



**Frank Field**  
Education Trust

*“The function of Education is to teach one to think intensively and to think critically. Intelligence plus character - that is the true goal of education”*

- Martin Luther King Jnr



## Year 11 Knowledge Organiser

Learning Programme 3

Pupil Name:

Form Group:

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## Instructions to use the Knowledge Organiser

### Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

### Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

## How do I self quiz?

### How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

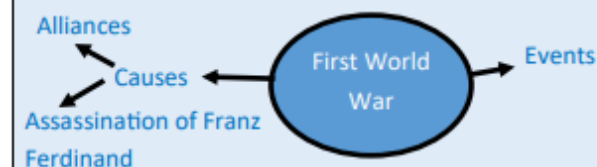
### How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

### How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



### How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

### How to... Summarise a process/idea

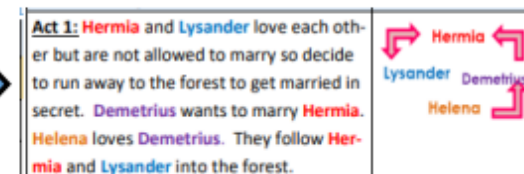
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

### How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.



# Homework tasks

Week	Subject	Task
<b>LP3.1</b>	English	Language C1 with links to ACC Revision: List five things you learnt about Scrooge.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option W	Complete option W homework task.
	Option X	Complete option X homework task.

Week	Subject	Task
<b>LP3.2</b>	English	You have been asked to give a talk to your class with the title: The person I'd most like to spend a day with. Plan what you would say.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option Y	Complete option Y homework task.
	Option Z	Complete option Z homework task.

Week	Subject	Task
<b>LP3.RLW</b>	ALL	<p>This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development.</p> <p>This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.</p>

Week	Subject	Task
<b>LP3.3</b>	English	C2 Writing Task: (450-600 words). Plan the content for a review for a teenage magazine of a book, film or TV series you have enjoyed and why it might appeal to others of your age.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option W	Complete option W homework task.
	Option X	Complete option X homework task.



# Homework tasks

Week	Subject	Task
<b>LP3.4</b>	English	C2 Writing Task: (450-600 words). Write a lively article for your school/college magazine with the heading: A Teenager's Guide to Managing Parents.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option Y	Complete option Y homework task.
	Option Z	Complete option Z homework task.

Week	Subject	Task
<b>LP3.5</b>	English	What impressions do you get of Scrooge in Stave 1 of A Christmas Carol? How does the writer create these impressions?
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option W	Complete option W homework task.
	Option X	Complete option X homework task.

Week	Subject	Task
<b>LP3.6</b>	English	Language C1 with links to ACC Revision: How does the writer show the relationship between Bob and Tiny Tim in A Christmas Carol?
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Option Y	Complete option Y homework task.
	Option Z	Complete option Z homework task.

Week	Subject	Task
<b>LP3.7</b>	English	C1 Writing Task: (450-600 words). Write a story which ends: ...and that was the worst job of my life.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.

# Options homework tasks

Subject	Task
3D Design	Research your chosen exam topic
	Research your chosen exam topic
	Research your chosen exam topic
Art	Research my chosen exam question
	Trial drawing methods for my exam question
	Select three images that you are interested in perusing
Business	Complete the knowledge check homework on Seneca.
	Complete the knowledge check homework on Seneca.
	Complete the knowledge check homework on Seneca.
Drama	Use the knowledge organiser to define the first three keywords for responding to a brief. These are brief, stimulus and research.
	List 10 ways to explore a stimulus. Tick those you have explored.
	Explain what 'EPIC STARS' stands for.
Geography	Key word revision sheet
	Key word revision sheet
	Key word revision sheet
Health and Social Care	Design a healthy set of meals for one day using the eat well guide and only 2500Kcals.
	Write a list of diseases excessive drinking can cause and the impact each can have on an individual.
	Explain two different cultural barriers that stop people from accessing health care.

Subject	Task
History	Explain the impact of the Weimar Republic, using a PEE paragraph.
	Learn and list the events of Hitler's consolidation of power.
	Learn and list the events of Hitler's consolidation of power.
ICT	Complete the fortnightly knowledge check on Unit 1 exam theory
	Complete the fortnightly knowledge check on Unit 1 exam theory
	Complete the fortnightly knowledge check on Unit 1 exam theory
Spanish	LP3.1 and 3.2. Vocabulary box. Practice the vocabulary using one of the following methods: look/cover/write/check, make flash cards, make a poster/mind map for a vocab test next week.
	LP3.3 and 3.4. Vocabulary box. Practice the vocabulary using one of the following methods: look/cover/write/check, make flash cards, make a poster/mind map for a vocab test next week.
	LP3.5, 3.6 and 3.7. Vocabulary box. Practice the vocabulary using one of the following methods: look/cover/write/check, make flash cards, make a poster/mind map for a vocab test next week.
Music	Why are organisational skills important when completing Component 3? Consider the demands of each activity and then identify which professional skill this aligns with.
	Can you think of 3 cover versions of songs that you think are particularly effective? Name each and explain why they are done effectively.
	Create a revision card about 'Creating A Cover Version'
Btec Sport	Use the 'Look, cover, write, check' method to list the key training principles/key terms of your sport or activity.
	Create a list of the positions (team sports) or events in your sport (athletics)
	Make flashcards on the tactics you could use within your sport/activity to gain an advantage (e.g. how to get a head start)
Photography	Research your exam question
	Research your exam question
	Research your exam question
Religious Education	Explain why peace is important to Muslims and what actions they may take to keep the peace.
	Mind map a range of beliefs about conflict. Include Muslim, atheist and ethical responses.
	Are Muslims pacifist? Use religious teachings to explain your answer.
Hospitality and Catering	Applying knowledge to exam questions
	Applying knowledge to exam questions
	Applying knowledge to exam questions



This Learning Programme you will be focusing on recording ideas and observations, relating to your own ideas in response to your work so far.

1. How to identify key features
2. How to analyse your work so far
3. How to plan your own response and ideas
4. How to use materials and processes to your own advantage
5. How to create 3 final ideas
6. How to analyse your 3 ideas
7. How to evaluate your ideas



KEY VOCABULARY	DEFINITION
Media	The materials used
Tone	Shades, ranging from dark to light
Shape	The outside line, joined to create a shape
Texture	Representation of how something feels
Pattern	A design in which shapes, lines and colours are repeated
Line	Basic visual element, used to create shapes
Form	Three dimensional shape, height, width, and depth
Colour	Different shades and tones
Review	An evaluation of artwork
Reflect	Think carefully and make comments

**AO4** FINAL  
MEANINGFUL PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE LINKS  
LINK BETWEEN VISUALS AND ARTISTS  
PRESENTATION RELEVANT



**Assessment Objective Four – 25% of coursework grade**

Producing a final outcome. All of your ideas are developed into a range of final products that reflect the work you have developed throughout your folder.

**ASSESSMENT OBJECTIVE 3**

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

Collecting images. **ANNOTATE**  
Use key vocabulary.

**DESCRIBE**  
Annotating your work. Relevant to what you are doing.

**OBSERVATIONS**  
Primary observation. Good quality drawings, paintings, sketches & photos.

**THEME**  
Evidence **YOUR JOURNEY**

Discussing your work and progress. Present your ideas.

**YOUR IDEAS**

**A03** 

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

Record intentions-  
observational drawings, plans

IDEAS LINKING TO ARTISTS  
WORK AND TO THE THEME

PROJECT NEEDS TO  
LINK AND DEVELOP

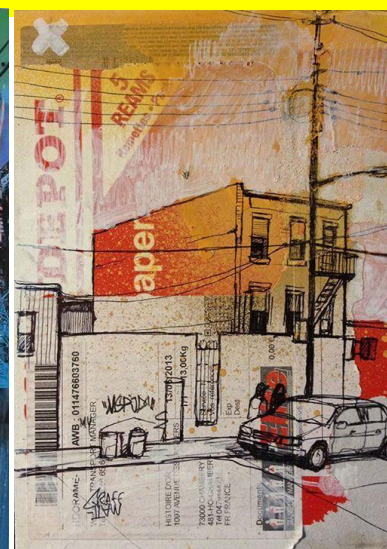




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Reflect	Think carefully and make comments
Analyse	Examine in detail



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IDEAS LINKING TO ARTISTS  
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PROJECT NEEDS TO  
LINK AND DEVELOP



This Learning Programme you will be learning about visual merchandising and applying knowledge to controlled assessment tasks

## Key Vocabulary

<b>Visual merchandising</b>	Visual merchandising is a marketing practice that enhances the presentation of products in retail to attract customers, create an appealing store atmosphere, and drive sales by using elements like lighting, colour, space, and product arrangement to highlight features and benefits
<b>Breakeven</b>	This is the point where a business's income from sales is exactly the same as its total costs. The business isn't making a profit or a loss
<b>Profit Maximisation</b>	This means making as much profit as possible. A business does this by increasing sales, reducing costs, or both.
<b>Market Share</b>	This is the percentage of total sales in a market that one business has. For example, if a company sells 1 out of every 4 burgers, it has a 25% market share.
<b>Footfall</b>	This means the number of people who enter a shop or shopping area over a certain period of time.
<b>Impulse</b>	These are products people buy suddenly without planning to
<b>Seasonality</b>	This means that sales of some products go up or down at certain times of the year. For example, ice cream sells more in summer than in winter.
<b>Customer Expectations</b>	These are what customers believe they should get from a business, such as good quality products, fair prices, and friendly service.
<b>Business Aims</b>	A business aim is the overall target or goal of the business
<b>Business Objectives</b>	business objectives are the steps a business needs to take to meet its overall aims.

## Brief

Wood Furniture World is a national-scale furniture retail business. It has 80 physical stores located throughout the UK and a popular online store.

Its physical stores are mostly located in out-of-town retail parks close to urban areas in large premises, allowing it to display a wide range of products, which include:

- Dining tables and chairs
- Bookcases
- Coffee tables
- Sideboards
- Side tables
- Sofas and armchairs, including leather and fabric
- TV units
- Beds
- Wardrobes
- Desks
- Accessories such as mirrors, lamps, clocks and wall art

Wood Furniture World offers customers different styles and ranges in a number of different products, for example its Rustic range includes sideboards, wardrobes, beds and 5 and 7-drawer chests. Its most popular range is its Westminster range which includes dining tables, chairs, benches, bookcases, side tables, coffee tables and TV units.

Wood Furniture World is currently planning to launch two new ranges of furniture:

- The Devon range – a full product range of premium priced painted wood furniture
- The Starlight range – a smaller product range of only bedroom pine furniture at lower prices.

The online store sells the same range of products as the physical stores. In addition, the online store has an inspirational aspect that includes ideas to customers, guides in how to style homes and a blog. The online store also has a number of special offers that are not available in the physical stores.

All 80 physical stores have the same layout, and all have a large space just in front of the entrance to the store, where an interior visual merchandising display is created and changed three times a year.

As a private limited company, Wood Furniture World aims to maximise profits and increase its market share. In addition, it wishes to promote the new Devon range and Starlight range in its physical stores and online.



## Design Principles – Physical Store & Online

### Storytelling

- is there a theme/story being told, is it interesting and engaging
- Online: A website can have a theme that runs across the whole website to display products

### Landscaping

- Organised, engaging, symmetry, arranging the products well, pleasing on the eye, in the customers line of vision
- Online: Making the best use of the screen space. People need products to instantly grab their attention online. People will want to easily navigate online

### Colour and lighting

- Certain colours can grab people's attention, make the display stand out
- Online: Online websites can make good use of colour in the displays and the colours used on their website

### Detail

- High quality, organised, detailed, use of props, labelling etc
- Online: People lose patience with a poorly designed website that doesn't display products effectively. All details of the products should be clear for people to read.

### Texture

- A range of textures can improve the display, e.g. If you are selling clothes you may add accessories of other textures to it

### Technology

- Tv screens, touch screens. Videos etc
- Online: Interactive websites allow business to cleverly display products. Moving images and videos are used. Businesses develop apps as well as having their own websites too.

### Safety

- Clean, tidy, doesn't endanger the customers or staff

Product	Price
<p>Any good or service offered for sale.</p> <p>Retail businesses will need to consider:</p> <ul style="list-style-type: none"> <li>• what range of products they should sell</li> <li>• the features and design of products</li> <li>• how to differentiate between products</li> <li>• how brands are used</li> <li>• how to package goods</li> <li>• what type of customer service they should provide</li> <li>• whether the product has a unique selling point (USP).</li> </ul>	<p>Retail businesses must decide how to price the products they sell, and how to price products at the right level to attract customers and keep them coming back to buy more.</p> <p>Retail businesses must consider the market, its competitors, as well as meeting the aims of the retail business.</p> <p>They will use pricing methods including:</p> <ul style="list-style-type: none"> <li>• cost-plus</li> <li>• competitive</li> <li>• penetration</li> <li>• skimming</li> <li>• psychological</li> <li>• loss leaders.</li> </ul>
Promotion	Place
<p>Retail businesses can use several promotion methods to attract and inform customers, including:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• sales promotions (such as BOGOF, discounts, special offers, and competitions)</li> <li>• customer loyalty schemes</li> <li>• direct marketing.</li> </ul>	<p>The channels a retail business will use to bring buyers and sellers together. It is important that the correct retail channel is selected to support the other elements of the marketing mix. Including:</p> <ul style="list-style-type: none"> <li>• stores/shops</li> <li>• e-commerce and m-commerce</li> <li>• multi-channels</li> <li>• hybrid</li> <li>• concessions</li> <li>• pop-up shops</li> <li>• markets</li> <li>• catalogues.</li> </ul>

# Year 11 BTEC Performing Arts LP3 Knowledge Organiser

This Learning Programme you will be completing **Component 3**. You will be learning how to respond to a brief.

## Key Vocabulary – Responding to a brief

<b>Brief</b>	A brief is a set of instructions given to a group to create a performance.
<b>Stimulus</b>	A stimulus is a starting point from which all of your ideas stem.
<b>Research</b>	Research is finding out information that will help you create your performance. This may be finding out ideas about a particular time period, location that the play is set.
<b>Producing</b>	Managing the project. This could be through communicating with companies, venues, organizing marketing and the budget.
<b>Concept</b>	Concepts are the general ideas for what you want your performance to look like.
<b>Script writing</b>	Writing the words (dialogue) that people will say in a play.
<b>Directing</b>	Leading a group of people to create a performance
<b>Technical rehearsal</b>	A run through of the performance with technical elements e.g. lighting, sounds, set, prop.
<b>Dress-rehearsal</b>	A run through of the performance with costume and makeup elements.

## Devising a performance

<b>Target Audience</b>	The people that you want to 'reach' / 'impact' with your performance. The people that you are aiming your performance at.
<b>Theme</b>	A theme is what the play is about. It is an idea in the story that runs throughout the whole performance.
<b>Context</b>	The circumstances of the story. This could include what has happened before the scene, the relationships between characters, the time period, the location, the social class and the cultural influences.
<b>Structure</b>	The order that the story is performed in.
<b>Story-board</b>	A storyboard is a series of images that explain how your story will look, shot by shot. Each image appears in chronological order, with notes underneath to explain what's happening.
<b>Style</b>	A theatre style is a 'type' of theatre. Some example of different styles are: Naturalism, Physical Theatre, Melodrama.
<b>Stage Type</b>	The shape of the stage and how the audience are placed in relation to the stage. The 4 main examples of stage types are 'End On' (audience are sat facing the stage), 'Transverse stage' (like a catwalk. The audience are positioned on each side of the stage), 'Thrust Stage' (audience surround the stage on 3 sides), 'In the Round' (audience fully surround the stage)
<b>Creative Intentions</b>	How you want your audience to feel or the mood and atmosphere you want to create at any given point throughout your performance – for instance scared, sad, excited.
<b>Mood</b>	The overall feeling created through the performance. Some example of moods/atmosphere are: exciting, scary, busy, calm.
<b>Climax</b>	The key moment that the performance builds up to. This could be a turning point or a high point of tension in the story.
<b>Tension</b>	A sense of anticipation or suspense – the feelings that the story is building up to something.
<b>Symbols / Semiotics</b>	Using something visual or a sound in a performance to suggest something to the audience. For example, a red flashing light could symbolise danger to the audience.
<b>Resources</b>	Resources are the physical objects you will need to put on the performance. E.g. specific props, costumes, rehearsal timetable, letters to target audience, devices for filming rehearsals

# Year 11 BTEC Performing Arts LP3 Knowledge Organiser

## Ways of exploring a stimulus

<b>Improvisation</b>	Trying out ideas on the spot without a script
<b>Research for a secondary stimulus</b>	Finding other stimuli e.g. newspaper articles, historical artefacts, photos, which links to the stimulus in the brief.
<b>Solo work</b>	Writing something to perform yourself e.g. a monologue, solo song or dance piece
<b>Small group work</b>	Writing something to perform in a small group e.g. a duologue
<b>Ensemble work</b>	Working together with your group to come up with a scenario and short script to start off your story
<b>Drawings / photographs</b>	Drawing out your ideas or finding photos for inspiration
<b>Mock-ups</b>	Create a version of your set/props/costume using what you have around you to give some inspiration for your performance
<b>Role on the wall</b>	Drawing an outline of a character and writing facts about them and their personality inside
<b>Movement techniques</b>	Try out some touch and response improvisation, round-by-through sequences or chair duets
<b>Vocal work</b>	Try out performing some words, phrases or sounds with your voice to create a mood and atmosphere. See if it generates any ideas.
<b>Hot-seating</b>	Create a character and take it in turns to ask questions to fill out the background of the character.
<b>Mind-mapping</b>	Write down your first thoughts about your stimulus. What ideas come to mind from the start
<b>Explore the senses</b>	Go through each sense – what type of tastes, smells, sights, sounds and textures does the stimulus make you think of?

## Key points to help you with devising and story-telling – EPIC STARS

<b>E</b>	<b>Ending</b>	How will you end your performance? This could be with a tableau (freeze frame) or an exit from the stage
<b>P</b>	<b>Plot</b>	This is the story you are telling through your performance.
<b>I</b>	<b>Issue</b>	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
<b>C</b>	<b>Characters</b>	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.
<b>S</b>	<b>Structure</b>	This is the order you will tell the story in. Not all performances have to be in chronological (time) order. Sometimes it is effective to put scenes in the wrong order to make a point in your performance.
<b>T</b>	<b>Techniques</b>	These are the methods you use to tell the story. For example, mime, slow motion, monologue, sound-scape. This can also mean methods you use to help you with devising. For example, hot-seating and thought tunnel.
<b>A</b>	<b>Aim</b>	This is the reason for your performance – WHY is it being performed? What is it trying to achieve? For example, is could be to educate the audience about an issue or entertain the audience and make them laugh.
<b>R</b>	<b>Resolution</b>	This is the way that your issue is resolved. Your piece may have a “happy” or “unhappy” resolution. Sometimes there is no resolution (for example, a ‘cliffhanger’ ending) however, this should only be done for a specific effect.
<b>S</b>	<b>Style</b>	A theatre style is a ‘type’ of theatre. It is HOW the piece is performance. Some example of different styles are: Realism, Physical Theatre, Melodrama, Abstract.

**Contextual links: Practitioners including**  
**Frantic Assembly** <https://www.franticassembly.co.uk/>  
**Stanislavski** <https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>  
**Berkoff** <https://www.dramacraft.net/steven-berkoff.html>  
**Brecht** <https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>



This Learning Programme you will be learning about the skills required in both English Language papers.

### Key Vocabulary

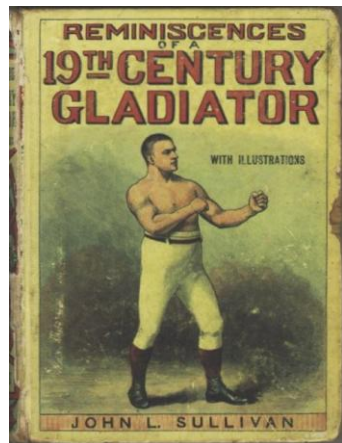
<b>Analysis</b>	Detailed examination of the effects.
<b>Form</b>	Type of text.
<b>Structure</b>	How a text is put together.
<b>Persuade</b>	Induce someone to think something.
<b>Inform</b>	Texts that give us facts and information.
<b>Conclude</b>	Arrive at an opinion.
<b>Freytag Structure</b>	A structure outlining a story's arc.
<b>Enable</b>	How writers make it possible for us to understand their texts.
<b>Reflect</b>	Represent something in an accurate way.

## Year 11 English LP3 Knowledge Organiser

### LP3.1: English Language Paper 1, Section A:

Developing your ability to read and analyse an unseen 20th-century fiction extract through five structured questions. You will practise identifying explicit and implicit information; showing understanding of 'impressions' of people in a text; analysing language and structure and how they are used 'for effect' and evaluating an opinion on a text.

1



### LP3.2: English Language Paper 2, Section A:

2

This section of the papers assesses 19th and 21st Century Non-Fiction Reading and Transactional Writing. You will develop your information retrieval, comparison and evaluation skills whilst also practicing synthesising ideas from two contrasting texts.

#### FICTION

Read to ENJOY

Author's  
IMAGINATION

Pictures are often  
ILLUSTRATIONS

STORY ELEMENTS:  
Characters  
Setting  
Problem  
Solution

EXAMPLES:  
Charlotte's Web

Cloudy With a Chance  
of Meatballs

Cinderella

#### NONFICTION

Read to LEARN

Based on  
REAL FACTS

Pictures are usually  
PHOTOGRAPHS

TEXT FEATURES:  
Headings  
Index  
Glossary  
Maps  
Diagrams  
Captions  
Labels  
Graphs

EXAMPLES:  
Textbooks

Who Was Abraham  
Lincoln?

Whales: Gentle Giants

### LP3.3: English Language Paper 1, Section B:

The English Language Paper 1 writing section (Section B) is a 40-mark creative prose task. You will write a short story. We will practise by understanding and following the structure of 'Freytag's Pyramid'. In LP3.7, you will do a 'past paper' question where you choose from four prompts, focusing on realistic, character-driven narratives within a short timeframe (like an afternoon), with a strong emphasis on a clear beginning, middle, and end, showing character development. We will develop writing stamina from this week onwards as the assessment and exam requires 450-600 words.

3



## LP3.4: English Language Paper 2, Section B:

4

The English Language Paper 2 Writing section (Section B) requires you to write two persuasive non-fiction texts (from: letters, speeches, articles, reviews, reports, guides) in one hour. We will practise time management as this is crucial. Each task is worth 20 marks (12 for content, 8 for SPaG), and you must write 300-400 words per task. We will focus on how to convince a specific audience by considering ethos, pathos and logos.

## LP3.5: The importance of planning a writing response:

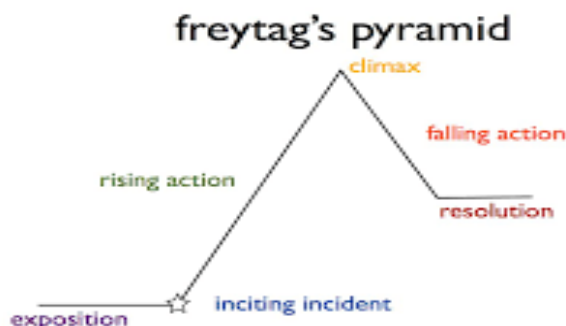
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Why plan? Planning helps you to: capture your immediate reactions and views about a task; jot down useful vocabulary; consider the structure of your work. Things to consider: The content of your writing – what angle will allow you to write in sufficient detail? Words, phrases and ideas that are suited to the topic and will enhance your writing. Structure – how will you present your work. Have you been asked for a specific structure (e.g. a formal letter)? Remember to write in full sentences and paragraphs. How will you begin your work, how will your ideas develop and how will you conclude your work? Once you have written down your ideas in a plan, remember to give some consideration to the order that you will write.

## LP3.6: Assignment preparation and practising writing. Consider:

6

Have you planned your work carefully?  
Have you included sufficient detail? Have you considered the language you use?  
Have you structured your work carefully? Have you varied your punctuation for effect?  
Have you proof-read your work for errors?



**LP3.7 - Assignment competition;** self-assessment; understanding the 'strong pass' criteria and PRTs. Consider:

7

### 15-19 marks

- the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination)
- the writing is clearly organised (narrative is purposefully shaped and developed)
- structure and grammatical features are used accurately to support cohesion and coherence
- communication shows some ambition and conveys precise meaning

### 11-13 marks

- sentence structure is varied to achieve particular effects
- control of sentence construction is secure
- a range of punctuation is used accurately
- spelling, including that of irregular words, is secure
- control of tense and agreement is secure
- vocabulary is ambitious and used with precision

This Learning Programme you will be learning about global supply and demand of food, energy and water.

## Key Vocabulary

(resource) security	Security is when people have enough (food/energy/water) available, at a price they can afford
(resource) insecurity	When there is insufficient (food/energy/water) available, at a price people can afford
resource	Things that people use. Some resources are essential for survival, whilst others are needed to maintain a good standard of living
surplus	There is more available than is needed
deficit	There is not enough available
organic produce	Food grown without the use of chemical fertiliser or pesticides
renewable energy	Does not use fossil fuels, instead has an infinite supply

1

## Global access to resources

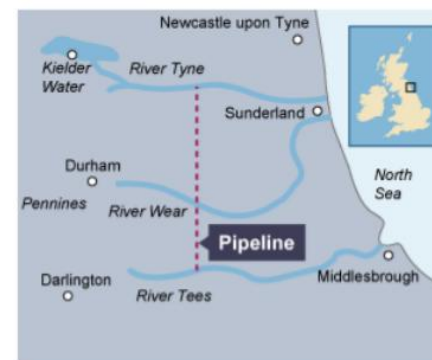
There are disparities in the global supply of resources. The balance between the supply and demand for resources affects a country's wealth and security. Wealthier countries import food and subsidise farming to make food more affordable. This creates a surplus and there is plenty to go around. Poorer countries have a **food deficit**. They struggle to grow enough to feed people and cannot afford to subsidise farming or import more food. There is a fixed amount of water on the planet. Some is stored in the oceans and ice caps and some circulates as the water cycle. The amount of water available in an area is dependent on factors such as rainfall, temperature and population.

(HICs) and (NEEs) consume a lot of energy. The people living in these countries are usually linked to a national electricity grid. They use a lot of technology in their lives and have a high standard of living. Factories in NEEs also use energy to manufacture products. (LICs) use less energy. Many people living in LICs are not connected to an electricity grid, but rely on primary energy sources, such as fuel-wood or animal dung.

2

## Access to water in the UK

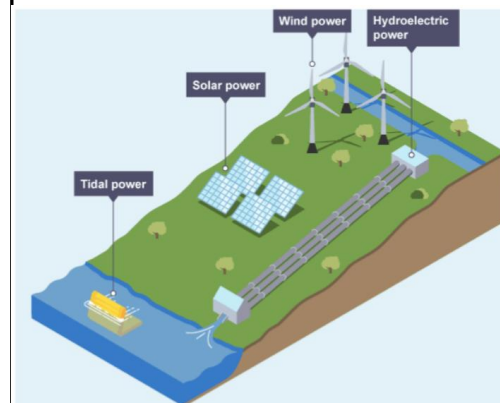
Around 80% of the global population experience. Water supply and consumption are not evenly distributed. The UK has an overall water surplus although there are variations in the amount of rainfall across the country, for example places in the west receive much more rainfall than those in the east. There are also variations in the population, eg the south east has a much higher population density than Wales, which is in the west.



3

## The UK's energy mix

The UK has been reliant on fossil fuels for many years. Global supplies of fossil fuels were once thought to be running out. However, as technology improves, new supplies can be discovered and accessed more easily. There are huge, barely tapped reserves in South America, Africa and the Arctic. It is estimated that gas will last another 50 years and coal another 112 years. Around 40% of the UK's gas supply currently comes from domestic supplies (the North Sea). However, UK supplies of fossil fuels could run out within just 5 years. In 2025, renewable energy accounted for 42.9% of the UK's energy mix, with wind, biomass, solar, and hydro as the primary sources. Wind power is the largest contributor, and in 2024, the UK's renewable electricity generation reached a record 50.4% share, surpassing fossil fuels for the first time. Key developments include the [Great Grid Upgrade](#) to connect more renewable sources and significant investment in offshore wind.





4

## Causes and impacts of food insecurity

Food security is a measure of the availability of food required to support people of a household, region, country or any specified area. It is a measure of how much food there is, if it is of suitable quality and whether people can access it. Having fully stocked supermarket shelves is something that perhaps some of us might take for granted. However, this high level of food security is not experienced by all people. In some parts of the world there is a shortage of food, which can result in starvation and death. The United Nations estimate that over 700 million people face hunger each year. They also estimate that each year three billion people cannot afford a healthy diet.

Food security is reduced by: natural increase, as birth rates are increasing and many people have better access to medical care; changing diets mean scarce food resources are transported to be sold to other areas from areas which need them; new pests and that attack crops and farm animals; the effects of climate change are making farming more difficult in many areas, eg famine in some countries if it doesn't rain for a long time, and, increased costs of farming.

5

## Strategies to increase food supply

Agribusiness is large-scale, commercial farming that uses modern technology and business principles to maximize output and efficiency. It involves the entire food production chain, from farm to fork, and aims to increase profits through methods like mechanisation, chemical fertilisers, and combining smaller farms into larger ones.



6

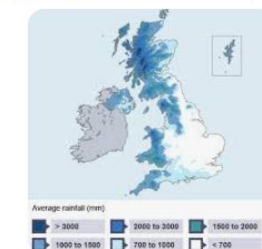
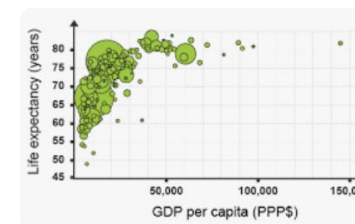
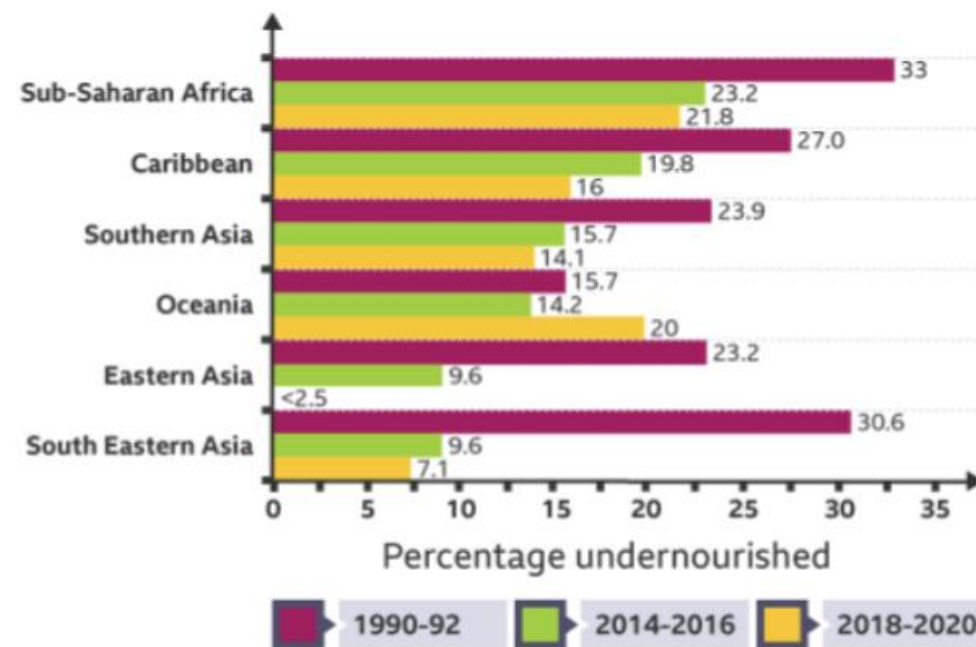
## Small scale schemes to increase food supplies: Makueni Country, Kenya

The initiative included the following measures: facilitating access to clean, safe water by constructing sand dams for each village; installation of a rainwater harvesting tank atop the school building; enhancing food security through a steady water source for crop irrigation and livestock maintenance; implementation of a training program aimed at assisting local farmers; encouraging tree plantations to curb soil erosion, boost biodiversity, and generate medicinal products; sand dams function as underground water reservoirs, purifying the rainwater as it seeps into the soil. These structures, which require minimal operation and maintenance expenditures, offer an affordable and sustainable solution for water supply in rural areas.

7

## Geographical skills:

**Scatter graphs** show relationships between two sets of data. Points are located using the x and y-axis. Sometimes these points are arranged in a pattern. A scatter graph could be used to show how life expectancy is related to GDP. A **line of best fit** helps to show correlations, or patterns within the data. The line of best fit runs through the middle of a collection of points on the graph, ideally with an equal number of points on either side of the line. A **strong correlation** is when the points are very close to the line of best fit. A **weak correlation** is when the points are far away from the line of best fit.



This Learning Programme you will be learning about component 3 – Health and Wellbeing. You will explore a depth of topics covered in component 1 and 2 and practice the composite knowledge for your exam.

## Key Vocabulary

Economic	Relating to the money, cost and affordability
Indicator	A gauge or meter of a specified kind
Empowerment	Authority or power given to someone to do something
Discriminatory	Making or showing an unjust or prejudicial distinction between difference categories of people, especially on the grounds of ethnicity, sex, age or disability
Domiciliary	Concerned with or occurring in someone's home
Obstacles	A thing that blocks one's way or prevents or hinders progress
Barriers	An obstacle that prevents movement or access to services

## Component 3

This section is split into 4 different areas. Knowledge of health and wellbeing, understanding health and wellbeing, applying knowledge and making connections between the different aspects of health and wellbeing.

### A) Factors could be:

**Physical Factor**—illness, mental health, sensory impairments, disabilities

**Lifestyle Factors** - Nutrition, Physical Activity, Smoking, Alcohol, Substance misuse

**Social Factors** - Supportive and unsupportive relationships, social inclusion and exclusion, bullying, discrimination

**Cultural** - Religion, Gender roles, gender identity, sexual orientation, community participation

**Economic factors** - employment, financial resources

**Environmental** - housing, location, home environment, pollution

### B) Physiological indicators

Knowing what you are reading is crucial. You can be asked about the followings:

Heart rate—normal = 60-100bpm

Heart rate recovery (after exercise) - too slow = unfit, quick = fit

Blood Pressure—normal is between 90/60 and 120/80.

Body Mass Index (BMI) - you will be given a graph and have to find the middle

You will also need to know/be able to talk about the following:

Nutrition—Eatwell guide

Physical activity

Alcohol

Smoking

Substances

### C—Person Centered Approach to improving health and wellbeing and barriers

1) you need to understand the needs, wishes and circumstances of the individual in our care.

2) The importance of person-centred approach for individuals (why do we act/care for people in this way)

3) How this benefits the people in our care compared to other methods

**Also, we need to ensure we can do the following:**

A) Establish recommendations for helping to improve health and wellbeing

B) Understand what support is available when following recommendations

C) And the barriers that are stopping people receiving the best healthcare possible.

**Hints and tips**

The exam is designed to try and catch you out. It is worded to make you overthink and overwrite.

Highlight the key parts of the question and key words such as negative/positive impact, barriers, lifestyle, habits (drinking or smoking) and try to use common sense.

If someone is drinking too much, their liver could fail/develop conditions.

The exam can be and is easy - stay calm, think clearly and you will do well!

**How to understand exam based questions**

Every paper you will face starts off with some multiple-choice questions or one-word answers. These questions are designed to start off your thinking and will often be the only logical answer in the paper.

Example: 'Which of the following substances is illegal?'

- A) Heroin
- B) Nicotine
- C) Alcohol
- D) Caffeine

Then after are the 4 markers. These are split into 2 mini questions each where you will need to give a key term and then explain what that means.

Example: Name two barriers that impact a blind person, who lives alone in the countryside, from going to see the GP regularly.

- 1) Sensory impairment—due to their blindness they cannot drive, and this means they would have to seek alternative arrangements to get to the GP.
- 2) Environmental barrier - because of where they live getting to the GP might become more difficult.

Finally, the 6-mark questions. These are longer essay questions that require you to find out all the information in the case study and then explain how these impact the person/what recommendations you would make to ensure we provide the most support to the person in the case study.



This Learning Programme you will be learning about the condition of Germany after WW1 and how Germany was governed after WW1.

### Key Vocabulary

#### T2 Words for the world

Spartacist	Left-wing political group
Ruhr	Industrial area in Germany
Ebert	Chancellor of Germany
Putsch	Revolt
Hyperinflation	Money loses its value

#### T3 History specific words

Arbeit und Brot	Work and Bread
Reichstag	German Parliament
Aryan	German master race
Einsatzgruppen	Execution Squad
Kinder, Kirche, Küche	Children, church, cooking
Anti-Semitism	Discrimination against the Jewish Community

1

### Key dates

11/11/18	Armistice signed ending WW1
6/1/19	Spartacist revolt
28/1/19	Treaty of Versailles
13/3/20	Kapp Putsch
Jan 1923	Invasion of the Ruhr
1923	Hyperinflation
8-9/11/23	Munich Putsch

2



### Threats to the Weimar

1919: Spartacist Revolt. Left wing, led by Rosa Luxemburg and Karl Liebknecht. Wanted Germany to be a communist country. Ebert employed the Freikorps to stop them and Liebknecht and Luxemburg were hung.

1920: Kapp Putsch. Right wing, led by Wolfgang Kapp. Wanted the return of the Kaiser and had Freikorps support. They took over Berlin and declared a new Right-Wing Government. Ebert asked the German people to strike to stop the putsch - they did. Kapp and his followers fled.

1923: Invasion of the Ruhr. France invaded the Ruhr as Germany could not pay their reparation payment that was due under the ToV. The French aimed to take goods to the value of the missed payment. The workers in the Ruhr are asked by Ebert to go on strike, they do and are treated awfully by the French soldiers.

3

Hyperinflation: The Weimar government printed more money to pay the striking workers in the Ruhr. This means that money loses its value and prices of food and essential items spiral out of control. People burn the money to keep warm! Most people lose out, they can not buy food, they lose their savings and people on a fixed income lose their homes. Only those with debts win, they can pay off their debts with one bank note.



## Life in Nazi Germany

4

### Workers

Hitler had promised 'Arbeit und Brot' work and bread. The National Labour Service was set up for 18-25 year olds. Public Work Scheme built the autobahns, schools and hospitals. Rearmament also provided jobs and conscription for 18-25 year olds was introduced in 1935. Jews were sacked and women did not count in the figures. Hjalmar Schacht was given the job of getting Germany ready for war with the Four Year Plan. This created jobs in steel, textiles and shipbuilding. Farmers were seen as vital and were supported. The DAF replaced trade unions and ran the Beauty of Labour (SDA) to improve working conditions and the Strength through Joy (KDF) with rewards (including saving for a VW beetle) to control workers.

### Young people

Schools were controlled by the Nazis. All teachers had to be Nazis and other were sacked. Textbooks and history were rewritten. They were indoctrinated (brainwashed) to think a certain way which included hatred of the Jews. Eugenics (race studies) was taught and there was a real emphasis on PE. Outside school were youth groups that were compulsory to join. For boys the 'Little Fellows' 6-10, 'Young folk' 10-14 and then the Hitler Youth. This included how to march, fight and keep fit. Girls - 'Young girls 10-14 and League of German Girls 14-17 keeping fit, preparing for motherhood. 7,287,470 members. Some youth groups resisted including the White Rose, Swing Youth and Edelweiss Pirates.

### Christians

There were 20 million Catholics and 40 million Protestants. Some Nazi ideas matched Christian ideas e.g. marriage, family, moral values and fear of Communism. In 1933 Hitler signed the Concordat with the Pope but Hitler soon broke this and the Catholics were harassed. Archbishop Galen criticised Hitler and euthanasia, he was put under house arrest. Some Protestants supported Nazi ideas and Hitler appointed Ludwig Müller as Reich Bishop. Other Protestants formed the Confessional Church led by Pastor Martin Niemöller who criticised the Nazis. 800 pastors were arrested and he was sent to a camp.

6

### Women

'The world of women is a smaller one. For her world is her husband, her family, her children and her house.' The Nazis had a clear idea of the role of women - Kinder, Kirche, Küche (children, church, cooking). They wanted to increase the population. and go back to traditional values e.g. wearing heels or trousers was 'unladylike'. Professional women were sacked but marriage loans were given to married couples of 1000 marks. For each child they kept 250 and this was linked to the Mutterkreuz (Mothercross). Bronze - 4 children silver - 6 and gold - 8. Lebensborn were also set up for women to give a child to the Reich - 8000 births came from here. Gertrud Scholtz-Klink was the figurehead of the Women's League which gave advice. The birth rate rose from 970, 000 in 1933 to 1, 413, 000 in 1939 however during the war the women were needed to help with the war effort.

7

### Jews and undesirables

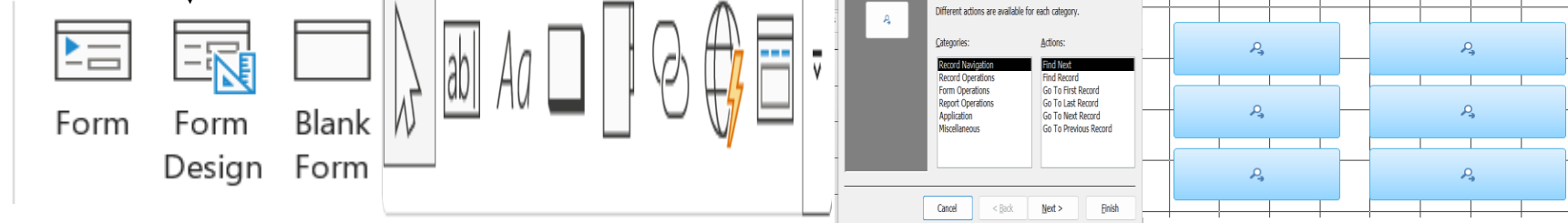
Hitler believed in a pure Aryan master race of strong tall, blond haired, blue eyed Germans. Jews, gypsies, homosexuals, disabled were classed as undesirable. As soon as Hitler came to power they began passing laws to drive out Jews including sacking lawyers and teachers. The Nuremberg Laws 1935 took away more rights and dissolved marriages. November 1938 - Kristallnacht (Night of Broken Glass) saw synagogues burned, shop windows smashed, Jews beaten, arrested and 100 killed. 20 000 were sent to concentration camps. Many Jews left but were in countries occupied by the Germans in WW2 including Holland. Once the war started the Nazis used ghettos, execution squads (Einsatzgruppen) and camps. At the Wannsee Conference a Final Solution was planned including 6 extermination camps including Auschwitz where 1.1 million died. There was an uprising in the Warsaw Ghetto and Treblinka in 1943 but both put down. Around 6 million Jews were killed.

This Learning Programme you will be learning about automated documents

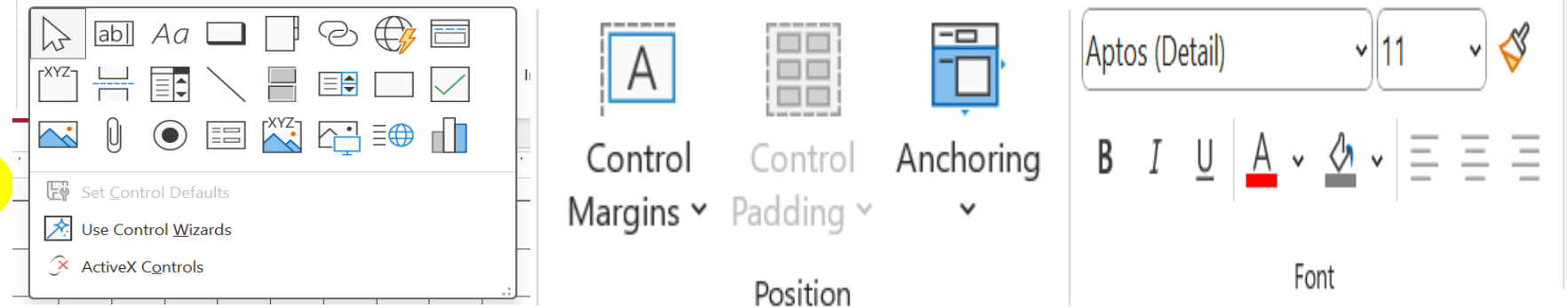
## Key Vocabulary

Validation	The process of checking data for accuracy.
Macro	A sequence of automated instructions used to automate repetitive tasks.
Placeholders	A temporary element that occupies space for final content.
Fields	A single specific piece of data, such as a first name.
Salutation	A polite greeting at the beginning of a letter.
Watermark	A faint design used to identify the creator
Merge	Combining a letter with a data source to create personalised versions

1



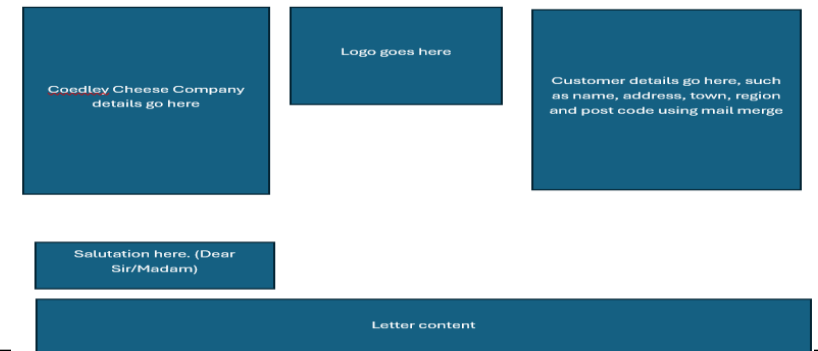
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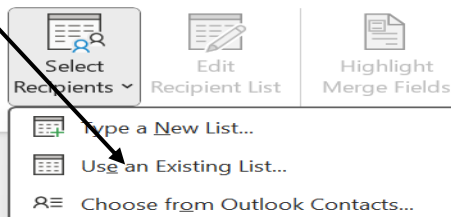
- Create an automated letter for a marketing campaign.

Create an automated mail merge system that generates personalised letters for **CCC** to send to customers. These letters will be sent to customers who have spent £1000 or more in the month of March and offer a 25% discount on their next purchase. The letter should be individualised, with a tone suitable to the **CCC** brand.



4

References Mailings Review



File name:

All Data Sources

Tools ▾

Open

Cancel

{First name} {Name 1}  
{Address}  
{City}, {Postal code}

5

References Mailings Review



Insert Merge  
Field ▾

What goes into a letter?

Customer details (name, address, town, postcode etc)

Company details (Coedley Cheese Company)

Salutation (Dear Sir/Madam)

Content of the letter (Formal as it is to a customer)

Concluding remarks

Closing

6

References Mailings Review

<< >>  
ABC

Preview  
Results

◀ ◀ 1 ▶ ▶

Find Recipient

Check for Errors

Preview Results



Finish &  
Merge ▾

Finish

7

Testing:

Did all the fields work as expected? Did each customer details match the data source?

If it didn't, what did you do to fix it?

Evaluation:

What things went well?

What would you do differently next time?

Did you meet all the success criteria? How?

How did the testing go?



This Learning Programme you will be learning about ratio and proportion visited in previous years in preparation for the summer exams. Whilst strengthening their skills at interpreting data. Students will apply their understanding of probability gaining the ability to do so accurately.

Higher students will also develop the use of Histograms and cumulative frequency.

## Key Vocabulary

<b>Proportion</b>	Proportion is a mathematical comparison between two numbers.
<b>Ratio</b>	A ratio shows how much of one quantity there is compared to another.
<b>Pressure</b>	Pressure is a measure of how concentrated (or spread out) a force is.
<b>Frequency</b>	The number of times an event occurs in a given time period.
<b>Outlier</b>	Values that lie outside the general trend of the data.
<b>Mode</b>	The most common value in a set of data.
<b>Probability</b>	The likelihood of an event occurring.

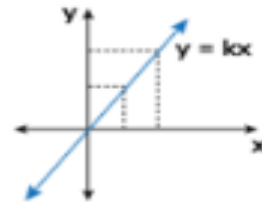
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## Direct & Inverse Proportions

### Direct Proportion

$$y \propto x$$

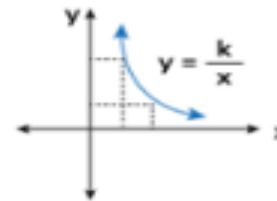
$$y = kx, \text{ for a constant } k$$



### Inverse Proportion

$$y \propto \frac{1}{x}$$

$$y = \frac{k}{x}, \text{ for a constant } k$$



3

## Calculate with compound measures

A bus travelled 240 km in 4 hours.

Calculate the average speed of the bus.

$$\begin{aligned} \text{speed (km/h)} &= \frac{\text{distance (km)}}{\text{time (h)}} \\ &= \frac{240}{4} \\ &= 60 \end{aligned}$$

Janet laid 120 bricks in 3 hours.  
Calculate the rate at which Janet laid bricks.  
Give your answer in bricks per hour.

$$\begin{aligned} \text{rate (bricks/h)} &= \frac{\text{amount (bricks)}}{\text{time (h)}} \\ &= \frac{120}{3} \\ &= 40 \end{aligned}$$

Calculate the density of an object with a mass of 600g and a volume of 800 cm<sup>3</sup>.

$$d = \frac{m}{v} = \frac{600}{800} = 0.75$$

The object will have a density of 0.75 g/cm<sup>3</sup>

The units for density are g/cm<sup>3</sup> or kg/m<sup>3</sup>.

They are **compound units** as they are a combination of **two** units.

Consider the example of the balloon being popped using the blunt end of a pencil. If the area of the end of the pencil is 0.5cm<sup>2</sup> and the force required to pop the balloon is 50 newtons, then we can calculate the pressure as follows:

$$\text{Pressure} = \text{force} \div \text{area}$$

$$\text{Pressure} = 50\text{N} \div 0.5\text{cm}^2$$

$$\text{Pressure} = 100\text{N/cm}^2$$

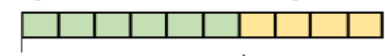
2

## Simplifying a ratio

Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4



÷ by 2 ↓

3:2



Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiplies into them is 2)

## Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4.  
Work out how much each person earns

Model the Question

James: Lucy

3 : 4

James



Lucy

$$£350 \div 7 = £50$$

□ = one part  
= £50

Find the value of one part

Whole: £350

7 parts to share between  
(3 James, 4 Lucy)

Put back into the question

James: Lucy

3 : 4  
£150 : £200

$$\text{James} = 3 \times £50 = £150$$



$$\text{Lucy} = 4 \times £50 = £200$$

## Combine ratio

The ratio of *a* to *b* is 2:3. The ratio of *b* to *c* is 4:5.  
What is the ratio *a*:*b*:*c*?

$$\begin{array}{c} a : b : c \\ 2 : 3 \\ \times 4 \quad \times 4 \quad \times 3 \\ 8 : 12 : 15 \end{array}$$

**Tip:** Give each variable a column. To be able to combine the ratios into one, we need the *b*'s to be the same. But we know we can scale ratios!

4

## Estimated Mean

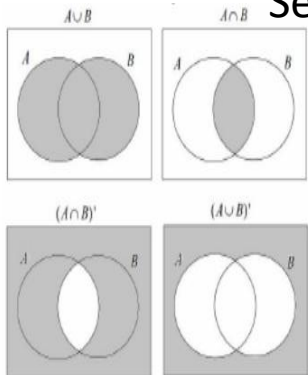
Test Score	Frequency	Midpoint (of test score)	Estimated Total
0-10	5	$(10 + 0) \div 2 = 5$	$5 \times 5 = 25$
11-20	4	$(20 + 11) \div 2 = 10.5$	$4 \times 10.5 = 42$
21-30	8	$(21 + 30) \div 2 = 25.5$	$8 \times 25.5 = 204$
31-40	12	$(40 + 31) \div 2 = 35.5$	$12 \times 35.5 = 426$
Total = 29 people			697

Estimated mean is:

Estimated total  $\div$  total frequency

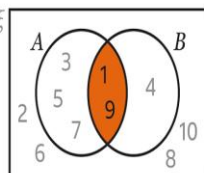
$$= 697 \div 29 = 24.03 \text{ (2dp)}$$

## Set Notation



Complement of A

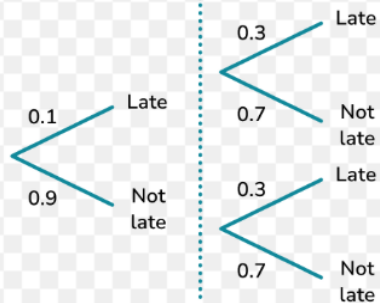
Contains all the elements of the universal set, that aren't in set A.


 $A \cap B = \{\text{odd square numbers from 1 to 10 inclusive}\}$   
 $A \cap B = \{1, 9\}$ 

## Probability of Independent events

First bus:

Second bus:



5

## Scatter Graphs

### Draw and interpret a scatter graph

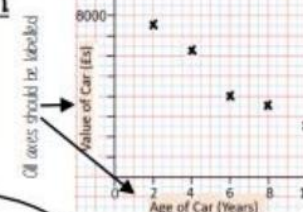
Age of Car (Years)	2	4	6	8	10
Value of Car (£)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

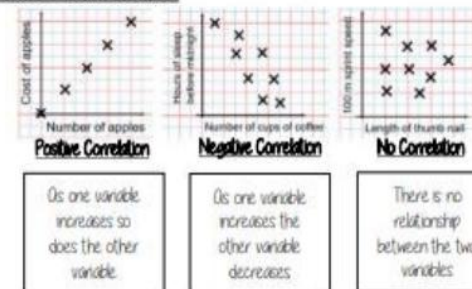
The link between the data can be explained verbally

"This scatter graph shows as the age of a car increases the value decreases"

The axes should fit all the values on and be equally spread out

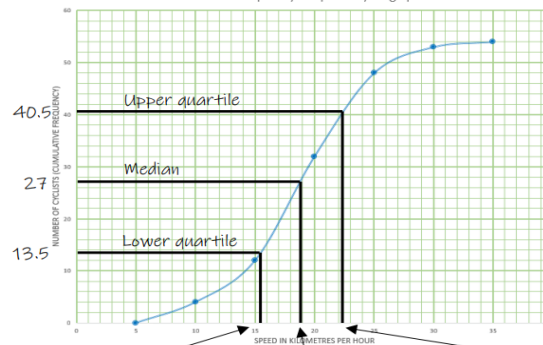


### Linear Correlation



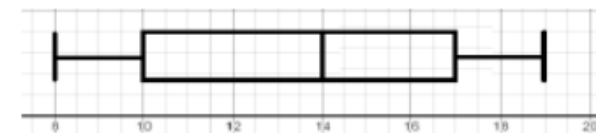
## Cumulative Frequency Diagrams and Box Plots

Cumulative Frequency Graph of Cycling Speeds



The lower quartile is 15.5, the median is 19 and the upper quartile is 24.5

Students sit a maths test. The highest score is 19, the lowest score is 8, the median is 14, the lower quartile is 10 and the upper quartile is 17. Draw a box plot to represent this information.



6

## Averages from Diagrams

e.g. Put the following data into a stem and leaf diagram.

4, 14, 17, 17, 24, 25, 26, 30, 31, 33, 34, 34, 35.

0	4
1	4, 7, 7
2	4, 5, 6
3	0, 1, 3, 4, 4, 5

Key

1 | 4 = 14

As the data in the table is in order it is easy to find the median and quartiles of the data.

0	4
1	4, 7, 7
2	4, 5, 6
3	0, 1, 3, 4, 4, 5

Lower quartile = 17 (middle of 17 and 17 as it is the median of the first half of the data)

Median = 26 (middle of all of the data)

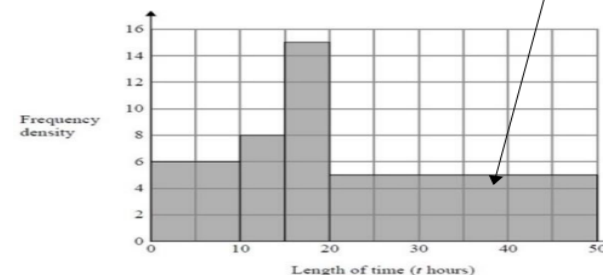
Upper quartile = 33.5 (middle of 33 and 34 as it is the median of the second half of the data)

7

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

## Histograms

Length of time	Frequency	Frequency density
$0 \leq t < 10$	60	$60 \div 10 = 6$
$10 \leq t < 15$	40	$40 \div 5 = 8$
$15 \leq t < 20$	75	$75 \div 5 = 15$
$20 \leq t < 50$	150	$150 \div 30 = 5$

Class width is the difference between the 2 bounds so this one is  $50 - 20 = 30$ The area of this bar is 150 which is the frequency of the group  $20 \leq t < 50$



This Learning Programme you will be learning how to talk about the environment and climate change

### Key Vocabulary

Imperative	Used to give instructions
The passive	Use to say what is/was or eill be done to something or someone
Se debería + infinitive	You should...
Possessive pronouns	Using mine, hers etc. to avoid repetition
Modal verbs + infinitive	Deber, poder, querer
Infinitive verb	A verb that tells you the action but not who is doing the action

## Year 11 Spanish LP3 Knowledge Organiser

### LP3.1– Nuestro mundo, nuestra responsabilidad

¿Qué problema(s) te preocupa(n) más?	Which problem(s) worry/worries you the most?
(A mí) me preocupa(n) ...	I worry about ...
<b>la discriminación</b>	discrimination
la contaminación de los bosques/mares	pollution of forests/seas
la violencia contra ...	violence against ...
las mujeres	women
las personas transgénero	transgender people
la falta de agua	lack of water
debido a que ...	due to (the fact that) ...
muchos animales ...	many / lots of animals ...
muchas personas ...	many / lots of people ...
no tienen suficiente comida	don't have enough food
son afectados/as	are affected
<b>sufren</b>	suffer
¿Qué acción quieres ver?	What action do you want to see?
Quiero/Espero que ...	I want/hope (that) ...
Recomiendo que ...	I recommend (that) ...
Odio que ...	I hate that ...
Me pone triste que ...	It makes me sad that ...
el <b>gobierno</b> ...	government ...
la gente/sociedad	people/society
la juventud	youth / young people
<b>haga</b> acciones positivas ...	do(es) positive actions
<b>haga campañas</b> contra ...	do(es) campaigns against
<b>sea</b> responsable	is/are responsible
<b>tenga</b> cuidado con ...	is/are careful with ...
<b>vaya a manifestaciones</b> contra ...	go(es) to demonstrations against ...
no <b>haga</b> acciones positivas	do(es) not do positive actions
no <b>haga campañas</b>	do(es) not do campaigns
no <b>sea</b> responsable	is/are not responsible
no <b>tenga</b> cuidado con ...	is/are not careful with ...
hacer un esfuerzo	to make an effort
proteger/cuidar	to protect / to look after
preocupar(se)	to worry
tener cuidado	to be careful
parar / recoger	to stop / to pick up
el <b>camino</b>	route/path
el <b>comentario</b>	comment

### LP3.2 – el future está en nuestras manos

#### El futuro está en nuestras manos (pages 168–169):

Jóvenes en acción	Young people in action
Se debería ayudar a resolver los problemas sociales.	You/One should help to solve social problems.
¿Quién es tu modelo a seguir favorito?	Who is your favourite role model?
Mi modelo a seguir favorito es ...	My favourite role model is ...
porque ...	because ...
usa su *popularidad en TikTok para ...	he/she uses his/her popularity on TikTok to ...
ayuda a mucha gente	he/she helps a lot of people
¿Te gustaría hacer trabajo *voluntario? ¿Por qué (no)?	Would you like to do volunteer work? Why (not)?
(No) Me gustaría hacer ...	I would (not) like to do ...
Creo que es importante ayudar / participar en ...	I think it is important to help / participate in ...

Para ser un buen *voluntario, se debería ayudar a resolver ...	To be a good volunteer, you/one should help to solve ...
Yo pienso que se debería hacer todo lo posible ...	I think that you/one should do everything ...
Yo estoy de acuerdo con sus acciones porque ...	I agree with his/her actions because ...
(no) se debería	you/one should (not)
gracias a / <b>igual</b> que	thanks to / the same as
el/la <b>protagonista</b>	protagonist, main character
<b>prestar</b>	to lend
dar <b>cariño</b> a	to give affection to
haz/pon/sal	do/put/go out
sé/ten/ve/ven/di	be/have/go/come/tell



## LP3.3 – pioneros latinos

### Pioneros latinos (pages 180–181):

Pioneros en su campo	<i>Pioneers in their field</i>
el/la bailarín(a)	<i>dancer</i>
el/la empresario/a	<i>entrepreneur</i>
el/la médico/a	<i>doctor</i>
a la edad de ... años	<i>at the age of ... years old</i>
nació en ...	<i>he/she was born in ...</i>
es conocido/a por ...	<i>he/she is known for ...</i>

cuando era niño/a / más joven ...	<i>when he/she was a child / younger ...</i>
llegar a ser	<i>to become</i>
encontrar (un trabajo/empleo)	<i>to find (a job)</i>
apoyar / mantener	<i>to support / to maintain</i>
crear / desarrollar	<i>to create / to develop</i>
marcharse de	<i>to leave</i>

## LP3.4 – sueños y esperanzas

### Sueños y esperanzas (pages 182–183):

¿Qué planes tienes para el año próximo?	<i>What plans have you got for next year?</i>
El año próximo ...	<i>Next year ...</i>
quiero <b>seguir</b> estudiando en mi *insti porque ...	<i>I want to continue studying at my (high) school because ...</i>
<b>Seguiré</b> /Continuaré ... estudiando/trabajando en ...	<i>I will keep/continue ... studying/working in ...</i>
Voy a ...	<i>I am going to ...</i>
Me gustaría ...	<i>I would like to ...</i>
Espero ...	<i>I hope to ...</i>
Tengo ganas de ...	<i>I am keen to ...</i>
Tengo <b>la intención</b> de ...	<i>I intend to ...</i>
casarme / tener hijos	<i>get married / have children</i>
ir a la universidad	<i>go to university</i>
hacer una carrera <b>universitaria</b>	<i>do a university degree</i>
<b>conseguir</b> un buen trabajo	<i>obtain/get a good job</i>
buscar un <b>puesto</b> con un buen salario	<i>find a position with a good salary</i>
ser <b>empresario</b>	<i>to be an entrepreneur</i>
*montar mi propio <b>negocio</b>	<i>to set up my own business</i>
¿Qué vas a hacer después?	<i>What are you going to do afterwards?</i>
Después, tengo <b>la intención</b> de ...	<i>Afterwards, I intend to ...</i>
¿Qué otros planes tienes?	<i>What other plans do you have?</i>
Cuando <b>tenga</b> ... años, me gustaría ...	<i>When I am ... years old, I would like to ...</i>
Cuando <b>sea</b> mayor ...	<i>When I am older ...</i>
Cuando <b>tenga</b> bastante dinero ...	<i>When I have enough money ...</i>
aprobar	<i>to pass</i>
<b>experimentar</b>	<i>to experience</i>

## LP3.5 – A trabajar

### ¡A trabajar! (pages 184–185):

¿Qué haces para ganar dinero?	<i>What do you do to earn money?</i>
Para ganar dinero ...	<i>To earn money ...</i>
hago cosas y las vendo en línea	<i>I make things and sell them online</i>
trabajo en ...	<i>I work in/at ...</i>
<b>cuido</b> a los niños de mis <b>vecinos</b>	<i>I look after my neighbours' children</i>
¿Cuánto dinero ganas?	<i>How much money do you earn?</i>
Gano ... euros/pesos/libras	<i>I earn ... euros/pesos/pounds</i>
*por hora/día/semana	<i>per hour/day/week</i>
Gano poco, pero no me importa.	<i>I don't earn much, but I don't mind.</i>
¿Cuándo lo haces?	<i>When do you do it?</i>
Lo hago ...	<i>I do it ...</i>
los fines de semana	<i>at weekends</i>
cuando necesito dinero	<i>when I need money</i>
cuando me necesitan	<i>when they need me</i>
en las vacaciones	<i>during holidays</i>
¿Qué tal tu trabajo?	<i>How is your job?</i>
Me llevo bien con mi jefe.	<i>I get on (well) with my boss.</i>
Mis <b>compañeros</b> son agradables.	<i>My colleagues are nice.</i>
Lo odio y quiero dejarlo.	<i>I hate it and I want to leave it.</i>
¿Por qué le interesa este <b>puesto</b> ?	<i>Why are you interested in this position?</i>
Me interesa este trabajo porque me encanta ...	<i>I am interested in this job because I love ...</i>
¿Qué experiencia <b>laboral</b> tiene?	<i>What work experience do you have?</i>
<b>Llevo</b> (un año) trabajando en ...	<i>I have been working in/at ... (for a year)</i>
He trabajado en ...	<i>I have worked in/at ...</i>
una tienda/*fábrica	<i>a shop/factory</i>
un café/ <b>gimnasio</b>	<i>a café/gym</i>
¿Cuáles son sus <b>características</b> positivas?	<i>What are your good qualities?</i>
<b>Soy</b> una persona ...	<i>I am a(n) ... person</i>
activa / fuerte	<i>active / strong</i>
organizada / responsable	<i>organised / responsible</i>
trabajadora / <b>artística</b>	<i>hard-working / artistic</i>
<b>independiente</b> / <b>lista</b>	<i>independent / clever</i>
<b>práctica</b> / *creativa	<i>practical / creative</i>
¿Qué otras <b>capacidades</b> tiene?	<i>What other skills do you have?</i>
Tengo ...	<i>I have ...</i>
buen <b>sentido</b> del humor	<i>a good sense of humour</i>
buenos <b>conocimientos</b> de ...	<i>good knowledge of ...</i>
buenas <b>capacidades</b> (de comunicación)	<i>good (communication) skills</i>
<b>antes de</b> / <b>después de</b>	<i>before / after</i>
para / sin	<i>(in order) to / without</i>

## LP3.6 – un trabajo para todos

### Un trabajo para todos (pages 186–187):

¿Qué tipo de trabajo querías hacer en el pasado?	<i>What type of job did you want to do in the past?</i>
Cuando era más joven, me gustaba la idea de ...	<i>When I was younger, I liked the idea of ...</i>
También quería ... porque ...	<i>I also wanted to ... because ...</i>
¿Todavía te interesa el mismo trabajo?	<i>Are you still interested in the same job?</i>
era mi sueño ...	<i>it was my dream ...</i>
quería ...	<i>I wanted ...</i>
me gustaba la idea de ...	<i>I liked the idea of ...</i>
<b>me apetecía</b> ...	<i>I was keen ...</i>
Ahora ...	<i>Now ...</i>
He decidido que ...	<i>I have decided that ...</i>
(todavía / <b>ya no</b> ) quiero ...	<i>I (still / no longer) want ...</i>
me gusta la idea de ...	<i>I like the idea of ...</i>
<b>me apetece</b> ...	<i>I am keen ...</i>
es mi sueño ...	<i>it is my dream ...</i>
ser ...	<i>to be (a / an) ...</i>
actor/actriz	<i>actor/actress</i>
artista / periodista	<i>artist / journalist</i>
policía / profesor(a)	<i>police officer / teacher</i>
modelo / <b>científico/a</b>	<i>model / scientist</i>
*director(a) de cine/teatro	<i>film/theatre director</i>
*camarero/a	<i>waiter/waitress</i>
*enfermero/a	<i>nurse</i>
*ingeniero/a	<i>engineer</i>
*guía turístico	<i>tour guide</i>
*peluquero/a	<i>hairdresser</i>
trabajar ...	<i>to work ...</i>
al aire libre / desde casa	<i>outdoors / from home</i>
solo/a	<i>alone</i>
en el extranjero	<i>abroad</i>
en <b>la enseñanza</b>	<i>in teaching</i>
en un <b>hogar</b> de ancianos	<i>at a care home</i>
en una empresa/oficina	<i>in a business/office</i>
con los animales/niños	<i>with animals/children</i>
con los ordenadores	<i>with computers</i>
con gente	<i>with people</i>
hacer un trabajo ...	<i>to do a(n) ... job</i>
seguro	<i>safe/secure</i>
<b>artístico</b>	<i>artistic</i>
con responsabilidad	<i>with responsibility</i>
con un buen salario	<i>with a good salary</i>
con <b>variedad</b> /flexibilidad	<i>with variety/flexibility</i>
<b>solicitar</b> (un trabajo)	<i>to apply for, request</i>
Si, todavía quiero ... porque ...	<i>Yes, I still want ... because ...</i>
No, he decidido que <b>ya no</b> quiero ...	<i>No, I have decided that I no longer want ...</i>
Ahora <b>me apetece</b> ... ya que ...	<i>Now I'm keen ... since ...</i>
Antes ...	<i>Before ...</i>
De niño/a ...	<i>As a child ...</i>
Cuando era más joven ...	<i>When I was younger ...</i>

## LP3.7 – las lenguas te abren las puertas

### Las lenguas te abren las puertas (pages 188–189):

¿Qué idiomas hablas?	<i>What languages do you speak?</i>
Hablo ... y <b>llevo</b> ... estudiando ...	<i>I speak ... and I have been studying ... for ...</i>
También he aprendido ...	<i>I have also learned ...</i>
¿Por qué es importante aprender otras lenguas, en tu opinión?	<i>Why is it important to learn other languages, in your opinion?</i>
Si sabes hablar otro <b>idioma</b> , ...	<i>If you know how to speak another language, ...</i>
puedes estudiar o trabajar en el extranjero	<i>you can study or work abroad</i>
puedes <b>descubrir</b> otros países	<i>you can discover other countries</i>
<b>te permite descubrir</b> otras culturas	<i>it allows you to discover other cultures</i>
mejora tus <b>oportunidades laborales</b>	<i>it improves your job opportunities</i>
te abre <b>la mente</b>	<i>it opens your mind</i>
En el futuro me gustaría aprender ...	<i>In the future I would like to learn ...</i>
español / *francés / *inglés	<i>Spanish / French / English</i>
castellano	<i>Castilian</i>
*catalán / *euskera / *gallego	<i>Catalan / Basque / Galician</i>
¿Cómo puedo ayudarle?	<i>How can I help you?</i>
Quisiera dos billetes a (Madrid), por favor.	<i>I would like two tickets to (Madrid), please.</i>
¿Qué tipo de billetes quiere?	<i>What kind of tickets do you want?</i>
un billete de ida y vuelta	<i>a return ticket</i>
un billete de ida	<i>a one-way/single ticket</i>
¿Cuándo quiere viajar?	<i>When do you want to travel?</i>
Queremos viajar ...	<i>We want to travel ...</i>
esta tarde	<i>this afternoon/evening</i>
mañana por la mañana	<i>tomorrow morning</i>
el martes por la tarde	<i>Tuesday afternoon/evening</i>
Hay un tren que sale a ...	<i>There is a train that leaves at ...</i>
¿A qué hora llega?	<i>At what time does it arrive?</i>
Llega (a las nueve dieciséis).	<i>It arrives (at nine sixteen).</i>
¿Es directo o hay que cambiar?	<i>Is it direct or must you change?</i>
saber	<i>to know (how to)</i>
conocer	<i>to know, meet</i>
elegir	<i>to choose</i>
<b>acordarse</b>	<i>to remember</i>
<b>atreverse</b>	<i>to dare</i>
<b>sorprender</b>	<i>to surprise</i>
<b>equivocarse</b>	<i>to be wrong / make a mistake</i>
<b>traducir</b>	<i>to translate</i>

This Learning Programme you will be starting to complete Component 3 which is the external exam unit and the final part of your Music BTEC.

## Key Vocabulary

Performance	The act of presenting something as a form of entertainment
Composition	Creating original music.
Production	The entire process of creating a musical track.
Technique	How a musician goes about creating a performance.
Development	Refining a skill or making it better.
Composer	A person who writes music for their job.
Brief	A set of instructions.
Genre	A type of music.
Stylistic Feature	A defining characteristic of a genre.

1

### What is a brief?

*A brief is a written document that provides a scenario and instructions to find or create a product for a target audience. It gives a brief overview of the background and objectives.*

### Target audience

*This is a group of people identified as likely customers. People in the target audience share similarities such as age or location. This makes it easier to target your product.*

### Activity 1 - Responding to a brief

- ☐ Investigate the musical styles in the brief
- ☐ Carry out **research** of relevant material eg listen to **cover versions**, find **sheet music**
- ☐ What **resources** are required?
- ☐ What **changes** will you make?
- ☐ **Timeline** of development

2

## Activity 2 - Applying musical skills

### Organisation Skills

- Identify priorities - what will you do and when?
- Set targets - what do you need to do each lesson? How will you monitor this?
- Use of technology - do you need to use Garageband?

### Preparing for the project

- Health and Safety - correct and safe use of equipment, manual handling
- Checking resources and facilities - what instruments are available? Do you need sheet music and/or lyrics?
- Plan for alternatives - have a back up plan in case things go wrong

### Consider the constraints

- Ensure you are working within the aims of the brief - keep in mind your target audience, the finished product and the deadline
- Use suitable materials and techniques
- Address any quality issues

### Activity 3 – Reflecting on Your Practice

- Reflect on your creative decisions during the creative process
- Reflect on your use of the musical elements
- Remember to reflect on how and why you did things

3

### Creating A Cover Version

Chords – add the chord sequence in as it is written, then change the key, tempo and rhythm to match not only the song itself but the new genre.

Bassline – add this in alongside the chord sequence – if you are unsure of how to do this, the first note of each chord usually provides a secure bassline

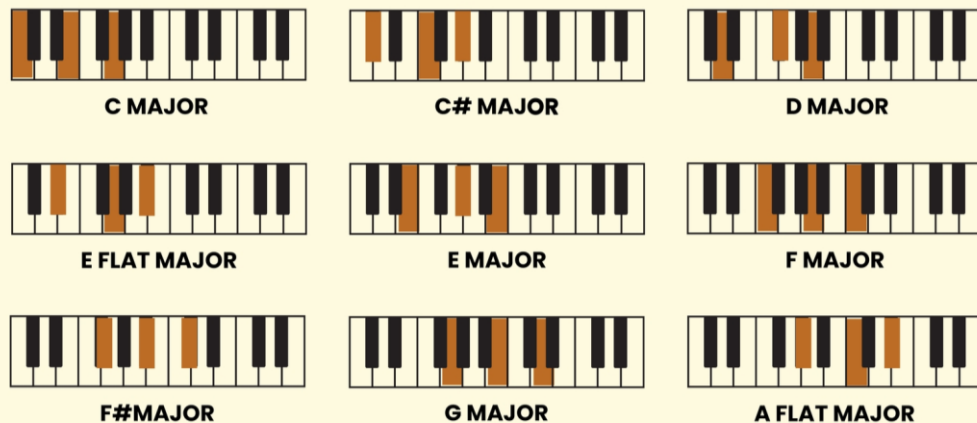
Other Instruments – find out which instruments are stylistic of your chosen genre and add these in.

Lyrics – do these need to be changed or adapted to fit the new style or even link to the given theme in the vocational context?

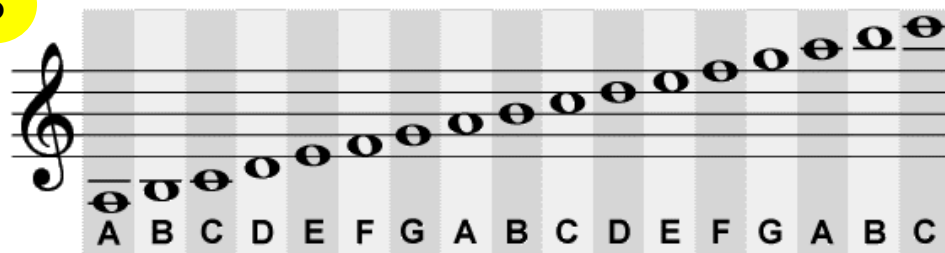


4

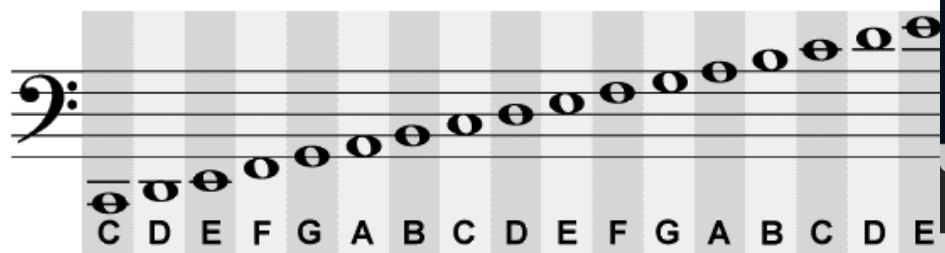
## PIANO BASIC CHORD CHART



5 Treble Clef



Bass Clef



6

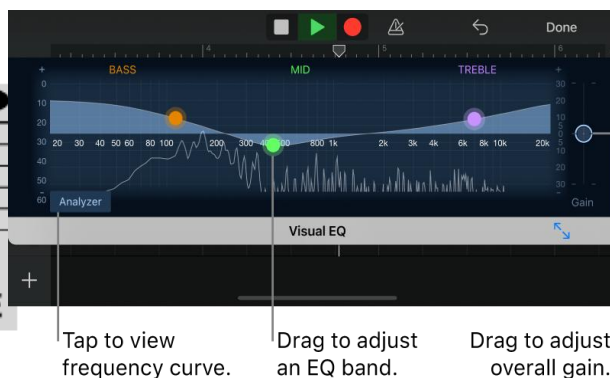
### Showing & Hiding Various Functions

Action	Shortcut
Automation	A
Smart Controls Window	B
Score Editor	N
Loop Browser	O
Piano Roll Editor	P
Library	Y
QuickHelp	Shift+/ (backslash)
Full Screen	Command+Control+F
Musical Typing	Command+K
Master Track	Command+Shift+M

### Tricks with Tracks

Action	Shortcut
Create new track	Command+Option+N
Create new real audio track	Command+Option+A
Delete selected track	Command+Delete
Mute toggle for selected track	M
Solo toggle for selected trackS	

7



EQ is a really good way of manipulating stems in garageband to make them sound different. It is important to know however what each part of EQ does

- HIGH PASS – cuts out the higher frequencies
- LOW PASS – cuts out the lower frequencies

(REMEMBER PULLING UP INCREASES, PULLING DOWN DECREASES!)

These are some handy keyboard shortcuts for Garageband. They will help you to access certain features quickly or do things in a more efficient way to save time.

**HANDY HINT** – to see more features in action, there are many helpful tutorials about iMac Garageband on Youtube to view.

This Learning Programme you will be focusing on record ing ideas and observations, relating to your own ideas in response to your work so far.

1. How to identify key features.
2. How to analyse your work so far
3. How to plan your own response and ideas
4. How to use materials and processes to your own advantage
5. How to create 3 final ideas
6. How to analyse your 3 ideas
7. How to evaluate your ideas



Key Vocabulary	Definition
Depth of field	Refers to the distance between the nearest and farthest objects that appear acceptably sharp in an image.
Leading lines	Leading lines in photography are compositional elements that guide the viewer's eye through an image, directing attention to the main subject
Composition	Composition in photography refers to the position of elements inside the frame and how they interact with each other.
Zoom	How close or far away the main feature of the photograph is
Focus	How clear/blurry the main feature of the photograph is
Rule of thirds	The Rule of Thirds is a type of off-center composition where important elements of a photograph are placed along a 3x3 grid, which equally divides the image into nine parts.

**ASSESSMENT OBJECTIVE 3**  
Record ideas, observations and insights relevant to intentions as work progresses.

Collecting images. **ANNOTATE**  
Use key vocabulary.

**DESCRIBE**  
Annotating your work. Relevant to what you are doing.

**OBSERVATIONS**  
Primary observation. Good quality drawings, paintings, sketches & photos.

**THEME**  
Evidence **YOUR JOURNEY**

Discussing your work and progress. Present your ideas.

**YOUR IDEAS**

**A03**  

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

➤ **Record intentions-observational drawings, plans**

➤ **IDEAS LINKING TO ARTISTS WORK AND TO THE THEME**

➤ **PROJECT NEEDS TO LINK AND DEVELOP**

Final Idea 2 Final Idea 3 



This Learning Programme you will be learning about the nature and significance of peace and conflict within Islam.

## Key Vocabulary

Peace	Freedom from disturbance – a period in which there is no war.
Conflict	A disagreement that can lead to war.
Ummah	Global community of Muslims.
Jihad	To struggle/strive. Two types: lesser and greater.
Weapons of Mass Destruction	Weapons capable of causing significant harm to large numbers of people, infrastructure or the environment.
Mutually assured destruction	Military teaching whereby the use of nuclear weapons would result in total annihilation of both the opposition and defence.

1

### Attitudes to conflict

**Casualties** - Death and injury are the most obvious problems with conflict. Many killed, thousands injured and millions internally displaced (moved from their homes). Syria so far is thought to have claimed 181,000 soldiers lives, 70,000 civilian lives and at least 12,000 children's lives.

**Displacement** - Conflict can create large numbers of refugees as civilians flee war zones for safety or are forcibly moved by armed forces. Civil war in Syria has led to more than 3 million refugees fleeing to Turkey or Lebanon with further movement to Europe.

**Expense** - Wars cost money for weapons and military personnel but they also disrupt the economy of the country in conflict as well as cause social and economical issues with the countries where refugees end up. Governments have to provide healthcare, housing, education and social benefits.

2

### Pacifism

Pacifism is the opposition to war and conscientious objectors are pacifists that refuse to partake in conflict.

This stems from Christian teachings from Jesus at the Sermon on the Mount; teaching that Christians should resist evil and 'turn the other cheek'.

- **Lesser Jihad** is the struggle with forces to remove evil from society. The meaning of the Arabic term jihad is struggle. This means that there is no concept of pacifism or 'turning the other cheek' in Islam.

- However, the story of Cain and Abel from Surah 5:28 states 'If thou dost stretch thy hand against me, to slay me, it is not for me to stretch my hand against thee to slay thee: for I do fear Allah, the Cherisher of the worlds.'

3

### Just War Theory

A Just War is a war that is fought for the right reasons and in the right way. Although war is never good, it is agreed that in some cases wars are unavoidable. The theory is linked with St Thomas Aquinas.

C	Cause	The cause of the war is just e.g. self defence or remove an injustice (genocide)
L	Last	It is a last resort - all other non-violent methods of ending the conflict have been tried and failed
A	Authority	Fought by the authority of the United Nations
P	Peace	Fought with the intentions of restoring peace
S	Success	Reasonable chance of success
A	Avoid	Methods used avoid killing civilians (any methods that deliberately target civilians to instil fear are banned)
P	Proportionate	Proportional methods are used e.g. not use nuclear weapons on a country that invaded a small island

Religion	<ul style="list-style-type: none"> <li>- There may be two religious groups that want to be dominant</li> <li>- A country may be largely one religion but the country as a whole is a different religion (e.g., Kashmir is majority Muslim but part of Hindu India)</li> <li>- There are differences within a religion and one religious group attacks another for having different beliefs (In Syria, government forces are Shi'a Muslims, rebel forces are Sunni Muslims)</li> </ul>
Politics, history and culture	<ul style="list-style-type: none"> <li>- Nationalism - one ethnic group should have its own country because of differing cultures.</li> <li>- Ethnic cleansing - the belief that minority groups should be removed from a country (Genocide in Rwanda)</li> <li>- Tensions between ethnic groups</li> <li>- Different political groups trying to gain power</li> </ul>
Resources	<ul style="list-style-type: none"> <li>- Access to oil reserves in a country</li> <li>- Access to water (Sudan)</li> <li>- Economic problems in one country can lead to economic refugees looking for food and work elsewhere and this can lead to conflict.</li> </ul>

### Muslim responses to the cause of war:

- Most Muslims believe that Muslims must fight if they are attacked as instructed in the Qur'an and so the war is just. The Prophet fought in wars for self-defence; therefore, so should Muslims.

- Muslims must be clear about the causes of the conflict. They cannot be classed as the aggressor and so would not be involved in a war to take resources from another, to force others to become Muslim, to change the political leadership or a country or to change the culture.

- Muslims should be cautious of war as 'Jaber reported the Messenger of Allah saying 'War is a deception'.

**Atheist and Humanist responses to the causes of war:**

- Make United Nations stronger so that it can end wars with a peacekeeping force. Many Humanists are pacifists and so wouldn't fight in war.

- Many Humanists believe that as religion is the root core of many conflicts that we should eradicate religion.

- Some atheists would agree that they should fight in a just war

**Situation ethics and war:**

- Muslims and Humanists often apply this ethical theory to war. They look at the causes and effects of a war and make a decision based on what will produce the most loving outcome, e.g. is a country had been invaded and it people wiped out, they may decide the best solution is to declare war on the invader.

### Situation ethics and just war:

- Some would argue it is virtually impossible to fight a just war with the use of modern weapons. Therefore, often situation ethics is applied to determine if a war is just. They consider if:

- The cause is just
- Attempts to resolve the conflict has failed
- Chance of success
- Military try to avoid civilian casualties
- To defend a country against an aggressor

### Islam and Just War

Muslims follow slightly different ideas about what makes a war just. They consider:

- Must be fought for a just cause
- Must be a last resort
- Must be led by Muslim authority chosen by the whole Muslim community and renowned for his piety and religion
- All soldiers fighting are faithful Muslims well versed in the teachings of Islam
- Fought in a way to cause minimal amount of suffering
- Innocent civilians (old, young and women) must not be attacked
- Ended as soon as enemy lays down their arms.

Most Muslims would agree that they would fight if it was just. They think this because:

- The Qur'an says that Muslims must fight if they are attacked and the Qur'an is the word of God
- Mohammad is the ultimate example of how to live and he fought in wars
- Mohammad made many statements (hadith) about the need to fight in Just Wars
- The Qur'an states that anyone who dies fighting in a Just War will go to heaven



4

## The role of Muslims in peacekeeping

Muslims are encouraged to seek justice as a way of making peace. If a society and its laws are unjust then they may campaign against them which causes conflict. (e.g. Sunni Muslims beginning civil war in Syria due to their disagreements with Assad regime)

## The work of Muslims for peace today:

**Ahmadiyya sect** Motto is 'Love for all, hatred for none'. Began in Pakistan and now moved to London. This group promotes a message of worldwide peace by:

- Annual peace forum where political leaders meet to discuss ways in which Islam and other religions can come together to tackle the issue of war
- Campaigns among Muslims for human rights, particularly in Muslim countries.
- speaks out against terrorist activities in the name of Islam.

## Holy War

Religion and war have gone hand in hand for as long as history records warfare. For a war to be regarded as a Holy War it needs to have these features:

- Fought to achieve a religious goal
- Authorised by a religious leader
- Promise a spiritual reward for those who fight

First crusade

It was called by Pope Urban II (authorised by a religious leader) to free Jerusalem and the Holy Land from Muslim invaders and bring them back to Christians control (religious objective). Urban promised that those taking part would receive an award in heaven and that any who died on the crusade would have their sins forgiven and so would go straight to heaven (promise of spiritual reward)

## Harb al-Muqadis (Holy War in Islam)

According to Shari'ah, a Holy War can be fought:

- To defend faith
- To strengthen Islam
- Protect the freedom of Muslims to practise their faith
- Protect Muslims against attack
- Put right a wrong

However Islamic lawyers believe that Holy War can only be called against an aggressor which threatens Islam and must follow the Muslim Just War criteria

*'fight and slay the pagan wherever you find them, beleaguer them,, and lie in wait for them in every stratagem of war; but if they repent and establish regular prayers and practise regular charity, then open the way for them; for God is oft-forgiving, Most Merciful' (Surah 9:5)*

7

## Muslim attitudes towards peace

- Since the word 'Islam' is derived from the word meaning 'peace' in arabic, Islam itself is a religion which its followers believe brings a peaceful life.

- The Qur'an itself makes plain that Islam is a religion of peace:
- 'You who believe! Enter into peace wholeheartedly; and follow not the footsteps of the Evil One' (Surah 2:208)
- Salaam alaykum - May peace be with you Muslim equivalent of hello.
- One of the attributes Of God described in the Qur'an is peace and security.

## Peace is important for Muslims because:

- The Qur'an calls Islam 'Dar as Salaam'. The House of Peace.
- Islam teaches that true peace both within and between people comes from accepting Islam and its ways.
- Peace should take a central place in a Muslim's life. Muslims should always look for an amicable solution to any conflict.

6

## Weapons of mass destruction

Nuclear, chemical and biological weapons are referred to as weapons of mass destruction.

Nuclear weapons	<p><b>Atomic bombs</b> - That used in Hiroshima &amp; Nagasaki during WW!! Killing 124,000 people instantly</p> <p><b>Hydrogen bomb</b> - 1000 more powerful than atomic bomb</p> <p><b>Neutron bomb</b> - enhanced radiation bomb designed to kill or disable all people but leave buildings in tact</p> <p><b>Intercontinental ballistic missiles</b> - known as trident in the UK. Can be delivered either from land or submarines and have a range of up to 10,000km.</p> <p>Only 8 countries from the United Nations 190 are known to have nuclear weapons. (USA, Russia, UK, France, China, India , Pakistan &amp; Israel)</p>
Chemical weapons	Any toxic chemical that can cause death, injury, temporary incapacitation or sensory irritation. The most dangerous being nerve agents, blood agents and blister agents; all of these are liquid and become gas upon release.
Biological weapons	Bacterial weapons include things such as bacteria, viruses and fungi. These agents may be lethal when targeted at a person, group or population. E.g. Anthrax spores are breathed in which untreated can lead to toxic shock and death.

### Benefits of WMD

- Many people believe that the simple threat of them has prevented further world wars (mutually assured destruction - hesitation to attack due to threat of nuclear attack)
- Biological and chemical weapons do not destroy buildings so they are an efficient way to destroy an enemy but the infrastructure to be used by the attacker

### Problems with WMD

- Deliberately target innocent civilians
- Threaten the world with extinction (nuclear war between USA & Russia would virtually leave the earth uninhabitable)
- Chemical and biological weapons are difficult to deliver effectively. No one knows the effect that large quantities could have on the atmosphere
- These weapons could be uncontrollable once released

### Muslim attitudes to WMD:

- Just War teachings make it difficult for Muslims to justify WMD. Islam gives detailed rules about warfare including atrocities, genocide and rape and clearly forbids the killing of innocents not involved in war.
- Pakistan has WMD purely to defend from its enemy, India. Pakistan have never provided an Islamic justification for having WMD.

### Humanists and WMD:

- No Humanist would accept the use of WMD but understands it necessity to act as a deterrent against other countries, even if there was never any intention to use them.

### Atheists and WMD:

- Some atheists believe that this life and earth are all we have and we should not use weapons that could potentially destroy the planet.
- Other atheists would agree that a country should possess WMD as a means of self-defence to prevent from attack.

### Utilitarianism

Possessing WMD has led to less conflict and so 'the greatest happiness for the greatest number'. Everyone is happier living in peace, this may be due to a country feeling safe protected by their arms.

'You will be learning about how living things adapt and survive in different environments, including the adaptations of plants and animals. In chemistry, you will explore the development of the periodic table, electronic structure, and the properties of Groups 1 and 7. You will learn about states of matter, how atoms form ions, and the different types of bonding—ionic, covalent, and metallic—as well as structures like giant lattices, fullerenes, and graphene. You will also develop skills in chemical calculations, including relative masses, moles, and concentrations, and learn to write balanced equations. L

## Key Vocabulary

Adaptation	Adaptation is the process by which an organism or species becomes better suited to its environment
Structure	Structure is the arrangement and organization of parts within an organism or object that determines its shape and function
Matter	Matter is anything that has mass and takes up space.
Bonding	Bonding is the process by which atoms or ions join together through chemical interactions.
Equation	An equation is a mathematical statement that shows the equality between two expressions
Reactivity	Reactivity is the tendency of a substance to undergo chemical reactions, often determined by how easily it interacts with other substance
Knowledge	Knowledge is the understanding and awareness of facts, information, and principles gained through experience, education, or reasoning
Insoluble	Insoluble means unable to dissolve in a

1

## Adaptations of organisms

Organisms have features – **adaptations** – that enable them to survive in the conditions in which they live. The adaptations of an organism may allow it to outcompete others, and provide it with an evolutionary advantage.

### Structural adaptations

The physical features that allow an organism to successfully compete:

- sharp teeth to hunt prey
- colouring that may provide camouflage to hide from predators or hunt prey
- a large or small body-surface-area-to-volume ratio.

### Behavioural adaptations

The behaviour of an organism that gives it an advantage:

- making nests to attract a mate
- courtship dances to attract a mate
- use of tools to obtain food
- working together in packs.




### Functional adaptations

Adaptations related to processes that allow an organism to survive:

- photosynthesis in plants
- production of poisons or venom to deter predators and kill prey
- changes in reproduction timings.

You can work out how an organism is adapted to where it lives when given information on its environment and what it looks like.

For example, without the following adaptations the organisms below would be at a disadvantage in their environment.

Organism	Example adaptations
	<ul style="list-style-type: none"> <li>• white fur for camouflage when hunting prey</li> <li>• feet with large surface area to distribute weight on snow</li> <li>• small ears to reduce heat loss</li> <li>• thick fur for insulation</li> </ul>
	<ul style="list-style-type: none"> <li>• feet with large surface area to distribute weight on sand</li> <li>• hump stores fat to provide energy when food is scarce</li> <li>• tough mouth and tongue to allow camel to eat cacti</li> <li>• long eyelashes to keep sand out of eyes</li> </ul>
	<ul style="list-style-type: none"> <li>• spines instead of leaves to reduce surface area and therefore water loss, and to deter predators</li> <li>• long roots to reach water underground</li> <li>• large, fleshy stem to store water</li> </ul>

Some organisms are **extremophiles**, which means they live in environments that are very extreme where most other organisms could not survive. For example, areas with:

- very high or low temperatures
- extreme pressures
- high salt concentrations
- highly acidic or alkaline conditions
- low levels of oxygen or water.

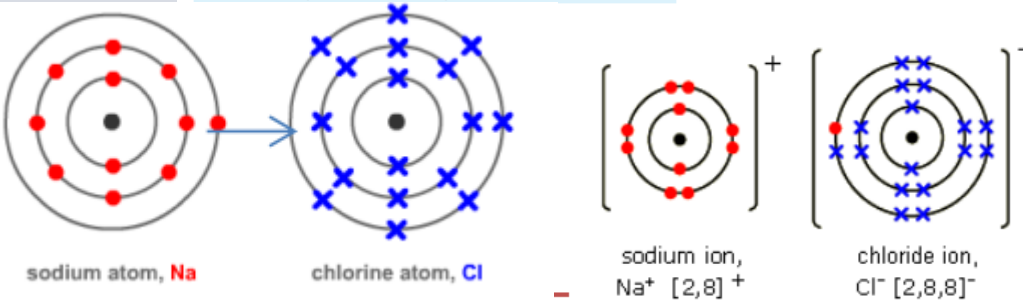
Bacteria that live in deep sea vents are extremophiles.

Deep sea vents are formed when seawater circulates through hot volcanic rocks on the seafloor. These environments have very high pressures and temperatures, no sunlight, and are strongly acidic.

3

## Ionic Bonding

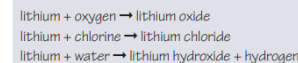
When a metal atom reacts with a non-metal atom electrons in the outer shell of the **metal atom** are **transferred to the non metal atom**. This means the metal has a positive charge and the non metal has a negative charge. This means there is an **electrostatic attraction** between the two ions, this is what forms an ionic bond. Both atoms will have a **full outer shell** (this is the same as the structure of a noble gas) see example below of sodium chloride.



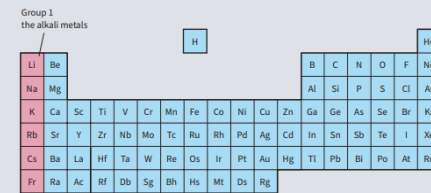
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## Group 1 elements

Group 1 elements react with oxygen, chlorine, and water, for example:



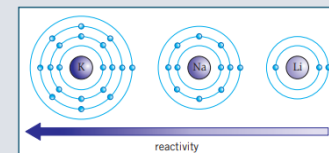
Group 1 elements are called **alkali metals** because they react with water to form an alkali (a solution of their metal hydroxide).



## Group 1 properties

Group 1 elements all have one electron in their outer shell. **Reactivity** increases down Group 1 because as you move down the group:

- the atoms increase in size
- the outer electron is further away from the nucleus, and there are more shells shielding the outer electron from the nucleus
- the electrostatic attraction between the nucleus and the outer electron is weaker so it is easier to lose the one outer electron
- the melting point and boiling point decreases down Group 1.



## Group 7 elements

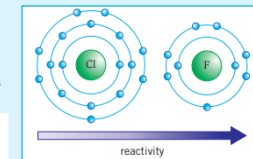
Group 7 elements are called the **halogens**. They are non-metals that exist as molecules made up of pairs of atoms.

Name	Formula	State at room temperature	Melting point and boiling point	Reactivity
fluorine	$\text{F}_2$	gas	increases down the group	decreases down the group
chlorine	$\text{Cl}_2$	gas		
bromine	$\text{Br}_2$	liquid		
iodine	$\text{I}_2$	solid		

## Group 7 reactivity

Reactivity decreases down Group 7 because as you move down the group:

- the atoms increase in size
- the outer shell is further away from the nucleus, and there are more shells between the nucleus and the outer shell
- the electrostatic attraction from the nucleus to the outer shell is weaker so it is harder to gain one electron to fill the outer shell.



## Group 7 displacement

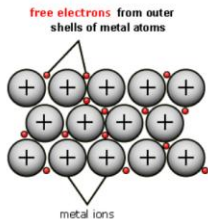
More reactive Group 7 elements can take the place of less reactive ones in a compound. This is called **displacement**.

For example, fluorine displaces chlorine as it is more reactive:  
 fluorine + potassium chloride  $\rightarrow$  potassium fluoride + chlorine



### Metallic Bonding

Metals form giant structures. The metal atoms form a regular pattern and the donate their outer electron to the "sea of delocalised electrons". These electrons are free to move. The 2D structure of metallic bonding looks like this:






This would be the structure of a group 1 metal like sodium, if it were a group 2 metal like magnesium then the charge on the ions would be  $Mg^{2+}$ .

# Year 11 Science LP3 Knowledge Organiser

## Properties of Metals

Metals are **good conductors of electricity**, due to the delocalised electrons, which can carry the electric charge. Metals are also **good conductors of heat** as the free electrons can transfer the heat energy through the metal.

Metals are also **malleable** (bendy) as the layers of ions can easily slide over one another. This means that many pure metals are too soft for uses such as building.

Substance	Diagram	Description	Properties
Diamond		Each carbon is covalently bonded to four other carbons	Very hard, very high melting point, due to strong covalent bonds. Does not conduct electricity – no free electrons/ions.
Graphite		Each carbon is covalently bonded to 3 other carbons, there are weak (non covalent) bonds between the layers.	High melting point, conductor of electricity due to <b>delocalised electrons which can carry a charge</b> . Slippery as layers can slide over each other
Silica		Every silicon atom is bonded to 2 oxygen atoms and vice versa	High melting point

## Relative formula mass ( $M_r$ ):

This is the mass in grams of 1 mole of the substance. To calculate it you need to add up the atomic mass (bigger number) of all of the atoms in the molecule.

e.g 1.  $NaCl = Na + Cl = 23 + 35.5 = 58.5$

e.g 2.  $MgF_2 = Mg + (2 \times F) = 24 + (2 \times 19) = 62$

### Equation

$$\text{moles} = \frac{\text{mass}}{M_r}$$

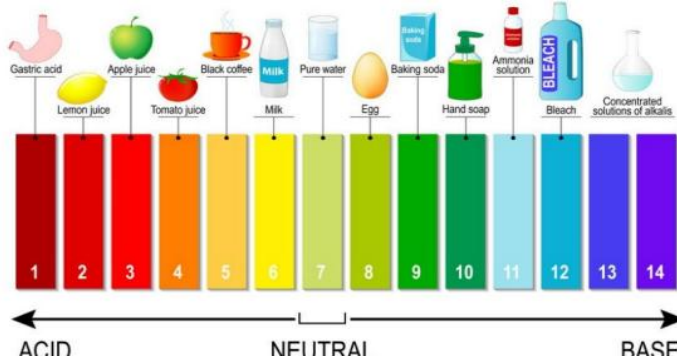
### Meanings of terms in equation

*Mass is the mass of the substance in grams*  
 *$M_r$  is the relative formula mass of the compound (or use the relative atomic mass if it is an element)*

## Reactivity of metals

When a metal reacts it **forms a positive ion**. The easier it is for a metal to form a positive ion, the more reactive it is. This is shown in the reactivity series; you should memorise the position of different elements:

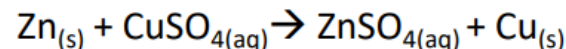
potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au



## Reactions: Displacement reactions

Using the **reactivity series** a more reactive metal will **displace** a less reactive metals from their compounds.

Example: Zinc + Copper sulphate → Zinc sulphate + Copper



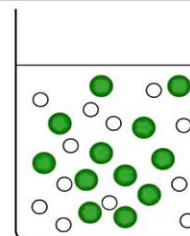
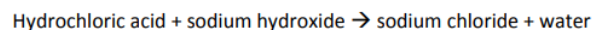
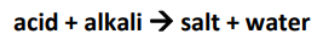
Observation: Iron metal forming (zinc more reactive than copper so it displaces it.)

A reaction with a less reactive metal will not work.

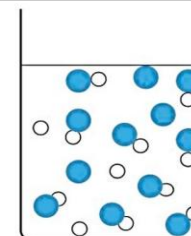
e.g. Thermite reaction mixes 2 powders & heating them strongly. It's a very exothermic reaction.

## NEUTRALISATION

A chemical reaction happens if you mix together an acid and an alkali. The reaction is called neutralisation. A **neutral solution** is made if you add just the right amount of acid and base together. The products formed are **salt and water**.



Strong acid



Weak acid

▲ All particles split up in a strong acid, such as hydrochloric acid. Only a few particles split up in a weak acid, such as ethanoic acid. The water particles in the solutions are not shown. *Not to scale.*

This Learning Programme you will be developing fundamental movement skills such as catching, throwing, running and footwork. You will also explore rules, regulations and scoring systems of a range of team sports and learn about the principles of attack and defence.

## Key Vocabulary

Attack and Defense	Attack refers to the act of attacking or aggressive action, while defense denotes measures taken to protect against attack or danger.
Spatial Awareness	Spatial awareness is the ability to be aware of where your body is during physical activities and where and when to move it.
Outwit	Outwit is the ability to make smart, calculated decisions during gameplay that give you an edge over your opponent.
Timing	Timing is the combination of decision-making, co-ordination and reaction time which gets the player in the right place at the right time.
Decision Making	Decision-making is when the performer makes a voluntary choice from a set of alternatives. This decision will usually lead to a movement, action, tactical change or selected skill.
Scrummaging	Scrummaging, commonly known as a scrum, is a method of restarting play in rugby football that involves players packing closely together with their heads down and attempting to gain possession of the ball. The aim of scrummaging is to gain territorial ground over your opponents.
Coordination	Coordination is moving two or more body parts simultaneously.
Agility	Agility is changing direction at speed
Speed	Speed is to move quickly across the ground or move limbs rapidly to grab or throw.
Reaction Time	Reaction time is the length of time taken for a person to respond to a given stimulus.
Power	Power is the ability to exert maximum force as quickly as possible.
Strength	Strength is the ability to produce as much force as possible in a single movement.
Stamina	Stamina in sport is the ability to exercise for a prolonged period.

1

Students will evaluate and replicate attacking principles using speed to develop control and passing skills. Students will demonstrate advanced passing variations with accuracy, fluency and control.

2

Students will evaluate the effectiveness of their passing in a game situation. Students will analysis defensive positions to outwit opponent using advanced skills of dummies and fakes to develop their attacking principles. Students will evaluate team tactics of attack including use of space and playing forward.

3

Students will outwit a defender implementing strategic and tactical play. Students will display outstanding ball control and maintain possession in a competitive situation. Students will analysis the benefits of strategic and tactical approach when outwitting an opponent.



**4**

Students will evaluate their own performance and adapt to changing in a game situation. Students will accurately replicate numerous defensive skills such as zonal and man-marking to develop defence capabilities. Students will learn the benefits of strategic and tactical approaches to outwit opponents.

**5**

Students will evaluate their own performance and adapt to changing in a game situation. Students will evaluate team effectiveness to stops attacks from the opposition. Students will develop advanced strategic and tactical plays.

**6**

Students will demonstrate outstanding knowledge of a sport and display skills with advanced tactical decision making in a competitive game.

**7**

Students will develop advanced sets plays within a game to defend and attack effectively. Students will evaluate their own performance inline with the assessment grid for this LP. Students will plan in small groups an activity to improve weaknesses identified self-evaluation.

This Learning Programme you will gain knowledge and key content for the exam. This LP focuses on enhancing athletic performance through personalized training and motivational strategies.

### Key Vocabulary

Motivation	Desire or willingness to do something.
Goal Setting	Goal setting is defined as the process of deciding what you want to achieve.
FITT	The FITT principle is a framework used in fitness that stands for Frequency, Intensity, Time, and Type of exercise.
Progressive Overload	Progressive overload is when you gradually increase the weight, frequency, or number of repetitions in your strength training routine.
Fitness Programming	Fitness programming is a structured approach to designing workout plans that cater to individual needs and goals.
Components of fitness	Aerobic endurance, muscular endurance, muscular strength, flexibility, body composition. Power, agility, reaction time, balance, coordination.

1

Pupils will investigate fitness programming to improve performance and to know how to use personal information to aid training.

2

Pupils will understand the aspects that should be considered regarding personal information on an athlete to implement on a training programme.

3

Pupils will understand the components of fitness to select to improve a participant's performance and key terms such as progressive overload and the FITT principles to improve an athlete's fitness levels gradually.

4

Pupils will use and understand motivational technique to improve performance and understand the two types of motivation.

5

Pupils will use intangible reward to improve an athlete's motivation and use goal setting to influence an athlete's motivational level.

6

Pupils will understand the different benefits of motivation and recap information to consolidate learning using retrieval practice.

7

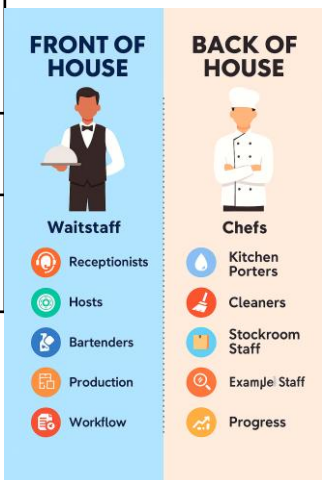
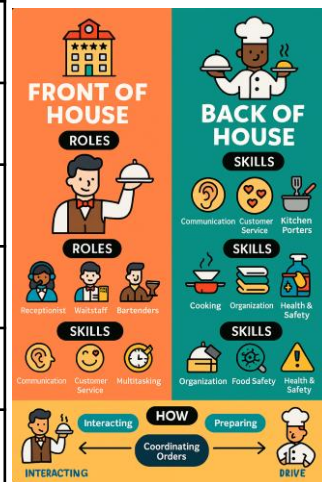
Pupils will answer exam related to questions to identify strengths and area for development.

# LP3: Y11 Hospitality & Catering

This Learning Programme you will be learning how to complete NEA and plan practical assessment, focusing on the process and job roles


1. Exploring the front of house/back of house job roles
2. Exploring personal attributes
3. Express why customer requirements are important
4. Why health and safety is important in the hospitality industry
5. Explore why workflow is essential to the running of an establishment
6. Explore how workflow is connected to time plans
7. Recap the process of prep/cook/presentation

Keyword	Definition
Preparation	The process of getting ingredients, tools, and equipment ready before cooking.
Cooking	The act of applying heat or other methods to transform raw ingredients into meals.
Presentation	The way food is arranged and displayed to make it visually appealing.
Production	The overall process of creating food items, from preparation to final output.
Workflow	The sequence of tasks and steps followed to complete food preparation efficiently.
Stock Control	Managing and monitoring food supplies to avoid waste and ensure availability.
Hygiene	Practices that maintain cleanliness and prevent contamination in food handling.
Food Safety	Procedures and standards that ensure food is safe to eat and free from hazards.
Review	The act of evaluating processes, products, or performance to identify strengths and weaknesses.
Revise	Making changes or improvements based on feedback or review.
Progress	The advancement or improvement made over time in skills, processes, or outcomes.



Command Word	Meaning / What You Should Do
Identify	Point out or name something specific. No need for detail.
Describe	Give a detailed account of what something is like.
Explain	Give reasons or say how something works. Use "because" or "this leads to..."
Outline	Give a brief summary or overview of key points.
Compare	Show similarities and/or differences between two or more things.
Contrast	Focus on the differences between two or more things.
Evaluate	Judge the strengths and weaknesses, and give a conclusion.
Justify	Give reasons to support your answer or decision.
Analyse	Break down into parts and examine how they relate or affect each other.
Assess	Consider all factors and make a judgment.
Discuss	Explore different sides of an issue or topic. Include pros and cons.
Suggest	Offer ideas or solutions based on knowledge






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