



Frank Field
Education Trust

*“You will face many defeats
in your life but never let
yourself be defeated”*

- Maya Angelou



Year 11 Knowledge Organiser

Learning Programme 4

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>

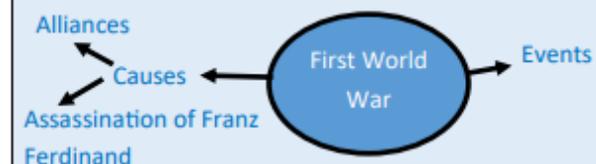
How to use... Look, Cover, Write, Check and Correct

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.

Act 1: **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.



Week	Subject	Task
LP4.1	English	Create flashcards, as modelled in class, for all of the poems in the anthology.
	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
LP4.2	English	Create flashcards, as modelled in class, for Romeo and Juliet.
	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
LP4.3	English	Create flashcards, as modelled in class, for An Inspector Calls.
	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
LP4.4	English	Create flashcards, as modelled in class, for 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
LP4.5	English	Complete the C1 section A practice as distributed in class.
	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
LP4.6	English	Complete the C2 section A practice as distributed in class.
	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
LP4.7	English	Write a 6 part narrative of 450-650 words, titled: 'The big occasion'.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.

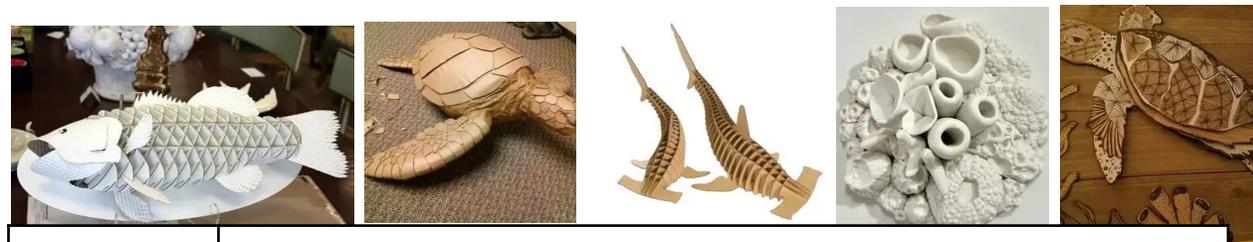
Options homework tasks

Subject	Task
3D Design	Add annotations to your sketchbook, exploring how you will improve your use of materials.
	Consolidate your exam project, presenting all of your work.
	Create thumbnail sketches of your final piece ideas.
Art	Add annotations to your sketchbook, exploring how you will improve your use of materials.
	Consolidate your exam project, presenting all of your work.
	Create thumbnail sketches of your final piece ideas.
Business	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Drama	Read the key vocabulary for devising a performance. Create flashcards for the keywords showing the definition of each.
	Read the key vocabulary for ways of exploring a stimulus. Create flashcards for the keywords showing the definition of each.
	Read the key vocabulary for EPIC STARS. Make notes on your plot, characters and ending of your C3 performance.
Geography	TAB geo revision sheet.
	TAB geo revision sheet.
	TAB geo revision sheet.
Health and Social Care	Define the 6 Cs of care.
	Create a spider diagram of inherited conditions that can be passed down from parents to their kids.
	Attempt the allocated 6 mark exam question - see teacher.

Subject	Task
History	Create a mind map of Nazi social policies.
	Explain the short term and long-term impact of the NHS.
	Create an Elizabethan England timeline.
ICT	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
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	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
Music	Define the key vocabulary for the week from your knowledge organiser.
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	Define the key vocabulary for the week from your knowledge organiser.
Btec Sport	Choose three components of fitness (e.g., aerobic endurance, muscular endurance, strength, speed, agility) and write a short explanation.
	Pick two fitness tests from class (e.g., Bleep Test, Yo-Yo Test, Sit & Reach, Grip Dynamometer, 30m Sprint) and create a mini-revision sheet.
	Write one SMARTER goal for your personal fitness improvement (e.g., "Improve 30m sprint time by 0.3 seconds in 5 weeks"). Explain how each letter of SMARTER applies to your goal.
Photography	Add annotations to your sketchbook, exploring how you will improve your use of materials.
	Consolidate your exam project, presenting all of your work.
	Create thumbnail sketches of your final piece ideas.
Religious Education	Attempt one Christianity - matters of life and death question independently.
	Attempt one Islam crime and punishment question independently.
	Attempt a Christianity marriage and the family question independently.
Hospitality and Catering	Attempt a practice exam question provided in lesson.
	Attempt a practice exam question provided in lesson.
	Attempt a practice exam question provided in lesson.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



Keyword	Definition
Composition	The arrangement of visual elements within an artwork, including how shapes, colours, lines, and forms are organised to create balance and focus.
Tone	The lightness or darkness of a colour, used to create depth, contrast, or atmosphere in an artwork.
Review	To look back over a piece of work, considering strengths, weaknesses, and what could be improved.
Analyse	To examine a work of art in detail, breaking it down into elements (e.g., colour, shape, meaning) to understand how it works.
Reflect	To think carefully about your own work, considering what went well and what you might change next time.
Resolution	The level of detail or clarity in a digital image, usually measured in pixels; higher resolution means a sharper image.
Inspiration	A source of ideas or motivation for creating artwork (e.g., artists, objects, experiences, cultures).

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



A04 OUTCOME

**PRESENT
FINAL IDEAS**

DEVELOPED AS PLANNED
 CLEARLY RESPONDS TO
 ARTISTS EXPLORED

CONNECTION

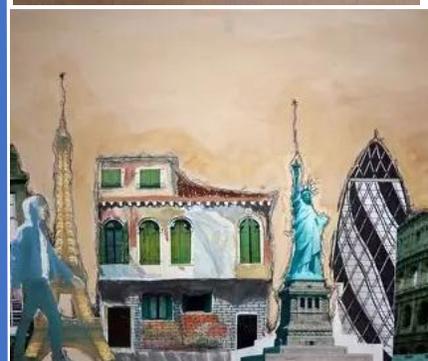
CONCLUSION

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PRESENT FINAL IDEAS

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CONCLUSION

This Learning Programme you will gain knowledge for your Unit 1 Exam

Key Vocabulary

Business Aims	A business aim is the overall target or goal of the business
Business Objectives	business objectives are the steps a business needs to take to meet its overall aims.
External factor	things outside a business that will have an impact on its success
Disposable income	income remaining after deduction of taxes and social security charges, available to be spent or saved as one wishes
Interest rates	the proportion of a loan that is charged as interest to the borrower, typically expressed as an annual percentage of the loan outstanding
Diversification	a high-risk growth strategy where a business expands by introducing new products into completely new, unfamiliar markets
Functional Area	the specialised departments within a business responsible for specific tasks and objectives that contribute to overall business goals e.g. finance, HR
Supply Chain	the entire network of businesses, people, activities, information, and resources involved in creating and distributing a product, from raw material suppliers through production to the final customer
Dynamic	the constant, rapid changes in the external environment that force businesses to adapt their products, services, and operations to survive and succeed

1

Survival/breakeven

For many new retail businesses, the initial objective is to survive the difficult time of gaining customers, establishing a good local name and building a reputation. Also, this applies for some large businesses in times of difficulty. To survive, a business must at least breakeven. This means that it makes neither a profit nor a loss.

Increase market share

The market share is the proportion of sales made by a business in relation to the whole market. The market share is calculated by the number of customers a business has and is usually given as a percentage. Market share is important as it shows how well the business is doing compared to the competition.

Customer satisfaction

Customer satisfaction measures how goods or services supplied by a retail business meet or surpass a customer's expectation. If a retailer fails to meet customer satisfaction, then it could result in a decrease in sales and profit.

Profit maximisation

Increasing profit is different from increasing revenue as profit is what remains after all the costs of running the business have been met. Sales revenue - costs = profit. Increasing profit is possibly the main objective for most retail businesses.

Aims are used by retail businesses to focus the business and reach future targets. Many retailers will use their aims to create more specific objectives such as increasing profits by 10% over the next 12 months.

Specific retail aims

Aims that are specific to the retail industry, examples include:

- introducing an additional service such as click and collect or a home delivery service
- introducing a multi-channel approach by starting a website to accompany the physical store
- training staff to improve their product knowledge
- replacing the manual stock control with IT systems.

Increase sales revenue

Sales revenue is the total value of the products and services sold. An increase in sales revenue can be achieved through selling more products to existing customers, selling products to new customers or changing prices.

Ethical, environmental and social

Ethical, environmental, and social elements go beyond the activities of the business. Retailers operate in the wider community and their actions can affect society. Examples include:

- reducing the carbon footprint of the business
- switching suppliers to source organic food and local produce
- developing Fairtrade Foundation objectives
- supporting local charities.

Diversification

Diversification is expanding the business into different markets selling different products. Diversification can increase sales and profits through new revenue streams and limit a negative impact in its original market.

2

Purchasing

Also known as procurement. This is the buying of stock that will be sold in the retail businesses physical outlets, online or any other retail channel. A retail business will purchase stock from suppliers, it is important that the stock is at the quality and quantity needed, at a suitable price, and delivered at time that is suitable for the retail business.

Logistics

Manages the process of getting the right products to the right customers in the right place at the right time. Logistics involves the purchasing and transportation of products, the warehousing of products, managing stock, fulfilling orders, and making sure the stock is safe and secure.

Warehousing

Part of the logistic function, warehousing is the storing of products before they are moved to the retail stores or delivered to customers. The products need to be stored securely and be able to be moved quickly to the store or to customers.

Sales

Is responsible for selling the product to the customer. The sales function determines how the business interacts with its customers and receives revenue. The sales function will include all the activities needed to sell products and includes the sale staff that make sales and keep customers loyal to the business.

Customer service

Is the support that a retail business gives to its customers. This takes place before, during and after a customer has bought the product or service.

Marketing

Finding out who your customers are, known as market segmentation. Finding out what your customers want, known as market research. Offering a product that meets customer needs, calculating a price that customers will pay, promoting the product or service to persuade customers to buy it and making the product or service available to buy at the right place, known as the marketing mix.

Finance

Manages the money that flows into and out of the business. Looking for sources of finance for start-up, growth and to pay the running expenses of the business. Creating financial documents, such as profit and loss accounts and cash flow forecasts. Maintaining financial records and analysing financial records and business performance.

Human resources

Is responsible for all staff-related issues. These include including the recruitment of new staff, the induction, training and development of staff, staff performance systems, disciplinary procedures, ending employment and complying with relevant government legislation.

Administration and ICT

The supportive functions that help the retail business run efficiently and achieve its aims. ICT is responsible for the infrastructure, hardware, software and networking of computers in a retail business. They are also responsible in providing support to staff and making sure data is secure.

Sourcing

A retail business needs to identify suitable suppliers who will provide the goods and services needed for the business to carry out its activities. A retail business needs to consider the cost, quality, quantity, delivery time and the reliability of the supplier. They should also consider the reputation of the supplier, the ethical and environmental actions of the supplier, and payment terms and contractual issues (late or non-delivery of stock penalties). The growth of globalisation has resulted in many UK retail businesses sourcing their other supplies from all around the world.

Logistics

The management of the flow of products, services, equipment, people, money, and information from the source to the end user. Logistics includes transportation of supplies, storage (warehousing) of stock, packaging of products, transportation, and distribution of products to customers and the security of products. The growth of e-commerce and online shopping has changed the way many retail businesses organise their logistics.

Stock control

Effective stock management is an important part of the supply chain. A retail business cannot function effectively if it does not control its stock. Retail businesses must ensure that the right stock is available for sale when the customer wants it. Many retail businesses will operate a stock control system to make sure they have the required stock when they need it. The storage and use of stock by retail businesses when largely depend on the types of stock they sell. Businesses can monitor what has been used and the frequency of use. Many computerized stock control systems will order the stock automatically. Electronic point of sale systems (EPOS), a computer system that scans bar codes at the tills produces reports on what stock has been sold. This takes sales payments from customers, records the sales and monitors stock levels. Many EPOS systems will have automated stock ordering.

Economic

Business activity can be affected by the state of the economy. The state of the economy will affect how much consumers spend on goods and services. Consumer incomes will rise and fall depending on several economic factors:

- disposable income
- employment and unemployment
- interest rates
- tax rates
- inflation.

Technological

The increasing levels of technology has had a major impact on all retail businesses and how they operate. Technological change includes:

- the internet, e-commerce and m-commerce and apps
- high-speed broadband
- cloud-based storage
- Wi-Fi access
- self-serve checkouts
- contactless payments
- delivery drones
- virtual mannequins.

Environmental

Retail activity can have a negative effect on the environment, contributing to climate change, pollution, congestion, destruction of the environment and waste disposal. Protecting the environment is now a mainstream business issue, increasing pressure from consumers and governments has resulted in retail businesses acting in a responsible manner, often referred to as sustainability. Sustainable business actions include:
Reduce packaging on products, increase recyclability of packaging, encourage the re-use of carrier bags, use alternative sources of energy, reduce carbon footprint, encourage smarter use of transport and switching to more sustainable suppliers.

Social

Retailers must be aware of the ever-changing social factors. These include:

- demographic change, the size, location, and distribution of the population
- lifestyle changes of the population
- customer tastes and attitudes
- cultural changes.

Ethical

The moral values that direct business behaviour. An ethical business takes into consideration its social responsibilities. Ethical considerations include how the business treats its employees, customers, suppliers, animal welfare and Fairtrade. Acting ethically can improve profitability by increasing customer loyalty and improving public relations. Acting ethically can have a negative impact upon profitability by increasing costs.

Year 11 Business LP4 Knowledge Organiser

Competitive

Retail businesses must compete in a competitive environment. This means that they are not the only business providing a particular product. Therefore, consumers usually have a choice on what they spend their money on. Products are sold to consumers in markets and there is a market for every product. Different markets will have different levels of competitiveness, the more sellers in the market, the more competitive it is likely to be. Some markets are dominated by very few large retail businesses, so these are considered to have reduced competition. Retail businesses compete in market by having cheaper prices, offering quality products, and offering a wider range of products. They also compete by using good levels of customer service, advertising, carrying out promotional activities, the design of the store, use of multi-channels and staff training.

Dynamic

Retail business activity is constantly changing, in other words, it is dynamic. Retail businesses must respond to these changes to remain competitive. To remain profitable, a business cannot just stand still. What made the business successful yesterday will not automatically make the business successful tomorrow. Consumers needs and wants are not static. Their tastes, preferences, attitudes, demands, and expectations are constantly changing. New production techniques, new technology, new competitors, and new markets present businesses with opportunities (as well as threats) to succeed in a dynamic and competitive environment. Other drivers of change include consumer expectations, social factors, and economic factors. The dynamic business environment should be seen by most retail businesses as an opportunity and not a threat.

If a retail business fails to recognise the competitiveness and dynamic nature of the market, it will struggle to gain the sales it needs to be successful.

Unemployment

If somebody does not have a job, this does not necessarily mean they are unemployed. Some people choose not to work, either because they are wealthy or because they have family to look after. Others may not be able to work because they are ill. People who are unemployed are those who are actively seeking employment but are unable to find work.

How people become unemployed

Some reasons people become unemployed is that they are:

- **made redundant** ⓘ – people whose last job ended because there was no more work available or no further need for their role
- **dismissed** – people whose last job ended because they broke their contract of employment, eg by engaging in misconduct ⓘ
- **a school, college or university leaver** – people who have completed full-time education and are seeking work for the first time

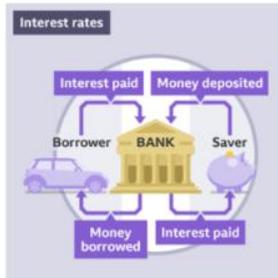
The **interest rate** represents the cost of borrowing money or the amount a saver receives in interest.

Usually stated as a percentage, the rate reflects how much is earned or paid in interest. For example, an interest rate of 4% would require £4 to be paid for every £100 borrowed. Alternatively, a saver would receive £4 for every £100 they invested.

The impact of a change in interest rates

Changes in interest rates affect both savers and borrowers.

	Savers	Borrowers
Increase in interest rates	Will receive more interest on their savings. This will encourage them to spend less so that they can save more.	Will have to pay more back for money that is borrowed. This will discourage them from borrowing.
Decrease in interest rates	Will receive less interest on their savings. This will discourage them from saving, so they may spend their money instead.	Will have to pay less back for money that is borrowed. This will encourage them to borrow more money to spend.



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

Devising a performance	
Target Audience	The people that you want to 'reach' / 'impact' with your performance. The people that you are aiming your performance at.
Theme	A theme is what the play is about. It is an idea in the story that runs throughout the whole performance.
Context	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.
Structure	The order that the story is performed in.
Story-board	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.
Style	A theatre style is a 'type' of theatre. Some example of different styles are: Naturalism, Physical Theatre, Melodrama.
Stage Type	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)
Creative Intentions	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.
Mood	The overall feeling created through the performance. Some example of moods/atmosphere are: exciting, scary, busy, calm.
Climax	The key moment that the performance builds up to. This could be a turning point or a high point of tension in the story.
Tension	A sense of anticipation or suspense – the feelings that the story is building up to something.
Symbols / Semiotics	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.
Resources	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 LP4 Knowledge Organiser

Ways of exploring a stimulus		Key points to help you with devising and story-telling – EPIC STARS		
Improvisation	Trying out ideas on the spot without a script	E	Ending	How will you end your performance? This could be with a tableau (freeze frame) or an exit from the stage
Research for a secondary stimulus	Finding other stimuli e.g. newspaper articles, historical artefacts, photos, which links to the stimulus in the brief.	P	Plot	This is the story you are telling through your performance.
Solo work	Writing something to perform yourself e.g. a monologue, solo song or dance piece	I	Issue	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
Small group work	Writing something to perform in a small group e.g. a duologue	C	Characters	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.
Ensemble work	Working together with your group to come up with a scenario and short script to start off your story	S	Structure	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.
Drawings / photographs	Drawing out your ideas or finding photos for inspiration	T	Techniques	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.
Mock-ups	Create a version of your set/props/costume using what you have around you to give some inspiration for your performance	A	Aim	This is the reason for your performance – WHY is it being performed? What is it trying to achieve? For example, it could be to educate the audience about an issue or entertain the audience and make them laugh.
Role on the wall	Drawing an outline of a character and writing facts about them and their personality inside	R	Resolution	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.
Movement techniques	Try out some touch and response improvisation, round-by-through sequences or chair duets	S	Style	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.
Vocal work	Try out performing some words, phrases or sounds with your voice to create a mood and atmosphere. See if it generates any ideas.	<p>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</p>		
Hot-seating	Create a character and take it in turns to ask questions to fill out the background of the character.			
Mind-mapping	Write down your first thoughts about your stimulus. What ideas come to mind from the start			
Explore the senses	Go through each sense – what type of tastes, smells, sights, sounds and textures does the stimulus make you think of?			

This Learning Programme you will be revising the literature texts and the skills required in both Language papers.

Key Vocabulary

Context	The historical, social, cultural, and personal factors (e.g., when it was written, the author's background) that shape the meaning.
Form	The text type – such as novel, poem, play
Structure	The way the text is organised.
Inequality	The uneven way people can be treated in a society.
Analysis	The detailed examination of the elements that make up a text
Methods	The techniques writers use to create and shape meaning
Format	The stylistic and structural arrangement of a text

Year 11 English LP4 Knowledge Organiser

Poetry Revision:

We will be revising each poem by: summarising each poem; memorising 4-5 key quotes per poem and analyzing methods (structure, form, language). We will create comparative essay plans linking poems by theme, context, and techniques to prepare for the unseen poem pairing.

1



Romeo and Juliet Revision

Key Quotations – referred to throughout the LP

2

- Romeo: 'Is she a Capulet? O, dear account! My life is my foe's debt'
- Juliet: 'My only love sprung from my only hate!'
- Juliet: 'O Romeo, Romeo! Wherefore art thou Romeo?'
- Juliet: 'What's in a name? That which we call a rose by any other name would smell as sweet'
- Friar Laurence: 'Young men's love then lies not truly in their hearts, but in their eyes.'
- Juliet: 'Romeo, I come! This do I drink to thee.'
- Prince: 'For never was a story of more woe than this of Juliet and her Romeo.'

An Inspector Calls Revision

Key Quotations – referred to throughout the LP

3

- "I speak as a hard-headed business-man" Mr Birling
- "Girls of that class " Mrs Birling
- "We killed her " Sheila
- "Millions of Eva Smiths and John Smiths' The Inspector
- 'You're beginning to pretend now that nothing's really happened' Eric
- "I didn't ask for anything in return" Gerald
- 'I was in that state when a chap easily turns nasty.' Eric
- "Go and look for the father of the child. It's his responsibility.' Mrs Birling
- "they will be taught it in fire and blood and anguish." The Inspector

A Christmas Carol revision. Plot:

4

1. Ebenezer Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity.
2. Scrooge is visited by the ghost of his dead partner, Jacob Marley. He tells Scrooge that three spirits will visit him during the next three nights.
3. The Ghost of Christmas Past takes Scrooge into the past. Scrooge revisits his childhood school days, his apprenticeship with Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too. Scrooge sheds tears of regret before being returned to his bed.
4. The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. The ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.
5. The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.
6. Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party, As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

English Language Paper 1, Section A:

5

We will practise, and further develop, the skills of 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.

English Language Paper 2, Section A:

6

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

English Language Writing:

Component 1 (Section B - 40 marks): Creative Prose (narrative or descriptive writing).

Component 2 (Section B - 40 marks): Transactional/Persuasive Writing (letters, articles, speeches, reports).

We will revise:

Time Management: Dedicating 45 minutes to each writing section, including 5 minutes for planning and 5 minutes for proofreading.

Techniques (AO5 & AO6):

Creative Writing: Using sensory details and crafting a clear, engaging plot with limited characters and settings.

Transactional Writing: Using rhetorical devices to persuade.

Vocabulary/SPaG: Using ambitious vocabulary and varied punctuation

7

This Learning Programme you will be learning about completing fieldwork, and also your unique 'Issue Evaluation'.

Key Vocabulary

Primary Data	Information collected first-hand by students during fieldwork (e.g., traffic counts, questionnaires, river measurements)
Secondary Data	Information obtained from sources other than your own fieldwork , such as government statistics, OS maps, articles, or satellite images
Sampling	The method used to select people, sites, or data points for measurement to represent a wider area or population (e.g., random, systematic, stratified sampling)
Reliability	How consistent and dependable your data is — whether it would be similar if repeated under the same conditions
Validity	How well your data and methods measure what they are intended to measure , helping ensure your conclusions are accurate

1

Fieldwork enquiry question: What are the impacts of Swanage being a honeypot destination.

Hypothesis and aims:

The aim of the investigation was to discover the impacts for Swanage of being a honeypot tourist destination. It is predicted that the economic impacts will be more positive than the social and environmental impacts.

Reason location is suitable for physical enquiry:

The location was chosen as Swanage is a popular tourist destination attracting 16.5 million visitors a year and generating £830 million per year. The area is also easily accessible by coach from our school. Swanage is also a small enough seaside town that the risks associated with fieldwork are reduced.



2

Methods carried out

1. Questionnaire	Aim: To investigate the opinions of the locals in terms of tourism. <u>Therefore</u> discovering the social, economic and environmental impacts from their perspective.
2. Environmental quality survey (bi-polar analysis)	Aim: To investigate the impacts of tourism on the environment of Swanage. Factors such as pollution, greenery, congestion levels and density of wildlife habitats were scored.
3. Retail value survey.	Aim: To investigate the impact that tourism has on the type of shops in Swanage and therefore on the economy. The High Street, Station Road and Institute Road were chosen.

3

Method 2: Environmental Quality Survey

Sampling method: systematic sampling (fixed sites)
 Sample size: 3 sites (Old Harry Rocks, Swanage beach and The High Street)
 Description: Create a table which has a scale from -3 to +3. include the factors to be assessed in the table. Visit each site and score the factors from -3 to +3.

Strengths

- Sites were chosen based on secondary research of Swanage.
- Using a score system which goes from -3 to +3 enabled the negative aspects of sites to be clearly shown.
- A range of factors was assessed at each site.

Weaknesses

- The score given is based on an opinion- more than one person's opinion and an average score given would have been more reliable.
- Lack of sites surveyed- so conclusion based on a small area.
- Some factors being assessed were not appropriate for site.

Year 11 Geography LP4 Knowledge Organiser

Risk assessment

Busy roads	Risk of accident by walking along and crossing busy roads in the town.	Students told to only cross the road at the crossings and walk in pairs encase of accident.
Injury	Risk of injuring through walking around the town such as tripping.	Students told to walk around the town in pairs or more. Each group carried a first aid kit and so did the teacher.
General public	Risk of verbal abuse from members of the public especially when carrying out questionnaires. Also risk of abduction.	Students told to walk around in pairs or more. Meeting point given to students to meet at regular times and a head count to be done. Students to be polite when asking questionnaires.

Method 1: Questionnaire

Sampling method: Stratified random sampling (only locals were questioned however they were chosen randomly)
Sample size: 30+ (37 exactly) locals were questioned
Description: Create a questionnaire which focuses on finding out the impacts of tourism from the locals perspective. When in Swanage ask the questionnaire to a sample size of at least 30 local people.

Strengths

- The method is a good way to collect data about.
- The data collected can easily be collated and graphed to show the common opinions of the locals.
- They are a cost efficient way of collecting quantitative data.
- They are a practical way to gather people's opinions.

Weaknesses

- People may lie especially if they are given options and their choice is not there.
- Carrying out face to face questionnaires can be time consuming so a large sample size cannot be obtained in the time.

4



Method 2: Retail Value Survey

Sampling method: systematic sampling (fixed sites along a transect)
Sample size: 3 sites (along a transect directly opposite the beach).
Description: Tally the number of shops at each road into the following groups; department store, high street chain, independent specialist store, convenience store, charity shop and vacant premises. Use the scoring system to calculate the value of each street.

Strengths

- The scoring system of assigning high value stores a higher score shows easily which street is the highest value and therefore is doing well from tourism.
- Easy and cost effective way of seeing the impact of tourism on the economy.

Weaknesses

- Only 3 roads were visited therefore the conclusion is based on a small sample size and may not be a true representation across Swanage.
- Human error could have categorised some shops incorrectly.

6

Conclusion



It is evident from the results that the hypothesis can be partly accepted and rejected. Tourism was found to be very beneficial for the economy. Surprisingly the majority of locals felt positive about tourism.. The environmental impacts were worse in the High Street.

7

Evaluation

Sample size
 Only 3 sites were chosen for the EQS and the retail value survey therefore not showing a full representation across Swanage- thus the conclusions are based on a small area.

Bias
 All of the methods were open to some kind of bias. People may have lied on the questionnaires, the EQS is based on opinion and human error could have incorrectly categorised the shops for the retail value survey.

5

Results



1. Questionnaire

The results showed that the majority of shops are high street chains (27%) and independent stores, showing tourism is having a positive economic impact. However there are no department stores showing it is not busy enough.

2. Environmental Quality Survey

The beach had the highest average score (1.6). The High Street had the lowest average score of 0.1, the result of high congestion and little habitats.

3. Retail Value Survey

95% of the locals felt that tourists are beneficial to Swanage. Out of these 54% felt this was due to the money tourism brings. 46% of the people surveyed were employed in the tourist industry. Litter was the biggest issues raised by the locals with 16 people surveyed saying it was the biggest impact.

Presentation method: Bar chart for retail value survey



Strengths

Very clearly shows which type of shop is most dominant along each street in Swanage. Easy to read how many in each street.

Weaknesses

Does not show where in Swanage each type of shop can be found- just an overview of the types of shops along a whole street. Does not display the value score for each street.

Alternative presentation techniques

Located bar graphs on a map of Swanage to visually show where the streets are. Using GIS to map the location of the shops.

A bar graph to show the retail value results



This Learning Programme you will be learning about 'Component 3 Health and Wellbeing.

Key Vocabulary

Social	Referring to the quality of life
Psychological	The state of mind in an individual
Barriers	An obstacle that prevents progression or improvement
Mental health	The emotional state of an individual, affecting how they act and cope with the stresses of life
pharmacist	Primary health service that can issue medicinal drugs
cardiologist	A secondary health care worker who specialises in the heart and blood vessels
safeguarding	Measures taken to protect the health and wellbeing of individuals

1

AO1 - Factors Affecting Health & Wellbeing

- Physical factors - illness, genetics, disabilities.
- Lifestyle factors - diet, exercise, smoking, alcohol, substance misuse.
- Social factors - relationships, inclusion/exclusion, bullying.
- Emotional factors - stress, self-esteem.
- Cultural factors - religion, gender roles, identity, orientation.
- Economic factors - income, employment.
- Environmental factors - housing, pollution.
- Life events - accidents, health changes, marriage/divorce, redundancy, imprisonment.

2

AO2 - Interpreting Health Indicators

- Heart rate - resting and recovery.
- Blood pressure - low, healthy, high ranges.
- BMI categories - underweight to severely obese.
- Meaning of abnormal readings - short- & long-term effects.
- Lifestyle indicators - nutrition (Eatwell Guide), physical activity, smoking, alcohol.

AO3 - Health & Wellbeing Improvement Plan

- Create a person-centered plan based on the case study.
- Include realistic short- and long-term goals.
- Consider needs, wishes, and circumstances.
- Recommend actions and support/services needed.

3

AO4 - Overcoming Obstacles

- Physical barriers - mobility issues, disabilities.
- Emotional barriers - fear, low motivation, anxiety.
- Practical barriers - cost, time, transport.
- Social/cultural barriers - stigma, expectations, language.
- Explain how each barrier can be overcome with support.



Exam Structure

- Short questions - identify/state/give.
- Explain questions - factors, life events, indicators.
- Data interpretation tasks - health measurements.
- Planning question - create improvement plan.
- Final extended "discuss" question.

Physiological Measures (2-4 marks)

• A person has a blood pressure reading of **145/95 mmHg**.
Explain what this reading shows about their health.

• A person has a **BMI of 31**.

Explain the short-term and long-term risks of this result.

5. Lifestyle Indicators (2-4 marks)

• A case study says someone does **10 minutes of exercise a day**.

Explain how this may impact their physical health.

• A person drinks **20 units of alcohol per week**.

Explain how this could affect their health and wellbeing.

5

Identify Questions (1 mark each)

• **Identify** one physical factor that could negatively affect an individual's health.

• **Identify** one lifestyle factor that could improve someone's wellbeing.

2. Explain Questions (2-4 marks)

• **Explain** how poor diet could affect a teenager's physical health.

• **Explain** why supportive friendships can improve emotional wellbeing.

• **Explain** how unemployment might impact someone's financial and social wellbeing.

6

Barriers to Improvement (3-6 marks)

• **Explain** one emotional barrier that may prevent the person from following the plan.

• **Explain** one practical barrier (e.g., time, transport, cost) and how it could be reduced or removed.

• **Explain** how a social or cultural barrier might make health changes difficult for the individual.

7

Life Events (4-6 marks)

• **Explain** the impact of becoming a new parent on an adult's emotional and social wellbeing.

• **Explain** how a serious accident could affect a person's physical and intellectual development.

This Learning Programme you will be learning about How to use component knowledge and apply it to composite structures to be successful in the question stems of each topic.

1

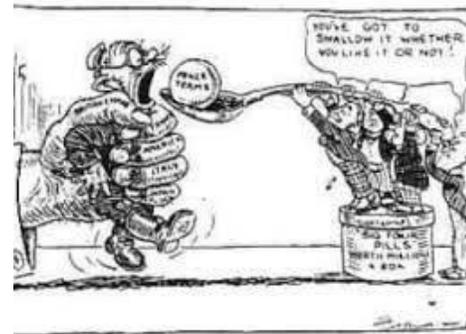
2

Key Vocabulary

Source	Evidence that provides information about the topic
Interpretation	Evidence that provides information about a topic, from an individual perspective
Critical/opposes	Disagrees with the information presented
Useful	Can be used to give a clearer understanding of the topic
Convincing	The information is true or accurate to historical events
Describe	Offer a Point and Evidence to support
Write an account	Explain in chronological order using cause, event and consequence
significance	The importance of the event or individual

Paper 1: Germany Democracy and dictatorship 1890-1945

<p>How does Interpretation A differ from Interpretation B about---? (4)</p> <p>Interpretations A and B differ about-- because A says... whereas B says...</p> <p>5 mins approx</p> <p>Therefore, overall, the sources differ About...</p> <p>1 paragraph</p> <p>Could be: Causes or reasons for something Effects or consequences Experiences of something</p> <p>Own knowledge needed</p>	<p>Why might the authors of Interpretation A differ and Interpretation B about---? (4)</p> <p>Interpretations A and B differ in their view about because the Author of A is ... whereas the Author of B. Interpretation B is...</p> <p>5 mins approx</p> <p>In addition, Interpretations A and B differ in their view about --- Interpretation A... Interpretation B....</p> <p>1 paragraph</p> <p>This needs author not provenance – use the question in the answer. Also I think a second part will confuse them Better to say what they could be different about</p> <p>Own knowledge needed</p>	<p>Which interpretation is more convincing about---? (8)</p> <p>In some ways Interpretation A is convincing as...</p> <p>10-12 min approx</p> <p>In contrast in some ways Interpretation B is convincing because...</p> <p>2 paragraphs</p> <p>Overall, Interpretation... is more convincing because... No needs to say why take... they are convincing and then choose</p> <p>2 paragraphs</p> <p>Do not mention provenance in your answer. This question is about which Interpretation is most historically accurate.</p> <p>Own knowledge needed</p>
<p>Describe two problems faced by --. (4)</p> <p>One problem faced by --- was...</p> <p>Another problem faced by --- was...</p> <p>5 mins approx</p> <p>You must write about two different things. Name the feature, then add historical facts from your knowledge.</p> <p>1 paragraph</p> <p>Keep your information succinct and to the point.</p> <p>Own knowledge needed</p>	<p>In what ways were---affected by... (8)</p> <p>P1: The first way that the lives of German people were affected by --- was...</p> <p>P2: The second way that the lives of German people were affected by --- was...</p> <p>10-12 min approx</p> <p>Needs to be three really and need to be cate</p> <p>2 paragraphs</p> <p>Explain how a particular group of people experienced changes due to events or government decisions.</p> <p>Write about two ways that lives changed with a range of supporting evidence.</p> <p>Own knowledge needed</p>	<p>Which of the following was the more important reason? (12)</p> <p>P1: ...was the more important reason in...because... Admittedly...also contributed in... Because...</p> <p>15 min approx</p> <p>P2: Admittedly...was an important reason in...because... However,...was the more important reason because...</p> <p>3 paragraphs</p> <p>P3: In conclusion... was the more important reason because...</p> <p>Emphasis here needs to be on knowledge and examples. You MUST discuss BOTH bullet points.</p> <p>Own knowledge needed</p>



Content
Origin
Purpose
Explain



3

Paper 1: Conflict and Tension: Inter War Years 1918-39

<p>Source A is critical of ... How do you know? (4)</p> <p>Source A is critical of _____ as it shows...</p> <p>Source A is also critical of _____ as the provenance is...</p> <p>5 mins approx</p> <p>1 paragraph</p> <p>Own knowledge needed</p>	<p>How useful are sources B and C to a historian Studying ---? (12)</p> <p>P1: Source A is useful because it shows a historian... For example... The source is also useful to a historian as the provenance shows...</p> <p>P2: Source B is useful because it shows a historian... For example... The source is also useful to a historian as the provenance shows...</p> <p>P3: Conclusion: By using the sources together, what could a historian find out? Do they show alternative views of an event or person? How?</p> <p>15 min approx</p> <p>3 paragraphs</p> <p>Own knowledge needed</p>
<p>Write an account of ----. (8)</p> <p>P1: One way --- became a crisis was because...</p> <p>P2: Another way was...</p> <p>10-12 min approx</p> <p>2 paragraphs</p> <p>This is an explain question. But... its more like a story because you must CHRONOLOGICALLY EXPLAIN how a crisis occurred/problems were caused.</p> <p>Own knowledge needed</p>	<p>How far do you agree? 16 marks</p> <p>P1: Introduction and reasons to AGREE with the statement.</p> <p>P2: One reason to DISAGREE with the statement.</p> <p>P3: Another point to either AGREE or DISAGREE with the statement</p> <p>P4: Conclusion - an overview of 'how far' you agree with the statement.</p> <p>20 min approx</p> <p>P1: I agree with statement that _____ as...</p> <p>P2: However, I disagree that...</p> <p>P3: Furthermore,</p> <p>P4: Overall,...</p> <p>4 PEEL paragraphs</p> <p>Own knowledge needed</p>

Paper 2: Britain: Health and the People

How useful is source A to a historian studying...? 8



10-12 min approx



2 paragraphs



Own knowledge needed

P1: The source is also useful to a historian as the provenance shows.
P2: The source is useful because it tells a historian...For example....

The source is useful because of whose opinion it is

Remember all sources are useful.
Reword the question to Why is this source useful to a historian studying...
The source itself gives the historian knowledge and understanding (content - inside the source)
The provenance (where, when, who, what and why of the background of the source - outside of the source)

Explain the significance of... (8 marks)



10-12 min approx



2 paragraphs



Own knowledge needed

P1: In the short term...
P2: In the long term...

Think about significance over time.
Explain whether their impact was recognised at the time. What was their impact at the time?

Secondly, explain what their long term impact was. What is their/its relevance/ influence today?

Significance can be mixed positive and or negative in the short or long term.

Compare and . In what ways are they similar? (8marks)



10-12 min approx



2 paragraphs



Own knowledge needed

P1: The first similarity/difference in terms of ____ is...
P2: A second similarity/difference in terms of ____ is...

You need to think about similarities/differences between events, these could be:
Motives: why something happened (Causes)
Outcome: How it ended
Events: Things that happened during
Tactics: The way they campaigned

Has been the main factor in ? 16 marks



20 min approx



4 paragraphs



Own knowledge needed

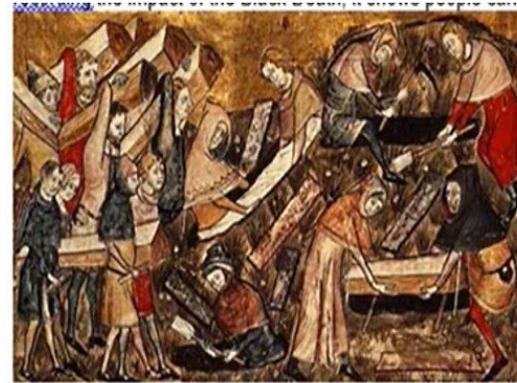
P1: ____ was a crucial factor in the ____ because...
It also had an impact on...

P2: However,.....is a more significant factor in ____.
This is for the reason that..... Furthermore,..... also developed ____ because...
In addition,..... Also contributed to ____ through....

P3: It is clear that..... was also a significant factor in the ____ because.....
It was also significant because.....
Finally,---- was significantfor the reason that...

P4: In conclusion, war was/was not the most crucial factor in ____ because...

You MUST discuss the given factor and at least 3 time periods.



Communication
War
Chance
Government
Role of the individual
Religion
Science and Tech



Paper 2: Elizabethan England 1568-1603

How convincing is Interpretation A about...? (8)



10-12 min approx



2 paragraphs



Own knowledge needed

One way in which the source could be considered convincing is because it (Summarise) ... (quote)
From my own knowledge I know that ...

X3 if possible X2 at minimum!

You must talk about the sources limitations ... but only from your own knowledge - eg: What does it NOT show.

Explain what was important about--- (8 marks)



10-12 min approx



2 paragraphs



Own knowledge needed

State a bold consequence, then give evidence and explain it to prove this consequence-'this was important because...'
Same for Para 2

P1: ____ was important because...

P2: ____ was important because...

Write an account of the ways in which --? (8)



10-12 min approx



2 paragraphs



Own knowledge needed

P1: One way... This led to
P2: Another way... Another reason was....
This led to ...

Cause -> Event -> Consequence

This is an explain question.
But... its more like a story because you must CHRONOLOGICALLY EXPLAIN how an event was caused.

How far does a study of---support this statement?
Site study. 16 marks



20 min approx



4 PEEL paragraphs



Own knowledge needed

P1: Introduction and reasons to AGREE with the statement.
P2: One reason to DISAGREE with the statement.
P3: Another point to either ARGEE or DISAGREE with the statement
P4: Conclusion - an overview of 'how far' you agree with the statement.

P1: I agree with statement that ____ as...

P2: However, I disagree that...

P3: Furthermore,

P4: Overall,...



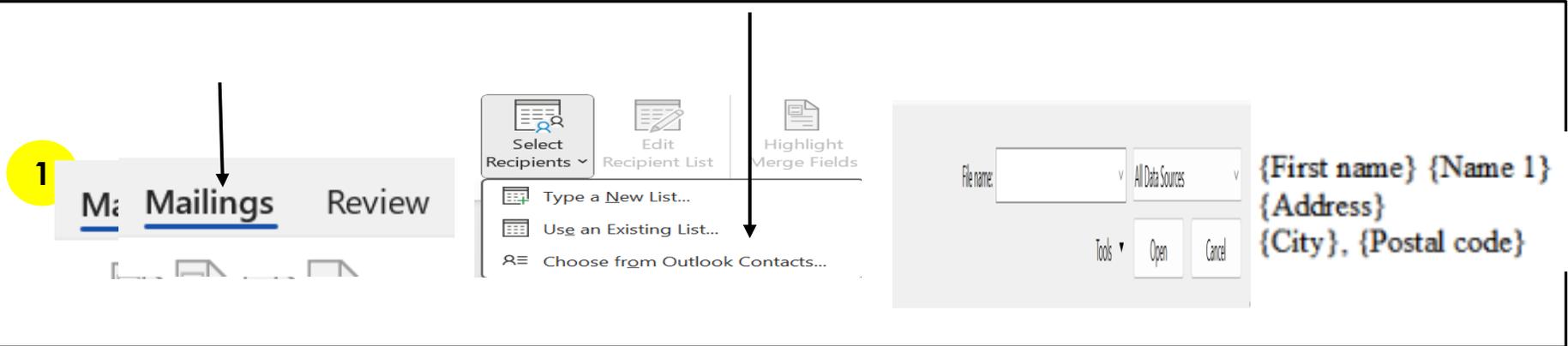
- ❖ Treatment
- ❖ Disease
- ❖ Surgery
- ❖ Public Health
- ❖ Improvement of medicine

This Learning Programme you will continue to learn about automated documents

Key Vocabulary

Connection	The ability of devices (such as computers, laptops, smartphones, and servers) to connect to one another, or to a network, to share resources, data, and communicate
Protocols	sets of agreed, standardized rules that govern how data is transmitted, received, and interpreted between devices on a network
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



Select Recipients

Edit Recipient List

Highlight Merge Fields

Type a New List...

Use an Existing List...

Choose from Outlook Contacts...

File name: All Data Sources

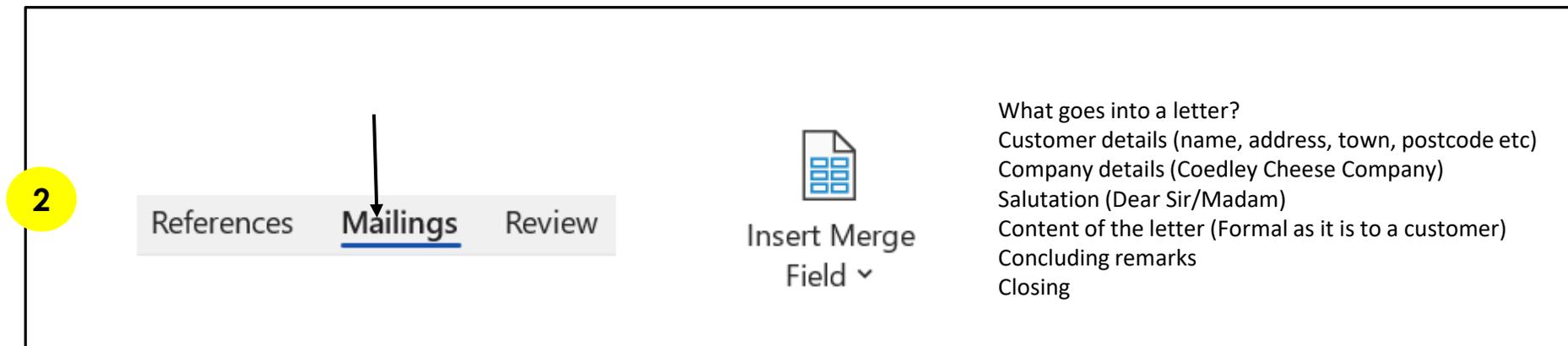
Tools

{First name} {Name 1}

{Address}

{City}, {Postal code}

2



References Mailings Review

Insert Merge Field

What goes into a letter?

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

Company details (Coedley Cheese Company)

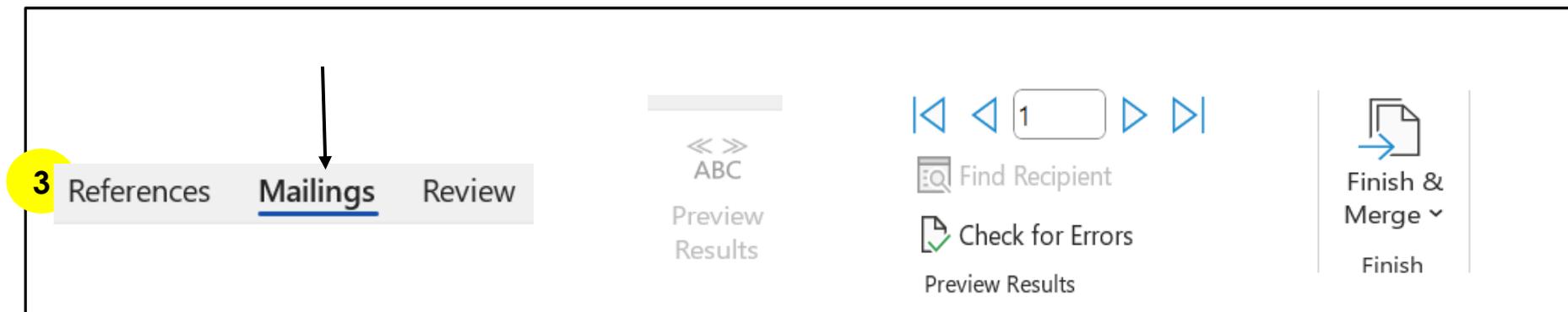
Salutation (Dear Sir/Madam)

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

Concluding remarks

Closing

3



References Mailings Review

ABC

Preview Results

Find Recipient

Check for Errors

Preview Results

Finish & Merge

Finish

4

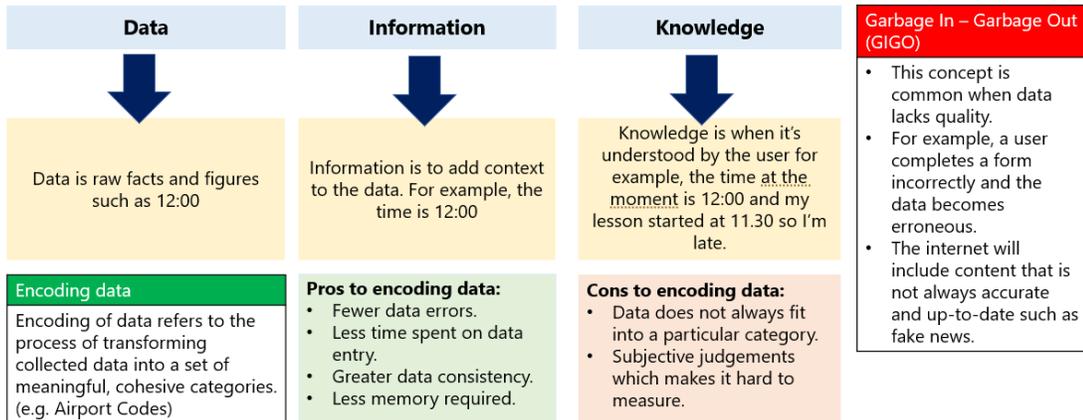
Testing:

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?

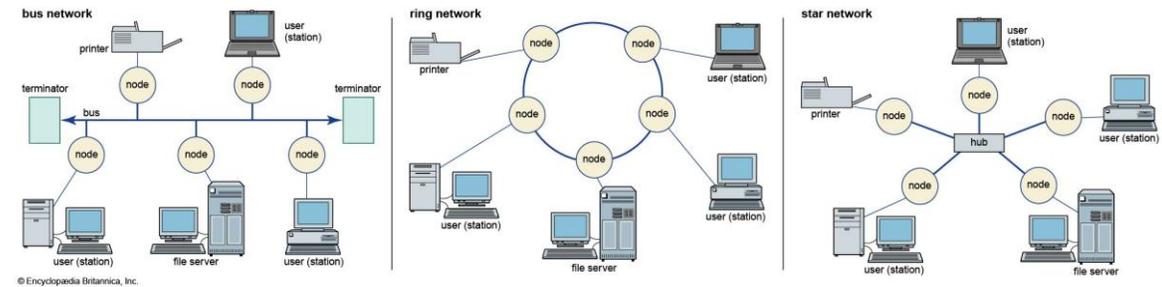
Evaluation:

What things went well?
What would you do differently next time?
Did you meet all the success criteria? How?
How did the testing go?

5



6



7



Wi-Fi enables devices to connect to the internet or other local networks without the need for physical cables.



NFC allows two devices to communicate with each other over a short range, typically up to a few centimetres. For example, making a contactless payment.



Mobile data is a medium range wireless connection which works by transmitting data between cellular networks and a mobile device. Examples include: 3G, 4G, and 5G.

Ethernet is a standard protocol for wired local area networks (LANs). It allows devices on the same network to exchange data packets with each other.



Bluetooth enables data transfer between devices over short distances.



RFID uses radio waves to read and transmit data between a reader and an RFID tag. The RFID tag contains a small microchip and antenna, which can be attached to or embedded in an object, such as a product.



Satellite is a long range wireless connection which works by connected to a satellite position in orbit above earth. Commonly used to connect remote areas or regions where communication is limited.



USB which is a standard interface used to connect peripheral devices, such as printers, keyboards, mice, and storage devices, to a computer or other host device. This has further evolved into Micro USB and USB-C which fits into the port both ways.

In LP4 pupils will follow a bespoke programme of learning designed by your teacher to address pertinent gaps highlighted in your winter mock.

co-efficient	The numerical part of an algebraic term.
common difference	The difference between two consecutive terms in an arithmetic sequence.
estimate	To estimate means to find an approximate value that is close enough to the correct answer, often used when exact values are not necessary
formula	A formula is a mathematical statement that describes a relationship between two or more quantities. It is written using a combination of mathematical symbols, numbers and variables.
parallel	Two adjacent lines that never meet
ratio	A ratio shows how much of one thing there is compared to another.
transversal	A line that crosses at least two other lines.

1

Expanding double brackets

Expand and simplify $(y + 5)(y - 1)$

$$(y + 5) \times (y - 1)$$

	y	-1
y	y^2	$-y$
+5	$5y$	-5

$$\begin{aligned}
 &= y \times y + y \times -1 + 5 \times y + 5 \times -1 \\
 &= y^2 + -y + 5y + -5 \\
 &= y^2 + 4y - 5
 \end{aligned}$$

Answer: $y^2 + 4y - 5$

Estimation

A library plans to purchase 21 new computers.
The computers cost £329.99 each.
Estimate the total cost of the new computers.

$$\begin{array}{r} 1 \quad 2 \\ 2 \quad 1 \end{array}$$

$$\begin{array}{r} 2 \quad 1 \\ \hline \end{array}$$

$$2 \quad 0 \quad \text{to 1 s.f.}$$

$$21 \times 329.99 \approx 20 \times 300$$

$$21 \times 329.99 \approx 6000$$

$$\begin{array}{r} 1 \quad 2 \quad 3 \quad 4 \quad 5 \\ 3 \quad 2 \quad 9 \quad . \quad 9 \quad 9 \end{array}$$

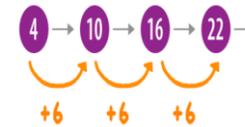
$$\begin{array}{r} 3 \quad 2 \quad 9 \quad . \quad 9 \quad 9 \\ \hline \end{array}$$

$$3 \quad 0 \quad 0 \quad \text{to 1 s.f.}$$

2

Nth term of a sequence

The start of an arithmetic sequence is shown below.
Work out the n^{th} term rule for this sequence.



n	1	2	3	4	
sequence	4	10	16	22	
	$6n$	6	12	18	24
sequence - $6n$	-2	-2	-2	-2	

Rule: $6n - 2$

3

Convert $5\frac{2}{3} \div \frac{7}{10}$ to a fraction in its simplest form.

$$\begin{aligned}
 5\frac{2}{3} \div \frac{7}{10} &= \frac{17}{3} \div \frac{7}{10} & 5\frac{2}{3} &= 5 + \frac{2}{3} \\
 &= \frac{17}{3} \times \frac{10}{7} & &= \frac{15}{3} + \frac{2}{3} \\
 &= \frac{17 \times 10}{3 \times 7} & &= \frac{17}{3} \\
 &= \frac{170}{21} & &
 \end{aligned}$$

Convert 0.26 to a fraction in its simplest form.

$$\begin{aligned}
 x &= 0.26 \\
 x &= 0.262626... \\
 100x &= 26.262626... \\
 x &= 0.262626... \\
 100x - x &= 26.000000... \\
 99x &= 26 \\
 x &= \frac{26}{99}
 \end{aligned}$$

Recurring decimals to fractions
Convert 0.7 to a fraction in its simplest form.

$$\begin{aligned}
 x &= 0.7 \\
 x &= 0.777777... \\
 10x &= 7.777777... \\
 x &= 0.777777... \\
 10x - x &= 7.000000... \\
 9x &= 7 \\
 x &= \frac{7}{9}
 \end{aligned}$$

Convert 0.450 to a fraction in its simplest form.

$$\begin{aligned}
 x &= 0.450 \\
 x &= 0.450450... \\
 1000x &= 450.450450... \\
 x &= 0.450450... \\
 1000x - x &= 450.000000... \\
 999x &= 450 \\
 x &= \frac{450}{999} = \frac{50}{111}
 \end{aligned}$$

Factorise quadratic expressions

$$y^2 + 22y + 40$$

factor pairs of 40

1 and 40

2 and 20

4 and 10

5 and 8

$$2 + 20 = 22$$

$$y^2 + 22y + 40 = (y + 2)(y + 20)$$

Solve the simultaneous equations below.

① $6x + y = 37$

② $5x + y = 33$

① $6x + y = 37$

② $5x + y = 33$

① - ② $x + 0 = 4$

$x = 4$

② $5x + y = 33$

$5 \times 4 + y = 33$

- 20 $20 + y = 33$

$y = 13$

4 Percentage increase/decrease

The original price of a coat was £45

In a sale its price was reduced by 14%

What is the sale price of the coat?

$$100\% - 14\% = 86\%$$

$$86 \div 100 = 0.86$$

$$86\% \text{ of } 45 = 0.86 \times 45$$

$$= 38.7$$

5 Addition and Subtraction is Standard form

 Work out $4.3 \times 10^4 + 2 \times 10^3$

Give your answer in standard form.

$$= 4.3 \times 10^4 + 2 \times 10^3$$

$$= 4.3 \times 10^4 + 0.2 \times 10^1 \times 10^3$$

$$= 4.3 \times 10^4 + 0.2 \times 10^{1+3}$$

$$= 4.3 \times 10^4 + 0.2 \times 10^4$$

$$= (4.3 + 0.2) \times 10^4$$

$$= 4.5 \times 10^4$$

5 Rearrange formula

$$m = 5(c - 1)$$

expand

$$m = 5c - 5$$

+5

$$m + 5 = 5c$$

÷5

$$\frac{m + 5}{5} = c$$

expand

+5

÷5

Error Intervals

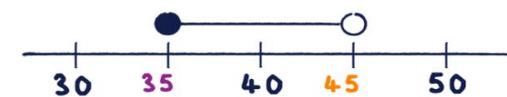
 A number, x , rounded to the nearest 10 is 40
Complete the error interval for x

$$35 \leq x < 45$$

$$10 \div 2 = 5$$

$$40 - 5 = 35$$

$$40 + 5 = 45$$

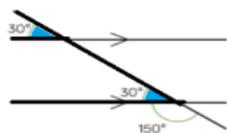


$$35 \leq x < 45$$

6

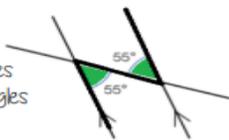
Angles on Parallel Lines

Alternate/ Corresponding angles

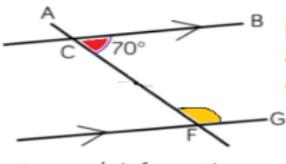


Because alternate angles are equal the highlighted angles are the same size

Because corresponding angles are equal the highlighted angles are the same size

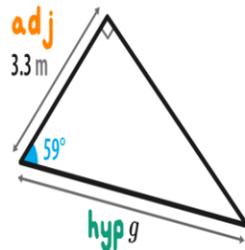


Co-interior angles


 Because co-interior angles have a sum of 180° the highlighted angle is 110°

 As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

6 Trigonometry – missing sides

 Work out the value of g to 1 d.p.


Not drawn accurately

SOH CAH TOA

$$\cos \theta = \frac{\text{adj}}{\text{hyp}}$$

$$\cos(59^\circ) = \frac{3.3}{g}$$

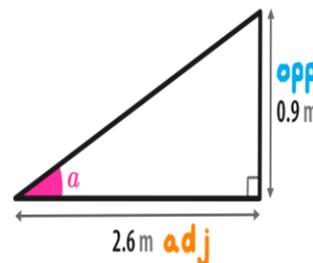
$$g \times \cos(59^\circ) = 3.3$$

$$g = \frac{3.3}{\cos(59^\circ)}$$

$$g = 6.407\dots$$

$$g = 6.4 \text{ to 1 d.p.}$$

7 Trigonometry – missing angles

 Work out the value of angle a to 2 d.p.


Not drawn accurately

SOH CAH TOA

$$\tan a = \frac{\text{opp}}{\text{adj}}$$

$$\tan a = \frac{0.9}{2.6}$$

$$a = \tan^{-1}\left(\frac{0.9}{2.6}\right)$$

$$a = 19.093\dots$$

$$a = 19.09^\circ \text{ to 2 d.p.}$$

Ratio Problems

Josh, Arlo and Sadie own a total of 77 games.

The ratio of the numbers of games that they each own is 6 : 4 : 1

How many more games does Josh own than Sadie?

$$\text{total parts} = 6 + 4 + 1$$

$$= 11$$

Josh : Arlo : Sadie total

$$6 : 4 : 1$$

×7

$$42 : 28 : 7$$

11

77

$$42 - 7 = 35$$

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 will 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

LP4.1 – un trabajo para todos

Un trabajo para todos (pages 186–187):

¿Qué tipo de trabajo querías hacer en el pasado?	What type of job did you want to do in the past?	Si, todavía quiero ... porque ...	Yes, I still want ... because ...
Cuando era más joven, me gustaba la idea de ...	When I was younger, I liked the idea of ...	No, he decidido que ya no quiero ...	No, I have decided that I no longer want ...
También quería ... porque ...	I also wanted to ... because ...	Ahora me apetece ... ya que ...	Now I'm keen ... since ...
¿Todavía te interesa el mismo trabajo?	Are you still interested in the same job?	Antes ...	Before ...
		De niño/a ...	As a child ...
		Cuando era más joven ...	When I was younger ...

era mi sueño ...	it was my dream ...
quería ...	I wanted ...
me gustaba la idea de ...	I liked the idea of ...
me apetece ...	I was keen ...
Ahora ...	Now ...
He decidido que ...	I have decided that ...
(todavía / ya no) quiero ...	I (still / no longer) want ...
me gusta la idea de ...	I like the idea of ...
me apetece ...	I am keen ...
es mi sueño ...	it is my dream ...
ser ...	to be (a / an) ...
actor/actriz	actor/actress
artista / periodista	artist / journalist
policía / profesor(a)	police officer / teacher
modelo / científico/a	model / scientist
*director(a) de cine/teatro	film/theatre director
*camarero/a	waiter/waitress
*enfermero/a	nurse
*ingeniero/a	engineer

*guía turístico	tour guide
*peluquero/a	hairdresser
trabajar ...	to work ...
al aire libre / desde casa	outdoors / from home
solo/a	alone
en el extranjero	abroad
en la enseñanza	in teaching
en un hogar de ancianos	at a care home
en una empresa/oficina	in a business/office
con los animales/niños	with animals/children
con los ordenadores	with computers
con gente	with people
hacer un trabajo ...	to do a(n) ... job
seguro	safe/secure
artístico	artistic
con responsabilidad	with responsibility
con un buen salario	with a good salary
con variedad /flexibilidad	with variety/flexibility
solicitar (un trabajo)	to apply for, request

LP4.2 – las lenguas te abren las puertas

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

¿Qué idiomas hablas?	What languages do you speak?
Hablo ... y llevo ... estudiando ...	I speak ... and I have been studying ... for ...
También he aprendido ...	I have also learned ...
¿Por qué es importante aprender otras lenguas, en tu opinión?	Why is it important to learn other languages, in your opinion?
Si sabes hablar otro idioma , ...	If you know how to speak another language, ...
puedes estudiar o trabajar en el extranjero	you can study or work abroad
puedes descubrir otros países	you can discover other countries
te permite descubrir otras culturas	it allows you to discover other cultures
mejora tus oportunidades laborales	it improves your job opportunities
te abre la mente	it opens your mind
En el futuro me gustaría aprender ...	In the future I would like to learn ...
español / *francés / *inglés	Spanish / French / English
castellano	Castilian
*catalán / *euskera / *gallego	Catalan / Basque / Galician

¿Cómo puedo ayudarle?	How can I help you?
Quisiera dos billetes a (Madrid), por favor.	I would like two tickets to (Madrid), please.
¿Qué tipo de billetes quiere?	What kind of tickets do you want?
un billete de ida y vuelta	a return ticket
un billete de ida	a one-way/single ticket
¿Cuándo quiere viajar?	When do you want to travel?
Queremos viajar ...	We want to travel ...
esta tarde	this afternoon/evening
mañana por la mañana	tomorrow morning
el martes por la tarde	Tuesday afternoon/evening
Hay un tren que sale a ...	There is a train that leaves at ...
¿A qué hora llega?	At what time does it arrive?
Llega (a las nueve dieciséis).	It arrives (at nine sixteen).
¿Es directo o hay que cambiar?	Is it direct or must you change?

saber	to know (how to)
conocer	to know, meet
elegir	to choose
acordarse	to remember
atreverse	to dare
sorprender	to surprise
equivocarse	to be wrong / make a mistake
traducir	to translate

LP4.3 – 4.7 (Foundation)

Media and Technology

- ¿Qué haces en tu móvil normalmente?
- ¿Cuánto tiempo pasas en tu móvil/ordenador/portátil?
- ¿Qué aplicaciones usas?
- ¿Qué haces en las redes sociales? ¿Por qué te gustan?
- ¿Qué piensas de las redes sociales?
- ¿A quién sigues en las redes sociales?

My personal world

- ¿Qué actividades te gustan o no te gustan?
- ¿Qué deportes/actividades haces en tu tiempo libre?
- ¿Eres miembro de un club o equipo?
- ¿Qué te gusta hacer en tu tiempo libre?
- ¿Qué vas a hacer el fin de semana próximo?
- ¿Qué hiciste el fin de semana pasado?
- Describe un día fatal, ¿qué pasa?
- ¿Cómo eres?
- ¿De qué color tienes los ojos? ¿Cómo tienes el pelo?
- ¿Cómo es tu familia?
- ¿Cómo te llevas con tus amigos? ¿Por qué te gustan?
- ¿Cómo es la personalidad de tu mejor amigo/a?
- ¿Qué hiciste con tus amigos el fin de semana pasado?
- ¿Qué vas a hacer con tus amigos el fin de semana próximo?

Travel and tourism

- ¿Adónde te gustaría ir de vacaciones?
- ¿Qué te gustaría hacer allí?
- ¿Cómo te gustaría viajar? ¿Por qué?
- ¿Qué fiesta española recomiendas? Describe la fiesta
- ¿Qué haces en verano normalmente?
- ¿Adónde fuiste de vacaciones el año pasado?
- ¿Qué hiciste el primer día/el último día?
- ¿Dónde te quedaste?
- ¿Cómo era el hotel/camping?
- ¿Adónde vas a ir de vacaciones el año próximo?

Lifestyle and wellbeing

- ¿Qué plato de España o Latinoamérica te gustaría probar? ¿Por qué?
- ¿Qué haces en un día normal durante la semana? ¿y los fines de semana?
- ¿Prefieres los días normales o los fines de semana? ¿Por qué?
- ¿Qué tomas para el desayuno/la comida/la cena?
- ¿Cómo es tu dieta?
- ¿Cómo era tu día normal cuando tenías seis años?
- ¿Qué te gustaba comer y beber cuando eras niño(a)?
- ¿Cómo era tu estilo de vida antes?
- ¿Qué harás para tener buena salud física y mental en el futuro?
- ¿Qué beberás y comerás para tener una dieta sana en el futuro?

Studying and my future

- ¿Cómo es tu instituto?
- ¿Qué ropa llevas en el insti?
- ¿Cómo vas al instituto?
- ¿Qué actividades extraescolares haces?
- ¿Qué hiciste recientemente con el club/equipo?
- ¿Qué asignaturas te gustan o no te gustan? ¿Por qué?
- ¿Qué vas a hacer para mejorar en el futuro?
- ¿Cómo cambiarías tu instituto?
- ¿Cómo sería tu profesor perfecto?
- ¿Adónde fuiste con tu insti el año pasado? ¿Qué hiciste?
- ¿Qué planes tienes para el año próximo?
- ¿Qué vas a hacer después?
- ¿Qué haces para ganar dinero?
- ¿Qué otra experiencia de trabajo tienes?
- ¿Qué tipo de persona eres?
- ¿Dónde quieres trabajar?
- ¿Qué lenguas hablas?
- ¿Por qué es importante aprender otras lenguas?
- En tu opinión ¿qué vamos a hacer en los próximos diez años?
- ¿Cuál es tu opinión de la inteligencia artificial?

My neighbourhood

- ¿Qué haces para ayudar en tu comunidad o en la sociedad? ¿Por qué lo haces?
- ¿Qué hiciste en el pasado para ayudar a otras personas?
- ¿Qué tiempo hace normalmente en tu ciudad en verano?
- ¿Qué tiempo hizo en tu region el invierno pasado?
- ¿Qué haces para ayudar al medioambiente en casa?
- ¿Qué cosas hacéis en tu colegio para ayudar al medioambiente?
- ¿Y en el pasado? ¿Qué hiciste para ayudar?
- ¿Y en el futuro? ¿Qué vas a hacer para proteger el planeta?
- ¿Qué problemas del mundo/planeta es peor? ¿Por qué?
- ¿Qué se debería hacer?
- ¿Qué hay en tu region/zona?
- ¿Cómo es tu pueblo/ciudad? ¿Qué cambiarías?
- ¿Te gusta tu zona? ¿Por qué?
- ¿Prefieres ir al centro commercial o a las tiendas de su barrio? ¿Por qué?
- ¿Qué cosas te gusta comprar por internet y por qué?
- ¿Qué haces con tus amigos en tu zona normalmente?
- ¿Qué hiciste en tu zona ayer?
- ¿Cómo era tu zona antes?
- ¿Qué vas a hacer en tu zona el fin de semana próximo?
- ¿Qué cambiarías en tu zona?

LP4.3-4.7 (Higher)

Media and Technology

- ¿Qué haces en tu móvil normalmente?
- ¿Qué vas a hacer en tu móvil mañana?
- ¿Qué hiciste en tu móvil ayer?
- ¿Cuánto tiempo pasas en tu móvil/ordenador/portátil?
- ¿Qué piensas de las redes sociales?
- ¿A quién sigues en las redes sociales?
- ¿Qué haces en las redes sociales?
- ¿Para qué usaste las redes sociales la semana pasada?

My personal world

- ¿Qué actividades te gusta hacer en tu tiempo libre?
- ¿Qué deportes haces?
- ¿Eres miembro de un club o equipo?
- ¿Qué haces normalmente los fines de semana?
- ¿Qué vas a hacer este fin de semana?
- ¿Qué hiciste el fin de semana pasado? ¿Qué tal fue?
- Describe un día fatal. ¿Qué pasa?
- ¿Cómo eres?
- ¿Cómo es tu familia?
- ¿Cómo es tu relación con tus amigos?
- ¿Cómo es un buen amigo?
- ¿Qué hiciste con tus amigos el fin de semana pasado?
- ¿Qué vas a hacer con tus amigos el fin de semana próximo?
- ¿Qué es lo más importante para ti? ¿Por qué?

Travel and tourism

- ¿Adónde te gustaría ir de vacaciones?
- ¿Qué te gustaría hacer allí?
- ¿Cómo te gustaría viajar? ¿Por qué?
- ¿Cuál es la fiesta más divertido? ¿Por qué?
- ¿Qué comida te gusta comer cuando vas a una restaurante?
- ¿Qué sueles hacer en verano?
- ¿Qué tal tus últimas vacaciones?
- ¿Qué hiciste?
- ¿Qué fue lo mejor de tus vacaciones?
- ¿Dónde te quedaste?
- ¿Cómo era el pueblo/la ciudad?
- ¿Adónde vas a ir de vacaciones el año próximo?

Lifestyle and wellbeing

- ¿Qué plato de España o Latinoamérica te gustaría probar? ¿Por qué?
- ¿Cómo es tu rutina?
- ¿Qué costumbres sanas tienes?
- ¿Qué tomas para el desayuno/la comida/la cena?
- ¿Cómo es tu dieta?
- ¿Qué hay que hacer para tener una dieta sana?
- ¿Cómo era tu rutina cuando tenías seis años?
- ¿Qué comías cuando eras niño(a)?
- ¿Qué costumbres malsanas tenías antes?
- ¿Qué harás para mejorar tu salud en el futuro?

Studying and my future

- ¿Cómo es tu instituto?
- ¿Cómo es tu día escolar?
- ¿Qué actividades extraescolares haces?
- ¿Qué hiciste recientemente con el club/equipo?
- ¿Qué asignaturas te gustan y no te gustan? ¿Por qué?
- ¿Qué harás para tener éxito en el futuro?
- ¿Qué es lo bueno y lo malo de tu instituto?
- ¿Cómo cambiarías tu instituto?
- ¿Cómo sería tu profesor ideal?
- ¿Adónde fuiste de viaje con tu instituto el año pasado?
- ¿Qué planes tienes para el año próximo?
- ¿Qué otro planes tienes para el futuro?
- ¿Qué haces para ganar dinero?
- ¿Cuáles son tus características positivos?
- ¿Qué tipo de trabajo querías hacer en el pasado?
- ¿Todavía te interesa hacer el mismo trabajo?
- ¿Qué idiomas hablas?
- ¿Por qué es importante aprender otras lenguas en tu opinion?
- ¿Cómo será el mundo laboral en el futuro?
- ¿Cuál es tu opinion de la inteligencia artificial?

My neighbourhood

- ¿Qué haces para ayudar en tu comunidad o en la sociedad?
- ¿Qué hiciste en el pasado para ayudar a otras personas?
- ¿Qué más te gustaría hacer en el futuro para ayudar?
- Para ti, ¿Cuál es el problema más grave que afecta el planeta?
- ¿Cuál sería mayor solución a este problema?
- ¿Qué haces en casa para cuidar el medioambiente?
- ¿Qué hiciste en casa/tu colegio la semana pasada para cuidar el medioambiente?
- Y en el futuro, ¿qué te gustaría hacer para cuidar el planeta?
- ¿Qué problema del mundo te preocupa más y qué acción quieres ver?
- ¿Quién es to modelo de conducta favorito? ¿Por qué?
- ¿Qué hay en tu region?
- ¿Cómo es tu pueblo/ciudad?
- ¿Cómo ha cambiado tu pueblo/ciudad recientemente?
- ¿Prefieres vivir en el campo o en una ciudad? ¿Por qué?
- ¿Qué es lo bueno/lo malo de vivir en tu zona?
- ¿Prefieres ir al centro commercial o a las tiendas de su barrio? ¿Por qué?
- ¿Qué cosas te gusta comprar por internet y por qué?
- ¿Cómo era tu zona/ciudad/pueblo antes?
- ¿Cómo es tu zona ahora?
- ¿Cómo cambiarías tu zona?
- ¿Qué hiciste en tu zona la semana pasada?
- ¿Qué vas a hacer en tu zina el fin de semana próximo?

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.

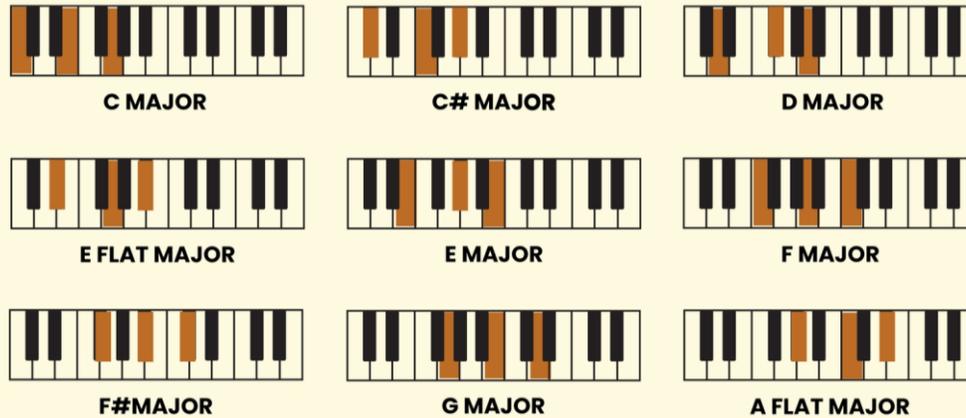
Bassline – add this in alongside the chord sequence – if you are unsure of how to do this, the first note of each chord usually provides a secure bassline

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?

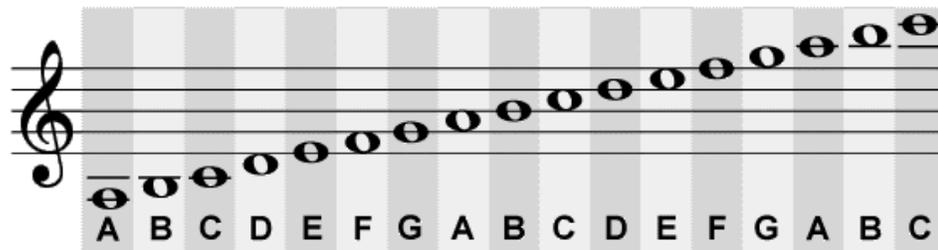
PIANO BASIC CHORD CHART

4

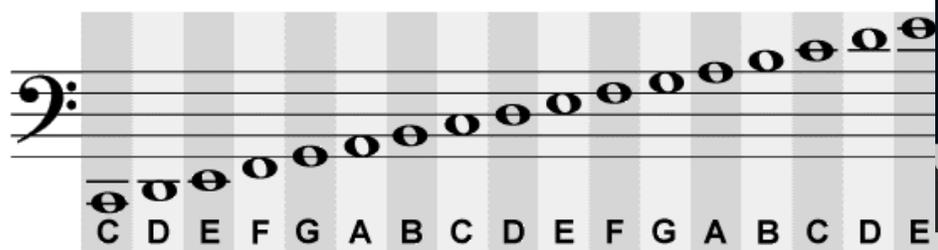


5

Treble Clef



Bass Clef



6

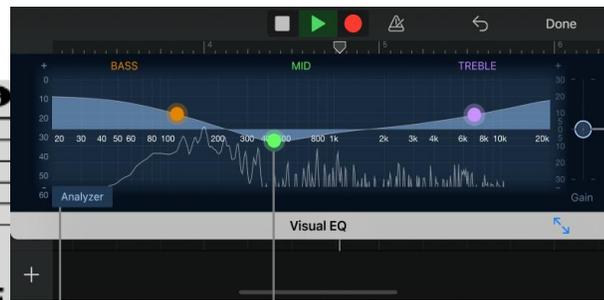
Showing & Hiding Various Functions

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



Tap to view
frequency curve.

Drag to adjust
an EQ band.

Drag to adjust
overall gain.

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.

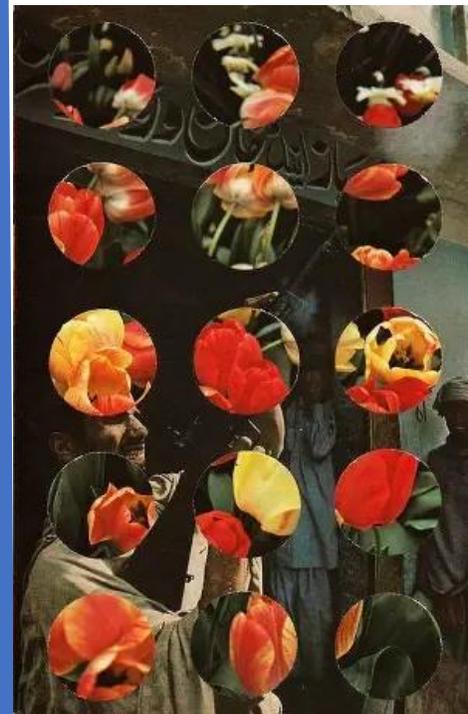
HANDY HINT
– to see more features in action, there are many helpful tutorials about iMac Garageband on Youtube to view.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



Keyword	Definition
Composition	The arrangement of visual elements within an artwork, including how shapes, colours, lines, and forms are organised to create balance and focus.
Tone	The lightness or darkness of a colour, used to create depth, contrast, or atmosphere in an artwork.
Review	To look back over a piece of work, considering strengths, weaknesses, and what could be improved.
Analyse	To examine a work of art in detail, breaking it down into elements (e.g., colour, shape, meaning) to understand how it works.
Reflect	To think carefully about your own work, considering what went well and what you might change next time.
Resolution	The level of detail or clarity in a digital image, usually measured in pixels; higher resolution means a sharper image.
Inspiration	A source of ideas or motivation for creating artwork (e.g., artists, objects, experiences, cultures).



A04 OUTCOME

PRESENT FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

CONCLUSION

This Learning Programme you will be revising core knowledge across the course and looking at exam techniques for success.

Key Vocabulary

Sanctity of life	All human life is sacred; it is a gift from God and should be protected.
Creationist (literalist)	Christian who believes in creation as stated in Genesis - 6 days of creation, with God resting on the 7 th .
Abortion	Termination of a pregnancy, intended to prevent new life.
Forgiveness	A conscious, deliberate decision on the part of a victim to release the feelings of resentment or vengeance they have towards a person who has harmed them.
Capital Punishment	The death penalty - killing a person as punishment for a crime they have committed.
Fard	Actions which must be performed for a person to be regarded as good. These include observing the Five Pillars and obeying the laws of the Shari'ah. Performing these actions will be rewarded and not performing them will be punished.
Mubah	Actions which are permitted because nothing is said about them in the Qur'an or the hadith, for example watching television. These actions will neither be rewarded nor punished.
Mandub	Actions which a Muslim will be rewarded for doing, but not punished if they do not do them

LP4.1 Matters of Life and Death

What do Christians believe about abortion?

Roman Catholics (against)	Liberal protestant (support)
Catholics believe that adoption is always a better	They believe that life does not begin at conception
Life begins at conception.	Parents should be allowed abortions on the basis of medical tests.
The Ten Commandments teach that it is wrong to take life.	Jesus told Christian to love their neighbour as themselves, and abortion may be the most loving thing to do
Life is holy and belongs to God, therefore only God has the right to end a pregnancy	If abortions were banned, rich women would pay for abortions in another country, but the poor would use 'back street' abortions

What do Christians believe about how we should treat the world?

The universe has great value for Christians. God has made the universe; God has made it a good universe and God has placed humans in the universe to look after this most valuable creation. They believe this because:

- As God made everything, humans must respect the whole environment
- The environment is a gift from God to humans and so must be treated with care.
- The Bible makes it clear that there will be judgement day at the end of the world. Most Christians believe that part of this judgement will be based on how they have fulfilled their duty to preserve the earth

'God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living thing that moves'.

Christian attitudes to euthanasia

Acceptance of passive euthanasia	All euthanasia is wrong	Accept limited use of euthanasia
Modern medicine has allowed for life extending methods (e.g. life support machine). If someone is brain dead, then it is acceptable to stop treatment that could cause distress to the family or patient because: <ul style="list-style-type: none"> - they believe it is up to the doctors to determine brain death and if so God has already chosen death - painkillers given which may shorten life but assist with pain are acceptable. Death was not intended. 	All forms of euthanasia, including passive, are wrong because: <ul style="list-style-type: none"> - any form of euthanasia is murder, and murder is forbidden in the 10 commandments ('thou shall not murder' Exodus) - belief in the sanctity of life and God is the creator and so will choose when a person dies - Christians should accept suffering as God's will in the Book of Job from the Bible ('Shall we accept good from God and not trouble?' Job) 	They agree that people with living wills have the choice of their future if they have a terminal illness because: <ul style="list-style-type: none"> - Jesus said to 'love thy neighbour' and helping people in trouble could be used to justify suicide - living wills give people a chance to be in control of their lives which is a basic human right - modern medicine means we can no longer be sure of Gods wishes

LP4.2 Crime and Punishment

Muslim attitudes and teachings about Capital Punishment

Islam allows capital punishment for three offences: murder, adultery and apostasy (giving up or denying your religious faith).

"Take not life, which God hath made sacred, except by way of justice and the law."

Retribution is the theory that criminals should pay for their crimes. It makes criminals pay for their crimes in proportion to the severity of the crimes they have committed. It makes criminals suffer for what they have done wrong. Criminals make their victims suffer, so the criminals should also.

Deterrence is the theory that punishment should put people off committing crime. The idea of deterrent punishment is that punishment should be so severe that no one will dare commit crimes.

- If someone knows they will have their hand cut off if they are caught stealing, then they will not steal.

Most Muslims agree with Capital Punishment because...

It is a punishment set down by God in the Qur'an and Muslims believe the Qur'an is the Word of God

Muhammad made several statements agreeing with capital punishment and Muhammad is the seal of the prophets whose words should be obeyed

Some Muslims do not agree with Capital Punishment because...

They feel that Capital Punishment is recommended by the Qur'an, but not compulsory

They feel that since Capital Punishment does not reduce crimes and since there is a possibility of the wrong person being convicted and then executed, capital punishment is not justice and so is banned by Suah 6:151

Reformation is the theory that criminals should be taught not to commit crimes again. Many people believe that the only way to stop crime is to reform the criminals so that they will become honest law-abiding citizens who will not want to commit crimes again. Reformation punishment often involve giving criminals education and qualifications so that they can find a job

LP4.3 Marriage and the Family

A parish is the area surrounding a local church. Each parish has a parish priest/vicar. Local parishes help families by: having local primary or secondary schools connected to the schools which provide Christian teachings, festivals and worship. They also finance the school building, family friendly worships, Sunday Schools where children can learn about Christianity, provide services for baptism and confirmation, many provide marriage counselling services to help those with marital problems, many run toddler groups or 'messy church' to help families to socialise, youth groups and groups such as brownies, cubs, scouts etc. The local parish helps out local families because:

- It is the responsibility of the parish to support families to bring up children in a loving and supportive environment
- The family is the place where children are introduced to the faith, the family need help to teach their children and involve them in the sacraments. This helps to grow the Christian family.

Catholic attitude	Teaches that sex is a gift from God as a source of pleasure for married couples (unitive purpose) as well as creating a family (creative purpose). A couple should be responsible parents which should be achieved through natural methods of family planning. Artificial contraceptives go against God's intentions. They believe this because: - Contraception is a major cause of sexual promiscuity, broken families, STDs and divorce rates - Some contraceptives have abortifacient effects and so are against the teachings of the church on sanctity of life
Non-Catholic attitude	All forms of contraception are acceptable if they are used to restrict family size. They think this because: - Love and justice - contraception raises the standards of living if family sizes are smaller and mother's life is protected. - There is nothing in the Bible that forbids the use of contraception - Sex should be about enjoyment and cementing the bonds of marriage and contraception allows that without making children,
Humanist and Atheist	Contraception results in 'every child being a wanted child and in better, healthier lives for women'. It prevents the spread of STDs and so should be used in casual sexual relationships. Situation ethics would suggest that the most loving thing would be to use contraceptives to reduce the risk of unwanted pregnancies and so abortions, STDs and HIV.

Homosexuality	Christian views	<p>Catholic - homosexuality is not a sin but homosexual sexual relationships are because: - The Bible condemns homosexual sexual activity - Sex should procreate which is not possible in homosexual sexual relationships</p> <p>Evangelical Protestants - homosexuality is a sin and there should be no homosexual Christians because: - The Bible is the direct word of God and both Old and New Testament condemn homosexuality - The salvation of Jesus can remove all sin, including homosexuality</p> <p>Liberal Protestants - lifelong homosexual relationships are acceptable and homosexuals are welcome in the Church because: - Teachings of the Bible need reinterpreting in light of modern knowledge - Christianity is centred on love and acceptance - Scientific research has indicated biological factors and so part of a persons nature.</p>
	Humanist and atheist	See no problems with same-sex relationships. Peoples sexuality are their own concern and human right.

Genesis 1	Men and women are equal as created at the same time and in the image of God 'So God created man in his image, in the image of God he created him: male and female he created them.' (Genesis 1:27)
Genesis 2 & 3	Women were created out of mans rib, therefore women are subordinate to men. Also women persuaded man into sin and gives men and women different roles as punishment. 'I will make your pains in childbearing very severe; with painful labour you will give birth to children. Your desire will be for your husband, and he will rule over you'.
St Paul (Ephesians 5)	Wives should submit to their husbands because the husband is the head of the wife the same way Christ is the head of the Church so should do as husband demands. He also said that a man should love his wife like his own body. He should feed and care for his body and so should his wife too.

LP4.6 Living the Muslim Life

"There is no God but Allah and Muhammad is His messenger."

FIVE PILLARS OF ISLAM



LP4.4 Muslim Beliefs

There are six principles that a Sunni Muslim must believe to be accepted as a Muslim:

- Belief in Allah
- Belief in His angels
- Belief in His holy books
- Belief in His messengers
- Belief in the Last Day
- Belief in life after death.



"In all things the master-planning is God's."

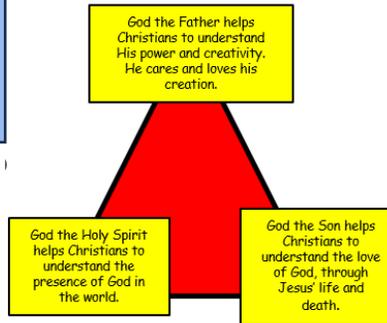
There are five roots of faith which are the basis of Shi'a faith (Usul ad-din):

- Belief in the oneness of God (Tawhid)
- Belief in Allah's justice (Adalat)
- Beliefs in Allah's prophets from Adam to Muhammad (Nubuwwah)
- Belief in the successors of Muhammad (imamah) and belief that chosen descendants of the Prophet Muhammad were given special powers by Allah
- Belief in the Day of Judgement.

LP4.5 Christian Beliefs

Christians believe that there is only one God. The Nicene Creed explains that there is one being - God - experienced as three persons, Father, Son and Holy Spirit, who are all equal and all eternal.

We believe in one God, the Father, the Almighty...we believe in one Lord Jesus Christ, the only Son of God, eternally begotten of the Father, God from God...begotten not made, of one Being with the father... We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son'



Christian Eschatology

Resurrection of the body
Some Christians believe that when people die their soul remains in the grave until the time when God will end the world. This is known as the Last Day, which will follow the Second Coming of Jesus. At this time, the dead will be raised and both the living and the dead will be given resurrection bodies. Everyone will appear in front of God for the final judgment. Some believe that those who have repented their sins will go to heaven. All others will go to hell as they have rejected God's love. Many believe this because of Jesus' body which physically rose from the dead.

Immortality of the soul
Many Christians believe that people are made of body and soul. They believe that the soul is non-material and immortal. They believe that when the body dies, the soul leaves the body to live with God. They believe in this because after the ascension, Jesus became a spirit and went to the spirit world.

Purgatory
Catholic Christians believe that purgatory is the place where those Christians who have died with unforgiven sins go to be purified of their sins so that they can go to heaven.

Heaven and hell
All Christians believe in heaven as a perfect place in the company of God. There are different attitudes about heaven and hell amongst Christians:
- Most Christians believe that all Christians will eventually go to heaven and that good followers of any religion may go to heaven
- Some Christians believe that only good Christians will go to heaven but bad Christians and everyone else will go to hell
- Some believe that all good people go to heaven whatever they believe
- Other Christians believe that there is no hell, only levels of heaven

What does the Bible say about life after death?

A major Bible teaching on life after death comes from St Paul in 2 Corinthians 5:1-10, where he says:
- Christians know that if their body is destroyed they will have a non-physical home in heaven
- Christians long to be in heaven which is their goal
- Christians do all they can to please God on earth
- They do this as they know that everyone will appear before God to be judged on the good or bad they have done.

Why are these teachings important to Christians today

- Christians will try to live a good life (Parable of the sheep and the goats)
- Christians will seek salvation/atonement and avoid committing sin
- Give Christians' lives meaning and purpose. They will be rewarded for their good deeds which makes it all worthwhile.

LP4.6 Living the Muslim Life

The Ten Obligatory Acts

Sunni Muslims refer to their faith as 'the house of Islam' by which they mean their home. A house needs foundations and for Muslims, this is the Qur'an. The 'House of Islam' is supported by the 5 pillars. The Ten Obligatory Acts were developed by the Twelve Imams of Shi'a Islam.

	Act	Description
1	Salah	Praying 5 times a day
2	Sawm	Fasting during Ramadan
3	Hajj	Pilgrimage to Mecca
4	Zakah	Alms given
5	Khums	Tax set at 20% for causes decided by Shia leaders
6	Jihad	Striving in the way of Allah
7	Amr bil ma'roof	Encouraging good actions
8	Nahi anil munkar	Discouraging evil actions
9	Tawalla	Association with good people eg those who follow the ahl al -bayt
10	Tabarra	Dissociation with evil people

Those who believe, and suffer exile and strive with might and main in God's cause with their goods and their persons, have the highest rank in the sight of God. These are the people who will achieve salvation.'

Shi'a Muslims believe that these Acts are important because:

- The Acts were established by Muhammad, Ali and the Imams
- Allah will punish those who do not fulfil the acts.
- By observing the four practical pillars, a Muslim is following the example of the Prophet Muhammad, following his example if the way to lead a good Muslim life.
- By fulfilling the acts a Shi'a Muslim feels confident that on the Day of Judgement, Allah will allow him or her into heaven.

Jihad - to struggle or to strive.

Greater jihad is a personal inward struggle of all Muslims to live in line with the teachings of their faith. This means they must observe the Five Pillars of Islam.

Lesser jihad is seen as the outward struggle to defend Islam from threat. In the early days of the faith, this was important when Muslims were being persecuted and they needed to protect their freedom to practise their faith.

Greater Jihad means:

- Struggle to perform all of the five pillars properly
 - Struggle to follow the Shari'ah exactly
 - Struggle to both discover and follow the perfect example of the Prophet Muhammad
 - The struggle to be 'pleasing to Allah' so that one will be allowed into paradise.
- Lesser Jihad means:**
- Having removed the evil from themselves, Muslims can then begin the work of removing evil from society. They should target injustices such as:
- Unfair trading
 - Lack of education
 - Lack of welfare state
 - The gap between rich and poor
- Muslims aim to produce a perfect Muslim society before they are in a position to target non-Muslim societies and bring them into Islam.

Exam technique

Outline - give three beliefs about the issue in the question. Do not explain them.

State - give three beliefs about the issue in the question. Do not explain them.

E.g. Firstly... Secondly... Thirdly...

Describe - give a point and explain it. Do this twice in this style of question.

E.g. One Christian belief is... This means that... A second belief is... This means that...

Explain - give a point and then tell the examiner why Christians/Muslims believe it.

Evaluate - give a point, explain it and then assess whether it is a strong argument.

GCSE RE

Exam board: Edexcel

Paper 1- Religion and Ethics: Christianity

Paper 2- Religion, Peace and Conflict: Islam

Structure for answering exam questions

A) Outline three ... (3 marks)- This question asks you to outline three things. It could be features, ways, beliefs, responses to something, events in, reasons, teachings, types, activities etc. You must write **3 full sentences**. You get one mark for each correct sentence. You will not get marks for writing just 3 words.

B) Explain two ... (4 marks)- This question asks you to explain and you must give **2 developed reasons**. The best way you can develop your answer is by giving an explanation followed by an example or a quote that links to your explanation. You get a mark for a reason and then an extra mark for developing this reason.

C) Explain two ... with a source of wisdom and authority (5 marks)- This is similar to the above question. This question asks you to explain and you must give **2 developed reasons**. The best way you can develop your answer is by giving an explanation followed by an example or a quote that links to your explanation. You get a mark for a reason and then an extra mark for developing this reason. You then get one further mark for referring to a source of wisdom or authority (e.g. The Bible, The Qur'an).

D) Evaluation question (15 marks- 3 of these are for SPAG)- This question gives a statement. You must then give arguments for and against. The question will have a bullet pointed list underneath it telling you what you must refer to in your answer. These could be:

- Refer to a Christian/ Muslim teaching
- Refer to different Christian/ Muslim points of view
- Refer to non-religious points of view
- Refer to relevant ethical arguments
- Reach a justified conclusion.

In your answer you must give **arguments for** the statement and **arguments against** the statement and use **Point, Evidence, Explain, Link** for each argument. You must then say whether each argument is weak or strong in detail. Finally you must come to a conclusion saying which argument you think is the strongest and explain why this is. **You do not get marks for giving your opinion on the statement. If you do not give both sides of the argument or you miss out one of the bullet points, you cannot get more than 6/12.**

LP4.7 Christian practice

Liturgical worship	Non-liturgical worship	Benefits of liturgical worship	Benefits of non-liturgical worship	Set prayer	Informal prayers
Public worship in a church that uses set prayers and rituals. The worshippers can follow the service and join in certain parts. The words have been used for many years which means worshippers can develop their understanding. The Bible readings are based on the Christian calendar, this means that the congregation follow the main events of the Church's year. This takes place as set times, especially on Sunday.	Public worship in a church without set prayers and rituals. The leader of the worship is free to choose the hymns, prayers and Bible readings. These happen at set times, especially on Sundays. Music is often a major part with hymns or gospel songs. Prayers are unprepared but are based on thanksgiving and forgiveness. There will often be more congregational involvement with worshippers leading prayer of expressing approval of the sermon with 'hallelujah'.	<ul style="list-style-type: none"> - Worshipping with set prayers helps them to worship God in a familiar way so that worship becomes a part of life - Using ancient prayers and worship makes them aware of their Christian heritage - Using the same prayers as the rest of the Church gives them a sense of solidarity and belonging - Following the liturgical year helps them to understand their faith and learn more about God - Liturgical worship makes the worship important rather than the person leading prayer 	<ul style="list-style-type: none"> - A more free form of worship helps people to participate in worship - It helps to reflect peoples moods from joy to sadness so that the worship comes from people's own feelings - It allows worship to include forms people identify with such as rock and Gospel music - It helps to connect worship to the world of today 	<p>Liturgical worship is full of prayers expressing all four types. Many Christians come to know these prayers off by heart and use them as their own private prayers which will be at set times e.g. when waking up or before bed.</p>	<p>Most Christians also use informal prayers as part of their devotion. They will express their innermost thoughts to God, using their own words and language. This allows them to build a personal relationship with God. Christians may use informal prayers at set times or when they become aware of someone's suffering</p>
Informal prayer Many Christian families worship God at home by saying grace before meals, having family prayers, reading the Bible together and celebrating festivals. Many churches also have worship in much more informal ways, especially for families and young people. 'Messy church' provides worship for families, which is based on fun, creativity and celebration.	Private worship Most Christians will worship God at certain times on their own as they pray to God in private or read the Bible alone. Private worship is when Christians have the opportunity to talk to God and think about their faith.				

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.
Fitness Testing	Fitness testing is the process of measuring an athlete's physical abilities using standardized tests to identify their baseline fitness levels, monitor progress, and determine which areas need improvement.
Training principles	Training principles are the fundamental rules that guide how athletes should plan and perform their training to improve fitness safely and effectively.
Technology in sport	Technology in sport is the use of modern devices and apps to measure performance and improve training.
Training methods	Training methods are different ways of training to improve fitness for sport.
Components of fitness	Aerobic endurance, muscular endurance, muscular strength, flexibility, body composition. Power, agility, reaction time, balance, coordination.

1

Pupils will develop an in-depth understanding of the key content required for their exam. They will practise answering exam-style questions and receive support to identify their strengths and areas for improvement in order to maximise their performance.

2

Pupils will develop an in-depth understanding of the key content required for their exam. They will practise answering exam-style questions and receive support to identify their strengths and areas for improvement in order to maximise their performance.

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6

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7

Pupils will develop an in-depth understanding of the key content required for their exam. They will practise answering exam-style questions and receive support to identify their strengths and areas for improvement in order to maximise their performance.

You will learn how electrolysis works, how energy changes and reaction rates behave, how reversible reactions reach equilibrium, and how hydrocarbons from crude oil are separated and used.

2

Key Vocabulary

Conditions	Conditions are the specific factors, such as temperature, pressure or concentration, that must be controlled for a reaction or process to happen effectively.
Ions	Ions are atoms or molecules that have gained or lost electrons, giving them an overall positive or negative charge.
Bond	A bond is the force that holds atoms together in a molecule or compound.
Reaction	A reaction is a process where substances change into new substances by atoms being rearranged
Properties	Properties are the characteristics or features of a substance that describe how it behaves or what it is like, such as its melting point, hardness or conductivity.
Electrolysis	Electrolysis is the process of using electricity to split an ionic substance into its elements or simpler substances.
Retrieval	Retrieval is the process of bringing information back from your memory when you need it.

Electrolysis of Brine

Which elements form at which electrode depends on the **reactivity** of the elements involved.

For example, the electrolysis of brine, is the electrolysis of a solution of sodium chloride, however there are also H^+ and OH^- ions from the water which is used as the solvent. This means there is more than one possible ion that can go to each electrode.

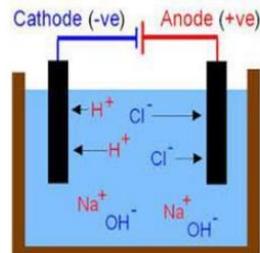
- **Positive ions:** sodium (Na^+) and hydrogen (H^+)
- **Negative ions:** chlorine (Cl^-) and hydroxide (OH^-)

When there is a mixture of ions, the products formed depend on the reactivity of the elements involved.

Hydrogen is less reactive than sodium, so hydrogen gas (H_2) is produced at the negative electrode.

Chlorine gas (Cl_2) is produced at the positive electrode.

Sodium hydroxide is produced from the ions that remain in solution.



Energy in Reactions

Energy is conserved in chemical reactions. The amount of energy in the **universe at the end** of a chemical reaction **is the same as before the reaction** takes place. In a chemical reaction, bond breaking and bond making occur. To break a chemical bond you need to overcome the force of attraction in the bond, this process requires energy therefore it is **endothermic**. The process of bond formation is **exothermic**, energy is released when bonds form. In a chemical reaction the difference between the energy required to break the bonds and the energy gained from making the bonds will decide whether a reaction is exothermic or endothermic.

Chemical reactions can therefore be divided into exothermic and endothermic chemical reactions.

	What happens?	Why?	Example
Exothermic	Heat energy is transferred to the surroundings.	The energy required to break chemical bonds is less than the energy gained from making chemical bonds. Therefore the excess is given off as heat to the surroundings.	Combustion reaction, reactions used in hand warmers
Endothermic	Heat energy is taken in from the surroundings	The energy required to break chemical bonds is more than the energy gained from making chemical bonds. Therefore heat is taken in from the surroundings.	The reaction of citric acid and sodium hydrogencarbonate, the reactions used in ice packs

Extracting Aluminium

Aluminium oxide is dissolved in molten cryolite .

Cryolite reduces the melting point of aluminium oxide meaning the process requires less energy.

Aluminium ions (Al^{3+}) are attracted to the negative electrode.

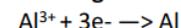
Aluminium atoms are formed at the negative electrode (gain 1 electron)

Oxide ions are attracted to the positive electrode

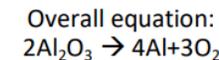
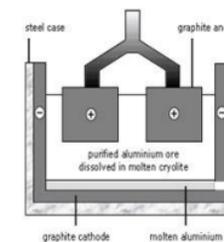
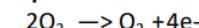
Oxygen is formed at the positive electrode (each ion loses 2 electrons)

Oxygen reacts with carbon to make carbon dioxide. This electrode needs to be replaced constantly.

At the negative electrode:



At the positive electrode

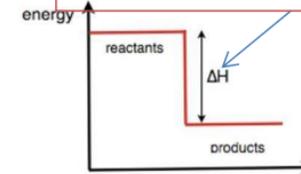


3

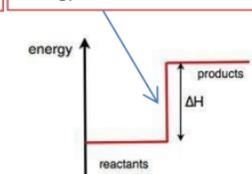
Reaction Profiles

Reminder from topic 15: Chemical reactions can occur only when reacting particles collide with each other and with sufficient energy. The minimum amount of energy that particles must have to react is called the **activation energy**. **Reaction profiles** can be used to show the relative energies of reactants and products, the activation energy and the overall energy change of a reaction.

This is the reaction profile of an **exothermic reaction**, the energy of the products is lower than that of the reactants. The difference in energy is released as heat to the surroundings.



This is the reaction profile of an **endothermic reaction**, the energy of the products is higher than that of the reactants. The difference in energy is taken in from the surroundings.



Being able to slow down and speed up chemical reactions is important in everyday life and in industry. We can change the rate of a reaction by:

- Changing temperature
- Changing pressure
- Changing the concentration of a solution
- Changing the surface area
- Adding a catalyst

Condition Change	Effect
Increase the temperature	Shifts the equilibrium to the left as this is the endothermic direction. The amount of reactants increases.
Decrease the temperature	Shifts the equilibrium to the right as this is the exothermic direction. The amount of product increases
Increase the concentration of reactants	Equilibrium shifts to the right to make more product, to reach equilibrium again
Increase the concentration of products	Equilibrium shifts to the left to reach equilibrium again
Increase the pressure in the gas	Equilibrium shifts to the right, where there are fewer molecules of gas, this will decrease the pressure.
Decrease the pressure in the gas	Shifts the equilibrium to the left as there are more gas molecules on that side of the equation.

5

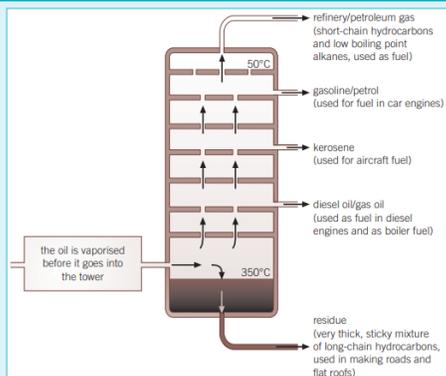
Fractional distillation

The different hydrocarbons in crude oil are separated into fractions based on their boiling points in a process called **fractional distillation**. All the molecules in a fraction have a similar number of carbon atoms, and so a similar boiling point.

The process takes place in a fractionating column, which is hot at the bottom and cooler at the top.

The process works like this:

- 1 crude oil is vapourised (turned into a gas by heating)
- 2 the hydrocarbon gases enter the column
- 3 the hydrocarbon gases rise up the column
- 4 as hydrocarbon gases rise up the column they cool down
- 5 when the different hydrocarbons reach their boiling point in the column they condense
- 6 the hydrocarbon fraction is collected.



Collision Theory

Collision Theory: reactions occur when particles **collide** with a certain amount of **energy**.

The minimum amount of energy needed for the particles to react is called the **activation energy**, which is different for each reaction. The rate of a reaction depends on two things:

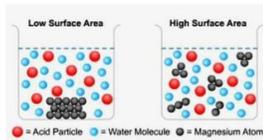
- the **frequency** of collisions between particles. The more often particles collide, the more likely they are to react.
- the **energy** with which particles collide. If particles collide with less energy than the activation energy, they will not react.

Collision Theory in more detail Temperature

When you increase the temperature of something the particles will move around faster, this increases the **frequency of the collisions**. As well as that, as the particles are moving faster the particles collide with more energy making it more likely that collisions exceed the **activation energy**.

Collision Theory in more detail Surface Area

When you increase the surface area of a solid (you cannot increase the surface area of a liquid or gas). You increase the number of particles that are available for collision, therefore increasing the frequency of collisions therefore increase the rate of reaction.



Collision Theory- in more detail gas pressure

If the reaction is carried out in the gaseous state, then increasing the pressure will increase the rate of reaction. If there are more particles in a given volume of gas, then collisions will be more frequent and therefore the reaction will be faster.



Products from fractional distillation

Many useful products come from the separation of crude oil by fractional distillation.

Fuels	Feedstock	Useful materials produced
petrol, diesel oil, kerosene, heavy fuel oil, and liquefied petroleum gases	fractions form the raw material for other processes and the production of other substances	solvents, lubricants, polymers, and detergents

Cracking

Not all hydrocarbons are as useful as each other. Longer molecules tend to be less useful than shorter ones. As such, there is a higher demand for shorter-chain hydrocarbons than longer-chain hydrocarbons.

A process called **cracking** is used to break up longer hydrocarbons and turn them into shorter ones.

Cracking produces shorter alkanes and **alkenes**.

Two methods of cracking are:

- catalytic cracking – vapourise the hydrocarbons, then pass them over a hot catalyst
- steam cracking – mix the hydrocarbons with steam at a very high temperature

Alkenes

Alkenes are a family of hydrocarbons that contain double bonds between carbon atoms.

Alkenes are also used as fuels, and to produce polymers and many other materials.

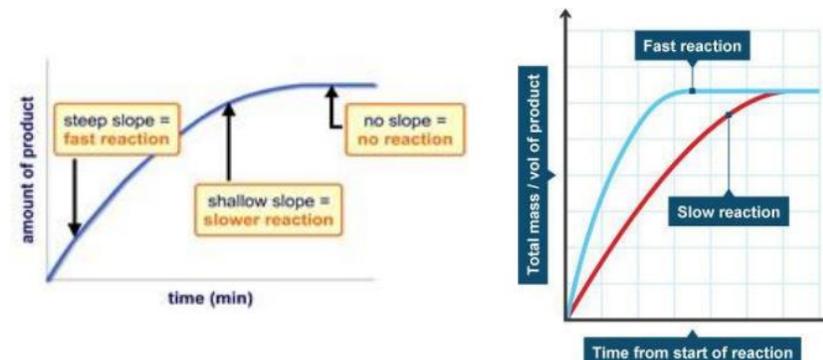
They are much more reactive than alkanes. When mixed with bromine water, the bromine water turns from orange to colourless. This can be used to tell the difference between alkanes and alkenes.

Year 11 Science LP4 Knowledge Organiser

Interpreting Rate of Reaction Graphs

The results from rate of reaction experiments can be plotted on a line graph. For example how the mass changes against time or how much gas is made against time. Different lines can be plotted for different conditions, the **steeper the gradient, the faster the reaction**.

It is important to remember that the graphs flatten off (plateau) at the same point as the same amount of reactant is being used.



Crude oil

Crude oil is incredibly important to our society and economy. It is formed from the remains of ancient biomass – living organisms (mostly plankton) that died many millions of years ago.

Raw crude oil is a thick black liquid made of a large number of different compounds mixed together. Most of the compounds are **hydrocarbons** of various sizes. Hydrocarbons are molecules made of carbon and hydrogen only.

Combustion

Hydrocarbons are used as **fuels**. This is because when they react with oxygen they release a lot of energy. This reaction is called **combustion**. Complete combustion is a type of combustion where the only products are carbon dioxide and water.

Properties

Whether or not a particular hydrocarbon is useful as a fuel depends on its properties:

- **flammability** – how easily it burns
- **boiling point** – the temperature at which it boils
- **viscosity** – how thick it is

Its properties in turn depend on the length of the molecule.

Chain length	Flammability	Boiling point	Viscosity
long chain	low	high	high (very thick)
short chain	high	low	low (very runny)

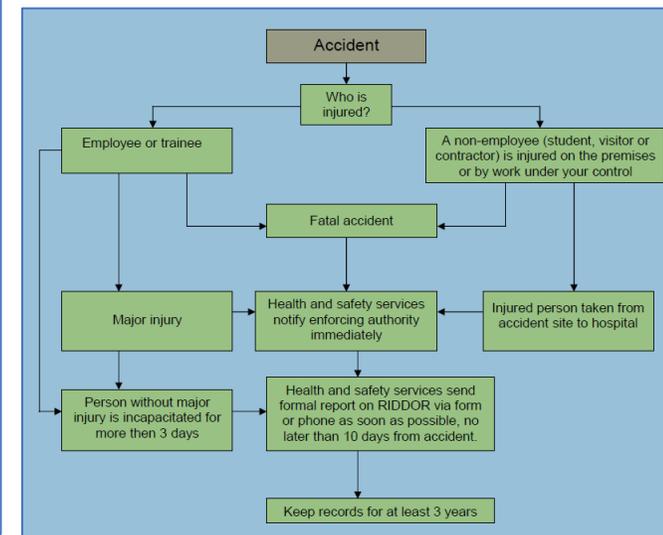
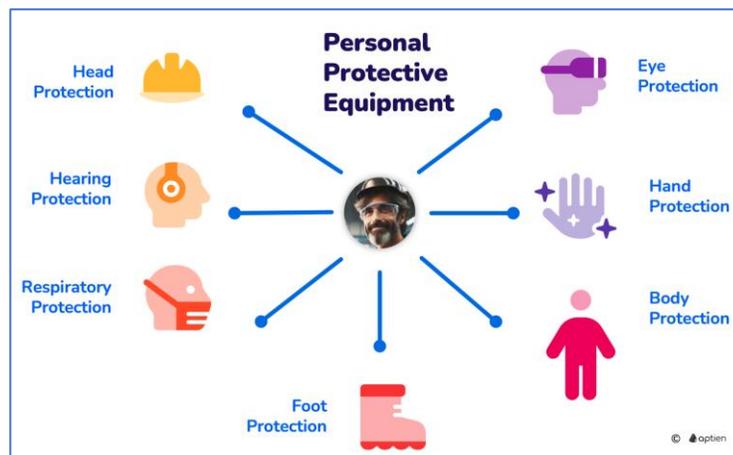
LP4: Y11 Hospitality & Catering

Keyword	Definition
Evaluate	To judge how effective something is, using evidence. You give strengths, weaknesses, and justified improvements.
Describe	To give clear details about something, saying what it is or what happens.
Identify	To recognise something and name it correctly.
Explain	To give reasons or say how or why something happens, showing understanding.
Planning	Organising what needs to be done before a task — e.g., timing, equipment, ingredients, safety checks.
Preparation	Getting ready to cook or serve food, including washing, chopping, weighing, setting up equipment, and hygiene.
HASAWA	Health and Safety at Work Act (1974). The main law that protects employees and customers by ensuring safe working conditions.
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. Serious workplace accidents must be recorded and reported.
PPE	Personal Protective Equipment used to keep people safe, e.g. gloves, aprons, hairnets, safety shoes, oven gloves.
MHOR	Manual Handling Operations Regulations. Laws that explain how to lift, carry, or move items safely to avoid injury.
Nutrients	Substances in food that the body needs for energy, growth, repair, and health — such as protein, fats, carbohydrates, vitamins, and minerals.

1. HASAWA
2. RIDDOR
3. PPE
4. MHOR
5. Personal Safety
6. Employee/Employers
7. Contract types

Health & Safety At Work Act 1974 HASAWA

- HASAWA was reviewed and amended in 1999
- The 1999 update brought in some important changes:
 1. 'Risk Assessment' became the basis of all safety checks. This means identifying hazards, assessing how dangerous they are and what action is needed to make them safe
 2. Special measures for the protection of young people and pregnant workers were introduced – police checks on anyone working with young people, and regular health checks for pregnant workers.
 3. It became compulsory for an organisation or facility to have a written safety plan
 4. It became compulsory for an organisation or building to appoint a safety officer
 5. Emergency procedures now have to be agreed and practised – for fire and bomb threats, and for evacuation of large numbers quickly

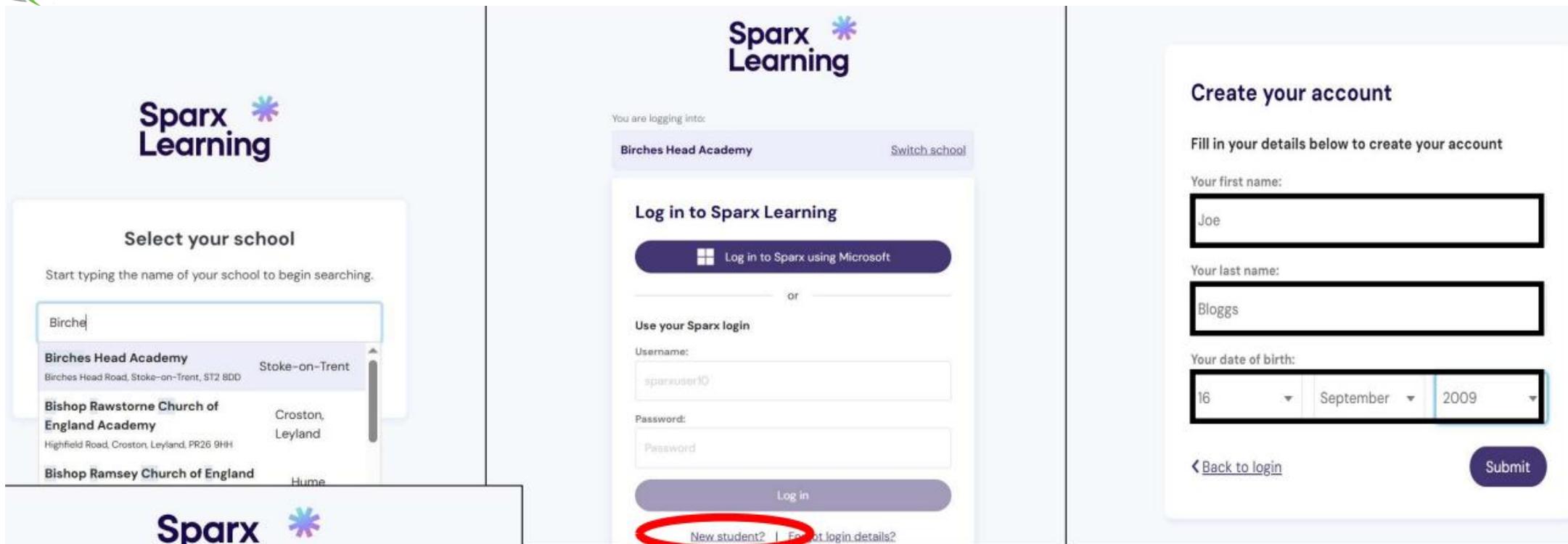


INVESTIGATE THE CATERING AND HOSPITALITY INDUSTRY

TYPES OF SETTINGS

- Hotels
- Restaurants
- Pubs
- Nightclubs
- Contract food service provision
- Membership clubs
- Travel services
- Events
- Tourist information services
- Gambling
- Visitor attractions
- Hostels
- Holiday centres
- Self-catering accommodation





The image shows two screenshots of the Sparx Learning website. The left screenshot shows the 'Select your school' page with a search bar containing 'Birche' and a dropdown menu listing schools like 'Birches Head Academy'. The right screenshot shows the 'Log in to Sparx Learning' page with a 'Log in to Sparx using Microsoft' button, a 'Use your Sparx login' section with username and password fields, and a 'Log in' button. A red circle highlights the 'New student?' link at the bottom of the login page.



The image shows the 'Step 1. Remember your username' page. It features the Sparx Learning logo and a text box containing the username 'joebloggs'. Below the text box, there is a 'Set a password >' button.

1. Go to maths.sparx-learning.com/student
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)

THE ORACY COMPASS



Are you thinking about the speed and volume of your voice?

Are you using expression to make your point?

Are you using gestures to show you are listening?



'I would like to start by saying...'

'I agree and would like to add...'

'To challenge you X, I think...'

Are you facing who you are speaking to?

Do you appear to be talking confidently?



Are you being respectful and responding appropriately?

Are you taking turns to talk?

Are you inviting others to share their opinions?



'Could you provide an example'

'Could you clarify what you mean by...'

'The main points raised today were...'

