

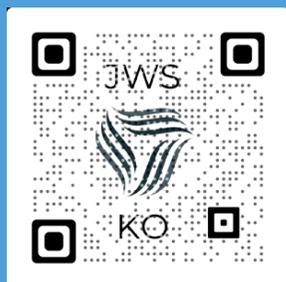
Year 11 Knowledge Organisers

Working together
to turn your child's
potential into
reality.

2023

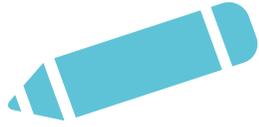


SPRING TERM



Name:
Tutor Group: 11

Own Notes



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JWS

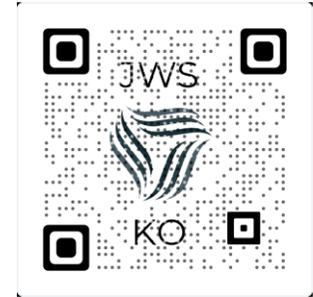
Year 11

Knowledge Organisers

Contents

Digital Copies of all Knowledge Organisers can be found on our school's website: jws.bham.sch.uk

In addition, you can scan the QR code on this page for a virtual e-book.



Year 11 Subjects

Art and Design
Business BTEC
Business Studies
Drama
English
French
Geography
History
Hospitality and Catering

Media Studies
Photography
Physical Education
Physical Education GCSE
Spanish

All Year 11 Students have been provided with revision guides for Science and Mathematics and they will be set revision tasks from those.

Art & Design: Fine Art

1. AQA assessment objectives

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

4. Composition

Part of your exploration and development is to consider composition in your designs.

Composition is the arrangement of elements within a work of art.

<https://www.tate.org.uk/art/art-terms/c/composition>

[Exploring composition in expressive work](#)

[- Developing ideas - GCSE Art and Design](#)

[Revision - BBC Bitesize](#)

2. Experimentation and exploration

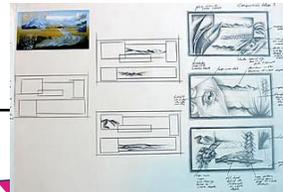
Exploration of media, techniques and processes is an important part of your externally set assignment.

To explore you could:

- Try out a different range of media e.g pen, fine liner, pencil, crayons, acrylic paint, water colour paint, mono printing, collage etc
- Try out combinations of media (e.g combining pen on a textured surface with soft pastels etc)
- Consider exploring the composition in your design ideas. Create 3 small versions of your design idea.
- Use an app to digitally edit your photos such as photopea. You could do colour changes, layers, filters so long as the editing style connects to your artist.

5.Thumbnail sketch

A thumbnail sketch is a method of drawing that helps you plan your ideas. It is a rough sketch and does not have to be perfect. It is used to help you consider the composition of your design, where you want to place the different elements without your work. You can label and annotate your work to describe your ideas and plan what you want to achieve.



3. Artist inspiration

On the paper for your externally set assignment you will be given the names of artists on the paper to explore. You could research your own artists as well by looking at books, magazines and the internet (consider using pinterest, The Tate website or student art guide to help you)

To develop your externally set assignment further you could explore the style of a wider range of artists that make connections to your own ideas and theme. Add in research, create artist studies and try small sample designs in the style of the artist.

6. 10 hours of supervised time

In January of year 11 AQA will provide a separate externally set assignment, with seven different starting points. You must select and respond to **one** starting point from the paper. You will then have a preparatory period of time, to create a range of work including drawings, experiments with media, artist research and design ideas planning what you want to create for your final outcome.

This outcome will then be created in your 10hours of supervised time (your final exam).



KNOW IT

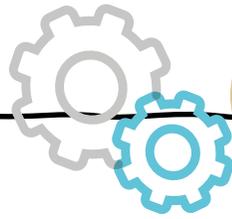
Explore by gathering information for research and inspiration. Research using books, the internet, magazines and remember to record where the information is taken from. Look at artists that have based their work on similar themes.

Selects a range of artists to inspire you. Use box 3 on this knowledge organiser to guide you or research your own by exploring artists on the internet, in books or magazines.

Identify the key features of an artist's work. Identify the characteristics of the artists style/techniques. Find out key facts about the artist. Create a visual study of the artist's work.

Create design ideas that show clear inspiration to the artist's work as well as incorporating your own ideas.

Plan to Realise your intentions in a final outcome that shows refinement and development from your design ideas.



THINK IT

Research and analyse the work of an artist. How can an artist inspire you? How can you link your work to your chosen artist?

Recording of ideas – have you selected appropriate source material? (images, photographs etc) How will you present this in your visual mind map as an introduction for your project?

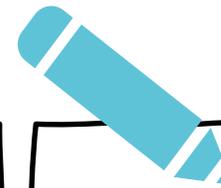
How have you recorded your ideas?

Have you developed your observational awareness skills? Have you developed your drawing skills?

Have you made links to your selected artist? How does this show in your design ideas?

Have you refined your work? How have you made visual improvements?

Is the visual quality of your work consistent?



GRASP IT

Select and research a range of artists from the externally set assignment paper or find your own. You could use specific words that link with the theme such as black and white, drawing, illustrative, painting depending upon the style of work you are exploring and the media that you prefer to work in.

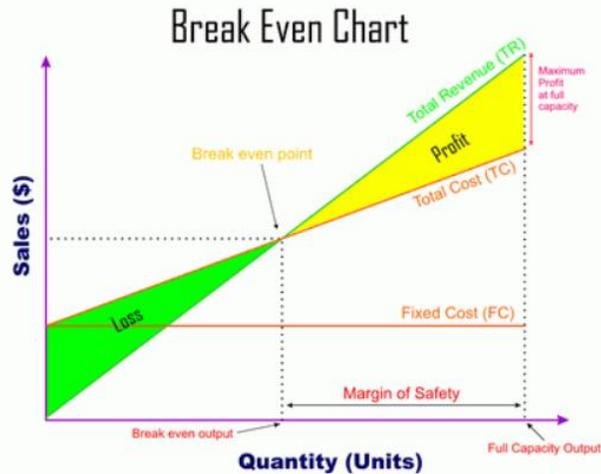
Consider the following when researching an artist:

What can you see? Is it a specific place/or person? (Consider time of day/weather/season/place/setting etc.)•What do you think it represents?•Does it tell a story? Can you imagine what happened before or what might happen next?•Could the work have symbolic or moral meaning?•How does it link with social, cultural or political history of that time?•How is it arranged? Is there a focal point?•What mood/atmosphere does it create? How does it make you feel? How can you use the ideas in the artist's work to inspire you?



Business BTEC: Unit 3 promotion and finance

1. Break even chart



4. Cash flow statements key takeaway

- A cash flow statement summarizes the amount of cash and cash equivalents entering and leaving a company.
- The CFS highlights a company's cash management, including how well it generates cash.
- This financial statement complements the balance sheet and the income statement.
- The main components of the CFS are cash from three areas: Operating activities, investing activities, and financing activities.
- The two methods of calculating cash flow are the direct method and the indirect method.

2. Financial Terminology

Assets: An assets is something that an enterprise owns.

Fixed assets: A fixed asset is something that does not change in the short term e.g. vehicle

Current assets: A current asset is an item that will change with every transaction e.g. stock

Liabilities: A liability is something an enterprise owes.

Current liabilities: A current liability is money that must be paid back within a year.

Long term liabilities: These include loans that can be repaid over a longer period of time.

Capital: Capital refers to the money put in to start up or grow a business.

5. Sample statement of cash flow

Sample Corporation Statement of Cash Flows Year Ended December 31, 2021	
Cash flows from operating activities	\$ xxx
Cash flows from investing activities	xxx
Cash flows from financing activities	xxx
Net increase (decrease) in cash	xxx
Cash at the beginning of the year	xxx
Cash at the end of the year	\$ xxx

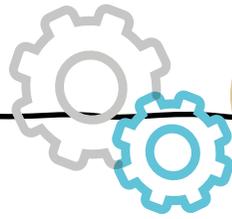
3. Key formula

Profit	Revenue - Total costs
Revenue	Price x Quantity sold
Total costs	Variable costs + Fixed costs
Variable costs	Unit cost x Output
Net cash flow	Inflows - Outflows
Closing Balance	Net cash flow + Opening balance
Breakeven	Fixed costs ÷ Contribution
Contribution	Unit price - Variable costs



KNOW IT

1. What is cash flow ?
2. What is an asset ?
3. Give an example of a business asset?
4. What is a liability?
5. Give an example of a business liability?



THINK IT

Look back at your component 2 coursework and for the business you chose as your final choice work out the following from the information you already have :

1. Profit
2. Revenue
3. Total costs
4. Variable costs



GRASP IT

The following information relates to a company, which produces a single product.

Direct labour per unit	£ 22
Direct materials per unit	£ 12
Variable overheads per unit	£ 6
Fixed costs	£ 400,000
Selling price per unit	£ 60

1. Explain why break-even analysis is of reduced value to a multi-product firm?
2. Use the figures above to construct a break-even chart showing the minimum number of units that must be sold for the company to break even. Fully label your diagram.
3. Analyse the factors that any business should take into consideration before using break-even analysis as a basis for decision making.



Business: The purpose of businesses

1. Entrepreneurs

Characteristics of entrepreneurs:

Innovative – creative, imaginative and good at spotting an opportunity.

Risk Takers – Many new business ideas fail,

Hard-working and determined – they are prepared for a struggle

Organised – they are good at managing things.

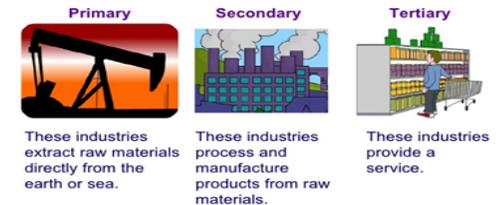
2. Why do people Start Businesses

Why do people start businesses?

- To be their own boss and make their own decisions
- To keep all the profits of a business for themselves.
- To be employed and earn money
- An interest or hobby can grow into a business.
- To prove something to themselves (satisfaction)
- To get flexible working hours.
- To provide a service for others (social enterprise)
- They don't like their current job and want to do something different.
- They spot a business opportunity and believe they can make profits from it.

3. Business Sectors

The **primary, secondary and tertiary sectors**. Industry can be classified into these 3 categories. Primary includes fishing, farming, forestry, quarrying and mining.



4. Business Functions

Finance – to raise money, to monitor

Marketing – to understand customers effectively

Operations – to produce the good or service.

Human Resources – to manage people. It includes recruiting, training and rewarding them.

5. Factors of Production

Factors of Production (Factor Inputs)

Factors of production are the inputs available to supply goods and services in an economy.

Natural resources available for production

Land

Labour

The human input into the production process

Entrepreneurs organise factors of production and take risks

Enterprise

Capital

Goods used in the supply of other products e.g. tech

6. External Influences on Business

Interest rates refer to the cost of borrowing money or the reward for saving money, expressed as a percentage.

Inflation refers to the rate at which prices are increasing.

Gross Domestic Product (GDP) measures all the income earned in a country's economy in a year.



KNOW IT

What is an entrepreneur

State three reasons someone would start their own business.

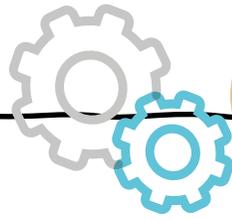
State the four factors of production.

State the meaning of:

- Primary industries
- Secondary industries
- Tertiary industries

Explain the meaning of these key terms:

- Inflation
- GBP
- Interest rates



THINK IT

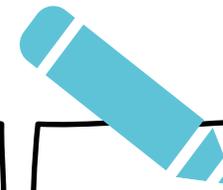
Explain the characteristics of a good entrepreneur.

Explain two advantages and 2 disadvantages of starting your own Business.

Explain the four factors of production.

Explain how Businesses work in the following sectors:

- Primary industries
- Secondary industries
- Tertiary industries



GRASP IT

Analyse which characteristics are most important to make a good entrepreneur successful.

Analyse how different businesses use the four factors of production.

Compare the similarities and differences between:

- Primary industries
- Secondary industries
- Tertiary industries



Drama: Scripted Performance

1. Scripted Performance

Your Scripted performance unit is split into 3 different parts. It is worth 30% of your GCSE and will be completed this year.

You have been given a monologue and a group piece, you will need to start learning the lines for these as soon as you can to help your rehearsal. Your monologue will be 1-3 minutes and your group piece's length (2-8 mins) will depend on your group size.

Alongside these performances, there is a short piece of coursework with 4 questions.

4. Key words

Mime	Vision
Gesture	Intention
Facial Expression	Style
Posture	Naturalistic
Movement	Non-Naturalistic
Stance	Rehearsal
Costume	Development
Props	Set
Exaggeration	Staging
Clear	Proxemics
Mirroring	Symbolism
Sculpting	Semiotics
"Yes, and..."	
"What if?"	

2. Concept Proforma - Coursework

- The accompanying coursework is always the four same questions, they are below. You should recognise them from our lessons.
1. What are the major demands of the text? You should consider the structure of the extracts in the context of the whole performance text and the original intentions of the playwright.
 2. What is your artistic vision for the two extracts?
 3. How did you develop your role(s) or design(s)? As an actor you should consider semiotics, the use of language, gesture and expression. As a designer you should consider proxemics, mood, supporting characters and supporting the chosen genre and style.
 4. How do you want the audience to respond to your presentation of the extracts as an actor or designer? Give specific examples from each extract.

5. Why learn my lines?

You need to learn your lines to make it possible to develop your characterisation. If you don't learn them soon, you can't look like the character, as you'll always have the script in the way.

3. Coursework explained

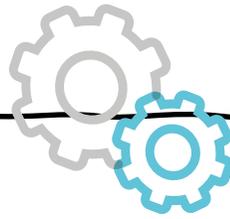
- 1) This wants to make sure you understand what your character is doing, why they are doing it and how the playwright wanted them to be seen
- 2) This wants you to demonstrate a clear plan for how the scenes will look and what role your character will play in those scenes
- 3) This section wants you to discuss the rehearsal process, it wants you to show that you have thought carefully about how you have acted and the impact of those choices on your audiences.
- 4) This section asks you to carefully consider the impact that your acting has on the audience.

You will need to revisit our Blood Brothers work and your Theatre review knowledge, focused on your experience of watching Shawshank Redemption.



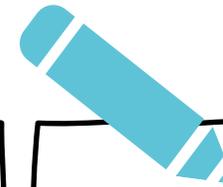
KNOW IT

1. Do I know what I have to do in my Scripted performance Unit?
2. Do I know when I will be assessed?
3. Do I know how I am marked for my devising unit?
4. Do I know how many words roughly each coursework question should be?
5. Do I know how to develop my performance through rehearsal techniques?



THINK IT

1. In your scripted unit you will be assessed performing a Monologue (DNA) a group Piece (DNA) and with a piece of coursework
2. You will be assessed by a visiting examiner who will be invited to a performance alongside an audience
3. You are marked practically on your communication (20) and your Performing skills (20)
4. About 500 words each section, which covers your monologue and your group piece.
5. There are many useful rehearsal techniques, but STILL IMAGE, THOUGHT TRACK, SCULPTING, ROLE SWAP, FLASHBACK and IMPROV could all be useful ways to start



GRASP IT

Challenge

Think of what you can produce to help your group clearly understand your vision. There isn't a limit here, but you can use anything that you produce to help evidence your research and development. Below is a list of tasks you may choose to try:

- Diary entry for a character
- Relationship map
- Emotions graph
- Storyboard
- Mind Map
- Write a new scene
- Sketch a stage plan
- Design a costume
- Design the set
- Create a mood board
- Write a Role on the Wall
- Create a Character Profile
- Write a monologue
- Create a timeline
- Look for facts and stats
- Try to find practitioners
- How to Mark a moment?
- Research performance Styles
- Create a Flashback
- Create a Flashforward
- Use "Magic If"
- Use Given Circumstances
- Record your monologue
- Film your monologue
- Role swap with someone else

Year 11

Drama

Scripted Performance U3



English: Power & Conflict Poetry

Year
11

1. Language for Comparison

When poems have similarities

Similarly, ...
Both poems convey / address...
Both poets explore / present...
This idea is also explored in...
In a similar way, ...
Likewise, ...

When poems have differences

Although...
Whereas...
Whilst...
In contrast, ...
Conversely, ...
On the other hand, ...
On the contrary, ...
Unlike...

4. Form Techniques

Speaker – the narrator, or person in the poem.

Free verse – poetry that doesn't rhyme.

Blank verse – poem in iambic pentameter, but with no rhyme.

Sonnet – poem of 14 lines with clear rhyme scheme.

Rhyming couplet – a pair of rhyming lines next to each other.

Meter – arrangement of stressed/unstressed syllables.

2. Language Techniques

Metaphor – comparing one thing to another.

Simile – comparing two things with 'like' or 'as'.

Personification – giving human qualities to the nonhuman.

Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.

Tone – the mood or feeling created in a poem.

Pathetic Fallacy – giving emotion to weather in order to create a mood within a text.

Irony – language that says one thing but implies the opposite eg. sarcasm.

Colloquial Language – informal language, usually creates a conversational tone or authentic voice.

Onomatopoeia – language that sounds like its meaning.

Alliteration – words that are close together start with the same letter or sound.

Sibilance – the repetition of s or sh sounds.

Assonance – the repetition of similar vowel sounds.

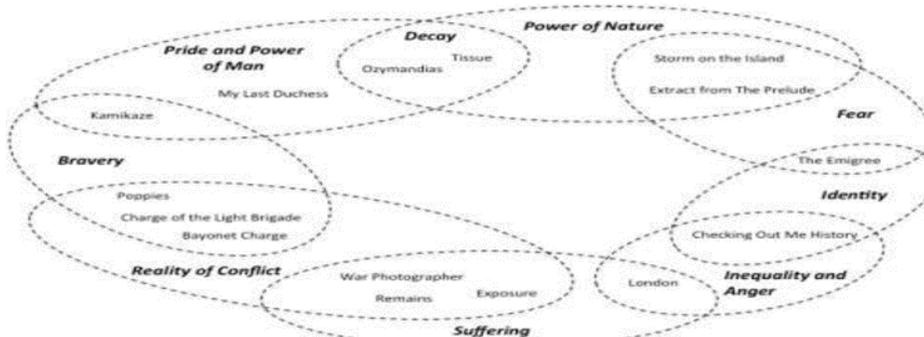
Consonance – repetition of consonant sounds.

Plosives – short burst of sound: t, k, p, d, g, or b sound.

Oxymoron – a phrase that contradicts itself.

Repetition – repeated words or phrases.

5. Themes & Connections



3. Structure Techniques

Stanza – a group of lines in a poem.

Enjambment – a sentence or phrase that runs onto the next line.

Caesura – using punctuation to create pauses or stops.

Contrast – opposite concepts/feelings in a poem.

Juxtaposition – contrasting things placed side by side.

Anaphora – when the first word/phrase of a line is the same across different lines.

Epiphora – when the final word of a stanza is the same across different stanzas.

Volta – a turning point in a poem.

6. Five Step Method to Analysis – Three Paragraph Essay

Paragraph 1

- Explore the first two or three lines and infer the poet's purpose from this.
- Look at the title of the poem and see how this fits with what you think about the purpose.

Paragraph 2

- Identify figurative language techniques that stand out to you and interpret what it suggests about the meaning.

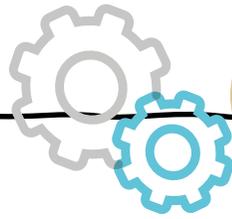
Paragraph 3

- Look at the structure of the poem and think about what this can add to the poet's purpose.
- Explore the last few words/last line of the poem and see how the purpose/meaning has changed.



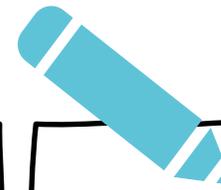
KNOW IT

1. Give a definition of each language technique.
2. Give a definition of each structure technique.
3. Give a definition of each form technique.
4. Who is the narrator of each poem?
5. What is the tone of each poem?
6. Can you summarise each poem in 20 words?
7. Can you list the most important points in the narration of each poem?
8. Which 5 words would you use to describe the meaning of each poem?
9. What are the main themes in each poem?
10. What are the social and historical links to each poem?
11. What are the names of the critical theories that can be applied to your analysis?



THINK IT

1. Why is the context of a text important?
2. How do the main themes link to each text?
3. Can you explain what each critical theory is about?
4. Is the author challenging, endorsing, or simply reflecting the dominant ideas and assumptions of the time and place in which they are writing?



GRASP IT

1. What is the impact of the opening of the text?
2. What is the impact of figurative language use within each text?
3. Why are the key themes important for the reader/audience to understand?
4. How does critical theory relate to this text?
5. Why might a modern-day audience or contemporary reader criticise the author's intended message?

Year 11

Power & Conflict Anthology



English: A Christmas Carol

Year
11

2. Plot Summary

1. Character List

Ebenezer Scrooge – A selfish businessman who transforms into a charitable philanthropist.

Fred – Scrooge's nephew.

Jacob Marley – Scrooge's dead business partner. He returns as a ghost to warn Scrooge to change his ways.

Bob Cratchitt – Scrooge's clerk who lives in poverty. He loves his family, is happy and morally upright.

Tiny Tim – Bob's ill son who inspires Scrooge's transformation.

Mrs Cratchitt – Bob's wife.

The Ghost of Christmas Past – The first spirit.

The Ghost of Christmas Present – The second spirit.

The Ghost of Christmas Yet To Come – The third and last spirit.

Fezziwig – Scrooge's ex-employer.

Belle – Scrooge's fiancé who left him due to his greed.

Fan – Scrooge's sister; Fred's mother.

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 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, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.

3. He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. 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. Scrooge asks the spirit to stay until the very end. Toward the end of the day 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 keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He 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.

3. Social & Historical Context

- Victorian England was a time of huge population increase.
- The Industrial Revolution caused an influx of workers to the larger cities. This caused over-crowding and the rapid spread of disease.
- Childbirth was very dangerous and many women died giving birth. Lots of children died during their infancy.
- Dickens was forced to leave school to support his mother when his father was sent to debtor's prison.
- He advocated better treatment of the poor and set up 'Ragged Schools' with Lord Shaftsbury.
- The novella was written to evoke a change in the rich Victorian businessmen who exploited the poor.
- Poverty often led to living on the streets. Those who could not cope with the street conditions went to the workhouses.
- Workhouses were known for the harsh treatment and living conditions.

4. Key Words

Allegory
Ambiguity
Analepsis
Morality tale
Malthusian
Omniscient narrator
Pathetic fallacy
Prolepsis
Protagonist
Symbolism
Zeitgeist

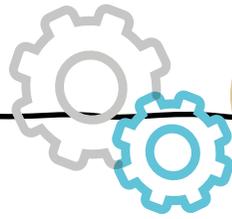
5. Themes

Poverty & Greed
Justice & Guilt
Redemption
Fate & Freewill
Family & Isolation
The Supernatural
Social Responsibility
Time



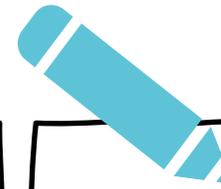
KNOW IT

1. Give a definition of each key word.
2. List all the characters in the text.
3. List all the figurative language techniques that you can recall.
4. How are the characters related to each other?
5. Can you summarise the plot in 50 words?
6. Can you list the 10 most important plot points?
7. Can you put the main plot points into chronological order?
8. Which 5 words best describe the protagonist?
9. Which 5 words would you use to describe other key characters?
10. What are the main themes in the text?
11. What are the social and historical links to the text?
12. What are the names of the critical theories that can be applied to your analysis?



THINK IT

1. Why is the context of a play/novel important?
2. How do the main themes link to the protagonist?
3. How do the main themes link to other characters in the text?
4. Can you explain what each critical theory is about?
5. Is the author challenging, endorsing, or simply reflecting the dominant ideas and assumptions of the time and place in which they are writing?



GRASP IT

1. What is the impact of the opening of the text?
2. What is the impact of figurative language use within the text?
3. Why are the key themes important for the reader/audience to understand?
4. How does critical theory relate to this text?
5. Why might a modern-day audience or contemporary reader criticise the author's intended message?



French: Revision

1. Writing in 3 tenses

Je vais	I go
Je voyage en	I travel by/ I stay in
Je reste / je loge dans	I stay
Je suis allé(e)	I went
J'ai voyagé en	I travelled by
Je suis resté(e)/j'ai logé	I stayed
j'allais	I used to go
Je voyageais en	I used to travel by
Je restais / logeais	I used to stay
Je vais aller	I'm going to go
Je vais voyager en	I'm going to travel by
Je vais rester/loger	I'm going to stay in

2. Transactional Language

Pouvez-vous m'aider?	Can you help me
Je voudrais...	I would like
Pour jour(s)/nuît(s)	For day(s) / night(s)
Pour semaine(s)	For week(s)
Est-ce qu'il y a...	Is there...
J'ai perdu....	I've lost...
On m'a volé...	Someone has stolen...
C'est à quelle heure...	What time....
Où est...	Where is....
Pour aller.....	How do I get to....
C'est combien?	How much is it?
Pouvez-vous recommander...?	Can you recommend?
Le train / avion / bus part/arrive à quelle heure?	What time does the train/plane/bus leave/arrive?
C'est quel quai?	What platform?

3. Star words

Aujourd'hui	Today
Maintenant	Now
Demain	Tomorrow
Le lendemain	The next day
Hier	Yesterday
Autrefois	In the past
Le matin	In the morning
L'après-midi	In the afternoon
Le soir	In the evening
Le lundi	On Mondays
Jusqu'à	Until
Pendant	During
Premier	First
Tout de suite	Straight away
Avant	Before
Après	After

4. PALMO

How to describe a photo

- P** eople
 - A** ction
 - L** ocation
 - M** ood
 - O** pinion
- Dans la photo il y a personnes
 Ils sont en train de + infinitive
 La scène se déroule
 Ils ont l'air.....
 J'aime/ je n'aime pas parce que

5. BORDUM

B asic answer
O pinion
R eason
D evelopment
U ncommon language
M erge

Normalement je vais en Espagne

J'adore Espagne parce qu'il fait du soleil.

Je pense que c'est très animé,

Je reste dans un hôtel pour me relaxer.

6. Using Uncommon Language

Comparative & superlative

Le dessin est **plus** créatif **que** les maths
 Art is **more** creative **than** maths

Using 'pour'

J'étudie tous les jours **pour** réussir mes examens
 I study everyday **in order to** pass my exams

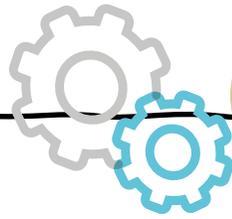
Using 'si' clauses

Si j'étais riche, j'achèterais une belle maison
 If I were rich, I would buy a beautiful house



KNOW IT

1. Recall PALMO
2. Write 3 sentences about technology.
3. Write 3 sentences about your best friend.
4. Write 3 sentences about school subjects.
5. Write 3 sentences about free time activities.
6. Write 3 sentences about a trip in town.
7. Write 3 sentences about your local area.
8. Write 3 sentences about your future plans.
9. Write 3 sentences about helping at home.
10. Write 3 sentences about what you do to help the environment.

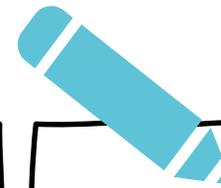


THINK IT

1, Décris la photo



2. Complete 2 using past and present tense
3. Complete 3 using past and present tense
4. Complete 4 using past and present tense
5. Complete 5 using past and present tense
6. Complete 6 using past and present tense
7. Complete 7 using past and present tense
8. Complete 8 using past and present tense
9. Complete 9 using past and present tense
10. Complete 10 using past and present tense



GRASP IT

1. Give 3 examples of uncommon language
2. Write in 3 tenses about technology.
3. Write in 3 tenses about school.
4. Write in 3 tenses about holidays.
5. Write in 3 tenses about your local area.
6. Write in 3 tenses about free time activities.



Geography: Fieldwork and Skills

1. Key Ideas

1. Enquiry Question – What are we trying to find out by completing the fieldwork project.
2. Hypothesis – A statement to test 'The regeneration of Birmingham has been successful'.
3. Methodology - How will the data be collected.
4. Data presentation – Types of ways to show the collected data e.g., line and bar graphs.
5. Data Analysis – Analyzing the data collected.
6. Conclusion – Stating the main findings.

2. Sampling Techniques

Sampling Technique	Definition
Systematic	Collecting data in an ordered or regular way, e.g. every 5 metres or every fifth person.
Random	selecting a person to interview or site to measure, at random.
Stratified	Targeting specific data required. For example, sampling data from the upper, middle and lower course of a river.

3. Statistical methods

Mean – Add the total of all values that have been collected and then divide by the number of values.

Mode – The most common value

Median - Put the data in numerical order and find the middle number.

Range – The difference between the largest and smaller data

Interquartile Range - The interquartile range is the middle half of the data that lies between the upper and lower quartiles.

4. Risk Assessment

Is the process of working out the potential risk of undertaking a fieldwork project. For example, the potentials risks of walking alongside fast-flowing streams or carrying expensive equipment through areas of high crime. A good risk assessment will also consider what to do if a difficult situation arises. For example, if a student twisted their ankle students would be drilled into knowing what to do in these circumstances.

5. Data Presentation

1. Bar charts show grouped data as rectangular bars. Bar charts are useful to present discontinuous data.
2. Line graphs show how data changes over time or space. The x-axis shows time or distance. Line graphs are used with **continuous data**.
3. Scatter graphs show relationships between two sets of data. Points are located using the x and y-axis.
4. Pie charts show percentages as a circle divided into segments. A pie chart could be used to show how students travel to school.

6. Statistical correlations

A **positive correlation** is when an increase in one factor is mirrored by an increase in another

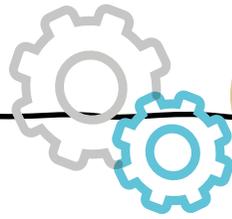
A **negative correlation** is when an increase in one factor is mirrored by a decrease in another (the line of best fit goes from the top left to the bottom right).

A **line of best fit** helps to show correlations, or patterns within the data. The line of best fit runs through the middle of a collection of points on the graph, ideally with an equal number of points on either side of the line.



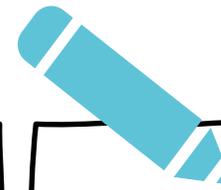
KNOW IT

1. Write down a hypothesis for a human geography fieldwork project.
2. Write down a hypothesis for a physical geography fieldwork project.
3. What type of graph is best to represent continuous data ?
4. What type of graph(s) are best to represent discontinuous data ?
5. What does a positive correlation show ?



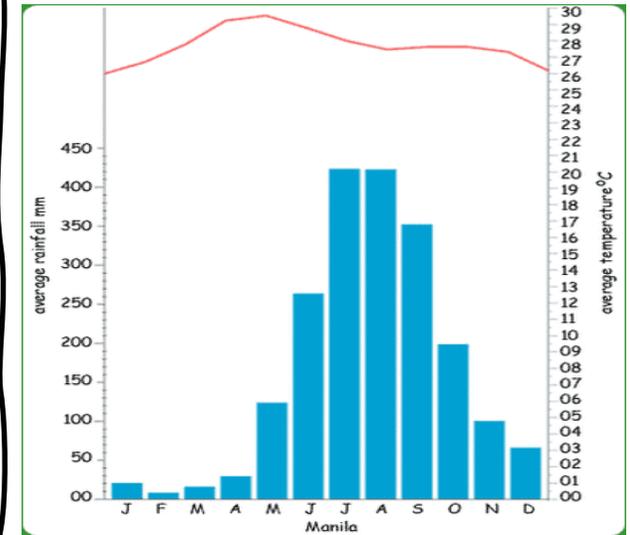
THINK IT

1. Explain the benefits of random sampling.
2. Outline how you would manage the risks for a fieldwork project.
3. What is the limitation of using averages when analyzing data ?
4. You have been asked to collect data on recreational opportunities for pensioners. What sampling technique would you use ? Explain your answer.
5. Students went to a city centre on a Monday morning and asked twenty people what they thought about public transport. Suggest ways in which the students could improve the quality of their data collection and the reliability of their results.



GRASP IT

1. What is the range of the rainfall for the climate graph ?
2. What is the mean temperature ?



3. Explain how fieldwork has helped improve your understanding of urban geography.
4. Explain how your data collection helped you in accepting or rejecting your hypothesis.



History: Nazis and The Depression

1. Impact of the Depression

Economic:

German factories shut down and millions lost their jobs. German banks tried to reclaim money from German businesses, many went bankrupt.

Political:

People started to listen to extreme, political parties that promised radical solutions to Germany's problems and ways of improving their lives.

Social:

Many people were soon living on the streets and were angry at the leaders.

2. The Growth of the Nazi Party

1. The Nazi's promised to create jobs, solving the mass unemployment in Germany.
2. The appeal of Hitler and his powerful speeches filled his audiences with hope and their support.
3. Discontent with the Weimar government meant that many Germans did not think the current system was working.
4. Fear of communism such as the Spartacists, alarmed the middle class and wealthy Germans who didn't want to lose their power.
5. Hitler changed his tactics after the Munich Putsch and took part in rallies and propaganda.

3. Key Events

Bruning is Chancellor	Sept - 1930
Franz von Papen is Chancellor	July - 1932
Von Schliecher is Chancellor	Nov - 1932
Hitler is Chancellor	Jan - 1933
Reichstag Fire	Feb - 1933
Enabling Act	Mar - 1933
Trade Unions banned	Mar - 1933
Night of the Long Knives	Jun - 1934
Hindenburg dies	Aug - 1934
Hitler is Fuhrer	Aug - 1934

4. Who voted for the Nazis?

Chancellor: a senior state or legal official of Germany.

Enabling Act: a statute empowering a person to take certain action, especially to make regulations, rules, or orders.

Communism: a system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.

5. Elimination of Opposition

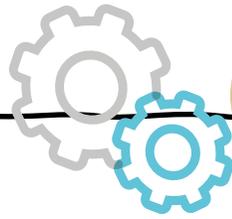
Hitler eliminated political opposition through the following steps:

- Used control of the police to beat up opponents
- Blamed Reichstag Fire on the Communists
- Passed the 'Protection Law' giving Hitler more power
- Passed the 'Enabling Act' allowing Hitler to pass laws without approval from the Reichstag.
- Gestapo and concentration camps formed
- Night of the Long Knives



KNOW IT

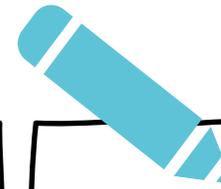
1. What is an economic impact of the Great Depression?
2. How were people effected by the Great Depression socially?
3. Why did extreme parties become more popular?
4. How did the Nazi's promise to fix unemployment?
5. Who was afraid of the communists and why?
6. How did Hitler change his tactics after the Munich Putsch?



THINK IT

Give at least one example of how each of the following factors allowed Hitler to tighten his grip on power between January 1933 and August 1934:

- The use of law
- Political scheming
- Bullying and aggression
- Chance and opportunism



GRASP IT

Describe two reasons why the Nazi Party became popular. 4 marks.

In what ways were the lives of Hitler's opponents affected by his moves to become dictator of Germany? 8 marks.



Hospitality and Catering: Types of Provision

1. Hotel and Guest House Standards

Hotels and guest houses standards are awarded and given star ratings. You should know what criteria is needed to be met for an establishment to receive each star rating.



Ratings between one and five rosettes could be

awarded based on the following:

- different types and variety of foods offered
- quality of the ingredients used
- where the ingredients are sourced
- how the food is cooked, presented and tastes
- skill level and techniques used as well as the creativity of the chef.

Coveted by many chefs but bestowed upon only to an excellent few.
Getting a star (or three) could change the fate of a restaurant.



High quality cooking, worth a stop



Excellent cooking, worth a detour



Exceptional cuisine, worth a special journey

Good Food Guide

A rating between one and 10 could be awarded based on the following:

- cooking skills
- quality of ingredients
- techniques and cooking skills shown.

2. Commercial and Non-Commercial

Commercial (non-residential) catering establishment that aim to make a profit from their service, but no accommodation is provided.

Non-commercial (residential): the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

Commercial (non-residential) catering establishments that aim to make a profit from their service, but no accommodation is provided.

Non-commercial (non-residential): catering establishments with no accommodation provided and don't aim to make a profit from their service.

3. Types of Service

The different types of food services in the catering sector. You should know the meaning of each one and be able to provide examples. For instance;

Table service • **Plate:** the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent. **Sliver service** is when the food is served to you using a spoon and fork.

Different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

Rooms: • single/ double/ king/ family

• suite (en-suite bath/ shower room, shared facilities).

Refreshments: • breakfast/ lunch/ evening meal

• 24-hour room service/ restaurant available.

4. Food Poisoning Bacteria

The main causes of food poisoning bacteria are:

- **Bacillus cereus:** found in reheated rice and other starchy foods.
- **Campylobacter:** found in raw and undercooked poultry and meat and unpasteurised milk.
- **Clostridium perfringens:** found in human and animal intestines and raw poultry and meat.
- **E-coli:** found in raw meat, especially mince.
- **Listeria:** found in polluted water and unwashed fruit and vegetables.
- **Salmonella:** found in raw meat, poultry and eggs.
- **Staphylococcus aureus:** found in human nose and mouth.

Food can cause ill-health if it is stored, prepared and/or cooked incorrectly or if a person unknowingly eats a food that they are allergic or intolerant to. All hospitality and catering provision need to follow laws that ensure food is safe to eat.

You need to know the following types of employment contracts and working hours.

- **Casual:** Zero contract, there is no sick pay or holiday entitlement with this type of employment.
- **Full time (permanent):** Works 5 days, a contract of this nature allows the employee to have sick pay and holiday entitlement.
- **Part-time (permanent):** Works 3 days, has sick pay and holiday entitlement in this type of contact.
- **Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period.
- **Zero hours contract:** Work only when business requires, no sick pay or holiday entitlement is offered for this type of contract.

Hospitality and Catering: Health and Safety

5. Food Hazards

A food hazard is something that makes food unfit or unsafe to eat that could cause harm or illness to the consumer. There are three main types of food safety hazards:

- Chemical – from substances or chemical contamination e.g. cleaning products.
- Physical – objects in food e.g. metal or plastic.
- Microbiological – harmful bacteria e.g. bacterial food poisoning such as Salmonella.

7. Environmental Health Officer (EHO)

The EHO can carry out an inspection of any hospitality and catering premise at any time during business hours – they do not need to make an appointment. During an inspection, the EHO will check to make sure that:

- the premises are clean
- equipment is safe to use
- pest control measures are in place
- waste is disposed properly
- all food handlers have had food hygiene and safety training
- all food is stored and cooked correctly
- all food has best-before and use-by dates
- there is a HACCP plan to control food hazards and risks.

6. Environmental Issues

The 3 R's

The chef will need to think about environmental issues when planning a menu. Can the chef reduce the amount of ingredients bought as well as reducing food waste? Can the chef reuse ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen recycle waste wherever possible? Running the kitchen sustainably will save money. The above will also need to be considered for front of house how to reduce plastic and waste.

8. HACCP- Hazard Analysis Critical Control Point

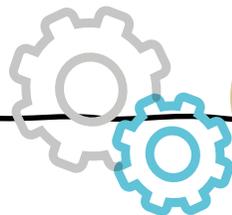
Every food business lawfully needs to ensure the health and safety of customers whilst visiting their establishment. To ensure this, they need to take reasonable measures to avoid risks to health. HACCP is a food safety management system which is used in businesses to ensure dangers and risks are noted and how to avoid them.

Hazard		Critical control Point
Receipt of food	Food items damaged when delivered / perishable food items are at room temperature / frozen food that is thawed on delivery.	Check that the temperature of high-risk foods are between 0°C and 5°C and frozen are between -18°C and -22°C. Refuse any items that are not up to standard.
Food storage (dried/chilled/frozen)	Food poisoning / cross contamination / named food hazards / stored incorrectly or incorrect temperature / out of date foods.	Keep high-risk foods on correct shelf in fridge. Stock rotation – FIFO. Log temperatures regularly.
Food preparation	Growth of food poisoning in food preparation area / cross contamination of ready to eat and high-risk foods / using out of date food.	Use colour coded chopping boards. Wash hands to prevent cross-contamination. Check dates of food regularly. Mark dates on containers.
Cooking foods	Contamination of physical / microbiological and chemical such as hair, bleach, blood etc. High risk foods may not be cooked properly.	Good personal hygiene and wearing no jewellery. Use a food probe to check core temperature is 75°C. Surface area & equipment cleaned properly.
Serving food	Hot foods not being held at correct temperature / foods being held too long and risk of food poisoning. Physical / cross-contamination from servers.	Keep food hot at 63°C for no more than 2 hours. Make sure staff serve with colour coded tongs or different spoons to handle food. Cold food served at 5°C or below. Food covered when needed.



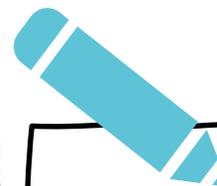
**KNOW
IT**

1. Define how hotels and B & B's are rated
2. Define the term food service.
3. What are the different job roles within the hospitality and catering industry?
4. What is the difference between commercial and non commercial?
5. What is the difference between commercial residential and non commercial non residential?
6. What are the 3 R's?
7. What types of contracts are available in the hospitality and catering sector?
8. What hazards need to be considered when preparing food?
9. What rating does the Environmental Health Officer give to food premises?
10. Define food poisoning.
11. Define HACCP.



**THINK
IT**

1. Explain what the ratings are and what would you expect in a 5* hotel.
2. Explain the different food services that are available and what factors need to be considered.
3. Explain the different roles within hospitality and catering establishments.
4. Explain what establishments come under commercial and non-commercial.
5. Explain how establishments can reduce waste.
6. Give examples of what type of contract to have depending on your age.
7. Give examples of good food hygiene practices.
8. Explain why it is important that food premises are inspected.
9. Explain what the EHO will look for when they inspect premises.
10. Give examples of different types of food poisoning.
11. Complete a HACCP table for safe preparation for spaghetti bolognese



**GRASP
IT**

1. Make a list of the items that you would expect to find in a room when staying in a hotel. What else can be added to make it 5*.
2. Consider a café in your local area, how do the staff speak to you, what are they wearing, can you identify the staff easily, what type of service do they operate.
3. Consider the environment and how establishments can reduce the carbon footprint.
4. Why is it important that employees are given a contract?
5. Explain what hospitality and catering means .
6. Why should chefs use foods that are in season.
7. Explain what powers the EHO have.
8. How can premises improve their hygiene rating?



Media Studies: Key Theories

Audiences

1. Uses & Gratification Theory

The theory suggests that consumers use media products for at least one of these reasons:

Identity – , share similar values to, etc.

Educate – to learn new things.

Entertain - to be entertained a form of 'escapism'

Social Interaction –allows for conversation between other people

4. Hypodermic Needle Theory

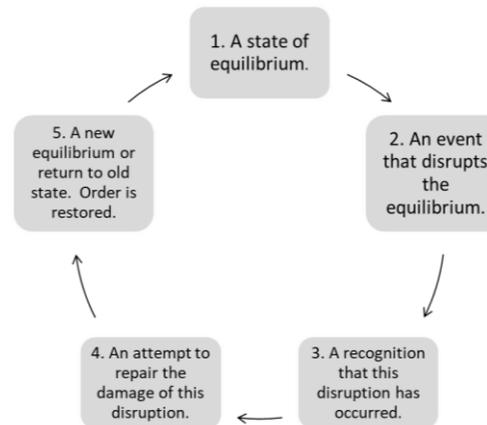
The media injects ideas and views into the brains of the audience therefore controlling the way that people think and behave. People are often seen as passive.

2. Propp's Character Theory

Propp suggested that every narrative has eight different character types, these character types are:

- **The hero** — Main charact on the quest.
- **The villain** — fights the hero in some way.
- **The dispatcher** — send hero on mission.
- **The helper** — helps the hero in the quest.
- **The princess or prize** —object of the quest.
- **The father** — gives the task to the hero.
- **The donor** — prepares the hero or gives the hero some.
- **The false hero** — takes credit for the hero's actions

5. Todorov's Narrative Theory



3. WOW WORDS

Denotations = what you can see

Connotations = What is suggested or implied

Representation = People, Places & Idea

Intertextuality = When one type of media reference another

Camera Angles & types of shots = Refer to your book for the full list

Enigma Code = A question posed which encourages people to watch.

6. Stuard Hall's Reception Theory



Preferred reading

The audience responds in exactly the way the media producer wants them to.



Negotiated reading

Where the audience compromises between the producers intended reading and their own opinions and preferred reading of media text.



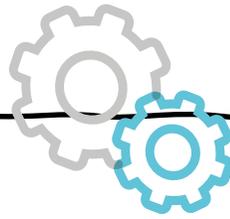
Oppositional or resistant readings

The audience rejects the meaning or intended reading of the media product.



KNOW IT

1. Why an audience consumes a product? (Gratification Theory)
2. The different types of characters (Propp's)
3. The 5 parts of Gratification Theory
4. Audience Reception Theory – Preferred reading, Negotiated reading and oppositional reading



THINK IT

1. Why do some audiences consume products for different reasons? (An adult might go to the cinema to socially interact with others, rather than a child that would go for entertainment.)
2. My might a 'hero' character be different when considered over a series to an individual episode?
3. Why might there be several 'disruptions' in a storyline?



GRASP IT

1. What are the pleasures and rewards for music video audiences? (Gratification Theory)
2. How has technology enabled self-production of music?
3. Explain how camerawork, sound and editing make meanings in the extract from His Dark Materials, The City of Magpies.
4. How does Kim Kardashian Hollywood converge various parts of the Kardashian brand and why?

Magazines : Front cover of *Tatler*, January 2021 / Front cover of *Heat*, 21-27 November 2020

Advertising & marketing: Galaxy TV ad (2014) / NHS Blood online / OMO Print ad

Newspapers: *Daily Mirror* – Newspaper **Edition:** Friday 5 March 2021 / *The Times* - Newspaper **Edition:** Friday 5 March 2021

Online, social and participatory media: Product: Marcus Rashford / Kim Kardashian

Video Games: Kim Kardashian – *Hollywood* / Lara Croft – *Go*

Radio: Radio 1 Launch Day / Kiss Breakfast on KISS Radio

Music video: Arctic Monkeys – *Bet you look good on the dance floor* (2005) / Blackpink – *How You Like That* (2020)

Film: *Black Widow* / *I*, Daniel Blake

Television* Section A Media 2: *His Dark Materials* (2020) BBC TV Series. Series 2, Episode 1: *The City of Magpies* / *Dr Who*, Series 1, Episode 1 *An Unearthly Child* (1963)



Photography: NEA



1. Develop ideas through investigations

A01 Develop ideas through investigations, demonstrating critical understanding of sources

DEVELOP

INVESTIGATE

EXPLAIN IDEAS **ARTISTS** **ANNOTATE**

contextual research

EXPLORE

Photographer / Artist research pages.

- Visits to exhibitions and galleries.
- Your own responses in the style of the artist.
- Interviews with artists/ photographers.
- Annotate and analyse what you have found out.

4. Present a personal, informed and meaningful response. Completing a relevant and intentional final piece.

A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

RESPONSE

MEANINGFUL

VISUAL LANGUAGE **DEMONSTRATE**

UNDERSTANDING

MAKE CONNECTIONS

CONCLUSION

- Plans and drawings of final piece ideas.
- Mini mock-ups and experiments for final piece.
- Creating an original final piece, that is clearly inspired by your research and creative journey.
- Evaluation of final piece (how does your piece link to the project theme?).

2. Refine work by exploring ideas and selecting and experimenting with appropriate techniques

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

REFINE

EXPERIMENT

EXPLORE TECHNIQUES AND SKILLS **SELECT** **EXPLAIN**

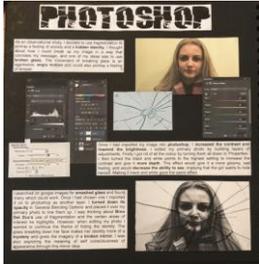
PHOTOGRAPHS

IDEAS

Experimenting with a range of different materials and techniques.

- Photo-shoots exploring different techniques.
- Selecting best photographs from Photo-shoots.
- Using Photoshop to edit photographs further in a creative way.
- Creating hand edits
- Create photograms/ cyanotypes/ Double exposures.

5. Photoshop



Photoshop: Used to enhance and creatively edit digital photographs. - Always take screenshots using the "Snipping Tool" to evidence what you have done while editing. Only use specific features and effects if there is a link to research. Not every Photograph needs to be edited.

3. Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

A03 Record ideas, observations and insights relevant to intentions as work progresses

RECORD

INTENTIONS

LINK IDEAS **OBSERVATION** **PLANNING**

PRIMARY RESEARCH

RELEVANT

- Title page
- Mind Map.
- Mood-boards.
- Planning Photo-shoots.
- Photographs.
- Contact sheets of Photoshoots.



6. Helpful Websites

<https://digital-photography-school.com/digital-photography-tips-for-beginners/>
Really informative website with lots of easy to follow tutorials for beginners in photography.

<https://www.tate.org.uk/>
The Tate website is a fantastic resource for finding out about exhibitions you could visit for primary research (AO1).



KNOW IT

Pattern - Pattern photography utilizes elements that are repeated. The repetition of lines, shapes, tones or colour can create interesting images.

Composition - Composition is the manner in which elements are positioned within a photo

Juxtaposition – Juxtaposition is where the photographer puts two objects close to each other and tries to attract the viewer's attention to their differences

Brightness - Brightness refers to the overall lightness or darkness of the image.

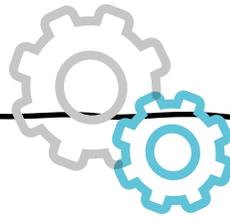
Contrast - Contrast defines the range of tonal difference between the shadows and lights of an image.

Hue - Photographers generally think of hue as referring simply to a specific colour.

Saturation - Saturation refers to the colour intensity of an image.

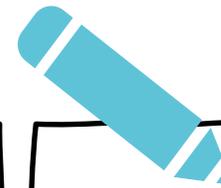
Monochrome – In monochrome photography, tones of a single colour are used to represent all the different colours within an image, usually tones of grey.

Leading Lines - Leading lines are lines that appear in a photograph that have been framed and positioned by the photographer to draw the viewer's eye towards a specific point of interest.



THINK IT

1. Can you provide background information to the photographer's work?
2. What do you see, what is the style, what is in the image? Can you describe the photograph?
3. What does it make you think of, feel or realise?
4. What do you think the photographer is trying to communicate?
5. How does the image communicate this message?
6. What emotions are represented?
7. What would you like to know about the photograph?
8. What do you like and dislike about the photograph and why?
9. How do you think the photograph has been created?
10. What ideas can you take from the photograph? Which ideas can you use in your own work?



GRASP IT

1. Select one of your own photographs and use the following visual language to talk about your photograph.

10 things to talk about.

Depth

Colour

Composition

Contrast

Perspective

Light

Line

Movement

Space

Colour

Colour	Composition	Feeling	Style	Light
Blend	Background	Alive	Abstract	Artificial
Bright	Blurred	Atmospheric	Derivative	Dark
Clashing	Complex	Delicate	Distorted	Evening
Cold	Confused	Depressing	Emotional	Fierce
Deep	Distance	Dignified	Exaggerated	Gentle
Dull	Eye line	Disturbing	Exterior	Harsh
Glowing	Focus	Fresh	Fake	Hazy
Harmonious	Foreground	Expressive	Fantasy	Intense
Intense	Form	Humorous	Figurative	Natural
Luminous	Middle	Imposing	Impressionistic	Shady
Mixed	ground	Nostalgic	Religion	Shadowy
Opaque	Near	Sad	Representation	Warm
Pale	Perspective	Landscape	al	
Pastel	Proportion	Sentimental	Still life	
Pure	Scale		Sketch	
Secondary	Shape		Surreal	
Translucent	Symmetry		Symbolic	
Transparent				
Vibrant				
Warm				



Physical Education: Invasion games

1. Football

- Controlling the ball – using different parts of the body. Remember to cushion the ball.
- Passing- Side foot pass, driven pass with the laces and a lofted pass. and change direction. Remember to keep your standing foot next to the ball when you make the pass.
- Dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.
- Shooting- instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.
- Heading you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head
- Attacking making a number of passes allows your team to keep possession and advance up the field.
- Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot.

2. Basketball

Basketball is played in a 5 vs 5 format

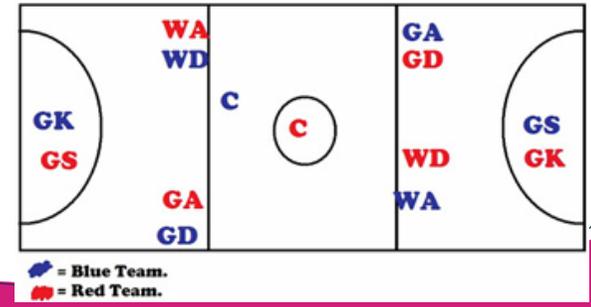
- It is classified as a “non-contact” sport. However, it is likely that coincidental contact will occur.
- Played on a rectangular court having a raised basket or goal at each end, points being scored by tossing the ball through the opponent's basket.
- Travel– moving while holding the ball
- Double Dribble – dribbling, catching the ball, dribbling again
- Pivot to move the ball while in control of it
- Defending the ball, rules related to spacing

1. Point Guard	Bring ball up court and key passer.
2. Shooting Guard	Strong shooting and passing.
3. Small Forward	Strong attacking and defensive skills.
4. Power Forward	Presence in middle court and rebounder
5. Centre	Usually tallest player, defends and scores close to basket.



3. Netball

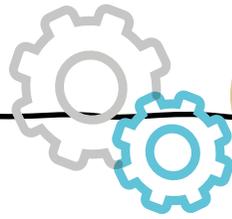
- 2 teams of 7 players
- Scoring**: 1 goal each time the ball passes through the net
- Centre pass**: After each goal is scored, play restarts with a centre pass.
- Contact**: you must not interfere with play by touching, or pushing an opponent.
- Footwork**: You must not move your landing foot or take 3 steps whilst in possession of the ball
- Held ball**: You can only hold the ball for 3 seconds
- Obstruction**: You must be 1 metre away from your opponent before your arms go up and over the ball.
- Offside**: If you go in an area you're not allowed in, the umpire will call you offside
- Replaying the ball**: You must not pick the ball up or bounce the ball if you have dropped it





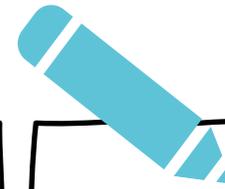
KNOW IT

1. Identify the different types of passes you may use in an invasion game.
2. What are the different types of scoring for different invasion games?
3. How many steps are allowed in Netball when in possession of the ball?
4. Which component of fitness applies to invasion games?
5. What are the four stages of a warm-up?



THINK IT

1. What happens when a goal is scored in football and netball?
2. Describe the role of a centre in netball.
3. In basketball, describe what the contact rule is.
4. What is the difference between attacking play and defensive play?
5. What happens at each stage of the warm-up?



GRASP IT

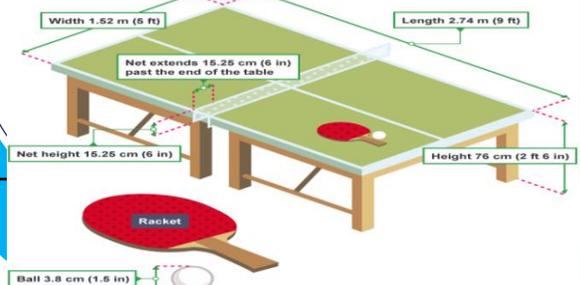
1. Explain what the different types of tackling are in football.
2. Explain how you start a netball game, and conditions to the teams have to play by.
3. Explain the offside rule in football, with an example.
4. What is the key difference between offside in football to netball?
5. Explain how you would properly prepare before an invasion game, after a warm-up and before playing the game.



Physical Education: Coordination activities

1. Table tennis

- ❑ To start a point, the server must stand at the back of the table and can serve either forehand or backhand. The ball must be thrown up either equal to or above the height of the net before striking the ball and the ball must be thrown from an open palm to stop finger spin.
- ❑ If the ball hits the net on a serve but continues over the other side then a 'let' is played.
- ❑ Players are allowed to hit the ball around the side of the net.
- ❑ The ball must bounce on a player's side of the table before playing their shot.
- ❑ During play, competitors are not allowed to touch the table with their non-bat hand. If they do, the point is conceded.
- ❑ Players must swap ends at the end of a game, and in the final match players will switch ends after five points.



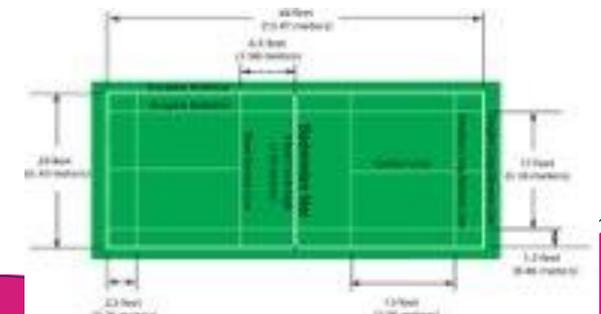
2. Volleyball

- ❑ To start a point, the server can serve from anywhere behind the end line, hitting into the opposing team's side of the court.
- ❑ Each team is allowed a maximum of three touches on their side of the court before sending the ball back over the net after the serve.
- ❑ A player is not allowed to touch the ball twice in a row. However, they could hit the ball on the first and third contact.
- ❑ The serving team scores a point when the opponents fail to return the ball over the net, hit the ball out of bounds or commit an infraction.
- ❑ Whichever team wins the point then goes on to serve.
- ❑ Every time a team wins the serve from the other team, the players rotate their position on court one place clockwise so that everyone gets a turn to serve.



3. Badminton

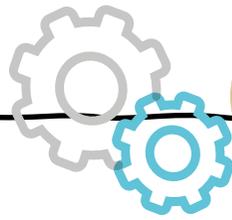
- ❑ There are two forms of badminton, singles and doubles (it's also possible to play mixed doubles).
- ❑ Each player can only hit the shuttlecock once.
- ❑ A game always starts at love all (0-0)
- ❑ A game is played up to 21 points; the game must be won by two clear points
- ❑ A game always starts with a serve from the right hand box.
- ❑ All serves must be hit into the diagonal service box.
- ❑ Odd numbers from the left, even numbers to the right.
- ❑ The serve must land beyond your opponents service line
- ❑ Whoever wins the point serves next.
- ❑ You cannot hit the net with your racket or body, if you do this is automatic loss of the point.





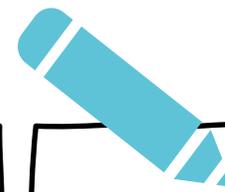
KNOW IT

1. Identify the different types of serve you can play.
2. State two attacking shots you can play in order to win a point.
3. What spaces on court should you look to hit shots into?
4. Which components of fitness apply to these sports?
5. What are the 4 stages of a warm-up?



THINK IT

1. After playing a shot on court where should you look to return to?
2. Describe the trajectory and target area for each type of serve.
3. Describe the difference between both attacking shots including trajectory and targeted landing area.
4. Why do we need to attack space?
5. What happens at each stage of a warm-up?



GRASP IT

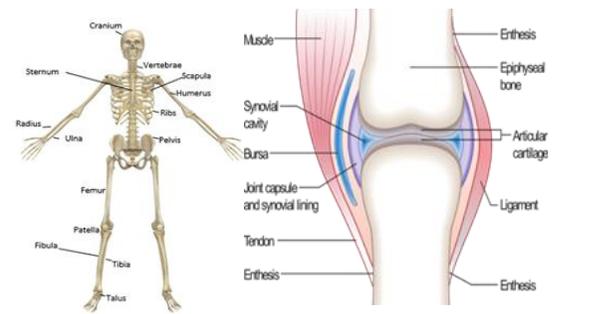
1. Explain what shot could you play after each type of serve to attack space on court and why.?
2. Explain when you should perform each type of attacking shot and why?
3. Explain why it is important to not return the shuttle/ball if it is heading off the court.
4. Explain how we can link shots together to attack space at the front and back of the court.
5. Provide 3 specific drill rehearsal practices



GCSE Physical Education: Paper One

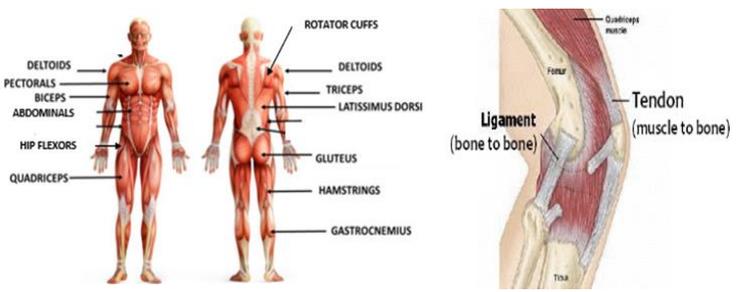
1. Skeletal System

- Structure & function of the skeleton
- Types of bones classification
- Structure of a synovial joint
- Types & locations of hinge, ball & socket joints.



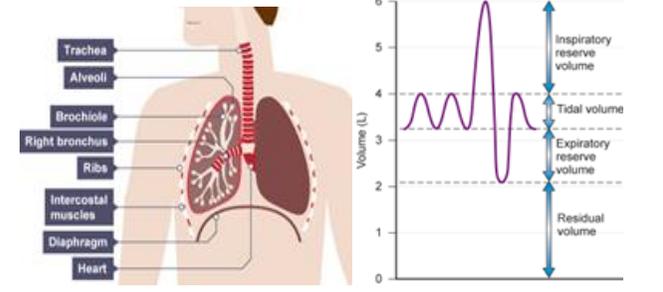
2. Muscular System

- Names & location of key muscles
- Role of each muscle
- Antagonistic muscle pairs
- Connective tissues
- Types of muscle contraction



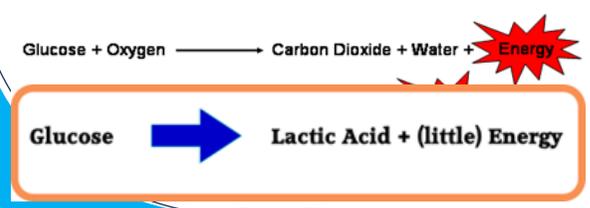
3. Respiratory System

- Mechanics of breathing
- Gaseous exchange process
- Aerobic & anaerobic respiration
- Lung volumes & a spirometer trace



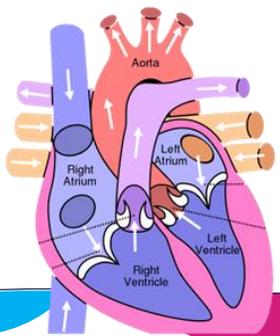
4. Movement Analysis

- Classification of lever systems.
- Components of a lever system & movements within human body.
- Types of movement
- Planes of motion & sporting examples.
- Axes of rotation & sporting examples



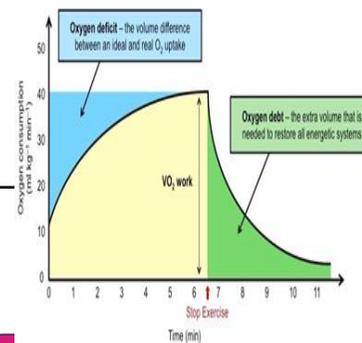
5. Cardiac system

- Labelling the cardiac system
- Structure & function of blood vessels
- The cardiac cycle
- Vascular shunt mechanism & blood redistribution



6. Physical training

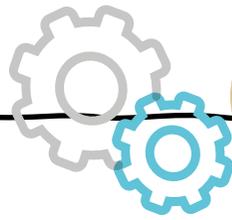
- Components of fitness
- Principles of training
- Exercise intensity & training zones
- Methods of training
- Seasonal training
- Preventing injuries
- Warming up
- cooling down





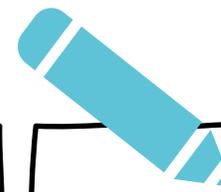
KNOW IT

- 1.State the 15 main bones.
- 2.Recall the four classification of bone
- 3.Describe the key functions of the skeleton.
- 4.Label a synovial joint image
- 5.State the 13 main muscles.
- 6.What are the 3 types of muscle contraction
- 7.Label the pathway of air.
Label an image of the heart.



THINK IT

- 1.Explain the role of each bone classification.
- 2.For each function of the skeleton name a bone which matches this.
- 3.Where are the main synovial joints in the body?
- 4.Describe the role/purpose of each muscle.
- 5.Describe the pathway of air.
6. State the order of the cardiac cycle



GRASP IT

- 1.Give an example of how a particular bone allows a sporting movement to take place.
- 2.Describe a sporting action for each bone classification.
- 3.Analyse how each joint allows a certain type of bodily movement.
- 4.Explain examples of each type of muscle contraction.
- 5.Explain the process of gaseous exchange.

Year 11

GCSE Physical Education

Paper One



GCSE Physical Education: Paper Two

1. Skill Classification & Information Processing

- Place skills on continuums including;
- Open to Closed
- Basic to Complex
- Self-paced to externally paced
- Fine movements to Gross movement
- Explain the information processing model



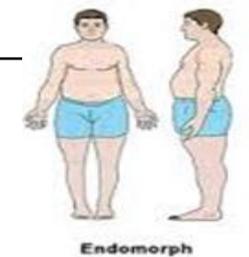
2. Social groups & engagement factors

- Factors which affect participation in sport & physical activity, including;
- Age
- Gender
- Ethnicity & religion
- Friends, family & peers
- Disability



3. Health, fitness & well-being

- Physical, fitness, mental & social benefits to participating in physical activity
- Sedentary lifestyles, obesity & related diseases.
- Body somatotypes



4. Guidance, goal setting & types of feedback

- Explain the 4 main types of guidance a coach might use to help performers.
- Explain the 6 types of feedback a coach can use for performers.
- Describe the two types of goals that can be set & SMART factors.

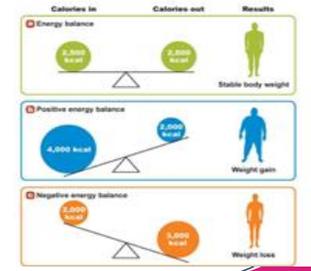
5. Performance Enhancing Drugs, Player & Spectator Conduct

- 7 main groupings of PEDs
- Advantages & disadvantages to PEDs.
- Conduct of players e.g. etiquette.
- Strategies to combat hooliganism and poor behaviour.

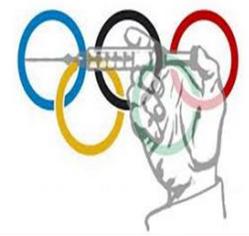
6. Energy, Diet, Nutrition & Hydration

- Energy factors & guidance
- Factors affecting dehydration
- Healthy balanced diet & nutrition

The Concept of Energy Balance



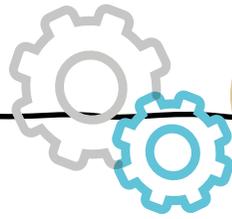
Specific	Measurable	Achievable	Realistic	Timely
S	M	A	R	T
G	O	A	L	S
What do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?





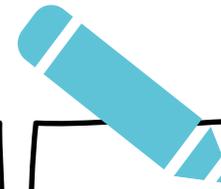
KNOW IT

1. What defines a skill?
2. What makes a skill open or closed?
3. What is meant by the term gross/fine?
4. What are the four stages of the information processing model?
5. What are the four types of guidance?
6. What are the 6 types of feedback a performer can be given?
7. What does the acronym SMART stand for?
8. What are the social factors affecting participation?
9. What are the 7 groups of PEDs athletes may use?
10. What is a sedentary lifestyle?
11. What is a balanced diet made up of?



THINK IT

1. Pick a skill and place it on a continuum to cover all factors.
2. Explain each stage of the information processing model.
3. How can a coach use mechanical guidance in swimming?
4. Explain the best type of feedback for a beginner.
5. What factors can be measured in an invasion game?
6. Describe one disability for which sport is adapted.
7. How is blood doping carried out?
8. Explain one negative lifestyle factor.



GRASP IT

1. On a continuum describe where a rugby conversion would sit, give reasons for your answer.
2. Using a sport of your choice give an example of what Input might be during a competitive match.
3. Evaluate the use of guidance for an elite performer.
4. Explain the difference between health, fitness & well-being



Spanish: Revision

1. Writing in 3 tenses

Voy	I go
Viajo en	I travel by
Me quedo en	I stay in
Fui	I went
Viajé	I travelled by
Me quedé	I stayed
Iba	I used to go
Viajaba en	I used to travel by
Me quedaba	I used to stay
Voy a ir	I'm going to go
Voy a viajar	I'm going to travel by
Voy a quedarme	I'm going to stay in

2. Transactional Language

¿Hay?	Is there...?
Quisiera...	I would like
Para día(s)/noche(s)	For day(s) / night(s)
Para semana(s)	For week(s)
¿Cuántas personas?	How many people?
He perdido....	I've lost...
Me han volado...	Someone has stolen...
¿Qué hora	What time....
¿Dónde está ...?	Where is....
¿Por dónde se va a.....	How do I get to....
¿C' cuánto es?	How much is it?
¿Es posible recomendar...?	Can you recommend?
¿El tren / avion / bus sale/ llega a qué hora?	What time does the train/plane/bus leave/arrive?
¿En qué andén?	What platform?

3. Star words

Hoy	Today
Ahora	Now
Mañana	Tomorrow
Hace + time	The next day
Ayer	Yesterday
En el pasado	In the past
Por la mañana	In the morning
Por la tarde	In the afternoon
Por la noche	In the evening
Los lunes	On Mondays
Hasta	Until
Durante	During
Primero	First
Ahora mismo	Straight away
Antes	Before
Después	After

4. PALMO

How to describe a photo

- P** eople
- A** ction
- L** ocation
- M** ood
- O** pinion
- En la foto hay personas
- Está(n) hablando/ comiendo
- La escena toma lugar en
- Parece(n).....
- Me gusta/ no me gusta porque

5. BORDUM



- Normalmenet voy a España.
- Me encanta España porque hace sol.
- Creo que es muy animado.
- Me quedo en un hotel lujoso para descansar.

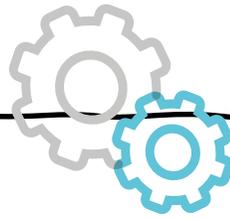
6. Using Uncommon Language

- Using synonyms for conjunctions: Además/ ya que/ por eso/ además
- Direct and indirect object pronouns: En este email le voy a escribir para convencerle
- Use of desde hace with the present tense: juego al fútbol desde hace diez años
- Si clauses: Si tuviera la oportunidad, me gustaría... / Si pudiera,... / si fuera posible,...
- Using que: voy al colegio que se llama John Willmott
- Using the subjunctive: Cuando sea mayor... / cuando tenga más años... / espero que esté bien



KNOW IT

1. Recall PALMO
2. Write 3 sentences about technology.
3. Write 3 sentences about your best friend.
4. Write 3 sentences about school subjects.
5. Write 3 sentences about free time activities.
6. Write 3 sentences about a trip in town.
7. Write 3 sentences about your local area.
8. Write 3 sentences about your future plans.
9. Write 3 sentences about helping at home.
10. Write 3 sentences about what you do to help the environment.

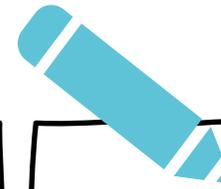


THINK IT

- 1, Describe la foto



2. Complete 2 using past and present tense
3. Complete 3 using past and present tense
4. Complete 4 using past and present tense
5. Complete 5 using past and present tense
6. Complete 6 using past and present tense
7. Complete 7 using past and present tense
8. Complete 8 using past and present tense
9. Complete 9 using past and present tense
10. Complete 10 using past and present tense



GRASP IT

1. Give 3 examples of uncommon language
2. Write in 3 tenses about technology.
3. Write in 3 tenses about school.
4. Write in 3 tenses about holidays.
5. Write in 3 tenses about your local area.
6. Write in 3 tenses about free time activities.

