Year 11

Knowledge Organiser

Autumn 2022 - 1

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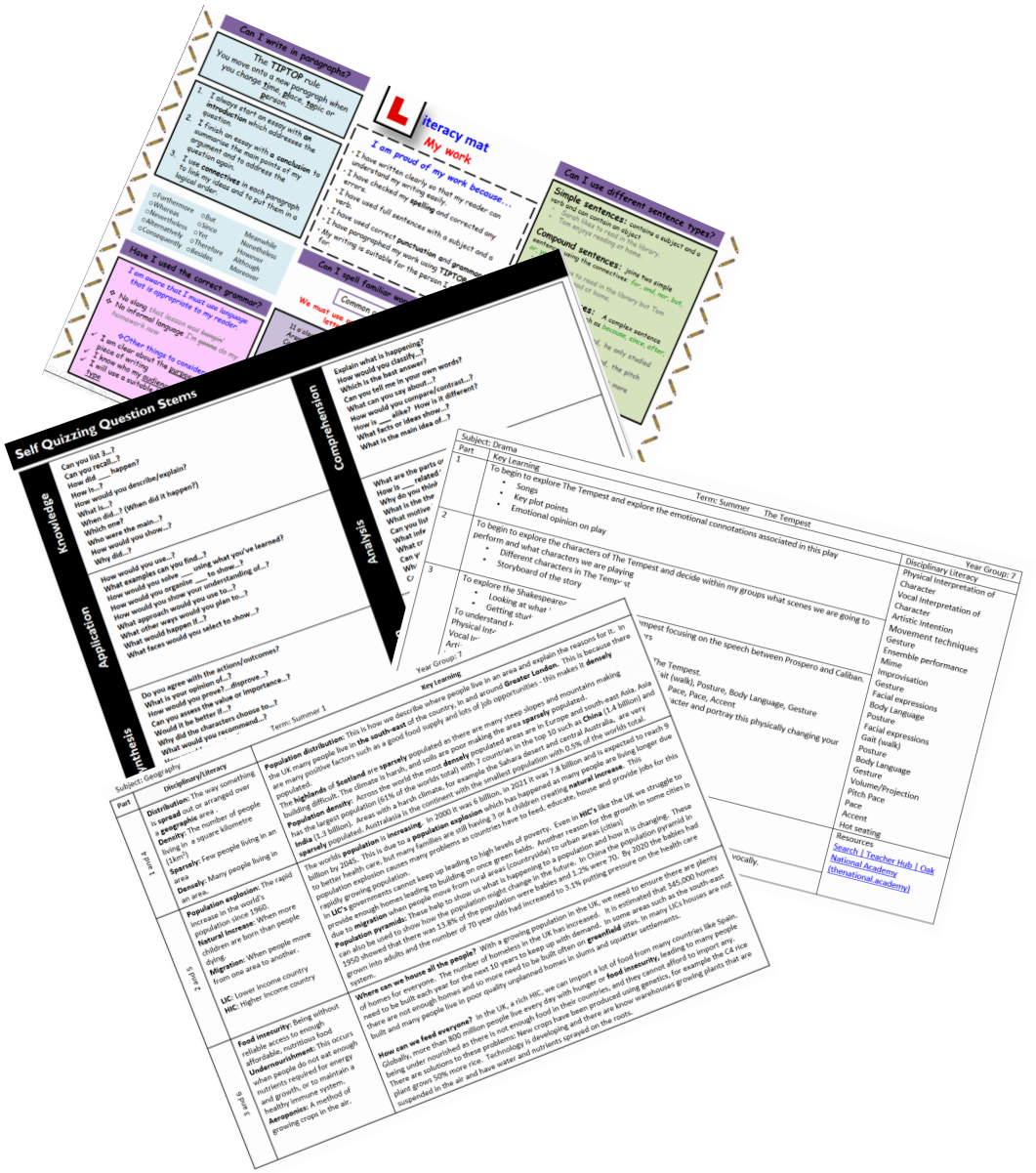


Self Quizzing Question Stems

Knowledge

Can you list 3…?
Can you recall…?
How did ___ happen?
How is…?
How would you describe/explain?
What is…?
When did…? (When did it happen?)
Which one?
Who were the main…?
How would you show…?
Why did…?

Comprehension

Explain what is happening?
How would you classify…?
Which is the best answer?
Can you tell me in your own words?
What can you say about…?
How would you compare/contrast…?
How is ___ alike? How is it different?
What facts or ideas show…?
What is the main idea of…?

Application

How would you use…?
What examples can you find…?
How would you solve ___ using what you've learned?
How would you organise ___ to show…?
How would you show your understanding of…?
What approach would you use to…?
What other ways would you plan to…?
What would happen if…?
What faces would you select to show…?

Analysis

What are the parts or features of …?
How is ___ related to …?
Why do you think…?
What is the theme…?
What motive is there…?
Can you list the parts…?
What inference can you make…?
What conclusions can you draw…?
Can you identify the different parts of…?
What evidence can you find…?
Can you distinguish between…?

Synthesis

Do you agree with the actions/outcomes?
What is your opinion of…?
How would you prove?...disprove…?
Can you assess the value or importance…?
Would it be better if…?
Why did the characters choose to…?
What would you recommend…?
How would you rate…?
How could you determine…?
What choice would you have made…?
Why was it better that…?

Evaluation

What changes would you make to solve…?
How would you improve…?
What would happen if…?
Can you elaborate on the reason…?
Can you give an alternative…?
Can you invent…?
How could you change or modify the plot?
What way would you design…?
Suppose you could ___ what would you do?
Can you predict the outcome if…?
Can you construct a model of…?

Knowledge, Notes and Quizzes

Literacy mat

My work

Can I write in paragraphs?

The **TIPTOP** rule
You move onto a new paragraph when you change **t**ime, **p**lace, **t**opic or **p**erson.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was ~~bangin'~~*
- ❖ No informal language *I'm ~~gonna~~ do my homework now*

❖Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although,* or *when* .

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

What traffic light am I?
Is my punctuation accurate?

Literacy mat

Can I use punctuation?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.*
  - ✓Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	""	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

<u>If a single thing/person owns anything, add an apostrophe + 's'.</u>

- •The dog's bone
- •The boy's homework
- •Jones's bakery
- •Yesterday's lesson

<u>However, if it is plural (more than one), an apostrophe comes after the 's'.</u>

- •The dogs' bones
- •The boys' homework
- •Joneses' bakeries (lots of Jones families)
- •Many websites' content is educational

There/ their/ they're

<u>Note:</u> special care must be taken over the use of **there, their** and **they're** as they sound the same but are used quite differently:

- ❖**There** shows position *Your seat is over there*
- ❖**Their shows that 'they' own something** *Their blazers are navy blue*
- ❖**They're** is short for **they are** as in *They're revising every day*

ITS

<u>Note:</u> **its**, which shows that something owns something (like our, his etc), <u>does not</u> take an apostrophe: *the dog ate **its** bone and we ate **our** dinner*

Your/ you're

<u>Note:</u> special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖**Your** is possessive as in *this is your pen*
- ❖**You're** is short for you are as in *you're coming over to my house*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. <u>b</u>ig <u>e</u>lephants <u>c</u>annot <u>a</u>lways <u>u</u>se <u>s</u>mall <u>e</u>xits)
- ❑ Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write , check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

Part	Key Learning	Disciplinary/Literacy	Resources
1	A **viewpoint** is your distinct opinion on things. A **perspective** is an attitude towards or way of regarding something; a way of seeing things. **Types of nonfiction** = newspaper articles, magazine articles, instructions, leaflet/brochure, web page, blog, autobiography, diaries, letters, speeches **Purposes of nonfiction** = entertain, persuade, advise, analyse, argue, describe, explain, inform, instruct	**Implicit =** hinted at, suggested **Explicit** = said directly, is what it says **Infer** = act of creating meaning from implicit information, read between the lines **Media** =the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively **Social media** =websites and apps that enable users to create and share content or to participate in social networking **Evidence** = something from the text to support your idea, quotations **Literary devices** = techniques which writers use to create a specific effect (e.g., metaphor) **Figurative language** = phrasing that goes beyond the literal meaning of words to get a message or point across **Literal** = taking words in their usual or most basic sense without metaphor or exaggeration. **Analysis** = detailed examination of the language or structure of something. **Compare** = note the similarity or dissimilarity between things **Comparative connectives** = similarly, as with, just as, like **Contrasting connectives** = on the other hand, contrastingly, unlike **Counter argument** = opposite argument **Refute** = disprove	https://egbuckland.sharepoint.com/:f:/g/english/Ei_KCKrSzHNGj4f3vLoLpfABfFPVHa_LAPzAONZvk2L58w?e=jetsbZ
2	**Opinion** = view or judgement formed about something, not necessarily based on fact or knowledge. **Bias** = inclination or prejudice for or against one person or group, especially in a way considered to be unfair **Summarising** for GCSE Language Paper 2 requires you to pick out the key message and information from two texts with a shared theme. This information will be both implicit and explicit. You will have to provide evidence to support your ideas. You do not need to analyse any literary devices, as you would with the 'how does the writer use language…?' question (Q3).		
3	**Alliteration** - Repetition of same letter or sound at beginning of two or more words consecutively (or close together) **Anecdote** -Real life example or story **Figurative language** - Simile, metaphor, personification etc **Facts/Statistics** - Reliable, valid and accurate information **Opinion**- What you think **Rhetorical questions** - Questions which are asked to make a point rather than get an answer **Emotive language** - Words/phrases which create emotion/an emotional response **Semantic field** - Words which have a linked theme **Triplets /threes** - Three words/ideas (usually descriptive) used consecutively.		
4			
5	When comparing two texts with a shared theme you will need to employ the skills for summarising and analysis. **<u>What</u>** is the writer doing? Relate back to the question. **<u>How</u>** are they doing it? look for specific words/phrases and writing devices – methods **<u>Why</u>** is the writer doing it? consider the perspective and any bias **<u>Compare</u>** – is this an idea similar or different to the other text?		
6	**Writing structure** – you could be asked to write in any of the types of nonfiction for any of the purposes. Introduction – what is your main idea/? Make it impactful and memorable 1st argument and supporting reasons/evidence 2nd argument and supporting reasons/evidence 3rd counter argument and refute Final point – repeat/reflect earlier ideas *You must also use language & writing devices for effect.*		

Part	Key Learning

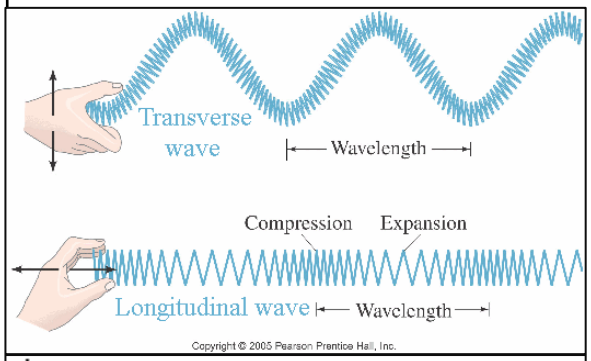
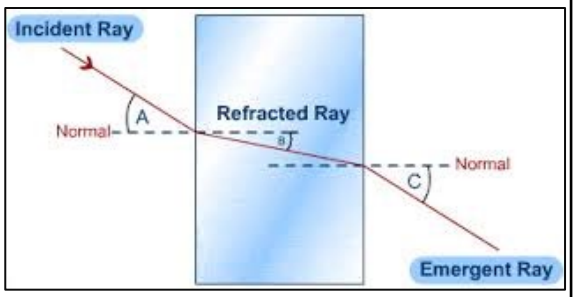
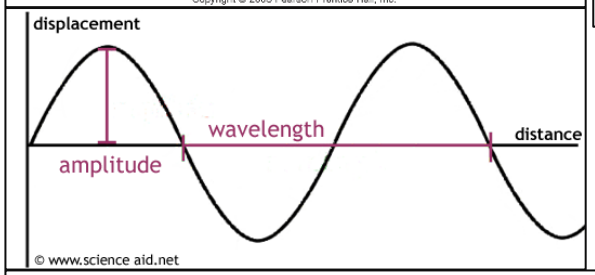
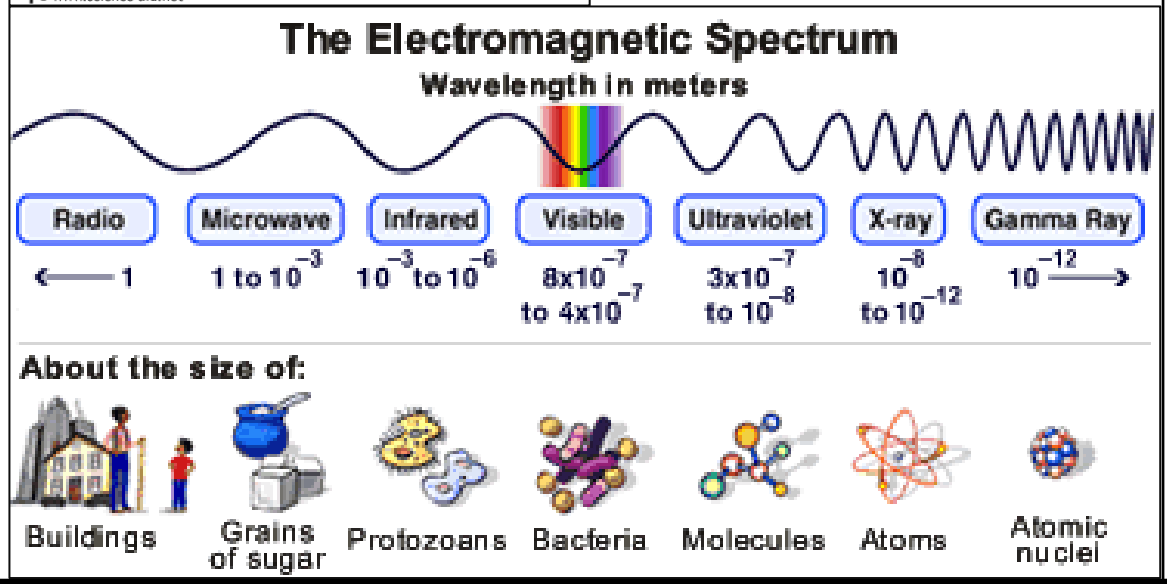
Similarity and Congruence

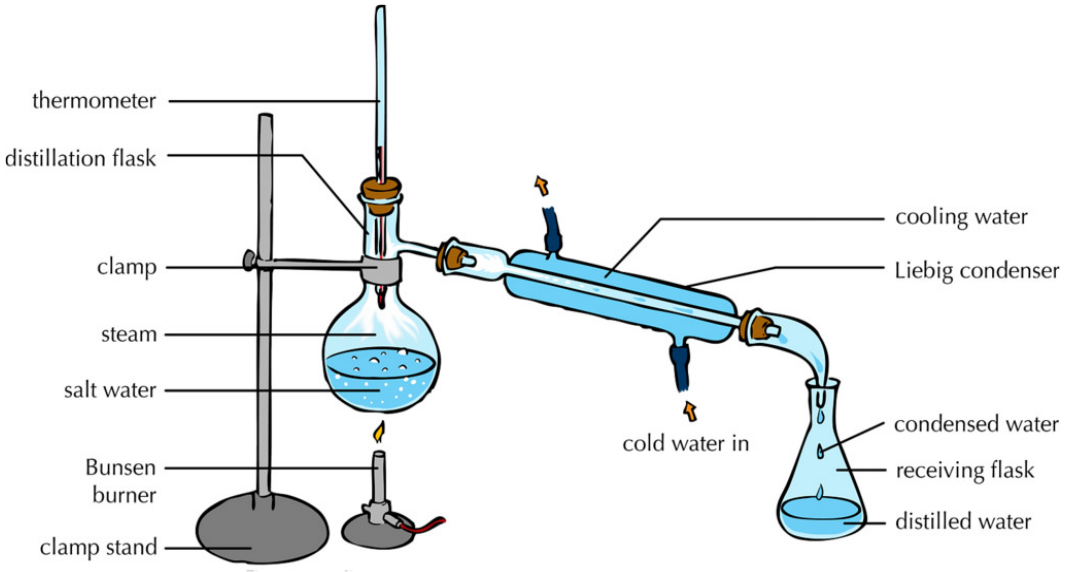
Key Word	Definition
Similar	When one shape can become another after a resize, flip, slide or turn. These two shapes are similar (one is smaller and flipped over, but otherwise the same)
Enlargement	Enlarging a shape changes its size
Scale	The ratio of the length in a drawing (or model) to the length on the real thing
Corresponding	Corresponding sides and angles are a pair of matching angles or sides that are in the same spot in two different shapes.
Congruent	The same shape and size, but we are allowed to flip, slide or turn. In this example the shapes are congruent (you only need to flip one over and move it a little). Angles are congruent when they are the same size (in degrees or radians). Sides are congruent when they are the same length.
Polygon	A plane shape (two-dimensional) with straight sides.
Vector	A vector has magnitude (how long it is) and direction.
Rotation	A circular movement. Rotation has a central point that stays fixed and everything else moves around that point in a circle.
Reflection	An image or shape as it would be seen in a mirror.

More algebra

Key Word	Definition
Reciprocal	The reciprocal of a number is: 1 divided by the number
Asymptote	A line that a curve approaches, as it heads towards infinity.
Simultaneous Equation	Two or more equations that share variables.
Intersection	Where lines cross over (where they have a common point).
Equation	An equation says that two things are equal. It will have an equals sign "="
Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.
Proof	Logical mathematical arguments used to show the truth of a mathematical statement.

Part	Key Learning	
Quadratic Equations and Graphs	**Key Word**	**Definition**
	Expand	Expand is when we multiply to remove the brackets( ).
	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.
	Quadratic expression	Where the highest exponent of the expression (usually "x") is a square (^{2}). So it will have something like x^2 but not x^3 etc.
	Cubic expression	Where the highest exponent of the expression (usually "x") is a cube (^{3}). So it will have something like x^3 but not x^2
	Plot	To draw points on a graph for co-ordinates (x,y) and join them up with a line segment or curve.
	Function	A special relationship where each input has a single output.
	Line of symmetry	The "Line of Symmetry" is the imaginary line where you could fold the image and have both halves match exactly.
	Parabola	A special curve, shaped like an arch
	Origin	On a two-dimensional graph it is where the X axis and Y axis cross, the point (0,0)
	Roots	Where a function equals zero. Point at which the graph crosses the x axis.
	Factorise	Finding what to multiply to get an expression; putting brackets into an expression.
	Difference of two squares	Two terms that are squared and separated by a subtraction sign like this: $a^2 - b^2$ Useful because it can be factored into (a+b)(a−b):
Circle theorems.	**Key Word**	**Definition**
	Radius	A straight line from the centre of a circle to its circumference.
	Diameter	A straight line dividing a circle into two equal halves.
	Circumference	The distance around the outside of a circle. C = ∏d or C = 2∏r.
	Tangent	A straight line that touches a circle once.
	Cyclic quadrilateral	A quadrilateral with all four of its vertices located on the circumference of a circle.
	Segment	Part of a circle bounded by a chord and an arc of the circumference.

Part	Key Learning	Disciplinary/Literacy
1	**Diagrams**    	**Tier 3 vocab** Transverse wave — A wave in which the vibration causing the wave is at right angles to the direction of energy transfer. Longitudinal wave — A wave in which the vibration causing the wave is parallel to the direction of energy transfer. Amplitude — The height of the wave measured from the middle (the undisturbed position of the water). Wavelength — The distance from a point on one wave to the equivalent point on the next wave. Frequency — The number of waves produced each second. It is also the number of waves passing a point each second. Period — The time taken to produce one wave. Angle of refraction — The angle between the refracted ray and the normal. **v = f x λ** — velocity = frequency x wavelength.

Part	Key Learning	Disciplinary/Literacy
1	**Diagrams**  	**Tier 3 vocab** Finite resource: A resource that cannot be replaced once it has been used. Renewable resource: A resource that we can replace once we have used it. Sustainable development: Using resources to meet the needs of people today without preventing people in the future from meeting theirs. Life cycle assessment: An examination of the impact of a product on the environment throughout its life. Value judgement: An assessment of a situation that may be subjective, based on a persons opinion and / or values. Desalination: Process to remove dissolved substances from sea water. Ore: A rock from which a metal can be extracted for profit. Phytomining: The use of plants to absorb metal compounds from soil as part of metal extraction. Bioleaching: The use of dilute acid to produce soluble metal compounds from insoluble metal compounds. Leachate: A solution produced by leaching or bioleaching.

Part	Key Learning		Disciplinary/Literacy
1	**Fitness testing – retesting of all fitness** Physical Components of fitness - MMFABS Skill Related Component of fitness – ABCPR Looking at normative data Making comparisons with previous fitness tests from start of the 6 week training programme		Normative data Physiological changes Hypertrophy
2	**Programme review:** Review of your training diary – On teams 8 sessions in total. Planning stage: Students must answer key questions including: # Where the goals met? # What did the review of each session tell you? # What were the short term physiological effects of your programme? Strengths | Weaknesses Opportunities | Threats		Progressive overload Reflection report Cardiovascular system Physiological changes Respiratory system hypertrophy
3	**Programme Review and write up (assignment is set on teams – hand in on teams)** # Did you make any changes to your training programme? # Which areas of fitness have you focussed on? # What evidence do you have to support your Strengths and Areas of improvement. # How has the fitness training programme impacted on your fitness for you sport or activity you originally chose at the start of your programme? Create a rewritten report reflecting on the answers of all the work you have collated. Hand in date at the end of this week – see teams		Adaptations Justifications
4	**Practical Sport – Netball** Introduction to netball (theory) Rules, Regulations and scoring	**Practical Netball session** # Positions # Basic Rules, regulations and scoring systems # Effective warming up and cooling down	Regulations Umpire Positioning Defensive play Set piece
5	**Badminton** Introduction to Badminton (theory) Rules, Regulations and scoring	**Practical Badminton Session** # Equipment set up # Warming up and cooling down # Basic Shots – Overhead clear, serve, back and forehand, drop and tap shots	Overhead clear Attacking Defending Offensive play
6	**Applying the rules in specific situations** # Four Situations for Netball and Badminton # Applying the rules, regulations and scoring – this is a scenario based activity (written) which will be done practically as well.		

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Swash –** movement of waves up a beach **Backwash –** movement of waves down a beach **Mass movement -**A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.	Waves are created by wind blowing over the surface of the sea. The size of the wave depends on the fetch which is how far the wave has travelled, the strength of the wind and how long the wind has been blowing. As the wind blows over the sea, friction is created - producing a swell in the water. Waves start out at sea, as they approach the shore, friction slows the base. This causes the orbit to become elliptical (oval in shape). The top of the wave then breaks over the top, spilling onto the shore. There are two types of waves; Constructive, this wave has **a swash** that is stronger than the **backwash**. This therefore builds up the coast, beaches are gentle. Destructive waves have a backwash that is stronger than the swash. This therefore erodes the coast, beaches are steep. The coast is eroded as rocks are weakened by weathering processes. Mechanical weathering causes rocks to break into smaller pieces such as freeze thaw. Chemical weathering decomposition (or rotting) of rock caused by a chemical change. There are different types of **mass movement,** Rockfall**:** rocks break away from the cliff face**.** Landslide**:** blocks of rock slide downhill. Mudflow**:** soil and weak rock flow down a slope. Rotational slip**:** slump of soil or weak rock
2 and 5	**Erosion -** The break down and transport of rocks – smooth, round and sorted. **Deposition -**When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition. **Transportation**- A natural process by which eroded material is carried/transported.	There are 4 types of erosion; Attrition, rocks that bash together to become smooth/smaller. Solution, where a chemical reaction dissolves rocks. Abrasion, Rocks hurled at the base of a cliff to break pieces apart. Hydraulic action, Water enters cracks in the cliff, air compresses, causing the crack to expand. Material is transported by traction, where rocks are rolled along the seabed. Saltation when pebbles are bounced along. Suspension as sediment is carried along in the flow of the water. Solution, minerals dissolve in water and are carried along. The shape of the coastline is determined by the **geology** (rock type), hard rocks (chalk and granite) erode slowly, whereas softer rocks (clay and sandstone) erode quickly . A **Concordant** coastline is straight. **Discordant** coastlines are wavy. Headlands and bays are formed when; Waves attack the coastline. Softer rock is eroded by the sea quicker forming a bay, calm area cases deposition. More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion. Hydraulic action widens cracks in the cliff face over time. Abrasion forms a wave cut notch and eventually a cave. Caves from both sides of the headland break through to form an arch. Weather above/erosion below –arch collapses leaving stack. Further weathering and erosion eaves a stump. Longshore drift transports material as the swash moves up the beach at the angle of the prevailing wind.. Backwash moves down the beach at 90° to coastline, due to gravity. Deposition causes beach to extend, until reaching a river estuary. Change in prevailing wind direction forms a hook. Sheltered area behind spit encourages deposition, salt marsh forms.
3 and 6	**Hard engineering** – Methods to manage coastal erosion using man made structures **Soft engineering** – Methods to manage coastal erosion using natural methods	**Hard engineering schemes include; Sea Wall** – concrete structure found at top of beach acts as a barrier to the sea. These are ugly and very expensive. **Rock Armour –** large boulders at base of cliff which diffuse wave energy, very effective, last a long time, but are expensive and dangerous to the public. **Gabions –** wire cages filled with rocks, slightly cheaper, quick to make but need replacing every 10 years. **Groynes –** wooden or stone fences which are built at right angles to the coast to stop longshore drift. They create wider beaches and are cheap. But they do need regular repairs. **Beach Nourishment / re profiling** – adding sand to the beach or changing the beach shape. This looks natural, supports tourism and is cheap – but needs maintenance during winter months. **Dune Regeneration –** fencing off dune areas to allow dunes to enlarge and plants to colonise. This is low cost, natural and promotes biodiversity. It is time consuming & less effective than hard engineering strategies due to storms. **Managed Retreat** – Do nothing! Allow the sea to move into the area**.** This is a long term solution with no maintenance and improves biodiversity. Local people may need to be relocated and compensation paid by local councils.

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Conference** – Meeting **Cold War** – Tensions and rivalry between USA and USSR whilst trying to avoid direct conflict with each other **Communist** – Someone who supports no private ownership and state control	**Cold War Rivalry:** In 1945 the leaders of the USA, Britain and the USSR met at two peace **conferences**, Yalta and Potsdam, to decide the future of Germany and Eastern Europe. By the end of the second conference at Potsdam, the USA and USSR had become rivals in what became known as the **Cold War**, which lasted for over 40 years. A hot war is a conflict in which actual fighting takes place. A cold war is a war waged against an enemy by every means short of actual fighting. The USA adopted a policy of containment to stop the spread of communism in Europe and then the wider world. This led to a series of crises between the two superpowers, particularly the Berlin Crisis of 1948-49 and the Cuban Missile Crisis of 1962. In addition, the USA became involved in the conflict in Vietnam in order to prevent a **communist** takeover of the country. The Americans underestimated the abilities of the Vietcong and their determination to fight. In addition, American tactics of 'search and destroy' missions and bombing raids such as those in Operation Rolling Thunder plus the use of chemical weapons like napalm and Agent Orange failed to win Vietnamese hearts and minds. This conflict brought much opposition within the USA, especially from the student movement, and led to the eventual defeat and withdrawal of American troops.
2 and 5	**Détente** – Lessening of tensions **Ping-Pong Diplomacy –** Improvement in relations between the USA and China **SALT I –** Strategic Arms Limitation Treaty (limited number of nuclear weapons held by USA and USSR)	**The Search for World Peace since 1970:** **Détente** The thaw in cold war relations was a result of the threat of nuclear war; Nixon's **Ping-Pong diplomacy** and US desire to leave Vietnam. **SALT I** significantly limited the number of nuclear weapons. The US Senate refused to ratify SALT II due to Russia's invasion of Afghanistan. The Helsinki Accords enshrined the basic human rights of freedom of movement, religion and the press. Russia's invasion of Afghanistan brought tensions again with the US and the US refusal to attend the Moscow Olympics in 1980. **Reagan:** Reagan hated communism. He referred to it as the "Evil Empire". He was determined to win the Cold War by forcing the USSR to disarm using his new Strategic Defence Initiative (SDI) nicknamed Star Wars. This freeze in relations is referred to as the second Cold War.
Part 3 and 6	**Brezhnev Doctrine –** Gave the USSR authority to interfere in Eastern Europe **Islamic theocracy -** government by divine guidance or by officials who are regarded as divinely guided	**Gorbachev and 1989:** Gorbachev was critical in the ending of the Cold War. He abandoned the **Brezhnev Doctrine** and allowed the collapse of communism most famously with the fall of the Berlin Wall in October 1989. Further arms treaties were also signed eventually leading to the fall of the Soviet Union in 1991. **US involvement in the Gulf** America became increasingly involved in the Gulf of Persia and the Middle East during the '80s and '90s primarily to secure the supply of oil to the west. Tensions with Iran increased with the rise of an **Islamic theocracy**. Saddam Hussein's invasion and occupation of Kuwait led to the Gulf War of 1990-91 with the US. This conflict destabilised the region leading to many future problems.

Part	Key Learning: Tense combinations and verb conjugations	Resources

IMPARFAIT– 'was, were, used to' **Subject + verb**

1. Take the 'nous' form of the *present tense*.
2. Take off '-ons'
3. Add the following endings

e.g. je + fais + ais = je faisais = I used to do
nous + aim + ions = nous aimions = we used to like

je	- ais	nous	–ions
tu	–ais	vous	–iez
il/elle	-ait	ils/elles	-aient

FUTUR– 'will' Subject **+ verb**

Regular verbs

1. Take the infinitive
2. Add the following endings

e.g. I will play = **je jouerai**
We will listen = **nous écouterons**

with **–re** verbs, you must take off the final –e before adding endings, e.g. **descendre – je descendrai**

je	-ai	nous	-ons
tu	-as	vous	-ez
il/elle/on	-a	ils/elles	-ont

Irregular verbs

Same as regular verbs, except they use different stems:

aller – ir être = ser faire = fer
avoir = aur devoir = devr voir = verr
pouvoir = ? vouloir = ? voudr =?

Pluperfect tense ,'had' : **Subject + imperfect of 'avoir/être' + past participle**

SUBJECT: J' + AUXILIARY VERB in the IMPERFECT TENSE: avais / étais + PAST PARTICIPLE: fini / arrivé(es)

Person	Verb	Job/Profession (M)	Job/Profession (F)		Opinion	Adjective
Mon père	**est** is a	- avocat	- avocate	lawyer	**et il/elle aime ça** and he/she likes it	**actif** active
Mon frère	**travaille**	- coiffeur	- coiffeuse	hairdresser		**amusant** fun
Mon oncle	**comme** works as	- compatable	- compatable	accountant	**et il/elle adore ça** and he/she loves it	**facile** easy
		- cuisinier	- cuisinier	chef		**gratifiant** rewarding
		- fermier	- fermiere	farmer	**et il/elle n'aime pas ça** and he/she does not like it	**intéressant**
Ma mère		- homme d'affaires	- femme d'affaires	businessman/ woman		**stimulant** stimulating
Ma soeur						
Ma tante						
	travaille works	**à la campagne** in the countryside **en ville** in town **chez lui** at home (m) **chez elle** at home (f)			**et il/elle déteste ça** and he/she detests it	**barbant** boring
		dans in	**un collège** **une entreprise** - a company **un garage** **une ferme** – a farm **un hôtel**	**un restaurant** **un supermarché** **un atelier** - a workshop **un théâtre** **un bureau** – an office		**difficile** difficult **dur** hard **stressant** stressful

devoir = to have to (must)	
je	dois
tu	dois
il/elle	doit
nous	devons
vous	devez
ils/elles	doivent

vouloir = to want	
je	veux
tu	veux
il/elle	veut
nous	voulons
vous	voulez
ils/elles	veulent

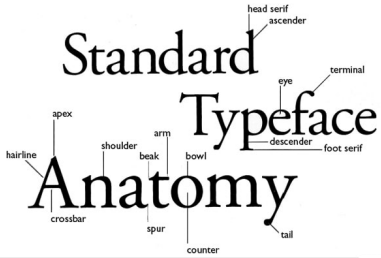
pouvoir = to be able to (can)	
je	peux
tu	peux
il/elle	peut
nous	pouvons
vous	pouvez
ils/elles	peuvent

Scan me

Additional Jobs:
nurse
engineer
mechanic
doctor
plumber
teacher

- infirmier
- ingénieur
- mecanicien
- médecin
- plombier
- professeur

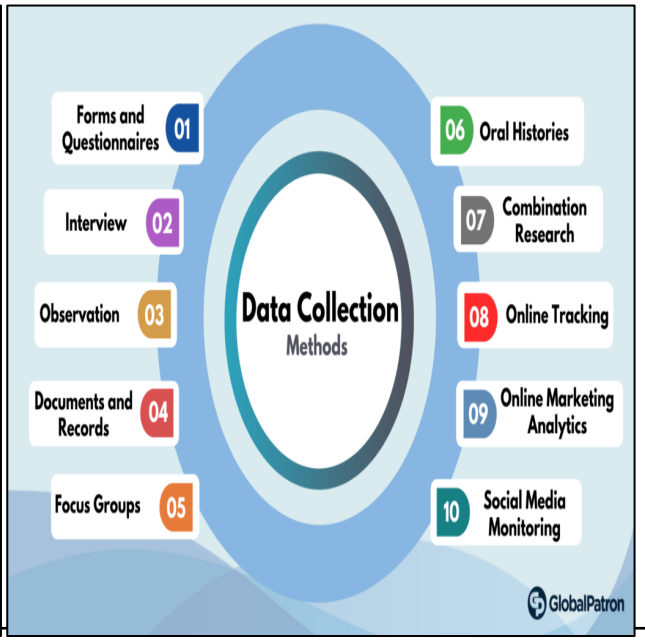
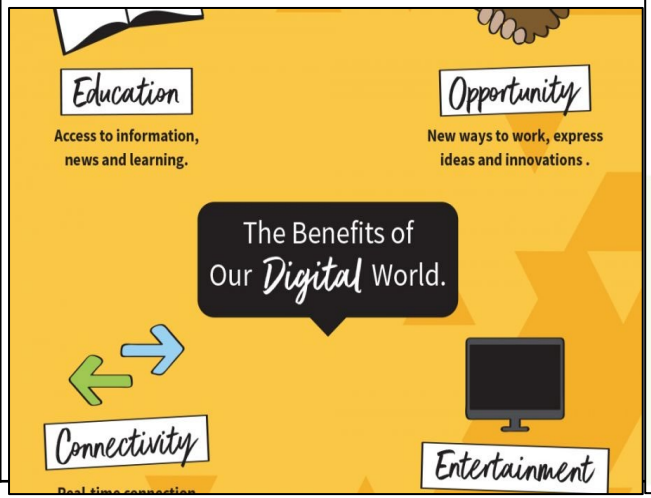
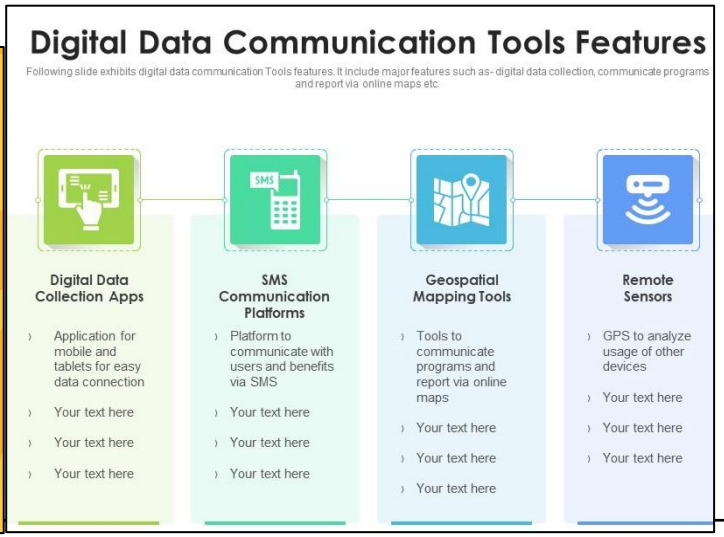
- infirmiere
- ingénieure
- mecanicienne
- médecin
- plombière
- professeure

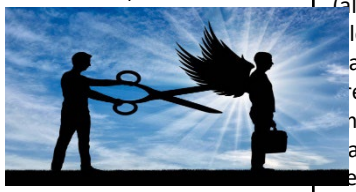
Week	AO	Key Learning	Disciplinary literacy	Definition	Resources
1	1	**Merchandise analysis and Typography analysis 2** pages A3 computer generated.	**Composition**	The arrangement or structure of the formal elements that make up an image. photograph, painting, collage, sculpture.	
2	2	**Logo design revisited** and improved or altered, then made	**Contrast**	Strong visual differences between light and dark, varying textures, sizes, etc.	
3	2	**Lino print for logo** continue making and printing. Photoshop application to products	**watercolour**	A solid or liquid paint that is to be used smoothly or to create texture.	www.studentartguide.com/articles/realistic-observational-drawings Website about student work
4	4	**Evaluate** suitability fit for purpose? **Refine** and make improvements.	**monoprint**	Where ink is transferred onto paper by drawing over a prepared surface.	https://www.tate.org.uk/art/artworks/ruscha-honk-ar00184 , Typography in Art.
5	3	**Refine design** work and make improvements	**Balance**	The distribution of visual elements in a photograph. Symmetrical balance distributes visual elements evenly in and image. Asymmetrical balance is found when visual elements are not evenly distributed in an image.	https://www.youtube.com/watch?v=wOgIkxAfJsk History of Typography.
6	3	**Refine design** work and make improvements.	**Setting**	The Physical surroundings or scenery whether real or artificial.	

Week	AO	Key Learning	Disciplinary literacy	Definition	Resources
1	4	**A3 size outcome planned** Outcomes created becoming progressively larger	**Composition**	The arrangement or structure of the formal elements that make up an image. photograph, painting, collage, sculpture.	 www.studentartguide.com/articles/realistic-observational-drawings Website about student work https://www.youtube.com/watch?v=u_-yWD81MlY Watercolour paint, inks, stencils, acrylic, pencil and pen, fabric, monoprinting, clay, wax, oil pastel, collage.
			Outcome	a final product or end result; a conclusion reached through a process of logical thinking.	
2	3	**Imagery and details** based on the theme Coast resourced and sampled	**Contrast**	Strong visual differences between light and dark, varying textures, sizes, etc.	
3	4	**Outcome** Week 1	**Background**	The part of a scene or picture that is, or seems to be, toward the back.	
4	4	**Outcome** Week 2	**Repetition**	Any objects, shapes or lines which repeat and create a pattern.	
5	4	**Outcome** Week 3	**Intention**	The reason(s) why the artist/photographer made a piece of art.	
6	4	**Evaluate/DIRT** WWW and WO – which would then determine next steps	**Mixed Media**	Art that is made with a combination of different materials.	
			Evaluate	to judge or determine the significance, worth, or quality of; assess	

ART_ECC

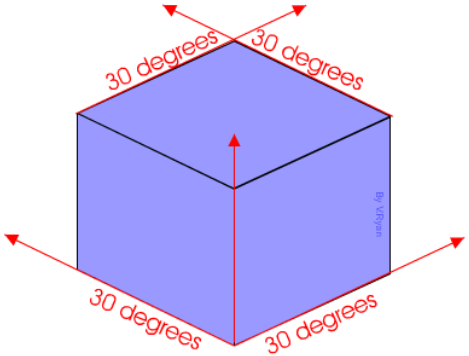
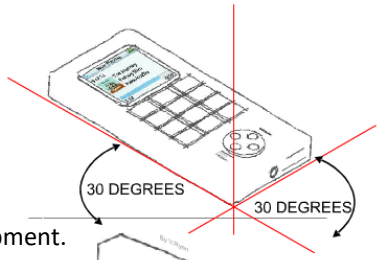
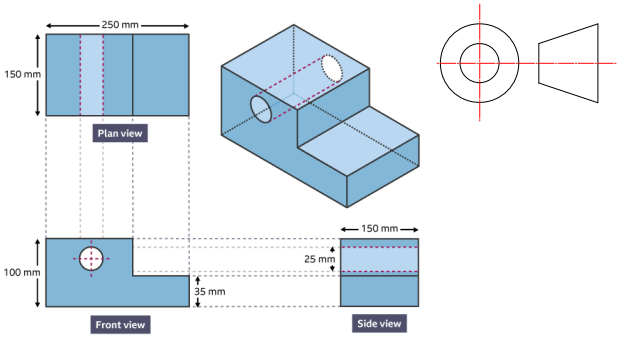
Part	Key Learning	Disciplinary/Literacy	Resources
1	**Sources of finance (6.1)** *What sources are there available?* **Short term / Long term** Overdraft / Mortgage Supplier credit / Bank loan Working capital / Shares / Retained profit / Hire purchase *Internal and External sources of finance.* **Internal / External** Day to day cash / Overdraft Supplier credit / Loan Reducing costs / Sale of shares Disposal of assets / *Assessing the need. What factors are considered?* • Amount required • How quickly it is required • Cheapest option available • Duration • Risk involved *Why is finance needed?* • Business start-up • Expansion or moving to new premises • Development of products • Takeovers or mergers • Entering a new market • Day to day costs	**Overdraft** A line of credit if bank balance drops below zero. **Supplier credit** An agreement between a supplier and a buyer where the supplier defers payment. **Mortgage** A loan that is taken out against property. **Hire purchase** A system by which pays in regular instalments . **Assets** Material items that add value to a business. **Internal finance** Money drawn from within the business. **External** Money drawn from outside of the business.	**Tutor2u** https://www.tutor2u.net/business/topics **BBC Bitesize** https://www.bbc.co.uk/bitesize/topics/zfd3vk7
2	**Cash flow forecast (6.2)** *The cash flow forecast predicts the net cash flows of the business over a future period.* ***Example forecast (simple version)*** **£'000 / Jan / Feb / Mar / Apr / May / Jun** Cash at start of month: 25 / 20 / 15 / 5 / 10 / 20 Cash inflows: 20 / 25 / 20 / 15 / 20 / 25 Cash outflows: 25 / 30 / 30 / 10 / 10 / 20 Net cash flow: -5 / -5 / -10 / 5 / 10 / 5 Cash at end of month: 20 / 15 / 5 / 10 / 20 / 25 *Why are they used?* • Identify possible shortfalls • Monitor trading performance • Monitor financial achievements *Why are they so important?* • Ensures businesses can pay their overheads • Spot problems with customer payments • Essential for financial planning • External agencies may need evidence of your financial performance	**Overheads** Items that are paid using the revenue a business generates i.e., utility bills **Cash flow** The money that flows into and out of a business. **Cash inflow** Money that generates revenue. **Cash outflow** Money that contributes to the payment of overheads. **Cash flow statement** A record of the cash inflows and outflows that took place at a different time. **Interest** A payment made in order to borrow money. The higher the interest, the more that is paid back.	**Tutor2u** https://www.tutor2u.net/business/topics **BBC Bitesize** https://www.bbc.co.uk/bitesize/topics/zfd3vk7

Part	Key Learning	Disciplinary/Literacy	Resources
1	**Component 2- Learning Aim A:** *Investigate the role and impact of using data on individuals and organisations*  	**Validation:** involves testing that the input data conforms to certain rules. Verification: involves entering data more than once to ensure the entries are the same. **Proof reading:** read (printer's proofs or other written or printed material) and mark any errors **Big data:** extremely large data sets that may be analysed computationally to reveal patterns, trends, and associations **Data models:** are a way of showing the relationships between data and investigating the possible outcomes of change.	SharePoint platform: https://eggbuckland.sharepoint.com/:f:/g/ict/Eua-ccByigtFmz-zEpHD3r8BJYqS-XyngSHxflYREwoTsg?e=d99e0b
2	**Component 3- Learning Aim A:** *Modern technologies*  	**Communication technologies:** ad-hoc networks, open networks, performance issues and network availability **Cloud storage:** access rights, synchronization, availability and scalability **Cloud computing:** applications, consistency of versions between users, single shared instances and collaboration tools/features **Inclusivity:** the practice of providing equal access to resources for people who might otherwise be excluded or marginalized.	SharePoint platform: https://eggbuckland.sharepoint.com/:f:/g/ict/Eua-ccByigtFmz-zEpHD3r8BJYqS-XyngSHxflYREwoTsg?e=d99e0b

Part	Key Learning	Disciplinary/Literacy	Resources
1/2/3	**Introduction to Eduqas Drama GCSE** Component 1 Devising Theatre 40% of qualification. **Students are required to devise a piece** of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. Students respond to Exam board Stimuli: Learners will work in groups in response to one of the stimuli below: 1.'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.' Charles 2. 'Best Day of my Life' – American Authors Song 3. 'We realise the importance of our voices only when we are silenced' – Malala Yousafzai 4. https://images.app.goo.gl/Kxp2XA2HGPooKVPH7 image = Brainstorm ideas for each stimuli individual. group and create monologue 	Conventions, forms, strategies, Alter ego Back story, Chorus/chorus work voice Conscience corridor (also known as 'conscience alley' or 'thought tunnel') flashback, Forum theatre, freeze-frame, Hot-seating, improvisation, Narration, narrator, Pace, Pause, Pitch. rehearsal techniques, Role reversal, Role transfer, Sculpting Soundscape, Split screen Tableau(x), Tempo, Thoughts in the head or thought tracking. Analytical, structural and theatrical terms Alienation. Anti-climax. **Staging:** Arena staging Aside Audience Auditorium Devising/devised work Dramatic irony Dramatic tension End on staging Epic theatre Fourth wall Genre Monologue, Naturalism Physical theatre Promenade staging Proscenium, Realism Style Subtext, Theatre in the Round, Thrust stage Traverse stage, Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills Tone of voice, Pitch, Pace, Pause, Volume	GCSE Drama | Eduqas GCSE Drama - Eduqas - BBC Bitesize Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize
4/5/6	**Rehearsal Response to chosen Stimuli:** devise a piece of original theatre in response to one of the above stimuli, using either the techniques of an influential theatre practitioner or theatre company or the characteristics of a genre of drama. Students create and develop ideas to communicate meaning to an audience by: • researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. Students should consider the following when devising their piece of theatre: • structure • theme/plot • form and style • language/dialogue. Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre: • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. Create monologue and well as group work.		
7/8	**Produce a portfolio of supporting evidence** which demonstrates the research, creation and development of ideas. This is a working record and therefore should be compiled during the process and edited to ensure an appropriate focus. The evidence should focus on three stages which are significant to the development of the devised piece of theatre. The three stages should demonstrate: 1. how ideas have been researched, created and developed in response to the chosen stimulus 2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning 3. how ideas have been developed, amended and refined during the development of the devised piece. For each stage, candidates must provide illustrative material (as listed below) and a commentary, which may include annotations on the illustrative material. The commentary for each stage should be approximately 250 – 300 words and total 750 to 900 words for the complete portfolio.		
9/10/11	**Performance** The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and monologue performance		
11/12	**Written Evaluation** 3 main sections to the evaluation in: 1.Analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance. 2.Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance 3.Analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre).		

Part	Key Learning	Literacy	Definition	Recopies
1	**Nutritional profile** of **pasta.** Pasta is a carbohydrate food made from wheat flour and eggs. It provides the body with energy. **Function of ingredients in pasta**. 00' and strong plain flour both have a high protein content. The proteins in this type of flour are glutenin and gliadin. When they are mixed with water they combine to become gluten. Gluten gives pasta a stretchy quality and allows it to be shaped. **Coeliac disease** prevents a person form consuming gluten as prevents healthy digestion.	**Coeliac disease**	prevents a person form consuming gluten as prevents healthy digestion. Can be intolerance and an allergy	SCAN ME
2	**Analysis** of **ready meals**. Looking closely at the macronutrients provided by ready to eat meals. (Carbohydrates starch and sugars/ Fats and a Proteins) **Nutritional profile the healthy eating guidelines** advise between 200 and 250cal a day for an adult. 70g of sugar, 6g salt and 13g of saturated fat a day. By looking at the nutritional tables on ready to eat foods you will be able to see if they can be part of a balanced diet.	**ready meals**	No preparation needed Typically only need to be reheated.	SCAN ME SCAN ME
3	**Coagulation** in proteins occurs when proteins in foods are heated. In meat it causes it to shrink and toughen. In egg it causes the white to change colour and become hard. **Denaturisation** in proteins occurs when they are cooked or marinated in acidic foods such as yogurt or lemon juice. This causes them to become tender **Millard reaction** occurs when proteins come into contact with direct heat. This causes them to brown. Examples of this are toast, roast meats and BBQ meats	**Coagulation** **Denaturisation** **Millard reaction**	Proteins thicken when heated Proteins unravel and become tender Proteins brown in direct heat	SCAN ME
4	**Pathogenic bacteria**- Bacteria that causes food borne illness such as E.Coli / Bacillus anthracis/ Salmonella / **Temperature zones** for foods. A freezer should be between -22°c and -18°c to prevent bacteria from growing. A fridge should be between 1°c and 5°c to slow the growth of bacteria. Between 5°c and 65°c bacteria grows freely. Between 65°c and 70°c bacteria is killed and cooked food should be held at this temperature. Hot held foods must be at 65°c for no more then 2 hours to prevent bacterial growth.	**Pathogenic bacteria** **Temperature zones**	.Bacteria that causes food poisoning Zones where bacteria is dormant, growing or killed	SCAN ME
5	**Food standards and traceability in the UK –** All food and epically meat must be able to be traced back to its source. This prevents cross contamination. If there is a problem with the quality of the product it can be traced every step back from the shop through factories and to the farm to find out where the problem occurred.	**Food standards** **Traceability**	Laws that protect the consumer from food poisoning Tracking food to prevent food poisoning	SCAN ME
6	**Function of ingredients –** each ingredient works differently in a recipe to create the final product. **Fats** in cake give a moist texture, soft mouth feel and rich flavour. **Self raising flour** is the bulk ingredient and gives structure to a cake. It also contains a chemical raising agent that creates CO2 when mixed with liquid and heated. **Egg**s coagulated (harden) and aerate (trap air) to help a cake to rise and set. **Sugar** adds sweet flavour and helps to harden the cake.	**Function of ingredients**	Identifying how each ingredient affects the overall taste/ texture and appearance of a food.	SCAN ME

Part	Key Learning	Literacy	Definition	Resources
7	**Nutritional value of eggs.** are naturally rich in vitamin B2 (riboflavin), vitamin B12, vitamin D, selenium and iodine. They also contain vitamin A, Fat and Protein. **Anatomy of an egg –** An egg consists of shell, air cell, chalaza, thin and thick albumen and yolk. Each part is essential to the healthy growth of a chick. **How protein in egg can be aerated** by whisking air into the egg white, proteins change shape to trap air. **How protein in an egg can be emulsified.** Adding oil to egg slowly whilst whisking links the oils and water content to prevent them from slitting e.g mayonnaise	**Chalaza** **air cell** **Shell** **albumen**	Cord attaching the egg yolk to the inner membrane Allowing air to the inner membrane Hard outer layer protecting yolk Egg white / protein and water	SCAN ME SCAN ME
8	**Nutrition for age groups**. Excluding under 2's all age groups can follow the 'eatwell' guide. However all age groups need slightly different nutrition depending on stage of growth. **Food preference of different age groups**. Time factors/ influence of cultural foods/ activity levels. **Special diets and justification for following a special diet.** Moral and ethical reason/ medical/ religious reasons for a special diet. **Lifestyle choices and influence on family meals.** Activity levels/ time and occupation. **Economic factors that influence family meals.** Income and occupation influences on meals as a family.	**Special diets** **Lifestyle choices** **Economic factors**	Diets that exclude foods based on moral/ religious or health reasons Activities that people chose affecting health Opportunity for employment/ social factors affecting employment/ age factors affecting employment and ultimately wealth.	SCAN ME
9	**AO1 questions – recalling knowledge** 1 mark questions = ***Identify /State*** **AO2 questions - applying and showing understand of key concepts** 2-4 mark questions= **Describe/ Evaluate/ Identify/Meaning**	**Identify** **State** **Describe** **Meaning**	Chose Give a fact Give clear ways to identify by stating facts or factors of a topic Explaining a topic	
10	**AO4 questions – Apply and link knowledge** 5-12 marks Explain/ Discuss/ Evaluate	**Explain** **Discuss** **Evaluate**	Clear interpretation of a topic Give a range of fact and related factors of a topic Give facts and opinions for and against a topic	
11	**Enriched bread dough –** pastry or bread dough enriched with egg/ fat or sugar to change the flavour/ texture/ colour.	**Enriched dough**	pastry or bread dough enriched to change the flavour/ texture/ colour.	SCAN ME
12	**Exam technique –** Review how you were able to approach the paper. **Key language-** Review how you used key words in answers. **Time –** Review how you used the time allocation. **Revision strategies –** Review which revision strategies helped most?	**NEA2**	50% course work and practical exam assessment completed in school from Jan-March 2022	

Part	Key Learning	Disciplinary/Literacy	Resources
1	 **Isometric drawing** is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection.	**Orthographic** - A formal engineering drawing that use 2D drawing of each side of a object and consists of a front view, a side view and a plan view.	Ortho drawing
2	 Designs drawn in isometric projection are normally drawn precisely using drawing equipment. However, you will be taught to draw 'free hand' sketching in isometric projection.	**Isometric** - Isometric projecti is a method for visually representing three-dimens objects in two dimensions in technical and engineering drawings **CRITERIA** - When analysing a product first prepare a list o questions, this is known as a criteria. Look at the table (above). For example, the criteria listed below could ap to the table when it is being analyzed.	Specification
3	The mobile phone / music player opposite, has been sketched in free hand isometric projection. It allows an engineer to draw in 3D quickly and with a reasonable degree of accuracy. The design is still drawn at a 30 degree angle, although this is estimated, rather than drawn with graphics equipment. Limited colour/shade has been added to the menu of the phone. This means that the sketch is not presented entirely as a 'plain' design. This is something you should do with your docking station sketches.	**Specification** – A detailed list of targets that the design of a product must satisfy i.e. cost, materials, user etc **Polymer** - Used in the production of plastic, they m up the components of many objects used in daily life: plas containers, nylon products, rubber tires and many more.	Revision book
4	These drawings are quick sketches, that allow the designer to put his / her thoughts down on paper rapidly. This helps him/her develop an idea or design concept quickly, without the need for complex drawings, at an early stage in the design process.	**Ergonomic** - Making a produc comfortable for a consumer use **Scale-** A drawing that show real object with accurate sizes reduced or enlarged by a certain amount	
5	 **Orthographic projections** **Orthographic projections** are **working drawings** in either a first or third angle projection and show each side of a design without **perspective**, ie a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, **construction lines** show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are **to scale** and must show **dimensions**.	**CAM** - The use of machines a equipment to manufacture a component. This usually mea it is done at greater speed ar with a higher level of accurac compared to the man made equivalent	GCSE Pod
6			

Part	Key Learning	Disciplinary/ Literacy	Resources
1	Many **hardwoods** are more durable than **softwoods**. This is because they grow slower and the timber is more **dense**. Also, some hardwoods such as **teak** contain natural oils which help prevent **decay**. **CAD** has brought many benefits to design. Files can be created in one place then **edited** elsewhere. Parts can be **virtually assembled**, **stresses** can be tested and designs can be easily **modified**.	Hardwood Softwood Dense Teak Modified Assembled	
2	Many metals we use are mixtures of metals These are called **alloys**. Mixing metals in their molten state significantly improves their **properties**. **Ferrous** metals contain **iron**, **non ferrous** metals do not contain iron. Think: **FE** is the symbol for iron on the periodic table. We need to consider our impact on the **environment**. Designers are trying to use **recycled** materials wherever possible. Sometimes it is not possible to use materials if they have become contaminated. Recycled plastics are often not as consistent to work with as new materials and are often mixed with new materials to improve their performance. Recycling still uses **energy** so is not a carbon neutral process but it does prevent some scrap going to **landfill**.	Alloys Ferrous Nonferrous Environment Recycled Landfill	
3	**PET** (polyethylene terephthalate) is a hard form of plastic used for water bottles. This is a high quality material that does not contaminate the water inside it. PET is a **thermoplastic** (also known as **thermoforming**). This means it can be reshaped with heat. Once finished with, the bottle can be cut up and melted down to recycle it. Hardwoods tend to be more expensive than softwoods because they grow more slowly. Softwoods are often grown as a crop in **managed forests**.	PET Thermoforming Thermoplastic Managed forests	
4	**6 Rs** of sustainability = **Reduce, reuse, recycle, refuse, rethink, repair**. A **smart material** is a material that adapts to an external stimulus. This can take the form of heat, water, light, sound etc.	Reduce Reuse Recycle Refuse Rethink Repair Smart material	
5	A **CAM machine** is a computer aided manufacturing machine. Examples of these would be **CNC routers, laser cutters, CNC mills, CNC lathes, 3D printers, vinyl cutters** etc. **Piezoelectric** sensors and sounders use a **smart material**. This can generate an electrical pulse when moved. Piezoelectric sensors are used in guitar pickups, microphones etc. Piezoelectric sounders create sound by turning an electronic pulse back into movement. This creates a frequency we can hear. Sounders are often the warning beepers used on many electronic appliances.	CAM CNC Piezoelectric Smart material	
6	**Shape memory alloy** is a **smart material**. This is often used in glasses because it will return to its original state when heated. Methods of applying heat include heat gun or similar and passing an electrical current through the wire. One shape memory alloy is known as **Nitinol**. **Aluminium** is a relatively light weight, **corrosion resistant** metal. It us used on many modern bike frames, aircraft, cans and car wheels. Aluminium is easily recyclable and does not contaminate drink. As a metal, it is more expensive than steel.	Shape memory alloy Nitinol Aluminium Corrosion	

Part	Key Learning	Disciplinary literacy

1 -2

	Description	Advantages	Disadvantages
Laboratory experiment	Research conducted in a high controlled setting, whereby the all extraneous variables are control in order to see the impact of the independent variable on the dependent variable	High internal validity due to the controls on extraneous variables, drawing cause and effect is more reliable.	Reducing external validity as the results may not apply outside of the laboratory study or real life (ecological validity). Increase in demand characteristics due to the artificial nature of the study.
Field experiment	Research conducted in a more natural environment with researchers manipulating an independent variable to measure the impact on the dependent variable	Increased external validity; as participants are more likely to exhibit natural behaviours due to the natural environment.	Decrease in internal validity due to the lack of control on extraneous variables. Difficulty in reliability as it will be difficult to recreate the same environment and use of the same participants. There could be Issues with Informed consent if observational study is used.
Natural experiment	Research conducted in a natural or everyday environment with no controls of the variables by the researcher. A independent variable already occurs naturally (such as age groups).	High in external validity; natural behaviours from participants can be generalised to the wider population	Difficulty in reliability as it will be difficult to recreate. The environment and use the same participants in the study.

3-4

Conformity is changing our behaviour or thoughts as a result of group pressure. Factors that affect conformity can be social or dispositional.

Social factors on conformity	Dispositional factors on conformity
Group size – bigger group size increases conformity Anonymity – writing answers down anonymous and conformity lowers Task difficulty – If the line were more similar it made task harder and conformity increased	Personality – high internal locus of control less conform Expertise – more knowledgeable people conform less; expertise also less effected by task difficulty.

Asch (1955) study
Aim: to investigate the majority influence on conformity - group pressure in an unambiguous situation.
Method: 123 American males participants, laboratory setting.
Two cards: standard line and 3 comparison lines. Confederates asked which of 3 lines matched standard line all gave same incorrect answer, ppt was also asked responses recorded.
Results: 75% of participants conformed at least once.
Conclusion: Individuals are influenced by group pressure (majority groups) as suggested by the normative explanation.

5-6

Obedience : Compliance with an order/request of someone we perceived legitimate authority.
Bickman (1974) study
Aim: to investigate situational factors affect obedience (uniform).
Method: 153 American pedestrians , field setting. Three confederates used – dressed up as a milkman, guard and in ordinary clothes. They asked members of the public to pick up a bag.
Results: 76 % obeyed the guard, 47 % obeyed the milkman and 30% obeyed the ordinary clothes.
Conclusion: Individuals are more likely to obey someone if they were wearing a uniform, inferring a sense of legitimate authority.

Independent variable: The variable that is manipulated to see the impact on the dependent variable.

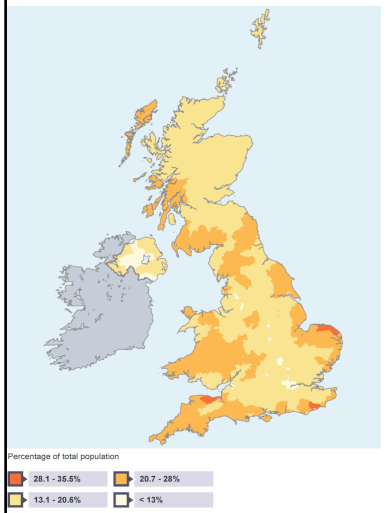
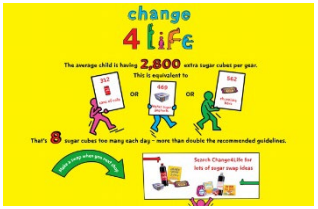
Dependent variable: The variable that is measured.

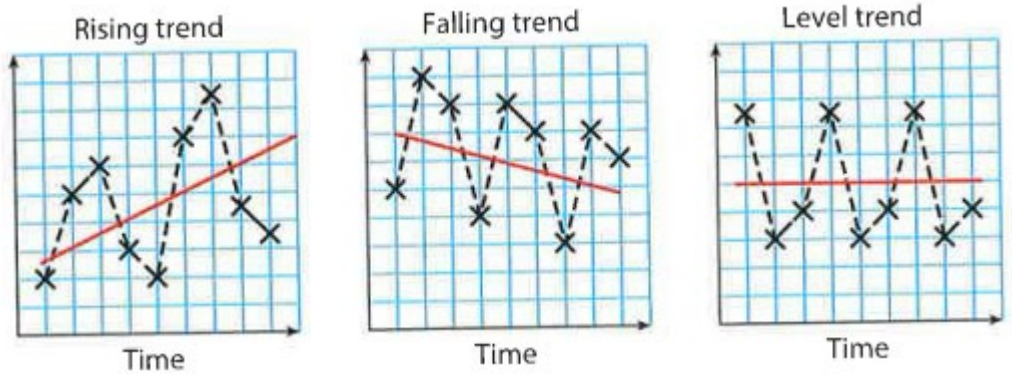
Extraneous variables: Additional variables that are not the independent variable but may impact the dependent variable. For example, participant variables, such as age or IQ.

Standardised procedure and instructions: set of sequences which apply to all the *participants* when necessary to ensure the experiment is *unbiased & controlled.*

Reliability: A measure of consistency. (*Consistent: always being the same, or similar*). If a study is reliable, **the same results will be found** if it is repeated in a same or similar way.

Validity: Whether your study is measuring what it intends to measure.

Part	Key Learning	Disciplinary/Literacy	Resources
1-3	Local and national statistics: collecting and analysing quantitative data in order to draw or infer conclusions about the sample (local or national scale). Effects of an ageing population: **Healthcare** - there will be a greater need for healthcare, particularly geriatric wards and for expensive specialist health services such as hip replacements. This will mean higher costs and also the possibility of a shortage of staff. **Welfare services** - an older population will need an increase in services such as meals on wheels and home care. This will require extra staff and will also cost more. **Housing issues** - there will also be housing problems as there will be an increase in demand for retirement homes. These are expensive and could lead to an increase in taxes paid by the working population 	**Obesity:** having excess body fat **Population** **Ageing Demographic:** An increasing number of people living into older adulthood **Mental health:** Thoughts feelings and behaviours that allows you to function in everyday life **Sexual health:** Having safe sex to avoid STIs such as chlamydia, gonorrhea, syphilis, genital warts and genital herpes. **Health promotion:** aim to engage and empower individuals and communities to choose healthy behaviours, and make changes that reduce the risk of developing chronic diseases and other morbidities.	All class resources are available to the class on their Microsoft Teams Site
4-6	**Effects of mental health** According to MIND (2022), 1 in 4 people will experience a mental health problem of some kind each year in England. 1 in 6 people report experiencing a common mental health problem in any given week in England. **Effects of Sexual health** The State of Nation report (2020), conducted by the Terrence Higgins trust partnered with the British Association for Sexual Health and HIV (HIV), reported new STI diagnoses increased by 5 % in 2018 from 2017. It found Syphilis had increased by 165% and gonorrhoea had increased by 249% compared to the previous decade. However, other STI's such as genital warts declined. **Health promotion campaigns:**  		Assessment: At the end of the unit, Students will be writing up a piece of coursework under exam conditions, based on the learning in class

Part	Key Learning
Line Graphs and Time Series	• A **time series** is a set of observations taken over a period of time. Use a line graph to show a time series. When plotting a time series, plot time on the horizontal axis.
Trend Lines	• A **general trend** is the way that data changes over time. • A **trend line** shows the general trend of the data • A trend line may show a tendency to rise, fall or to stay level 

Variations in Time Series	• Variations in a time series may be:
	  • A general trend (as shown by the trend line)
	  • Seasonal variations (a pattern that repeats)

Moving Averages	• A **moving average** is an average worked out for a given number of successive observations. • The number of points in each moving average should cover one complete cycle of seasons. • Plot moving averages on a time series graph to help show the trend. They are plotted at the midpoint of the time intervals they cover. Do not join up the points for moving averages
Estimating and Predicting	• Seasonal variation at a point = actual value – trend value • Estimated mean seasonal variation for any season = mean of all the seasonal variations for that season • Predicted value = trend line value (as read from trend line on graph) + estimated mean seasonal variation

My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	05/09/2022	06/09/2022	07/09/2022	08/09/2022	09/09/2022	10/09/2022	11/09/2022
2	12/09/2022	13/09/2022	14/09/2022	15/09/2022	16/09/2022	17/09/2022	18/09/2022
3	19/09/2022	20/09/2022	21/09/2022	22/09/2022	23/09/2022	24/09/2022	25/09/2022
4	26/09/2022	27/09/2022	28/09/2022	29/09/2022	30/09/2022	01/10/2022	02/10/2022
5	03/10/2022	04/10/2022	05/10/2022	06/10/2022	07/10/2022	08/10/2022	09/10/2022
6	10/10/2022	11/10/2022	12/10/2022	13/10/2022	14/10/2022	15/10/2022	16/10/2022
7	17/10/2022	18/10/2022	19/10/2022	20/10/2022	21/10/2022	22/10/2022	23/10/2022

My Homework

Week						
05/09/2022						
12/09/2022						
19/09/2022						
26/09/2022						
03/10/2022						

My Homework

Week						
10/10/2022						
17/10/2022						

September	Friday 9th THIS WEEK: % OVERALL: %	Friday 16th THIS WEEK: % OVERALL: %	Friday 23rd THIS WEEK: % OVERALL: %	Friday 30th THIS WEEK: % OVERALL: %
October	Friday 7th THIS WEEK: % OVERALL: %	Friday 14th THIS WEEK: % OVERALL: %	Friday 21st THIS WEEK: % OVERALL: %	HALF TERM

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

November	Friday 4th THIS WEEK: % OVERALL: %	Friday 11th THIS WEEK: % OVERALL: %	Friday 18th THIS WEEK: % OVERALL: %	Friday 25th THIS WEEK: % OVERALL: %
December	Friday 2nd THIS WEEK: % OVERALL: %	Friday 9th THIS WEEK: % OVERALL: %	Friday 16th THIS WEEK: % OVERALL: %	CHRISTMAS HOLIDAYS

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

January	Friday 6th THIS WEEK: % OVERALL: %	Friday 13th THIS WEEK: % OVERALL: %	Friday 20th THIS WEEK: % OVERALL: %	Friday 27th THIS WEEK: % OVERALL: %
February	Friday 3rd THIS WEEK: % OVERALL: %	Friday 10th THIS WEEK: % OVERALL: %	HALF TERM	

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

	Friday 24th	Friday 3rd	Friday 10th	Friday 17th	Friday 24th	Friday 31st
February / March	THIS WEEK: % OVERALL: %	THIS WEEK: % OVERALL: %	THIS WEEK: % OVERALL: %	THIS WEEK: % OVERALL: %	THIS WEEK: % OVERALL: %	THIS WEEK: % OVERALL: %

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

April/May	EASTER HOLIDAYS	Friday 21st THIS WEEK: % OVERALL: %	Friday 28th THIS WEEK: % OVERALL: %	Friday 5th THIS WEEK: % OVERALL: %	Friday 12th THIS WEEK: % OVERALL: %	Friday 19th THIS WEEK: % OVERALL: %

May	Friday 26th THIS WEEK: % OVERALL: %	HALF TERM

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

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