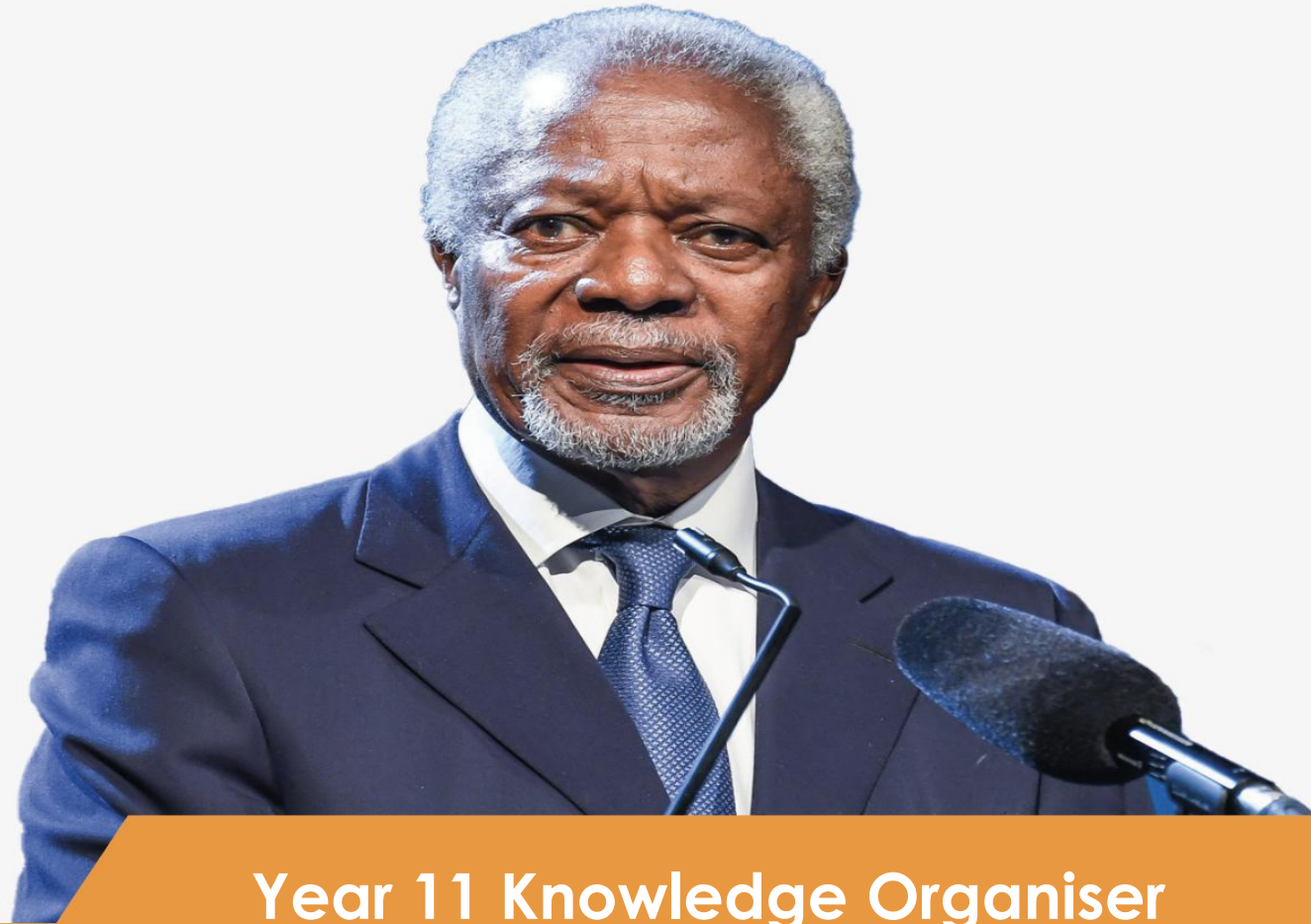




Frank Field
Education Trust

*“Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family”*

- Kofi Annan



Year 11 Knowledge Organiser

Learning Programme 2

Pupil Name:

Form Group:

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Instructions to use the Knowledge Organiser

Use of the Knowledge Organiser

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

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

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

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

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

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

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

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

Self-testing, revision and study skills techniques

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

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

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

How do I self quiz?

How to use...Flashcards

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

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

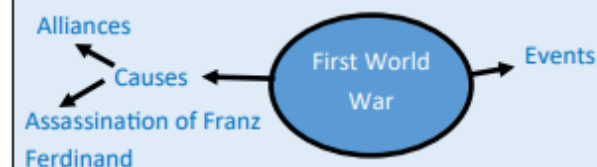
How to use... Look, Cover, Write, Check and Correct

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

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

How to use... Mind Maps

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



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

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

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

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

How to... Summarise a process/idea

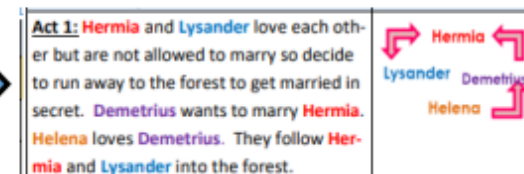
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

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

How to use... Subject Specific Tasks or Questions

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

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



Homework tasks

Week	Subject	Task
LP2.1	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP2.2	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.RLW	ALL	This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development. This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.

Week	Subject	Task
LP2.3	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Homework tasks

Week	Subject	Task
LP2.4	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.5	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP2.6	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.7	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.

Options homework tasks

Subject	Task
3D Design	Annotate your book exploring where you have been successful and where might need improving.
	Pick three found objects to use in your decay project.
	Research three artists' relating to decay.
Art	To create a list of artists' that look at colour theory in their work.
	To create a spider diagram of your favourite artist and explore their artwork, describing the features.
	To draw a full outline of a natural form.
Business	Unit 1 theory task.
	Unit 1 theory task.
	Unit 1 theory task.
Drama	Read your knowledge organiser and memorise 5 pieces of information that you can use in your skills lessons, when devising your play.
	Learn your lines from the script you have written, paying particular attention to tone, expression and characterisation.
	Learn your lines from the script you have written, paying particular attention to tone, expression and characterisation.
Geography	Complete the revision sheet.
	Complete the revision sheet.
	Complete the revision sheet.
Health and Social Care	Research support available for expecting fathers.
	Explain the impact having English as an Additional Language (EAL) can have on development.
	List all the ways small children can develop their social attachments.

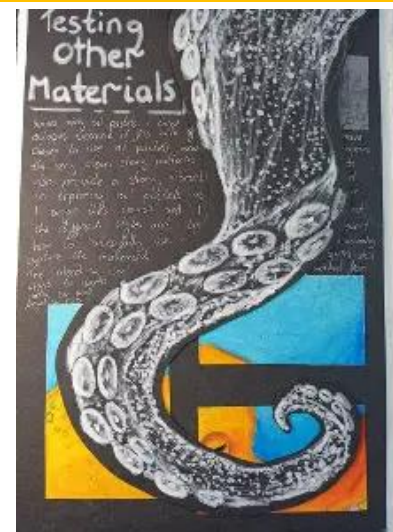
Subject	Task
History	Explain two problems the Kaiser faced when ruling Germany.
	Explain the different ways in which the 1923 was a crisis year for the German people.
	Explain why people opposed the culture during the Golden Years.
ICT	Unit 1 theory task.
	Unit 1 theory task.
	Unit 1 theory task.
Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
Music	Using your chosen genre for the mock exam, go onto the internet and find out 5 stylistic features of this genre that will be useful to you when creating your reinterpretation.
	Using the Knowledge Organiser - create a revision card about how to use Garageband.
	Using the Knowledge Organiser and by conducting some research of your own, create a revision card about EQ and how it can be used to manipulate sound. Include a labelled diagram of EQ in your homework.
Btec Sport	Create revision flashcards for the components of fitness and explain how the FITT Principle can be applied to improve performance in one sport.
	Analyse a set of fitness test results and provide three recommendations for improving a training programme.
	Create a comparison table outlining the advantages and disadvantages of four fitness training methods.
Photography	To select three interesting photographs relating to your theme.
	Research multiple artists' that relate to your theme, pick three.
	Complete a spider diagram exploring the work of each of your artists'.
Religious Education	Explain two Muslim beliefs about justice.
	Explain two Muslim beliefs about forgiveness.
	Reformations is the best aim of punishment'. Give two arguments in support of this statement.
Hospitality and Catering	Cooking method recall and remembrance of methods.
	Explore how you can use complex skills to create a spaghetti bolognese.
	Evaluate and justify your choices, linking back to the scenario.

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.

techniques, and processes.

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



AO2

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

What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trails, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

How does it link with AO1?

Experimenting in response to your chosen artists

How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

Reaching for the level 8/9:

How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

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3. Select key media to explore specific techniques
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Line	Basic visual element, used to create shapes
Form	Three dimensional shape, height, width, and depth
Colour	Different shades and tones
Review	An evaluation of artwork
Reflect	Think carefully and make comments
Analyse	Examine in detail



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- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

This Learning Programme you will be learning about Unit 3
Controlled Assessment

Key Vocabulary

Leaflet	is a printed piece of paper used as a promotional or informational tool to advertise products, services, events, or special offers
Aims	the general, long-term goal or aspiration of a business
Technology	the application of scientific, digital, and engineering tools, equipment, software, and processes that businesses use to design, manufacture, market, and deliver products and services more efficiently.
Marketing Mix	the combination of business tools used to attract customers and influence them to buy a product or service
Price	the amount of money charged or paid in exchange for a product or service
Place	how a business makes its products or services available and accessible to customers at the right time, in the right quantity, and at the right location
Promotion	the methods and strategies a business uses to communicate with current and potential customers to inform, persuade, and remind them about a product or service

Brief

The Tiny Club is a local independent shop, located in a large shopping centre in a city. It sells a range of products for babies. The Tiny Club also has an online shop.

The shop has one large window that is used to display its products. The window is 6 metres wide, 3 metres high and 1 metre deep.

Its product range includes:

- clothes for newborn babies, 0 to 3 months, 3 to 6 months and 6 to 12 months
- play time products, including soft toys, rattles, cot mobiles, stackers, play mats and activity gyms
- prams, car seats, carry cots, baby monitors and highchairs
- a small range of nursery furniture such as cots and changing top dressers
- disposable products such as nappies, wipes, formula milk and baby food.

The owners of The Tiny Club have just introduced a new range of designer (premium) clothes and personalised clothes that allows customers to add the name of their baby to the clothes. The owners hope that these new products will help to give the business a USP.

The market for baby products is very competitive, and The Tiny Club must compete with larger national retail businesses that often offer similar products at lower prices. The owners of The Tiny Club aim to increase footfall, customer loyalty and sales, and have decided to launch a new promotional campaign that will:

- offer a small range of existing products at reduced prices
- promote the new designer (premium) clothes and personalised clothes
- launch a new customer loyalty scheme.

You are required to:

- design a visual merchandising installation for the window display in the physical store to support the new promotional campaign
- analyse the visual merchandising
- explain how the principles of visual merchandising are adapted for the online shop
- design a leaflet to hand out to shoppers in the shopping centre to advertise the new promotional campaign
- analyse the leaflet
- explain how The Tiny Club could use technology for promotion
- evaluate the use of the marketing mix.

Design Principles – Physical Store & Online

Storytelling

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

Landscaping

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

Colour and lighting

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

Detail

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

Texture

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

Technology

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

Safety

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

Product	Price
Any good or service offered for sale. Retail businesses will need to consider: • what range of products they should sell • the features and design of products • how to differentiate between products • how brands are used • how to package goods • what type of customer service they should provide • whether the product has a unique selling point (USP).	Retail businesses must decide how to price the products they sell, and how to price products at the right level to attract customers and keep them coming back to buy more. Retail businesses must consider the market, its competitors, as well as meeting the aims of the retail business. They will use pricing methods including: • cost-plus • competitive • penetration • skimming • psychological • loss leaders.
Promotion	Place
Retail businesses can use several promotion methods to attract and inform customers, including: • advertising • sales promotions (such as BOGOF, discounts, special offers, and competitions) • customer loyalty schemes • direct marketing.	The channels a retail business will use to bring buyers and sellers together. It is important that the correct retail channel is selected to support the other elements of the marketing mix. Including: • stores/shops • e-commerce and m-commerce • multi-channels • hybrid • concessions • pop-up shops • markets • catalogues.

This Learning Programme you will be learning about:

DEVISING - COMPONENT 3

Key Vocabulary

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

LP1.1> LP1.2> LP1.3> LP1.4> LP1.5> LP1.6> LP1.7

Year 11 DRAMA -LP2 Knowledge Organiser

Target Audience	The people that you want to 'reach' and 'impact' with your performance. These are 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. It is HOW the piece is performance. Some example of different styles are: Realism, Physical Theatre, Melodrama, Abstract.

Contextual links:

Practitioners including -

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>

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 /Atmosphere	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

Research for a secondary stimulus	Finding other stimuli e.g. newspaper articles, historical artefacts, photos, which links to the stimulus in the brief.
Solo work	Writing something to perform yourself e.g. a monologue, solo song or dance piece
Small group work	Writing something to perform in a small group e.g. a duologue
Ensemble work	Working together with your group to come up with a scenario and short script to start off your story
Sketches, drawings and photographs	Drawing out your ideas or finding photos for inspiration
Mock-ups	Create a version of your set/props/costume using what you have around you to give you some inspiration for your performance
Role on the wall	Drawing an outline of a character and writing facts about them and their personality inside
Movement techniques	Try out some touch and response improvisation, round-by-through sequences or chair duets
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.
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?
ENDING	How will you end your performance? This could be with a tableau (freeze frame) or an exit from the stage
PLOT	This is the story you are telling through your performance.
ISSUE	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
CHARACTERS	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.
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.
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.
RESOLUTION	This is the way that your issue is resolved (sorted out). Your piece may have an "happy" or "unhappy" resolution. For example, a bully character could see the error of their ways and stop their bad behaviour (happy resolution). Alternatively, something bad could happen to the character being bullied (unhappy resolution). Sometimes there is no resolution (for example, a 'cliffhanger' ending) however, this should only be done for a specific effect.

Year 11 English LP2 Knowledge Organiser

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

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

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



Romeo and Juliet Revision

Key Quotations – referred to throughout the LP

- 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 that this of Juliet and her Romeo.'

2

An Inspector Calls Revision

Key Quotations – referred to throughout the LP

- "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

3

Year 11 English LP2 Knowledge Organiser

A Christmas Carol revision. Plot:

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.

4

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:

7

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

This Learning Programme you will be learning about global biomes, with a particular emphasis on rainforests and deserts: distribution, features, challenges and opportunities.

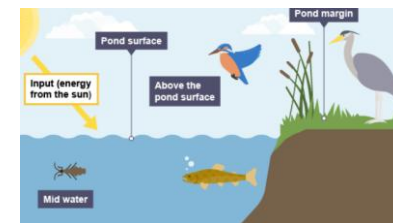
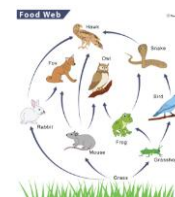
Key Vocabulary

Food chain	Linear diagram which shows how energy is transferred through an ecosystem
Biodiversity	The range of plant and animal species
Producer	Organism which creates its own energy via photosynthesis
Subsistence farming	Growing crops or raising animals to feed one's family
Deforestation	Removing trees and using the land for a different function
Logging	Cutting down trees to sell the wood
Eco tourism	Small scale tourism which hugely benefits local economies
Desertification	Degradation of the land
Appropriate technology	'Mid' level technologies which local people can afford and manage

1

Ecosystems/biomes

An **ecosystem** is a local community where living organisms (plants, animals, etc.) interact with each other and their non-living environment (like soil, water, and climate). A **biome** is a much larger-scale community, like a tropical rainforest or desert, defined by its broad climate conditions and the general types of plants and animals adapted to it. You can think of biomes as large geographical regions containing many smaller, interconnected ecosystems that share similar characteristics.

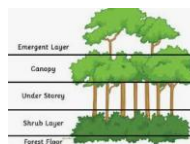


2

Tropical rainforest biome

Tropical rainforests cover about **2 per cent** of the Earth's surface yet they are home to **over half of the world's plant and animals**. A rainforest works through **interdependence**. This is where the plants and animals **depend on each other** for survival. If one component changes, there can be **serious knock-on effects** for the entire ecosystem.

The **hot, damp conditions** on the forest floor allow for the **rapid decomposition** of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become **infertile**.



3

What are the causes of deforestation?

- **Logging:** Most widely reported cause of destruction to biodiversity; timber is harvested to create **commercial items** such as furniture and paper; **violent confrontation** between indigenous tribes and logging companies.
- **Agriculture:** Large scale '**slash and burn**' of land for ranches and palm oil.; increases **carbon emission**; **river saltation** and **soil erosion** increasing due to the large areas of **exposed land**; increase in **palm oil** is making the **soil infertile**.
- **Mineral Extraction:** **Precious metals** are found in the rainforest; areas **mined** can experience **soil and water contamination**; **indigenous people** are becoming **displaced** from their land due to roads being built to transport products.
- **Road Building:** **Roads** are needed to bring supplies and **provide access** to new mining areas, settlements and energy projects; in Malaysia, logging companies use an **extensive network of roads** for heavy machinery and to transport wood

Sustainability for the Rainforest: uncontrolled and unchecked exploitation can cause irreversible damage such as loss of biodiversity, soil erosion and climate change.

Possible strategies include:

- Agro-forestry - Growing trees and crops at the same time. It prevents soil erosion and the crops benefit from the nutrients.
- Selective logging - Trees are only felled when they reach a particular height.
- Education - Ensuring those people understand the consequences of deforestation
- Afforestation - If trees are cut down, they are replaced.
- Forest reserves - Areas protected from exploitation.
- Ecotourism - tourism that promotes the environments & conservation



Location of deserts

Most of the world's hot deserts are found in the **subtropics** between **20 degrees and 30 degrees north & south** of the Equator. The **Tropics of Cancer and Capricorn** run through most of the world's major deserts

Features of deserts:

Aridity – hot deserts are extremely dry, with annual rainfall below **250 mm**; **heat** – hot deserts rise over **40 degrees**; **landscapes** – Some places have dunes, but most are **rocky** with **thorny bushes**.

Climate: **Very little rainfall** with less than **250 mm per year**; it might only **rain once every two to three years**; temperatures are **hot in the day** (45 °C) but are **cold at night** due to little cloud cover (5 °C).

Opportunities and challenges in deserts:

The Thar Desert is located on the border between India and Pakistan in Southern Asia. With India soon becoming the most populated country in the world in the next five years. With this, more people will plan to live in the desert

- Opportunities: There are valuable minerals for industries and construction. Energy resources such as coal and oil can be found in the Thar desert. Great opportunities for renewable energy such as solar power at Bhaleri. Thar desert has attracted tourists, especially during festivals.
- Challenges: The extreme heat makes it difficult to work outside for very long. High evaporation rates from irrigation canals and farmland. Water supplies are limited, creating problems for the increasing number of people moving into area. Access through the desert is tricky as roads are difficult to build and maintain

Desertification

Desertification means the turning of semi-arid areas (or drylands) into deserts.

Climate Change: reduced rainfall and rising temperatures have meant less water for plants.

Fuel Wood: people rely on wood for fuel. This removal of trees causes the soil to be exposed.

Overgrazing: too many animals mean plants are eaten faster than they can grow back, causing soil erosion.

Over-Cultivation: if crops are grown in the same areas too often, nutrients in the soil will be used up causing soil erosion.

Population Growth: a growing population puts pressure on the land leading to more deforestation, overgrazing and over-cultivation.

This Learning Programme you will be learning about Component 1 - The human lifespan and development. Understanding how people develop throughout the different life stages and the factors that can either progress or hinder development.

Key Vocabulary

accessed	Information or support that can be used to support individuals
Life events	An event that has significant occurrence or transition in an individual's life
Wellbeing	The state of being comfortable, healthy or happy
professional	Appropriately competent or skilled person
Standard of living	Degree of wealth, comfort available to a person or community
Social opportunities	Support, service, benefit possibilities that society offers to individuals



Case Study 1

Kyle is 29 years old and has recently bought a house with his partner, who is 5 years older than him. They have just got engaged and his partner has recently become pregnant after six months of trying. Kyle and his partner have made some changes to their lifestyle to support a healthy pregnancy. Kyle works as a fundraiser for a children's charity, and he travels around the country to secure funding and sponsorship from businesses. He used to travel by train a lot, but his new home is in a village with poor transport links, so he has to drive more frequently. Because Kyle can arrange his own work schedule, his working hours are flexible. Kyle enjoys his job and is excited about beginning a family. He feels optimistic about the future. However, he would like to know more about becoming a parent and how he can support his partner during the pregnancy and birth of their child.

Case Study 2

Tarek is 4 years old and has just started primary school. He lives with his mother, father, and mother's parents. Both of Tarek's parents were born in Great Britain, after his grandparents immigrated from Syria. Because Tarek's grandmother does not speak fluent English, they often speak Arabic at home. Tarek's grandfather speaks French as well as Arabic and English and has been teaching Tarek some phrases. Tarek is a thoughtful and kind child with strong family attachments. He is particularly close to his grandmother, as she does most of the childcare during the day. Tarek has become nervous about going to school. He never attended nursery and his mother is worried that he is not making friends. Tarek and his family are Christians and attend church with other Syrian Christians regularly. Their church also runs a community centre, which offers different classes and playgroups throughout the week. Tarek's grandmother often takes him to the community centre while his parents are at work

Life events:

These can impact any of/all of the PIES. Best way to think of how is to imagine you are the person impacted. These are also either expected or unexpected.

Expected

- Bereavement (death of a loved one)
- New relationships
- Marriage
- Parenthood
- Moving house

Unexpected

- Ill health - when someone is severely ill
- Accident or injury
- Divorce
- Exclusion

Example: Impact of lifestyle on development

Being physically active is a lifestyle factor that affects development. Regular movement or exercise helps to strengthen bodies, improves muscle tone, flexibility and bone density, improved cognitive functions and psychological (mental) health.

4

	What they mean?	Examples
Physical factors	Factors affecting the body physically, typically individuals are born with these, or have a major issue to cause them.	Inherited conditions - sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease Experience of illness and disease Mental ill health - anxiety, stress Physical ill health - cardiovascular disease, obesity, type 2 diabetes Disabilities Sensory impairments
Lifestyle	Factors based on how individuals live their lives - what they eat	Nutrition Physical activity Smoking/vaping Substance misuse - alcohol, cannabis, opiates
Emotional	Factors affecting the feelings of an individual	Fear Anxiety/worry Upset/sadness Grief/bereavement Happiness/contentment Security attachment
Social	Factors that involved interacting with other people in any manner	Supportive and unsupportive relationships - friends, family, peers and colleagues Social inclusion and exclusion Bullying discrimination
Cultural	Factors that are influences be characteristics of individuals	Religion Gender roles and expectations Gender identity Sexual orientation Community participation Race
Environmental	Factors based around where and the condition of an individual's living conditions	Housing needs, conditions, location Home environment Exposure to pollutions - air, noise, light
Economic	Factors involving the access to money an individual has	Employment situation Financial resources - income, inheritance, savings, pension

5

Infancy: From more being able to walk, talk or feed themselves, to learning how to do these things through development of gross and fine motor skills. Infants will first learn to roll over, then sit up, then stand, then walk. Whereas in **early adulthood**, individuals are at peak fitness, then are completely independent, have gone through puberty and in females will be in peak opportunity for reproduction.

6

Who is around to support the person and understanding how they help.

Formal support - provided by anyone who is a paid professional. Any job that you can think of, you can use!

Informal support - This is friends, family and provided by people who are provided the care and support because they want to or feel a connection to the person, not because they have to.



- GP
- Social Care worker
- Dentist
- Surgeon

- Family
- Friend
- Volunteers



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

Key Vocabulary

Autocracy	A system of government where one person has complete power and makes decisions without needing approval from other
Constitution	A set of rules and laws that explains how a country is governed and what powers its government has
Putsch	An attempt to seize power by force
Significance	The importance or impact of an event, person or development
Culture	The ideas, beliefs, customs, arts and way of life shared by a group of people
Political manoeuvring	Actions and strategies used by politicians to gain or maintain power
Chancellor	The head of the German government, similar to a Prime Minister

Year 11 History LP2 Knowledge Organiser

1

Kaiser Wilhelm

In 1888, Wilhelm II became the new Kaiser of Germany. A grandson of Queen Victoria, he had a dominating personality and a militaristic outlook which affected how he governed the Reich. He sacked his grandfather's Chancellor, Otto von Bismarck, who had helped create Germany. He would have preferred a dictatorship. He wanted Germany to have an empire that rivalled Britain's and a navy to protect it.



Problems the Kaiser Faced: 2

- ❖ **Growth of Parliamentary government:** The Kaiser would have preferred to rule alone but needed the Reichstag to pass legislation. Political parties such as the Social Democrats (SPD) grew.
- ❖ **Industrialisation:** This made Germany rich but also created social problems. Poor working conditions led workers to join **trade unions**, which in turn meant the government had to regulate working ages and hours, as well as introducing old age pensions and welfare reforms. Workers also turned to **socialism**.
- ❖ **Naval Laws:** The naval laws greatly increased the size of the German fleet. They allowed Germany to increase her empire, in line with **Weltpolitik**, and showed her power. However, they were unpopular with some, such as the SPD, due to the expense. The naval arms race was another factor causing WWI.



How the German Government was run under the Kaiser How the German Empire worked:

*The **Kaiser** was the Head of State

*The army swore allegiance to the Kaiser and the officers advised him.

*The **Chancellor** was the chief minister and responsible to the Kaiser,

*The **Bundesrat** was made up of representative from the 25 states and consulted with the Kaiser and the Chancellor over policies.

*The **Reichstag** was the Parliament made up of members voted for by all men, 25 and over. They passed, amended or rejected laws.



3

4

What happened to Germany at the end of WW1

At the end of the First World War, Kaiser Wilhelm II **abdicated** and the new government made peace with the allies in November 1918.

Friedrich **Ebert** became the **President**- temporarily- and set up elections for the new year. It was a time of **unrest**. Germany had been affected badly by the war:

- ***Politically**- the Kaiser had abdicated and a new Republic was set up
- ***Economically**- Germany was in debt before the war and then borrowed more to fight. The government also had to pay pensions to war widows. This was before the reparations bill!
- ***Socially**- 1.7 million men had died, leaving widows and women having to work, changing family life. It also widened the class divide.



5

What was the Treaty of Versailles?

The treaty punished Germany with harsh terms.

- T: Territory. Germany lost 13% of their land including their colonies and the Saar coalfields
- R: Reparations: Germany had to pay £6.6 billion in reparations payments
- A: Army. The German army was reduced to 100,000 men, no Airforce and 6 battleships
- W: War guilt. Germany had to accept responsibility for the war and all of the dead
- L: The League of Nations was created

6

The creation of the Weimar Constitution: A new way to rule Germany, that was the most democratic in the world

The **President** was the Head of State. He was elected every seven years and controlled the armed forces. In an emergency he could rule without the Reichstag using Article 48.

The **Chancellor** was appointed by the President from the party with most votes. He was responsible for laws, taxation and welfare. He needed a majority of the Reichstag behind him to pass laws (known as a majority).

The **Reichstag** discussed and passed laws. The MPs were elected every four years by a system called **proportional representation**.

The **electorate** voted for President and MPs. There was **universal adult suffrage** for men and women over 21.

7

However, there were three problems:



Unpopular

The new government was linked to the **November Criminals**. Other people disliked the idea of democracy



Article 48 meant the President could pass any law he chose

Proportional Representation meant the Chancellor struggled to get a majority and led to **coalitions**.

This Learning Programme you will be learning about Databases

Key Vocabulary

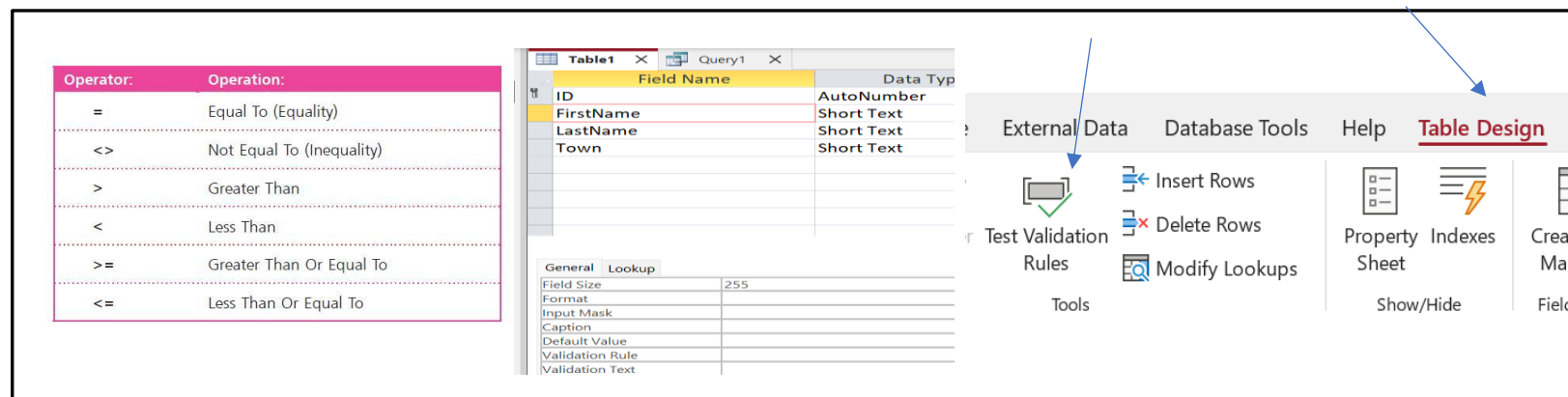
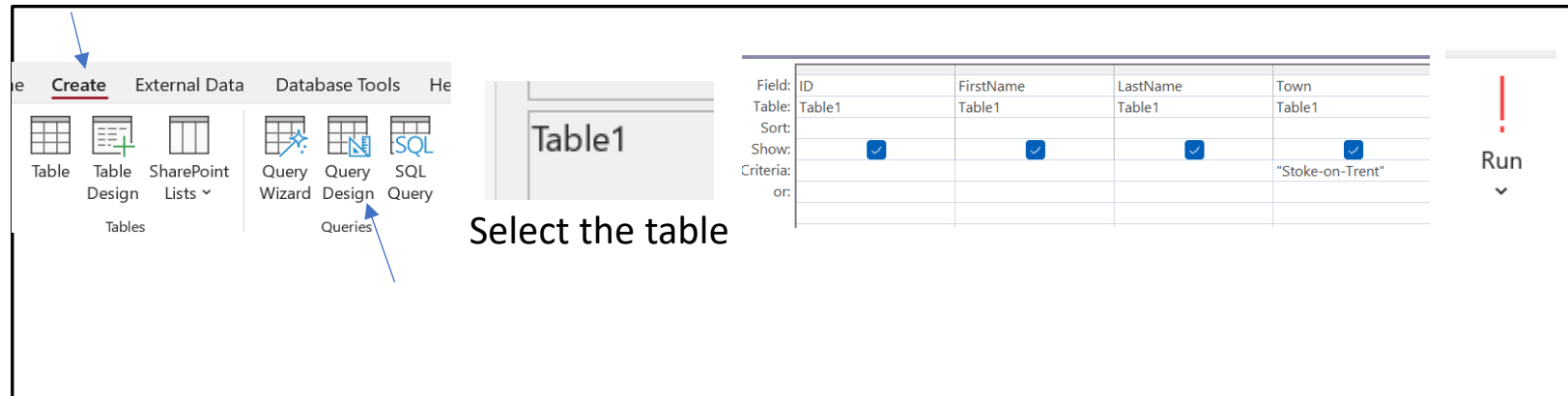
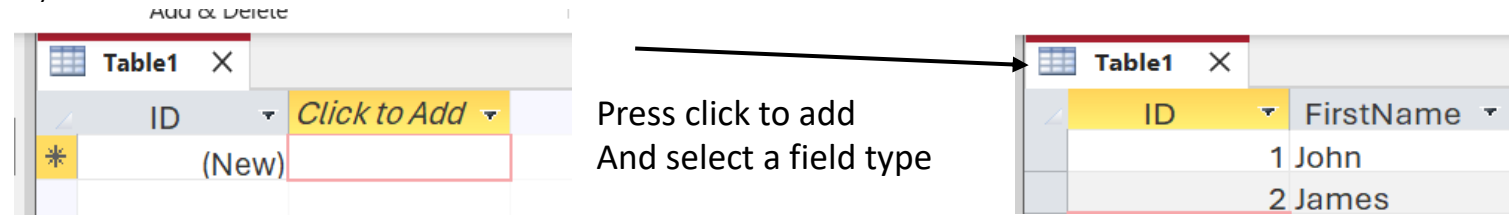
Success Criteria	a list of measurable, specific, and realistic requirements that a completed system or solution must meet
Foreign Key	a field (or column) in one table that links to the primary key in another table, creating a relationship between the two tables
Field Type	the classification that defines what kind of data can be stored inside a database field and what operations can be performed on it
Validation	The process of checking data for accuracy.
Functions	A function is a subroutine that returns a value
Interrogation	searching, querying, or asking questions of the database to find and retrieve specific information
Macro	A report presents data that is returned from a query.

Year 11 ICT LP2 Knowledge Organiser

Flat file database – A simple database that stores data in rows and columns. It does not use relationships between tables.

Field – A single piece of information that describes an entity. This could be something such as a name, age, or hair colour.

Record – A collection of fields that is treated as a single unit. It represents a complete entry about an entity.



4

Town

Table1

[What town?]

Parameter Query
Wrap a question
in square
brackets.

Wildcard query:

* - matches 0 or more characters

- matches any single numeric characters

FirstName	LastName
John	
James	
Harry	

Sort A to Z
Sort Z to A
Clear filter from Fi

Text Filters

- ☒ (Select All)
- ☒ (Blanks)
- ☒ Harry
- ☒ James
- ☒ John

Sort the data alphabetically.

Select or deselect data to be hidden

5

Table Fields

ID	FirstName	LastName	Town
1	John	Jones	Stoke-on
2	James	Smith	Birmingh
3	Harry	Barnes	Crewe
(New)			

Table1

ID	FirstName	LastName	Town
(New)			

ID	5
FirstName	Barry
LastName	Scott
Town	London

Record: 4 of 5

6

Table Fields

ID	FirstName	LastName	Town
1	Barry	Scott	London
4	Barry	Scott	London
5	Barry	Scott	London

Query1

ID	FirstName	LastName	Town
1	Barry	Scott	London
4	Barry	Scott	London
5	Barry	Scott	London

Page 1 of 1

Themes

Colors

Fonts

Group & Sort

Hide Details

Controls

7

MAIN MENU

Test number	What am I testing	What do I expect to happen	What happened?	Changes to be made
1	Does the Table1 macro work	It takes me to table 1	It didn't work	Double check the macro is set up correctly
2	Does table2 macro work	It takes me to table2	It worked	None

This Learning Programme you will be learning about right- angle triangle geometry, surface area and volume of 3D shapes, statistical diagrams and probability

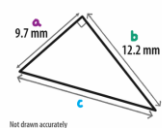
Key Vocabulary

Hypotenuse	The longest edge of a right-angle triangle
Trigonometry	The relationship between sides and angles in triangles
Surface Area	The total area the surface of a 3D shape covers.
Volume	The total space (capacity) inside a 3D shape
Interpret	The ability to understand and make conclusions on mathematical data.
Line of best Fit	A straight line drawn on a scatter graph that best represents the trend of the data.
Tree Diagram	A visual diagram used in probability to represent all possible outcomes of two or more events

1

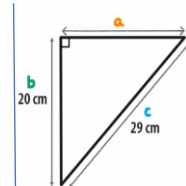
Pythagoras Theorem and Trigonometry

Work out the unknown length in the triangle.
Give your answer to 1 d.p.



Not drawn accurately

$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 9.7^2 + 12.2^2 &= c^2 \\
 242.93 &= c^2 \\
 \sqrt{242.93} &= c \\
 c &= 15.586... \\
 c &= 15.6 \text{ to 1 d.p.} \\
 c &= 15.6 \text{ mm}
 \end{aligned}$$



Not drawn accurately

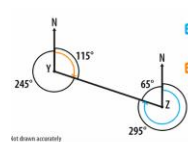
$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 a^2 + 20^2 &= 29^2 \\
 a^2 &= 29^2 - 20^2 \\
 a^2 &= 441 \\
 a &= \sqrt{441} \\
 a &= 21 \\
 a &= 21 \text{ cm}
 \end{aligned}$$

2

Applied Trigonometry and Bearings

Exact Trig Values

	0°	30°	45°	60°	90°
sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	X



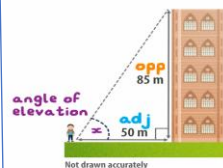
Write down the bearing of Y from Z

Answer: 295

Write down the bearing of Z from Y

Answer: 115

A child is standing 50 metres from the base of a tower 85 metres high.
Calculate the angle of elevation from the child to the top of the tower.
Give your answer to the nearest degree.

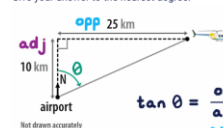


$x = 60^\circ$ to the nearest degree

$$\begin{aligned}
 \tan x &= \frac{\text{opp}}{\text{adj}} \\
 \tan x &= \frac{85}{50} \\
 x &= \tan^{-1}\left(\frac{85}{50}\right) \\
 x &= 59.534... \\
 x &= 60^\circ \text{ to the nearest degree}
 \end{aligned}$$

A helicopter leaves an airport and travels 10 km north. It then turns and travels 25 km east.

Work out the bearing of the helicopter from the airport.
Give your answer to the nearest degree.



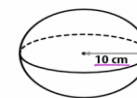
$$\begin{aligned}
 \tan \theta &= \frac{\text{opp}}{\text{adj}} \\
 \tan \theta &= \frac{25}{10} \\
 \theta &= \tan^{-1}\left(\frac{25}{10}\right) \\
 \theta &= 68.198... \\
 \text{bearing of helicopter from airport} &= 68 \text{ to nearest degree}
 \end{aligned}$$

3

Surface Area

Work out the surface area of this sphere.
Give your answer to 1 d.p.

$$\begin{aligned}
 \text{surface area of a sphere} &= 4\pi r^2 \\
 r &= \text{radius}
 \end{aligned}$$

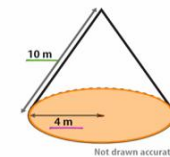


$$\begin{aligned}
 \text{surface area} &= 4\pi r^2 \\
 &= 4 \times \pi \times 10^2 \\
 &= 400\pi \\
 &= 1256.63706... \\
 &= 1256.6 \text{ to 1 d.p.}
 \end{aligned}$$

Answer: 1256.6 cm²

Work out the surface area of this cone.
Give your answer to 2 d.p.

$$\begin{aligned}
 \text{curved surface area of a cone} &= \pi r l \\
 \text{area of a circle} &= \pi r^2 \\
 r &= \text{radius} \\
 l &= \text{slant height}
 \end{aligned}$$



$$\begin{aligned}
 \text{surface area} &= \text{curved surface area} + \text{area of base} \\
 &= \pi r l + \pi r^2 \\
 &= \pi \times 4 \times 10 + \pi \times 4^2 \\
 &= 40\pi + 16\pi \\
 &= 175.92918... \\
 &= 175.93 \text{ to 2 d.p.}
 \end{aligned}$$

Answer: 175.93 m²

The shape below is made from a cone and a hemisphere.
Work out the surface area of this shape.
Give your answer to 1 d.p.



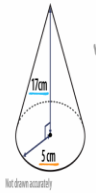
$$\begin{aligned}
 \text{curved surface area of a cone} &= \pi r l \\
 \text{surface area of a sphere} &= 4\pi r^2 \\
 r &= \text{radius} \\
 l &= \text{slant height}
 \end{aligned}$$

$$\begin{aligned}
 \text{surface area} &= \text{curved surface area of cone} + \text{surface area of hemisphere} \\
 &= \pi r l + \frac{4\pi r^2}{2} \\
 &= \pi r l + 2\pi r^2 \\
 &= \pi \times 9 \times 12 + 2\pi \times 9^2 \\
 &= 108\pi + 162\pi \\
 &= 270\pi \\
 &= 848.23001... \\
 &= 848.2 \text{ to 1 d.p.}
 \end{aligned}$$

Answer: 848.2 m²

Volume of 3D Shapes

Calculate the volume of the cone below.
Give your answer to 2 d.p.



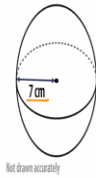
$$\text{volume of cone} = \frac{1}{3} \pi r^2 h$$

$r = \text{radius}$
 $h = \text{perpendicular height}$

$$\begin{aligned} \text{volume of cone} &= \frac{1}{3} \pi r^2 h \\ &= \frac{1}{3} \times \pi \times 5^2 \times 17 \\ &= 445.05895... \\ &= 445.06 \text{ to 2 d.p.} \end{aligned}$$

Answer: 445.06 cm³

Calculate the volume of the sphere below.
Give your answer to 1 d.p.



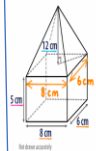
$$\text{volume of sphere} = \frac{4}{3} \pi r^3$$

$r = \text{radius}$

$$\begin{aligned} \text{volume of sphere} &= \frac{4}{3} \pi r^3 \\ &= \frac{4}{3} \times \pi \times 7^3 \\ &= 1436.7550... \\ &= 1436.8 \text{ to 1 d.p.} \end{aligned}$$

Answer: 1436.8 cm³

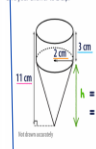
The shape below is made from a rectangular-based pyramid and a cuboid.
Calculate the volume of the shape.



$$\begin{aligned} \text{volume of pyramid} &= \frac{1}{3} \times \text{base area} \times \text{height} \\ &= \frac{1}{3} \times 8 \times 6 \times 12 \\ &= 192 \\ \text{volume of cuboid} &= \text{length} \times \text{width} \times \text{height} \\ &= 8 \times 6 \times 5 \\ &= 240 \end{aligned}$$

$$\begin{aligned} \text{volume of shape} &= \text{volume of pyramid} + \text{volume of cuboid} \\ &= 192 + 240 \\ &= 432 \end{aligned}$$

The shape is made from a cone and a cylinder.
Work out the volume of the shape.
Give your answer to 2 d.p.



$$\begin{aligned} \text{volume of cylinder} &= \text{area of cross-section} \times \text{length} \\ &= \pi \times 3^2 \times 11 \\ &= 12\pi \\ \text{volume of cone} &= \frac{1}{3} \pi r^2 h \\ &= \frac{1}{3} \times \pi \times 3^2 \times 8 \\ &= \frac{32}{3} \pi \\ \text{volume of shape} &= \text{volume of cylinder} + \text{volume of cone} \\ &= 12\pi + \frac{32}{3} \pi \\ &= 71.2043... \\ &= 71.21 \text{ to 2 d.p.} \end{aligned}$$

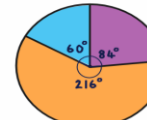
Answer: 71.21 cm³

Pie Charts

Use the table to complete the pie chart.

Exercise	Frequency
Walking	7
Jogging	18
Gym	5
Total	30

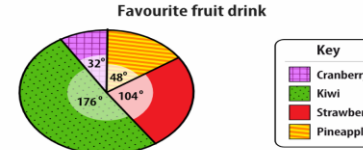
$$\begin{aligned} \text{Central Angle} \\ \frac{7}{30} \times 360 &= 84^\circ \\ \frac{18}{30} \times 360 &= 216^\circ \\ \frac{5}{30} \times 360 &= 60^\circ \end{aligned}$$



Key
Walking
Jogging
Gym

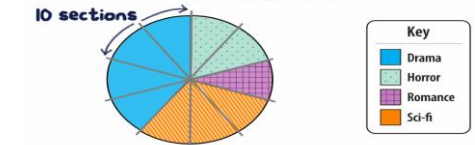
45 children answered a question about their favourite fruit drink.

How many children said their favourite fruit drink was pineapple?



$$\begin{aligned} \frac{360^\circ}{45} &= 8^\circ \text{ represents 1 child} \\ \frac{176^\circ}{8^\circ} &= 22 \text{ children} \end{aligned}$$

The pie chart shows information about some peoples' favourite type of novel.



a) What fraction of people said their favourite was drama?

$$\frac{4 \text{ out of } 10}{10} = \frac{2}{5}$$

Answer:

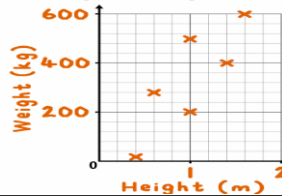
Plotting Scatter Graphs

The heights and weights of 6 farm animals are shown in the table.

Height (m)	0.4	0.6	1	1.4	1.6
Weight (kg)	20	280	200	400	600

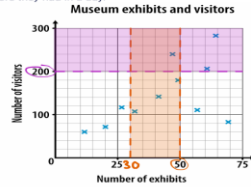
Plot this data on a scatter graph.

Heights and weights of farm animals



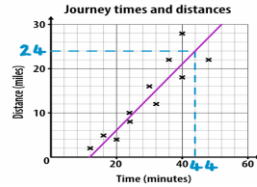
Interpret Scatter Graphs

The scatter graph shows the number of exhibits displayed at local museums and the number of visitors they had in a day.



- a) How many of the museums had more than 200 visitors?
Answer: 3
- b) How many of the museums had between 30 and 50 exhibits?
Answer: 4

The scatter graph shows the time taken and distance travelled for 11 journeys.



- a) Draw a line of best fit on the scatter graph above.
- b) Estimate the time it would take for a 24 mile journey.
Answer: 44 minutes

Mutually Exclusive Events

William owns 26 films. 17 of his films are sci-fi films.

He chooses one of his films at random.

What is the probability that it is not a sci-fi film?

$$\begin{aligned} P(\text{not sci-fi}) &= \frac{\text{number of films that are not sci-fi}}{\text{total number of films}} \\ &= \frac{26 - 17}{26} \\ &= \frac{9}{26} \end{aligned}$$

Sample Space Diagrams

The diagram below shows all the possible outcomes from spinning a fair, four-sided spinner and rolling a fair, six-sided dice.

	1	2	3	4	5	6
Red	R,1	R,2	R,3	R,4	R,5	R,6
Blue	B,1	B,2	B,3	B,4	B,5	B,6
Green	G,1	G,2	G,3	G,4	G,5	G,6
Yellow	Y,1	Y,2	Y,3	Y,4	Y,5	Y,6

What is the probability, as a fraction, of

a) spinning blue and rolling 4?

$$P(\text{blue and 4}) = \frac{\text{number of outcomes with blue and 4}}{\text{total number of outcomes}} = \frac{1}{24}$$

Expected outcomes

The probability of winning a prize from a claw machine is 14%.

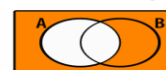
How many times must the machine be played for the expected number of wins to be 28?

$$\begin{aligned} \text{Expected number of wins} &= P(\text{win}) \times \text{total plays} \\ 28 &= 14\% \times \text{total plays} \\ 28 &= 0.14 \times \text{total plays} \\ \div 0.14 & \\ 200 &= \text{total plays} \end{aligned}$$

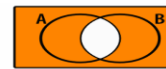
Set Notation

Use the blank Venn diagrams to shade the following region

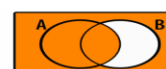
a) A'



b) $(A \cap B)'$

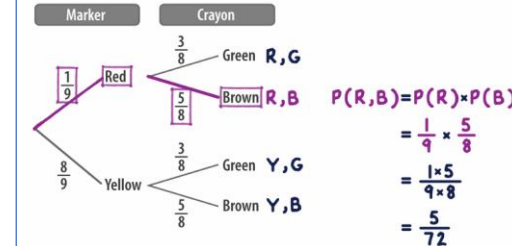


c) $A \cup B'$



Tree Diagrams

Use the tree diagram below to work out the probability of randomly picking a red marker and a brown crayon.



Experimental Probability

A large bowl contains four different colours of beads.

A bead is chosen at random, the colour is recorded, and the bead is replaced. This happens 25 times.

The table shows the number of beads of each colour that were chosen.

Colour	Green	Purple	Black	Yellow
Frequency	5	4	10	6

a) Work out the experimental probability of choosing a yellow bead as a decimal.

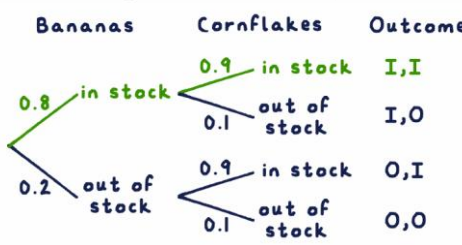
$$\begin{aligned} P(\text{yellow}) &= \frac{\text{number of yellow beads}}{\text{number of trials}} \\ &= \frac{6}{25} \\ &= 0.24 \end{aligned}$$

Answer: 0.24

b) How could the estimate of the probability of choosing a yellow bead be improved?

Answer: Increase the number of trials

Further Tree Diagrams



This Learning Programme you will be learning about, Pythagoras, Theorem and trigonometry, circle theorems, histograms, conditional probability and linear and quadratic inequalities.

Key Vocabulary

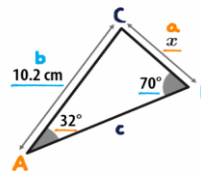
Sine Rule	The sine rule relates the sides and angles of any triangle, allowing you to find missing sides or angles using the formula $a/\sin A = b/\sin B = c/\sin C$.
Cosine Rule	The cosine rule allows you to calculate a missing side or angle in any triangle, especially non-right-angled triangles, using the formula $a^2 = b^2 + c^2 - 2bc\cos(A)$.
Circle Theorem	Circle theorems are rules that describe relationships between angles, chords, tangents, and arcs in a circle, helping you calculate unknown angles without a protractor.
Histogram	A histogram is a graph used to display continuous data, where the area of each bar represents the frequency of data within a class interval.
Conditional Probability	Conditional probability is the probability of an event occurring given that another event has already occurred.
Tree Diagram	A visual diagram used in probability to represent all possible outcomes of two or more events
Inequality	An inequality is a mathematical statement that compares two values or expressions, showing that they are not necessarily equal, using symbols like $<$, $>$, $\leq$, or $\geq$.

Year 11 Higher Maths LP2 Knowledge Organiser

1

Sine Rule

Use the sine rule to calculate the length x .
Give your answer to 1 d.p.



Not drawn accurately

sine rule:

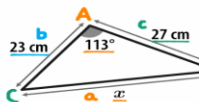
$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\begin{aligned}\frac{x}{\sin(32^\circ)} &= \frac{10.2}{\sin(70^\circ)} \\ x &= \frac{10.2}{\sin(70^\circ)} \times \sin(32^\circ) \\ x &= 5.7520... \\ x &= 5.8 \text{ to 1 d.p.}\end{aligned}$$

Answer: 5.8 cm

Cosine Rule

Calculate the length x .
Give your answer to 1 d.p.



Not drawn accurately

cosine rule:

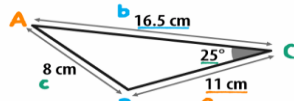
$$a^2 = b^2 + c^2 - 2bc\cos A$$

$$\begin{aligned}x^2 &= 23^2 + 27^2 - 2 \times 23 \times 27 \times \cos(113^\circ) \\ x^2 &= 1743.2880... \\ x &= \sqrt{1743.2880...} \\ x &= 41.7527... \\ x &= 41.8 \text{ to 1 d.p.}\end{aligned}$$

Answer: 41.8 cm

Area Rule

Calculate the area of the triangle.
Give your answer to 1 d.p.



Not drawn accurately
Values given are approximate

area rule:

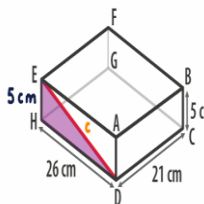
$$\text{area} = \frac{1}{2} ab \sin C$$

$$\begin{aligned}\text{area} &= \frac{1}{2} \times 11 \times 16.5 \times \sin(25^\circ) \\ \text{area} &= 38.3526... \\ \text{area} &= 38.4 \text{ to 1 d.p.}\end{aligned}$$

2

3D Pythagoras

Calculate the length of DE in the cuboid.
Give your answer to 1 d.p.



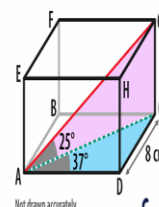
Not drawn accurately

$$\begin{aligned}5^2 + 26^2 &= c^2 \\ 701 &= c^2 \\ \sqrt{701} &= c \\ c &= 26.476... \\ c &= 26.5 \text{ to 1 d.p.}\end{aligned}$$

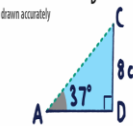
Answer: 26.5 cm

3D Trigonometry

Calculate the length of the diagonal AG in the cuboid to 1 d.p.



Not drawn accurately



$$\sin(37^\circ) = \frac{8}{AC}$$

$$AC \times \sin(37^\circ) = 8$$

$$AC = \frac{8}{\sin(37^\circ)}$$

$$AC = 13.2931...$$

$$\cos(25^\circ) = \frac{13.2931...}{AG}$$

$$AG \times \cos(25^\circ) = 13.2931...$$

$$AG = \frac{13.2931...}{\cos(25^\circ)}$$

$$= 14.6673...$$

$$= 14.7 \text{ to 1 d.p.}$$

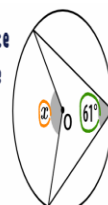
Answer: 14.7 cm

3

Circle Theorems

Work out the size of angle x .
Give a reason for your answer.

the angle at the centre is twice
the angle at the circumference

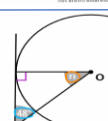


Not drawn accurately

$$\begin{aligned}\text{so} \\ x &= 2 \times 61 \\ x &= 122\end{aligned}$$

Work out the size of angle n .
Give a reason for each stage of your working.

the angle between a
tangent and radius is 90°
and



Not drawn accurately

$$\begin{aligned}\text{angles in a triangle} \\ \text{add to } 180^\circ \\ \text{so} \\ n + 48 + 90 &= 180 \\ n &= 42\end{aligned}$$

Answer: 42

Work out the size of angle x .
Give a reason for your answer.

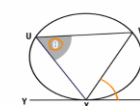
opposite angles in a cyclic
quadrilateral add to 180°



Not drawn accurately

$$\begin{aligned}\text{so} \\ x + 85 &= 180 \\ x &= 95\end{aligned}$$

Line YW is a tangent to the circle at point X.
State an angle that is equal to angle θ .
Give a reason for your answer.



Not drawn accurately

using the alternate segment theorem
Angle WXV = θ

Answer: Angle WXV

4

Complete the histogram for the data in the table.

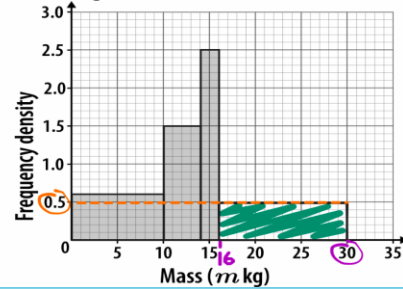
Draw and Interpret Histograms

Mass (m kg)	Frequency	Frequency density
$0 < m \leq 10$	6	0.6
$10 < m \leq 14$	6	1.5
$14 < m \leq 16$	5	2.5
$16 < m \leq 30$	7	0.5

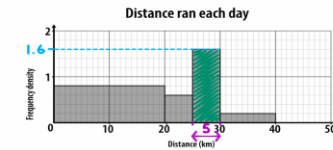
$$\text{Frequency density} = \frac{\text{Frequency}}{\text{Class width}}$$

$$= \frac{7}{14}$$

$$= 0.5$$



On how many days did the athlete run between 25 km and 30 km?



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

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

$$= 1.6 \times 5$$

$$= 8$$

Answer: 8

The histogram below shows information about the age of people at a running club. Calculate an estimate for the median age.

Frequency = Frequency density $\times$ Class width

$$3 \times 4 = 12 \quad 4 \times 4 = 16 \quad 5 \times 8 = 40 \quad 1 \times 8 = 8$$

$$\text{Total Frequency} = 12 + 16 + 40 + 8 = 76$$

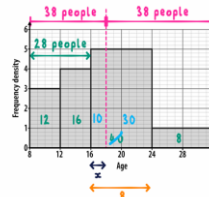
$$\frac{76}{2} = 38 \text{ people either side of the median}$$

$$38 - 12 = 26$$

$$\frac{26}{8} = \frac{10}{4} \quad \text{median} = 16 + x$$

$$x = \frac{26}{8} = \frac{13}{4} = 3.25$$

$$= 16 + 3.25 = 19.25$$



5

Conditional Probability

The table shows information about the types of items in parts of a warehouse. The warehouse manager randomly selects an item to be inspected.

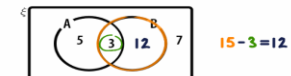
	North	South	Central	Total
Electronics	40	25	30	95
Furniture	15	20	35	70
Total	55	45	65	165

a) Calculate the probability that the item chosen is furniture given that it is not in the south part. $p(\text{furniture given not south}) = \frac{\text{furniture and not in south}}{\text{total not in south}}$

$$= \frac{15+35}{55+65}$$

$$\text{Answer: } \frac{50}{120} \text{ or } \frac{5}{12}$$

The incomplete Venn diagram below shows some information about the number of items in sets A and B. An item is chosen at random.

Given that $P(A|B) = \frac{1}{5}$, complete the Venn diagram.

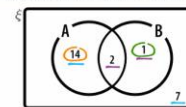
$$P(A|B) = \frac{\text{number in A and B}}{\text{total in B}}$$

$$\frac{1}{5} = \frac{3}{\text{total in B}}$$

$$\text{total number in B} = 3 \times 5$$

$$= 15$$

The Venn diagram shows information about the number of items in sets A and B.



An item is chosen at random. Calculate

a) $P(A'|B)$

$$P(A'|B) = \frac{\text{number in B and not A}}{\text{total in B}}$$

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

$$\text{Answer: } \frac{1}{3}$$

$$P(B) = \frac{7}{10} \quad P(A \cap B) = \frac{2}{3}$$

Calculate $P(A|B)$

$$P(A|B) = \frac{P(A \cap B)}{P(B)}$$

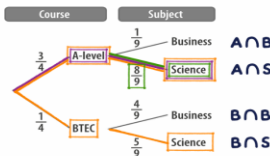
$$= \frac{2/3}{7/10}$$

$$= \frac{2}{3} \times \frac{10}{7}$$

$$= \frac{20}{21}$$

6

Conditional Probability

The probability tree below shows information about which subject A-level and BTEC students are studying.
a) Given a randomly selected student is taking an A-level, what is the probability that they are studying Science?
b) Given a randomly selected student is studying Science, what is the probability that they are taking an A-level?

$$\text{a) } P(S|A) = \frac{8}{9}$$

$$\text{b) } P(A|S) = \frac{3/4 \times 8/9}{3/4 \times 8/9 + 1/4 \times 5/9}$$

$$= \frac{2/3}{2/3 + 5/36}$$

$$= \frac{2/3}{29/36}$$

$$= \frac{24}{29}$$

$$P(S) = P(A|S) + P(B|S)$$

$$= \frac{24}{29} + \frac{1}{4} \times \frac{5}{9}$$

$$= \frac{24}{29} + \frac{5}{36}$$

$$= \frac{29}{36}$$

$$P(A|S) = \frac{P(A \cap S)}{P(S)}$$

$$= \frac{2/3}{29/36}$$

$$= \frac{24}{29}$$

Marissa is making gift baskets. She wants to include one box of tea and one candle in each basket. There are 11 types of tea and 5 types of candle.

a) How many combinations of tea and candles are available?

$$\text{types of tea} \times \text{types of candle}$$

$$= 11 \times 5$$

$$= 55$$

Answer: 55

b) Marissa decides to keep one type of tea for herself.

How many combinations of tea and candles are available now?

$$\text{types of tea} \times \text{types of candle}$$

$$= 10 \times 5$$

$$= 50$$

Answer: 50

Using the digits 0 to 9 inclusive, work out how many different 3-digit numbers it is possible to make if each digit can appear only once.

1st 2nd 3rd

$$= 10 \times 9 \times 8$$

$$= 720$$

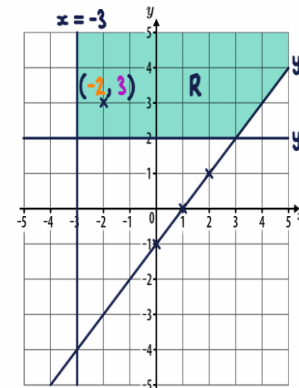
7

Inequalities on Graphs

On the grid, show by shading the region which satisfies all these inequalities

$$y \geq x - 1 \quad y \geq 2 \quad x \geq -3$$

Label the region R.

Check $(-2, 3)$ satisfies the inequalities

$$y \geq x - 1$$

$$3 \geq -2 - 1$$

$$3 \geq -3 \checkmark$$

$$y \geq 2$$

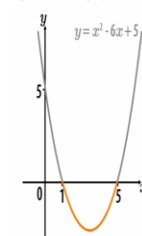
$$3 \geq 2 \checkmark$$

$$x \geq -3$$

$$-2 \geq -3 \checkmark$$

$$y = x - 1$$

x	0	1	2
y	-1	0	1

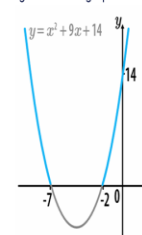
a) Using the sketch graph below, solve the inequality $x^2 - 6x + 5 < 0$ 

$$x^2 - 6x + 5 < 0$$

$$y < 0$$

$$1 < x < 5$$

$$\text{Answer: } 1 < x < 5$$

b) Using the sketch graph below, solve the inequality $x^2 + 9x + 14 \geq 0$ 

$$x^2 + 9x + 14 \geq 0$$

$$y \geq 0$$

$$x \leq -7 \text{ or } x \geq -2$$

$$\text{Answer: } x \leq -7 \text{ or } x \geq -2$$

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

Key Vocabulary

Imperative	Used to give instructions
The passive	Use to say what is/was or eill be done to something or someone
Imperfect continuous tense	Used to describe what people were doing
Se debería + infinitive	You should...
Prepositional pronouns	Nouns used after a preposition and are the same as the subject pronouns apart from mí (me) and ti (you)

Year 11 Spanish LP2 Knowledge Organiser

LP2.1 – Espacios naturales maravillosos

¿A ti qué te parece?	What do you think?	cuando hace buen tiempo	when it is good weather
A mí me gusta(n) / me encanta(n) ...	I like / I love ...	durante el mes de (julio)	during the month of (July)
A mí me interesa(n) ...	I am interested in ...	El sitio más hermosa/alto del mundo está en ...	The prettiest/highest place in the world is in ...
A mí me parece(n) ...	It seems / They seem ... to me	*América Latina / España	Latin America / Spain
¿A ti qué lugar te gustaría / te interesaría visitar?	Which place would you like to visit / be interested in visiting?	el medio del mar	the middle of the sea
A mí me interesaría / me gustaría visitar ...	I would like to visit ...	la isla hermosa de ...	the beautiful island of ...
¿Por qué te gustaría/interesaría visitarlo?	Why would you like to visit / be interested in visiting it?	un lugar lleno de sorpresas	a place full of surprises
(A mí) Me gustaría visitarlo porque parece ...	I would like to visit it because it seems ...	el medioambiente	the environment
increíble/emocionante/ maravilloso/a	incredible/exciting/ marvelous	la lluvia / las nubes	rain / clouds
Hay que ir ...	You have to / One has to go ...	amenazar / atreverse a esconder / *saltar	to threaten / to dare to hide / to jump
		A/Para/Sin ...	To/For/Without ...
		mí / ti / él/ella	me / you / him/her
		nosotros/as / vosotros/as ellos/ellas	us/you (plural) them

LP2.3 – el planeta en peligro

El planeta en peligro (pages 162–163):			
¿Cuál es el problema más grave para el planeta?	What is the most serious problem for the planet?	¿Qué estabas haciendo cuando ocurrió el desastre natural?	What were you doing when the natural disaster happened?
Para mí, el problema / la cuestión más grave es ...	For me, the most serious problem/issue is ...	Estaba ayudando a mi madre.	I was helping my mother.
el hambre / la contaminación	hunger/pollution	Estaba viendo una película.	I was watching a film.
el cambio climático	climate change	Mi amiga y yo estábamos paseando a su perro.	My friend and I were walking her dog.
la falta de agua/comida	the lack of water/food	Mis amigos y yo estábamos jugando un partido de fútbol.	My friends and I were playing a football match.
porque me parece que ...	because it seems to me that ...	Estaban escuchando un *pódcast.	They were listening to a podcast.
afecta a nuestro planeta / nuestra salud	it affects our planet / our health	Los cultivos fueron afectados.	The crops were affected.
hay personas que no tienen *acceso a comida	there are people who don't have access to food		
no se puede vivir sin agua limpia	you/one can't live without clean water		

LP2.2 – Actúa ya

¡Respeto la igualdad!	Respect equality!
¡Exige medidas fuertes contra los delitos!	Demand strong measures against crime!
¡Lucha por la libertad de expresión!	Fight for freedom of expression!
¿Qué haces para ayudar ... ? en tu comunidad / la sociedad	What do you do to help ...? in your community / society
Para ayudar en mi comunidad / la sociedad,	To help in my community / society,
compro ...	I buy ...
ropa de segunda mano	secondhand clothes
productos de comercio justo	fairtrade products
ayudo/participo en proyectos sociales	I help/participate in social projects
doy/llevo comida a los bancos de alimentos	I give/take food to food banks
hago campañas para apoyar a las personas sin hogar /trabajo	I do campaigns to support homeless people / unemployed people
Es importante hacerlo porque ...	It is important to do it because ...
vale la pena apoyar buenas causas	it is worth supporting good causes
hace falta ayudar / ser responsable	it is necessary to help / be responsible
todos merecemos tener las mismas oportunidades	we all deserve to have the same opportunities
¿Qué hiciste en el pasado para ayudar a otras personas?	What did you do in the past to help other people?
El mes/año/verano pasado ...	Last month/year/summer ...
di dinero a ...	I gave money to ...
organicé / compré / hice ...	I organised / I bought / I did/ made ...
ayudé en un hogar de ancianos	I helped in a care home
¿Qué más te gustaría hacer en el futuro?	What else would you like to do in the future?
El próximo verano/año ...	Next summer/year ...
haré/daré ...	I will do/make / I will give ...
ayudaré / participaré en ... un proyecto / una campaña	I will help / participate in ... a project / a campaign
me gustaría ...	I would like to ...
ayudar / participar en ...	help / participate in ...
dar/recoger ropa	give/collect clothes

LP2.4 – protegemos el planeta

Protegemos el planeta (pages 164–165):

¿Qué haces para cuidar el medioambiente en casa?
Para ayudar al medioambiente, en casa ...

What do you do to look after the environment at home?
To help the environment, at home ...

no uso bolsas/botellas de plástico
trato de / intento controlar el uso de ...

I don't use plastic bags/bottles
I try to control the use of ...

viajo en ...
reciclo/separo la basura
utilizo botellas de **vidrio**

I travel by ...
I recycle/separate the rubbish
I use glass bottles

¿Y en tu colegio? ¿Qué cosas hacéis para ayudar?
Para ayudar al medioambiente en el colegio ...

What about at your school?
What do you do to help?
To help the environment, at school ...

se sigue la regla de 'las tres erres'

the 'three Rs' rule is followed

se recicla el papel/**vidrio**
se ahorra energía/agua
se organizan/hacen **campañas** de *reciclaje ...

paper/glass is recycled
energy/water is saved
recycling campaigns are organised/done ...

se mantienen limpias las zonas verdes

green spaces are kept clean

la comida se recicla, no se tira

food is recycled, it isn't thrown away

se usa para crear *compost para el jardín
se apagan los ordenadores, las pantallas y las luces

it is used to create compost for the garden
computers, screens and lights are switched off

¿Qué hiciste en el pasado para ayudar?

What did you do in the past to help?

El mes/año/verano pasado ...
El fin de semana pasado ...

Last month/year/summer ...
Last weekend ...

aprendí/ayudé a ...
hice ...
ahorré/organicé ...
participé en ...
viajé en ...

I learned/helped to ...
I did/made ...
I saved/organised ...
I participated in ...
I travelled by ...

¿Qué más te gustaría hacer para ayudar?

What else would you like to do to help?

El verano/año próximo ...
me gustaría ...

Next summer/year ...
I would like ...

ayudar a los animales en peligro
reciclar la ropa
organizar un mercado para comprar/vender ropa y **objetos** de segunda mano

to help animals at risk
to recycle clothes
to organise a market to buy/sell secondhand clothes and objects

aprender a **arreglar** portátiles/ropa
organizar **campañas**

to learn to fix laptops/clothes
to organise campaigns

No solo es malo para la salud **sino** también para el **planeta**.

It's not only bad for your health but also for the planet.

LP2.5 – Nuestro mundo, nuestra responsabilidad

¿Qué problema(s) te preocupa(n) más?

Which problem(s) worry/worries you the most?

(A mí) me preocupa(n) ...

I worry about ...

la discriminación

discrimination

la contaminación de los bosques/mares

pollution of forests/seas

la violencia contra ...

violence against ...

las mujeres

women

las personas transgénero

transgender people

la falta de agua

lack of water

debido a que ...

due to (the fact that) ...

muchos animales ...

many / lots of animals ...

muchas personas ...

many / lots of people ...

no tienen suficiente comida

don't have enough food

son afectados/as

are affected

sufren

suffer

¿Qué acción quieres ver?

What action do you want to see?

Quiero/Espero que ...

I want/hope (that) ...

Recomiendo que ...

I recommend (that) ...

Odio que ...

I hate that ...

Me pone triste que ...

It makes me sad that ...

el gobierno ...

government ...

la gente/sociedad

people/society

la juventud

youth / young people

haga acciones positivas ...

do(es) positive actions

haga campañas contra ...

do(es) campaigns against

sea responsable

is/are responsible

tenga cuidado con ...

is/are careful with ...

vaya a manifestaciones

go(es) to demonstrations

contra ...

against ...

no haga acciones positivas

do(es) not do positive

no haga campañas

do(es) not do campaigns

no sea responsable

is/are not responsible

no tenga cuidado con ...

is/are not careful with ...

hacer un esfuerzo

to make an effort

proteger/cuidar

to protect / to look after

preocupar(se)

to worry

tener cuidado

to be careful

parar / recoger

to stop / to pick up

el camino

route/path

el comentario

comment

LP2.6 – el futuro está en nuestras manos

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

Jóvenes en acción

Young people in action

Se debería ayudar a resolver los problemas sociales.

You/One should help to solve social problems.

¿Quién es tu modelo a seguir favorito?

Who is your favourite role model?

Mi modelo a seguir favorito es ... porque ...

My favourite role model is ... because ...

usa su *popularidad en TikTok para ...

he/she uses his/her popularity on TikTok to ...

ayuda a mucha gente

he/she helps a lot of people

¿Te gustaría hacer trabajo *voluntario? ¿Por qué (no)?

Would you like to do volunteer work? Why (not)?

(No) Me gustaría hacer ...

I would (not) like to do ...

Creo que es importante ayudar / participar en ...

I think it is important to help / participate in ...

Para ser un buen *voluntario, se debería ayudar a resolver ...

To be a good volunteer, you/one should help to solve ...

Yo pienso que se debería hacer todo lo posible ...

I think that you/one should do everything ...

Yo estoy de acuerdo con sus acciones porque ...

I agree with his/her actions because ...

(no) se debería

you/one should (not)

gracias a / **igual** que

thanks to / the same as

el/la protagonista

protagonist, main character

prestar

to lend

dar **cariño** a

to give affection to

haz/pon/sal

do/put/go out

sé/ten/ve/ven/di

be/have/go/come/tell

LP2.7 – Revision of the vocabulary from the whole LP

This Learning Programme you will be learning about the expectations and skills for Component 3 and sitting a mock simulation of the exam.

Key Vocabulary

Context	Information about something.
Brief	A set of instructions.
Cover	Re-creating a song in a different style.
Reinterpretation	Re-creating a song in a different style.
Melody	The main tune of the music.
Harmony	Two or more sounds working together to create a pleasing sound.
Structure	How the music is organised/laid out.
Texture	How many sounds there are present.
Timbre	Describing the qualities of a sound.
Dynamics	How loud or soft a sound is.

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

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

Creating A Reinterpretation

2

- **Start by researching the stylistic features of your chosen genre and understanding them**
- **Know the original song well – listen to it alongside your chords/music**
- **Gather and split your stems**
- **Put the chord progression into your DAW**
- **Add the bass line (use a stem if you can)**
- **Remember to include the melody line – you should perform this if you can so you will need to learn it!**
- **Make sure your whole track is in time and balanced**

During LP2, we will be completing a mock run of the Component 3 paper to give you an idea of what to expect when we do this in the real exam in January.

For this it is important that you prepare by:

- Revising the stylistic features of as many genres as you can and outside of the time continue to do this for your chosen genre
- Look at pre-existing re-interpretations of songs and see what has been changed
- Practice gathering chords/bass tabs/sheet music etc
- Know Garageband and its features well
- Know the musical elements and their definitions to use these words in Activity 1 and 3.

3

PIANO BASIC CHORD CHART



C MAJOR



C# MAJOR



D MAJOR



E FLAT MAJOR



E MAJOR



F MAJOR



F# MAJOR

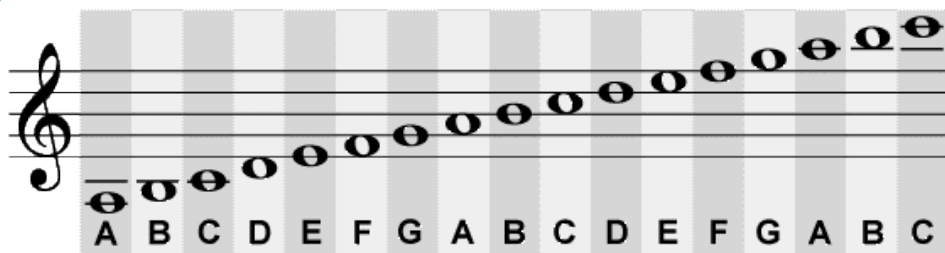


G MAJOR

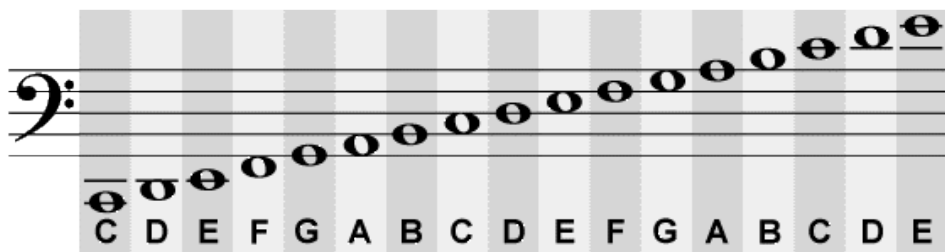


A FLAT MAJOR

5 Treble Clef



Bass Clef



Showing & Hiding Various Functions

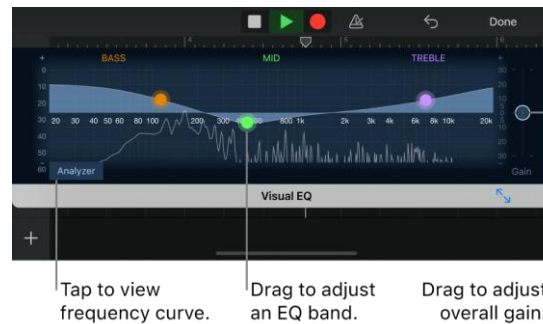
Action	Shortcut
Automation	A
Smart Controls Window	B
Score Editor	N
Loop Browser	O
Piano Roll Editor	P
Library	Y
QuickHelp	Shift+/ (backslash)
Full Screen	Command+Control+F
Musical Typing	Command+K
Master Track	Command+Shift+M

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	

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.



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

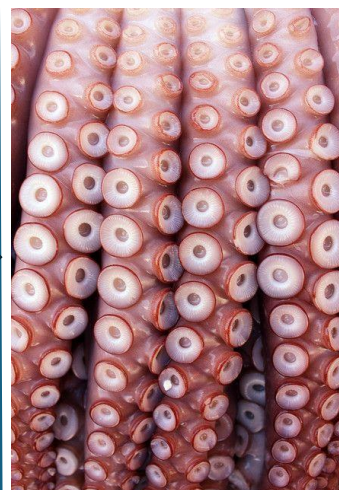
HIGH PASS – cuts out the higher frequencies

LOW PASS – cuts out the lower frequencies

(REMEMBER PULLING UP INCREASES, PULLING DOWN DECREASES!)

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.



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

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trails, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

How does it link with AO1?

Experimenting in response to your chosen artists

How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

Reaching for the level 8/9:

How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

This Learning Programme you will be learning about issues relating to crime and punishment, focusing upon Muslim views. We are considering issues such as the aims of punishment, capital punishment, and the ways in which Muslims may respond.

Key Vocabulary

Justice	Fairness; system of laws in a country that apply to all people.
Equality	The state of people being treated with fairness.
Mandub	Actions that will be rewarded.
Haram	Forbidden actions.
Ummah	Worldwide community of Muslims.
Mubah	Neutral actions – allowed but not punished/rewarded.
Capital Punishment	Being put to death for a crime that you have committed – the death penalty.

The Nature of Justice

Justice means rewarding the good and punishing the bad, making sure that what is right is what happens in society. The way to make sure there is justice in society is to have laws which organise the behaviour of individuals and to protect the weak from the strong.

Why is Justice important for Muslims?

The Qur'an describes God as just. As God himself is just, then justice must be of the highest importance for Muslims. The Qur'an says that God wants people to treat each other fairly and to establish Justice **Surah 16:90** – *God commands justice,, the doing of good... and He forbids all shameful deeds and injustice.* The Prophet is shown as acting justly and telling Muslims to treat everyone justly and equally. Muslims believe it is part of their role as **vicegerents** (stewards) of God's creative to behave justly by following the Shari'ah Law. Islamic teaching on the Last Day is concerned with the need for the good to be rewarded and the evil to be punished.

Why Muslims believe Justice is important for the victim

Islam teaches that justice should always be given as the victim is totally innocent. The Qur'an teaches that the victims of crime should be compensated. The fact that God commands Muslims to be just means that the unjust must be punished so that their victims are given justice.

The Nature of Crime

A crime is an act against the law. In the UK, laws are made either by Parliament or by judges. Types of crime include:

- **Violent Crime** – Ranges from minor assaults to murder.
- **Cyber Crime** – which is a crime committed using the internet and involves such crimes as hacking people's bank accounts to steal money from them.

Causes of Crime

Poverty – Many people convicted of shoplifting were stealing it to feed themselves or their families.

Upbringing – In a survey from 2011, 24% of people stated they had been in car at some point. 29% of prisoners had experienced abuse.

Drugs – Some research studies have found that a lot of **acquisitive crimes** (crimes where the criminal wants to acquire someone else's property, is committed by users of heroin and crack cocaine).

Low Self Esteem – Criminals in prison for drug offences and those with extensive criminal histories were found to have significantly lower self-esteem than the average person.

Muslims Attitudes to Crime

Muslims are against crime because misdeeds are breaking the laws of God. They try to remove the cause of criminality and alleviate the problems of crime:

Poverty - Islam tries to deal with the issue of poverty by banning the use of interest and gambling and encouraging other Muslims to share their wealth. They also use Zakah to help poor Muslims in the UK and support charities such as Muslim Aid and Islamic Relief

Upbringing – Muslims help people to fulfil their duties as Muslim parents. Islam teaches that children are a gift from God and that, on the Last Day, Muslims will be judged by God on how well they have brought up their children. Muslims are expected to teach the difference between right and wrong, introduce them to faith through Salah (prayer) and observe Ramadan.

Alcohol and Drugs – These are haram (not allowed) in Islam so shouldn't be an issue. The Qur'an says that intoxicants are a means by which Satan tries to keep people God.

Self-Esteem – Islam's teachings should mean that no Muslim has problems with Self-Esteem. To know that you are the **Khalifah** of God, given the task of looking after the world in the way God wants, should mean never having a problem with low self-esteem.

Muslims Attitudes to good, evil and suffering

In Islam, good actions are known as 'halal', meaning 'that which is permitted'. Good actions are subdivided into:

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.

Mandub – Actions which a Muslim will be rewarded for doing, but not punished if they do not do them

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.

Evil actions are called 'haram', meaning 'that which is forbidden'. Any action that is forbidden in the Qur'an, hadith or Shari'ah law (such as alcohol, gambling) is haram and so is regarded as evil. Evil is often divided into **moral** and **natural** evil:

Moral – Evil that is caused by humans misusing their free will. E.g. rape, murder and burglary are clear examples

Natural – Suffering that has not been caused by humans. E.g. earthquakes, floods and volcanoes are not caused by humans but result in suffering.

Muslim beliefs about forgiveness

The Qur'an teaches that God is compassionate and merciful to sinners.

Surah 64:14 - *But if ye forgive and overlook and cover up their faults, verily God is Off-forgiving. Most Merciful.*

Because of this, Muslims believe that they too should be forgiving because:

- On the Day of Judgement, God will deal with everyone as they deserve, but Muslims will be able to request his mercy. However, how can Muslims ask God for forgiveness if they are not prepared to forgive?
- The Qur'an says that Muslims should forgive other people's sins against them and Muslims should obey the Qur'an as they believe it is the word of God.
- There are many hadith from the Prophet Muhammad about forgiving people who have offended others and bringing reconciliation to conflicts.

The aims of punishment 3

The main aim of punishment is to try to make sure that everyone obeys the law, but there are some other aims:

- To protect law-abiding members of society from the lawbreakers
- The deter law-abiding citizens from committing crimes
- To reform and rehabilitate criminals so that they do not break the law in the future
- To make criminals pay for their actions and give the victims of crime a sense of retribution

Muslim attitudes to the aims of punishment

Muslims agree with all four aims of punishment because:

- The Qur'an sets down lashes or amputation for certain crimes and the Qur'an is the Word of God which must be followed.
- Whipping and amputation allow the offender to remain in society with their families where, it is believed, they are less likely to reoffend than those who have been sent to prison.

4

Retribution

Retribution is the theory that criminals should pay for their crimes. Many people think this should be the main reason for punishment because:

- 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 suffer
- It actually punishes the criminal. The dictionary definition of punish is to 'make an offender suffer for what they have done', and this is exactly what retribution does.

Deterrence

Deterrence is the theory that punishment should put people off committing crime. Many people think that deterrence should be the main reason for punishment because the main aim of punishment is to stop people from committing crimes. 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
- If people know that they will be executed if they are found guilty, they will not murder.

Reformation

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
- Many people believe that most criminals commit crimes because of how they have been brought up and need to be taught how to live a life without crime.
- Reformation punishment often involve giving criminals education and qualifications so that they can find a job

Protection

Protection is the theory that punishment should protect society from criminals and their activities. Many people think:

- Capital punishment is a good punishment for murderers and terrorists because they are dead and cannot threaten people
- Long prison sentences are a good punishment for people as they keep them out of society
- Community service can be a good punishment for hooligans and vandals because it keeps them off the streets

Treatment of Criminals

Human Rights

The Universal Declaration of Human Rights was proclaimed by the United Nations in 1948. It set out fundamental human rights to be universally protected which all members of the United Nations agreed to. These rights include:

- Freedom from torture and degrading treatment
- The right to liberty - people are free to do anything that is not against the law
- The right to a fair trial - trials are made in public and judgements are made by impartial people
- The right to not be punished for something that was not a crime when you did it
- Freedom of thought, conscience and religion

Muslim attitudes to the treatment of criminals

1. Some Muslims believe that criminals should be treated fairly and that punishments should aim at both reforming criminals and bringing in restorative justice. Both the Muslim Prison Chaplains' Association and Muslim Aid work with Muslim prisoners to achieve these ends.
2. Muslim countries with Shari'ah justice systems have a somewhat different attitude as they believe that criminals should be punishment according to the ***hadd punishments*** set out in the Qur'an.

Islam and the use of torture

All Muslims are opposed to the use of torture. However, some non-Muslims interpret the Shari'ah punishments such as flogging, stoning or amputation as torture. Some Muslims would say that it is permitted to torture criminals who are hiding a secret which will harm innocent people. Most Muslims believe that the Qur'anic verse: ***and they feed, for the love of Allah, the indigent, the orphan and the captive' Surah 76:8***, means that Muslims have been ordered by God to treat captives fairly and humanely.

Islam and Fair Trial

Muslim countries adopting the Western-type legal systems operate a jury where 12 ordinary members of the public decide whether the accused is guilty. However, Muslim countries operating the Shari'ah legal systems do not use a jury. Crimes against God's law are prosecuted as ***hadd*** crimes and all other criminal matters are treated as disputes between individuals.

Islam and Human Rights

Muslims have some problems with the United Nations Declaration of Human Rights, especially around the areas of gay rights, sex outside of marriage and freedom of speech and religion. As a result, Muslim countries signed an alternative agreement which stated that ***'all men are equal in terms of basic human dignity and basic obligations and responsibilities'***. In Muslim countries, there are often no gay rights and no equal rights for women.

The Nature of Purpose of Capital Punishment

Capital Punishment is punishment which takes away the criminals life. There are several methods of Capital Punishment still in use around the world, such as lethal injection, electrocution, hanging, firing squad, stoning and decapitation (cutting off someone's head).

102 countries around the world have abolished the death penalty for all crimes and was abolished in the UK in 1970. Seven have abolished it but retain it for special circumstances. The USA, Japan and Singapore are the only countries to retain it. These countries believe that it's purpose is to deter people from committing murder, to protect society from dangerous people and to act as retribution for those who have taken a life.

7

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

6

In your learning programme, you will learn about forces, motion, energy, waves, momentum and stopping distances. In Biology, you will study inheritance, genetic engineering, selective breeding and evolution. In Chemistry, you will explore pure substances, formulations, chromatography and testing for gases.

Key Vocabulary

Elasticity	A reversible change in shape where the object goes back to its original length or form once the force stops
Vector	A quantity that has both a magnitude (size/length) and a direction
Velocity	An object's speed in a specific direction.
Momentum	Calculated by multiplying an object's mass by its velocity
Formulation	is a mixture that has been carefully designed and made to a precise "recipe," with each component added in exact, measured quantities for a specific purpose
Wavelength	the distance between two identical, adjacent points on a wave
Classification	the process of organizing living organisms into hierarchical groups

Year 11 Science LP2 Knowledge Organiser

1

Hooke's law states

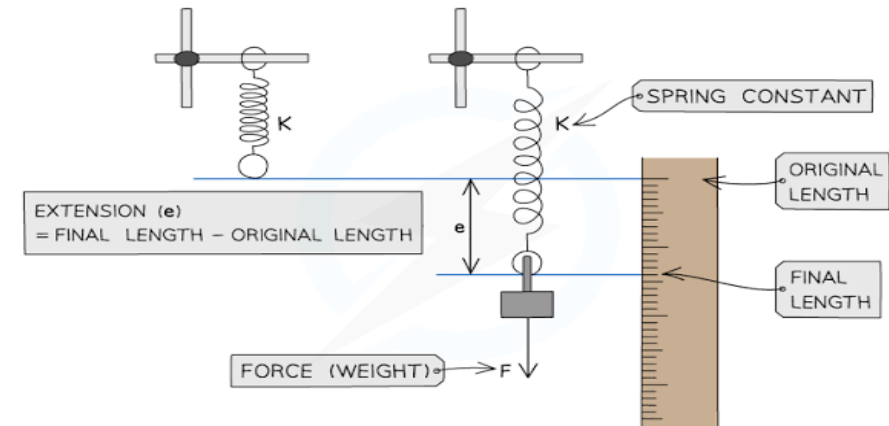
The force on a spring is directly proportional to the extension provided the elastic limit is not exceeded.

$$F = k \times e$$

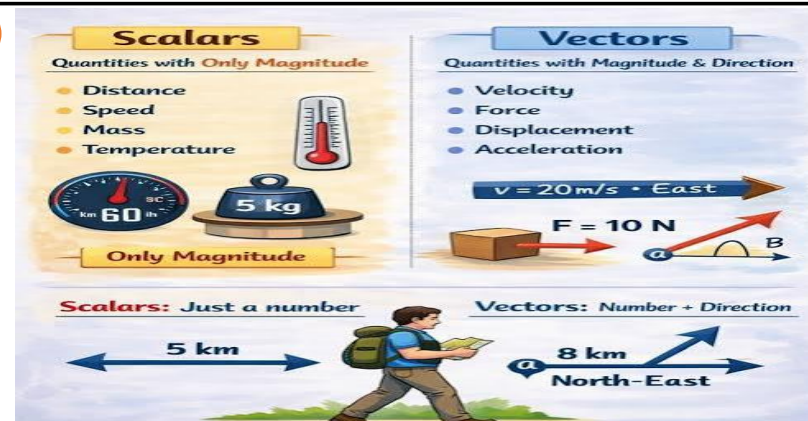
F = Force in Newtons (N)

e = extension in meters (m)

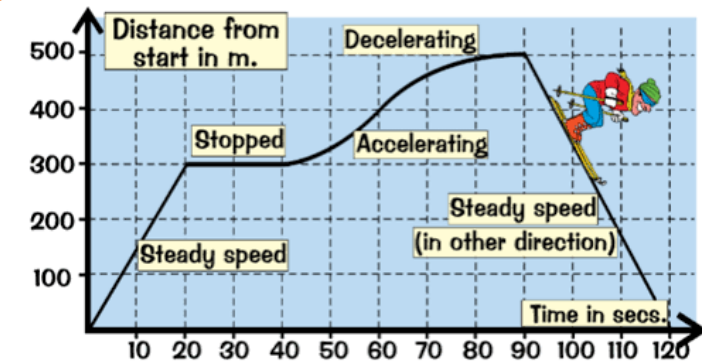
k = spring constant in newtons per meter (N/m)



2

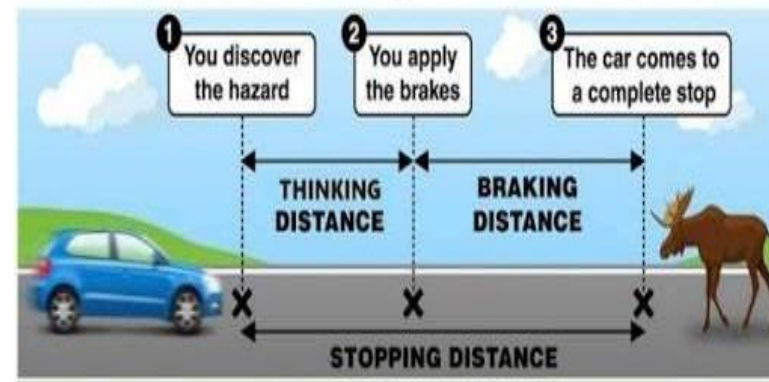


3



4

stopping distance = thinking distance + braking distance



Thinking Distance

- When a driver is on the road, it takes them a little while to realise they need to stop and press the brake pedal.
- The distance the car travels during this time is known as the Thinking Distance.
- Thinking distance depends on how fast people react. When people are drunk, their thinking distance increases a lot!

Braking Distance

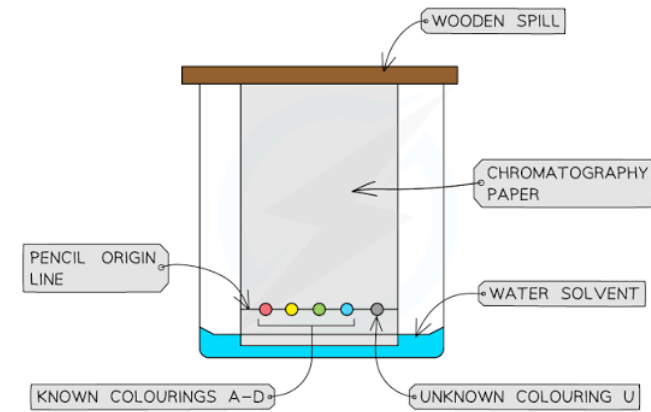
- Once the driver pressed the pedal, the car starts to slow down, but it takes a while until it is finally stopped.
- The distance the car travels since the pedal was pressed and until it stops is known as the Braking Distance.

The faster the car travels, the longer it takes until it

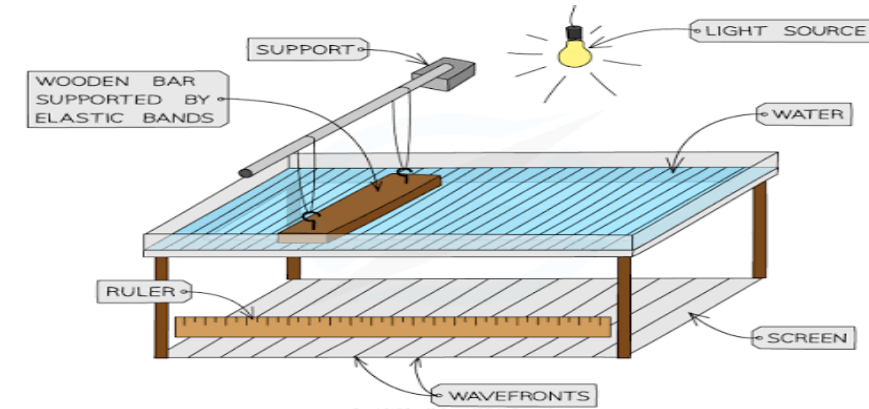
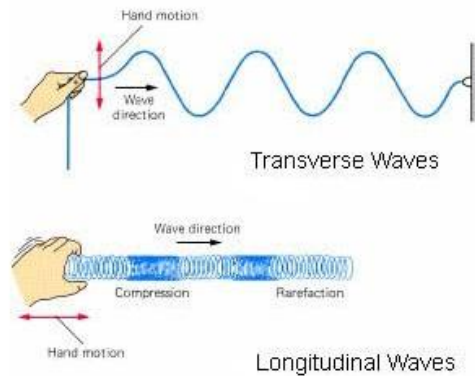
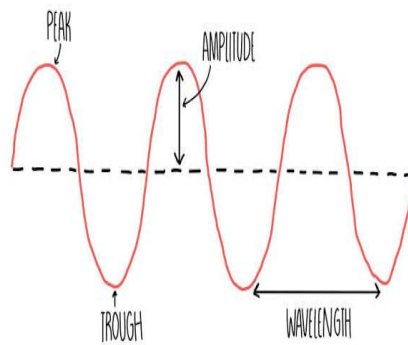
5

Key term	Definition
Gamete	Gametes are sex cells (in animals: sperm and ovum; in plants pollen nucleus and ovum).
Chromosome	Chromosomes are thread-like structures of DNA, carrying genetic information in the form of genes. They are located in the nucleus of cells.
Gene	Genes are short lengths of DNA found on chromosomes. They code for specific proteins.
Allele	Alleles are different versions of a particular gene.
Dominant	A dominant allele is always expressed, even if only one copy is present.

Recessive	A recessive allele is only expressed if two copies are present (therefore no dominant allele present).
Homozygous	If the two alleles of a gene are the same, we describe the individual as being homozygous (homo = same).
Heterozygous	If the two alleles of a gene are different, we describe the individual as being heterozygous (hetero = different).
Genotype	The combination of alleles that control each characteristic is called the genotype.
Phenotype	The observable characteristics of an organism (seen just by looking—like eye colour, or found through testing—like blood type) is called the phenotype.



6



7

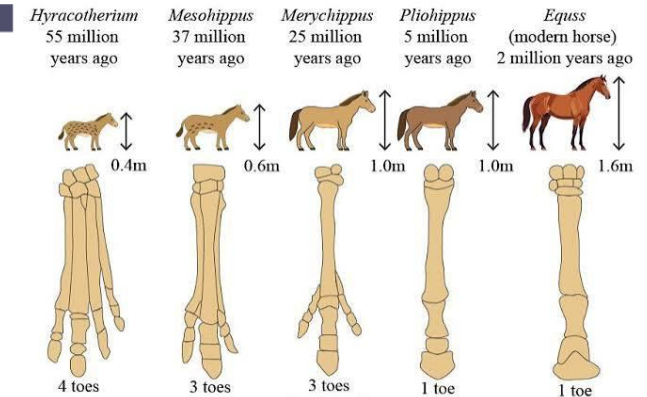
Natural Selection

1) Each species shows variation:



Linnaeus's system of classification

Kingdom
↓
Phylum
↓
Class
↓
Order
↓
Family
↓
Genus
↓
Species



This Learning Programme I will have an understand of different fitness tests and fitness training methods.

Key Vocabulary

Testing Methods	The way a fitness test is carried out to measure a specific component of fitness accurately and fairly.
Fitness Tests	Fitness tests are used to measure different components of physical fitness.
Training Methods	Training methods are different ways of exercising to improve specific parts of fitness.
Provisions	Provisions are the equipment, facilities, or support provided to help you train or perform.
Long-Term Training Effects	A planned programme of exercise carried out over a long period of time (weeks, months, or years) to improve fitness and performance.
Consolidate	Learning content then repeating and applying it in different situations until you can do it confidently.

1

Students will know how performance can be enhanced with testing methods and evaluate testing methods for physical fitness.

2

Students will know how to interpret fitness test results I will know to give recommendations for improvements relating to my training programme.

3

Students will know how to identify strengths and weaknesses of the training programme. They will also know the different fitness training methods.

4

Students will know how to define and explain each fitness training method. They will also understand the advantages and disadvantages of each fitness training method.

5

Students will know the providers of fitness training and the advantages and disadvantages of each provision.

6

Students will know the effects of long-term training. They will also start to prepare for the exam.

7

Students will know how to recap information to consolidate learning using retrieval practice. They will also know how to answer exam related questions.

LP2: Y11 Hospitality & Catering

This Learning Programme you will be learning how to complete NEA and plan practical assessment



Restaurants, bars, hotels, and other businesses that provide customers with food, drink, and a place to sleep.

They focus on consumers who seek enjoyment, luxury, and pleasure.

What Is A Design Brief?

A design or creative brief is a document that outlines how a design project should go.

•The hospitality industry offers a variety of job roles:

Customer service roles, such as front desk manager, concierge, or event planner.

•Sales and marketing roles, such as sales manager, marketing manager, or public relations manager.

•Accounting and finance roles, such as accountant, auditor, or financial analyst.

•Food service roles, such as head chef, sous chef, pastry chef, sauce chef, or waiter/waitress.

1. Special dietary requirements
2. Causes of ill health
3. Combating situational cooking
4. Roles of the EHO
5. Equipment and method analysis
6. Exploration of cooking methods
7. Analysis of specific dishes

DIETARY REQUIREMENT		COOKING METHOD	
	A SPECIFIC NEED OR RESTRICTION IN A PERSON'S DIET DUE TO HEALTH, RELIGION, OR PERSONAL CHOICE		THE TECHNIQUE USED TO PREPARE FOOD, AFFECTING TEXTURE, FLAVOUR, AND NUTRITION
	VEGETARIAN A DIET THAT EXCLUDES MEAT, FISH, AND POULTRY BUT MAY INCLUDE DAIRY AND EGGS		COOKING FOOD IN WATER OR BROTH AT 100°C
	VEGAN A DIET THAT EXCLUDES ALL ANIMAL PRODUCTS INCLUDING MEAT, DAIRY, EGGS, AND HONEY		COOKING FOOD USING STEAM, PRESERVING NUTRIENTS AND MOISTURE
	GLUTEN-FREE A DIET THAT EXCLUDES GLUTEN, A PROTEIN FOUND IN WHEAT, BARLEY, AND RYE		COOKING FOOD USING DIRECT HEAT, OFTEN ON A GRILL OR BARBECUE
	LACTOSE-FREE A DIET THAT EXCLUDES LACTOSE, A SUGAR FOUND IN DAIRY PRODUCTS		COOKING FOOD IN AN OVEN WITH DRY HEAT, OFTEN USED FOR MEATS AND VEGETABLES
	HALAL FOOD PREPARED ACCORDING TO JEWISH DIETARY LAWS		COOKING FOOD IN HOT OIL, INCLUDES SHALLOW AND DEEP FRYING
			COOKING FOOD USING DRY HEAT IN AN OVEN, COMMONLY USED FOR BREAD CAKES



Keyword	Definition
Dietary Requirement	A specific need or restriction in a person's diet due to health, religion, or personal choice.
Vegetarian	A diet that excludes meat, fish, and poultry but may include dairy and eggs.
Vegan	A diet that excludes all animal products including meat, dairy, eggs, and honey.
Gluten-Free	A diet that excludes gluten, a protein found in wheat, barley, and rye.
Lactose-Free	A diet that excludes lactose, a sugar found in dairy products.
Nut-Free	A diet that excludes all types of nuts due to allergies.
Halal	Food prepared according to Islamic dietary laws.
Kosher	Food prepared according to Jewish dietary laws.
Cooking Method	The technique used to prepare food, affecting texture, flavour, and nutrition.
Boiling	Cooking food in water or broth at 100°C.
Steaming	Cooking food using steam, preserving nutrients and moisture.
Grilling	Cooking food using direct heat, often on a grill or barbecue.
Roasting	Cooking food in an oven with dry heat, often used for meats and vegetables.
Frying	Cooking food in hot oil, includes shallow and deep frying.
Baking	Cooking food using dry heat in an oven, commonly used for bread and cakes.
Poaching	Gently cooking food in liquid below boiling point, ideal for eggs and fish.



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Hume



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5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)