



Knowledge Organiser

Year 11

Spring term B

Name:

Tutor:

What is a Knowledge Organiser?

Knowledge Organisers are a central place where staff have placed key content, skills and knowledge to help you progress. These skills are essential for your success and will need to be memorised and applied in your lessons. There are some techniques for how you can use Knowledge Organisers below:



Flashcards

These are a very good and simple self testing tool, they can be physical or electronic.

To make your own, take some card and cut into rectangles, roughly 10cm x 6cm.

Write the keyword on one side and the definition on the other. Go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

This video offers a really good guide for using them effectively:

<https://www.youtube.com/watch?v=eVajQPuRmk8>

Questions/Answers, Answers/Questions

Question: In what year was George V's coronation?

Answer: 1910

Ask a parent, carer or study partner to write you questions (or answers) and then you write the answer (or possible question that would correspond to the answer).

You can also write your own questions. If you do this leave it at least a day until you answer them, to see what you can remember after a while.

Always check and correct!

Key terms – characters and key quotes – the basics but you need to learn as many as you can!

Narrator: ‘So did y’hear the story of the Johnstone twins?’ ‘An’ did y’ never hear of the mother, so cruel, There’s a stone in place of her heart?’ ‘There’s shoes upon the table an’ a joker in the pack’ ‘A debt is a debt, and must be paid’ ‘ Now y’ know the devil’s got your number’.

Mrs Johnstone: ‘He told me I was sexier than Marilyn Monroe’ ‘Y’ can’t stop the milk. I need the milk’ ‘When y’ look in the catalogue an there’s 6 months to pay, it seems years away, an y’ need a few things so y’ sign’ ‘Never put new shoes on a table’

Mrs Lyons: ‘It’s a pity it’s so big. I’m finding it rather large at present’ ‘Already you’re being threatened y the welfare people...how can you possibly avoid some of them being put into care?’ ‘Myself, I believe that an adopted son can become one’s own’ ‘We made an agreement, a bargain’

Edward: ‘Well, my mummy doesn’t allow me to play down here actually’ ‘You say such smashing things’ ‘When I get home I’ll look it up in the dictionary’

Mickey: ‘I wish I was our Sammy’ ‘Gis a sweet’ ‘See, this means that we’re blood brothers, an’ that we always have to stand by each other’ ‘What’s a dictionary?’ ‘I’m pissed off’ ‘You don’t understand anythin’ do y? I don’t wear a hat that I can tilt at the world’

Sammy: ‘He’s a friggin poshy’ ‘I’m not defrauding no one’ ‘Look at y’ Mickey. What have y’ got? Nothin’, like me Mam. Where y’ takin y’ tart for New Year? Nowhere’

Linda: ‘When you die you’ll meet your twinnie again, won’t y?’ ‘Linda moves in to protect Mickey’ ‘He’s always been a soft get, your Sammy’ ‘Take no notice Mickey. I love you’ ‘I need you, I love you. But Mickey, not when you’ve got them inside you’ ‘I get depressed but I don’t take those’ ‘I suppose I always loved you...in a way’

Policeman: To Mrs Johnstone: ‘You don’t wanna end up in court again, do y?’ / To Mrs Lyons: ‘An’ er, as I say, it was more of a prank, really.’ ‘I can safely predict a sharp drop in the crime rate’

Teacher: ‘Grammar school: ‘Talk of Oxbridge’ ‘I think you’re a tyke, Lyons’ ‘This is a boys’ school, Lyons’/ ‘Comprehensive school: ‘Oh shut up Perkins, y’ borin’ little turd’ ‘Just how the hell do you hope to get a job when you never listen to anythin’?’ ‘you won’t be sayin’ that when you can’t get a job’

F. Expert modelling

Question: **Why does Willy Russell show the audience the death of Mickey and Edward at the very start of the play?**

Through revealing the death of the twins early on in the play, Russell establishes the significance of violence in the characters’ lives immediately. The prologue describes their mother’s reaction as crying my own dear sons lie slain, the word ‘slain’ emphasising the violence and futility of their deaths. The finality of Mickey and Edward’s deaths also demonstrates the futility of violence and how this will always ultimately lead to destruction. This is also emphasised through the staging of the play, as the overture is repeated at the beginning and end of the play, representing the inescapability of the repercussions of violence.

B. Key knowledge – language

Simile- comparing using ‘like’ or ‘as’

Metaphor- saying one thing is another

Personification- make object human

Hyperbole- exaggerated statement

Connotation- associated meaning of word

Semantic field- words related in meaning

Symbolism- use of symbols to represent ideas or qualities

Dialect- language which is peculiar to a specific region or social group

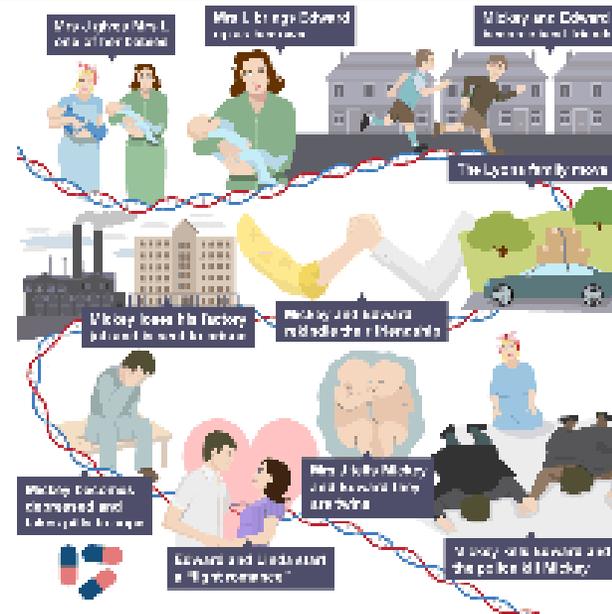
Sociolect- dialect of a particular social class

Idiolect- speech habits of particular person

Rhetorical Question- a question asked in order to create a dramatic effect or to make a point

Broken syntax- fragmented or interrupted sentences

Blood Brothers plot



Subject: English

Year: 11

Topic: Blood Brothers



C. Key knowledge – structure and form

Foreshadowing- a clue about something later

Foreboding- a sense that something will occur

Juxtaposition- two contrasted ideas

Motif- repeated image or symbol

Dramatic irony- where the audience know something before the characters

Prologue- an introduction to a play

Stage directions- an instruction from the writer indicating how the play should be performed

Cyclical structure- where a text goes full circle and ends the same way it begins

Songs- used to give information quickly that cannot be covered in the play

Repetition- a word, phrase or idea that is repeated throughout a text

D. Key knowledge - themes

Class, Poverty, Inequality, Social class, Fate, Luck, Destiny, Superstition, Nature vs Nurture, Growing up, Upbringings, Parenthood, Childhood, Family, Friendships, Individual and Society, Gender roles, Money, Education.

Settings in the play

Liverpool, the Skelmersdale new council estate, Mrs Johnstone’s house, Mrs Lyon’s house, the park, the beach, the courthouse where Edward works.

Scan me for more help!



A. Keywords:

Variable – a letter representing an unknown number.

Coefficient – the amount that a variable is multiplied by.

Term – a number or variable.

Expression – a group of terms containing variables but no equals sign.

Equation – a statement containing an equals sign to show that two expressions are the same.

Solve – Find the value of the unknown in an equation.

Linear - An equation with no terms containing powers of x^2 or higher.

Quadratic – equations with a highest power of x^2

Expand – multiply out a set of brackets.

Factorise – put an expression back into a set of brackets.

Gradient – how steep a line on a graph is.

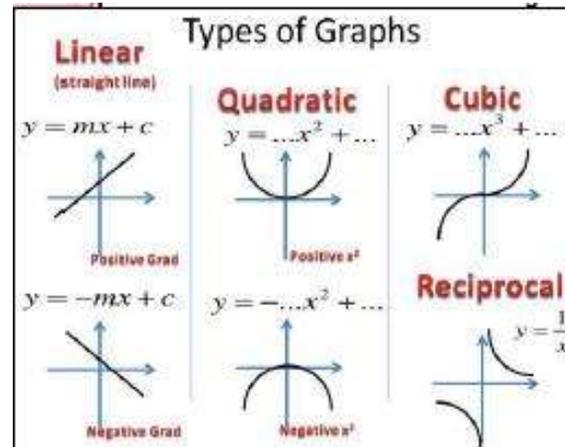
Substitute – put a number in place of a variable in an expression.

B. Forming and solving equations:

Greg is 5 years older than Sam.
Carol is twice the age of Sam.
Their total age is 45. Find Sam's age.
Sam is mentioned twice.

$$\begin{aligned} \text{Let Sam's age} &= y & \text{Greg} &= y+5 & \text{Carol} &= 2x \\ \text{Total} &= y+y+5+2y & &= 45 & &= 2y \\ 4y+5 &= 45 \\ -5 & & -5 & & & \\ +4 & 4y & = 40 & & +4 & \\ & & y & = 10 & & \end{aligned}$$

E.

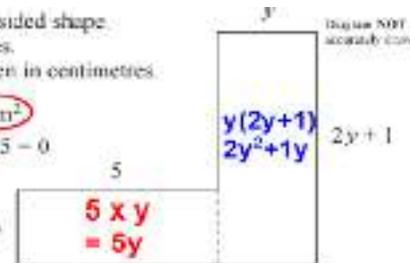


F. Expert Modelling:

The diagram below shows a 6-sided shape.
All the corners are right angles.
All the measurements are given in centimetres.

The area of the shape is 95 cm^2 .

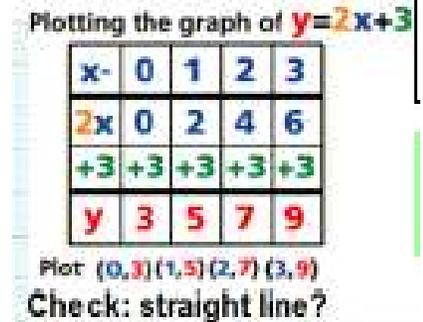
(a) Show that $2y^2 + 6y - 95 = 0$.
Total area = $5y + 2y^2 + 1y$
 $2y^2 + 6y = 95$
subtract 95 from both sides
 $2y^2 + 6y - 95 = 0$
Shown ✓



Subject: Maths
Year: 11
Topic: Algebra



B. Plotting points from a function:



D. Index Laws:

$$\begin{aligned} 2^0 &= 1 & a^0 &= 1 \\ 2^2 &= \frac{1}{2^2} = \frac{1}{4} & a^{-2} &= \frac{1}{a^2} \\ & \text{Positive power} & & \\ a^{\frac{1}{2}} &= \sqrt[2]{a^1} = \sqrt{a} & & \text{square root} \\ a^{\frac{1}{3}} &= \sqrt[3]{a^1} = \sqrt[3]{a} & & \text{cube root} \\ a^{\frac{2}{3}} &= \sqrt[3]{a^2} & & \text{square then cube} \\ \left(\frac{2}{5}\right)^{-3} &= \left(\frac{5}{2}\right)^3 = \frac{125}{8} \end{aligned}$$

G. Wider thinking/further reading:

HegartyMaths clips: All algebra clips!

A - Key terms

Homeostasis

Regulation of the internal conditions of a cell or organism to maintain optimum conditions for function

Receptor

Cells which detect changes in the internal or external environment

Stimuli

Changes in the internal or external environment

Co-ordination centres

Areas that receive and process the information from receptors. (Brain and spinal cord – CNS)

Effectors

Muscles or glands bringing about the responses to the stimuli received

Neurone

Special cells to carry electrical impulses found in bundles called **nerves**

Sensory neurone

Carry impulses from sense organs to the CNS

Motor neurone

Carry impulses from the CNS to the rest of the body

Reflex

An automatic action

Synapse

A junction between neurones

Cerebral cortex

Concerned with consciousness, intelligence, memory and language

Cerebellum

Coordinating muscular control and balance

Medulla

Concerned with unconscious activities eg breathing, heartbeat, movement of the gut

B - knowledge – how the nervous system works

Reflex pathway:

Stimulus → receptor → sensory neurone → relay neurone → motor neurone → effector → response

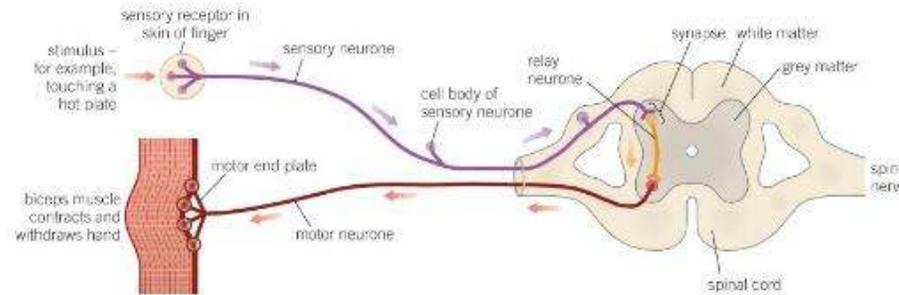
Subject: Science

Year: 11

Topic: Human Nervous System



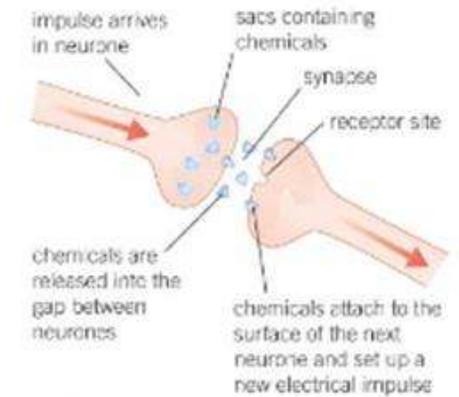
C - knowledge – reflex actions



- Used in breathing & moving food through the gut
- Rapid
- Automatic
- No conscious thought

D - knowledge – synapses

An impulse arrives at the junction between 2 neurones. Chemicals are released to cross the synapse. This triggers an electrical impulse in the next neurone



E - exemplar/ knowledge

Required practical –
Measuring reaction times

G- Extra help QR code



QR Kerboodle



Support KS3

A - Key terms

Atmosphere – The Gases that surround a planet

Carbon footprint - A measure of how much greenhouse gasses are released over the entire life cycle of something.

Climate Change – A change in a planet's long-term weather patterns.

B – Key Concept

How our atmosphere has changed

Volcanic Activity

The early Earth had a lot of volcanic activity which released gases, such as: Carbon dioxide (CO₂), water vapour, nitrogen and small amounts of methane and ammonia.

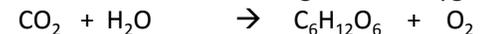
How CO₂ was reduced

1. Lots of CO₂ dissolved into the oceans, forming carbonate precipitates. These formed sediments on the sea floor and eventually sedimentary rock.
2. Green plants and algae evolved and absorbed some CO₂ for photosynthesis.
3. When marine animals evolved their shells and skeletons contained carbonates. These were eventually turned into fossil fuels, coal, oil and gas.

How Oxygen (O₂) was increased

2.7 billion years ago, green plants and algae evolved. They photosynthesised to produce O₂:

carbon dioxide + water → glucose + oxygen



As oxygen levels increased more complex life could form.

C – Key Knowledge

Today's atmosphere

For the last 200 million years the gases in our atmosphere have stayed more or less the same

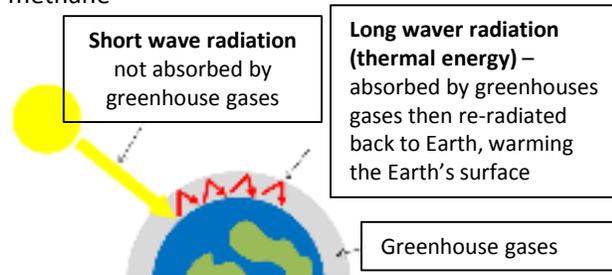
- Nitrogen – about 80%
- Oxygen – about 20%
- Small amounts of other gases like Carbon dioxide, Noble Gases and water vapour

D – Key Knowledge

Greenhouse Effect

Greenhouse gases enable the earth to maintain a temperature high enough to support life. These are:

- Carbon dioxide
- Water vapour
- methane



F – Key Knowledge

Scientific theories

The earth is approximately 4.6 billion years old. Nobody was around to witness what the early atmosphere was like. The most accepted theory is in section B.

Human effects on the climate are very complex which can lead to speculation and opinions presented in the media which can be biased.

E – Key Concepts

Climate Change

Some human activities are increasing the amounts of CO₂ and methane in our atmosphere. This is causing temperatures to rise which is causing climate change.

How we contribute to climate change

Deforestation – less trees to remove CO₂ from the atmosphere by photosynthesis.

Burning fossil fuels – releases CO₂ into the atmosphere.

Agriculture – farm animals (eg. cows) produce lots of methane through digestive processes.

Waste – decomposition of waste at landfill sites releases CO₂ and methane.

How to reduce your carbon footprint

- Using renewable or nuclear energy sources
- Using more efficient processes to reduce energy use and waste.
- Tax companies based on their carbon footprint
- Use technology to capture CO₂ before it is released into the atmosphere.

Air Pollution

Carbon monoxide – caused by incomplete combustion it prevents blood carrying oxygen by binding to haemoglobin. Can result in fainting, coma or death. It is colourless and odourless so is very hard to detect.

Sulphur dioxide – released by burning fossil fuels that contain sulphur impurities. Causes acid rain.

Nitrogen oxides – formed when N₂ and O₂ react in hot engines (eg. cars). Causes acid rain.

Acid Rain

SO₂ and NO₂ mix with clouds to form sulphuric acid and nitric acid.

Acid rain kills plants and damages buildings.



Subject: Science

Year: 11

Topic: Atmosphere C13

G - Extra help

BBC Bitesize
Atmosphere



A - Key terms

Forces

A push or pull up on an object. (measured in Newtons)

Newtons

The unit of force (N).

Contact force

A force that acts when an object is touching something. E.g. friction, Upthrust, air / water resistance.

Non-Contact force

A force that acts when objects are not in contact. E.g. Magnetic and gravitational forces.

Load

The weight of an object raised by a device used to lift an object.

Friction

The forces that resist movement because of contact between surfaces.

Vectors

Physics quantity that have size and a direction. E.g. Acceleration, forces, weight and velocity.

Scalars

Physical quantities that have size, but no specific direction. E.g. Speed, distance, mass and energy.

Weight

The force of the gravity on an object due to its mass (measured in Newtons, N)

Mass

The amount of matter and object is made up of (measured in kilograms, kg)

Balanced forces

Forces action on an object that are the same size but act in opposite directions.

Unbalanced forces

Opposing forces acting on an object that are unequal.

Resultant force

The overall effect of two forces.

B - Vectors and scalar quantities

A **vector quantity** has a magnitude and direction, eg. a force, velocity, momentum.

A **scalar quantity** only has a magnitude and no direction, eg. speed, distance, time.

C - Newton's First Laws

Newton's first law of motion states that if the forces action on an object are balance, the resultant force on the object is zero and:

- If the object is at rest it stays at rest
- If the object is moving, it keeps moving at the same speed.

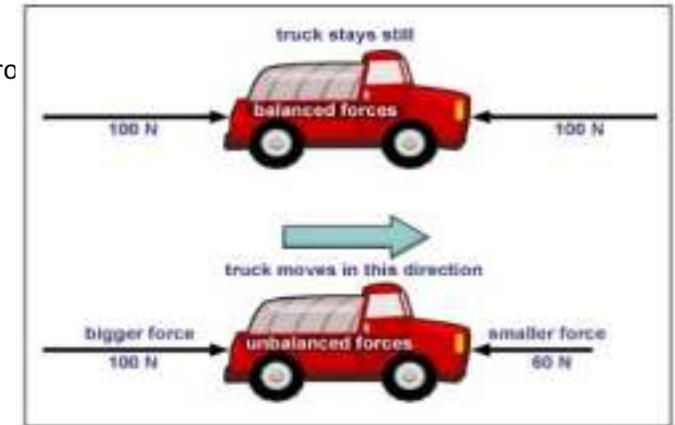
The resultant force is the amount of unbalanced force making the object speed up. The second van on the picture we have 100N one direction and 80N the other direction.

$100\text{N} - 80\text{N} = 20\text{N}$ → this is the resultant force.

Subject: Science

Year: 11

Topic: Forces in Balance P1



D - Newton's third law

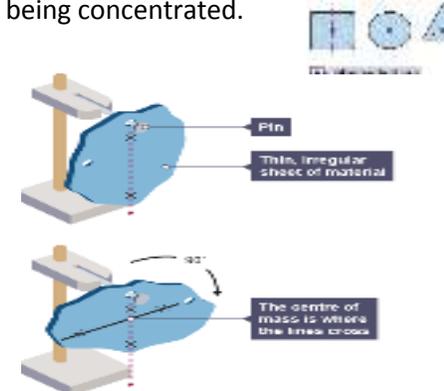
Newton's third law states that when two objects interact with each other, they exert equal and opposite forces on each other.

Forces always come in pairs, these are called **interacting pairs** and are in opposite directions.

- The ball hitting the bat
- The bat hitting the ball

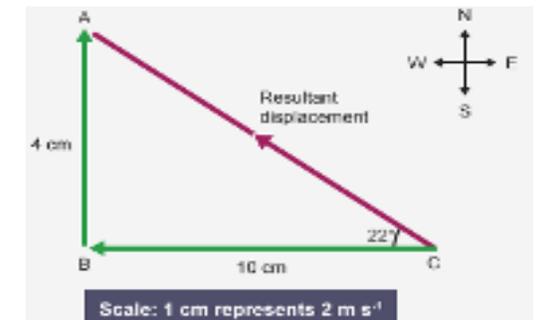
E - Centre of mass

The centre of mass of an object is the point at which its mass can be thought of as being concentrated.



F - Scale force diagrams

When more than one force acts on an object it is easy to draw a diagram to scale to calculate the resultant force.



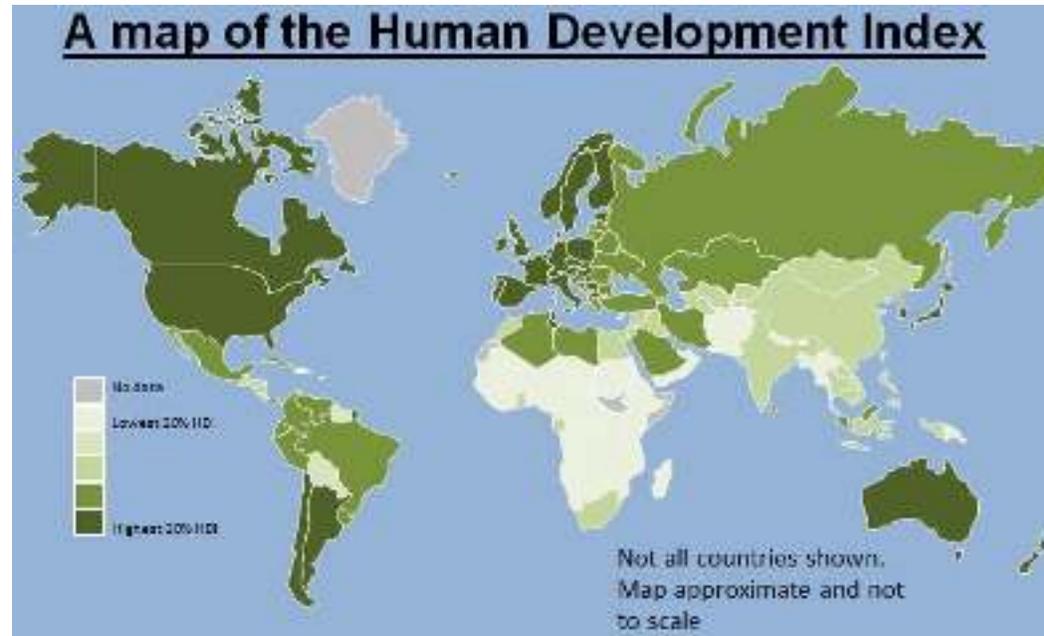
A Key terms

- Gross National Product (GNP)
- Human Development Index (HDI)
- Birth Rates
- Death rates
- Infant mortality
- People per doctor
- Literacy rate
- Life expectancy
- Quality of life
- Standard of living
- Emergency or short-term aid
- Conditional or tied aid
- Charitable aid
- Long-term or development aid
- Multilateral aid
- Top down
- Bottom up
- NGO

B Key Knowledge: Causes of poverty

Climatic hazards such as hurricanes and drought are more likely to strike some countries than others. For fragile countries a drought could have a devastating impact on development. A lack of natural resources – countries with few natural resources start off at a very low economic base and find it hard to create products that can sell on world markets. Subsidies (payments from governments to the producer) of goods produced in richer countries push the prices of rich world goods cheaper. This makes it harder for poorer countries to compete. The trade system encourages a “race to the bottom”, where buyers from richer countries go from place to place around the world driving down prices because supply of goods often outstrips demand. Education is particularly important, as many countries cannot afford to send all children to school even at a basic level. Corrupt governments who make money and wealth at the expense of the people that they are supposed to represent.

E



G. Further reading

- <https://www.bbc.co.uk/education/guides/zq8gi6f/revision>
- <https://s-cool.co.uk/gcse/geography/development>

F. WAGOLL Describe trade inequality in a developing country.

Trade is the exchange of goods and services between countries. More than half the world's trade takes place between just eight countries known as the G8. Developing countries have little purchasing power buying low value goods, making it difficult for them to pay off their debts or escape from poverty. The price of primary products fluctuates on the [world market](#). Workers and producers in developing countries lose out when the price drops, but they benefit when it rises.

Subject: Geography

Year: 11

Topic: Global Development



C. Key knowledge: Reasons for growth

1- Physical factors: Raw materials: Great wealth of natural resources: coal etc. Location: Geographical position beneficial for its development: markets in South Korea, Taiwan and India/ on major trade routes. 2- Human factors: Globalisation Companies in developed countries have goods produced in developing countries at a fraction of the price of the manufacturing process in the HICs. China has a large workforce which can be employed cheaply. Easy transport around the world. Changes in government policy: Laws which used to stop people 3- Education: Increase of literacy levels over the past 20 years: 90%. China has both large numbers of unskilled workers and a growing number of highly skilled workers.

D. Key knowledge: Impacts of growth (SEE)

Social Very little spending on social structure. E.g. spending on health lower than in the 1980s. However, positive input in education: decrease of illiteracy (see bullet point 3 above) Few laws to protect the workers, particularly the migrant workers (200 million). Economic (positive) unprecedented growth: With a population of 1.3 billion, China recently became the second largest economy and is increasingly playing an important and influential role in the global economy. GDP growth averaging about 10 percent a year has lifted more than 500 million people out of poverty. Environmental 16 of the world's 20 most polluted cities are in China. 75 per cent of China's energy is still produced from coal.

A: Keywords:

- Segregation
- Malcom X
- Martin Luther King
- Black Panthers
- Little Rock
- Freedom marches
- Race riots
- Civil rights
- Communism
- Truman doctrine
- Yalta conference
- Potsdam conference
- Iron curtain
- Blockade
- Marshall Plan
- NATO
- Operation Rolling Thunder
- Bay of Pigs
- Détente

B: Key knowledge

In the US Constitution it says that all people in the US are equal, but until 1863 this was ignored: Black people were slaves in the Southern States.

Jim Crow Laws

The Jim Crow Laws were named after a character in a plantation song that the black slaves used to sing. He allegedly had a white girlfriend which made him a hated figure in the South. These laws were introduced by the state governments of the southern states after the Civil War to make sure that although black people were free from slavery, they would never be equal to whites. The laws: **Segregated** (separated) black people from whites so they had to use separate, or separate sections of buses, trains, theatres, hospitals and churches.

Why was Martin Luther King important?

King's peaceful methods made the white racists who attacked the peaceful black protesters look even worse. His peaceful methods won him respect and support from abroad (international support) for rights for black people. The Nobel peace prize was recognition of this support. This international support was crucial in putting pressure on the US government to do something about the inequality.



F: WAGOLL

Explain why relations between the USA and China changed after 1970.

During the early 1970s relations between the superpowers improved as a result of a policy known as détente. This is a French word which was used to describe the relaxation of tension in the Cold War and one aspect of this policy was improved relations between the USA and China. During the late 1960s China's friendship with its fellow communist superpower, the USSR, began to breakdown, especially after China was critical of the Soviet invasion of Czechoslovakia in 1968. The new US president, Richard Nixon, had entered office with a pledge to end the war in Vietnam and he hoped to do this by becoming friendlier with China. As China was the chief supporter of the communist-led government in North Vietnam, Nixon hoped China could use its influence in helping to start peace negotiations. For its part, China hoped that improved relations with the USA would worry the USSR and serve to offset its declining relationship with the Soviets.

The desire for improved relations first began to emerge through sport. In April 1971 the US ping-pong team was invited to play in China and this helped to open up negotiations between the Chinese and American governments. The US wanted to improve trade links and in April 1971 lifted its 21-year-old trade embargo with China. Sport and trade helped to prepare the ground for improved political links. In February 1972 Nixon became the first US president to visit China when he went on a state visit to meet the communist leader, Mao Zedong. Both leaders hoped to gain from this meeting as it suited them both to build closer ties between their two countries.

Nixon's visit changed Sino-US relations which had been cut off for over two decades. It was a thawing of Cold War relations, a time which America and China entered a new era in their relationship. It also displayed a change in US foreign policy from one of open hostility to communist countries, to one of warmer, friendlier relations. This new friendship between the US and China occurred because it was advantageous to both sides. It was a period of détente in America's relationship with China.

Subject: History

Year: 11

Topic: Developments the USA 1929-2000



C: Key knowledge

The Berlin Crisis 1948-1949

Germany was divided into 4 sections; including Berlin. The western Allies pushed ahead by encouraging the economic recovery of their zones, especially in providing a much needed currency. Stalin feared that a 'western' currency and democratic ideas would spread to the Soviet zone and undermine control of East Berlin. On the 24th June 1948, Stalin cut off road, rail and canal traffic to Berlin from the western zone of Germany in attempt to starve the Allies out of West Berlin. (Berlin Blockade). Truman was determined to stand up to the USSR to show he was serious about containment.

D: Key knowledge

Reasons for US involvement in the Vietnam War.

Vietnam had been a French colony, but the defeat of the French in 1954 resulted in far greater US involvement. This was part of the US policy of containment in order to stop the spread of communism. The fundamental reason was the Domino Theory.

Reasons for US defeat

Fighting for a cause – The North Vietnamese and Vietcong were fighting for a cause – they refused to surrender.

G: Further reading

<https://www.britannica.com/event/Cuban-missile-crisis>

<https://www.historylearningsite.co.uk/vietnam-war/americas-involvement-in-vietnam/>

A. Key terms

de l'aviron	rowing
de l'équitation/du cheval	horse riding
de l'haltérophilie	weight lifting
de l'escrime	fencing
l'athlétisme	athletics
de l'artisanat	crafts
de l'alpinisme	rock climbing
du kayak	kayaking
du vélo	cycling
du VTT	mountain biking
du patinage	skating
du skate	roller blading
du ski alpin	downhill skiing
du ski de fond	cross country skiing
du tir	shooting
du tir à l'arc	archery
du jogging	running
du sport	sports
du shopping	shopping
du jardinage	gardening
du plongeon	diving
du ballet	ballet
du catch	wrestling
du zumba	zumba
du yoga	yoga
du camping	camping
du roller	roller blading
du canoë	canoeing
du bowling	bowling (indoor)
du ping pong	table tennis
du karting	go karting
du quad	quad biking
de la danse	dancing
de la natation	swimming
de la plongée	scuba diving
de la voile	sailing
de la planche à voile	windsurfing
de la boxe	boxing
de la randonnée	hiking
de la parapente	paragliding

B. Key knowledge

cuisiner	to cook	nager	to swim
plonger	to dive	marcher	to walk
bricoler	to do DIY	dessiner	to draw
jardiner	to do gardening	voler	to fly
surfer	to surf	trainer	to hang
around flâner	to stroll	répéter	
to rehearse			
se promener	to go for a walk	se reposer	to relax
s'entraîner	to train	courir	to run
lire	to read	écrire	to write
envoyer	to send	bavarder/discuter	to chat
peindre	to paint	tricoter	to knit
chanter	to sing	danser	to dance
s'occuper de	to look after	collectionner	to
collect fabriquer	to make	construire	
	to build	observer	to watch (birds...)
rencontrer	to meet	rendre visite à	



F. Expert modelling

Normalement pendant mon temps libre, je fais beaucoup de choses. Ce que je préfère c'est sortir avec mes copains, j'adore ça c'est toujours amusant parce que je m'entends bien avec eux. En général je fais du shopping, je vais en ville ou au cinéma. Quand j'ai le temps, j'aime aussi cuisiner pour ma famille. J'aime aussi faire du sport. Ma passion c'est la natation et je vais à la piscine tous les jours, pourtant j'aime aussi faire de l'équitation. Quand je m'ennuie, de temps en temps je lis des magazines de modes ou j'envoie des SMS à mes copains. Aussi comme j'adore les sorties en plein-air je fais beaucoup de vélo et parfois je fais du camping avec mes cousins. Comme je suis fana de musique, la semaine dernière je suis allée au concert de Rihanna à Paris. J'ai adoré, il y avait beaucoup de monde et l'ambiance était super. Je voudrais aller à son prochain concert. Si j'étais un peu plus fortunée j'aurais bien aimé apprendre à jouer d'un instrument. J'adore le piano et la guitare, si je pouvais, je passerais un peu de mon temps libre à jouer de la guitare dans un groupe de musique rock.

Subject: French

Year: 11

Topic: Sport



C. Key knowledge

au foot	football
au basket	basketball
au badminton	badminton
au billiard	snooker
au scrabble	scrabble
au hockey (sur glace)	(ice) hockey
aux cartes	cards
aux boules	bowls
aux échecs	chess
aux jeux vidéos	computer games
aux fléchettes	darts
à l'ordinateur	on the computer
du piano	piano
du clavier	keyboard
de la batterie	drums (+ fem)
de la guitare	the guitar
de la flûte (à bec)	flute (recorder)
de l'aviron	rowing
de l'équitation	horse riding

D. Key knowledge

de l'haltérophilie	weight lifting
de l'escrime	fencing
de l'athlétisme	athletics
de l'escalade	climbing
de l'ULM	microlighting
de l'artisanat	crafts
de l'aviation	flying
des achats	shopping
des courses	shopping

A. Key terms

Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.
Form	Form is a three dimensional shape , such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .
Texture	This is to do with the surface quality of something, the way something feels or looks like it feels. Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Media	The materials and methods used to produce a piece of art or design.
Composition	How the elements of the work are put together.
Annotation	Key information alongside your work. A record of your experiences, thoughts and emotions connected to an image.
Refinement	Developing and modifying to improve and adapt your work. Not just repeating using a different media.

D. Stretch and Challenge

- Plan your time and stick to a weekly schedule.
- Ensure you have evidence for each Assessment Objective.
- Don't just describe in your annotation. Tell me what I can't see - your thoughts, opinion and intentions.

B. Assessment Language

This is the marking criteria produced by the exam board - AQA:

Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	Refined their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.	Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and where appropriate making connections between visual, written, oral or other element.

This is what it actually means:

Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Looking at artists, designers and craftspeople to help your own work. Showing that you can analyse art that inspires you and that you understand the cultural background to the art.	Using lots of different materials and media. Experimenting to find out what works and what doesn't. Improving your work as it progresses.	Drawing, painting, sculpting, printing, photographing, etc. from objects in front of you or your imagination. Your ideas need to link to AO1. Your thoughts and ideas should also be recorded through annotation.	This is the work that you make combining of your inspiration (AO1), your experiments (AO2) and your observations (AO3). This is mostly at the end but there will also be elements throughout your work that answer this AO.

F. Expert modelling example



AO1: Artist Links



AO2: Experimenting



AO3: Observation and development

AO4: Final outcome



C. Steps to success

A unit of work is a 'package' of work produced in response to a single starting point. To be successful you need to show evidence of:

- Planning
- Keeping written and visual records
- Research
- Produce experiments and exploration studies
- Safe working practice with techniques
- Review, modify, develop and improve your work
- Finalising your ideas
- Presenting a final outcome or outcomes.

E. Existing similar examples



AC1.3 Knowledge Organiser (Macronutrients) – Explain the characteristics of unsatisfactory nutritional intake.

Protein:

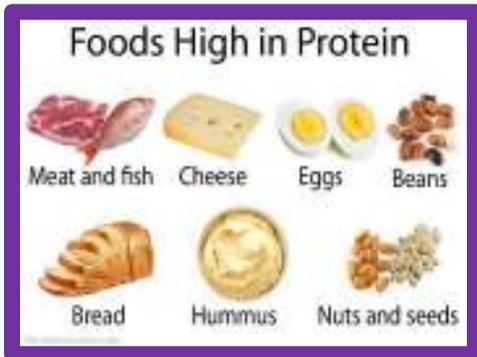
Proteins are made up of long chains of building blocks called amino acids. We need protein for the growth and repair of body tissue, muscles and blood cells. There are 20 amino acids that make up proteins. Animal Protein can include meat, fish, poultry, eggs, milk, and milk products such as cheese and yogurt. These food contain all of the essential amino acids and have a high biological value. (HBV). Plant Protein can include peas, beans, lentils, cereals (wheat, flour, pasta, nuts and seeds). These foods can lack one of the essential amino acids and have a low biological value. (LBV).

Deficiency

In young children growth slows down or stops. Failure to digest and absorb foods properly, diarrhoea, loss of fluid, dehydration. Muscle wasting and anaemia.

Excess intake

If you consume more protein than your body needs, the excess protein is used to give your body energy or turned into fat



Carbohydrates:

Carbohydrates are split in to two main categories – complex and simple. Simple Carbohydrates can be natural sugars found in fruits and vegetables or the processed sugars which can be found in biscuits, cakes, pastries and chocolate. Complex carbohydrates can be found in bread, pasta, rice, potatoes, cereals and pulses. Carbohydrates are made up of carbon, hydrogen and oxygen. They provide energy. Carbohydrates during digestion are changed to glucose. Excess glucose is converted into fatty acids and stored as body fat.

Deficiency

Tiredness and low energy.

Excess intake

Can cause obesity. Excess sugar is stored in muscle cells ready to be used later. If we don't use it all then it turns into fat. Too much sugar can cause diabetes and tooth decay.



Fats:

Fats like carbohydrates are energy providers. Too much fat is bad for our bodies but we also need some fat for building cell membranes and for giving us body warmth (insulation). Fats are broken down into saturated and unsaturated fat. Saturated fat includes butter, lard and dripping. Unsaturated fats include olive oil, groundnut oil, sunflower oil and sesame oil. Fats are solid at room temperature and oils are liquid at room temperature. Fats are composed of the elements: carbon, oxygen and hydrogen.

Deficiency

Tiredness and low energy. Eating a diet too low in fat can interfere with the absorption of the fat-soluble vitamins A,D,E and K. Because these nutrients are fat soluble, your body needs dietary fat to utilize them. These vitamins are stored mostly in the liver and fat tissue and are important in bodily functions such as growth, immunity, cell repair and blood clotting. If you're not eating enough fat to bring these vitamins into your body, they will be excreted, and you may be at risk for a vitamin deficiency.

Excess intake

Can cause obesity, high cholesterol, coronary heart disease, halitosis (bad breath), type 2 diabetes.



Keywords

Macronutrients – Nutrients required in large amounts.

Deficiency – A lack or a shortage of something.

Excess – When you have too much of something.

Amino Acids – Long chains of building blocks used to make protein.

Anaemia – Lack of red blood cells often caused by poor iron intake. Leads to tiredness.

Dehydration – When the normal water content in the body is reduced.

HBV protein – Protein from animal sources.

LBV protein – Protein from vegetable/plant sources.

Saturated Fats - a type of fat containing a high proportion of fatty acid molecules without double bonds, considered to be less healthy in the diet than unsaturated fat.

Unsaturated Fats - An unsaturated fat is a fat or fatty acid in which there is one or more double bond in the fatty acid chain. Related to animal or plant origins.

Glucose - comes from the Greek word for "sweet." It's a type of sugar you get from foods you eat, and your body uses it for energy.

AC1.3 Knowledge Organiser – Explain the characteristics of unsatisfactory nutritional intake.

VITAMINS	Function	Deficiency
Vitamin A (Fat Soluble)	Helps eye sight, skin growth and overall health. Needed for growth in small children.	Retina ceases to make visual purple, and vision in dim light is impaired leading to night blindness. Skin and mucous membranes become dry and infected, resistance to disease reduced.
Vitamin D (Fat Soluble)	Works with calcium to help form strong bones and teeth. It can be made in the body by the action of sunlight on the skin.	Absorption of calcium and phosphorus from the small intestine is reduced to that there is insufficient to maintain the strength of the teeth and bones. Can cause rickets in children and osteomalacia in adults and the elderly.
Vitamin C (Water Soluble)	To make connective tissue which binds the body cells together. Assists in the absorption of iron and in the building of strong bones and teeth. Needed for the production of blood and the walls of blood vessels and for the building and maintenance of the skin and lining of digestive system.	Prolonged deficiency may lead to connective tissue not made or maintained correctly. Walls of blood vessels weaken and break in places. Blood escapes and appears as small red spots under the skin. General weakness, irritability, pain in muscles and joints, loss of weight, fatigue and bleeding gums. It could lead to scurvy this occurs in the elderly and can happen to people on low incomes. Cuts & wounds fail to heal properly, scar tissue may weaken and open and anaemia as iron is not absorbed properly without vitamin C.
Vitamin B (Water Soluble)	Thiamin (B1) To reduce energy from carbohydrate and for normal growth of children and general health.	Depression, irritability, growth retarded in children. Beri Beri disease in adults.
	Riboflavin (B2) Essential for normal growth. Release of energy.	Failure to grow. Skin lesions. Tongue may swell and mouth and lips get sore.
	Folate – Normal growth. Formation of red blood cells. Energy release.	Failure to grow properly. A lack of folate in early pregnancy may lead to a condition called spina bifida in the baby which causes permanent disability.
MINERALS	Function	Deficiency
Calcium	With phosphorus it combines to make calcium phosphate which helps to harden and strengthen bones and teeth. Needed to help blood clot and for the correct functioning of muscles and nerves.	Children – Bones and teeth are not mineralized properly. Can along with Vitamin D cause Rickets. Adults – Strength of bones and teeth which could result in osteomalacia. Too much calcium in the body is dangerous as it will be deposited in organs such as the kidneys and this can be fatal.
Iron	A component of haemoglobin which gives red blood cells their colour. Needed to transport oxygen around the body.	Fatigue, weakness, pale complexion. In severe cases it can cause anaemia. General health is affected as cells cannot function properly.

Keywords

Micronutrients – Nutrients required in smaller quantities.

Retina – a thin layer of tissue that lines the back of the eye on the inside.

Rickets – a condition that affects bone development in children. It causes the bones to become soft and weak, which can lead to bone deformities.

Osteomalacia is the softening of the bones caused by impaired bone metabolism primarily due to inadequate levels of available phosphate, calcium, and vitamin D

Key
Adults
Children
Both

Fibre:

Fibre also known as non-soluble polysaccharide (NSP) is not absorbed by the body. As fibre passes through your body it collects all the rubbish and waste until it finally is expelled as faeces. It absorbs water and bulks up the waste making it soft.

Deficiency

Lack of fibre can cause constipation and diverticular disease.

Excess intake

Bloating, abdominal pain, flatulence, diarrhoea.



Water:

Water is vital to life. 70% of the human body is water. It is not a nutrient. Most drinks including milk are made of water. It helps to digest and absorb nutrients, remove waste from the body, control our body temperature, concentrate and lubricate our joints.

Deficiency

A lack of water can result in dehydration.

Excess intake

In rare cases, drinking an extreme amount in a short time can be dangerous. It can cause the level of salt, or sodium, in your blood to drop too low. That's a condition called hyponatremia. It's very serious, and can be fatal. You may hear it called water intoxication.



A. Key terms

Movement	Timeline & Artist
Arts and Crafts	1850 - 1915 William Morris Simple forms and natural motifs. Floral patterns.
Art Nouveau	1880 - 1910 Antoni Gaudi Inspired by insects and plants. Graceful and elegant.
Modernism	1880 - 1940 Henri Matisse Asymmetrical compositions . Use of cubic and cylindrical shapes.
De Stijl	1917 - 1930 Gerrit Rietveld Abstract using vertical and horizontal lines. Only used Primary colours.
Art Deco	1910- 1940 Andre Leon Arbus Elegant and decorative. Geometric shapes.
Bauhaus	1920 - 1934 Walter Gropius Form follows function. Bold modern shapes. Simple without decoration.
Pop Art	1958 - 1972 Roy Lichtenstein Inspired from sources in popular and commercial culture. Imagery inspired from comic books.
Memphis	1980 - 2007 Ettore Sottsass Combination of conflicting shapes, colours, & textures. Bright colourful and shocking pieces which were ground-breaking at the time.

B. Memphis

The Memphis group is comprised of Italian designers and architects, they created abstract pieces of work in the 1980's. The movement disagreed with conformity and they challenged the idea that products had to follow conventional shapes, colours, textures and patterns. The group uses very odd shapes that other more systematic groups wouldn't have put together, which makes it unique and abstract.



C. De Stijl

De Stijl was founded in 1917. The movement proposed ultimate simplicity and abstraction in a creative way. It uses bold black lines in a grid like format with a white background and some of the squares are coloured in with the bright, vibrant primary colours (red, yellow and blue). The work was established through a reduction of elements into simple geometric forms with a limited range of colours.



E. Images from Design Movements



D. Pop Art

Pop Art was born in Britain during the mid 1950s. The vibrant design movement uses recognizable imagery, which are drawn from popular media and products. The movement uses bright vibrant colours, worked around the three primary colours (red, blue and yellow). It uses flat imagery which mostly show strong influences from comic books and newspaper, specifically focusing on celebrities or fictional characters and advertisements.



F. Expert modelling



Art Deco

Art Deco is well known for its geometric and angular shapes that are usually symmetrical and based on nature, e.g. sunshine and flowers. They manufacture highly polished wooden furniture, but are most widely known for stain glass windows on which quite pale and boring colours are used. The movement began in Europe, particularly Paris, throughout the early years of the 20th century, but didn't really become very popular until after World War I, it continued to be popular up until the outbreak of World War II.



G. Wider thinking - Research other movements from timeline

A

KEY TERMS

- Primary data
- Secondary data
- Quantitative data
- Qualitative data
 - Reliability
 - Validity
- Representativeness
- Generalisations
- Operationalisation
 - Ethics
 - Sample
- Sampling frame
 - Pilot study
- Hawthorne effect
- Open questions
- Closed questions
 - Overt
 - Covert
- Hypothesis
- Triangulation

B

Collecting data

Sociologists use many different methods to collect data about society. Some sociologists prefer quantitative data while other sociologists prefer to collect qualitative data. However, most will use a mixture of different types of methods.

Questionnaires, structured observations and structured interviews generate quantitative data that allow sociologists to identify patterns in society. Unstructured observations and unstructured interviews produce qualitative data that enable sociologists to explain behaviour in society as they can find out why we behave the way we do.

E**F**

Discuss the usefulness of questionnaires in research

P Questionnaires are useful as they are able to be posted/emailed out to a large number of people.

E This means that the researcher will be able to gather a large amount of data as the sample has a better chance of being representative.

E For example, if someone was going to use a questionnaire to research social class and educational achievement, questionnaires could be posted out to different schools in different areas.

L Therefore, questionnaires are useful for building up a representative sample that allows generalisations to be drawn. However, there is always the chance of a low response rate which will affect the representativeness.

YEAR ELEVEN SOCIOLOGY RESEARCH METHODS

**C**

Ethical issues

Sociologists must collect following the guidelines of the British Sociological Association (BSA). Ethics are principles about whether a piece of research is morally right or wrong. This could be to do with the area of research or the way the research is being carried out.

D

Sampling methods

As sociologists would not be able to collect data from everyone in the country they have to use a sample. To do this sociologists need a sampling frame in order to gather their sample. Access to some samples might require permission and some groups may be hard to reach.

G

Wider thinking/reading

Research James Patrick Glasgow gang
BSA ethical guidelines
British Crime Survey
Census

Subject: Health and Social
Year: 11
Topic: Life Stages

Key terms

- **Birth Defect** – Occurs whilst the baby is developing in the mother’s womb (e.g. Downs Syndrome).
- **Non-birth defect** – A condition which develops after the baby has been born (e.g. Anorexia)
- **Care plan** – A document which sets out how your care and support needs will be met.
- **Limited** – Minimal work has been produced with little explanation.
- **Range** – at least 60% of the content which is expected has been include
- **Wide range** - at least 75% of the content which is expected has been included.

B. Birth defects

- | | |
|---|------------------------------|
| * Diabetes | * Epilepsy |
| * Asthma | * Anorexia |
| * Bulimia | * Alzheimer’s |
| * Hearing loss | * Sight loss |
| * Osteoporosis | * Arthritis |
| * Coronary heart disease | * Cancer (lungs, breast etc) |
| * Mental ill health (depression, anxiety, stress etc) | |

C. Non-birth defects

- | | |
|------------------------|-----------------------|
| * Visual impairment | * Cleft palate |
| * Huntington’s Disease | * Spina bifida |
| * Down’s syndrome | * Cleft foot |
| * Muscular dystrophy | * Cerebral palsy |
| * Cystic fibrosis | * Sickle cell disease |

D. To achieve a high mark you need to:

- Explain the different birth and non-birth defects.
- Link each birth defects to PILES
- Provide 2 detailed case studies

G. Use the NHS Website to help you to explain the different birth and non-birth defects:

<https://www.nhs.uk/conditions>



F. Expert modelling

‘Spina Bifida - During infancy and childhood, many people with Down’s syndrome can be effected by Spina Bifida as they often suffer with mobility problems. This will make it harder for them to develop their gross and fine motor skills as it effects the brains ability to pass messages through the spinal cord to muscles. They will have reduced skin sensitivity where the nerves will not send signals to the brain making it very easy for them to injure themselves with burns and other injuries. This could also lead to infections.

An individual’s intelligence is not normally effected by Spina Bifida, however in some cases it can be as the brain is damaged by the excess fluid on the brain. Some people with this condition can have learning difficulties such as short attention span, difficulties solving problems, difficulty reading, struggle to understand some spoken language and struggle to organise activities. They may have bad hand-eye coordination, for example they may struggle to tie their shoe laces.

Emotional problems can occur later on in childhood or in adolescence. This may be because they have low self-esteem and lack of confidence due to their conditions which may cause them to get depression. They may feel excluded from friend groups as they aren’t as able to do activities as everyone else is or without support doing so.’ This example continues by explaining social development.

A. Key terms

Whole skill practice

A practice for the whole skill from start to finish.

Part skill practice

A practice for part of a skill rather than the whole.

Fixed skill practice

A practice that repeats the skill over and over.

Variable skill practice

A practice that includes changes so the skill is repeated in different situations.

Proficiency awards

An award scheme to measure efficiency in the skills of a sport.

Diary

A record of events or observations kept daily.

Statistics

The collection, analysis and interpretation of data.

Video analysis

Comparing skills and techniques against a model performer.

Peer observation

Being observed by a team mate or person of a similar age.

Coach observation

Being observed by a coach who has an expertise in a sport.

B. Types of practice

- **Whole skill practices:** best used for basic skills that can't easily be split into parts, such as dribbling in basketball.
- **Part skill practices:** used for complex skills which can be broken into parts, such as a basketball layup.
- **Fixed practices:** best used for closed skills, such as free kicks in football.
- **Variable practices:** best used for open skills, such as passing in football against defenders.



MATCH SUMMARY		
MURRAY		BUBLIK
3	Aces	15
2	Double Faults	12
58%	1st Serves In	64%
77%	1st Serve Points Won	67%
74%	2nd Serve Points Won	29%
29	Total Winners	33
10	Total Unforced Errors	35
29/37	Net Approach Points Won	16/35
5/12	Break Points Won	0/6
100	Total Points Won	69

Subject: Sport

Year: 11

Topic: Improving Performance



C. Monitoring improvements

Improvements during a training programme can be monitored using:

- A log of performance such as a diary
- Monitoring results or statistics over time.

D. Measuring improvements

Improvements after a training programme can be measured using:

- National governing bodies proficiency awards
- Results or statistics from before and after.
- Video analysis to compare to a performer
- Peer or coach observation and feedback

F. Expert modelling

To improve my defensive heading I will do two practices for the whole skill. The first will be a fixed practice followed by a variable practice with a defender.

Fixed practice - I will practice heading with two other people. One person will feed the ball to me under arm and I will aim to head the ball over them to the other person. To head the ball further I will have to make contact with the bottom of the ball with my forehead and use my legs to head the ball high and long. To make the practice harder I will make the distance I have to head the ball bigger.

Variable practice - I will practice heading with two other people. One person will feed the ball in under arm and I will aim to head the ball out of the box while the other player tries to head the ball at goal. To make this practice harder I will feed the ball in over arm and then have them kick it in. I could also add more defenders and attackers.

To see if I have improved I will record a game so I can compare my performance to before the programme. I will be able to see if my defensive heading has improved by counting how many times I do it correctly in each game. I can use the video to look at my technique to see if it has improved and what I need to still improve. I will also ask my teacher and team manager to see if they think I have improved and ask them for suggestions as to what I should do next to get better.

