



Name:

Form:

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

Maya Angelou

**YEAR 11**

**KNOWLEDGE ORGANISER:**

Autumn Term 2022



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# Instructions for using your Knowledge Organiser

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

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

## Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the '*How to self-test with the Knowledge Organiser*' booklet to help you. It can also be found here: <http://www.bluecoatwollaton.co.uk/learning/knowledge-organisers/>

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

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



## Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.



# Year 11 Knowledge Organiser Schedule: Autumn Term

You are expected to study the subject(s) shown on your timetable each day.

Each day use a page of your exercise booklet to evidence your work.

Timetable for weeks beginning;		Subject 1	Subject 2
05/09/2022	Monday	English	Bedrock
19/09/2022	Tuesday	Maths	<b>A</b>
03/10/2022	Wednesday	Science	RE
31/10/2022	Thursday	English	Maths
14/11/2022	Friday	Science	Bedrock
28/11/2022			
12/12/2022			

For weeks beginning;		Subject 1	Subject 2
12/09/2022	Monday	English	Bedrock
26/09/2022	Tuesday	Maths	<b>B</b>
10/10/2022	Wednesday	Science	<b>C</b>
07/11/2022	Thursday	English	Maths
21/11/2022	Friday	Science	Bedrock
05/12/2022			
19/12/2022			

To know which of your options subjects you should study look for your class code (you can find this on your main academy timetable) in the table below. Once you identify your subjects write them onto your homework timetable above. E.g. if you are in **11A/Hi1** you would write **History** in the box with the **A**.

Option A	Options B	Options C
11A/Gg1 - Geography	11B/Fr1 - French	11C/Ar1 - Art
11A/Gg2 - Geography	11B/Dt1 - Design & Technology	11C/St1 - Sport
11A/Hi1 - History	11B/So1 - Sociology	11C/ So1 - Sociology
11/Hi2 - History	11B/Cm1 - Creative Media	11C/Gg1 - Geography
11A/Fr1 - French	11B/Cc1 - Childcare	11C/Hf1 - Food
11A/Co1 - Computer Science	11B/Dr1 - Drama	11C/Cc1 - Childcare
		11C/ Cm1 - Creative Media



**Bluecoat Wollaton**  
believe in yourself, in others, in God

# Reading Log

Use this reading log to record the books you read, how long you have spent reading, plus AR quizzes and Bedrock lessons.

Week starting	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total no. of minutes read	Bedrock lesson complete?	Parent/Carer Signature
06/09/2021										
13/09/2021										
20/09/2021										
27/09/2021										
04/11/2021										
11/10/2021										
01/11/2021										
08/11/2021										
15/11/2021										
22/11/2021										
29/11/2021										
06/12/2021										
13/12/2021										
20/12/2021										

**'The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.'**



# Bedrock

Use this page to note down what days you have your Library lesson and what days you can access Bedrock without being locked out by the 24 hour drip feed...

Don't forget the drip feed! **24 hour block** between lessons



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday morning  
Bedrock reports  
sent to your  
English teacher(s)  
to check your  
progress

Add to the grid when you have your Library lesson  
Shade with a pencil the days you can't do Bedrock due to the 24 hour block  
Highlight/colour the days you can complete your Bedrock

Remember that the weekly minimum is:

1 x Bedrock Lesson (ideally during library lesson)

1 x Bedrock homework

= 2 per week

**Aim to get everything done in plenty of time to grow your brain and get plenty of prizes for your progress :)**

## How do I self-quiz?

### How to use...Flashcards

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

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

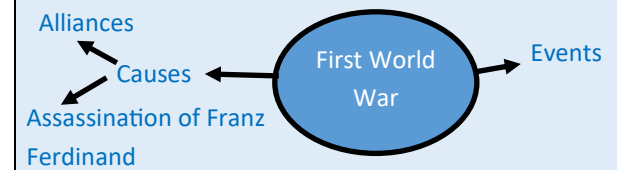
### How to use... Look, Cover, Write, Check and Correct

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

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

### How to use... Mind Maps

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



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

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

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

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

### How to... Summarise a process/idea

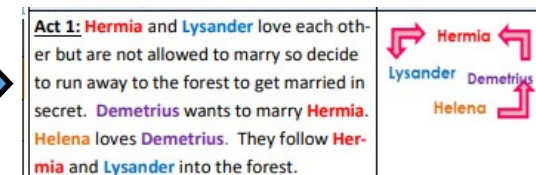
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

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

### How to use... Subject Specific Tasks or Questions

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

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





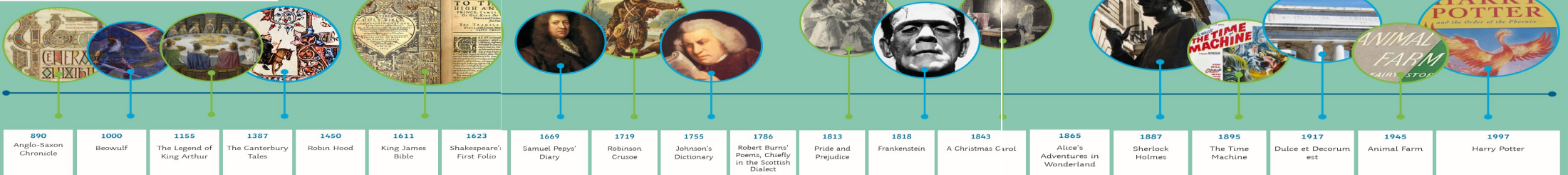
## Year 11 English—A Christmas Carol

Section 1: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Literary Foil</b>	A foil is a character who contrasts with another character; typically, a character who contrasts with the protagonist
<b>Asyndetic Listing</b>	A list containing multiple conjunctions.
<b>Didactic</b>	Teaching a moral lesson.
<b>Conceit</b>	An extended metaphor.
<b>Allegorical</b>	A story that reveals a hidden meaning-usually a moral one.
<b>Microcosm</b>	A smaller version of a real society.
<b>Parable</b>	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
Tier 2 Vocabulary	Definition
<b>Miserly</b>	A miser is a person who is reluctant to spend.
<b>Misanthropic</b>	Having or showing a dislike of other people; unsociable.
<b>Malthusian</b>	A person who supports the theories about population proposed by the English economist and clergyman Thomas Robert Malthus.
<b>Benevolent</b>	Well meaning and kind
<b>Malevolent</b>	Having or showing a wish to do evil to others.
<b>Destitute</b>	Extremely poor
<b>Melancholy</b>	A feeling of pensive sadness
<b>Redemption</b>	The action of saving or being saved from sin, error, or evil.

Section 2: Characters and Symbols	
Character or symbol	Symbolic significance
<b>Scrooge</b>	Scrooge represents the misanthropic and Malthusian upper classes but his capacity to change teaches a didactic lesson.
<b>The Cratchit Family</b>	The family symbolise the plight of the poor and they contrast Scrooge's Malthusian views.
<b>Tiny Tim</b>	Tiny Tim represents the way in which the innocent are corrupted by society and some critics have drawn parallels between him and Jesus Christ.
<b>The Ghosts</b>	The Ghosts symbolise Scrooge's past, present and future. Through each of their 'hauntings' Scrooge's transformation is completed.
<b>Ignorance and Want</b>	These two children represent the rich and the poor's struggles. While the poor are weighed down by Want, it is clear that Ignorance is the more dangerous of the two.
<b>Fred and Fezziwig</b>	Both characters jovial nature is a foil to Scrooge. Each character teaches us how we should act in society.
<b>Belle</b>	Belle is in the novella to remind us of the consequences of Scrooge's greed.
<b>The narrator</b>	The intrusive narrator 'haunts' us just as the ghosts 'haunt' Scrooge.
<b>Fire and Ice</b>	Images of fire and brightness are used as symbols of emotional warmth and Christian Spirit.
<b>Music</b>	Music is an important symbol of celebration and happiness. This is a Christmas CAROL celebrating Scrooge's change.

Section 3: Key quotes and ideas	
'As solitary as an oyster' – Stave 1	'God bless us everyone!' – Tiny Tim's positive attitude in Stave 3
'I wear the chain I forged in life' –Ghost of Marley in Stave 1	'There sat a jolly Giant, who wore a glowing torch...it was clothed in one simple green robe' – Ghost of Christmas Present in Stave 3
'His face was ruddy and handsome, his eyes sparkled' – Fred (presented as the opposite to Scrooge) Stave 1	'The phantom slowly, gravely, silently approached' – Ghost of Christmas Yet to Come in Stave 4
'It wore a tunic of the purest white... from the crown of its head there sprung a bright clear jet of light' – Ghost of Christmas Past Stave 2	'I will honour Christmas in my heart' - Scrooge in Stave 4
'A lonely boy was sat reading near a feeble fire' – Scrooge as a young boy Stave 2	'to Tiny Tim, who did NOT die, he [Scrooge] was a second father' Stave 5
"Your lip is trembling," said the Ghost, 'And what is that upon your cheek?' Stave 2	"I am as light as a feather, I am as happy as an angel, I am as merry as a school-boy." Stave 5
<p><b>Malthusian Theory</b></p>	

English Literature Timeline



Section 4: The Exam Rubric

Section A	Level	Mark	Descriptor – Bullets 1 and 2 – AO2 (20 marks) please see page 4
		0	No rewardable material.
	Level 1	1–4	<ul style="list-style-type: none"><li>The response is simple and the identification of language, form and structure is minimal.</li><li>Little evidence of relevant subject terminology.</li></ul>
	Level 2	5–8	<ul style="list-style-type: none"><li>The response is largely descriptive. There is some comment on the language, form and structure.</li><li>Limited use of relevant subject terminology to support examples given.</li></ul>
	Level 3	9–12	<ul style="list-style-type: none"><li>The response shows an understanding of a range of language, form and structure features and links them to their effect on the reader.</li><li>Relevant subject terminology is used to support examples given.</li></ul>
	Level 4	13–16	<ul style="list-style-type: none"><li>The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.</li><li>Relevant subject terminology is used accurately and appropriately to develop ideas.</li></ul>
	Level 5	17–20	<ul style="list-style-type: none"><li>The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader.</li><li>Relevant subject terminology is integrated and precise.</li></ul>
Section B	Level	Mark	Descriptor – Bullets 1, 2 and 3 – AO1 (20 marks) please see page 4
		0	No rewardable material.
	Level 1	1–4	<ul style="list-style-type: none"><li>The response is simple with little personal response.</li><li>There is little evidence of a critical style.</li><li>Little reference is made to the content or themes of the text.</li></ul>
	Level 2	5–8	<ul style="list-style-type: none"><li>The response may be largely narrative but has some elements of personal response.</li><li>There is some evidence of a critical style but it is not always applied securely.</li><li>Some valid points are made, but without consistent or secure focus.</li></ul>
	Level 3	9–12	<ul style="list-style-type: none"><li>The response shows a relevant personal response, soundly related to the text.</li><li>There is an appropriate critical style, with comments showing a sound interpretation.</li><li>The response is relevant and focused points are made with support from the text.</li></ul>
	Level 4	13–16	<ul style="list-style-type: none"><li>The response has a developed personal response and thorough engagement, fully related to the text.</li><li>The critical style is sustained and there is well-developed interpretation.</li><li>Well-chosen references to the text support a range of effective points.</li></ul>
	Level 5	17–20	<ul style="list-style-type: none"><li>There is an assured personal response, showing a high level of engagement with the text.</li><li>A critical style is developed with maturity, perceptive understanding and interpretation.</li><li>Discerning references are an integral part of the response, with points made with assurance and full support from the text.</li></ul>

Section 5: Key Concepts

The concepts below are focused on in this unit.	
OPPRESSION	POWER
When power is abused in order to limit a person’s freedom and rights.	The ability to direct or influence people’s behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.
REVOLUTION	REDEMPTION
This can mean an overthrowing of a government or social order in favour of a new system. This can be sparked by new ideas/philosophies and is very tied to political structures.	Being saved from sin or evil. It allows characters to change and grow, learning from past mistakes and sins. It can also have strong religious connotations.
PREJUDICE	EXPLOITATION
When we make judgements that are unfair, based on wrong assumptions about people. For example, someone might be prejudiced about someone else’s race, sexuality or religion.	Treating someone unfairly and manipulating them in order to gain something for yourself.

Section 6: Previous Learning

Previous important learning	
Autobiography	Shaping identity and exploring perspectives.
Romeo and Juliet	Exploring conflict, consequences and identity.
Enlightenment and Romantic Poetry	Exploring the impact of the industrial revolution and its impact on nature and society.
Of Mice and Men	Using a text to criticise societal issues and concerns.
An Inspector Calls	Literature reflecting political and socio-economic concerns of society
Post-war/postmodern (Y10)	Literature reflecting a changing society.
Expressing voice (Y10)	How do people in society share their voices?

## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Product (n)	The answer when two or more values are multiplied together.
Sample space (n)	This shows all possible outcomes for that experiment.
Independent event (n)	This is when two events occur and they don't affect each other.
Mutually Exclusive (ad)	Two events that can't happen at the same time.
Tier 2 vocabulary	Definition
Venn diagram (n)	A diagram showing data in circles inside a rectangle, based on their overlapping features.
Event (n)	The results from a particular experiment.
Frequency (n)	This shows how many times something happens.
Probability (n)	How often an event should occur as a proportion of the amount of total attempts; written as a fraction, percentage or decimal.
Likelihood (ad)	The worded form of the probability of events. E.g. impossible, unlikely even chance.
Certain (ad)	Something which will definitely happen or is definitely true

**Concepts you have seen before:**

Product, Venn Diagrams, Probability of Events, Decimals, Fractions, Percentages

## Section 2: Key Facts and Processes

## Combined Events

### Product rule

A restaurant menu offers 4 starters, 7 main courses and 3 different desserts. How many different three-course meals can be selected from the menu?

Multiplying together the number of choices for each course gives  **$4 \times 7 \times 3 = 84$**  different three-course meals.

### Sample space diagrams

What is the probability of scoring two sixes (a 12) from two dice?

Chance on dice 1:  $1/6$

Chance on dice 2:  $1/6$

$$1/6 \times 1/6 = 1/36$$

This can be seen in the diagram

### Relative frequency

**Relative frequency is used when probability is being estimated** using the outcomes of an experiment.  
E.g. The relative frequency of picking a pink ball is 30% (0.3) because 6 out of 20 is 30%.

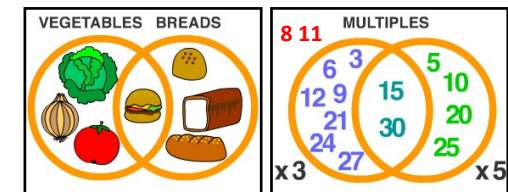
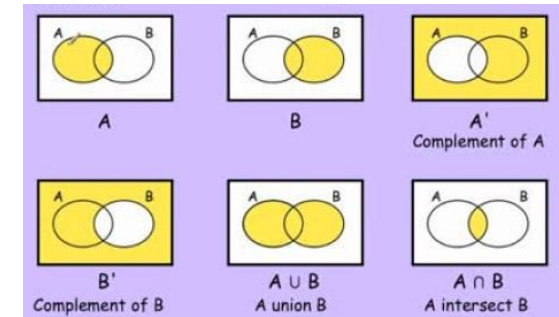


Colour	Frequency	Relative Frequency
blue	5	$5/20 = 0.2$
green	4	$4/20 = 0.2$
pink	6	$6/20 = 0.3$
red	3	$3/20 = 0.1$
orange	2	$2/20 = 0.1$
Totals	20	1

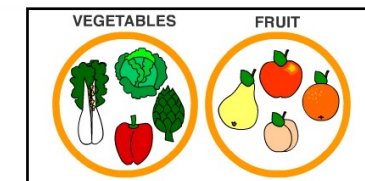
**A class of 20 children each had a turn blind-folded to pick a ball from a jar to see what colours they would get.**

## Section 3: Support

### Venn Diagram



If sets contain the same elements the circles intersect.



If sets do not contain the same elements,  
there is no intersection.

Access **Hegarty Maths** on a computer, tablet device or smartphone for additional support:

[www.hegartymaths.com](http://www.hegartymaths.com)

Select **Bluecoat Wollaton Academy** as your school.



Topic	Videos
Combined Events	671, 672, 673, 358, 359
Relative Frequency	351, 352, 353, 354, 355
Probability tree diagrams	360, 361, 362, 363, 364, 365
Venn Diagrams	372 to 391



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Sample space (n)	The sample space of an experiment is the set of all possible outcomes for that experiment.
Relative frequency (n)	The relative frequency of an event is defined as the number of times the event occurs during experimental trials.
Independent event (n)	Two events, A and B, are <i>independent</i> if event A occurs and does not affect the probability of event B occurring.
Mutually exclusive (ad)	If two events are mutually exclusive, it means that they cannot occur at the same time.
Union (n)	The union of two sets A and B is the set of elements which are in A, in B, or in both A and B.
Intersection (n)	The intersection of two sets A and B, is the set containing all elements of A that also belong to B
Tier 2 vocabulary	Definition
Event (n)	A set of possible outcomes resulting from a particular experiment.
Frequency (n)	The <b>frequency</b> of a particular data value is the number of times the data value occurs.
Probability (n)	A measure of how often a particular event is statistically likely to happen.
Notation (n.)	The format in which something is written.

#### Concepts you have seen before:

Product, Venn Diagrams, Probability of Events, Decimals,

### Section 2: Key Facts and Processes

#### Combined Events

**Product rule: Multiply together the number of choices**

A restaurant menu offers 4 starters, 7 main courses and 3 different desserts. How many different three-course meals can be selected from the menu?

Multiplying together the number of choices for each course gives  $4 \times 7 \times 3 = 84$  different three-course meals.

#### Sample space diagrams

What is the probability of scoring two sixes from two dice (add to 12)?

Chance on die 1:  $1/6$

Chance on die 2:  $1/6$

$1/6 \times 1/6 = 1/36$

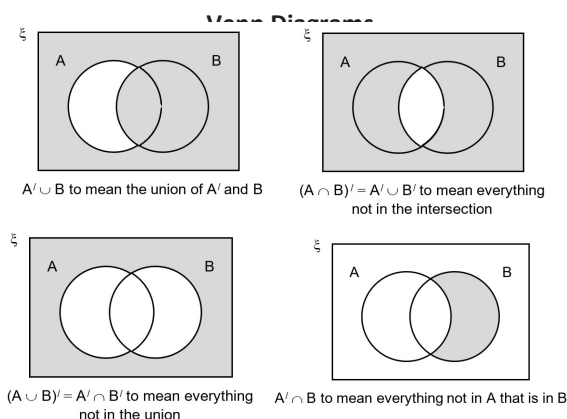
This can be seen in the diagram.

Dice 1

1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

Dice 2

Total Score



#### Independent events

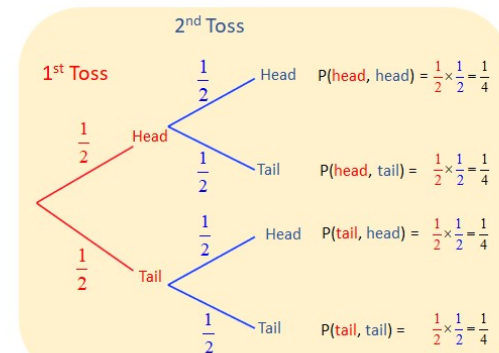
In general if two events A and B are independent then;

$$P(A \cap B) = P(A) \times P(B)$$

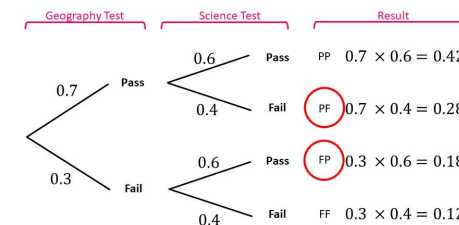
### Section 3: Support

#### Probability Tree diagrams

Tree diagram to show the probabilities when a coin is tossed twice.



Combined probabilities are calculated by multiplying along branches. The probability of throwing two heads is therefore:  $P(\text{head, head}) = 0.5 \times 0.5 = 0.25$



Above is the probability of passing and failing two tests.

This is the probability for only one fail: It is the addition of two final combinations  $P(\text{PF or FP}) = 0.28 + 0.18 = 0.46$

Access **Hegarty Maths** on a computer, tablet device or smartphone for additional support:  
[www.hegartymaths.com](http://www.hegartymaths.com)



Topic	Videos
Combined Events	671, 672, 673, 358, 359
Relative Frequency	351 to 357
Independent Events	360, 361, 362, 363
Venn Diagrams	372 to 391



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Function (n.)	The relationship between two sets of values.
Reciprocal function (n.)	A function of the form $y = \frac{A}{x}$
Linear sequence (n.)	A sequence with a constant difference between terms
Direct proportion (n.)	When one quantity increases, the other quantity increases at the same rate, eg. if one doubles, the other doubles. The ratio of the one quantity to the other is a constant, <b>k</b> .
Inverse Proportion (n.)	Two variables are inversely proportional if one is proportional to the reciprocal of the other.
Tier 2 vocabulary	Definition
Inverse (n.)	The inverse operation reverses the effect of the original operation.

### Concepts you have seen before:

**Factorising, sequences, substitution into a formula, ratio, direct proportion, calculator skills.**

### Section 2: Key Facts and Processes

#### Linear nth term

n	1	2	3	4	5	6	nth term=
sequence	2	5	8	11	14	17	$3n - 1$

The numbers in the sequence can be defined as **terms**.

n describes the position of the term. For the second term the position is 2, therefore the number in the sequence is found by substituting  $n = 2$   $(3 \times 2) - 1 = 5$

The graph formed will be a **linear** graph.

#### Quadratic nth term

n	1	2	3	4	5	6	nth term=
sequence	2	4	8	14	22	32	$n^2 - n + 2$

The sequence is found by substituting in the n values. For the first term, n is 1. Therefore  $(1)^2 - (1) + 2 = 2$

The graph formed will be a **quadratic** graph.

Here is a table of values where x is directly proportional to y

x	0	1	4	8	11
y	0	3	12	48	33

$\times 3$

This is an example of  $y = 3x$  where k (the constant of proportionality) is 3. x and y increase at the same rate.

Two variables are **inversely proportional** if one increases.

x	1	2	4	6
y	12	6	3	2

$\div 3$

$$y \propto \frac{1}{x} \therefore y = \frac{k}{x}$$

### Section 3: Support

Different ratios can be combined by finding equivalent ratios.

Both sides of the ratio can be multiplied or divided to find equivalent ratios, like this:  $1 : 4 = 2 : 8 = 3 : 12$

If  $x : y = 3 : 4$  and  $x : z = 8 : 7$ , **x appears in both ratios**. Therefore we must **make the x the same in each ratio**. We want to put the ratios together to make  $x : y : z$

$$\begin{array}{ccc}
 x : y & & x : z \\
 \times 7 & \times 7 & \times 3 \\
 3 : 4 & \times 7 & 7 : 8 \\
 21 : 28 & & 21 : 24
 \end{array}$$

We multiply each ratio to make the x value the same in each. Now the x values are the same we can combine to make  $x : y : z$

$$21 : 28 : 24$$

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Topic	Videos
Ratio	328-336
Linear sequences and graphs	196-198
Arithmetic sequences	919-922
Quadratic sequences	247
Direct & inverse proportion	339-348



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Function (n.)	The relationship between two sets of values.
Inverse function (n.)	A function that performs the opposite process of the original function.
Reciprocal function (n.)	A function of the form $y = \frac{A}{x}$
Quadratic sequence (n.)	A sequence in which the second row of differences is constant. The rule contains a quadratic term (and no higher power terms)
Direct proportion (n.)	When one quantity increases, the other quantity increases at the same rate, eg. if one doubles, the other doubles. The ratio of the one quantity to the other is a constant, $k$ .
Inverse proportion (n.)	Two variables are inversely proportional if one is proportional to the reciprocal of the other.
Tier 2 vocabulary	Definition
Proportion (n.)	A proportion is part of the whole.
Inverse (n.)	The inverse operation reverses the effect of the original operation.
Rearrange (v.)	Change the position or order of something

### Concepts you have seen before:

Factorising, completing the square, sequences, substitution into a formula, plotting points on a graph, translations, calculator skills.

### Section 2: Key facts and processes

A quadratic in the form  $ax^2 + bx + c = 0$  can be solved to find  $x$  using the quadratic formula:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

**f(x):**  $x$  is the **input** value      **f(x)** is the **output** value

$$f(x) = 3x + 11$$

If the input value of  $x = 5$ , the output value is:

$$f(5) = (3 \times 5) + 11 = 26$$

Composite functions are in the form  $fg(x)$ , where function

$g(x)$  is the **input** of the  $f(x)$  function (put  $g(x)$  into  $f(x)$ )

Here is a table of values where  $x$  is directly proportional to  $y$

$x$	0	1	4	8	11
$y$	0	3	12	48	33

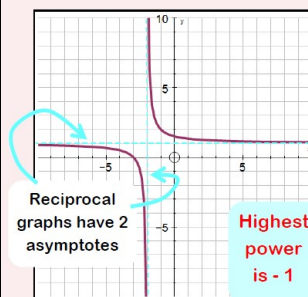
This is an example of  $y = 3x$  where  $k$  (the constant of proportionality) is 3.  $x$  and  $y$  increase at the same rate.

Two variables are **inversely proportional** if one increases at the same rate as the other decreases. Note that  $xy = 12$ .

$x$	1	2	4	6
$y$	12	6	3	2

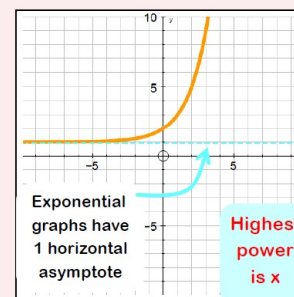
$$y \propto \frac{1}{x} \quad \therefore y = \frac{k}{x}$$

**Reciprocal Graphs**  
 $y = \frac{a}{x}$



Highest power is -1

**Exponential Graphs**  
 $y = a^x$



Highest power is x

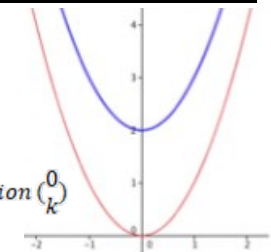
### Section 3: Support

It is interesting to note the effect that an additional operation has on a function. Let us consider  $f(x) = x^2$

$x$	-2	-1	0	1	2
$f(x)$	4	1	0	1	4
$f(x)+2$	6	3	2	3	6

This will have the effect of **translating** the graph up by 2 units as shown

$f(x) + k$  represents the translation



### Summary of other translations of graphs:

$f(x + k)$  Represents a translation to the **left**, by vector  $\begin{pmatrix} -k \\ 0 \end{pmatrix}$

$-f(x)$  Represents a reflection in the  $x$ -axis.

$f(-x)$  Represents a reflection in the  $y$ -axis

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Topic	Videos
Quadratic sequences	247-251
Completing the square	235-239
The quadratic formula	240-242
Iteration	322
Direct & inverse proportion	339-348
Recognising graphs	299-305
Transforming graphs	307-313

# Subject: Biology Year 11 Autumn Term—B5 The Endocrine System

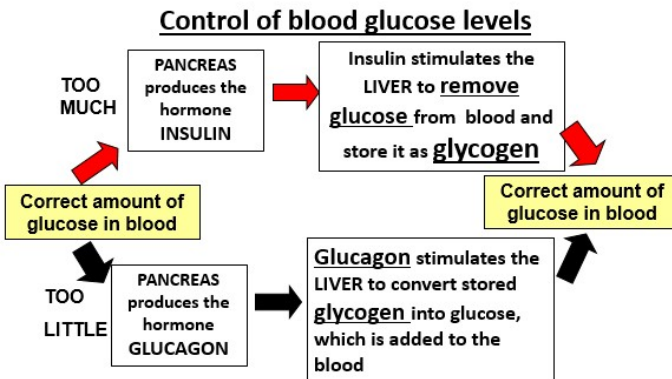
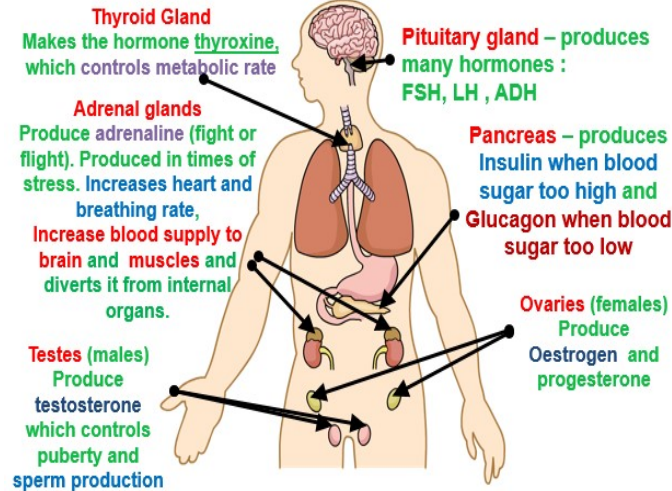


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Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Homeostasis (n)	How the body maintains its internal environment.
Gland (n)	An organ or tissue that makes a substance for release.
Hormone (n)	Chemical messenger produced in glands and carried by the blood.
Pituitary gland (n)	Gland that is responsible for releasing a number of important hormones.
Oestrogen (n)	Female sex hormone which makes the lining of the uterus repair and grow.
Progesterone (n)	Female sex hormone which maintains the lining of the uterus.
FSH (n)	Stimulates an egg in the ovary to mature.
LH (n)	Triggers ovulation.
Tier 2 Vocabulary	Definition
Maintain (v)	Cause something to continue.
Stimulate (v)	Raise levels of something.
Contraceptive (adj)	Method of preventing pregnancy.

## Section B: Important Ideas / Concepts/ Questions

**Endocrine system – hormones** are chemical messengers, that travel in the blood from glands to target organs. Hormones travel slowly but have long lasting effects.

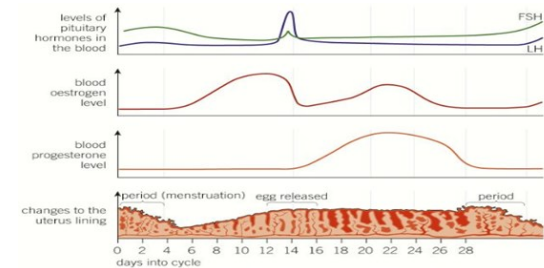


Type 1 diabetes – pancreas produces too little or no insulin. Treated with insulin injections after meals.

Type 2 diabetes – the body doesn't respond properly to the insulin it makes.. Controlled by diet.

## Section C:

### Hormones of the menstrual cycle



**FSH**—causes an egg to mature and stimulates the ovary to produce oestrogen.

**Oestrogen**—causes the lining of the uterus to thicken, inhibits FSH stimulates release of LH.

**LH**—triggers ovulation, inhibits oestrogen.

**Progesterone**—maintains the lining of the uterus, inhibits release of FSH and LH.

### Hormones and fertility

Hormones can be used to control fertility. The oral contraceptive contains oestrogen and progesterone, which inhibit the production of FSH so eggs cannot mature.

If taken correctly oral contraceptives can be 99% effective, however there can be side effects such as changes in weight, mood and blood pressure.

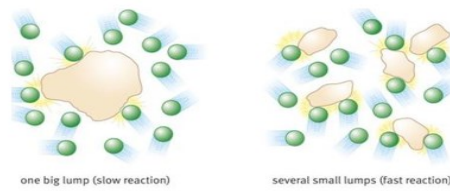
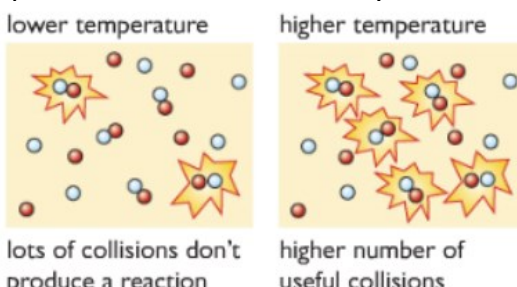
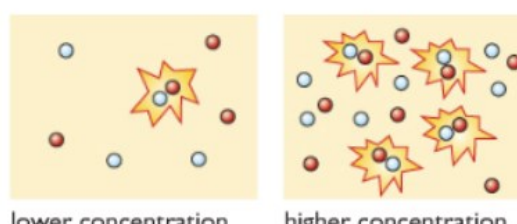
Contraceptives can be taken in different ways.

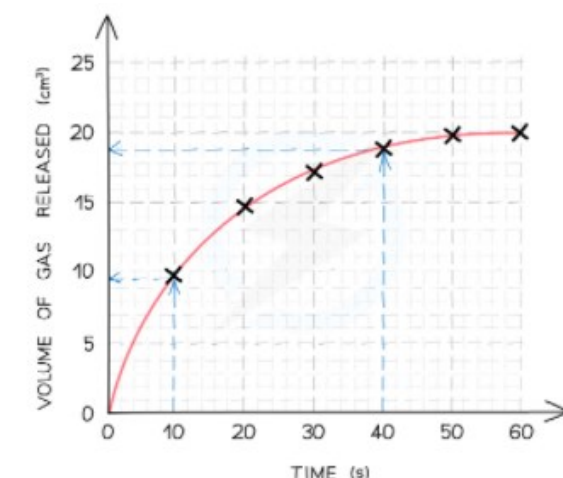
Hormones can also be used if a couple of having problems conceiving a child naturally, for example by using fertility drugs and IVF.

### Concepts you have seen before:

Year 8 Inheritance, Year 10 B1

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition—linked to topic
Activation energy (n)	The minimum energy needed for a reaction to take place.
Equilibrium (n)	The point in a reversible reaction at which the forward and backward rates of reaction are the same.
Le Châtelier's Principle (n)	When a change in conditions is introduced to a system at equilibrium, the position of equilibrium shifts so as to cancel out the change.
Reversible reaction (n)	A reaction in which the products can re-form the reactants.
Collision theory (n)	Particles need to collide with enough activation energy to cause a reaction to take place. This is called collision theory.
Tier 2 Vocabulary	Definition
Surface area (n)	Rate increases if the surface area to volume ratio of solid reactants is increased.
Temperature (n)	Rate increases if temperature increases as particles collide more frequently and more energetically.
Concentration (n)	Rate increases if concentration increases as the frequency of collisions increases.

Section B: Important Ideas / Concepts/ Questions
<p>Surface area and collision theory</p>  <p>one big lump (slow reaction)      several small lumps (fast reaction)</p>
<p>Temperature and collision theory</p>  <p>lower temperature      higher temperature</p> <p>lots of collisions don't produce a reaction      higher number of useful collisions</p>
<p>Concentration/pressure and collision theory</p>  <p>lower concentration      higher concentration</p>
<p>Catalyst and collision theory</p> <p>Catalysts do not increase the frequency of collisions between reactant particles they provide an alternative pathway with a lower activation energy.</p>

Section C: Subject Specific
<p>Measuring rate of reactions using experiments:</p> <ul style="list-style-type: none"> <li>Measuring the decreasing mass of a reaction mixture.</li> <li>Measuring the increasing volume of gas given off.</li> <li>Measuring the decreasing light passing through a solution.</li> </ul>
<p>Calculating the mean rate of reaction</p> <p><u>Quantity of reactant used</u> or <u>Quantity of product formed</u></p> <p>Time _____ Time _____</p>
<p>Graph to represent rates of reaction</p> 

Concepts you have seen before:

Fireworks exploding and iron rusting

# Subject: Physics Year 11 Autumn Term— Forces



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Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Force (n)</b>	A force (in newtons, N) can change the motion of an object
<b>Free body diagram (n)</b>	A diagram that shows all the forces on an object without showing any other objects or forces
<b>Line of action</b>	The line along which a force acts
<b>Magnitude</b>	Size or amount of a physical property
<b>Scalar</b>	A quantity that only has a magnitude (size) e.g. distance and speed
<b>Vector</b>	A quantity that has a magnitude and a direction e.g. displacement and velocity
Tier 2 Vocabulary	
<b>Effort (n)</b>	The force applied to a device to lift or move an object
<b>Load (n)</b>	The force applied by a device when it is used to move an object
<b>Force (n)</b>	A force (in newtons, N) can change an object's motion
<b>Weight (n)</b>	The force of gravity on an object (newtons, N)
<b>16 Moment (n)</b>	The turning effect of a force (newton metres, Nm).

### Section B: Force and extension

#### Spring Constant and Hooke's Law

Hooke's Law describes that the extension of an elastic object is **proportional** to the force applied to the object. However, there is a maximum applied force for which the extension will still increase proportionally. If the limit of proportionality is exceeded, then the object becomes **permanently deformed** and can no longer return to its original shape. This can be identified on a graph of extension against force when the gradient stops being linear (a straight line) and begins to plateau. The limit is shown on the graph above and this is the specific object's elastic limit.

### Section C: Contact and Non Contact Forces

Forces either push or pull on an object. This is as a result of its interaction with another object.

Forces are categorised into two groups:

**Contact forces** – the objects are touching e.g. friction, air resistance, tension and contact force.

**Non-contact forces** – the objects are not touching e.g. gravitational, electrostatic and magnetic forces.

Forces are calculated by the equation:  $\text{force (N)} = \text{mass (kg)} \times \text{acceleration (m/s}^2\text{)}$

Forces are another example of a vector quantity and so they can also be represented by an arrow.

**Concepts you have seen before:**

**Year 7 States of Matter, Year 7 Energy**


# Yr 11 Religious Studies: Life and Death in Christianity (Sanctity of life/Abortion/Euthanasia) 1



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Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Sanctity of life (n)</b>	The belief that life is created by God and made holy by him.
<b>Sacred (n)</b>	Linked to God in a special way.
<b>Situation Ethics (n)</b>	Deciding what is right or wrong (moral laws) depending on the situation
<b>Abortion (n)</b>	The legal ending of a pregnancy
<b>Pro-life (n)</b>	The view that a foetus has the right to life
<b>Pro-choice (n)</b>	The view that the mother should be able to choose whether to have an abortion.
<b>Humanist (n)</b>	A person who believes that people's spiritual and emotional needs can be satisfied without following a god/religion.
<b>Euthanasia (n)</b>	The painless killing of someone dying from a terminal illness (an illness they will eventually die from).
<b>Assisted suicide (n)</b>	Providing someone with the means to kill themselves.
Tier 2 Vocabulary	Definition
<b>Conception (n)</b>	The fertilisation of the egg by the sperm.
<b>Foetus (n)</b>	A growing human in the womb from two months after conception.
<b>Suicide (n)</b>	Ending your life on purpose

Section B: Sanctity of Life



- Human life is special, **sacred** and holy because it was created by God.

- Only God has the right to take life away: **‘The Lord gave (life), and now he has taken away...’** (Job 1:21)

- Human life is **sacred** because God’s Spirit lives in each person: **‘You are God’s temple and God’s spirit lives in you...’** (Corinthian's 3:16)

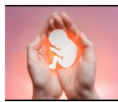
Section C: Abortion

**What is abortion?** : The termination or ending of a pregnancy.

**What does British Law say about abortion?**


The 1990 **abortion** Act states that an **abortion** cannot happen after 24 weeks of pregnancy.

**What do Christians think about abortion?**



Roman Catholic (against)	Liberal Protestant (support-only in certain circumstances )
Catholics believe adoption is always a better option.	They believe that life does not begin at conception.
Life begins at conception.	Parents should be allowed abortions based on medical tests.
The Ten Commandments teaches that it is wrong to take life.	Jesus told people to love their neighbour, an abortion may be the most loving thing to do.
Life is holy and belongs to God, therefore only God has the right to end a pregnancy.	If banned, rich women would pay for abortions in another country, but the poor would use ‘back street’ abortions, which can lead to the death of the mother.

**What do Humanists/atheists think about abortion?**



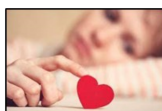
Most **Humanists** believe that abortion should be allowed because:

- A foetus is not a life until it can survive outside the mother’s womb.

- A woman should have the rights to her own body;

- Should be allowed for victims of rape or abuse.

How can we apply **Situation Ethics**?



**Situation ethics** is the belief that Christians should do the most loving thing in a situation. Abortion may be the most loving choice.



Section D: Euthanasia

The painless killing of someone suffering from a painful disease (a ‘good’ death).

Forms of euthanasia are:

**Assisted suicide** - providing someone with the means to commit suicide.

**Voluntary euthanasia** - a person’s life is ended at their own request.

**Non-voluntary** - ending someone’s life as they cannot ask but you believe it is the best for them.

In the UK, all forms of euthanasia are **illegal** and can lead to a charge of murder. However, UK law agrees that removing of life support or nutrition or not providing medication for someone close to death are acceptable. This is known as **passive euthanasia**.

Active Euthanasia is wrong	Accept limited use of Euthanasia
<ul style="list-style-type: none"> <li>- Roman Catholics believe <b>euthanasia</b> is wrong because the Bible says: <b>‘Do not murder’</b>.</li> <li>- We should accept suffering as God’s will – <b>‘Shall we accept good from God and not trouble?’</b> (Job 2:10) and for Jesus to be human he had to suffer.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus taught people to: <b>“Love your neighbour”</b> – helping someone to end their suffering through assisted suicide could be the most loving thing to do (<b>Situation Ethics</b>).</li> <li>- Painkillers given which may shorten life but help with pain are acceptable.</li> </ul>

Atheists and Humanist arguments against Euthanasia:	Atheist and Humanist arguments for Euthanasia:
<ul style="list-style-type: none"> <li>- There will always be doubts if it is actually what the person wants.</li> <li>- There is also the problem as to whether the disease is terminal, there may be a cure found in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Advances in medicine have meant that people who should have died have been kept alive.</li> </ul> <div> </div>

The Christian response to those suffering with a terminal illness is the **hospice movement**. This provides care for those in pain, preparing to die natu-

**Concepts you have seen before:**

**Philosophy, Ethics, Situation ethics, Creation , Humanism**



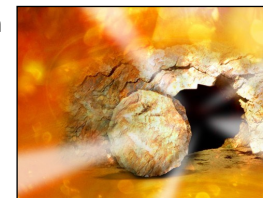


Section A: Key Vocabulary	
Tier 3 Vocabulary	Definition
<b>Immortality of the soul (n)</b>	The belief that the soul lives on after the death of the body.
<b>Soul (n)</b>	The spiritual or immaterial part of a human regarded as immortal.
<b>Immortal (a)</b>	Living forever; never dying or decaying.
<b>Resurrection (n)</b>	The belief that Jesus rose from the dead.
<b>Reincarnation (n)</b>	The belief that after death, souls are reborn in a new body
<b>Near Death Experience (NDE) (n)</b>	When people about to die have out of body feelings/experiences.
<b>Medium (n)</b>	A person who claims they can communicate with the spirit world.
<b>Heaven (n)</b>	A place regarded in various religions as the abode of God.
<b>Hell (n)</b>	A place of perpetual fire where the wicked are punished after death.
Tier 2 Vocabulary	Definition
<b>Phenomena (a)</b>	A happening or fact that can be seen or known through the senses or an unusual or remarkable person or event.
<b>Paranormal (n)</b>	Unexplained events that are thought to have spiritual causes e.g. ghosts and mediums.
<b>Non-material (n)</b>	Non-physical
<b>Death (n)</b>	The end of life in any living thing, or the end of the life of a particular individual.

## Section B: Why do Christians believe in life after death?

Christians believe that this life is not all there is. They believe that God will reward the good and punish the bad in some form of life after death. They believe this because:

- The main Christian belief is that Jesus resurrected. If Jesus rose from the dead then there must be life after death. The Gospels record several 'resurrection appearances' of Jesus, e.g. to Mary Magdalene at the tomb and to 'Doubting' Thomas (a disciple).
- Jesus taught that he would come again at the end of the world for final judgement, with either Heaven or Hell as the final destination.
- All Christian churches teach about life after death.
- There are many Biblical references to heaven and hell (e.g. In the book of Revelation 21:4, it speaks of the end times where God will: '...wipe every tear...There will be no more death, for the old order of things has passed away.'



## Section C: Why do non-religious people believe in life after death?

## Near-death experiences

This is a phenomena when people are clinically dead for a period of time and then come back to life. People often describe feeling peace, a sensation of floating above the body, seeing a bright light or entering another world. If NDE's are true, then there is life after death.

## Evidence of a spirit world



Ghosts appear to give evidence of the spirits and souls of the dead surviving death but the clearest evidence seems to come from mediums. A medium is a person who claims to have the gift of communicating between the material world in which we live and the spiritual world inhabited by those who have died.

## Evidence of reincarnation (remembered lives)

Many non-religious people claim to have remembered lives. There have been many cases of children when they can first talk saying that they remember another life.

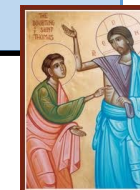
Section D: Non-religious reasons not to believe in life after death

- All the different religions have a different idea about life after death; surely if it existed they would all be the same.
- They do not believe in God so there is no heaven to go to.
- There is poor evidence to support theories about life after death like near death experiences and the spirit world.



## Section E: Christian response to non-religious arguments against life after death

- The Biblical record of the resurrection can be relied upon. The disciples would not have risked and lost their lives for something they knew to be a lie.
- Heaven is a spiritual, not physical, dimension so would not be found by space exploration. Descartes argued that the mind is separate from the body so could therefore survive without the body.







Concepts you have seen before:


Life of Jesus , Heaven and Hell, Judgement Day



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Creationism (n)</b>	Science is wrong, the Bible is correct.
<b>Intelligent Design (n)</b>	The universe is so complex it must have been created by God.
<b>Theistic evolutionist (n)</b>	A belief that evolution is the process by which God created the world.
<b>Apparent Age Theory (a)</b>	The belief that the earth is not old, it just looks old. God designed the earth with in-built apparent age.
<b>Stewardship (n)</b>	Looking after something so it can be passed on to the next generation.
Tier 2 Vocabulary	Definition
<b>Big Bang (n)</b>	The universe was made by a burst of energy, which sent matter and gases flying out in all directions.
<b>Evolution (n)</b>	Life has developed from earlier forms
<b>Survival of the fittest (n)</b>	The way in which animals and plants adapt to their surroundings
<b>Animal Rights (n)</b>	Animals should have rights in the same way as humans do
<b>Animal experimentation (n)</b>	Doing scientific or medical experiments on live animals


**Concepts you have seen before: Creation, Ethics, Philosophy**

Section B: Origins of the universe
<p><u><b>What is the Big Bang theory?</b></u></p> <p>Approximately 13.7 billion years, a huge explosion, as matter flew away from the burst of energy, forces of gravity helped to join some of the matter into stars.</p>  <p><u><b>What evidence is there to support the Big Bang theory?</b></u></p> <ul style="list-style-type: none"> <li>- The Higgs field - invisible force field that gave particles mass and allowed them to form objects.</li> <li>- Redshift effect - colour of stars informs us that they are moving away from us, indicating that the world is still expanding.</li> <li>- Background radiation - left over radiation from the explosion</li> <li>- Gravitational waves - triggered by the rapid expansion of the universe during the Big Bang.</li> </ul> <p><u><b>What are the non-religious explanations for the origin of human life?</b></u></p> <p><u><b>Evolution</b></u></p>  <p>The theory of evolution is widely accepted scientific theory that explains how life developed on earth. It suggests that:</p> <ul style="list-style-type: none"> <li>- Life started billions of years ago with single celled creatures in the sea.</li> <li>- Over millions of years, these simple organisms evolved into different species.</li> <li>- This happened through a process called survival of the fittest (over a long period of time, a species gradually evolves into a new one as it adapts to its environment.)</li> </ul> <p><u><b>What evidence is there to support evolution?</b></u></p>  <p>Fossils – fossil records show that the older the fossil the simpler the structure. Fossils have also been found of extinct species that did not survive natural selection.</p> <ul style="list-style-type: none"> <li>- DNA – 50% of human DNA is the same as cabbage suggesting a connection between animal and vegetable life.</li> </ul> 



Section C: Christian responses to scientific theories
<p><u><b>How do Christians respond to the Big Bang theory?</b></u></p> <ul style="list-style-type: none"> <li>- Creationism – science is wrong and the Bible is right. The evidence there is for the Big Bang and evolution can be explained by the effects of Noah's flood and the Apparent Age theory.</li> <li>- Intelligent design response – the universe is so complex that it could not have happened by chance. They believe it must have been created by an intelligent designer - God.</li> <li>- Compatibility response – the biblical stories are symbolic to show that God created everything. They believe in the Big Bang but believe that God set it off and controlled how the world was developed.</li> </ul> <p><u><b>What issues do evolution raise for Christians and how do they respond?</b></u></p> <ul style="list-style-type: none"> <li>- It suggests that humans have not been created by God.</li> <li>- It means there was no Adam and Eve and original sin so we do not need to be saved from our sins.</li> <li>- Life can only be sacred if created by God.</li> <li>- Bible stories about creation may be wrong.</li> <li>- Some Christians totally reject evolution and only believe what it says in the Bible, others believe that God designed evolution and was all part of God's plan and design.</li> </ul> 
Section D: What do Christians believe about how we should treat the world? (Stewardship)
<p>The universe has great value for Christians. God has made the universe, and has placed humans in the universe to look after this most valuable creation. They believe this because:</p> <ul style="list-style-type: none"> <li>- As God made everything, humans must respect the whole environment.</li> <li>- The environment is a gift from God to humans and so must be treated with care.</li> <li>- The Bible makes it clear that there will be judgement day at the end of the world. Most Christians believe that part of this judgement will be based on how they have fulfilled their duty to preserve the earth.</li> </ul>

# Year 11 Religious Studies: Islam – Peace and Conflict (1)

Section A: Key Vocabulary	
Tier 3 vocabulary	Definition
Salam (n)	Peace
Dar as Salam (n)	The house of Peace
Salaam Alaikum	Peace be with you (Muslim greeting)
Ahmadiyya (n)	A group of Muslims that are completely against war
Ah Rahim (n)	God is merciful
Vicegerents (n)	A person responsible for enforcing justice on earth on Allah's behalf
Situation Ethics (n)	A theory where the situation is taken into account first, before deciding on the rules of right and wrong.
Tier 2 vocabulary	Definition
Justice (n)	The proper administration of the law, everybody being treated fairly .
amicable (n)	Showing a polite and friendly desire to avoid disagreement.
Reconciliation (n)	Bringing two people back together after separation
Peace (n)	A state or period in which there is no war or a war has ended.
United Nations (n)	An international organisation of countries set up in 1945, to promote international peace, security, and cooperation.
Aggressor (n)	A person or country that attacks another first.

Section B: Peace & Peace-making
<p><u><b>Muslim attitudes towards peace</b></u></p> <p>- Since the word 'Islam' is derived from the word meaning 'peace' in Arabic, Islam itself is a religion which its followers believe brings a peaceful life.</p> <p><i><b>'You who believe! Enter into peace wholeheartedly; and follow not the footsteps of the Evil One' (Surah 2:208)</b></i></p> <p>- "Salaam alaikum" - "May peace be with you" - Muslim equivalent of "Hello".</p> <p>- One of the attributes Of God described in the Qur'an is 'peace and security'.</p> <p><u><b>Peace is important for Muslims because:</b></u></p> <p>The Qur'an calls Islam 'Dar as Salaam'.</p> <p>- Islam teaches that true peace both within and between people comes from accepting Islam and its ways.</p> <p>- Peace should take a central place in a Muslim's life. Muslims should always look for an amicable solution to any conflict.</p> <p><u><b>The role of Muslims in peacekeeping</b></u></p> <p>Muslims are encouraged to seek justice as a way of making peace. If a society and its laws are unjust then they may campaign against them which causes conflict.</p> <p><b>The Ahmadiyya group</b> motto is 'Love for all, hatred for none'. It began in Pakistan and has now moved to London. This group promotes a message of worldwide peace by speaking out against terrorist activities in the name of Islam and fighting for human rights.</p>

<p><b>Concepts you have seen before:</b> Justice, forgiveness, peace, vicegerents, reconciliation, nature of Allah</p>

Section C: Causes of conflict and responses	
Causes of war	
Religion	<ul style="list-style-type: none"><li>- There may be two religious groups that want to be dominant</li><li>- A country may be largely one religion but the country as a whole is a different religion</li><li>- There are differences within a religion and one religious group attacks another for having different beliefs.</li></ul>
Politics, history and culture	<ul style="list-style-type: none"><li>- Nationalism - one ethnic group should have its own country because of differing cultures.</li><li>- Ethnic cleansing - the belief that minority groups should be removed from a country (e.g. genocide in Rwanda)</li><li>- Tensions between ethnic groups</li><li>- Different political groups trying to gain power</li></ul>
Resources	<ul style="list-style-type: none"><li>- Access to oil reserves in a country</li><li>- Access to water (e.g. Sudan)</li><li>- Most Muslims believe that Muslims must fight if they are attacked as instructed in the Qur'an and so the war is just. The Prophet fought in wars for self-defense; therefore, so should Muslims.</li><li>- Economic problems in one country can lead to economic refugees looking for food and work elsewhere and this can lead to conflict.</li><li>- Muslims must be clear about the causes of the conflict. They cannot be classed as the aggressor and so would not be involved in a war to take resources from another, to force others to become Muslim, to change the political leadership or a country or to change the culture.</li></ul>
<b>Atheist and Humanist responses to the causes of war:</b>	
<ul style="list-style-type: none"><li>- Make United Nations stronger so that it can end wars with a peace-keeping force. Many Humanists are pacifists and so wouldn't fight in war.</li><li>- Many Humanists believe that as religion is the root core of many conflicts that we should eradicate religion.</li><li>- Some atheists would agree that they should fight in a just war.</li></ul>	



peace, vicegerents, reconciliation, nature of Allah

## Year 11 Religious Studies– Islam– Peace and Conflict (2)



Bluecoat Wollaton  
believe in yourself, in others, in God

Section A: Key Vocabulary	
Tier 3 vocabulary	Definition
Pacifism (n)	The belief that fighting or violence is never the correct response to conflict
Jihad (n)	To struggle
Lesser Jihad (n)	Holy war or the struggle to defend
Greater Jihad (n)	Personal struggle to follow the teaching of Islam and resist evil
Passive resistance (n)	Non-violent opposition to authority
Just war (n)	A war that is fought for the right reasons and in the right way
Holy War (n)	A war that is fought because of religious differences
Harb al-Muqadis (n)	Holy war in Islam
Tier 2 vocabulary	Definition
Just (n)	Fair
Genocide (n)	The deliberate killing of a large group of people from a particular nation or ethnic group.
Last resort (n)	After all other methods have been tried
Proportionate methods (n)	Using weapons of the same factor as those used against you
Crusade (n)	A war for a religious or moral purpose

Section B: Pacifism
<p><b>Muslims and Pacifism</b></p> <p>- Lesser Jihad is the struggle with forces to remove evil from society. The meaning of the Arabic term jihad is struggle. This means that there is no concept of pacifism or 'turning the other cheek' in Islam.</p> <p>But there is a tradition of passive resistance based on the story of Moses and Aaron, where they refuse to fight the Israelites who rebelled against God (Surah 5:28)</p> <p>There is also support from the Qur'an opposing the use of violence, <b>"if anyone kills a person – unless in retribution for murder or spreading corruption in the land – it is as if he kills all mankind."</b></p> <p>Arab Springs 2011 Democratic movements in Middle Eastern countries were based on pacifism and passive resistance. Muslims protesting against the lack of democracy in their countries did so in a non-violent way. (e.g. demonstrations in Tahrir Square in Cairo which led to the overthrow of President Mubarak of Egypt)</p>
<p><b>Humanism and Pacifism</b></p> <p>- Humanists are opposed to war.</p> <p>- They helped to set up the United Nations.</p> <p>- Human life is a lot more valuable if you do not believe in life after death.</p>
<p><b>Concepts you have seen before:</b></p> <p><b>Justice, Ethics, Shari'ah law, Life and nature of the Prophet Muhammed</b></p>




Section C: Just War Theory and Holy War		
<p>A Just War is a war that is fought for the right reasons and in the right way. Although war is never good, it is agreed that in some cases wars are unavoidable. The theory is linked with St Thomas Aquinas.</p>		
C	Cause	The cause of the war is just e.g. self-defence or remove an injustice (genocide)
L	Last	It is a last resort – all other non-violent methods of ending the conflict have been tried and failed.
A	Authority	Fought by the authority of the United Nations.
P	Peace	Fought with the intentions of restoring peace.
S	Success	Reasonable chance of success.
A	Avoid	Methods used avoid killing civilians (any methods that deliberately target civilians to instil fear are banned).
P	Proportionate	Proportional methods are used e.g. not use nuclear weapons on a country that invaded a small island.
<p><b>Islam and Just War (Lesser Jihad)</b></p> <p>Muslims follow slightly different ideas about what makes a war just. They consider:</p> <ul style="list-style-type: none"> <li>- Must be fought for a just cause</li> <li>- It must be fought to bring about the end goal of good</li> <li>- It must be a last resort</li> <li>- Innocent people should not be targeted or killed <b>"Do not kill any child, any woman, or any elderly or sick person"</b> Hadith</li> </ul> <p><b>Harb al-Muqadis (Holy War in Islam)</b></p> <p>Harb al-Maqadis is a 'Holy War' or a war that is fought because of religious differences. Muhammad and his followers were involved in a number of Holy Wars, including the Battle of Badr, the Battle of Uhud and the Conquest of Makkah.</p> <p><b>According to Shari'ah, a Holy War can be fought:</b></p> <ul style="list-style-type: none"> <li>- To defend faith</li> </ul>		




# Year 11 Religious Studies: Islam - Peace and Conflict (3)



Section A: Key Vocabulary		Section B: Weapons of Mass Destruction		Section C: Issues surrounding conflict
Tier 3 vocabulary	Definition	Benefits of WMD	Problems with WMD	Muslim views on violence:
Utilitarianism (n)	Actions are right if they are useful or for the benefit of a majority	<div>- Many people believe that the simple threat of them has prevented further world wars (mutually assured destruction – hesitation to attack due to threat of nuclear attack).</div> <div>- Biological and chemical weapons do not destroy buildings so they are an efficient way to destroy an enemy themselves but not the enemy’s infrastructure.</div>	<div>- Deliberately target innocent civilians</div> <div>- Threaten the world with extinction (a nuclear war between USA &amp; Russia would virtually leave the earth uninhabitable)</div> <div>- Chemical and biological weapons are difficult to deliver effectively. No one knows the effect that large quantities could have on the atmosphere.</div> <div>- These weapons could be used unconsciously and released.</div>	Muslims believe in a civilised society and against the use of violence unless under legal authority because:
Sanctity of life (n)	Life is God-given and should be respected			- Islam regards using violence without just cause as sinful.
Ummah (n)	The Muslim Community			- Islam teaches that all Muslims are members of the Ummah and have equal treatment and respect.
Haram (n)	That which is not permitted			- It is a duty of Muslims to protect the weak and innocent
Khalifah (n)	A representative and steward of Allah			- Prophet Muhammad said: <b>“Every Muslim is a brother to every Muslim”.</b>
Moral evil (n)	Wrongful actions done by humans which cause suffering			<b>Terrorism:</b> The word ‘terrorism’ is based on the Latin term ‘to frighten’.
Restorative Justice (n)	Justice which focuses on bringing the victim and offender together	Some of the most notorious acts of terror include:		<div></div>
Tier 2 vocabulary	Definition	- 9/11 attacks on the twin towers in NYC and the Pentagon in Washington in September 2001.		
Weapons of Mass Destruction (n)	Weapons which can destroy large areas and/or large numbers of people	- 7/7 attacks in London in July 2005 where three bombs were detonated on public transport throughout the city.		
Nuclear weapons (n)	Devices that explodes through a nuclear reaction releasing a huge amount of energy	- Manchester concert in May 2017 where a bomb was detonated at the end of an Ariana Grande concert killing 22 predominantly young Ariana Grande fans.		
Chemical weapons (n)	Weapons that use chemicals such as nerve and blood agents to kill or disable enemies	<b>Muslim views on terrorism:</b>		
Terrorism (n)	Criminal acts intended to provoke a state of terror in the public for political or religious purposes	Just War teachings make it simple that terrorism is <b>not acceptable!</b>		
Crusade (n)	A war for a religious or moral purpose	- Islam prohibits the killing of innocents. The Prophet Muhammad said <b>“Do not kill women or children or non-combatants and do not kill old people or religious people.”</b>		
		- The Prophet said that there are people who kill in the name of Islam and go to hell. When asked why, he answered, “Because they weren’t fighting truly for the sake of God.”		
		<b>How Muslims have worked to overcome these issues:</b>		
		The Muslim Council of Britain has:		
		- Paid for advertisements in the national press condemning terror in the name of UK Muslims.		
		- Encouraged community efforts to report criminal activities and co-operate with		

# History—Year 11—Autumn 1— Modern Medicine

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Alternative medicine (n)	Different therapies which are not considered typical medical treatments. E.g. hypnotherapy, aromatherapy, acupuncture, and homeopathy.
Antibiotic (n)	A medicine that you take which kills bacteria in your body. E.g. penicillin is an antibiotic.
Homeopathy (n)	When a patient takes a medicine (e.g. plant, animal, minerals soaked in alcohol), which causes similar symptoms to their illness.
National Insurance Act (n)	This 1911 Act created National Insurance in England.
School Meals Act (n)	This 1906 Act allowed local councils to provide school meals, with poor children getting a free meal.
Aromatherapy (n)	The use of essential oils from flowers, fruits, roots and leaves. The oils are inhaled or massaged into the skin .
Hypnotherapy (n)	Hypnotising the patients to relax them and relieve them of stress,
Acupuncture (n)	Using fine needles placed at key points around the body. A Chinese method that has been used to many years.
The Boer War (n)	A war between the British and the Boers in Africa,. It took place in 1899.
Welfare State (n)	A new labour government incentive to improve the health of British people.
Tier 2 vocabulary	Definition
National Insurance (n)	This was a system of health insurance for industrial (factory) workers.
Pension (n)	A payment made by the government to the elderly once they retire from working.
Transplant (n)	Taking living tissue or an organ from one person, and implanting (putting) it in another person.
Eradicated (n)	To get rid of.
Prevention (n)	To stop something from happening.
Cure (n)	To fix something.
DNA (n)	A self-replicating material that is present in nearly all living organisms as the main constituent of chromosomes. It is the carrier of genetic information.



Section 2: Important ideas	
<p><b>The Liberal Reforms</b></p> <p><b>Reform 1:</b> 1906 Free School Meals Act provides free school meals for poor students for the first time.</p> <p><b>Reform 2:</b> 1907, School Medical Service set up—free medical inspections, followed later by free treatment.</p> <p><b>Reform 3:</b> 1908, Children and Young Person's Act introduced; children became 'protected persons', which means parents are breaking the law if they neglect their child.</p> <p><b>Reform 4:</b> 1908, Old Age Pensions are introduced, paid for by taxes.</p> <p><b>Reform 5:</b> Britain's first job centres are built.</p> <p><b>Reform 6:</b> 1911, the National Insurance Act is introduced unemployment benefits, free medical treatment, and sickness pay.</p>	
<p><b>The impact of war on surgery</b></p> <div> <div> <p><u>World War One</u></p> <p><b>Blood transfusion—</b> In the 1900 scientists worked out how to successfully transfer blood.</p> <p>Karl Landsteiner discovered blood groups.</p> <p><b>X-rays</b> were discovered in 1895—during war this became so important.</p> <p><b>Plastic surgery—</b> A special unit to transplant skin and treat men suffering from severe facial wound.</p> </div> <div> <p><u>World War Two</u></p> <p><b>Heart surgery—</b> Dwight Harken cut into a beating heart and used his bare hands to remove bullets and bits of shrapnel.</p> <p><b>Penicillin—</b> was used to prevent infection.</p> </div> </div> 	
<p><b>Concepts you have seen before:</b> barber-surgeons, surgery, public health, government, laissez-faire, National Health Service.</p>	

Section 3: Facts/Context/Historical relevance/dates	
Key Dates:	
1948	Free vaccine for TB in the UK
1952	First kidney transplant is carried out in the UK
1954	Free vaccine for polio in the UK
1960	First pacemaker fitted in the UK
1964	Free vaccine for measles in the UK
1968	First heart transplant in the UK
1969	Free vaccine for rubella in the UK
1970	Roy Calne develops cyclosporine which prevents organs from being rejected.
1972	Hip replacements are developed in the UK
1978	Louise Brown becomes the first test tube baby born through IVF in the UK
1980	Smallpox is officially declared as eradicated, the only human disease where this has been possible so far.
1986	Davina Thompson becomes the first heart, lung and liver transplant in the UK.
1996	Dolly the sheep was cloned in Scotland
2003	Human Genome Project was complete, complete mapping of human genes
2006	First HPV vaccine approved.
2006	First partial face transplant is carried out
2008	First full face transplant carried out

# History—Elizabethan England and Government—Autumn Two



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Royal Court (n)	The nobles, advisors and others who surrounded the monarch.
Personal monarchy (n)	Where politics and government revolve around the monarch and their royal court.
Progresses (v)	Royal tours or visits by the Queen and her court, to the stately homes of nobles.
Patronage (n)	Using wealth, power and influence to promote individuals who owe their patrons (e.g. the Queen) loyalty.
Divide and rule (phrase)	Where Elizabeth appointed (hired) men to her Privy Council that had different opinions and would compete for her affection/attention.
Secretary of State (n)	The leader of the Privy Council; a very powerful position.
Privy Council (n)	A monarch's private councillors.
Justice of the Peace (n)	A Justice of the Peace (JP) is a magistrate (officer) who enforces laws in minor cases.
Tier 2 vocabulary	Definition
Catholicism (n)	A form of Christianity, known as the Roman Catholic Church. The Pope is in charge.
Protestantism (n)	A form of Christianity, which grew in Europe during the Reformation from 1517-1648.
Church of England (n)	The Protestant Church in England after Henry VIII broke with Rome in 1529.
Annul (v)	To declare something invalid, such as a marriage.
House of Lords (n)	This is the upper house of Parliament in England of nearly 100 lords, bishops and judges.
House of Commons (n)	This is the lower house of Parliament of about 450 men. They were mostly gentry who owned land, but some were lawyers and government officials. They were elected by the wealthy.
Monopoly (n)	A royal license giving individuals the right to sell or make a product. No one else could sell or make that product.
Militia (n)	A non-professional army raised to fight for a particular cause e.g. to defeat a rebellion.
Imprison (v)	To be put in prison.
Exile (v)	Being banned, barred or excluded from your country.
Renovate (v)	To restore or repair something, often a building.

Section B: Key Individuals
<b>Elizabeth I: Profile</b> <ul style="list-style-type: none"> <li>Her father was King Henry VIII, and her mother was Anne Boleyn. She was beheaded.</li> <li>She had two siblings: her brother Edward VI who was a Protestant, and her sister Mary I who was a Catholic.</li> <li>Elizabeth reigned as Queen of England from 1558 to 1603. A 45 year reign.</li> <li>Elizabeth was Protestant, inherited a religiously divided England, and never married.</li> <li>Elizabeth's lack of marriage led to a <b>succession crisis</b>; her Privy Council did not know who would take over as monarch when she died.</li> </ul> 
<b>Robert Dudley: Profile</b> <ul style="list-style-type: none"> <li>Born in 1533, his father had been executed at the beginning of Mary I's (Bloody Mary's) reign as Queen.</li> <li>Like Elizabeth I, he spent much of Mary's reign imprisoned (locked) in the Tower of London.</li> <li>A childhood friend and favourite of Elizabeth, he was good looking and there were many rumours of romance between Dudley and Elizabeth.</li> <li>A member of the Royal Court, he was made Master of the Horse, making him personally responsible for Elizabeth's safety.</li> <li>He became a Privy Councillor in 1562.</li> <li>Elizabeth gave Dudley her favourite castle, in 1563.</li> <li>He was given the title of Earl of Leicester in 1564.</li> </ul> 

Section C: Timeline	
1509-1547	Henry VIII is King of England.
1532-34	Henry VIII Breaks with Rome and England moves from being a Catholic country to Protestant.
1559	Elizabeth I becomes Queen of England after her brother Edward VI and Mary I die.
1559	Elizabeth holds her very first Parliament session.
1559	A rebellion in northern Ireland against English rule occurred.
1562	Elizabeth I nearly dies of smallpox and Parliament became increasingly worried that she would die without an heir.
1562	Robert Dudley is made a Privy Councillor.
1566	Parliament started to discuss potential marriage matches for Elizabeth. Parliament ignored Elizabeth's orders to stop discussions, and Peter Wentworth was imprisoned.
1568	Mary, Queen of Scots was exiled from Scotland to England and became a threat

## Words and themes you have seen before:

**Heir**—a person who inherits a role or title e.g. becoming the monarch of a country.

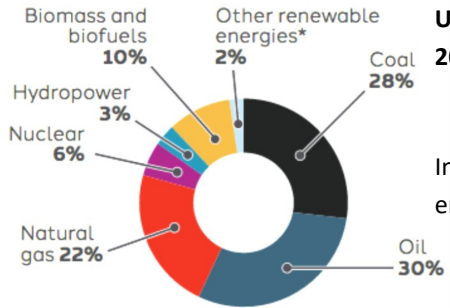
**Monarch**—a king, queen or emperor.

**Pope**—Head of the Catholic Church.

**Archbishop**—the most senior Church figure in England.

Section A: Key vocabulary		Section B: Significance and inequalities of resources	Section C: Overview of UK resources
Tier 3	Definition	All resources are key for human wellbeing. They lead to social and economic benefits which all increase the standard of living.	<b>Food</b>
Agribusiness (n)	Large scale commercial farming	<b>Food</b>	<ul style="list-style-type: none"> <li>Food in the UK used to be seasonally and locally sourced. We now have globally sourced foods all year round</li> <li>Higher disposable income and increased demand for a greater choice has led to 47% of food being imported (2013). Food is grown more cheaply elsewhere.</li> </ul>
Energy mix (n)	The range of energy resources in a region or country	Significance: <ul style="list-style-type: none"> <li>Calories provide energy</li> <li>Availability depends on climate, soil and level of technology</li> <li>Malnourishment can lead to disease and death (more than 1 billion people are malnourished and 2 billion undernourished)</li> <li>Obesity is an issue in some areas</li> </ul>	Positives: jobs and wages for people in LICs, higher taxes, increased quality of life
Local food sourcing (n)	A method of food production and distribution that is local	Inequalities: <ul style="list-style-type: none"> <li>UK consume 3200 calories per person per day; Somalia consume 1580 calories per person per day</li> <li>Areas of greatest population growth have highest levels of undernourishment</li> <li>Demand depends on changing diets and increasing population</li> <li>Supply depends on climate, soil and level of technology</li> </ul>	Negatives: less land for locals, high water use and exposure to chemicals
Resource management (n)	The control and monitoring of resources so that they do not become depleted or exhausted	<b>Water</b>	<ul style="list-style-type: none"> <li>Organic food has been produced since the 1990s due to increase in demand. This is worth £2billion to economy every year.</li> <li>Increased carbon footprints due to production and transportation of food. 17% of UK carbon footprint is food</li> <li>The main aim of agribusinesses is large profits. These have large environmental impacts due to use of pesticides and fertilisers</li> </ul>
Tier 2	Definition	<b>Water</b>	<b>Water</b>
Deficit (n)	Having a shortage or not enough	Significance: <ul style="list-style-type: none"> <li>Used for survival, washing, food production, industry</li> <li>Without clean, safe water, people can be stuck in a cycle of poverty</li> </ul>	<ul style="list-style-type: none"> <li>Changes in demand for water due to increasing wealth, sanitation, population, industry.</li> <li>70% increase in use in UK homes since 1970</li> <li>Water quality is managed by legislation, education campaigns, water treatment plants</li> <li>Supply and demand: highest population is in south east (area of deficit) and highest rainfall is in north and west (water surplus)</li> </ul>
Carbon footprint (n)	A measurement of all the greenhouse gases we individually produce	Inequalities: <ul style="list-style-type: none"> <li>Fresh water is unequally distributed</li> <li>Global average is 1240 litres per day; Bangladesh is 896 litres per day; USA is 2483 litres per day</li> <li>Water scarcity can be physical or economic</li> <li>1 in 5 people live in areas of water scarcity and 1 in 3 have no access to clean drinking water</li> </ul>	<ul style="list-style-type: none"> <li>80% of southern England relies on groundwater; 50% of country are impacted by water quality</li> <li>Government proposed water grid to transfer water between areas of surplus and deficit. This would provide people with reliable water supply, however it is costly, CO2 is released in pumping water, displaces local communities and involves constructing dams.</li> </ul>
Food miles (n)	The distance covered supplying food to consumers	<b>Energy</b>	
Fossil fuels (n)	A natural fuel formed in the geological past from the remains of living organisms	Significance: <ul style="list-style-type: none"> <li>Traditionally, energy comes from oil, coal and wood but there are now many sources</li> <li>Used for production, heating, transport and water supply</li> </ul>	
Malnourishment (n)	Lack of nutrition; not having enough to eat	Inequalities: <ul style="list-style-type: none"> <li>Richest billion people use 50% of the energy; poorest use 4%</li> <li>Some countries do not have their own sources of energy</li> </ul>	
Organic produce (n)	Food produced using natural farming methods, which does not use chemical fertilisers or feed additives		
Surplus (n)	Having too much of something; an excess		
Water scarcity(n)	Lack of sufficient or safe water		
Water footprint (n)	The amount of water used by each person everyday		
Water transfer (n)	Moving water across long distances to places with water shortages		

# Subject: Geography Paper 2: Human Geography Section C: Resource Management—Energy

Section A: Key vocabulary		Section B: Energy in the UK	Section C: Global energy supply
<b>Tier 3</b>	<b>Definition</b>	 <p><b>UK energy mix 2020</b></p> <p>In 1970, 91% of energy was from</p> <ul style="list-style-type: none"> <li>• UK investing in renewable energy e.g. solar energy and subsidies given by the government. Natural gas has been a recent focus</li> <li>• Oil and gas was discovered in the North Sea in 1980. This has been exploited so reserves are now decreasing.</li> <li>• EU regulations on CO2 emissions has also led to decrease in use of fossil fuels</li> <li>• 12% less energy used in homes since 1970 and 60% less in industry, due to energy efficiency, public awareness and increasing costs</li> </ul>	<p><b>Factors affecting energy supply:</b></p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Geology</li> <li>• Environmental conditions</li> <li>• Costs of exploitation and consumption</li> <li>• Technology</li> <li>• Political factors</li> </ul>
Biomass (n)	Renewable organic materials that can be burned to produce energy, e.g. wood, crops, waste		<p><b>Impacts of energy insecurity:</b></p> <ul style="list-style-type: none"> <li>• Exploration of environmentally sensitive areas, e.g. cold environments, tropical rainforest</li> <li>• Agribusinesses use vast amounts of energy which increases food prices</li> <li>• Similar to food production, factories and industry also require a lot of energy which increases energy prices</li> <li>• Potential for conflict where demand exceeds supply, e.g. conflict between countries over reserves or transporting across borders.</li> </ul>
Energy gap (n)	The difference between a country's rising demand for energy and its ability to produce that energy from its own resources.		<p><b>Extracting fossil fuels: Alaska oil and gas</b></p> <p>Petroleum was found in Prudhoe Bay in 1968. The Trans-Alaskan pipeline pumps oil 1287km through rough terrain and mountains then transported by tanker to mainland USA.</p>
Energy exploitation (n)	Developing and using energy resources to the greatest possible advantage, usually for profit.		<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Employs 110,000 people</li> <li>• Brings \$14 billion to the state's economy yearly</li> <li>• Guarantees oil for the USA without relying on foreign exports</li> </ul>
<b>Tier 2</b>	<b>Definition</b>		<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Risk of breakage to the pipe caused by cold or earthquakes</li> <li>• Pipeline prevents caribou migrating</li> <li>• Cost \$8 billion to construct</li> <li>• Indigenous Inuit people were displaced and receive little economic benefit</li> </ul>
Energy conservation (n)	Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.	<p><b>Issues with the exploitation of resources</b></p> <ul style="list-style-type: none"> <li>• Cheaper to import coal into the UK than to mine it</li> <li>• Nuclear sites being decommissioned and all current plants will close by 2023 – issues of contamination and disposal of nuclear waste</li> <li>• Economic issues – costs, jobs, set up costs, research, reliability</li> <li>• Environmental costs – ecosystems, waste, noise, aesthetics, emissions, pollution, radiation leaks</li> </ul>	<p><b>Moving towards a sustainable resource future:</b></p> <ul style="list-style-type: none"> <li>• Decrease individual energy use and carbon footprints</li> <li>• Designing sustainable homes, workplace and transport</li> <li>• Reduce demand</li> <li>• Using technology to increase efficiency of fossil fuels</li> </ul>
Energy security (n)	Uninterrupted availability of energy sources at an affordable price.		<p><b>Local renewable energy scheme in Nepal (LIC)</b></p> <p>Small landlocked, mountainous country; has no significant deposits of fuel. Needs to supply energy to 28 million people but power cuts lasting 10 hours a day are common.</p> <p>Government have implemented a micro-hydro plant scheme, which diverts water from streams and rivers through turbines. This is low cost, improves quality of life and provides water to new industries (metal and furniture workshops, poultry farms).</p>
Geothermal energy (n)	Energy generated by heat stored deep in the Earth.	<p><b>Global energy patterns</b></p> <ul style="list-style-type: none"> <li>• Major consumers are also major producers, usually energy secure HICs</li> <li>• Low consumers consume the least, mostly energy insecure LICs</li> <li>• Lowest risk of energy security: Canada, Russia, Middle East, Indonesia, Australia</li> <li>• Highest risk of energy security: Africa, Asia, South America</li> </ul>	
Hydro electric power (n)	Electricity generated by turbines that are driven by moving water.		
Nuclear power (n)	Nuclear energy uses fuel made from mined and processed uranium to make steam and generate electricity.	<p><b>Reasons for increasing energy consumption:</b> development, rising population, technology</p>	
Renewable energy sources (n)	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).		
Solar energy (n)	The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity.		
Sustainable development (n)	Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.		
Sustainable energy supply (n)	Energy that can potentially be used well into the future without harming future generations		
Wind energy (n)	Electrical energy obtained from harnessing the wind with windmills or wind turbines.		



# Spanish— De Costumbre - Year 11

Section A: Key terms	
Tier 3 Vocab Recap:	
Plural—Preterite tense—Modal verb—Direct Object Pronoun	
Irregular verb—Conditional tense—Imperfect tense	
Tier 3 Vocabulary	Definition
Stem changing verbs (n)	Stem-changing verbs in the present tense use the same endings as regular <b>-ar</b> , <b>-er</b> , and <b>-ir</b> verbs when conjugated, but undergo a vowel change in the last syllable of the stem.
Reflexive verbs (n)	A verb is reflexive when the verb's subject is the same as its direct object.
Tier 1 Key Nouns	
el aceite de oliva (olive oil)	los lácteos (dairy products)
el ajo (garlic)	los pimientos (peppers)
el atún (tuna)	las cebollas (onions)
el azúcar (sugar)	las zanahorias (carrots)
las gambas (prawns)	las lentejas (lentils)
el queso (cheese)	las legumbres (pulses)
las chuletas de cerdo (pork chops)	las judías verdes (green beans)
el cordero (lamb)	el gazpacho (cold soup)
la ternera (beef)	la ensalada (salad)
el pollo (chicken)	los refrescos (soft drinks)
la mantequilla (butter)	el té / el café (tea/coffee)
la mermelada (jam)	la cerveza (beer)
los guisantes (peas)	el vino (wine)

Section B: Key Grammatical Points			
Reflexive verbs in the preterite tense (simple past tense)			
A verb is reflexive when the verb's subject is the same as its direct object. When a verb is reflexive, the direct object and the subject are the same. This means that someone ,or something, performs an action on themselves.			
		-AR verbs	-ER/-IR verbs
Myself	<b>Me</b>	duché	vestí
Yourself	<b>Te</b>	duchaste	vestiste
His/her/itself	<b>Se</b>	duchó	vistió
Ourselves	<b>Nos</b>	duchamos	vestimos
Yourselves	<b>Os</b>	duchasteis	vestisteis
Themselves	<b>Se</b>	ducharon	vistieron
Note that the –ar verbs that change in the stem in the present tense are <b>not stem changing in the preterite tense</b> . Me desperté — I woke up Me levanté — I got up Me vistí — I got dressed Me duché — I showered Me peiné el pelo – I brushed my hair Me maquillé—I put on make-up Me lavé los dientes—I brushed my teeth Me acosté—I went to bed			
Soler + infinitive			
To add variety to your language, use 'soler' + infinitive to expressed what you 'usually do' / 'tend to do'.			
<b>Suelo</b> desayunar a las siete	(I usually have breakfast at 7)		
<b>Sueles</b> jugar al baloncesto los lunes	(You usually play basketball Mondays)		
<b>Suele</b> hacer los deberes	(He/She usually does homework)		
<b>Solemos</b> cenar a las seis	(We usually have dinner at 6)		
<b>Soléis</b> estudiar en la biblioteca	(You all usually study in the library)		
<b>Suelen</b> pasar las vacaciones en...	(They usually spend hols in/on...)		

Section C: EATTACO vocabulary	
Tenses /verbs	
Dolerse	To hurt yourself
Me duele (n)	It hurts me
Te duele (n)	It hurts you
Le duele (n)	It hurts him/her
Nos duele (n)	It hurts us
Os duele (n)	It hurts you (pl)
Les duele (n)	It hurts them
Reflexive verbs in present tense	
Me despierto	I wake up
Me levanto	I get up
Me visto	I dress myself
Me peino	I comb my hair
Me ducho	I shower
Me lavo los dientes	I brush my teeth
Me acuesto	I go to bed
Opinions	
Preferiría	I would prefer
Quisiera	I would like
Sería	It would be
Lo malo es	The bad thing is
Lo bueno es	The good thing is
Opino que	In my opinion
Times Expressions	
Entre semana	During the week
Los fines de semana	At weekends
Enseguida	Straight away
Temprano	Early
Los lunes	On Mondays
Ayer	Yesterday



# Spanish— De Costumbre - Year 11

Section A: Key terms	
Tier 3 Vocabulary	Definition
Absolute superlative (n)	An adjective that expresses an exceptional property without making a comparison  E.g. to say something is <u>extremely</u> / <u>really</u> ...
The passive (n)	A verb form whose grammatical subject is subjected to or affected by the action represented by that verb
Tier 1 Key verbs in the passive (present tense)	
Es (muy) conocido	It is (well) known
Es celebrado (en)	It is celebrated (in)
Es hablado (en)	It is spoken (in)
Es repetido	It is repeated
Tier 1 Key verbs in the passive (past tense)	
Fue inventado	It was invented
Fue introducido	It was introduced
Fue preparado	It was prepared
Fue fundado	It was founded
Fue escrito (por)	It was written (by)
Fue construido	It was built
Fueron lanzados	They were thrown
Tier 1 Key Questions	
¿Quieres ir a un festival español?	Do you want to go to a Spanish festival?
¿Crees que la Navidad es importante?	Do you think Christmas is important?

Section B: Key Grammatical Points
Absolute superlatives
<p>To say something is <b>really / extremely</b> (+adjective), use the absolute superlative. In Spanish, you simply <b>add -ísimo</b> to the end of the adjective - but don't forget to still make sure the ending agrees with the noun). E.g.</p> <p>Este trabajo es facil<u>ísimo</u>  Esta asignatura es facil<u>ísima</u>  Los ejercicios son facil<u>ísimos</u>  Las matemáticas son facil<u>ísimas</u></p> <p>If the adjective normally ends in a vowel, remove it before adding the ending. E.g.</p> <p>interesante—interesant<u>ísimo</u>  bueno—buen<u>ísimo</u>  aburrido—aburrid<u>ísimo</u>  guapo—guap<u>ísimo</u>  malo—mal<u>ísimo</u></p> <p>Some words are little irregular:</p> <p>rico—riqu<u>ísimo</u>  nuevo—nov<u>ísimo</u>  feliz—felic<u>ísimo</u></p>
Expressions + infinitive
<p>There are certain phrases in Spanish that need to be followed by an infinitive verb. We saw '<b>soler</b>' + <b>infinitive</b> on the previous page, but here are some more useful phrases:</p> <p><b>deber + infinitive</b> — to ought to/should (<i>Debo beber más agua</i>)  <b>poder + infinitive</b> — to be able to (<i>Puedo ir al cine este sábado</i>)  <b>querer + infinitive</b> — to want to (<i>Quiero aprender francés</i>)  <b>para + infinitive</b> — in order to (<i>Para estar en forma...</i>)  <b>al + infinitive</b> — on (doing something) (<i>Al llegar al festival....</i>)  <b>sin + infinitive</b> — without (doing something) (<i>Sin dormir...</i>)  <b>antes de + infinitive</b> — before (doing something) (<i>Antes de ir al...</i>)  <b>después de + infinitive</b> — after (doing something) (<i>Después de hacer...</i>)</p>

Section C: EATTACO vocabulary	
Adjectives	
rico	rich
picante	spicy
dulce	sweet
sabroso	tasty
asqueroso	disgusting
salado	salty
refrescante	refreshing
típico	typical
frío	cold
caliente	hot
sencillo	easy
sano	healthy
variado	varied
distinto	different
muy conocido	well known
precioso	pretty
barato	cheap
caro	expensive
triste	sad
atrevido	daring
impresionante	impressive
animado	lively
inolvidable	unforgettable
único	unique
repetitivo	repetitive
imaginativo	imaginative
sucio	dirty
limpio	clean
roto	broken

# Year 11 Sociology—Autumn Term— Crime



**Bluecoat Wollaton**  
believe in yourself, in others, in God

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
The bystander effect	A phenomenon from the Kitty Genovese case that suggests people are less likely to report a crime if there are several witnesses
Victim survey	A survey, such as the Crime survey for England and Wales, asks a sample of people which crimes have been committed against them to try and uncover the hidden/ dark figure or crime
Hidden/ dark figure of crime	The idea that crimes that are recorded by the police are only 'the tip of the iceberg' and in fact most crimes committed do not make the crime statistics
Self report studies	A survey that is given to possible criminals in an attempt to understand the real number of crimes committed in society
Institutional racism	When an organisation and its policies are racist, for example the stop and search procedures of the police
Refer a friend scheme	A scheme introduced by the metropolitan police in an attempt to gain a more representative and diverse police force. If police officers successfully introduced a black or Asian candidate to the force they received a bonus of £350.
Positive discrimination	A policy that favours individuals who belong to groups who have been previously discriminated against. This has been practiced in police interviews and other interviews for councils and government.
Tier 2 vocabulary	Definition
Detecting	When a crime is seen or witnessed
Recording	When a crime has been detected, reported and then recorded by the police
Reported	When a crime has been witnessed or detected and the police are informed
Socialisation	How we are taught norms and values. Some sociologists suggest that women are less likely to commit crime due to socialisation in the family and workplace.
Social control	How we are controlled in society. Some sociologists suggest that women commit less crime due to the fact they are controlled more in the family and the workplace.
Poverty	Women are more likely to be in poverty due to lower wages and more likely to have dependent children. This may cause them to commit crime.

## Section 2: Important ideas in Crime

### Key concepts

#### Questions:

1. What are the main factors to support the idea that women are less likely to commit crime?

2. What are the main factors to support the idea that women commit as much crime as men but these crimes do not get recorded?

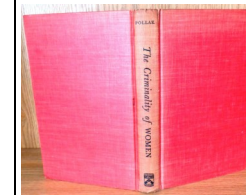
### Answers:

1. socialisation in the workplace and at home. Women are taught from an early age to be quiet and sensitive whilst boys are taught to be aggressive and loud. Women are also socialised into being the main carer of children, taking responsibility for childcare thus are less likely to commit crime due to having their children with them more. Also, social control at home and in the work place for example, women are more likely to take a lower responsibility position and so therefore are more likely to be managed and watched.

2. material deprivation —women are more likely to be in poverty due to having dependent children, more likely to be in a lone parent household and lower paid jobs so therefore turn to crime. Types of crime—women are more likely to commit crimes such as theft or crimes related to prostitution which are often hidden or ignored. Chivalry theses— the idea that women use their femininity to their advantage with police and the courts as they are usually run by men. This means that they are let off with crimes or dealt with more leniently by the courts.

However... double deviancy/ demonising of women

## Section 3: Case Studies and Theories



**Pollak**

Chivalry Thesis—the criminal justice system is 'paternalistic', this means that the courts and the police treat men more harshly than women if the same crime is committed. The criminal justice system has a stereotypical view of females as helpless and naïve. They are therefore more likely to treat them less harshly.



**Gilroy**

The myth of black criminality—the view that black people commit more crime than white is a myth and the statistics cannot be trusted. The police use negative stereotypes when dealing with black people. If black people do become involved in crime it is not surprising as they need to defend themselves against an unjust society.



**Stuart Hall**

Hall noticed the way that the crime of mugging became a moral panic in the 1970s. Muggings were reported many times in the early 1970s and the exaggerated reporting became a focus for public concern. This took the attention away from the country's economic problems at the time and these 'muggings' were associated with immigrants by the media. Immigrants were therefore used as scapegoats for society's problems.

Introduction		D5: Identify ways to respond to individual needs of children		D4: Responsibilities of an EYW	
D1/D2: Child Care settings				Responsi- bilities of an EYW	Health, Safety and security
<p><b>Statutory:</b> Term time, open mon to fri 9am – 3.30pm, staff get paid, free service, offers education and knowledge, everyone has a DBS check, follows a National Curriculum or EYFS, compulsory, run by the government and its inspected by Ofsted.</p> <p><b>Private:</b> Throughout the year, mon to fri – 7am-7pm, long hours, staff get paid, you have to pay for the service, offers education and care, business for profit, will follow National Curriculum or EYFS, inspected by Ofsted, everyone DBS checked.</p> <p><b>Voluntary:</b> Open term time only, usually one morning or afternoon its open limited hours, free service (may pay a small contribution) staff don't get paid, they are volunteers, community service, or social service (parents get together with children socially)</p>		Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations.		Working within the EYFS statutory framework
		Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.		Acting professionally and as a role model
		Ways to respond to individual needs	<ul style="list-style-type: none"><li>• incorporate individual likes and preferences into planning and provision</li><li>• identify individual likes and preferences of children</li><li>• carry out observations on children so that their needs can be identified</li><li>• ensure early intervention of additional support to meet the development or learning needs of the children</li><li>• ensure that activities are age and stage appropriate</li><li>• ensure that activities and learning opportunities are accessible for all children</li><li>• make appropriate adaptations to activities or learning experiences if they are required</li><li>• ensure that the environment is inclusive so that every child can be involved</li><li>• allow time for children to speak privately about their thoughts and feelings</li><li>• allow opportunities for children to speak in a group about their thoughts and feelings</li><li>• work in effective partnership with the child's family</li><li>• ensure home routines or practices are followed in the setting.</li></ul>		D6/D7 Study Skills
• Awareness of policies and procedures					
• Managing children's' behaviour					
• Understanding the need for equality and diversity					
• Safeguarding					
• Recognising when to refer to others					
When to refer to a senior staff member	Children's safety and well-being				
Declarations of interest					
Escalating behaviour					
Liaising with parents					
Completing setting paperwork					
Procedures that you may follow:	Fire drill, Collection/ register, security of the building, first aider, health and safety of equipment and building, risk assessment, management of controlled substances (bleach/ medication)				
D3: Preparing for Placement		Study skills	organisation note taking , reading , revision , research, presentation, communication, listening , flash cards, mind maps.		
<ul style="list-style-type: none"><li>• Communication with the setting</li><li>• Timekeeping and attendance</li><li>• Dress code</li><li>• Behaviour</li><li>• Positive attitude</li><li>• Paperwork</li><li>• DBS: Disclosure and barring service</li></ul>					
The Law				Visual	Learning through looking/ seeing – Have a strong focus on what they see, are good at remembering what they read and write – charts, pictures, presentations and printed.
EYFS	A statutory framework for anyone working with children 0-5 yrs. Focus on learning, development and care.			Auditory	Learning through hearing – information is easier to understand when they hear it. Podcast, listening to instructions
Equality Act	Protects you from discrimination/ unfair treatment based on personal characteristics.	Kinaes- thetic	Learning through doing/ touching – learn in a practical way. Role play, making mind maps, making charts.		
Children's	Safeguarding, keeps children safe and healthy.				

# Year 11 Childcare—Exam paper : Unit 2, Development and well-being 0-5 years

Introduction	
D1: Child Development	
Development	Key Words
Physical	Movement, Balance and co-ordination, fine and gross motor
Language	Talking, listening and understanding reading and writing for older children, receptive, expressive.
Intellectual	Thinking, memory, problem solving and understating concepts – such as time, colour and numbers
Social and emotional	Attachment, friendships, relationships with others, managing feelings, confidence and self control.

Why we observe children—how to observe support development
<ul style="list-style-type: none"> <li>• Checking a child's development</li> <li>• Planning to support development and children's interest</li> <li>• Understanding children's behaviour</li> <li>• Sharing information with parents</li> <li>• Providing information to professionals</li> </ul> <p><b>Confidentiality:</b> EYW cannot pass on information about children's' development or their family to other people unless they have permission to do so. Observations/ assessments need to be kept safe in a folder once completed. There is a need to know basis.</p> <p><b>Accuracy:</b> Observations/ assessments need to be kept up to date. <b>As the child may not gain the support needed. They may be given play opportunities and activities that are not suitable for them. This may not allow the child progress and feel frustrated.</b></p>

D2/D3: Advantages and disadvantages for each observational method		
Narrative	Narrative—cover all areas of development (holistic)	<b>A:</b> No preparation, can be used to observe more than one area of development <b>D:</b> Hard to write everything quickly, can be hard to accurately record
Checklist	Focus on one area of development	<b>A:</b> easy to fill in, can be repeated to see progress. <b>D:</b> Observer may come to a different conclusion, doesn't show quickly or confidence.
Event	Behaviour	<b>A:</b> Patterns and triggers in behaviour, check if strategies are working. <b>D:</b> may not see the behaviour, forget to complete the sheet.
Time	Interests and concertation	<b>A:</b> Shows what people are doing over a longer period of time, looks at different aspects of a child's development. <b>D:</b> Observe has to keep an eye on them all the time, incidents maybe missed, have to be organised.
Socio-gram	Friendships	<b>A:</b> find out about children's friendships, useful for older children. <b>D:</b> Can be unreliable, can only be used with older children.
D4: Factors affecting Development		
Personal/Biological	Your inherited traits (what happened to you before and immediately after you were born)	
External/Environment	About where and how you grew up. They also include the events and experiences that you have had.	

D4: Factors that affect development (External)		
Physical traits	Examples: Height, physical strength, body and face shape, eye colour.	-Adults give responsibility to taller children. -Children not happy with the way they look, may lack con-
Medical conditions	Examples: Diabetes, asthma, sickle cell	-Feeling poorly may stop children from joining in. -They may feel different -May fall behind at school, due to having time off
Learning disabilities	Examples: Autistic spectrum, dyslexia, ADD, ADHD	-may need more support to master skills. -children with social learning difficulties may find it harder
D4: Factors affecting development (Personal)		
Disabilities	Examples: Deafness, sight problems, cerebral palsy,	-may need additional support to join in. -they may feel different
Love and interaction	Examples: Cuddles, time to talk, positive, being listened to.	-learn how to communicate with others
Stimulation and play	Examples: seeing different places, experiences, being with adults and other children	-Learn quickly -opportunities to try out different things
Physical conditions	Examples: warm house, outdoors, space to play, poverty, housing conditions.	-in a safe and warm house, less likely to be ill. -Develop physical skills, with
Food and drink	Food habits, healthy eating, sleep.	-healthy—less likely to be ill.

# Year 11 Childcare—Exam paper Unit 2, Development and well-being 0-5

D7: Transitions	
Separating from parents Arrival of a new baby Moving home Death or illness Family breakdown Arrival of a step parent or step brother/ sister Going to pre-school/ school Changing classes	
Effects of these transition on holistic development	
The impact on children depends on many things: The age of the child, how well prepared the child is, the type of transition, how well adults work together to support the child (key worker). <b>-Physical development:</b> (N: sleep, illness, lack of energy) (P: more space, experiences, opportunities) <b>-Language development:</b> (N: regress, hard to listen, withdrawn) (P: wanting to talk, sense of responsibility, opportunity to expand vocab) <b>-Intellectual development:</b> (N: conversation, memory, interest maybe effected) (P: more stimulated, environment engaging), better opportunities to learn and understand the world) <b>-Social and emotional development:</b> (N: clinginess, attention seeking, defiance, lack of cooperation, anger, withdrawn, anxiety)	
Ways to support children through transitions	
Key person role Sharing books Visiting the setting Planning play activities that link to the transition Showing photographs Communicating—books, puppets, dolls etc. Providing play opportunities Providing reassurance	
D5/ D6: Understand how everyday care, routines and activities support independence, health and wellbeing	
Sleep/ rest	Sleep helps a child grow, learn new skills, repair cells, fights infections. Overtired—hard to cope, concentrate and listen and manage their feelings.
Physical activity	Stronger hearts, healthy—physically and mentally, bones and muscle strength. Feel good, gain confidence, healthy appetite, helps digestion, helps sleep better
Balanced diet	Grow and survive. Drinking water or milk. Energy to move, fight infections.
Suitable clothing	Warm for winter—cool and protect from the sun in summer. Footwear—correct size for development of feet and protection. Clean clothes, not be restrictive.
Personal hygiene	Skin, hair, teeth clean. Fight infections. Washing hands to prevent infections/ spread of germs. Sun cream will be needed to protect skin from the sun. Dental decay and head lice can be avoided.
Safe environments	Prevent accidents/ risk of injury. Child can play and explore in safety. Children learn about keeping themselves safe. Development can be affected. Children need a stimulating environment so they can see and do different things.
Independence and self care skills	Helps children gain confidence, build physical skills (hand-eye coordination), learn health and safety. Manage risks, self-settle, feeding themselves, social skills, getting dressed, choose clothes suitable, learning how and why to wash hands, understand the importance of being clean and cleaning teeth, learn to tidy away, recognising dangers.
Importance of a routine	
<ul style="list-style-type: none"> <li>Children fear the unknown</li> <li>Growing up—bodies changing constantly</li> <li>Children need rest</li> <li>Handle change better when it occurs as part of a routine</li> <li>Unpredictable change, makes a child feel anxious</li> <li>Routine teaches a child how to manage themselves and their environments</li> </ul>	<ul style="list-style-type: none"> <li>Routine helps with behaviour (power struggles)</li> <li>Helps child to cooperate</li> <li>Children take charge of their actions/ activities</li> <li>Children learn the concept of looking forward to things</li> <li>Keeps children on a schedule</li> <li>Parents can make connections</li> <li>Helps parents maintain consistent expectations</li> </ul>
Promote learning opportunities	
<ul style="list-style-type: none"> <li>Social skills—take turns, peer group activity</li> <li>Promote independence—encourage hand washing at set times, before dinner, after toileting, playing outside</li> <li>Promote language through meal times—discussing the day</li> <li>Introduce behaviour/ simple vocab—‘please and thank you’ at meals, snack times, circle time</li> <li>Adults uses everyday activities to</li> </ul>	<ul style="list-style-type: none"> <li>show the child about independence and self-reliance.</li> <li>Establish healthy choices</li> <li>Makes a sense of the world around them</li> <li>Children will copy adults—provide a positive role model</li> <li>EFYS can be linked to everyday care routines and track progress e.g. doing buttons and zips.</li> </ul>
EYFS (Early Years Foundation Stage)	
<ul style="list-style-type: none"> <li>THE EYFS provides: <b>Quality and consistency/ secure foundation/ partnership working/ equality of opportunity.</b></li> <li>The EYFS requirements: <b>Areas of learning and development, early learning goals, assessment arrangements, safeguarding.</b></li> <li>Overarching principles: <b>Unique child, positive relationships, enabling environments, develop and learn in different ways and rates</b></li> <li>Areas of learning: <b>Communication and language, physical development, personal, social and emotional development</b></li> <li>Specific areas: <b>Literacy, mathematics, understanding of the world, expressive arts.</b></li> </ul>	

# Year 11 Art—Component 1



**Bluecoat Wollaton**  
believe in yourself, in others, in God

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Line	the path left by a moving point. For example, a pencil or a brush dipped in paint.
Colour	the property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.
Tone/Value	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.
Shape	an area enclosed by a line. It could be just an outline or it could be shaded in.
Texture	This is to do with the <b>surface quality</b> of something, the way something feels or looks like it feels.
Pattern	A design that is created by repeating lines, shapes, tones or colours
Form	a <b>three dimensional shape</b> , such as a cube, sphere or cone.
Tier 2 Vocabulary	Definition
Analyse	examine (something) methodically and in detail, typically in order to explain and interpret it.
Content	the message given by the piece of art. It involves the subject, the techniques used to make the piece, the colorus used, and anything that was used by the artist to make a statement and give a message.
Process	Techniques that involve a series of actions or steps taken in order to achieve a particular end. Eg print-making.
Develop	selecting ideas, visual elements, compositions and techniques from your initial work and using them in new ways.
Investigation	Explore areas of visual art in great depth, through research and practical applications.
Demonstrate	Show / prove/ present your understanding.
Critical	expressing or involving an analysis of the merits and faults of a work of art . Questioning ideas and assumptions.
Sources 33	A primary source is one that you study directly from first-hand experience. Eg and object or photograph you have taken yourself. A secondary source is material produced by others. Such as images find online or in magazines.

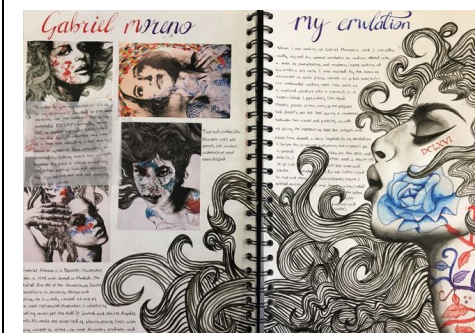
## Section B: Analysing Artwork

**AO1: Develop Ideas through investigations, demonstrating critical understanding of sources.**

Analysing Art work	Showing your understanding of how an artist uses the formal elements to convey a meaning or message
CONTENT Looking at the sub-ject of the work	What is your first response to seeing this work? What is it? What exactly can you see? Describe it. What do you think the work represents? Is there a title? Does that change the way you see the work? What is the theme? Landscape, portrait, journey, moment , memory, event, surreal, fantasy, abstract, message.
FORM Looking at the Formal Elements	Colour– Which colours are used? Why? How are they organised? Shape– what kinds can you see? How are they arranged in te composition? Line– what kind of lines and marks does the artist use? Describe the weight and quality. Texture– What is the surface like? What textures can you see? Scale– How big is the work? Light, delicate, layered, strong, rough, dark, peaceful, dripped, vivid, bright
PROCESS How the work has been de-veloped and made.	What media, materials and tools have been used? What is the evidence for how it has been made? Painted, drawn, printed, stitched, constructed, collaged.
MOOD Communi-cating moods and feel-ings	How does the work make you feel? Why do you feel like this? Does the colour, texture, or thee of the work affect your mood? Quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, reflective, shocked, sadden.

## Section C: Subject Specific

**Artist Research– Showing your understand-ing of an Artist’s work or style**



**Presentation–** Your research and study will form a double page. Keep it simple. Use a similar style/ colours as the artist.

**Biographical information–**Birth, death, edu-cation,style,important works, quotes.

**Images of relevant artwork–** 4-6 good quali-ty images.

**Social, historical and economical influences**  
– what was happening in the world at the time this was produced? Did this influence the art?

**Artistic influences–** Who or what influenced their work? Did they influence anyone else?

**Copied images/artist study–** 1 large study for each artist and smaller studies.

**Analysis–** use the Content, Form, Process, Mood framework to write about their art-work.

## Year 11 Drama—Devising



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Stimulus</b>	The 'starting point' to provide inspiration and ideas for devising
<b>Explorative strategies</b>	A technique to explore and deepen understanding of the drama you create.
<b>Plot development</b>	The organisation or building of the action in a play.
<b>Visualisation</b>	A technique which allows performers to slow down and focus individually on an issue. The performers, sitting quietly with eyes closed, allow pictures to form in their minds. These images may be motivated by bits of narration, music, sounds, smells, etc.
<b>Mime</b>	Acting without words.
<b>Role playing</b>	Improvising movement and dialogue to put oneself in another's place in a particular situation, often to examine the person(s) and/or situation(s) being improvised.
<b>Aims and objectives</b>	Why are you creating your drama? What effect do you want it to have on the audience?
<b>Improvisation</b>	Live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.
<b>Tableaux</b>	Another term for a Freeze Frame or Still Image
<b>Hot seating</b>	Asking an actor questions while they are 'in character'.
<b>Scales</b>	Different states of feeling or emotion.
<b>Role on wall</b>	Ideas on a 'gingerbread man'
Tier 2	Definition
<b>Resolution (n)</b>	the action of solving a problem or contentious matter.
<b>Discord (n)</b>	disagreement between people
<b>Impending (adj)</b> <sup>34</sup>	(of an event regarded as threatening or significant) about to happen; forthcoming.

Section B: Research, Style & Form	
<b>B. Researching your stimulus</b>  It is crucial for you to take ownership of the material you are developing. When you understand that the material is exciting and interesting then it is more likely to engage your audience. This will only be achieved when research and practical exploration run concurrently.  There are various sources when carrying out research: <ul style="list-style-type: none"> <li>• Internet</li> <li>• Library</li> <li>• Departments and teachers within the school</li> <li>• Art and photography books</li> <li>• Music</li> <li>• News – print, television, internet</li> </ul>	
C. Genre	Style and Form
Tragedy Comedy Tragi-comedy Farce Documentary theatre Morality play Melodrama Episodic drama	Mask Mime Promenade Naturalism Symbolism Agitprop Grand Guignol Site-specific theatre Verbatim theatre Physical theatre

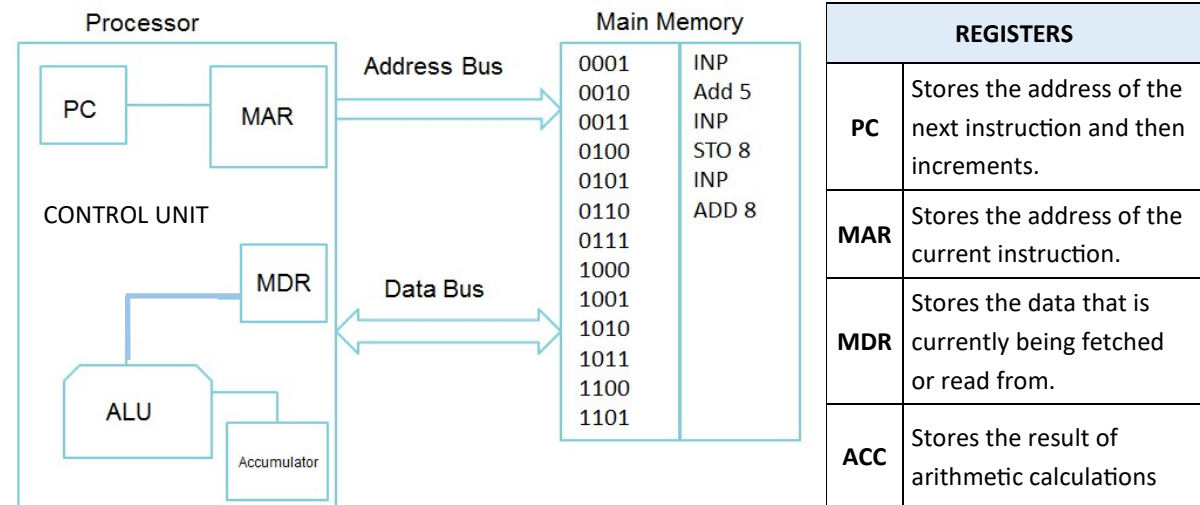
Section D & E: Develop and Refine
<b>D. Developing a role and characterisation</b>  Individual and group work on character is vital for effective devising, whether you end up being a single character or playing multiple roles. A good way of determining whether a character has been fully explored is to establish their given circumstances; for instance: <ol style="list-style-type: none"> <li>1 Who am I?</li> <li>2 Where am I?</li> <li>3 When is it?</li> <li>4 Where have I just come from?</li> <li>5 What do I want? (Objectives)</li> <li>6 How will I get what I want?</li> </ol>
<b>E. Refining the Performance</b>  Whatever choices have been made about content, style, form and structure, it is important to give enough time to refining the performance.  <b>Rehearsing the performance</b>  Time must be given to repeating the final performance. This should be focused on honing the performance, rather than making major changes to the piece.  Clarity – make sure decisions of content, style and character are clear for the audience.  Energy – engage fully with each moment of the performance and be precise.  Pace – the pace of the performance must reflect what and how you want to communicate with your audience.
<b>Concepts you have seen before: Devising, Genre, style and form, research, stimulus, developing character</b>

# Year 11 Computer Science—1.1 Systems Architecture



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Cache</b> ( <i>n</i> )	High speed, but very expensive volatile memory in the CPU, that stores frequently used data.
<b>CPU</b> ( <i>n</i> )	Central Processing Unit. Processes all the instructions that come from programs, the operating system, or other components in your PC.
<b>Clock Speed</b> ( <i>n</i> )	The speed of the processor, determines the number of instructions that can be processed per second.
<b>Cores</b> ( <i>n</i> )	A core is the CPU processor. Computers can have more than one core (multi-core processor) A core can only work on one task.
<b>Decoder</b> ( <i>n</i> )	Part of the CU which decodes the binary instructions fetched from memory.
<b>Embedded system</b> ( <i>n</i> )	An embedded system is a computer system that is built within another device. They tend to have a specific task to perform.
<b>Fetch / Decode / Execute Cycle</b> ( <i>v</i> )	Basis of the von Neumann architecture – the repeated process where instructions are fetched from RAM, decoded
<b>RAM</b> ( <i>n</i> )	Random Access Memory - The main volatile memory into which programs are loaded from the hard drive.
<b>Register</b> ( <i>n</i> )	A small high speed memory location situated within the CPU.
<b>Von Neumann Architecture</b> ( <i>n</i> )	The method used by all modern computers to allow the programming of a machine to be changed depending on the
Tier 2 Vocabulary	Definition
<b>Execute</b> ( <i>v</i> )	To carry out or fulfil.
<b>Characteristic</b> ( <i>n</i> )	A key feature or quality belonging to something.
<b>Component</b> ( <i>n</i> )	a part that combines with other parts to make a machine or piece of equipment.

Section B: CPU COMPONENTS	
<b>CU</b>	Control Unit - controls the input and output of data from the CPU. The CU sends and receives timing
<b>ALU</b>	The Arithmetic Logic Unit - Does the basic mathematics calculations and logical comparisons during



**Section C: Factors that affect performance**

**Doubling the Clock Speed** will double the number of instructions

**Doubling the number of cores** can double the number of instructions executed per second. However it does not always perform twice as fast because the

**Clock speed**  
Cycles per second measured in hertz

**Cache size**  
Superfast working memory

**Number of cores**  
The number of duplicate processors linked together on a single chip

Increasing the **cache size** will reduce the number of memory to disk transfers and thus may speed up processing of these instructions.

**Concepts you have seen before:** Purpose of RAM, Instructions and data, hardware with embedded systems.

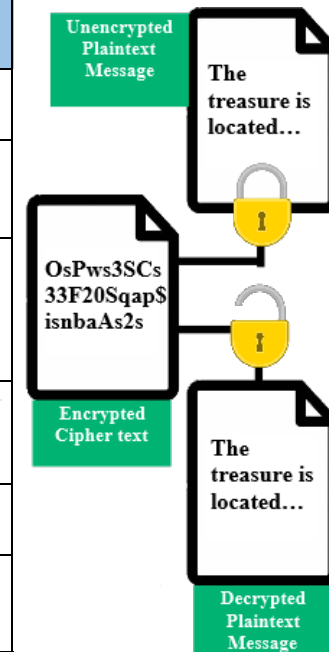


Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Standards</b> ( <i>n</i> )	The main reason for standards is to ensure that hardware and software produced by different companies can work together.
<b>Encryption</b> ( <i>v</i> )	Encryption is a way of scrambling data so that only authorized parties can understand the information.
<b>IP Address</b> ( <i>n</i> )	Internet protocol address assigned to a network adapter. E.g. <b>192.158.1.38</b>
<b>MAC Address (Physical Address)</b> ( <i>n</i> )	Media Access Control address assigned during manufacture that never changes. E.g. <b>2C:54:91:88:C9:E3</b>
<b>Protocol</b> ( <i>n</i> )	The rules and standards that are agreed in order to make it possible for different devices to talk to one another.
<b>Packet</b> ( <i>n</i> )	Data sent over a network is divided into smaller segments called packets. These packets may take different routes through the internet.
Tier 2 Vocabulary	Definition
<b>Wired</b> ( <i>n</i> )	A physical Ethernet or Fibre Connection used to exchange data.
<b>Wireless</b> ( <i>n</i> )	No physical wire used to exchange data. E.g. Wi-Fi or Bluetooth.
<b>Latency</b> ( <i>n</i> )	A measure of the time it takes for some data to get to its destination across the network. A high latency is considered to be negative.

Concepts you have seen before:  
Encryption, Cyber Crime & System Security.

Section B: Network Protocols	
<b>TCP/IP</b>	<b>Transmission Control Protocol / Internet Protocol</b> A set of protocols that governs the transfer of data over a network.
<b>HTTP</b>	<b>Hyper Text Transfer Protocol</b> Scripting language used in the layouts of webpages.
<b>HTTPS</b>	<b>Hyper Text Transfer Protocol Secure</b> A more secure version of HTTP. It encrypts data sent via this method, unlike HTTP.
<b>FTP</b>	<b>File Transfer Protocol</b> Used to directly send files from one node to another over the internet. Commonly used for uploading files to web servers.
<b>POP</b>	<b>Post Office Protocol</b> Used to download email from the email server and save it onto the users computer. The message is then deleted from the server.
<b>IMAP</b>	<b>Internet Message Access Protocol</b> An alternative to POP, allowing more control. Users can synchronise mail across multiple devices.
<b>SMTP</b>	<b>Simple Mail Transfer Protocol</b> Used to send emails between different servers on the internet.

Section C: Wired Vs Wireless		
	WiFi	Ethernet
<b>Speed</b>	Slow data transfer speed.	Faster data transfer
<b>Reliability</b>	Suffers from interference from other devices.	Delivers a consistent speed.
<b>Security</b>	Data needs to be encrypted.	Data does not need to be encrypted.
<b>Latency</b>	Higher	Lower
<b>Deployment</b>	Easy to add new devices.	Cables may take longer



## Year 11 Creative Media—Mise-en-scene



Section A: Key vocabulary		Section B: Areas of Mise-en-scene		Section C: Lighting	
Tier 3 Vocabulary	Definition	Set	Interior—set inside a building	<p>Lighting is a fundamental to film because it creates a visual mood, atmosphere, and sense of meaning for the audience. Lighting tells the audience where to look. The lighting setup guides the eye to a specific actor, prop, or part of a scene.</p> <p>Lighting reflects the psychology of characters. The amount, size, colour, and harshness of light surrounding a character can be adjusted to match their emotions.</p> <p>Lighting defines and supports the genre of the film. Lighting is the tool that conveys mood most clearly.</p> <p><b>THREE POINT LIGHTING</b></p> <p><b>Key Lighting</b> - This is the brightest light of the 3 giving the main illumination of the subject.</p> <p><b>Fill Lighting</b> - The fill lighting is used to illuminate the dark areas and shadows left by the key lighting.</p> <p><b>Back Lighting</b> - As the name suggests, the back lighting is placed behind the main subject.</p>	
Mise-en-scene (n)	<p>is the arrangement of scenery and stage properties in a play.</p> <p>Translated from French, it means "setting the stage" but, in film analysis, the term mise en scene refers to everything in front of the camera, including the <b>set design, props, lighting, costume &amp; make-up and composition of actors.</b></p>		Exterior—set outside		
Setting (n)	the place or type of surroundings where something is positioned or where an event takes place		Natural—The setting looks natural and part of our real world		
Costume (n)	a set of clothes worn by an actor or performer for a particular role.		Stylised—Sometimes a director will want their work to look different from the world we see around us everyday, to give their film or game a certain 'feel'.		
Make-up (n)	cosmetics such as lipstick or powder applied to the face, used to enhance or alter the appearance		Location— This means to film in an existing place and not in the studio.		
Composition (n)	the artistic arrangement of the parts of a picture. Where the actors are placed in the scene		Backdrop—Backdrops are used in computer generated images - think of how many modern films use green screens with superimposed images.		
Set (n)	The enclosure in which a <i>film</i> scene is shot	Props	The objects used by the actors or characters in a scene. They are often genre specific, for example a laser gun in a sci-fi film.		
Tier 2 Vocabulary	Definition	Costume	Authentic—the costume is true to the time period that the moving image product is set in.	High Key Lighting	using more filler lights the lighting is natural and realistic to the viewer
Juxtapose (v)	place or deal with close together for contrasting effect		Stylised—Costumes that are deliberately designed to have a certain 'look' that will often say something about the character.		Creates almost no shadow
Simulate (v)	produce a computer model of		Co-ordinated with the set— the costume and the set share common design features such as colour, patterns and shapes, these costumes are usually also very stylised.	Low Key Lighting	Often used in Comedies
Imply (v)	suggest (something) as a logical consequence.	Make-up	Natural—Although actors will always be wearing make up it is often done so you can't tell they are or in a way that makes them look naturalistic / real.		Created by using only the key & back lights (no fill light).
Niche (adj)	denoting products, services, or interests that appeal to a small, specialized section of the population.		Expressionistic—This like make up is done for effect and to say something about the character and to fit in with the 'look' of the film (much like stylised sets and costume)	Back Lighting	Produces sharp contrasts of light and dark areas as this can create dramatic, suspicious, or even scary effects.
Concepts you have seen before: Costume, set, prop, make-up				Natural Lighting	Deep, distinct shadows/silhouettes are formed
					Produces a ‘halo’ effect around the edges of the subject.
					It can be used to silhouette the subject creating mystery.
					refers to using and modifying the light that is already available to you at your location.

## Year 11 BTEC SPORT—Components of Fitness



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Aerobic Endurance (v)	The ability of the cardio-respiratory system to work efficiently
Muscular Endurance (v)	The ability of the muscular system to work efficiently.
Flexibility (v)	The range of movement at a joint
Speed (v)	Distance divided by time taken.
Muscular Strength (v)	The maximum force (in kg or N) that can be generated by a muscle
Body Composition (v)	The relative ratio of fat mass to fat-free mass in the body
Agility (v)	The ability to quickly and precisely move or change direction without losing balance or time
Tier 2 Vocabulary	Definition
Application (n)	The action of putting something into operation
Performance (n)	The action or process of performing a task or function
Training (n)	Undertaking a course of exercise and diet in preparation for a sporting event
Adaptation (n)	The ability to change

Section B: Key Ideas	
Types of Speed	
Accelerative speed	Sprints up to 30 metres
Pure speed	Sprints up to 60 metres
Speed endurance	Sprints with short recovery period in-between
Did you Know?	The Components of Fitness are what makes up a performer's physical performance. Everyone has some form of components of fitness as they all interlink with each other.
Key Concept to Know	The components of fitness can be categorised in to two types. These are known as Physical Components and Skill Components
Body Composition can be categorised in 3 ways:	
Mesomorph	A person whose build is compact and muscular
Ectomorph	A person with a lean and delicate build of body
Endomorph	a person with a soft round build of body and a high proportion of fat tissue

Section C: Subject Specific
<p>Every sport or physical activity you can think of will need the components of fitness. However, every sport has a hierarchy of components which means that some are more important in certain activities than others.</p> <p>For Example in Handball, Speed may be more important than muscular endurance.</p>



### Concepts you have seen before:

A simple concept that has been seen before may be that having 'basic' fitness will improve your performance.

Therefore we understand that practice and training will improve final outcomes.

Section B: Important ideas	
<p><b>Understanding user needs</b></p> <p>A product needs to be designed so their sizes and proportions fit the needs of the user. For example, the buttons on a calculator need to be big enough for the user to press them individually.</p> <p>Ergonomic design can also help prevent health issues and can ensure safety e.g. making a chair a comfortable height to reduce back problems and making it anti tip.</p> <p>This can all be achieved by finding the right anthropometric data for an age range, gender and even an ethnicity.</p> <p>Products are often designed to fit 90% of the target market. This gives the designer a product that will fit the “average” person. to do this they take measurements from the 5th to the 95th percentiles (excluding the bottom 5% and top 5% of people e.g. the very short and very tall)</p>	
<p><b>Market research</b></p> <p>Research is obviously needed to make a successful product and minimise unsuccessful design.</p> <p>There are two main types of research: primary and secondary. The advantages of primary research is that you get fully relevant and up to date research. However, they take more time and money to conduct.</p> <p>Examples of primary research include: questionnaires, interviews, focus groups and product analysis.</p> <p>Examples of secondary research include: using the internet, books and magazines to find someone else's primary research.</p>	<p><b>Product analysis</b></p> <p>Product analysis isn't just about using ACCESS FM! Looking into the strengths and weaknesses of existing designs can help give you a good idea of what to do and what not to do in your design. Even helping you to make yours better or to spot a gap in the market.</p> <p>It helps to have a product you can actually touch and use to give you a better idea oh how well it is designed.</p> <p>Remember to include sustainable design and social design in product analysis!</p>

### Section C: Subject Specific

Frequency of occurrence of people of a certain height

5% of the user population is in this area

5th percentile

50th percentile Average (mean)

95th percentile

5% of the user population is in this area

Height

Diagram illustrating anthropometric measurements for a human figure, categorized into sitting and standing postures.

**Standing Posture Measurements:**

- MAXIMUM BODY BREADTH
- THUMB TIP REACH
- MAXIMUM BODY DEPTH
- SHOULDER
- ELBOW REST HEIGHT
- SITTING HEIGHT
- ELBOW HEIGHT
- VERTICAL GRIP REACH
- KNEE HEIGHT
- POPLITEAL HEIGHT
- THIGH CLEARANCE
- VERTICAL REACH HT SITTING
- STATURE
- EYE HEIGHT SITTING
- EYE HEIGHT STANDING
- MIDSHOULDER HEIGHT SITTING
- SHOULDER
- ELBOW TO-ELBOW BREADTH
- HIP BREADTH
- BUTTOCK-POPLITEAL LENGTH
- BUTTOCK-KNEE LENGTH
- BUTTOCK-TOE LENGTH
- BUTTOCK-LEG LENGTH




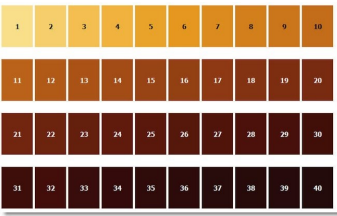
**Sitting Posture Measurements:**

- POPLITEAL HEIGHT
- THIGH CLEARANCE
- VERTICAL REACH HT SITTING
- STATURE
- EYE HEIGHT SITTING
- EYE HEIGHT STANDING
- MIDSHOULDER HEIGHT SITTING
- SHOULDER
- ELBOW REST HEIGHT
- SITTING HEIGHT
- ELBOW HEIGHT
- VERTICAL GRIP REACH
- KNEE HEIGHT
- POPLITEAL HEIGHT
- THIGH CLEARANCE
- VERTICAL REACH HT SITTING
- STATURE
- EYE HEIGHT SITTING
- EYE HEIGHT STANDING
- MIDSHOULDER HEIGHT SITTING
- SHOULDER
- ELBOW REST HEIGHT
- SITTING HEIGHT
- ELBOW TO-ELBOW BREADTH
- HIP BREADTH
- BUTTOCK-POPLITEAL LENGTH
- BUTTOCK-KNEE LENGTH
- BUTTOCK-TOE LENGTH
- BUTTOCK-LEG LENGTH

Concepts you have seen before: Sustainability, product analysis, ergonomics, anthropometrics

## Year 11 Food Preparation & Nutrition: Food Science

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Enzymic	Discolouration caused by oxygen exposed to phenols in fruit and vegetables (also known as enzymatic browning)
Browning (n)	
Oxidisation (n)	The reaction caused by exposure to oxygen. Also causes water soluble vitamin loss
Phenol (n)	A chemical compound found in the cells of fruit and vegetables
Phenolase (n)	An enzyme that catalyzes the oxidation of phenols (protein)
Melanin (n)	A brown pigment
Denature (n)	A permanent change in the molecular structure of proteins
Food spoilage (n)	When food becomes
Independent variable (adj) (n)	The independent variable is the variable the experimenter changes or controls and is assumed to have a direct effect on the dependent variable eg changing the pH
Hypothesis (n)	A prediction based on research, tested/ investigated
Dependant variable (adj) (n)	The dependent variable is the variable being tested and measured in an experiment, and is 'dependent' on the independent variable. Eg using the same apple
Ascorbic acid (n)	A natural water-soluble vitamin (Vitamin C) an antioxidant
Tier 2 vocabulary	Definition
Water soluble vitamins (n)	Not able to be stored in the body. Vitamins B group and C
Fat soluble vitamins (n)	Stored in the body. Vitamins A,D,E and K
Investigation (n)	A quest to find the answer to a question using the scientific method
Control (n) (v)	A control is something used as a standard of comparison for checking the results of an experiment
Fair test (n)	A fair test is a test which controls all but one variable when attempting to answer a scientific question. Only changing one variable allows the person conducting the test to know that no other variable has affected the results of the test.
40	
Enzymes (n)	Biological catalysts speed up chemical

Section 2: Important ideas													
													
An apple showing enzymic browning	Example of MAP, pre-cut fruit bag, ready cut lettuce												
Effect of oxidation on nutrient content	As well as causing the fruit to change colour, oxidation can also affect the nutrient content of a fruit or vegetable. Vitamin C, found in some fruits and vegetables can be oxidised when it is exposed to air. The longer a fruit is exposed the less vitamins it will have.												
Enzymes which naturally occur in fruit and vegetables	These are involved in the ripening and ageing process of produce, for example by turning starch into sugars. Eg a ripe banana tastes sweeter as it browns.												
	<table border="0"> <tr> <td>Apples</td><td>Artichokes</td></tr> <tr> <td>Avocados</td><td>Aubergines</td></tr> <tr> <td>Bananas</td><td>Courgettes</td></tr> <tr> <td>Nectarines</td><td>Parsnips</td></tr> <tr> <td>Pears</td><td>Potatoes</td></tr> <tr> <td>Peaches</td><td>Sweet potatoes</td></tr> </table>	Apples	Artichokes	Avocados	Aubergines	Bananas	Courgettes	Nectarines	Parsnips	Pears	Potatoes	Peaches	Sweet potatoes
Apples	Artichokes												
Avocados	Aubergines												
Bananas	Courgettes												
Nectarines	Parsnips												
Pears	Potatoes												
Peaches	Sweet potatoes												
	<p>Numbered brown colour scale used to measure the colour change of enzymic browning. Used to record results of the investigation.</p> <p>Previous learning; you have covered some of these in science lessons and in Y9 mini NEA1 tasks.</p> <p>Colour is checked against scale and recorded every 10 minutes.</p>												

Section 3: Facts/Context/Historical relevance/dates	
	<b>Methods to reduce enzymic browning</b>
pH	More acidic liquids denature phenols
MAP	Modified Atmosphere Packaging eg; pre-cut apple slices in plastic bag. Prevents oxygen coming into contact with food
Removal of oxygen	Prevents the reaction of phenolase
Vitamin C	Ascorbic acid denatures phenolase
Copper	Contact with copper also accelerates enzymic browning
Water	Submerging in water prevents oxidation
Blanching	Cooking fruit and vegetables then plunging into cold water
Temperature	Keeping foods in the fridge slows enzymic browning
Desirable changes	Browning of raisins, figs, dates
Undesirable changes	Fruit and vegetables become bruised, mushy and discoloured
Who it is a problem for?	Food looks unappealing so is not bought, consumed and will be wasted
Non-enzymatic browning	Caramelisation occurs when sugar is heated. Maillard is the reaction between reducing sugars and proteins by the impact of heat.

Your 5 pieces of equipment you need for learning every day:



**Bluecoat Wollaton**  
believe in yourself, in others, in God