio waves.

Radio waves are not considered harmful



Type of EM wave	Uses	Dangers of EM wave
Microwaves	Communication , Cooking	Not considered harmful
Infrared	Cameras, Cooking, Heaters	Not considered harmful
Visible Light	Seeing, Fibre Optics	Not considered harmful
Ultraviolet	Sun tanning lamps. Security, Energy efficient lamps	At the skin's surface it can cause sun burn, blindness to the eyes and increases the risk of skin cancer.
X rays / Gamma rays	Medical Imaging, Medical treatment	These radiations can penetrate the body and are high energy. When they strike an atom, they can cause changes known as ionisation. This can lead to mutations in DNA which can ultimately lead to cancers.

**12. How does infrared radiation emit from surfaces and what factors affect this?**

**Red**

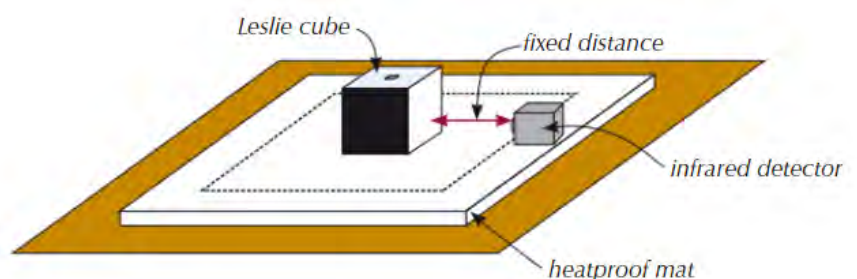
**Amber**

**Green**

**Infrared radiation:**

The hotter an object is, the more infrared radiation will be emitted. Not only does the temperature of an object have an effect but the type of surface will also change how much and how quickly infrared radiation is emitted (or absorbed)

1. Place a Leslie cube on a heat-resistant mat. Fill it, almost to the top, with boiling water and replace the lid.
2. Leave for one minute. This is to enable the surfaces to heat up to the temperature of the water.
3. 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.



## HOME LEARNING TASKS

Task Description	Done?
Task 1 – Read, Cover and Recall the formula for calculating stopping distance	
Task 2 – Read, Cover and Write a definition for the terms, braking, thinking and stopping distance	
Task 3 – Recall and write a method to calculate the speed of a wave using a ripple tank	
Task 4 – Rearrange the formula for momentum to allow Mass to be calculated	
Task 5 – Explain the uses and dangers of at least 2 EM waves	
Task 6 – Explain the difference in terms of the rate of absorption and emission of thermal energy from a Leslie cube	

### Buddhist Key ideas/terms to learn

<p><b>Buddha's early life &amp; 4 Sights</b></p> <ul style="list-style-type: none"> <li>• Buddha born <b>Siddhartha Gautama</b> in S. Nepal</li> <li>• Parents Queen Maya &amp; King Suddhodana, Maya dreamed white elephant entered her side</li> <li>• Buddha took 7 steps &amp; lotus flowers &amp; said, <i>"This is the last re-birth"</i></li> <li>• Prophecy become King or Holy Man</li> <li>• <b>4 sights – Old age; illness; death; Holy man</b> – leave palace</li> </ul>	<p><b>Buddha's asceticism &amp; enlightenment</b></p> <ul style="list-style-type: none"> <li>• Lived as an ascetic for 6 years – fasting; sleeping on thorns</li> <li>• Meditated under Peepul tree &amp; tempted <b>Mara</b> &amp; daughters</li> <li>• Earth to witnessed enlightenment</li> <li>• 3 watches: knowledge of past lives; understood cycle of re-birth; beings suffer due to attachment</li> <li>• <b>Buddha</b> means <b>"enlightened one"</b></li> <li>• Taught 5 ascetics - <b>Middle way</b></li> </ul>	<p><b>Dhamma – the Buddha's teachings</b></p> <ul style="list-style-type: none"> <li>• Seen as truth but not to be worshipped</li> <li>• Analogy of <b>raft</b> – once used, do not cling to it</li> </ul> <p>One of 3 <b>refuges/jewels</b> (with <b>Buddha and Sangha</b>) so trust they relieve you from suffering</p>	<p><b>5 precepts – Rules to follow – He Should Stop Lying Immediately</b></p> <ul style="list-style-type: none"> <li>• Abstain from Harming Life</li> <li>• Abstain from Taking what is not Given (Stealing)</li> <li>• Abstain from Sexual Misconduct</li> <li>• Abstain from False speech (Lying)</li> <li>• Abstain from Intoxicants (drugs &amp; alcohol)</li> </ul>
<p><b>Dependent Arising – everything dependent on conditions</b></p> <p>All is connected and not independent, in constant process of change e.g. tree dependent on soil and weather</p> <ul style="list-style-type: none"> <li>• <b>Tibetan wheel of life</b> illustrates this</li> <li>• Outer wheel <b>12 nidanas</b> or stages of birth, death, re-birth</li> <li>• <b>Kamma</b> shows dependent arising as happiness depends on past actions</li> <li>• Attain <b>nirvana</b> when break craving</li> </ul>	<p><b>3 Marks of existence - DAA</b></p> <ul style="list-style-type: none"> <li>• <b>Dukkha – suffering-</b> 3 types – ordinary; due to change; due to attachment</li> <li>• <b>Anicca – impermanence</b> – everything always changing affecting – living things; non-living things; people's minds. Story of <b>Kisa Gotami &amp; mustard seed</b></li> <li>• <b>Anatta – no permanent self</b> – no fixed part – <b>Nagasena &amp; chariot</b></li> </ul>	<p><b>4 Noble Truths – truths about suffering</b></p> <ol style="list-style-type: none"> <li>1) <b>Existence of suffering (dukkha)</b> – suffering exists &amp; all experience it</li> <li>2) <b>Causes of suffering (samudaya)</b> – <b>tanha</b> (craving) main cause of suffering due to 3 poisons</li> <li>3) <b>Ending of suffering (nirodha)</b> – overcome craving &amp; ignorance</li> <li>4) <b>Cure for suffering (maggā)</b> – follow 8-fold path</li> </ol> <p>Follow <b>3 refuges</b> to understand 4 Noble Truths</p>	<p><b>8 Fold Path – overcoming suffering</b> <i>Vampires in Space Always like Eating Moaning Children</i></p> <p>Also known as the threefold way</p> <p><b>Wisdom (Panna):</b> Right view; Right Intention</p> <p><b>Ethics (Sila):</b> Right Speech; right Action; Right Livelihood</p> <p><b>Meditation (Samadhi):</b> Right effort; Right Mindfulness; Right Concentration</p>
<p><b>3 poisons</b></p> <ul style="list-style-type: none"> <li>• <b>Greed</b> – craving all things</li> <li>• <b>Hatred</b> – towards others</li> <li>• <b>Ignorance</b> – of the dhamma</li> </ul>	<p><b>5 Skandhas – aggregates (Theravada)</b></p> <p>Beings made of parts – no self (anatta)</p> <p><b>Form</b> - body</p> <p><b>Sensation</b> – feelings/sensations</p> <p><b>Perception</b> – recognising things</p> <p><b>Mental formation</b> – thoughts/opinions</p> <p><b>Consciousness</b> – awareness of world</p>	<p><b>Sunyata – Emptiness (Mahayana)</b></p> <p>There is no independent soul or self (anatta)</p> <ul style="list-style-type: none"> <li>• Everything exists in relation to other things</li> <li>• All things are <b>dependent</b> - needs to be trust, compassion &amp; selflessness</li> </ul>	<p><b>Buddha Nature (Buddhahood)</b></p> <ul style="list-style-type: none"> <li>• All Buddha nature inside them</li> <li>• Buddha nature is hidden by <b>desires, attachment, ignorance</b></li> <li>• Buddha nature like <b>honey surrounded by bees</b></li> <li>• All potential for enlightenment</li> </ul>
<p><b>Arhat (Perfected person Theravada)</b></p> <ul style="list-style-type: none"> <li>• Followed the 8-fold path</li> <li>• Overcome 3 poisons &amp; enlightened</li> <li>• No-longer re-born</li> </ul>	<p><b>Bodhisattva – enlightenment being (Mahayana)</b></p> <ul style="list-style-type: none"> <li>• Have achieved enlightenment through 6 perfections</li> <li>• Remain in samsara to help others be enlightened (vow to do this)</li> </ul>	<p><b>6 Perfections</b></p> <p><b>Generosity</b> – to be generous in all things</p> <p><b>Morality</b> – follow 5 precepts</p> <p><b>Patience</b> – patient with all</p> <p><b>Energy</b> – needed to keep on path</p> <p><b>Meditation</b>– concentration &amp; awareness</p> <p><b>Wisdom</b> – obtain understanding</p>	<p><b>Pure Land (Mahayana)</b></p> <ul style="list-style-type: none"> <li>• Based on faith in <b>Amitabha Buddha</b></li> <li>• Recite Amitabha in hope of being re-born &amp; enlightened in pure land</li> <li>• Recite scriptures; meditate on Amitabha; worship Amitabha; chanting name; offerings to him</li> </ul>



Christian Key ideas/terms to learn – K/O

<p><b>The Nature of God</b></p> <ul style="list-style-type: none"> <li>• <b>Omnipotent</b> - God created the world</li> <li>• <b>Omnibenevolent</b> – God helps &amp; sent his son to save the world</li> <li>• <b>Just</b> – he judges humans and rejects prejudice and discrimination</li> <li>• God inspires people e.g. prophets</li> <li>• People communicate with God by <b>prayer</b></li> <li>• God is <b>Spirit</b> and <b>Holy</b> &amp; <b>Jesus</b> is his son</li> </ul>	<p><b>The Trinity</b></p> <ul style="list-style-type: none"> <li>• Beliefs are in the <b>Nicene Creed</b></li> <li>• <b>3 people in one God</b>: Father, Son and Holy Spirit –all God but have different roles &amp; exist in a relationship of love</li> <li>• God is <b>Father &amp; omnipotent, omnibenevolent, omniscient, omnipresent</b></li> <li>• God is <b>Son</b> who became incarnate through Jesus: <i>“The Word became flesh &amp; dwelt among us”</i></li> <li>• God is <b>Holy Spirit</b>–working in the world to help</li> </ul>	<p><b>The Problem of evil and suffering</b></p> <ul style="list-style-type: none"> <li>• If God is omnibenevolent, why do people suffer?</li> <li>• If God is omnipotent, why does he not stop suffering?</li> <li>• If God is just, why does he allow evil to take place towards good people?</li> </ul>	<p><b>Creation</b></p> <ul style="list-style-type: none"> <li>• God created out of nothing</li> <li>• Jesus, <b>the Word</b> (John’s gospel), was part of creation</li> <li>• The Spirit was part of creation as it moves on the waters</li> <li>• Many Christians do not see the creation as scientifically accurate</li> <li>• Some Christians believe it literally happened as in Genesis</li> <li>• God created everything <b>“good”</b></li> </ul>
<p><b>The Afterlife</b></p> <ul style="list-style-type: none"> <li>• Christians believe they will be resurrected &amp; receive <b>eternal life</b></li> <li>• Christians need to have <b>faith in Jesus</b> and follow his teachings to enter heaven: <i>“No one comes to the Father except through me”</i></li> <li>• Soul continues after death &amp; there is a new spiritual body: <i>“The body sown is perishable, it is raised imperishable”</i></li> </ul>	<p><b>Judgment</b></p> <ul style="list-style-type: none"> <li>• Christians believe when they die God will judge them on <b>past actions</b></li> <li>• The parable of the Sheep &amp; Goats is about judgment: <i>“Whatever you did not do for one of them, you did not do for me”</i> – by serving others, they are serving Jesus</li> <li>• God’s judgment will result in <b>eternal reward or eternal punishment</b></li> </ul>	<p><b>Heaven and Hell</b></p> <ul style="list-style-type: none"> <li>• <b>Heaven</b> is <b>eternal happiness</b> with <b>God</b>; a reward for <b>faith and actions</b></li> <li>• Heaven is either a <b>physical</b> place or <b>spiritual</b> state with loved ones</li> <li>• Jesus is on a throne judging people</li> <li>• <b>Hell</b> is <b>eternal suffering, no God</b>, either <b>physical</b> place/<b>spiritual</b> state</li> <li>• Roman Catholics believe in an intermediate state called <b>purgatory</b></li> </ul>	<p><b>The Incarnation</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was God in <b>human form</b></li> <li>• Jesus was conceived by Mary, after an angel appeared to her</li> <li>• This is celebrated by Christians at <b>Christmas</b></li> </ul>
<p><b>Jesus as the Son of God</b></p> <ul style="list-style-type: none"> <li>• Jesus was <b>fully human &amp; fully God</b>: <i>“The Word became flesh and dwelt among us”</i></li> <li>• Jesus speaks the word of God</li> <li>• Christians believe Jesus is a <b>spiritual Messiah</b> (no a physical one)</li> <li>• The Gospels refer to Jesus as the <b>Christ</b></li> </ul>	<p><b>The Crucifixion</b></p> <ul style="list-style-type: none"> <li>• This took place on <b>Good/Black Friday</b></li> <li>• Jesus was handed over to <b>Pontius Pilate</b> after he was betrayed by Judas</li> <li>• Jesus’ last words were: <i>“Father, into your hands I commit my spirit”</i>.</li> <li>• Jesus prayed for those crucifying him: <i>“Father, forgive them, they know not what they do”</i></li> </ul>	<p><b>The Resurrection</b></p> <ul style="list-style-type: none"> <li>• This took place on Easter Sunday</li> <li>• Jesus’s body was not in the tomb and he appeared to many, including Mary Magdalene, <i>“In Adam all die, in Christ, all will be made alive”</i></li> <li>• Shows power of <b>God over death</b> and gives <b>hope</b> all resurrected</li> </ul>	<p><b>The Resurrection for Believers</b></p> <ul style="list-style-type: none"> <li>• Christians will live on <b>after death</b></li> <li>• Some Christians believe the <b>soul is resurrected</b> after death</li> <li>• Catholics believe there will be a <b>spiritual &amp; physical resurrection</b></li> <li>• Others believe resurrection will take place when <b>Jesus returns</b></li> </ul>
<p><b>The Ascension</b></p> <ul style="list-style-type: none"> <li>• Took place <b>40 days</b> after Resurrection</li> <li>• Jesus returned to the right hand of <b>God</b></li> <li>• Allowed the <b>Holy Spirit</b> to be sent to earth to work in the churches</li> </ul>	<p><b>Sin and Original sin</b></p> <ul style="list-style-type: none"> <li>• Sin is <b>thought or action</b> against God: <i>“We have all sinned &amp; fall short of the glory of God”</i></li> <li>• Original sin stated at the <b>Fall</b>, - Roman Catholics believe all people are born with it</li> </ul>	<p><b>Atonement</b></p> <ul style="list-style-type: none"> <li>• Jesus’ death gave atonement from sin &amp; a <b>new relationship</b> with God:</li> <li>• All who follow Jesus will have eternal life</li> </ul>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>• Salvation means <b>being saved</b> from <b>sin</b> &amp; its consequences by: <b>Law</b> e.g. 10 Commandments; <b>Action</b> e.g. food banks; <b>Grace</b> e.g. sacraments <b>Spirit</b> e.g. Holy Spirit in services</li> </ul>

## Relationships and Families

<p style="text-align: center;"><b>Human Sexuality</b></p> <p><b>-Sexuality</b> - How people express themselves as sexual beings  <b>-Heterosexual</b> – people of different sex; -  <b>Homosexual</b> – people of same sex          ++++++</p> <p><b>-Christianity</b> – heterosexual sex only in marriage; “two become one flesh” “Be fruitful &amp; multiply”  <b>Catholics</b> – same sex is wrong “Do not lie with a man, as with a woman”; other Christians accept if loving relationship  <b>-Buddhism</b> – Sex is okay as long as does not harm others “right intention”. Homosexual okay if show metta &amp; no suffering</p>	<p style="text-align: center;"><b>Sex before &amp; outside marriage</b></p> <p><b>-Adultery</b> is when someone has sex outside of the marriage          ++++++</p> <p><b>-Christianity: Catholics &amp; Anglicans</b> – sex before marriage wrong – not committed: “Flee from sexual immortality”  <b>-Liberals</b> okay if committed  <b>-Buddhists</b> sex before marriage okay as express love  <b>Christians</b> – adultery breaks marriage vows &amp; “Do not commit adultery”  <b>Buddhists</b> – adultery is unskilful -not “right action” or “intention”</p>	<p style="text-align: center;"><b>Contraception &amp; Family Planning</b></p> <p><b>-Contraception</b> – methods to prevent pregnancy – artificial (condom); natural (rhythm method) – can also prevent STIs  <b>-Family Planning</b> – controlling no of children          ++++++</p> <p><b>-Christianity - Catholics</b> – rhythm method as artificial against “be fruitful &amp; multiply”.  <b>-Anglicans</b> – allows healthy pregnancy &amp; prevents unwanted children – against morning after pill/coil as “do not kill”.  <b>-Buddhists</b> – can use it as no obligation to have children – may prevent own enlightenment - against morning after pill as “abstain from taking life”.</p>	<p style="text-align: center;"><b>Marriage</b></p> <p><b>-Marriage</b> – legal union between a man and a woman  <b>Cohabitation</b> – living together &amp; having sex          ++++++</p> <p><b>-Christians</b> marriage is gift from God &amp; part of natural law; covenant between God &amp; couple until death; symbol of Christ’s love for church; place for sex &amp; new life: “be fruitful &amp; multiply”  <b>Catholics &amp; Orthodox</b> - against cohabitation as sex only in marriage  <b>Anglicans</b> –cohabitation okay if show love  <b>Buddhists</b> –accept cohabitation; marriage social contract;civil ceremony–monks bless</p>
<p style="text-align: center;"><b>Divorce and Re-marriage</b></p> <p><b>-Divorce</b> -the legal ending of a marriage  <b>-Re-marriage</b> – re-marry a new person          ++++++</p> <p>-Divorce due to adultery; addiction; finances; violence; infertility; work  <b>-Christianity</b> – Divorce breaks marriage vows “till death do us part”  <b>-Catholics</b> – marriage is a <b>sacrament</b> – no divorce only <b>annulment</b> if no sex; forced into marriage – only re-marry if annulment granted or adultery.  <b>-Anglicans</b> – divorce “lesser of two evils” but only re-marry in church with bishop’s permission as God said forgive “77 times”  <b>Buddhists</b> – Divorce last resort; clinging to marriage causes suffering. Re-marriage opportunity to show <b>metta</b>  <b>-Church</b> offers counselling (<b>Relate</b>); prayer. Need for forgiveness &amp; reconciliation  <b>-Buddhists</b> – practice <b>5 precepts</b></p>	<p style="text-align: center;"><b>Nature of Families</b></p> <p><b>-Nuclear</b> – mother; father; children – God’s plan “two become one flesh” &amp; “Be fruitful &amp; multiply”  <b>-Extended</b> – grandparents &amp; relatives – “whoever does not take care of his relatives is worse than an unbeliever”  <b>-Same-sex</b> – homosexuals raise children together – <b>some Christians</b> say wrong as lack of male/female role model but <b>others &amp; Buddhists</b> think loving relationship most important.  <b>-Polygamous</b>–man has 2 wives – illegal UK – <b>Christians</b> goes against “one man &amp; one woman.” <b>Buddhists</b> – suffering.          ++++++</p> <p><b>Parents to children:</b> Teach about faith; morals/values; show love/care: “Train up a child in the way he should go”  <b>Children to parents:</b> Support; faith; respect; “Children obey your parents in everything, for this pleases the Lord”</p>	<p style="text-align: center;"><b>Purpose of families</b></p> <p><b>Procreation</b> – having children          ++++++</p> <p><b>Procreation</b> – takes place in family  <b>Christianity</b> – procreation purpose of family  <b>Buddhism</b> – no expectation to have kids          -----</p> <p><b>Stability &amp; Protection of Children</b>          -Family stable, secure environment for children; mutual support for all: “Children thrive, grow and develop within the love &amp; safeguarding of a family” Church of England          -----</p> <p><b>Education Children in a Faith</b>  <b>-Christian</b> parents give children morals &amp; values – 10 Commandments; Beatitudes          -May send children to faith schools; baptism  <b>-Buddhists</b> teach children Buddhist beliefs &amp; practices &amp; devotion to Buddha; 5 precepts; involve in festivals &amp; educated at monasteries is an honour</p>	<p style="text-align: center;"><b>Gender Equality</b></p> <p><b>-Gender equality</b> means men &amp; women should have the same rights&amp;opportunities  <b>-Gender discrimination</b> – acting against someone based on their gender          ++++++</p> <p><b>UK</b> – Gender equality today - flexible roles in family. In past more patriarchal society – men work &amp; women care for family.  <b>Christian</b>–created in “image of God”, wrong to discriminate “all one in Christ Jesus” Jesus had women as followers          -Marriage equal partnership of respect          -Some believe husband rule over wives “wives be submissive to your husbands”  <b>Buddhist</b> – Buddha’s time women inferior but he did ordain women as nuns  <b>Aparimitayur sutra</b> need to be re-born as a man to reach enlightenment  <b>Lotus sutra</b> – men &amp; women both attain enlightenment e.g Triratna order          Inequality is lack of metta &amp; “right view”</p>

## War and Peace

<p style="text-align: center;"><b>Key Terms</b></p> <p><b>Peace</b> – absence of conflict &amp; war, which leads to happiness &amp; harmony.  <b>Christians</b> - Jesus is “<i>Prince of Peace</i>” for the world  <b>Buddhists</b> - violence from the mind—so peace from within      -----  <b>Justice</b> – bringing about what is right &amp; fair or making up for a wrong. Linked to equality.  <b>Christians</b>-God will establish justice “<i>Justice is mine</i>”,  <b>Buddhists</b> - non-violence attitudes to create justice      -----  <b>Forgiveness</b> – showing compassion &amp; mercy &amp; pardoning someone for wrongs they have done  <b>Christians</b> – forgive others to be forgiven. God forgives all  <b>Buddhism</b> – forgiveness is important as it expressed <b>metta (loving-kindness)</b> &amp; lets go of anger &amp; hatred (<b>3 poisons</b>) &amp; “<i>Holding onto anger is like grasping a hot coal intending to throw it at someone; you get burned</i>”      -----  <b>Reconciliation</b> – restoring friendly relations after conflict  <b>Christians</b> – parable of the Lost son  <b>Buddhists</b> – show <b>karuna (compassion)</b></p>	<p style="text-align: center;"><b>Terrorism and Violent Protest</b></p> <p><b>Protest</b> – expressing disapproval, often in a public group  <b>Terrorism</b> – the unlawful use of violence, usually against innocent civilians to achieve a political goal      ++++++  <b>PROTEST</b>  <b>Christian</b> – <b>Martin Luther King</b> – peaceful protest against segregation of blacks &amp; whites-USA  <b>Buddhist</b> – <b>Thich Quang Duc</b> – set himself on fire in Protest at persecution of monks by S. Vietnamese government      -----  <b>TERRORISM</b>  <b>Christians</b> – Against violence “<i>Blessed are the peacemakers</i>”. Also “<i>turn other cheek</i>” BUT force to impose injustice  <b>Buddhists</b> – Against violence – ahimsa –use right speech &amp; action</p>	<p style="text-align: center;"><b>Reasons for War</b></p> <p><b>Greed</b> – to gain more land or resources  <b>Christians</b> – “<i>The love of money is the root of all evil</i>”  <b>Buddhists</b> – Greed one of the 3 <i>poisons</i> &amp; a main cause of suffering      -----  <b>Self-defence</b> – as a last resort  <b>Christians</b> – <b>Crusades</b> defending “<i>Holy Land</i>”  <b>Buddhists</b> – can be willing to fight in self-defence BUT “<i>do not take life</i>”      -----  <b>Retaliation</b> – fighting back against an aggressor  <b>Christians</b> – Can be okay: “<i>An eye for an eye, a tooth for a tooth</i>” but “<i>Whoever draws the sword, dies by the sword</i>”  <b>Buddhists</b> – “<i>Hatred does not cease by hatred but by love</i>” (<i>Dharma</i>). 1<sup>st</sup> precept – <i>no harming living beings. Right action &amp; Right Awareness</i></p>	<p style="text-align: center;"><b>Nuclear weapons and WMD</b></p> <p><b>Weapons of Mass Destruction</b> – <b>nuclear, chemical, biological</b> – kill large numbers or cause significant damage      No religion supports nuclear weapons but some favour nuclear deterrence (stockpiling weapons as a deterrent)  <b>Christians</b> – “<i>I [God] give life &amp; take it away</i>”. <i>You shall not kill.</i>  <b>Buddhists</b> – <i>abstain from taking life – 1st precept; cause large-scale suffering; need to remove hatred, greed &amp; ignorance – 3 poisons</i></p>
<p style="text-align: center;"><b>Just War</b></p> <p>A <b>Just War</b> meets internationally accepted criteria for fairness. Developed by St Augustine &amp; St Aquinas  <b>Christians</b> – can be accepted as a “last resort” “There is no just war in a nuclear age” (Pope John Paul ii)  <b>Buddhists</b> – non-violence &amp; need Right mindfulness  <p style="text-align: center;"><b>Just War Theory</b></p> <p><b>RED-</b> <u>last resort</u>, every effort to resolve conflict peacefully  <b>POPIES</b> - <u>promote good</u> and overcome evil  <b>CAN</b> – must be a just <u>cause</u> for the war  <b>OFTEN</b> - must be a <u>good outcome</u> and peace restored  <b>REPRESENT</b> - Only <u>reasonable force</u> should be used  <b>GREAT</b> - War must be started &amp; controlled by <u>government</u>  <b>SACRIFICES</b> - Must be a reasonable chance of <u>success</u></p> </p>	<p style="text-align: center;"><b>Holy War</b></p> <p>A <b>Holy War</b> is fought for a religious cause or God, controlled by a religious leader. You can gain spiritual rewards  <b>Christians</b> – believed Crusades in Holy Land acceptable, “<i>declare a holy war, call the troops to arms</i>”  <b>Buddhists</b> – ahimsa (non-violence) – need to get rid of hatred</p>	<p style="text-align: center;"><b>Pacifism and Peace Making</b></p> <p><b>Pacifists</b> refuse to take part in war or any form of violence  <b>Peacemaking</b> is trying to establish peace  <b>Conscientious objectors</b> refuse to participate in war  <b>Christians</b> – <b>Quakers</b> support pacifism “The Spirit of Christ will never move us to fight”. Jesus said “<i>Blessed are the peacemakers</i>”  <b>Buddhists</b> – <i>karuna (compassion)</i> for all beings – <i>not harming living beings</i>. <b>Thich Nhat Hanh</b> -non-violent protest &amp; engaged Buddhism – Buddha’s teaching to improve social justice</p>	<p style="text-align: center;"><b>Religious Responses to Victims</b></p> <p><b>Christians</b> – “<i>love neighbour as yourself</i>” &amp; <i>parable of Good Samaritan</i>—all should be helped.  <b>Christian Peacemaker teams</b> send small teams to work on peace-making, trying to end conflict by peaceful means  <b>Buddhists</b> – victims needs compassion towards aggressors.  <b>Buddhist Peace Fellowship</b> – uses Buddhist teachings to solve issues in the world. Relief work for victims of war.</p>

# Knowledge Organiser

Additional Subjects

**History**

Year

Term 1

2024/25



**The Abbey  
School**

# History Year 11 Term 1 – GCSE Paper 1: Medicine Through Time Revision

Term Focus –

## Prior Learning Links

- Year 7 Term 1 – 6: Ancient Rome and Medieval, Early Modern and Renaissance Europe
- Year 8 Term 1: Britain & the Industrial Revolution
- Year 8 Term 3: World War One
- Year 9 Term 1-4 Paper 1: Medicine Through Time. Introduction of all units

## Future Learning Links

- Revision of Source Usefulness Exam Question (Appears in Paper 3: Weimar & Nazi Germany)
- Revision of Two features Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England)
- Revision of Explain Why Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)
- Revision of 'How far do you agree...' Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)



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GCSE Pod

## KEY VOCABULARY

### Historical Skills Vocabulary

**Cause** – the reason for something happening  
**Change** – when things are different to how they were before  
**Consequence** – the result of something happening  
**Continuity** – the opposite of change; when something stays the same or continues  
**Difference** – the ways in which things are different to one another  
**Factor** – something that can affect, or determine an event or outcome  
**Inference** - a conclusion drawn about something using the information you already have about it  
**Rate of change** – the pace at which change occurs; e.g. very quickly or slowly  
**Reliability** – the degree to which something can be trusted or relied upon as accurate  
**Significance** – the importance of something  
**Similarity** – the quality of being similar, or the same  
**Trend** – when there are a number of similar and related changes continuing in the same direction over a period of time  
**Turning point** – a significant change happens – something that is different from what has happened before and which will affect the future

### Paper 1 GCSE: Medicine Through Time Core Vocabulary

**Care** – to provide help and support for someone who is unwell  
**Diagnosis** – the act of identifying what is wrong with someone who is ill  
**Disease** – an illness which affects people, spread by bacteria or infection  
**Prevention** - to prevent something, is to ensure that it does not happen  
**Public Health** – the health of the general population, and the activities and services that are designed to improve or protect this  
**Surgery** – a medical treatment in which someone's body is cut open so that a doctor can repair, remove, or replace a diseased or damaged part  
**Treatment** – medical attention given to a sick or injured person or animal

## Medicine Through Time Vocabulary

### Medieval Vocabulary

1. **Apothecaries** – People who mixed herbal remedies and had good knowledge of the healing powers of plants.
2. **Astrology** - The study of the alignment of the planets and stars, used for diagnosing illness. Many people believed the Black Death was caused by a bad alignment of the planets.
3. **Barber surgeon** - Barbers worked with sharp knives and, as well as cutting hair, they often performed surgical procedures. Barbers would do surgery and not physicians.
4. **The Black Death** - An outbreak of the bubonic plague, spread by fleas on rats. Usually fatal within 3-5 days.
5. **Decaying matter** - Material, such as vegetables or animals, that has died and is rotting

6. **The four humours** - The theory that ill health is caused by an imbalance of the four humours in the body. These are blood, phlegm (what is coughed up or sneezed out of the nose), black bile (excrement) and yellow bile (pus or vomit).
7. **Mass** - Roman Catholic service where bread and wine is given.
8. **Miasma** - Smells from decaying matter that were believed to cause disease.
9. **Phlebotomy or bloodletting** - A common treatment for imbalance of the humours. This was done by cutting a vein, using leeches or cupping (piercing the skin with a knife).
10. **Physicians** - Medieval doctors were known as physicians. They would diagnose illness and recommend a course of treatments but rarely got involved in treating the patients themselves.
11. **Printing press** - A machine for printing text or pictures
12. **Purging** - Inducing people to vomit or giving them a laxative to clear out their digestive system; used to balance out the humours.
13. **Regimen Sanitatis** - A set of instructions by physicians to help a patient maintain good health. This would have included bathing, not over-eating and taking moderate exercise.
14. **Supernatural cures** - Religious cures such as healing prayers, paying for a mass, fasting and going on pilgrimages.
15. **Urine charts** – Physicians would examine people’s urine, checking colour, thickness, smell (and even taste) to diagnose illness.

### Renaissance Vocabulary

1. **Alchemy** - An early form of chemistry. Alchemists tried to turn one material into another, mainly with metals.
2. **Anatomy** - The science of understanding the structure and make-up of the body.
3. **Dissection** - The dismembering of a body to study its anatomical structure.
4. **Iatrochemistry** - A way of treating disease using chemical solutions. Pioneered by Paracelsus.
5. **Renaissance** - The French word that means rebirth. The Medical Renaissance refers to a period in the 16th and 17th centuries when new ideas were beginning to influence medicine.
6. **The Royal Society** - A group of people who promote scientific experiments and the sharing of knowledge. The Society received a royal charter from Charles II which gave it more credibility.
7. **Secular** - Not religious; not connected with spiritual beliefs.
8. **Syphilis** - A sexually transmitted infection, also known as the Great Pox. Can cause blindness, paralysis and madness.

### 18<sup>th</sup>-19<sup>th</sup> Century Vocabulary

1. **Amputation** - The removal of a limb by surgery.
2. **Anaesthetic** - A drug or drugs given to produce unconsciousness before and during surgery.
3. **Antiseptics** - Chemicals used to destroy bacteria and prevent infection.
4. **Chloroform** - A liquid whose vapour acts as an anaesthetic and produces unconsciousness.
5. **Diarrhoea** - A symptom of a disease (such as cholera); frequent, fluid bowel movements.
6. **The Enlightenment** - A European intellectual movement of the 18th century emphasising reason and science over religion and tradition; also known as the “Age of Reason”.
7. **Germ theory** - The theory that germs cause disease, often by infection through the air.
8. **Inoculation** - Putting a low dose of a disease into the body to help it fight against a more serious one.
9. **Laissez-faire** - Belief that governments should not interfere in people’s lives.
10. **Microbe** - A living organism that is too small to see without a microscope.
11. **Pasteurisation** - A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.
12. **Public Health Act (1875)** - Government legislation that made it compulsory for city authorities to dispose of sewage, build public toilets and provide clean water. New houses had to be built to better quality and food sold in shops had to be checked for safety.
13. **Spontaneous generation** - The theory that decaying matter turns into germs.
14. **Vaccination** - Injection into the body of weakened organisms to give the body resistance. Comes from the word vacca which means cow in Latin. This was because the first vaccination involved injecting cow pox samples into people to develop immunity against small pox.

### 1900-Present Vocabulary

1. **Antibiotic** - A treatment that destroys or limits the growth of bacteria in the human body.

2. **Beveridge Report** - A 1942 report chaired by William Beveridge which identified five "Giant Evils" in society: squalor, ignorance, want, idleness, and disease, and went on to propose widespread reform to the system of social welfare.
3. **DNA** - Short for deoxyribonucleic acid, a substance that carries genetic information that determines characteristics such as hair and eye colour.
4. **Genome** - The complete set of DNA containing all the information needed to build a particular organism.
5. **Haemophilia** - A genetic disease passed from parent to child that stops blood from clotting.
6. **Human Genome Project** - A 10-year project which decoded and mapped all the genomes in DNA. This made it possible for scientists to better understand genetic diseases such as cancer and haemophilia.
7. **Magic Bullet** - A chemical treatment that targets specific microbes without harming the rest of the body.
8. **Mastectomy** - Surgery to remove one or both breasts.
9. **NHS** - National Health Service which provides free medical care for the entire population of Britain.
10. **Penicillin** - First antibiotic to be discovered.
11. **Prontosil** - A bright red dye which was discovered by scientist Gerhard Domagk to kill bacterial infections in mice, then successfully tested on his daughter who had blood poisoning in 1935.
12. **Salvarsan 606** - First magic bullet drug which treated Syphilis.
13. **Streptomycin** - Powerful antibiotic, discovered in 1943, effective against tuberculosis which until then, had been considered incurable.

### Western Front Vocabulary

1. **Barbed wire** - Metal wire with sharp points used in no-man's-land to protect from enemy attack. It made it difficult for men to get through without being trapped by the wire.
2. **Blighty wound** - A wound serious enough to get a soldier away from the fighting and back to Britain.
3. **Brodie helmet** - Steel helmet held with a strap. Introduced in 1915, it reduced fatal head wounds by 80%.
4. **Chlorine gas** - Causes burning pain in throat and eyes and can lead to death by suffocation. First used by Germans in the second battle of Ypres, 1915.
5. **First Aid Nursing Yeomanry (FANY)** - A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid.
6. **Machine guns** - Guns that could fire 450 rounds a minute; their bullets could fracture bones or pierce organs.
7. **Mustard gas** - Odourless gas which passes through clothing to burn the skin, causing internal and external blisters. Gas masks offer little protection against mustard gas, as it goes through clothing. First used by the Germans in 1917.
8. **No-man's-land** - The area between two opposing lines of trenches.
9. **Phosgene gas** - Similar to chlorine gas but faster acting and can kill exposed person within 2 days. First used end of 1915.
10. **Royal Army Medical Corps (RAMC)** - The branch of the army responsible for medical care.
11. **Salient** - An area of a battlefield that is surrounded by enemy territory on 3 sides.
12. **Trench system** - A complex network of trenches in which men could live and fight. Trenches were dug to a depth of about 2.5m in a zig-zag pattern to confuse the enemy. Trenches were built over a distance of 400 miles all the way from the northern French coast to Switzerland.
13. **Shrapnel** - Fragments of metal from exploded shells.

1. What were the main ideas and approaches to the cause, prevention, and treatment of disease in medieval England?	Red	Amber	Green
Are you able to explain supernatural, religious, and rational explanations for disease? Can you describe methods such as bloodletting, purging, and purifying the air? Can you assess the influence of Hippocrates and Galen on medieval medicine?			
2. What roles did different medical practitioners and hospitals play in medieval England?	Red	Amber	Green
Are you able to differentiate between the roles of physicians, apothecaries, and barber surgeons? Can you describe the approaches to hospital care in the thirteenth century? Can you assess the care provided within the community and in hospitals from c1250–1500?			
3. How was the Black Death dealt with in 1348-49 in terms of treatment and prevention?	Red	Amber	Green
Are you able to explain the approaches to treatment of the Black Death? Can you discuss attempts to prevent the spread of the Black Death? Can you compare the effectiveness of different strategies used during the Black Death outbreak?			
4. How did explanations of the causes of disease and illness evolve during the Medical Renaissance?	Red	Amber	Green

<p>Are you able to identify continuities and changes in disease explanations from medieval to Renaissance periods?  Can you describe Thomas Sydenham's contributions to improving diagnosis?  Can you explain the impact of the printing press and the Royal Society on medical ideas?</p>			
5. What were the significant changes and continuities in medical care, treatment, and training during the Medical Renaissance?	Red	Amber	Green
<p>Are you able to describe continuities in community and hospital care?  Can you identify changes in medical training and treatment methods?  Can you discuss the influence of Vesalius's work in England?</p>			
6. What were William Harvey's contributions to medical knowledge during the Renaissance, and how did they impact medicine?	Red	Amber	Green
<p>Are you able to explain Harvey's discovery of the circulation of the blood?  Can you assess the significance of Harvey's work on subsequent medical practice?  Can you compare Harvey's ideas with previous understandings of blood and the body?</p>			
7. How did the understanding of the causes of disease and prevention evolve in the eighteenth and nineteenth centuries?	Red	Amber	Green
<p>Are you able to explain the continuity and changes in disease explanations during this period?  Can you discuss the influence of Pasteur's Germ Theory on British medicine?  Can you describe the development and use of vaccinations and the Public Health Act (1875)?</p>			
8. What were the significant changes in medical care, treatment, and public health in the eighteenth and nineteenth centuries?	Red	Amber	Green
<p>Are you able to explain improvements in hospital care influenced by Nightingale?  Can you describe the impact of anaesthetics and antiseptics on surgery?  Can you discuss the role of public health measures in improving community health?</p>			
9. How did Edward Jenner and John Snow contribute to the development of vaccination and the fight against cholera?	Red	Amber	Green
<p>Are you able to explain Jenner's method for developing the smallpox vaccine?  Can you discuss John Snow's investigation of the Broad Street pump and its significance?  Can you assess the impact of these contributions on public health and modern epidemiology?</p>			
10. What advancements have been made in understanding and diagnosing the causes of illness and disease in modern Britain?	Red	Amber	Green
<p>Are you able to explain the influence of genetic and lifestyle factors on health?  Can you describe improvements in diagnostic techniques such as blood tests and scans?  Can you assess the impact of these advancements on disease management?</p>			
11. How has the NHS and advancements in science and technology changed care, treatment, and prevention since 1900?	Red	Amber	Green
<p>Are you able to explain the role of the NHS in improving access to medical care?  Can you describe advancements in medicines, including antibiotics and magic bullets?  Can you discuss high-tech medical and surgical treatments available in modern hospitals?</p>			
12. What were the medical challenges and advancements on the Western Front during World War I?	Red	Amber	Green
<p>Are you able to describe the trench system and its impact on soldier health?  Can you explain the types of injuries and illnesses common on the Western Front?  Can you discuss the significance of new medical techniques and the creation of a blood bank during the war?</p>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Use 'Look, Cover, Write, Check' or flash cards to learn Medicine Through Time Vocabulary			
Complete GCSE Pod Tasks for all units using the QR code at the top of the page			
Complete revision tasks for each unit using the GCSE History Course Booklet			
Complete a 12 mark exam question for one of Medieval, Renaissance, 18 <sup>th</sup> -19 <sup>th</sup> Century, and Modern Medicine from the GCSE History Course Booklet			
Complete a 16 mark exam question for one of Medieval, Renaissance, 18 <sup>th</sup> -19 <sup>th</sup> Century, and Modern Medicine from the GCSE History Course Booklet			
Complete the an inference, usefulness, and follow up enquiry question for the Medicine on the Western Front unit from the GCSE History Course Booklet			
Complete a past paper			



# Knowledge Organiser

Additional Subjects

**Geography**

Year

Term 1

2024/25



**The Abbey  
School**

# Geography Year 11 Term 1

## – Geographical Skills and Fieldwork

Term Focus – Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography.



### Prior Learning Links

- Foundational geographical skill from Year 7 Term 1 through KS3 and KS4.
- KS3 local geographical enquiries in Year 7 Term 4 and Year 8 Term 3.
- Year 10 coastal landscapes in Term 4.
- Year 10 economic development in the UK in Term 2.

### Future Learning Links

- Geographical fieldwork examined in GCSE geography Paper 3.
- NEA and 4 fieldwork investigations in AQA KS5 geography.

## KEY VOCABULARY

### KEY WORDS

**Primary data** – data that you have personally collected.  
**Secondary data** – data that has been collected by somebody else.  
**Quantitative data** – data collected that includes numbers or statistics.  
**Qualitative data** – data which comes from asking people’s opinions, or by taking photographs or drawing sketches.  
**Bias** – where emphasis of a person’s opinion changes the data for a certain result.  
**Limitation** – something which limits or stops data being collected effectively or to it’s full.

### KEY SUBJECT TERMINOLOGY

Introduction  
Hypothesis  
Risk Assessment  
Data Collection  
Methodology  
Data Presentation  
Data Analysis  
Conclusion  
Evaluation

## 1. How do you develop an enquiry hypothesis?

Red Amber Green

A hypothesis is a question or statement. Something you are aiming to prove if it is true or false. Your hypothesis should be based on something you have already studied in your geography lessons, such as:

- **A concept** (eg. sustainability)
- **A process** (eg. how the size of pebbles on a beach change due to erosion)
- **A theory** (eg. how land becomes more expensive in the central parts of a city)

There are two physical hypotheses, and two human hypotheses that you **must** recall, and aim your fieldwork investigation to.

### Physical

- The dominant direction of longshore drift is from the east to the west.
- Pebble roundness increases with distance away from the sea.

### Human

- Whitstable High Street is NOT a ‘clone’ high street.
- The harbour area performs two functions (tourism and fishing) that are of equal importance.

## 2. What is the difference between primary and secondary data?

Red Amber Green

- **Primary data** is data you have collected yourself, or as part of a group, for example carrying out a questionnaire or land use survey.
- **Secondary data** is data that has been collected by someone else at a previous time, for example Census data or data from the Office of National Statistics (ONS).

Primary and secondary data can be one of two categories

- **Quantitative data** are “hard” (or objective) data – including statistics. They come from taking measurements.
- **Qualitative data** are “soft” (or subjective) data which comes from asking people’s opinions, taking photographs or making sketches.

### 3. How do we stay safe, and what are the limitations of fieldwork? Red Amber Green

Part of being a geographer means you have an understanding of your physical surroundings, as well as how people use that space. To understand the location of where our fieldwork will be carried out (in Whitstable, Kent), and why we are carrying out fieldwork there. All fieldwork has associated risks.

**Risk assessments** help to understand the risk and avoid potentially dangerous situations, eg walking alongside fast-flowing streams or carrying expensive equipment through areas of high crime. A good risk assessment will also consider what to do if a difficult situation arises.

**Limitations** of data collections arise on the day, such as time or inaccurate equipment.

### 4. Why do we go on fieldwork, and what did we do? Red Amber Green

**Methodology** - describe and justify the way that the data was collected. The description should be provided in lots of detail, so that someone else could repeat the study using the instructions. Include a map of sites, approximate timings and detailed explanations of how and where each measurement was taken. Justify means explaining why the techniques you chose were suitable and how they are linked to the enquiry question. State whether each data collection technique collects primary or secondary data.

Data collection methods. To carry out a method to collect data you need to consider: -

- What equipment will you need?
- How do you carry out the collection method?
- What are the hazards?
- What might make your results inaccurate?

### 5. How did we collect data and why? Red Amber Green

A sample is a set of data which you collect during fieldwork.

Sample size is important as it represents the area you are investigating. The bigger the sample of data collected, the more reliable your data will be.

There are 4 types of sampling:

1. **Random** – chosen randomly (eg. pebble to measure/person to interview) so an equal chance of being recorded
2. **Systematic** – has a set system of recording data eg. measure 10 pebbles in 10 cm intervals from the shoreline to the top of the beach
3. **Stratified** – a sample made up of different parts eg. choosing to interview a group of 5 people in 3 different parts of Whitstable to get a total of 15 samples
4. **Opportunistic** – collect data as and when you can eg. there are few people around to interview so you have to work with what is available!

### 6. What do we do with geographical data once it's been collected? Red Amber Green

**Data presentation - raw data** tables are difficult to interpret and so data must be presented in different ways. Graphs and charts are useful as they help to see patterns within data. Choose which types of graph or chart to use. Accurate presentation of data helps to form conclusions to the enquiry - data that is badly presented is very difficult to understand.

Data presentation includes: -

- Comparison Bar Chart
- Line Graph
- Scatter graph with best fit line
- Beach Profile / Map cross sections
- Pie charts
- Proportional circles (located on a map, field sketch or photograph of the location)

### 7. How do we analyse, and what are our conclusions? Red Amber Green

**Analysis** - look at the results in detail and discuss patterns. Are there any clear trends or are there **anomalies**? Quote figures and places and use accurate geographical terminology.

**Conclusion** - a short section to draw together the results and answer the enquiry question.

### 8. What is an evaluation? Red Amber Green

**Evaluation** - this considers the strengths and weaknesses of the data collection, along with possible improvements or extensions. It is acceptable to talk about weaknesses, as long as improvements can be suggested.

## HOME LEARNING TASKS

Task Description	Done?
Geography Homework Revision Book – Page 2 and first revision checklist RAG of confidence booster.	
Complete Page 2 and first revision checklist RAG of confidence booster. Find best online revision links for you.	
Geog your memory 1	

Revision notes – Physical Focus: Coastal processes and landforms.	
Practice Exam Question	
Online revision human topic – Take a Quiz	
Revision notes - Human Focus: Measures of Development	

# Knowledge Organiser

Additional Subjects

**3D Spatial Art**

Year

Term 1

2024/25



**The Abbey  
School**

## Subject Art Year 11 Term 1 & 2 – 'Flight'

Term Focus – *Walking Talking Mock Exam Past Question- 'Flight' Artists, craftspeople and designers have often created work inspired by flight and flying. Aboriginal peoples of Australia carved and painted wooded boomerangs with decorative patterns. Nicola Godden created sculptures in response to the story of the flight of Icarus. The wall-mounted sculptures of Tom Hare are a response to flying seed pods. Air travel has led to designs for commemorative memorabilia and the development of in-flight services, such as the eco-friendly meal trays design by Priestman Goode. Students will be asked to consider appropriate sources and produce their own response to Flight.*

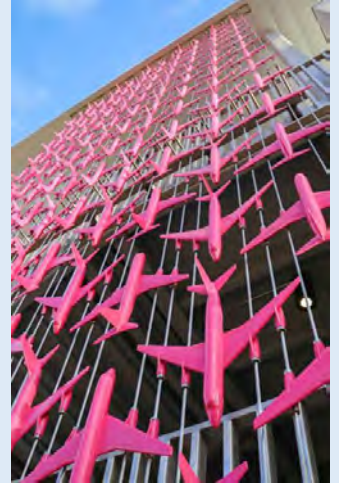
### Prior Learning Links

In year 10 they have developed most of their coursework, extending their knowledge from KS3, by thoroughly going through the creative design process, they have focused on idea generation, artist influence and how they can translate the ideas of others into their own work by creating artist responses to their work, developing techniques with clay and wood. They have idealised designs through creating prototypes using, card and foamboard, addressing concerns by using ACCESSFM. Whilst constantly referring to initial ideas and growth of their idea ensuring they are still on track and adhering to the overall point and purpose of the work. They have branched in working on technical drawings such as isometric, orthographic and drawing techniques such as mark making. Creating ranges of 3D structures to in visualise their ideas from 2D to 3D.

### Future Learning Links

Students will continue their Flight project shifting the focus from Investigating artists and recording primary and secondary sources more towards developing ideas, experimenting with media and completion of a final piece under exam conditions (5hr Exam).

[The Ultimate Guide on Different Art Mediums – ARTDEX](#)



[A Flight Inspired Art Installation For The San Diego International Airport \(contemporist.com\)](#)

## KEY VOCABULARY

### KEY WORDS

#### **Theme...**

*Aeroplane/Parachute/Rocket/Balloon/Journey/Wings/Bird/Aeronautic/Navigation/Transatlantic/Trajectory/Engine/Glide/Launch/Landing/Aviation/Speed Cockpit/Soaring/Tail/Boomerang/Helicopter/Drone/Fledge/Sky...*

#### **Technical...**

*Tone/Texture/Shape/Colour/Form/Scale/Media/Technique/Composition/Research/Primary Source/Secondary Source*

**I will be expected to recall keywords learned in previous projects and use them in the appropriate context.**

### KEY SUBJECT TERMINOLOGY

Record  
Develop  
Refine  
Realise  
Evaluate

1. Can you describe the process of development in artists work?

Red

Amber

Green

*Develop ideas through investigations, demonstrating critical understanding of sources (AO1):*

**I will learn how to confidently record...**

- images and information appropriate to a given theme of 'Flight'

*Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*

**I will learn how to confidently evaluate...**

- artists/designers using analytical writing skills and forming opinions

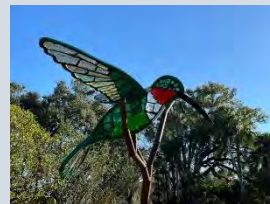
Aboriginal Art and Boomerangs



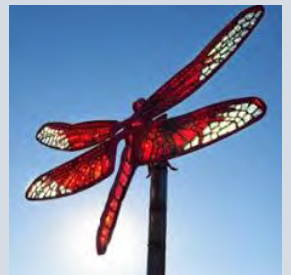
Nicola Goddan



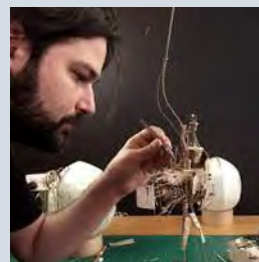
Tom Hare



Alex Hevari



PriestmanGoode

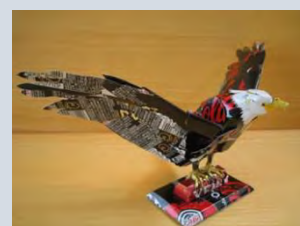


Daniel Agdad



Ed Hill

Makaon



**2. How can the study of other artists help you find your own direction in the development of ideas?**

Red

Amber

Green

***Develop ideas through investigations, demonstrating critical understanding of sources (AO1):***

**I will learn how to confidently develop...**

- and hone my observation and modelling skills using a range of 3D media, techniques and processes.
- my knowledge and understanding of 3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists/designers work.
- my higher order thinking skills

***Record ideas, observations and insights relevant to intentions as their work progresses (AO3):***

**I will learn how to confidently record...**

- images and information appropriate to a given theme of 'Flight'
- using wet and dry media
- using drawing, photography and technology e.g. CAD
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a design specialising in 3D

**3. Why primary sources are the richest form of research?**

Red

Amber

Green

***Record ideas, observations and insights relevant to intentions as their work progresses (AO3):***

**I will learn how to confidently record...**

- images and information appropriate to a given theme of 'Flight'
- using wet and dry media
- using drawing, photography and technology e.g. CAD
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a design specialising in 3D



This person is sculpting from direct observation of a primary source.

**4. How can Secondary sources enrich the development of ideas?**

Red

Amber

Green

***Record ideas, observations and insights relevant to intentions as their work progresses (AO3):***



### I will learn how to confidently record...

- images and information appropriate to a given theme of 'Flight'
- using wet and dry media
- using drawing, photography and technology e.g. CAD
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a design specialising in 3D



A secondary source is very useful when you can't get to the real thing. This sculptor obviously can't meet this prehistoric creature in real life and will have very likely looked at pictures and / or computer generated images based on the skeleton in creating this giant model.

### 5. Can you list 5 different ways you could record observations of the subject matter?

Red

Amber

Green

### *Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*

### I will learn how to confidently record...

- images and information appropriate to a given theme of 'Flight'
- using wet and dry media
- using drawing, photography and technology e.g. CAD
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a design specialising in 3D

Take a photograph, Do a drawing, make a collage, write it down, print it, paint it, model it in 3D....

### 6. Why should you plan a wide range of ideas before selecting a final one?

Red

Amber

Green

### *Develop ideas through investigations, demonstrating critical understanding of sources (AO1):*

### I will learn how to confidently develop...

- and hone my observation and modelling skills using a range of 3D media, techniques and processes.
- my knowledge and understanding of 3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists/designers work.
- my higher order thinking skills



The statue above is called **'Fly Away Plane'** by Randolph Rose. Consider how you could be inspired by the artists shown.

**7. Why is it important to annotate work as it progresses?**

Red

Amber

Green

**Record ideas, observations and insights relevant to intentions as their work progresses (AO3):**

**I will learn how to confidently evaluate...**

- analysing and reflecting on the development of my own work
- making connections between my own artists' / Designers' work
- suggesting ways I could I improve

**8. How can the refining process help you to fully realise intentions?**

Red

Amber

Green

**Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes (AO2):**

**I will learn how to confidently refine...**

- by selecting and experimenting with a range of 3D media and techniques
- by selecting ideas to adapt and improve e.g. adjustments to size, colour and composition.
- through developing a piece of work from one media into another

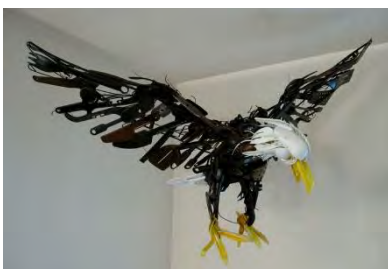
Can you see how this student is refining their 3D designs?  
Which one do you think is the final design?



**Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4):**

**I will learn how to confidently realise intentions...**

- using 3D techniques and processes.



Here is a sculpture made from recycled plastic cutlery. Consider the planning steps the designer might have gone through before making this piece.

## **EVALUATING ARTISTS' WORK**

1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture?  
EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/  
INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons...

Think!

See?

Know?

Think?

## **ANNOTATING YOUR OWN WORK**

- In this artwork I was trying to...
- The artist/culture that has influenced my work is...
- The source I have used is...
- I found the source I used at...
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because...
- I can improve this piece by...
- I could develop this work further by...

Think!




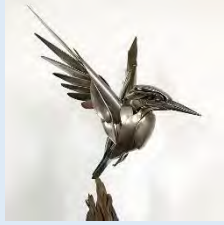


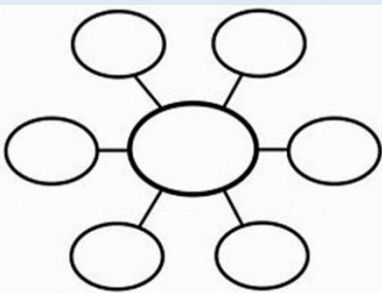
What?

How?

Why?

## **END OF PROJECT EVALUATION**

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

Task Description	Done?
<p><b>Homework- tasks linked to 'Personal Histories' (2 hours per cycle)</b></p>	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Research your favourite artist from the one you have studied in class, find an example to evaluate using the 'See Know Think' questions.</p>	
<p><u>How can the study of other artists help you find your own direction in the development of ideas?</u></p> <p>Ed Hill is known for his metal sculptures using everyday items complete the following tasks to show how artists can help you find your own direction of ideas:</p> <ul style="list-style-type: none"> <li>• List the items you could use in your own metal bird sculpture</li> <li>• Make a sketch of one of the sculptures below</li> <li>• Describe it in your own words</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	
<p><u>Why primary sources are the richest form of research?</u></p> <ul style="list-style-type: none"> <li>• List the primary sources used in this GCSE 3D Art sculpture</li> <li>• Sketch it</li> <li>• Describe it in your own words</li> </ul>	
<p><u>How can Secondary sources enrich the development of ideas?</u></p> <p>Create a mind map of words linking to the theme 'Flight'. Use google image to collect 6 images from your mind map and sketch them. If you don't have access to a computer then extend your mind map.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	

Can you list 5 different ways you could record observations of the subject matter?

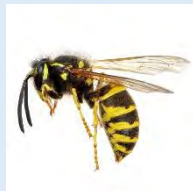
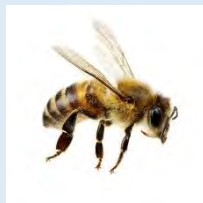
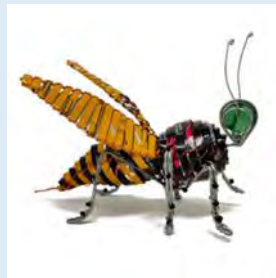
- Draw a bird pencil
- Draw plane in biro
- Draw butterfly in colour pencil
- Draw helicopter using felt tip
- Photograph birds (if at home) add to your homework book



Why should you plan a wide range of ideas before selecting a final one?

Below are 3 pictures of sculptures inspired by the theme 'Flight', the insects and the aeroplanes have been made using recycled materials. Plan a 3D piece of your own:

- Choose one of these 3 themes- Birds in Flight, Insects with wings, aircraft
- List the recycled materials you could use
- Complete 6 thumbnail sketches showing different parts and viewpoints



A thumbnail sketch might sound weird and a waste of time. Why draw whatever I want to draw, but in a smaller size?

The answer is straightforward: **planning!**

Thumbnail sketches are great tools to avoid problems with composition and perspective, as well as to prototype a larger painting quickly.



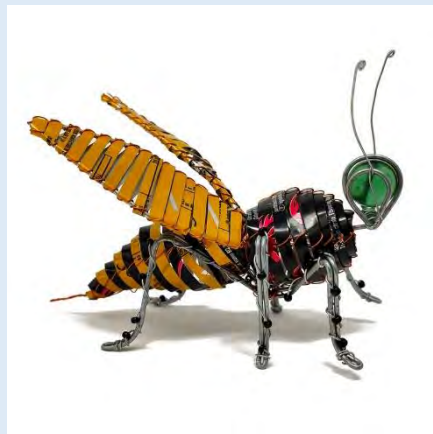
Why is it important to annotate work as it progresses?

- Annotate your Thumbnail sketches of your 3D model using What, How and Why

How can the refining process help you to fully realise intentions?

- Choose your best 3D idea and draw it out in full detail showing different viewpoints and labelling how you would construct it.
- Annotate the developments

This amazing honey bee sculpture has been handcrafted by an artisan in Zimbabwe on a fair trade basis, it is one of many a truly stunning works of art and very highly detailed. Drinks cans are recycled and cut into strips before being wrapped around a steel wire frame. Each one has its own character and uniqueness.



# Knowledge Organiser

Additional Subjects

**Art**

Year

Term 1

2024/25



**The Abbey**  
School

## Subject Art Year 11 Term 1 & 2 – 'Personal Histories'

Term Focus – *Students will continue their Personal Histories project shifting the focus from Investigating artists and recording primary and secondary sources more towards developing ideas, experimenting with media and completion of a final piece under exam conditions (5hr Exam).*

**'Personal Histories'** (Past Exam Question)- *Many artists use personal histories as the inspiration for their work. Paula Rego frequently creates paintings that refer to episodes in her childhood. Frida Kahlo's paintings often related to her life experiences. The images and memories of his early years in Belarus were a major inspiration for the work of Marc Chagall. The vivid colours found in India influenced the early sculptures of Anish Kapoor. Students will be asked to consider appropriate sources and produce their own response to Personal histories.*



[The Ultimate Guide on Different Art Mediums](#)  
– ARTDEX

### Prior Learning Links

During Terms 5 and 6 students embarked on their final coursework project 'Personal Histories'. They will spend the next two terms completing this project which will culminate with a 5hr Practical Mock Exam designed to prepare them for the real exam in May.

### Future Learning Links

*Students will select from a choice of 7 externally set questions and prepare a personal response to their chosen theme. This will culminate with a 10 hr practical exam.*

### KEY VOCABULARY

#### KEY WORDS

**Theme...**  
*Identity/Personality/Heritage/Culture/Society/  
Family/Relationships/Belongings/Hobbies/  
Memories/Events etc.*

**Technical...**  
*Tone/Texture/Shape/Colour/Form/Scale/Media/Technique/  
Composition/Research/Primary source/Secondary Source*

**I will be expected to recall keywords learned in previous projects and use them in the appropriate context.**

#### KEY SUBJECT TERMINOLOGY

Record  
Develop  
Refine  
Realise  
Evaluate

1. Can you describe the process of development in artists work?

Red

Amber

Green

**Develop ideas through investigations, demonstrating critical understanding of sources (AO1):**



**I will learn how to confidently record...**

- images and information appropriate to the theme 'Personal Histories'

**Record ideas, observations and insights relevant to intentions as their work progresses (AO3):**

**I will learn how to confidently evaluate...**

- artists using analytical writing skills and forming opinions



Audrey Flack



Joseph Cornell



Lisa Milroy



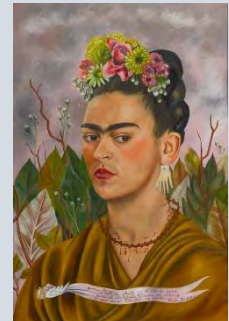
Anish Kapoor



Marc Chagall



Paula Rego



Frida Kahlo

**2. How can the study of other artists help you find your own direction in the development of ideas?**

Red

Amber

Green

**Develop ideas through investigations, demonstrating critical understanding of sources (AO1):**

**I will learn how to confidently develop...**

- and expand my observation skills using a range of media, techniques and processes.
- artwork and ideas from primary sources
- and deepen my knowledge and understanding of artist styles and techniques
- my drawing and planning skills
- personal ideas in response to a given theme, linking to artists work
- my higher order thinking skills



Can you see how this student's artwork has been inspired by Frida Kahlo?

**Record ideas, observations and insights relevant to intentions as their work progresses (AO3):**

### I will learn how to confidently record...

- images and information appropriate to the theme 'Personal Histories'
- using wet, dry and digital media
- examples of artists work appropriate to the theme
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.

### 3. Why primary sources are the richest form of research?

Red

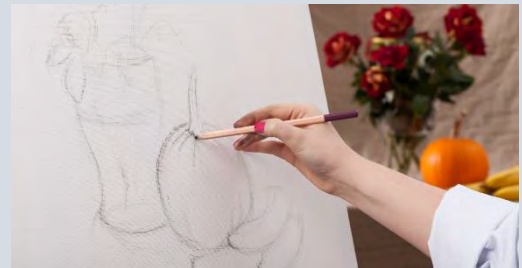
Amber

Green

*Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*

### I will learn how to confidently record...

- images and information appropriate to the theme 'Personal Histories'
- using wet, dry and digital media
- examples of artists work appropriate to the theme
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.



This person is drawing still life from direct observation of a primary source.

### 4. How can Secondary sources enrich the development of ideas?

Red

Amber

Green

*Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*

### I will learn how to confidently record...

- images and information appropriate to the theme 'Personal Histories'
- using wet, dry and digital media
- examples of artists work appropriate to the theme
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.



A secondary source is very useful when you can't get to the real thing. This student obviously can't meet this celebrity can use a picture from the internet to work from.

### 5. Can you list 5 different ways you could record observations of the subject matter?

Red

Amber

Green

*Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*

### I will learn how to confidently record...

- images and information appropriate to the theme 'Personal Histories'
- using wet, dry and digital media
- examples of artists work appropriate to the theme
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.

Take a photograph, Do a drawing, make a collage, write it down, print it, paint it, model it in 3D....

## 6. Why should you plan a wide range of ideas before selecting a final one?

Red

Amber

Green

**Develop ideas through investigations, demonstrating critical understanding of sources (AO1):**

**I will learn how to confidently develop...**

- and expand their observation skills using a range of media, techniques and processes.
- artwork and ideas from primary sources
- and deepen their knowledge and understanding of artist styles and techniques
- their drawing and planning skills
- personal ideas in response to a given theme, linking to artists work
- their higher order thinking skills



A student's response to Lisa Milroy  
Consider how you could be inspired by Lisa Milroy?

## 7. Why is it important to annotate work as it progresses?

Red

Amber

Green

**Record ideas, observations and insights relevant to intentions as their work progresses (AO3):**

**I will learn how to confidently evaluate...**

- *analysing and reflecting on the development of my own work*
- *making connections between my own artists' work*
- *suggesting ways I could I improve*

## 8. How can the refining process help you to fully realise intentions?

Red

Amber

Green

**Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes (AO2):**

**I will learn how to confidently refine...**

- by selecting and experimenting with a range of 2D/3D media and techniques
- by selecting ideas to adapt and improve e.g. adjustments to size, colour and composition.

- through developing a piece of work from one media into another

Can you see how this student is refining her portrait idea?

Which one do you think is her chosen final idea?



**Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4):**

**I will learn how to confidently realise intentions...**

- using 2D/3D techniques and processes.

Here is a student example of a personal response inspired by Audrey Flack.  
Consider how you could be inspired by Audrey Flack?



## **EVALUATING ARTISTS' WORK**

1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture?  
EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/  
INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons...

Think!

**See?**

**Know?**

**Think?**

## **ANNOTATING YOUR OWN WORK**

- In this artwork I was trying to...
- The artist/culture that has influenced my work is...
- The source I have used is...
- I found the source I used at...
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because...
- I can improve this piece by...
- I could develop this work further by...

Think!

**What?**

**How?**

**Why?**

## **END OF PROJECT EVALUATION**

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

**Task Description**

**Done?**

***Homework- tasks linked to 'Personal Histories' (2 hours per cycle)***

Can you describe the process of development in artists work?

Research your favourite artist from the one you have studied in class, find an example to evaluate using the 'See Know Think' questions.

How can the study of other artists help you find your own direction in the development of ideas?

Lisa Milroy is famous for drawing everyday items in columns and rows, complete the following tasks to show how artists can help you find your own direction of ideas:

- Arrange the items in your pencil case in columns or rows and draw them
- If working at home you could arrange personal belongings or house hold items in rows and draw them.



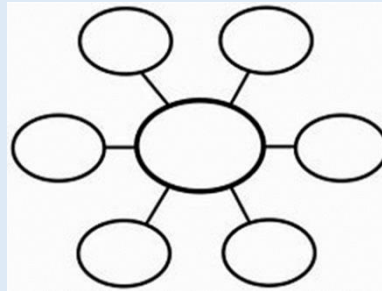
### Why primary sources are the richest form of research?

- Collect personal items that mean something to you and document them through photography and sketching.
- Explain why they are meaningful to you

### How can Secondary sources enrich the development of ideas?

Create a mind map of things that link to a hobby or an interest e.g. A particular sport, fishing, gaming, cooking, sewing etc. Use google image to collect 6 images from your mind map and sketch them.

If you don't have access to a computer then extend your mind map.



### Can you list 5 different ways you could record observations of the subject matter?

- Draw a personal belonging in pencil
- Draw a personal belonging in biro
- Draw a personal belonging in colour pencil
- Draw a personal belonging using felt tip
- Photograph 5 different personal belongings (if at home) add to your homework book

### Why should you plan a wide range of ideas before selecting a final one?

Below are 4 pictures of sport themed Still Life. STILL LIFE is when a group of objects are deliberately arranged on a surface for the purpose of drawing. Complete the following tasks:

- Label the still life which links most to Lisa Milroy and explain why
- Label the still life which links most to Audrey Flack and explain why
- Complete 3 rough sketches from the pictures
- Complete one best drawing from the pictures





Why is it important to annotate work as it progresses?

- Annotate your sports still life work using What, How and Why

How can the refining process help you to fully realise intentions?

- Choose your best sports still life to develop further in a different media e.g. Colour pencil, paint, felt tip, biro etc.
- Annotate the developments

# Knowledge Organiser

Additional Subjects

**Sport Science**

Year

Term 1

2024/25



**The Abbey  
School**



# Sport Science // Year 11 // Terms 1-5

Cambridge National Level 1 / 2 Sport Science

R180: Reducing the risk of sports injuries and dealing with common medical conditions

## Prior Learning Links

- Knowledge of warm-ups and cool downs from Core PE.
- Knowledge of sporting examples from R181 and R182 and Core PE.
- Risk assessments and EAPs covered in R181.

## Future Learning Links

- BTEC Level 3 Unit 17 – Sports Injury Management
- BTEC Level 3 Unit 2 – Fitness Training and Programming



## KEY VOCABULARY

### KEY WORDS & TERMINOLOGY

**Topic Area 1:** Different factors which influence the risk and severity of injury

#### Key Terms:

- ✓ **Extrinsic factors** – where the factor or risk of injury comes from outside the body
- ✓ **Intrinsic factors** – where the factor or risk of injury comes from within the body
- ✓ **Contact sports** – sports where physical contact between performers is an accepted part of play
- ✓ **Non-contact sports** – sports where participants compete alternately, or are physically separated, or the rules detail no contact.
- ✓ **Hypothermia** – a dangerous drop in body temperature below 35°C.
- ✓ **Veterans** – performers above a certain age that is specific to the sport.
- ✓ **Psychological factors** – mental factors that affect a performer.
- ✓ **Motivation** – the drive to do something.
- ✓ **Arousal** – level of activation or excitement.
- ✓ **Anxiety** – negative emotional state due to nervousness.
- ✓ **Stress** – the feelings we get when we find it difficult to cope with the demands placed on us.
- ✓ **Confidence** – belief in your own ability to master a situation.
- ✓ **Aggression** – Intention to cause harm.
- ✓ **Mental rehearsal** – going over a skill in the mind before performance.

**Topic Area 2:** Warm up and cool down routines

#### Key Terms:

- ✓ **Warm up** - exercises to prepare the body for exercise so that the chances of injury or ill effects are reduced.
- ✓ **Dynamic stretches** – active stretching exercises.
- ✓ **Adrenaline** - hormone that prepares the body for exercise.
- ✓ **Lactic Acid** - waste product of anaerobic exercise; it causes fatigue.
- ✓ **Anaerobic** – without oxygen; oxygen is not used to produce energy during high-intensity, short-duration anaerobic exercise.
- ✓ **Cool down** - easy exercise done after a more intense activity to allow the body to gradually move to a resting condition.
- ✓ **Maintenance stretches** - stretches designed to just maintain flexibility.
- ✓ **Static stretches** – stretches where the stretched position is held for many seconds in an attempt to improve flexibility.
- ✓ **Proprioceptive neuromuscular facilitation (PNF)** - advanced form of flexibility training, involving both the stretching and contracting of the muscles being targeted.
- ✓ **Delayed onset muscle soreness** – muscle pain that starts a day or two after an exercise workout.

**Topic Area 3:** Different types and causes of sports injuries

#### Key Terms:

- ✓ **Acute injuries** – injuries caused by impacts or collisions.

**Topic Area 4:** Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

#### Key Terms:

- ✓ **Hazard** - something that can cause harm.
- ✓ **Risk** - the likelihood of danger.

- ✓ **Chronic injuries** - injuries caused by continuous stress.
- ✓ **Soft tissue injuries** - injuries to muscles, tendons or ligaments.
- ✓ **Hard tissue injuries** – injuries to part of the skeletal system, such as fractures or dislocations.
- ✓ **Strains** - injuries to muscles.
- ✓ **Sprains** - injuries to ligaments.
- ✓ **Ligaments** - tissue that connects bone to bone and strengthens joints.
- ✓ **Abrasion** - surface damage to the skin; grazes.
- ✓ **Cut** - skin wound where the tissues of the skin become separated.
- ✓ **Laceration** - a torn or jagged wound caused by a sharp object.
- ✓ **Contusion** - bruise caused by blood leaking into the surrounding area.
- ✓ **Blisters** - bubble on the skin caused by friction.
- ✓ **Fracture** - partial or complete break in a bone.
- ✓ **Dislocation** - when a bone is dislodged from its position in a joint.
- ✓ **Concussion** - head injury in which the brain is shaken inside the skull.
- ✓ **Tendonitis** - inflammation of the tendons.
- ✓ **Epicondylitis** - inflammation of an epicondyle of a bone.
- ✓ **Stress fracture** – tiny cracks in a bone caused by repetitive force, often from overuse.
- ✓ **Risk assessment** – careful examination of what, in relation to a sports activity, could cause harm to people.
- ✓ **Electrocardiogram (ECG)** - technology used to detect the rhythm and electrical activity within the heart.
- ✓ **Emergency action plan (EAP)** - written document identifying what action to take in the event of an emergency at a sporting event.
- ✓ **SALTAPS** - acronym for see, ask, look, touch, active, passive, strength.
- ✓ **DRABC** - acronym for danger, response, airway, breathing and circulation.
- ✓ **Recovery position** – position for an unconscious person that keeps their airway clear and open.
- ✓ **PRICE** - acronym for protection, rest, ice, compression, elevation.
- ✓ **Ultrasound** - use of high frequency sound waves to diagnose and treat injuries.
- ✓ **Electrotherapy** - use of electrical energy to treat injuries.
- ✓ **Hydrotherapy** - use of water to improve blood circulation, relieve pain and relax muscles.
- ✓ **Cryotherapy** - use of cold temperatures to treat injuries.
- ✓ **Contrast therapy** – use of quickly changing temperatures from hot to cold and back again to treat injuries.
- ✓ **Analgesics** – medication used to relieve pain.
- ✓ **Cast** - hard fibreglass or plaster casing designed to prevent broken bones from moving.
- ✓ **Splint** - plastic or fibreglass support for a limb injury.
- ✓ **Sling** - support, usually of folded cloth, designed to immobilise and rest the arm.

## Topic Area 5: Causes, symptoms and treatment of medical conditions

### Key Terms:

- ✓ **Asthma** - a condition in which the airways narrow and swell, which can make breathing difficult.
- ✓ **Inhaler** - device that allows medicine to be breathed in.
- ✓ **Nebuliser** - machine that allows medicine to be breathed in.
- ✓ **Glucose** - simple sugar found in blood used as an energy source.
- ✓ **Insulin** - a hormone that lowers blood glucose levels.
- ✓ **Diabetes** - condition in which blood sugar levels are not regulated by the body effectively.
- ✓ **Ketones** – chemicals produced by the liver during fat breakdown.
- ✓ **Diabetic ketoacidosis (DKA)** - a condition caused by excess ketones in the blood.
- ✓ **Insulin-dependent** - another name for Type 1 diabetes.
- ✓ **Insulin-resistant** – another name for Type 2 diabetes.
- ✓ **Hypoglycaemia** - low blood sugar level.
- ✓ **Hyperglycaemia** – high blood sugar level.
- ✓ **Epilepsy** – abnormal brain activity that causes recurring seizures.
- ✓ **Seizures** - bursts of electrical activity that temporarily affect how the brain works.
- ✓ **Triggers** - things that make epileptic seizures more likely.
- ✓ **Fatigue** - a feeling of overwhelming tiredness.
- ✓ **Anti-epileptic drugs (AEDs)** - medicine taken to help control seizures.
- ✓ **Ketogenic diet** - a diet high in fats and low in carbohydrates and proteins.

- ✓ **Sudden cardiac arrest (SCA)** - a condition in which the heart suddenly and unexpectedly stops beating.
- ✓ **Commotio cordis** – a sudden trauma, such as a blow to the chest directly over the heart at certain points in the heartbeat cycle that can cause sudden cardiac arrest.
- ✓ **Electrolytes** – minerals found in blood, urine and sweat that carry an electric charge when dissolved in water.

### 1. How do different extrinsic factors influence the risk and severity of injury?

Red

Amber

Green

#### Type of Activity

One extrinsic factor that can influence injury is the type of activity i.e. contact sports versus non-contact sports. Different sports and activities present different risks of injury, due to the requirements and demands of the sport.



**Contact sports**, such as rugby, football and field hockey, can increase risk of injury due to **impact**. **Written rules** are in place to reduce risk, e.g. no high tackle, or spear tackle, due to dangers.



**Non-contact sports**, such as gymnastics and trampolining, can still result in injury due to **complex routines** and the use of **apparatus** which is above the ground.

### 2. How do different intrinsic factors influence the risk and severity of injury?

Red

Amber

Green

#### Individual Variables

One of the main intrinsic factors is individual variables. Some individual variables have been shown to increase injury. However, some of these we cannot change, such as age.

Experience is one of 11 different individual variables you need to know...



**Experience**

- Experienced performers are more likely to have a body which has **adapted** to regular training and become **robust**, helping reduce the risk of injury.
- Experienced performers will know to complete an appropriate **warm-up** prior to exercising to help reduce the risk of injury.
- Experienced performers will also be able to **identify situations** which have the potential to result in injury, such as an opponent in football flying into a tackle, allowing them to pull out to save getting injured.
- Experienced performers are able to perform skills with the correct **technique**, preventing injury caused by poor execution of skills.

### 3. What are the key components of a warm-up?

Red

Amber

Green

#### Warm-ups

Below are the four key components of a warm-up:

1. **Pulse** should be **raised** gradually, e.g. by jogging, cycling or skipping.

This increases heart rate and helps deliver blood (and oxygen) to the working muscles.



2. **Mobility** – joints should be taken through their full range of movement, e.g. arm swings / hip circles.

This helps increase the pliability of the ligaments and tendons.

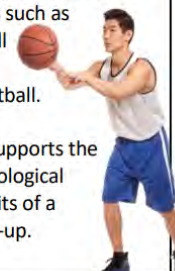


3. **Dynamic stretching** to move the muscle through its range of motion while on the move, e.g. performing lunges.

This increases the flexibility of muscles and joints.

4. **Skill-rehearsal phase** which replicates movement and skills of the sport, e.g. dribbling drills in football and passing drills in ball sports such as netball and basketball.

This supports the psychological benefits of a warm-up.



#### 4. What are the physiological and psychological benefits of a warm up?

Red

Amber

Green

##### Benefits of a Warm-up

Warming up is one of the most effective methods for the prevention of injury in sport. The clipboard below highlights the physiological and psychological benefits of a warm-up:



#### 5. What are the key components and physiological benefits of a cool down?

Red

Amber

Green

##### Cool Downs

A cool down is one of the most effective methods for the prevention of injury in sport and physical activity after exercise.

A **cool-down** should include the following:

- 1. Pulse-lowering exercises** (e.g. easy movements, light running and stretching) – this is to gradually lower the heart rate and reduce muscle temperature back to resting levels.
- 2. Stretching**, e.g. maintenance and static stretches, such as hamstring stretches after running, which helps return muscle length to its resting state. Proprioceptive neuromuscular facilitation (PNF) can also be used, where a partner or an external resistance is used to help move the muscle beyond its usual range of motion, increasing flexibility.

#### 6. What are the types and causes of acute injuries?

Red

Amber

Green

##### Acute Injuries

What are acute injuries?

##### **Acute injuries**

- Caused by **immediate trauma** to the body
- Result in **immediate pain**
- **Swelling** is common
- May result in **loss of function**
- Examples of how they can happen include:
  - **being hit by a ball**, e.g. a cricket ball
  - **a hard rugby tackle**

##### **Sprain**

Twisting of the **ligaments**, often caused by a sharp or sudden change in direction. The joint does not dislocate.

Leads to pain at the affected area, and may display swelling and a bruise (contusion). You may not be able to bear your weight.

**Examples include:** *anterior cruciate ligament (ACL) in the knee, which accounts for around 40% of all sports injuries*

7. What are the types and causes of chronic injuries?

Red

Amber

Green

**Chronic Injuries**

What are chronic injuries?

**Chronic/overuse injuries**

- Caused by **continuous stress / overuse**
- Injury develops over a **long period** of time

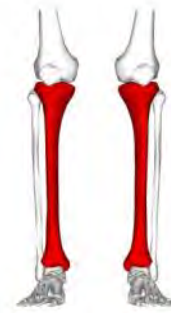


**REVISION TIP!**

Remember...

**A**cute = **A**t the time (i.e. immediate trauma)

**C**hronic = **C**onstantly or **C**ontinuous



**Shin splints**

Overuse injury caused by repeated impact during weight-bearing activities that causes pain when you start exercising.

8. How can you reduce the risk and severity of an injury or medical condition?

Red

Amber

Green

There are various measures that can be taken before and during participation in sport and physical activity to reduce the risk of injury; for example, emergency action plans (EAPs), safety checks, and risk assessments.

**Risk Assessments**

	Hazard	Risk	Control measures
Facilities	Deep water in swimming pool	Drowning, especially with beginners	Use depth markings and have a lifeguard present
	Leak from roof onto floor of sports hall	Slippery surface, resulting in injury	Use wet floor sign and mop up excess liquid
Equipment	Heavy weights in the gym	Failure to lift or maintain full control	Use a spotter and ensure equipment is loaded safely
	Cricket balls	Hard contact with unprotected areas of the body	Wear protective equipment such as pads, guards and helmets
Clothing	Poor ventilation	Risk of overheating	Wear well-ventilated clothing
	Lack of grip on footwear	Trip hazard	Ensure appropriate footwear is worn for the activity

**9. What are common responses and treatments to medical conditions?**

Red

Amber

Green

With any injury, it is important to respond to it quickly in order to allow for the quickest recovery and to prevent any further or permanent damage to the body.

**SALTAPS**

If you see an athlete injured on the field, you should follow this routine to assess their injury status.

<b>S</b> ee	This involves <b>viewing the injury</b> taking place, and starting the <b>assessment process</b> .
<b>A</b> sk	<b>Ask questions</b> to determine the nature, severity and location of the injury.
<b>L</b> ook	Try to discover any <b>physical signs</b> of an injury, e.g. cuts, bruises, etc.
<b>T</b> ouch	<b>Gently touch</b> the injured area (if the player permits you to) to assess damage.
<b>A</b> ctive	Have the athlete move the injured area to help determine their <b>range of movement</b> .
<b>P</b> assive	This is the external <b>physical movement</b> of the injured area by someone else (e.g. a first-aider).
<b>S</b> trength	<b>Determine the strength</b> of the injured area against resistance.



**10. What are the common causes, symptoms and treatments of medical conditions?**

Red

Amber

Green

There are several common medical conditions that can affect athletes and participants in sport. Asthma, diabetes, epilepsy, sudden cardiac arrest (SCA), hypothermia, heat exhaustion and dehydration are all covered in your exam.

**Asthma**

An asthma attack is where the symptoms have worsened to the point that the airways are so inflamed that oxygen delivery to the lungs is severely reduced.

Causes can be either environmental or induced by exercise.

<b>Environmental</b>	<ul style="list-style-type: none"> <li>• Polluted air, e.g. from cars in congested areas, or smoke produced by factories</li> <li>• Cold, dry air, such as that experienced in the evening and in winter months</li> <li>• Pollen, e.g. during the summer months</li> <li>• Dusty environments</li> </ul>
<b>Exercise-induced</b>	High-intensity exercise can cause a shortness of breath, reducing oxygen delivery to the lungs











**Symptoms**

Symptoms of asthma may include, but are not limited to:

- Coughing
- Wheezing
- Shortness of breath
- Tightness in the chest



**HOME LEARNING TASKS**

Task Description	Done?
<b>1) Complete Checkpoint 1 on The EverLearner at a minimum grade of 70%:</b> Different Factors Which Influence the Risk & Severity of Injury	 
<b>2) Complete Checkpoint 2 on The EverLearner at a minimum grade of 70%:</b> Warm Up and Cool Down Routines	 
<b>3) Complete Checkpoint 3 on The EverLearner at a minimum grade of 70%:</b> Different Types & Causes of Sports Injuries	 
<b>4) Complete Checkpoint 4 on The EverLearner at a minimum grade of 70%:</b> Reducing risk, treatment and rehabilitation of sports injuries and medical conditions	 
<b>5) Complete Checkpoint 5 on The EverLearner at a minimum grade of 70%:</b> Causes, Symptoms & Treatment of Medical Conditions	 

# Knowledge Organiser

Additional Subjects

**Dance**

Year

Term 1

2024/25



**The Abbey**  
School



**Dance Year 11 Term 1**  
**Revision of Content**

**Term Focus**

Students will focus on creating exam content for their NEA practical exam. All skills and knowledge developed over the past two years will come to fruition as pupils work through applying these skills to producing this work.

- Set phrases
- Group performance
- Choreography

**Prior Learning Links**

Students' will apply their knowledge of the following to devise their NEA Component 1 examination work:

- Safe Practice
- Expressive Skills
- Physical Skills
- Mental Skills
- Technical Skills
- Choreographic Devices
- Evaluating a Performance
- Choreographic Processes

**Future Learning Links**

- All skills will be integral to the final performance of students' exam.
- All skills explored practically will be analysed in Component 2 of the examination.



**KEY VOCABULARY: PHYSICAL SKILLS**

**Physical Skills enable a dancer to physically complete the action therefore giving an effective performance.**

**TOP TIP: We use BASIC SPEC FM to help us remember these skills.**

<b>Balance</b>	A steady or held position achieved by an even distribution of weight.
<b>Alignment</b>	The correct placement of body parts in relation to each other.
<b>Stamina</b>	The ability to maintain energy over a period of time.
<b>Isolation</b>	An independent movement of part of the body.
<b>Control</b>	The ability to stop and start movement, change direction and hold shape efficiently.
<b>Strength</b>	Muscular Power.
<b>Posture</b>	The way the body is held.
<b>Extension</b>	The lengthening of muscles or limbs.
<b>Coordination</b>	The ability to move 2 or more body parts at the same time efficiently.
<b>Flexibility</b>	The range of movement at a joint.
<b>Mobility</b>	The ability to move fluently from movement to movement.

**KEY VOCABULARY: EXPRESSIVE SKILLS**

**Expressive Skills are aspects that contribute to performance artistry and that engage the audience.**

**TOP TIP: We use FAT FROGS POUNCE MASSIVELY SIDEWAYS SOUTH to help us remember these skills.  
FFPMSS**

<b>Facial Expressions</b>	The use of the face to show mood, character or feeling.
<b>Focus</b>	The use of the eyes to enhance performance or interpretative qualities.
<b>Projection</b>	The energy the dancer uses to connect with and draw the audience in.
<b>Musicality</b>	The ability to make the unique qualities of the accompaniment evident in performance.
<b>Sensitivity to Other Dancers</b>	Awareness of and connection to other dancers. EG: Timing.
<b>Spatial Awareness</b>	Consciousness of the surrounding space and its effective use.

### **KEY VOCABULARY: CHOREOGRAPHIC DEVICES**

**Choreographic devices are the techniques that can be applied to choreography in order to present content in an interesting way.**

<b>Unison</b>	Performing the same movement at the same time.
<b>Canon</b>	Performing the same movement one after another.
<b>Manipulation of Number</b>	How the dancers are used. Example 2 V 1.
<b>Motif and Development</b>	Ways in which a movement phrase can be varied.
<b>Highlights</b>	Important moments of the dance.
<b>Climax</b>	The most significant moment of the dance.
<b>Complementary</b>	The performance of movements which are similar but not the same.
<b>Contrast</b>	The performance of movements which have nothing in common.

### **KEY VOCABULARY: CHOREOGRAPHIC PROCESSES**

**The choreographic process refers to the stages in which a dance is created.**

<b>Research</b>	Exploration of themes and information to inform the performance.
<b>Improvise</b>	Generating movement without any planning or consideration.
<b>Generate</b>	The creation of movement.
<b>Develop</b>	How movement can be changed and varied.
<b>Select</b>	Movements chosen to remain in the piece.
<b>Structure</b>	How the dance is arranged.
<b>Refine and Synthesise</b>	The final tweaks in order to make the performance complete.

### **KEY VOCABULARY: SAFE PRACTICE**

**Safe Practice refers to the personal care, respect for others, safe execution and preparation when dancing.**

<b>Warm Up</b>	The process completed prior to a dance activity in order to physically and mentally prepare the body. <ul style="list-style-type: none"> <li>- Joint Mobiliser</li> <li>- Cardiovascular activity</li> <li>- Stretches</li> </ul>
<b>Cool Down</b>	The process completed after dance activity in order to physically and mentally prepare the body for less activity. <ul style="list-style-type: none"> <li>- Stretches</li> <li>- Movement to lower the heart rate such as walking</li> <li>- Joint mobilier</li> </ul>
<b>Hydration</b>	The ability to retain water in the body. <ul style="list-style-type: none"> <li>- Drink water regularly</li> </ul>
<b>Nutrition</b>	Food groups eaten by a dancer. <ul style="list-style-type: none"> <li>- Carbohydrates – slow release of energy</li> <li>- Protein – supports tissue repair</li> <li>- Calcium – strong bones</li> </ul>
<b>Attire</b>	What the dancer is wearing. <ul style="list-style-type: none"> <li>- Tight fitted clothing</li> <li>- Appropriate footwear</li> <li>- Hair up</li> <li>- Jewellery off</li> </ul>
<b>Environment</b>	The space/environment in which the dancer is performing in. <ul style="list-style-type: none"> <li>- No spillages</li> <li>- No obstacles</li> <li>- Large, clear space</li> <li>- Well ventilated</li> <li>- Sprung floor</li> <li>- Mirrors</li> </ul>
<b>Technical Accuracy</b>	How the dancer maintains personal care for the body and others when dancing. <ul style="list-style-type: none"> <li>- Hands flat on the floor</li> <li>- Bending of the knees with correct alignment</li> <li>- Not over exerting oneself</li> <li>- Sensitivity to others</li> </ul>

<b>1. What needs to be considered for the performance of the set phrases?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p><b><u>Set Phrases:</u></b></p> <p>The set phrases you are performing are:</p> <ul style="list-style-type: none"> <li>- <b><u>Breathe</u></b></li> <li>- <b><u>Shift</u></b></li> </ul> <p><b><u>Each set phrase is marked out of 12.</u></b></p> <p>Not only must you be able to perform each set phrase with confidence but you must also be able to evaluate your performance in Section B of the written paper.</p>			

MARK	PHYSICAL	TECHNICAL	EXPRESSIVE
4	Exceptional ability to demonstrate physical skills and attributes safely.	Exceptional ability to demonstrate technical skills accurately and safely.	Exceptional ability to demonstrate expressive skills.
3	Highly developed ability to demonstrate physical skills and attributes safely.	Highly developed ability to demonstrate technical skills accurately and safely.	Highly developed ability to demonstrate expressive skills.
2	Sound ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate technical skills accurately and safely.	Sound ability to demonstrate expressive skills.
1	Limited ability to demonstrate physical skills and attributes safely.	Limited ability to demonstrate technical skills accurately and safely.	Limited ability to demonstrate expressive skills.
0	Nothing worthy of credit.		

#### Section B: 6-mark questions

- Identify a minimum of 4 skills
- For each skill provide specific examples from both set phrases
- Explain how that specific skill contributed to your performance of the set phrase.

#### 2. What needs to be considered for my group performance?

Red

Amber

Green

#### Group Performance:

You must perform in a group performance for a **minimum of three minutes** in a dance which is a **maximum of five minutes** in duration.

The duet/trio dance may be choreographed with your teacher.

The duet/trio performance **must** have:

- A clearly identified choreographic intent
- Action, dynamic and spatial content of the remaining two set phrases – Flux and Scoop
- Include sufficient challenge which showcases your strengths effectively

#### Section B: 6-mark questions

- Identify a minimum of 4 skills
- For each skill provide specific examples from your group performance
- Explain how that specific skill contributed to communicating your choreographic intention or overall performance.

**MARKS PHYSICAL – REFLECT INTENT**

**TECHNICAL – REFLECT INTENT**

**EXPRESSIVE – REFLECT INTENT**

8 Clear

7 Just	Exceptional ability to demonstrate physical skills and attributes safely.	Exceptional ability to demonstrate technical skills accurately and safely.	Exceptional ability to demonstrate expressive skills.
6 Clear	Highly developed ability to demonstrate physical skills and attributes safely.	Highly developed ability to demonstrate technical skills accurately and safely.	Highly developed ability to demonstrate expressive skills.
5 Just	Sound ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate technical skills accurately and safely.	Sound ability to demonstrate expressive skills.
4 Clear	Sound ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate technical skills accurately and safely.	Sound ability to demonstrate expressive skills.
3 Just	Limited ability to demonstrate physical skills and attributes safely.	Limited ability to demonstrate technical skills accurately and safely.	Limited ability to demonstrate expressive skills.
2 Clear	Limited ability to demonstrate physical skills and attributes safely.	Limited ability to demonstrate technical skills accurately and safely.	Limited ability to demonstrate expressive skills.
1 Just	Limited ability to demonstrate physical skills and attributes safely.	Limited ability to demonstrate technical skills accurately and safely.	Limited ability to demonstrate expressive skills.

### 3. What needs to be considered in a group choreography?

Red

Amber

Green

#### Choreography:

You must learn how to respond creatively to an externally set stimulus, to choreograph your own complete dance. The dance must be a group dance of a minimum of **three minutes** and a maximum of **three and a half minutes** for two to five dancers.

which:

- includes a chosen aural setting
- can be in any style or style fusion(s) (as long as it meets the assessment criteria)
- communicates their own chosen choreographic intention

You may wish to be in your own work.

#### Total Marks /40

- **Action/Dynamic = /8**
- **Space / Relationships = /8**
- **Choreographic Devices = /8**
- **Aural Setting = /8**
- **Structuring Devices = /8**

For each decision you make, you need to consider how it links to the overall theme of your dance. You must also be able to analyse and evaluate your choreography in Section B of the written paper.

#### **HOME LEARNING TASKS**

Task Description	Done?
Use 'Look, Cover, Write, Check' to learn the Key Vocabulary	
Discuss how physical skills contributed to your performance of the set phrases? (6 marks)	
Discuss how expressive skills contributed to your performance of the set phrases? (6 marks)	
Discuss how technical skills contributed to your group performance? (6 marks)	
Discuss mental skills contributed to your group performance? (6 marks)	
Discuss how the use of choreographic devices contributed to the intention of your choreography? (6 marks)	
Discuss how the use of spatial content contributed to the intention of your choreography? (6 marks)	
Discuss how the use of relationship contributed to the intention of your choreography? (6 marks)	

# Knowledge Organiser

Additional Subjects

**Drama**

Year

Term 1

2024/25



**The Abbey  
School**

**Drama Year 11 Term 1**  
**An Inspector Calls – Act 3**

**Term Focus**

You will learn how to:

- Build upon your understanding of performance skills both through theoretical and practical explorations.
- Develop your understanding of 'An Inspector Calls' both practically and theoretically and how this links to Unit 3 of your examination.
- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.
- Evaluate your own work in addition to the work of your peers.



**Prior Learning Links**

- Act 1 – An Inspector Calls – Unit 3
- Act 2 – An Inspector Calls – Unit 3
- Unit 1 – devised performance and evaluation

**Future Learning Links**

- Key skills will continue to be developed in preparation for analysis in Unit 3.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

**KEY VOCABULARY: PERFORMANCE SKILLS**

**Performance Skills are used by an Actor to convey a character.**

<b>Planned Movement</b>	Physical actions that are organised prior to the performance and then rehearsed.
<b>Positioning</b>	Arranging an actor in a place/way. Where the actor is facing.
<b>Posture</b>	How the body is held.
<b>Body Language</b>	Movements with the body, that communicate feeling.
<b>Eye Contact</b>	Where the actor is looking.
<b>Discipline</b>	The ability to maintain commitment in conveying a character on stage.
<b>Space</b>	How the environment is used.
<b>Levels</b>	How high or low an actor is positioned on stage.
<b>Vocal Skills</b>	How the voice is used to communicate emotion and character.
<b>Gestures</b>	Using your hands to further express meaning or emotion.
<b>Facial Expressions</b>	Showing mood through the movement of your face.

**KEY VOCABULARY: DRAMA TECHNIQUES**

**Drama Techniques are used in an abstract performance, to present an idea in an alternative way.**

<b>Thought Tracking</b>	A character telling the audience their thoughts and feelings about the situation on stage. All other actors remain in a still image. The Actor breaks down the fourth wall of Actors and audience.
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<b>Still Image</b>	. A frozen moment in a scene.
<b>Monologue</b>	A speech spoken by one character.
<b>Choral Speaking</b>	A group of actors speaking at the same time.
<b>Slow Motion</b>	Changing the pace of movement/speech in order to emphasis that specific moment. The speed to complete the action takes longer.
<b>Flashback</b>	A scene from the past.
<b>Cross Cutting</b>	Mixing up the order of scenes, so the order is no longer chronological.
<b>Narration</b>	A spoken commentary for the audience about what is happening on stage.
<b>Organic Sound</b>	Sounds created by the Actors (not recorded).
<b>Synchronisation</b>	Actors moving at the same time.
<b>Canon</b>	Performing the same action one after another.
<b>Multi-role</b>	One actor taking on more than one role in a performance.
<b>Hot Seating</b>	Questioning an Actor and the Actor responds as the character they are playing. This is a key rehearsal technique.
<b>Physical Theatre</b>	Using your body to communicate an idea.
<b>Mime</b>	Performing actions without talking and without the aid of props.
<b>Mirroring</b>	2 Actors facing one another and moving at the same time as if they were a reflection of each other.
<b>Split – Role</b>	Multiple Actors playing the same role.
<b>Flash Forward</b>	A scene from the future.
<b>Tableau</b>	The bigger picture. A larger scale still image which captures the whole scene or story.
<b>Repetition</b>	Performing an action/word/sound again
<b>Marking the Moment</b>	When a moment in a scene is emphasised. A moment in a scene can be emphasised by one of the drama techniques listed such as slow motion.

## 1. What is the synopsis of Act 1?

Red

Amber

Green

Before the play begins, Priestley gives detailed instructions on how the play should be staged. The action takes place in a single room with few adjustments needed during the performance. The stage directions specify that the house is 'not cosy and homelike' and the lighting needs to become 'brighter and harder' once the Inspector arrives. The first of the three acts opens with the Birling family and Gerald Croft celebrating the engagement of Sheila Birling and Gerald.

### Mr Birling makes a speech

As it is a happy occasion, Mr Birling takes the opportunity to make a speech. During the speech he reveals how happy he is that Sheila is marrying Gerald because Gerald's parents are wealthy business owners. It is clear that Mr Birling feels this marriage will be to his advantage, he boasts that he is to be considered for a *knighthood*. It is important to realise that the audience of 1945 would pick up on the fact that a lot of what Mr Birling says is incorrect. He states how war will never happen and that the Titanic is unsinkable. This would indicate to the audience that what Mr Birling says is not to be trusted. It might also alert them to a few other clues that Priestley gives in this opening scene that things are not as positive as they might appear in the Birling house. Eric Birling is distracted and a little drunk, while Sheila teases Gerald about him neglecting her last summer. During the speech, Mr Birling suggests that 'a man has to make his own way'. At this precise moment, Inspector Goole arrives.

### Eva was sacked from the Birling factory



Inspector Goole interrogates Mr Birling (British premiere in 1946)

The Inspector tells the family that a girl died in the infirmary two hours ago. She took her own life by drinking disinfectant. The family are shocked by this news but don't see how they could be involved. The Inspector has a picture of the girl and a letter and diary she had written. He only ever shows one person the picture at a time - this is an important detail for later. He reveals the girl's name - Eva Smith, and that she used to work in Mr Birling's factory. Mr Birling had Eva sacked as she was the ringleader of a group of workers who had asked for higher pay. Mr Birling still can't see how he has anything to do with Eva's death. The Inspector points out that her being sacked could be the beginning of a chain of events that led to her suicide but Mr Birling is still not convinced.

## 2. What is the synopsis of Act 2?

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### Sheila Birling and Eva Smith

Inspector Goole makes Sheila feel guilty for her behaviour

The Inspector explains that Eva Smith had no family to turn to and was out of work for two months after being sacked by Mr Birling. He then turns his attention to Sheila who has been deeply affected by the news of the girl's suicide. He asks if she remembers making a complaint about a worker at the department store, Milwards. She does and then he shows her the photograph to confirm the girl's identity. Sheila is horrified when she finds out that her complaint led to Eva being sacked for a second time. Sheila gives a full and honest account of what happened in the store, admitting that she thought Eva had smiled when she tried on a dress that didn't suit her. Sheila is very ashamed of her behaviour.

### Gerald and Eva Smith

The Inspector says that after being sacked from Milwards, Eva Smith changed her name to Daisy Renton. On hearing this, Gerald is shaken and privately Sheila presses him for more information. He admits that he was having an affair with Daisy over the summer and that was why he didn't see Sheila. The first act ends.

Act II begins with Gerald and Sheila discussing the affair. Gerald is initially hesitant to come clean but eventually tells the truth. Although Sheila respects him for his honesty, she returns his engagement ring. Gerald had picked up Daisy in a bar and had looked after her, giving her money and accommodation. While Gerald was fond of Daisy, she had much stronger feelings for him and was devastated when Gerald ended the relationship.

### Mrs Birling and her involvement

Mrs Birling reveals how she knew Eva Smith

The Inspector tells us that after the affair with Gerald, Daisy went to live by the sea for two months - this was when she kept the diary he had found. Attention then turns to Mrs Birling who is revealed to be a prominent member of the Brumley Women's Charity Organisation. She has kept quiet about the fact that just two weeks earlier Daisy had approached the charity seeking help. Daisy had called herself Mrs Birling when she introduced herself to the charity, Mrs Birling did not like this and sent her away. The Inspector continues to question Mrs Birling and it turns out that Daisy was pregnant. Mrs Birling claims that the man who got her pregnant should be made an example of. Sheila knows what has happened by this point and begs her mother to stop talking, Eric enters the scene and Act II ends.

## 3. What is the synopsis of Act 3?

Red

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Green

### Eric's Confession

Mrs Birling looks very stupid after Eric admits that it was he who got Daisy pregnant. Like Sheila, he is very ashamed of his actions and is honest about his involvement with Daisy. He tells the Inspector that he drinks heavily and how, during a night out, he met Daisy. He admits that the first time they met he walked her home and pressured her into letting him into her lodgings. He slept with her that evening and on a further evening. When he next met Daisy, he found out that she was pregnant. They both knew that they weren't in love and marriage wasn't an option but Eric wanted to help by giving her money. She refused to accept the money when she found out Eric had stolen it from his father's business.

### The Inspector leaves

The family are distraught by this point and are arguing amongst themselves. The Inspector interrupts and makes a speech about how if we are not responsible for each other, there will be terrible consequences. The Inspector leaves and Gerald returns after a walk outside. He met a police officer and found out that

there was no Inspector Goole on the force. They also begin to wonder if the girl mentioned to each of them could have been 'four or five different girls', suggesting that the whole evening could have been a trick. Gerald rings the local infirmary and discovers that no girl who had died by drinking disinfectant had been admitted. Mr and Mrs Birling and Gerald are excited by the idea that they may not be to blame. Eric and Sheila are aware that it makes no difference whether or not the Inspector was real, they still behaved badly.

### The phone rings

Just as Mr Birling is mocking the Inspector and is celebrating that he is off the hook, the phone rings. Mr Birling answers and to his horror it is the police. They inform him that a girl has just died after drinking disinfectant and a police officer is on their way to ask the family some questions. The curtain falls and the play ends.

## 4. Who are the characters in 'An Inspector Calls' and how do they contribute to the narrative?

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### Character Profile: Mr Birling

Mr Birling is the head of the Birling household. He has made himself very wealthy by being a 'hard-headed' business man. He is an active member of the community in Brumley and thinks that he might be in the running for a Knighthood. At the start of the play he comes across as being arrogant, making long speeches about his predictions for the future. He also makes assertions about how a man should look out for number one and not waste time helping others. It is at this exact moment that the Inspector arrives. Sybil, his wife, is his 'social superior' and it is hinted that he is self-conscious about being from a more working-class background. He is materialistic and possessive and also has old fashioned views about women. Mr Birling is shaken by the investigation and is shocked by the behaviour of his son Eric. However, he doesn't learn any lessons during the course of the play. When it seems that the Inspector might have been an imposter he is overjoyed and mocks the others for having been 'tricked' by the investigation.

### Character Profile: Sheila Birling

Sheila Birling is Arthur and Sybil's daughter and is in her early twenties. At the start of the play she is celebrating her engagement to Gerald Croft and she is a giddy, naïve and childish young lady. The Inspector arrives and she is very shocked by the news of Eva Smith's death, she is also very regretful of her own involvement in the suicide.

### Character Profile: Inspector Goole

The Inspector arrives whilst the Birling family are celebrating the engagement of Sheila and Gerald. The stage directions state that he 'need not be a big man' but that he must create an 'impression of massiveness, solidity and purposefulness'. The Inspector investigates each family member one at a time and in doing so, reveals the consequences of their behaviour.

He drives forward the drama, with his questions creating shocking moments and gripping cliff-hangers for the audience. By the end of the play it is revealed that he isn't actually an Inspector. It is not entirely clear who he is, Priestley leaves it up to the audience to decide. His name 'Goole' suggests a supernatural or ghost like element, and he seems to know what the characters will say before they do - is he the conscience of the audience? Is he the voice of Priestley? Either way he delivers a frightening message when he leaves, that if people do not take responsibility for each other, the world is doomed.

### Character Profile: Mrs Birling

Mrs Sybil Birling is Arthur Birling's wife and right from the opening of the play she is **cold**-hearted and snobbish despite being a prominent member of local women's charity. Throughout dinner she tells Sheila and Eric off for things that she considers impolite whilst ignorantly turning a blind eye to her son drinking too much. It is clear that despite Eric being old enough to drink and Sheila getting married, she sees them both as children, not as a young man and woman.

### Character Profile: Eva Smith

We never meet Eva Smith during the course of the play, but she is a very important character. It is her death that is the cause of the Inspector's investigation which in turn drives the drama.

The audience learns about Eva through the Inspector, who has read a letter and a diary she kept. They

also learn about her through the characters she came into contact with. A lot of the information about her is inferred - from the incident at Mr Birling's factory we can infer that she was strong willed. From her interaction with Sheila the audience can see that Eva had a sense of humour. Her relationship with Gerald, when she changed her name to Daisy Renton, reveals her sensitivity. By the time she reaches Eric and Sybil, Eva is desperate and resourceful in trying to get herself help. Eva is always referred to in a positive light by the characters that met her but the Inspector never lets the audience or the Birlings and Gerald forget her gruesome death. The Inspector's final speech reveals Priestley's lesson that there are millions of Eva Smiths being exploited and this must not continue.

### **Character Profile: Gerald Croft**

Gerald is described as 'an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town'. Mr Birling is very pleased that Gerald is getting engaged to Sheila because his family are upper-class business owners, Mr Birling hopes they can join forces in business.

At the beginning of the play, Gerald comes across as being confident and charming. This changes after his affair with Eva Smith is revealed. Gerald gives himself away when he hears that Eva changed her name to Daisy Renton. He initially is evasive and tries not to talk too much about it but redeems himself in the eyes of the audience by being more open and honest about it as he talks to Sheila. He lets himself down in the final act by trying to get the family out of trouble, he doesn't seem to have learned from his mistakes.

### **Character Profile: Eric Birling**

Eric is the Birlings' son and is in his early twenties, he is described as being 'not quite at ease, half shy, half assertive'. In other words, he lacks confidence. At points he tries to stand up to his father but is talked down. It becomes clear that he is drunk at the dinner table and later it is revealed that he has been drinking too much for quite some time.

## **5. What are the key themes in the text and how are they explored?**

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### **Wealth, power and influence**

The Birling family are a very wealthy family who enjoy their high status in society and relish all the advantages of being rich and powerful. The opening scene illustrates their wealth as they eat and celebrate in luxurious and comfy surroundings. Sheila's marriage to Gerald may also result in a powerful merger with another wealthy family and everyone is feeling very pleased with themselves and with life in general. The Inspector's investigation shows the family have used their power and influence immorally, by disempowering and worsening the position of a girl from a lower class. The play demonstrates the corruption implicit within a capitalist economy in which wealth and influence are concentrated to a small percentage of the population.

### **Blame and responsibility**

Throughout the play, the Inspector investigates who is to blame for Eva Smith's death and who is prepared to take responsibility. The arc of the play follows the gradual spreading of responsibility to each of the characters as the Inspector shows how each of them must take the responsibility and blame for the treatment of Eva Smith. The lesson of the play is that within society, we must all take responsibility for our actions and their consequences.

### **Age**

As the play develops, the younger members of the family grow ashamed of how they have abused their social position and influence. However, the parents remain proud of their economic and social standing. Therefore, they fail to see the bigger picture. Age is an important theme as Priestley uses it to show how he believed there was hope that the younger generation would listen and change, moving away from the selfish and capitalist views of the previous generation.

### **Gender**

The play draws attention to a society that was changing and where the role of women was being redefined. On one hand, Mr. Birling represents a generation of men who regarded women as inferior. On the other hand, Eva Smith represents a new generation of women struggling to become independent.

### **Class**

At the time the play was written and set, there were two distinct classes of people in society, and this separation divided Britain. The Birling family and Gerald symbolise the wealthy and rich class who supported a capitalist society. Eva Smith symbolises the working-class members of society. Priestley wanted to highlight that inequality between the classes existed and that the upper class looked down on the working class, taking advantage of them and treating them unfairly. The Inspector shares Priestley's beliefs that a fairer society needed to be established.

**6. What needs to be considered when staging a performance of 'An Inspector Calls'?**

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Green

**Costume includes:**

- Colour
- Material
- Accessorises
- Length
- Style
- Footwear
- Garment
- Hair and make up

**Physical Setting includes:**

- Props
- Stage Type
- Set Design
- Special Effects
- Lighting

**Lighting includes:**

- Colour
- Type of lighting
- Position/Direction of lighting
- Intensity

**Sound includes:**

- Type of sound
- Volume of sound
- Speed of sound

**Style:**

- Naturalism
- Abstract

**Performance Skills**

**Drama Techniques**

Section A requires analysis of 'An Inspector Calls' however Section B requires you to review an alternative piece of theatre. Both sections require the features listed above to be discussed and evaluated.

**HOME LEARNING TASKS**

<b><u>Task Description</u></b>	<b>Done?</b>
Use 'Look, Cover, Write, Check' to learn the Key Vocabulary	
Discuss how costume could be used to portray one of the characters in the play?	
Discuss how lighting could be used to portray a specific moment in Act 3?	
Discuss how the physical setting could be used in Act 2?	

Discuss how sound could be used in the overall plot of the play?	
If staging 'An Inspector Calls', how would you create an abstract performance?	
If staging 'An Inspector Calls', how would you use performance skills to devise a naturalistic performance of the play?	

# Knowledge Organiser

Additional Subjects

**Business**

Year

Term 1

2024/25



**The Abbey  
School**

# Business Year 11 Term 1 – Market and Pitch

Term Focus – Controlled Assessment R069 Market and pitch a business proposal



## Prior Learning Links

Students previously designed their pitch covering;

- What Is Branding?
- Why Branding Is Used
- Methods of Branding
- Competitor Analysis
- Analysis of the external environment

## Future Learning Links

Different types of market research  
Understanding segmentation  
Costs and Revenue

## KEY VOCABULARY

### KEY WORDS

Trust, Recognition, Image  
Differentiation, Added value, Loyalty  
Brand name, Logo, Jingle, Strapline

### KEY SUBJECT TERMINOLOGY

**Strengths, Weaknesses, USP, Social Technological, Ethical, Environmental**

## 1. Branding

**Red Amber Green**

Explain what branding is and why businesses use branding. - Explain the three main aspects of branding and what they mean with some examples; brand personality, brand identity, brand image.



**Brand recognition:** being more widely recognised than your competition can save a business money on advertising and public relations

**Product image:** this can be used to project a certain image for the product. It helps to create a certain reputation and also to target customers (e.g. Rolex).

**Differentiation:** a strong branding brand helps the business to stand out from its competitors

**Adding value:** a strong brand enables the business to charge a higher price for its goods (e.g. Apple). This leads to higher profit.

## 2. Competitors

**Red Amber Green**

Choose 3 different competing brands to research for your business. These competitors will need to be sellers of the same product/service that you are selling.

## Competitor analysis

### Strengths

- What is a business good at?
- What does it do well?
- Why would customers choose the business's product?
- Is its brand name stronger?

### Weaknesses

- What is the business not doing so well?
- How is it not meeting customers' needs?
- Are any weaknesses of the business strengths of its competitors?

### Unique selling point

- Does it have a USP?
- What makes its product stand out?
- What does it offer that is unique?

### Differentiation

- What products does it sell that are similar to those of its competitors?
- Does it already sell the product being created by a competitor?
- How can competitors make their products different?

### 3. USP

Red

Amber

Green

Evaluate what their **strengths and weaknesses** are and what their **USP (Unique Selling Point)** is and the effectiveness of this

#### Unique selling point

- Does it have a USP?
- What makes its product stand out?
- What does it offer that is unique?

### 4. External Environment

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Green

Outline what is considered in the external environment of your business and the impact that this research will have on the decision making in your business and your business in general.

<b>Economic</b> (e.g. tax rates, interest rates, inflation)	<ul style="list-style-type: none"><li>• How have interest rates/tax rates affected the amount of money people have to spend?</li><li>• How are the exchange rate and inflation affecting production costs?</li><li>• What are current employment rates?</li></ul>
<b>Social</b> (changes in the population)	<ul style="list-style-type: none"><li>• Is the population growing or shrinking? What is the average age of the population?</li><li>• What are current consumer trends and fashions?</li><li>• What are current lifestyle trends?</li></ul>
<b>Technological</b> (advances in technology)	<ul style="list-style-type: none"><li>• Has new technology emerged?</li><li>• Can the product be produced more efficiently or faster?</li><li>• Are there opportunities for innovation?</li><li>• Can the business communicate with customers/market and sell products online?</li></ul>
<b>Ethical</b> (operating in a fair and right way)	<ul style="list-style-type: none"><li>• How do ethics affect customers' views of the business?</li><li>• Will producing an ethical product increase costs?</li><li>• Can the business charge a higher price for more ethical products?</li></ul>

### 5. Your brand

Red

Amber

Green

Create a brand for your business taking into consideration the 3 aspects from above; brand personality, brand image and brand identity.

#### Brand personality:

A set of characteristics that customers associate with a company or a product:

durable, luxurious, sporty, value for money, exciting.

Based on human characteristics (e.g. friendly, reliable, elegant, sophisticated).

They express how the brand wants people to see it or relate to it.

#### Brand identity:

The image that comes to mind when you hear a company's name:

visual look, colours used, typeface, logo placement.

Includes all of the visual elements associated with the brand.

Used to attract new customers but also to retain existing customers by creating familiarity.

#### Brand image:

How customers think of your brand:

logo design, customer perception, brand association.

The customers' current perception of a brand.

It is developed over time as a result of customers' interactions with the brand.



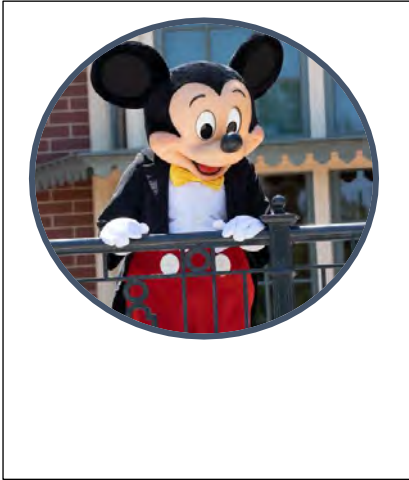
## 6. How does the brand appeal to your customer profile?

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Explain in detail why these choices make your business likely to succeed and explain why this brand will appeal to your customer profile. Discuss what branding methods you are choosing for your business proposal and why you feel these choices fully appeal to the needs of your target customer profile and relate your research of your competitors to this. You need to choose 3 different branding methods, one being a logo



- brand name
- logo
- sound/jingle
- strapline
- characters
- celebrity endorsement.



## 7. Your USP

Red

Amber

Green

Choose a unique selling point for your business proposal and identify overall the strengths, weaknesses of the business proposal and the effectiveness of your unique selling point

## 8. Objectives of Campaign

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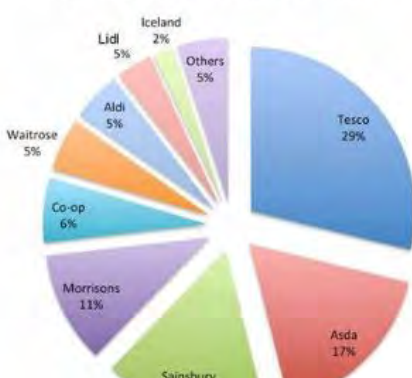
Green

Decide on the objectives of your campaign. You can choose from "Raise Awareness", "Differentiate", "Create Market Presence" and "Increase Market Share". I want you to choose two objectives for your campaign and explain

- Why you feel like they are important and
- What it will mean for the business if they achieve this objective (How will it benefit them?)



UK Supermarket Market Share



Businesses will try to increase their market share by making their product or services available in multiple locations

Businesses will also sell in different ways such as online, offline and different channels

There should also be initiatives and schemes to attract new customers as well as retain existing customers

## 9. Timeframe

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Green

What is the timeframe of your campaign? What promotional activities will you be using? What is the budget? Who are the customers? What are their interests? What mediums are they likely to use (e.g. newspapers or social media or both)?

Activity	Duration	Start date
Set campaign objectives	7 days	Week 1
Plan campaign activities and promotional materials	7 days	Week 1
Identify KPIs	7 days	Week 2
Develop and refine the promotional message	14 days	Week 3
Put together costs and budget for the campaign	7 days	Week 3
Design promotional materials	14 days	Week 4
Review and sign off promotional materials and budget	7 days	Week 6
Produce promotional materials	14 days	Week 7
Run the advertising campaign	21 days	Week 9
Review and evaluate the campaign against objectives and KPIs	7 days	Week 12

## 10. Key Performance Indicators

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Green

What Key Performance Indicators (KPI's) will you use to ensure success of your campaign? Pick two and explain why you think these are a good choice and how they will keep the business in line to reach the objectives

Key Performance Indicators (KPIs) are ways in which a business will assess the success of each campaign

They need to be specific for your promotional campaign

For example: Products sold per week, month, How many people viewed the item, Best selling product in the month

## 11. Advertising materials

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Amber

Green

Create your campaign advertising materials. You need to choose 3 - one digital and non-digital minimum and then a second of either - Link these to how they suit your target customer profile/market, how well they suit the product you are offering (backpack), what the business is offering, how they compliment and work well with each other.

### Non-digital:

1. Leaflets
2. Newspapers
3. Magazines
4. Radio
5. Posters / billboards
6. Cinema

### Digital:

1. Social Media – video, feedback, social networks
2. Websites
3. Online banners / pop-ups
4. SMS texts
5. Podcasts
6. Vlogs / blog

## 12. Justification of timeframe

Red

Amber

Green

Justify why you think this plan/timeframe will work and be successful for the objectives and promotional materials you have chosen. Discuss when you will use your KPI's to check whether the campaign is on track or not.

## HOME LEARNING TASKS

### Task Description

Done?

Research Task: Economic  
(e.g. tax rates, interest rates, inflation)  
How have interest rates/tax rates affected the amount of money people have to spend?  
How are the exchange rate and inflation affecting production costs?  
What are current employment rates?

Research Task: Ethical  
(operating in a fair and right way)

<p>How do ethics affect customers' views of the business? Will producing an ethical product increase costs? Can the business charge a higher price for more ethical products?</p>	
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# Knowledge Organiser

Additional Subjects

**Media**

Year

Term 1

2024/25



**The Abbey**  
School

# Media Year 11 Term 1 – Component 2

Term Focus – Students will be working on their Component 2 coursework in response to a brief set by the exam board



## Prior Learning Links

Year 10 terms 4-6 Component 2 Practice

## Future Learning Links

- Year 11 Term 3 Exam prep

## KEY VOCABULARY

### KEY WORDS/ SUBJECT TERMINOLOGY

**Convention** – Something we would expect to see, for example a convention of an action film would be explosions. A product convention would be something we expect to see in a certain product, e.g. a film poster would usually have the title of the film

**Publishing**- Media products that are physical and can be printed, e.g. posters, magazines, leaflets etc

**Demographic**- A way to categorise audience based of factors like age, gender etc

**Audience**- The people who are the intended 'consumers' of media

**Producer**- The person/s responsible for creating and distributing media products

**Purpose**- The reason a media product has been created, usually to **persuade, inform** or **entertain** (PIE)

**Genre**- The category a media product belongs to, based on the conventions it has

**Brief**- A set of instructions that a client would give a media company about what they require to be done

**Mood board**- A collage of images, colours, fonts and graphics that give inspiration for coming up with an idea

**Work flow**- A break down of the tasks that need to be done, the order to be done and the time to be dedicated to them

**Sketches**- A pencil drawing of ideas

**Mock up**- A digital rendering of a concept or idea that could be shown to a client to see if they agree with the direction of the project

**Place Holder Images**-Images from the internet that are just temporality being used to give an impression of what the product would look like.

### 1. What do I do once I receive my coursework brief?

Red

Amber

Green

Once you receive your coursework brief you need to read it thoroughly.

You must ensure that you are clear about the following things:

- Who the client is
- What is the purpose of the product they want you to create
- Who is the target audience?
- How long/how many pages do you have to produce?

Only once you have answer these questions, should you then start to consider coming up with some ideas.

### 2. How do I come up with ideas and how many different ideas should I come up with?

Red

Amber

Green

Preferably you need to come up with the ideas yourself!

You need to come up with at least three different ideas/ways of meeting the requirements of the brief.

Remember that each idea is completely separate and that you should not combine ideas. For example if you are expected to create three pages in total then each idea should have 3 pages worth of content, not 3 ideas with 1 page of content!

If you are struggling for inspiration then look online at similar products and use those as a starting point. However, be careful not to just copy something that already exists, if you do that you will likely be disqualified.

Once you have your ideas then just set out on a slide as shown



## Generating Ideas

**Idea 1**

1. I want to make posters that convey the message of the film - as a way of raising awareness.

2. I want to make posters that convey the message of the film - as a way of raising awareness.

3. I want to make posters that convey the message of the film - as a way of raising awareness.

**Idea 2**

2. I want to make posters that convey the message of the film - as a way of raising awareness.

3. I want to make posters that convey the message of the film - as a way of raising awareness.

**Idea 3**

3. I want to make posters that convey the message of the film - as a way of raising awareness.

### 3. How do I expand and review my ideas?

Red    Amber    Green

Once you have your three ideas, you need to reflect on each one.

- What is an advantage to choosing this idea?
- What would be a negative?
- What would be the practicalities of doing this idea?

#### Expanding and reviewing ideas

Once you have analysed each idea then you need to choose the one you are going to move forward with and explain why you went with this option.

Set it out as shown:

**Pros of Idea 1:**

- Innovative design and challenges the normal design of a movie poster.
- No other movie poster in this genre looks like this.
- Changes form and gives a guide to content.

**Cons of Idea 1:**

- Hard to carry out due to many elements.
- Might not look like what it is intended to be and look impeded.
- Might not come off as a trailer movie poster.

**Pros of Idea 2:**

- Challenges existing stereotypes as there is a lesbian lead of an action movie.
- Poster breaks down boundaries in the action genre as having a LGBTQA action hero is challenging, and design is innovative.
- Creating photography for the poster would be easy for poster.

**Cons of Idea 2:**

- Might become messy if too many elements are on there.
- Needs to have lesbian flag visible to make poster's innovative.
- The idea might not come off as easily as the lesbian flag colours are not immediately recognisable, or people confuse it's the lesbian flag colours.

**Pros of Idea 3:**

- Its innovative and is different from any other movie poster as having a living family and a female movie poster that has stereotypical elements instead the film and genre.
- The subversion of expectations as being a stereotypical family can create intrigue among the audience who don't expect a female movie to have such a stereotypical family.

**Cons of Idea 3:**

- Too much going on - People might not notice it's a trailer movie.
- Might be hard to carry out as it needs to look like a stereotypical family.
- The idea might not come off as innovative and might need to be explained to come off as innovative instead of just with the others - you can see it immediately.

**Final Choice: Idea 1**

1. Innovative and a design that hasn't been seen before in the LGBTQA genre and the action genre. Creating photography will be easy and unique. It's a way of raising awareness and it's a way of raising awareness. It's a way of raising awareness.

### 4. What is a work flow?

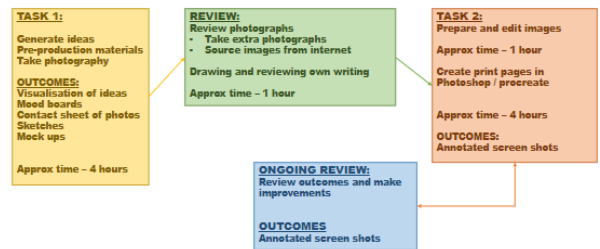
Red    Amber    Green

A Work flow is a basic plan of all the activities that you need to include to complete the coursework, the order that you will do them and the time you will spend.

In total you will need to plan for 10 hours' worth of work, however you need to factor in reviewing and refining your work as it is unlikely you will get each activity right first time.

Example to the right ->

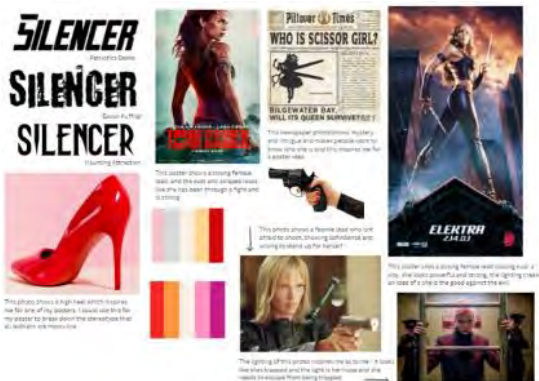
#### Work flow



### 5. How can I create a useful mood board?

Red    Amber    Green

A mood board is a really useful part of the ideas process. It allows you gather examples of things you like the look of to give you the inspiration you need to create something interesting and unique.



Remember that a mood board needs to contain:

- Images
- Fonts
- Colours
- Graphics

It is worth noting that the images do not all need to be directly related to your intended product. They can just be a style that you like the look of or have used a photographic/editing technique that you liked. It is important that you annotate your mood board, explaining why you have put the things on there.

### 6. How do I tackle my sketching?

Red    Amber    Green

For Page you need to do at least 2 sketches. Therefore if you need to produce 3 pages in total then you will need to do 6 sketches.

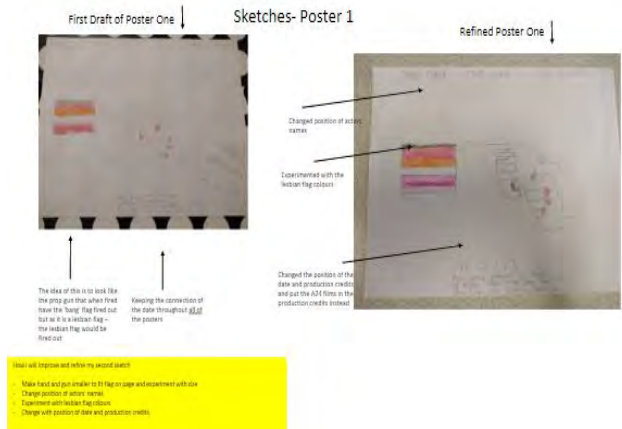
You need to sketch out your idea for your first page as best you can. It should include colour on significant parts like graphics and fonts.

Once you have done this you annotate round it with any important details.

After this you need to reflect and do a refinement and improvement box about what you could improve or experiment with on the next version.

Once this is done do a second sketch, with the suggestions you came up with included. Annotate it again and then do a further refinement and improvement box.

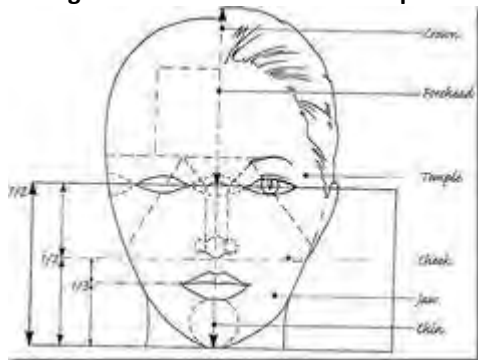
You then need to repeat this for all the pages you are going to make.



**7. How do I improve my face sketching?**

**Red Amber Green**

Although we are not 'Art' it is still important to try and do as good a job as you can so it is worth taking some time to work on your sketching skills.



There are lots of tutorials that you can use to help you get started but one thing that really helps is getting the facial features in the right place, they do not always go where you think!

As you can see from the diagram the eyes are actually in the middle, half way up. Once you get these in the right place, the other things fall into place easier. You should use your ruler to measure things out.

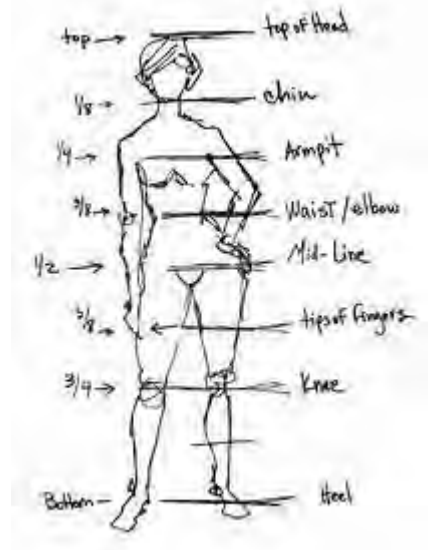
**8. How do I improve my full body sketching?**

**Red Amber Green**

This works exactly the same as the face. Get everything in the right place. Use your ruler!

As you can see, planning where things are going to go based on the height of your figure helps keep everything in proportion.

Remember, we are not looking for perfection but I do not want to see stick men!



**9. How do I consider colour in my products**

**Red Amber Green**

Colour should be carefully considered in your media products.

You can consider simple stereotypes for your audience e.g. blue for boys and pink for girls and whether you want to go with or against this.

However you should also be thinking about a colour scheme. There are lots of ways to consider this. Firstly though you need to get a colour wheel:

Once you have one then you can start thinking about colours that will work together. For this you will need to think about colour theory!



10. What is colour theory?

Red Amber Green

THE 10 COMMANDMENTS OF COLOR THEORY

<p>1. KNOW THE COLOR WHEEL. WELL? DO YOU KNOW WHAT EACH COLOR SIGNIFIES?</p> <p>RED LIVE ENERGY ENERGY</p> <p>YELLOW BE OPTIMIST @ THE TIME</p> <p>GREEN FRESHNESS SAFETY GROWTH</p> <p>BLUE STABILITY TRUST SERENITY</p> <p>PURPLE ROYALTY HEALTH FERTILITY</p>	<p>2. MATCH IT, DO NOT OVERLOOK THE AUSTERITY OF ANALOG COLORS!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>3. CAN'T MATCH IT? CLASH IT WITH COMPLEMENTARY COLORS!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>4. IS CONTRAST TOO INTENSE? THEN, SPLIT IT!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>5. NEED MORE VARIATIONS? GO DOUBLE COMPLEMENTARY!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>6. GO TRIAD WITH 3 DIFFERENT HUES... CHOOSE FROM A GREATER VARIETY!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>7. SOMETIMES, MONOCHROME IS THE WAY TO GO...</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>8. OTHER TIMES, AN ACHROMATIC SCHEME SERVES BEST!</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>9. KNOW YOUR HUES, TINTS, SHADES AND TONES... WHAT WORKS WHERE?</p> <p>Barber</p> <p>wheelchair</p> <p>CupCake</p> <p>Sandals</p> <p>Television</p>	<p>10. AND LASTLY, RGB, CMYK AND PANTONE ARE NOT THE SAME!</p> <p>CupCake</p> <p>CMYK</p> <p>RGB</p> <p>CupCake</p>
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11. How can I do a mock-up of my ideas?

Red Amber Green

A mock up is a first digital version of your ideas. In the real world this would be done do the client can see if they think you are on the right track or not.

You would use images from the internet as place holder images until you have your own images. It does not need to resemble the finished product yet, just give a decent idea of where you are heading.

You need to create one and then do a refine and improvement box. Then redo based on your suggestions and then include another refinement and improvement box



- How I will refine and improve my work
- Masthead doesn't stand out – make bigger
  - Headline font too hard to read – change it
  - Cover lines do not stand out – change font
  - Too sparse – add more content
  - Not interesting – add shapes and change colour scheme



- How I will refine and improve my work
- Black and white image doesn't have any impact – change image and use image manipulation techniques
  - Added strapline - use of background colour and contrast (black and white) makes it easier to read
  - Headline font is better but not prominent – change size and position
  - Too sparse – add another image
  - Make more use of shapes
  - Experiment with colour scheme



**HOME LEARNING TASKS**

<b>Task Description</b>	<b>Done?</b>
Find face drawing tutorials on YouTube to help you with sketching	
Find body drawing tutorials on YouTube to help with your sketching	
Research colour theory videos to get inspiration	
Practice interesting photography techniques, such as taking photos through another object	

# Knowledge Organiser

Additional Subjects

**French**

Year

Term 1

2024/25



**The Abbey  
School**

**BIG QUESTIONS**

- 1) **Qu'est-ce qu'il fait comme travail?**  
 What does he do for work?
- 2) **Quelle est ta passion?**  
 What's your passion?
- 3) **Quelle sorte de métier aimerais-tu?**  
 What type of job would you like?
- 4) **Qu'est-ce que tu voudrais faire à l'avenir?**  
 What would you like to do in the future?
- 5) **Quels sont tes rêves?**  
 What are your dreams?
- 6) **Tu as un petit boulot?**  
 Do you have a part time job?

**Saying what I do for work**

Mon père (My dad) Mon beau-père (My step dad) Mon grand-père (My granddad) Mon frère (My brother)	Mon frère cadet (My younger brother) Mon demi-frère (My step brother) Mon oncle (My uncle) Mon cousin (My cousin (m))	travaille comme (works as) est (is)	acteur (actor) avocat (lawyer) chanteur (singer) coiffeur (hairdresser) comptable (accountant)	cuisinier (cook) facteur (postman) fermier (farmer) homme au foyer (house husband) homme d'affaires (businessman)	infirmier (nurse) ingénieur (engineer) mécanicien (mechanic) médecin (doctor) ouvrier (labourer)	policier (police officer) professeur (teacher) secrétaire (secretary) serveur (waiter) vendeur (shop assistant)	dans (in)	un atelier (a workshop) une boulangerie (a bakery) un bureau (an office) un collège (a school) un commissariat de police (a police station) une entreprise (a business) une ferme (a farm)	un garage (a garage) un hôtel (a hotel) un magasin (a shop) un restaurant (a restaurant) un salon de coiffure (a hairdressers) un supermarché (a supermarket) un théâtre (a theatre)
Ma mère (My mum) Ma belle-mère (My step mum) Ma grand-mère (My grandma) Ma soeur (My sister)	Ma soeur cadette (My younger sister) Ma demi-soeur (My step sister) Ma tante (My aunt) Ma cousine (My cousin (f))		actrice (actress) avocate (lawyer) chanteuse (singer) coiffeuse (hairdresser) comptable (accountant)	cuisinière (cook) factrice (postman) femme au foyer (house husband) femme d'affaires (businessman) fermière (farmer)	infirmière (nurse) ingénieure (engineer) mécanicienne (mechanic) médecin (doctor) ouvrière (labourer)	policier (police officer) professeur (teacher) secrétaire (secretary) serveuse (waiter) vendeuse (shop assistant)			

**Talking about a future job**

Ma passion, c'est (My passion is)	la cuisine (cooking) la mode (fashion) le sport (sport)	le théâtre (drama) les ordinateurs (computers) les voitures (cars)		
Je voudrais travailler (I would like to work) J'aimerais travailler (I would like to work)	dans un magasin (in a shop) dans un bureau (in an office) en plein air (outside) avec des enfants (with children) avec des animaux (with animals)	avec des ordinateurs (with computers) seul (alone) en équipe (in a team) à l'étranger (abroad)	et je voudrais faire (and I would like to do)	un métier créatif (a creative job) un métier manual (a manual job) un métier à responsabilité (a job with responsibility)

## Talking about a future job

Je voudrais travailler dans (I would like to work in)	le sport et les loisirs (sport and leisure) le commerce (business) le médecine et la santé (medicine and health) l'audiovisuel et les médias (audiovisual and media)	l'informatique (IT) les télécommunications (telecommunications) l'hôtellerie et la restauration (hospitality and catering)	parce que je suis (because I am)	indépendant (independent) intelligent (intelligent) motivé (motivated) bien organisé (well organised) actif (active) créatif (creative)	ambitieux (ambitious) sérieux (serious) travailleur (hardworking) sociable (sociable) timide (shy)
J'aime (I like) J'adore (I love)	le contact avec les gens (having contact with people) travailler en équipe (working in a team) gagner de l'argent (earning money)				
Si je réussis mes examens, (If I succeed in my exams.) Si mes rêves se réalisent, (If my dreams come true.) Si j'ai de le choix, (If I have the choice.)	je veux (I want) j'espère (I hope)	prendre une année sabbatique (take a gap year) voyager (to travel) visiter des autres pays (to visit other countries) faire un apprentissage (to do an apprenticeship) devenir apprenti (to become an apprentice) aller à l'université (to go to university)	continuer mes études à la fac (to continue my studies at university) faire du bénévolat (to do volunteering) me marier (to get married) avoir des enfants (to have children) m'installer avec mon petit-copain (to move in with my boyfriend) m'installer avec ma petit-copine (to move in with my girlfriend)		

## Saying what you do to earn money

Chez moi (At home)	je passe l'aspirateur (I do the hoovering) je fais la vaisselle (I do the dishes) je lave la voiture de mon père (I wash my dad's car) je tonds la pelouse (I mow the lawn) je promène le chien (I walk the dog)	et je gagne (and I earn) et je reçois (and I receive)	cinq (5) dix (10) quinze (15) vingt (20)	livres (pounds) euros (euros)	par heure (per hour) par jour (per day) par semaine (per week) par mois (per month)
J'ai un petit boulot (I have a part time job)	où (where)	je sers les clients (I serve customers) je remplis les rayons (I stack shelves) je fais du babysitting pour mes voisins (I babysit for my neighbours) je livre des journaux (I deliver newspapers)	et mes parents me donnent (and my parents give me)		

## Mid-Term Assessment Prep – I can write 90 words about...

- What people in my family do for work
- What I think of part time jobs
- What I did to earn money
- What I would like to do in the future and why



## HOMEWORK

Every week you will be set an assignment on sentence builders.

My homework day is:

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The website is:

[www.sentencebuilders.com](http://www.sentencebuilders.com)

You should have your log-in details stuck in your planner. If you forget these, you must email your teacher or ask in lesson time for these details.

Your knowledge organiser has every answer that you will need to complete your homework. Have it open when you do your homework!



SentenceBuilders

# Knowledge Organiser

Additional Subjects

**Spanish**

Year

Term 1

2024/25



**The Abbey  
School**

**BIG QUESTIONS**

- ¿En qué trabajas?  
What do you do for work?
- ¿Qué tipo de persona eres?  
What type of person are you?
- ¿Qué te gustaría ser en el futuro?  
What would you like to do in the future?
- ¿Qué haces para ganar dinero?  
What do you do to earn money?
- ¿Qué hiciste para tus prácticas laborales?  
What did you do for work experience?
- ¿Valió la pena hacer prácticas laborales?  
Is work experience worth it?

Saying what I do for work

Trabajo de (I work as) Soy (I am)	Me gustaría trabajar de (I would like to work as) Me gustaría ser (I would like to be)	cocinero (a chef) peluquero (a hairdresser)	diseñador (a designer) azafato (a flight attendant)	peluquero (a hairdresser) socorrista (a lifeguard)	ingeniero (an engineer) dependiente (a shop assistant)		
Mi padre trabaja de (My dad works as)	Mi padre es (My dad is)	periodista (a journalist)	enfermero (a nurse)	veterinario (a vet)			
Mi madre trabaja de (My mum works as)	Mi madre es (My mum is)	cocinera (a chef) peluquera (a hairdresser) periodista (a journalist)	diseñadora (a designer) azafata (a flight attendant) enfermera (a nurse)	peluquera (a hairdresser) socorrista (a lifeguard) veterinaria (a vet)	ingeniera (an engineer) dependiente (a shop assistant)		
Trabajo en (I work in) Mi madre trabaja en (My mum works in)	Mi padre trabaja en (My dad works in) Me gustaría trabajar en (I would like to work in)	un hospital (a hospital) una oficina (an office)	una tienda (a shop) un taller (a garage)	un hotel (a hotel)	un instituto (a school)		
Ayudo a (I help)	los pasajeros (the passengers) los clientes (the clients)		enseño a los niños (I teach the kids) preparo platos distintos (I prepare different dishes) sirvo comida y bebida (I serve food and drinks) corto el pelo a los clientes (I cut clients' hair)	hago entrevistas (I do interviews) vendo ropa (I sell clothes) reparo coches (I fix cars)			
Cuido (I look after)	los jardines (the gardens) a los pacientes (the patients) a los animales (the animals)	y (and)					
Me gusta (I like it) No me gusta (I don't like) Lo odio (I hate it)	Me encanta (I love it)	porque (because)	es (it is)	interesante (interesting) repetitivo (repetitive)	fácil (easy) difícil (difficult)	importante (important) aburrido (boring)	variado (varied)

Saying what type of person I am

Siempre soy (m) (I am always (m)) A veces soy (m) (Sometimes I am (m)) Nunca soy (m) (I am never (m))	sincero (sincere) tímido (shy) tranquilo (calm) divertido (fun)	serio (serious) simpático (nice) optimista (optimistic) pesimista (pesimistic)	y soy (and I'm) y soy un poco (and I'm a bit) pero no soy (but I'm not)	tonto (silly) listo (clever) generoso (generous) trabajador (hard working)	perezoso (lazy) hablador (chatty) valiente (brave) fiel (loyal)
Siempre soy (f) (I am always (f)) A veces soy (f) (Sometimes I am (f)) Nunca soy (f) (I am never (f))	sincera (sincere) tímida (shy) tranquila (calm) divertida (fun)	seria (serious) simpática (nice) optimista (optimistic) pesimista (pesimistic)		tonta (silly) lista (clever) generosa (generous) trabajadora (hard working)	perezosa (lazy) habladora (chatty) valiente (brave) fiel (loyal)

## Talking about work experience

El año pasado (Last year)	trabajé (I worked)	en una oficina (in an office)	en una agencia de viajes (in a travel agents)	donde (where) y (and)	archivé documentos (I filed documents)	mandé correos electrónicos (I sent emails)
Hace dos años (Two years ago)		en una escuela (in a primary school)	en un polideportivo (in a leisure centre)		contesté al teléfono (I answered the phone)	escribí cartas (I wrote letters)
El julio pasado (Last July)		en una tienda benéfica (in a charity shop)	en la empresa de mi madre (in my mum's company)		atendí a los clientes (I helped the customers)	di clases (I gave classes)
El junio pasado (Last June)						
No me gustó (I didn't like it)	porque (because)	mis compañeros eran (my colleagues were) los clientes eran (the customers were)	desagradables (unpleasant)	y (and)	fue una pérdida de tiempo (it was a waste of time)	
Lo odié (I hated it)			maleducados (rude)		no aprendí nada (I didn't learn anything)	
Me gustó (I liked it)			alegres (cheerful)		fue una experiencia positiva (it was a positive experience)	
Me gustó mucho (I really liked it)			agradables (pleasant)		aprendí mucho (I learnt alot)	
Me encantó (I loved it)			educados (polite)			

## Saying what you do to earn money

Normalmente (Normally)	ayudo en casa (I help at home)	pongo y quito la mesa (I set and clear the table)	pero (but)	ayer (yesterday) el fin de semana pasado (last weekend)	planché la ropa (I ironed the clothes)
Cuando necesito dinero (When I need money)	ayudo a mi padre (I help my dad)	lavo los platos (I do the washing up)			pasé la aspiradora (I did the hoovering)
Cuando tengo tiempo (When I have time)					lavé el coche (I washed the car)
A veces (Sometimes)	plancho la ropa (I iron the clothes)	lavo el coche (I wash the car)			ayudé en casa (I helped at home)
A menudo (Often)	paso la aspiradora (I do the hoovering)			ayudé a mi padre (I helped my dad)	
					puse y quité la mesa (I set and cleared the table)
					lavé los platos (I did the washing up)
Además (In addition)	tengo in trabajo a tiempo parcial (I have a part time job)	dos veces a la semana (twice a week)		hago de canguro (I baby sit)	
		tres veces a la semana (three times a week)		reparto periódicos (I deliver newspapers)	
		los fines de semana (on the weekends)		trabajo de cajero/a (I work as a cashier)	

## Mid-Term Assessment Prep – I can write 90 words about...

- What people in my family do for work
- What I think of part time jobs
- What I did to help around the house
- What I would like to do in the future and why



## HOMEWORK

Every week you will be set an assignment on sentence builders.

My homework day is:

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The website is:

[www.sentencebuilders.com](http://www.sentencebuilders.com)

You should have your log-in details stuck in your planner. If you forget these, you must email your teacher or ask in lesson time for these details.

Your knowledge organiser has every answer that you will need to complete your homework. Have it open when you do your homework!



SentenceBuilders

# Knowledge Organiser

Additional Subjects  
**Health and Social  
Care**

Year

Term 1  
2024/25



**The Abbey  
School**



# Health and Social Care Year 11 Term 1

Term Focus – Component 3 (external)–Factors that affect health and wellbeing  
Interpreting health indicators

**IMAGE**  
(please check  
copyright)

## Prior Learning Links

Factors that affect development from Yr 10  
Terms 1 and 6  
Lifestyle Factors from Yr 10 Term 6

## Future Learning Links

Person-centred health and  
wellbeing plans.  
Obstacles to care

## KEY VOCABULARY

### KEY WORDS

**Bereavement** – the death of a life partner, parent, child, other family member or friend  
**Targets** – are goals and aims  
**Acute**- illness comes on quickly, is short term and can be cured, such as a cold  
**Chronic** – illness is one with long term symptoms. The symptoms may be eased but the illness cannot usually be cured

### KEY SUBJECT TERMINOLOGY

**Rural and urban lifestyles**- whether we live in the countryside or a town/city  
**Life circumstances**- refer to the way a person lives, their day-to-day life and the choices they make  
**Cardiovascular system**- is the system that moves blood, nutrients and gases around our bodies. It is made up of the heart, blood and blood vessels  
**Blood pressure**- Blood pressure is the pressure of circulating blood against the walls of your arteries.  
**Body mass index**-is a measure of the amount of fat on you body in relation to your height to tell you if your weight is healthy.  
**Lifestyle data**- data that is collected and analysed to see the choices people make around nutrition, activity, smoking, alcohol and substance use.  
**Health and wellbeing**-events that cause changes to the body, physical or mental health or mobility  
**Predisposition**- a tendency to suffer from a particular condition, hold a particular attitude, or act in a particular way.  
**Material possessions**- the things we own  
**Self-esteem** – is how good or bad an individual feels about themselves and how much they value their abilities.

## 1.What is meant by health and wellbeing?

Red Amber Green

How do you define health and wellbeing?

A positive definition looks at how physically fit and mentally stable a person is. A positive attitude to health and wellbeing means you realise there is something you can do to improve your health and wellbeing and do it.  
A negative definition looks at the absence of physical illness, disease and mental ill health. You have a negative attitude towards your health and wellbeing if you continue as you are, including keeping bad habits such as smoking.

## 2. Consider how our lifestyle choices have a positive or negative effect on our health and wellbeing

Red Amber Green

Lifestyle choices are the choices we make around:

- Diet
- Physical activity
- Smoking, alcohol and substance misuse

Good choices can lead to lead to good health and wellbeing.  
Poor choices can lead to many different health problems.

<b>3. How do our relationships affect health and wellbeing?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>The quality of our relationships influences how we feel about ourselves throughout our lives. When relationships are supportive they can provide:</p> <ul style="list-style-type: none"> <li>• Physical support and assistance</li> <li>• Intellectual stimulation</li> <li>• Emotional support and happiness</li> <li>• A social life</li> </ul> <p>When relationships are not supportive they can:</p> <ul style="list-style-type: none"> <li>• Hurt and upset us</li> <li>• Influence us to do things we maybe would not do, such as smoke or turn to crime</li> <li>• Make us unhappy</li> <li>• Make us feel lonely and bad about ourselves</li> </ul>			
<b>4. What have we learnt so far this term?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Assessment lesson			
<b>5. How can I progress?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
PIT lesson			
<b>6. Why is health monitoring a useful tool in illness prevention?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Health monitoring means regularly checking that everything is as it should be. Monitoring helps to detect any problems that may arise. These problems can then be dealt with quickly to give the best chance of sorting them out.</p> <p>Illness prevention services aim to prevent people getting ill.</p> <p>How can monitoring health prevent illness?</p>			
<b>7. How is lifestyle data used to predict risks to future health?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Lifestyle data can show if certain groups of individuals need to improve their lifestyle to carry on being healthy. Published guidelines are used to compare results with. They can show whether or not there is a problem.			
<b>8. How can lifestyle data be used to help improve the health and wellbeing of individuals?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Lifestyle data can show if an individual needs to improve their lifestyle to carry on being healthy. Data must be reviewed, taking every piece of information into account, this then gives a bigger health picture. The data can then be used to develop health improvement plans to tackle the issue. These include:</p> <ul style="list-style-type: none"> <li>• Targets for health practitioners aimed at improving the situation</li> <li>• Provide support to help meet the targets</li> <li>• Identify any difficulties that may arise</li> <li>• Monitor and review progress made towards meeting targets</li> </ul>			
<b>9. Mock exam</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Two hour paper to be sat over 2 lessons.			
<b>10. Mock exam</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Exam paper			
	<b>Red</b>	<b>Amber</b>	<b>Green</b>
	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Research a genetic condition and consider the impact on different areas of development			
Research one acute and one chronic condition that impact on the same area of the body and consider the impact on different areas of development			
Revision			

# Knowledge Organiser

Additional Subjects

**Hospitality &  
Catering**

Year

Term 1  
2024/25



**The Abbey  
School**

## Subject Year 11 Term 1 – Working towards a brief

Term Focus – Customer requirements. Impact of cooking methods on nutritional value. Menu Planning. Presentation techniques. Reviewing dishes. Meeting specific needs of customers



### Prior Learning Links

WJEC requirements in relation to the qualification.  
Practical skills  
Hygiene and safety requirements

### Future Learning Links

NEA release from WJEC

## KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Review Nutrition Diet Assignment brief Factors Cooking methods Competition (other providers)	Time Plan Dove tailing Seasonality Lifestyle segmentation Environmental considerations Environmental Health Office

### 1. How do the requirements of the customer vary?

Red

Amber

Green

- ✚ There should be varied options on a menu to meet the needs of all customers.
- ✚ There should be options for customers to make a healthier choice.
- ✚ Nutritional information should be available to allow customers to make an informed choice.
- ✚ Children's meals should follow the Eatwell Guide: they should be nutritious with varied options

### 2. What is meant by people groups in relation to nutrition?

Red

Amber

Green

The amount of nutrients we need to consume varies with different **life-stages** and **age**. The people groups are:

- ✚ Infants: birth to 2 years – Growth and development (gross motor skills).
- ✚ Early Childhood: 3 to 8 years – Growth and development (fine motor skills).
- ✚ Adolescence: 9 to 18 years – Growth and development (puberty)
- ✚ Early Adulthood: 19 to 45 years – Physical maturity, peak strength. Females: pregnancy and lactation.
- ✚ 45+ perimenopause.
- ✚ Middle Adulthood: 46 to 64 years – Females enter menopause. Possible less need for energy nutrients.
- ✚ Later Adulthood: 65 + years – Absorption of nutrients can decline, less need for energy giving nutrients.

### 3. Why should the impact of cooking methods on nutrition be considered?

Red

Amber

Green

The way in which food is prepared at a hospitality and catering provision can have a significant impact on the nutritional value of food:

Some nutrients are sensitive to heat meaning nutrition can be lost in the cooking process, using less water to boil can retain 70-90% of potentially lost nutrition.

Deep fat frying oily fish can damage the important Omega 3 needed in the diet by 70-85%

When selecting dishes for your NEA, it is important to check the impact cooking methods will have on the nutritional value and how this could affect the needs of your customer.

### 4. What factors should be considered when planning a menu?

Red

Amber

Green

#### Menu considerations:

Cost: of ingredients for a profit margin, customers budget, the type of provision, prices of competition.

Portion control: value for money, minimum waste, use of correct utensils to serve and control the portions

Balanced diet: options available, nutritional information available

### 5. What makes a good review? What points should be made?

Red

Amber

Green

#### Review guide:

Rejection/selection of dishes: explain the process of dish selection e.g.: customer's needs, costings, provision type etc.

Analysis of nutrients: How were the needs of the customer met?

Review own performance on hygiene: Explanations and reasons for using good hygiene. Discuss areas to improve and conclude.

Organoleptic qualities: Review. Write about the successes and make suggestions for improvements and areas to develop.

Health and Safety: Describe your performance. High areas of strength and weakness. Discuss improvements and conclude.

Presentation: Review your dishes presentation, explain successes and weaknesses. Suggest areas to improve.

Waste: Review and evaluate waste management. Use this area to discuss recycling, reducing, and reusing in the provision.

Planning and time management:

Discuss WWW in your planning give examples from your review.

Organisation: Analyse your organisation skills during the controlled assessment and cover your strengths and weaknesses. Make recommendations for improvements in this area.

Improvements: In your review you should make suggestions on how you could improve your performance.

## 6. What is lifestyle segmentation?

Red

Amber

Green

Lifestyle segmentation analyses customers, lifestyles, budgets, eating patterns, sports and hobbies and categorises them. A provision can create these sub-groups to help them meet customer needs, resulting in more profit.

## 7. What do providers offer in respect of nutritional and dietary needs?

Red

Amber

Green

A wide variety of food choices and information to the customer of all allergens on the menu. Some provisions offer an app that will allow the customer to see the nutritional content of their meal choice.

## 8. What considerations are made in relation to Customer expectations and demographics – Families, business customers?

Red

Amber

Green

**For families:** space and access available for pushchairs/wheelchairs. High-chairs, baby changing facilities, disabled facilities. Easily accessible parking. Value for money meals that are filling and nutritious. Quick turnaround of meals.

For business customers: Easy booking service, parking facilities, Broadband, Outstanding service, payment account available for returning customers.

## 9. How can competition from other providers, social media influence and trends in hospitality and catering be considered and acted upon?

Red

Amber

Green

It is important that provisions know their competitors and what they have to offer. A business or marketing plan can help with this.

Social media is now one of the best forms of marketing, it can be used to attract new customers. It can also be used by customers to rate the provision. Used well, social media can have a huge impact on the success of the provision.

Trends in hospitality and catering:

Voice software	Customers use to search for providers. Some providers may use this with their room devices to book breakfast, play music, open curtains etc.
Delivery experience	Providing experiences as well as food. E.g. flowers to go with the food
Chatbot	Communicating with the software first to find a solution. If the issue cannot be resolved, then a member of staff from the provision will sort it.
Virtual tours	A chance to see the venue before committing to book
Mobile check-ins and check-outs	Using an app on a mobile device to check in. A passcode is forwarded via text or email to enter the room.

**10. How do provisions operate in relation to Environmental and Seasonal demand?**

Red

Amber

Green

Customers awareness of the environment has grown and the demand for more environmentally conscious is high. Most provisions are taking this on board.

Hotels have included these changes in their provision.

Going paperless	Many correspondence is cloud-based or sent via e-mail or mobile app
Using card keys	To switch on electrics in the room
Reusing towels/bedding	Encouraging guests to reuse towels and sheets instead of them being changed daily.
Composting	Recycling food waste to create compost for a herb garden
Allotment	Many hotel restaurants now grow their own fruit, vegetables, and display flowers
Saving water	Installing dual flush toilets, low water washing machines, offering water stations rather than bottled water

**11. What is the role of the EHO?**

Red

Amber

Green

The **Environmental Health Officer** is responsible for checking and implementing safety, health and hygiene legislation (**Food safety (general Food Hygiene) regulations and Food safety Act**)

They have the power to immediately shut down a provision.

An EHO can enter any provision without prior warning.

An EHO will be contacted to deal with food poisoning cases, complaints or incidents regarding noise problems, toxic contamination or pest infestation.

The role of the EHO is very widespread and covers general checks, checks on record keeping and checks on staff.

**12. Revision – Where are the knowledge gaps?**

Red

Amber

Green

Use the resources provided to help with your individual needs

**HOME LEARNING TASKS**

Create a table to show the needs of people groups	Done?
Think of two dishes and create a time plan of how these dishes would be made. It must show dovetailing of dishes	
Write an advert or blog to showcase your provision	
Consider one of the dishes you have produced, write a review of the dishes and your own performance	
Practice presentation techniques which will enhance your dishes to gain a complex level	
Produce a detailed list of the roles of the EHO	