

Knowledge Organiser

Year 11

Cycle One

2026-27



St LUKE'S
Church of England School

Personal Details

Name Tutor

Tutor Group School email address

School username Password

Sparx username Sparx password

Classcharts

Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
7th Sept	A	Week 0 - no homework	16th Nov	A	Week 8
14th Sept	B	Week 1	23rd Nov	B	Week 9
21st Sept	A	Week 2	30th Nov	A	Week 10
28th Sept	B	Week 3	7th Dec	B	Week 11 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
5th Oct	A	Week 4	14th Dec	A	Week 12 Super teaching week: No Cornell notes. Only SPARX Homework due.
12th Oct	B	Week 5			
19th Oct	A	Week 6			
9th Nov	B	Week 7			

Both weeks	Subject 1	Subject 2	Subject 3
Monday	Geography/ History	Option A	English
Tuesday	MFL/ Extra English	Life to the Full	Option B
Wednesday	Sparx Maths	Sparx Maths	English
Thursday	Sparx Science	Sparx Science	Option A
Friday	Geography/ History	Option B	MFL/ Extra English

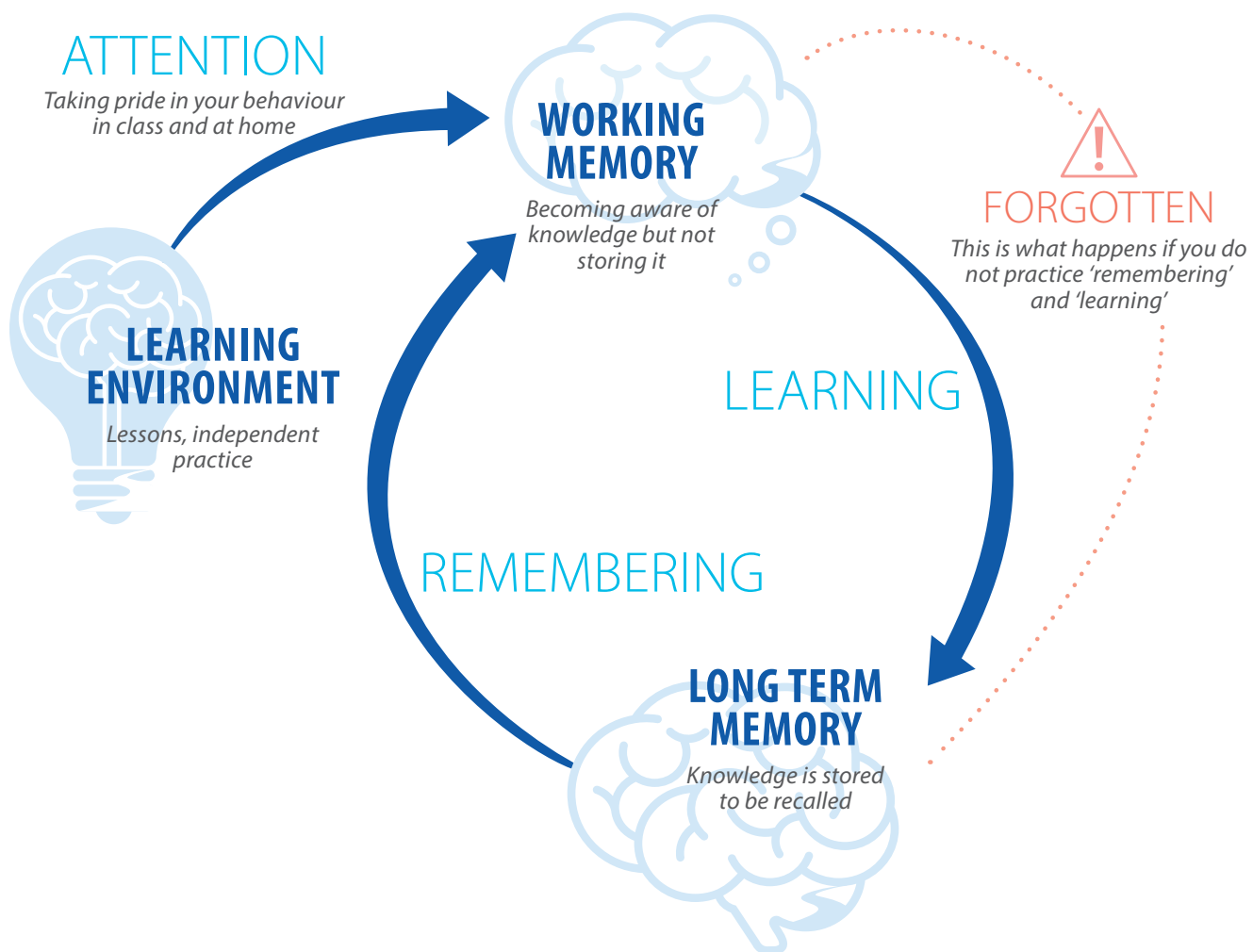
Maths – Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username
- Password
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Early completion rewards are given for English, Maths and Science.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

Monday		Week	
Read and make notes		Summarise to 3 bullet points	
Create 5 quiz questions in cue column		Cover notes and answer questions	
Mark and correct answers			
Geography			
Cue Column	Notes		
1.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
1.			
2.			
3.			
4.			
5.			

3) Create 5 Quiz Questions.

1) Read your knowledge organiser and then make notes here.

2) Summarise notes to three bullet points.

4) Answer the five questions in full sentences and then mark and correct with green pen.

Need more help?

Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)	Journey to deeper questioning					
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

This is what your homework should look like:

Monday

Read and make notes → Summarise to 3 bullet points → Create 5 quiz questions in cue column → Cover notes and answer questions → Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main superpower. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. • HIC/LIC high/low income countries.

Self Quiz

1. A super power is a country with a big military, ↑ money, ↑ population & ↑ influence. *& lots of money*
2. USA, India, China & Russia are examples. *& Brazil*
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					



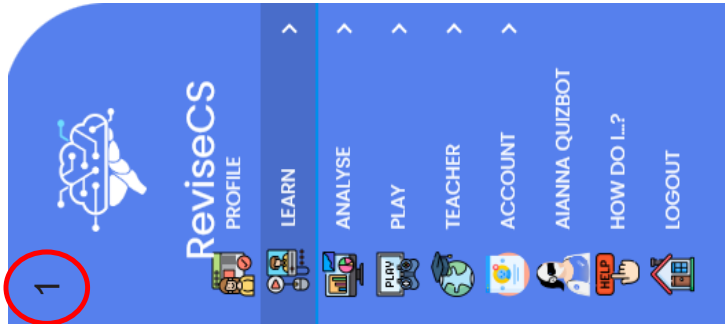
Year11 Computer Science



All Computer Science homework is completed on the revise computer science website: <https://revisecs.csuk.io/>

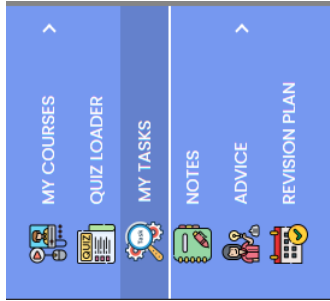
Your username and password will be the same as your school log in details.

To find your work, click the 'learn' link at the left hand side of the page:



2

Then click on the 'My Tasks' Link



3

Complete the tasks with the relevant due date. If you are unsure complete any tasks that are still marked as red progress.

Deadline	Course	Task	Progress
2023-10-10	EdExcel GCSE 2020 (Premium)	Q: Merge Sort Algorithm GCSE	N
2023-10-10	EdExcel GCSE 2020 (Premium)	Q: Bubble Sort Algorithm GCSE	N

If you have any questions, please speak to Mr Jaremi or email marc.jaremi@stlukescofe.school



YEAR 11Dance

Component 2 Developing Skills and techniques in performing arts. This section will help with the first section of your logbook and the last section.	Week One	Week Two	Week Three	Week Four	Week Five
The skills needed for your Performance include: The physical skills relevant to your final performance: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight. It is important that you have a clear understanding of these terms. Alignment, body placement or posture; the relationship of the skeleton to the line of gravity and the base of support. Proper alignment lessens strain on muscles and joints and promotes dance skills.	Balance is, simply put, the ability to stay stable and not fall as we move within and beyond our base of support (normally our feet in everyday navigation). In dance, this base of support changes constantly – such as when the dancer piques from two feet to one foot, and even to no feet when airborne. Contraction is a term introduced by the modern dancer and choreographer Martha Graham as one of the key elements of her own dance technique. It refers to the forward curving of the spine, starting from the pelvic zone. Accuracy and Timing Each action is performed on its set beat. All dancers take the same amount of counts to perform an action. The speed of actions relates to the speed of the music. Balance is, simply put, the ability to stay stable and not fall as we move within and beyond our base of support (normally our feet in everyday navigation). In dance, this base of support changes constantly – such as when the dancer piques (<i>Pique is a classical ballet term meaning “pricking” and is a descriptive word to be used with other ballet terms. For example a pique turn would describe a “pricking turn”. It means to describe how a dancer transfers weight onto a leg full on pointe or high demi-pointe which is also known as pisque sur la pointe</i>) from two feet to one foot, and even to no feet when airborne. Contraction is a term introduced by the modern dancer and choreographer Martha Graham as one of the key elements of her own dance technique. It refers to the forward curving of the spine, starting from the pelvic zone. Communication, through dance. Dance, as a theatrical art form, is a powerful form of communication. It may be created to communicate a broad idea or a specific spark or stimulus from a particular culture, place or time. Choreographers drive the creative process, experimenting and developing movement and sequences.	Balance is, simply put, the ability to stay stable and not fall as we move within and beyond our base of support (normally our feet in everyday navigation). 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Choreographers drive the creative process, experimenting and developing movement and sequences.	Dynamic range when used as a dance term it expresses the way in which shape of movement is executed (see effort qualities too). There are four motion factors that constitute it: SPACE (direct or indirect), WEIGHT (strong or light), TIME (sudden or sustained) and FLOW (bound and free). Energy is about how the movement happens. Choices about energy include variations in movement flow and the use of force, tension, and weight. An arm gesture might be free flowing or easily stopped, and it may be powerful or gentle, tight or loose, heavy or light. Expression in dance, is a term used to refer to the way we demonstrate and convey our emotion or thought to our audience, via our movements and body language. ... The connection includes both the one you create with your audience, and the one you have to your movements as an individual. Extension, Ballet Term Definition: Extension is a classical ballet term describing a dancer's ability to raise and hold a leg extended in the air. Facial expression, Dancers tell stories by using different facial expressions. Instead of using words, dancers use their bodies, eye contact, and movement to express themselves. Since a dancer usually strives to convey a story through movement, smiling and using facial expressions help your audience connect with you. Flexibility training improves a dancer's posture not only during dance lessons but in life as a whole. It helps a dancer attempt more intricate twists and turns and prevents the occurrence of injury. This group of activities improve the ability of a joint to move easily and attain a wider range of movements.	Control. The ability to start and stop movement, change direction and hold a shape efficiently. Focus, a central point or focus of attention in the movement space; the concentration, attention, or specific energy given to movement in space. folk dances: dances that are usually created and performed by specific groups within cultures. Gesture, in terms of Labanotation (a means of writing dance and movement) a gesture is the movement of any part of the body that is not weight bearing. In actuality a dancer can and does gesture with any part of the body, weight bearing or not. In dance the emphasis was on movement. Posture, Good Posture - Postural Alignment for Dancers. Posture is the position in which you hold your body upright against force of gravity while standing, sitting or moving. Phrasing: The fitting of dance figures to the rhythm and/or melody of the music. Phrasing may be adjusted in certain dances by the use of lead-in steps to bring the dancers in on a different beat. Projection is the confident presentation of one's body and energy to vividly communicate movement and meaning to an audience. Movement memory. “The key with movement memory is that you're exercising the mind and the body. The body gets used to doing a movement after it has done something any number of times, the mind also adapts so that it has to think less in order to perform that function” (The Dance Routine Corner, 2010). Rhythm in Dance is a way to connect with Rhythm through movement, dance and drumming. ... It builds the ability to understand and express rhythm through the body, the drum, through voice, and with small percussion instruments. Pace, also called rhythm or tempo, is the rate of activity or movement, such as in running or the flow of events in an entertainment piece.	Characterisation is when you take on the role of another person and using movement and through your dance to communicate a character to the audience. Action - Reaction - the action of one dancer in partnership dancing (dance couple) is felt and reacted to by the follower. Action/Reaction also takes place if the follower does an unexpected syncopation which takes more time than expected. Stamina is the physical or mental energy needed to do a tiring activity for a long time. You have to have a lot of stamina to be a top-class dancer. Synonyms: staying power, endurance, resilience, force More Synonyms of stamina. Spatial awareness, our understanding of the physical world surrounding us, and our relationship to that space as we move through it, is a skill each of us possesses to a greater or lesser degree. ... They are aware of their own personal space, or kinesphere, and the space of dancers around them. Suspension, this is a type of sustained movement where there is a delay of action causing a hanging in the air feeling, there is a strong beginning impulse, a defiance of the pull of gravity for a brief moment (hang moment) and then a giving into gravity. Use of breath, All dancers use breath. ... At the most basic level, dancers should use inhalation to emphasize growing movements, and exhalation to extend shrinking movements. This use of breath provides a greater fluidity of movement, musicality, and often creates an enduring quality that fosters enjoyment of movement. Use of weight. A weight transfer or weight change is dancer's movement so that their weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially. ... In partial weight transfer the centre of gravity is shifted to project between the old and new support body part. Coordination in Dance. Dancing involves coordinating control over many degrees of freedom as multiple limb segments are synchronized with a rhythmic stimulus.



Year 11 Dance

Week Six

This Knowledge organiser is to help with Component 2.

How to get started.

CHECKLIST

1.

Choose a theme/idea

2.

Decide what the theme/dance idea could involve

3.

Group all your ideas into subject boxes

4.

Choose the idea boxes that you like (it's good to show ideas that you haven't used!)

5.

Decide how many sections your dance will have

6.

Consider which aspect of your dance idea may be used in each section

7.

Choose one section and list all the body actions you might include

8.

Perform the motif literally, then improve ways of enlarging it

9.

Consider what accompaniment you might like to use.

10.

Decide how you are going to perform the dance, altogether, split into smaller group, will some of you do solos???

The 5 elements of choreography

Body

Action

Space

Time

Energy

A great way to remember the five elements is by thinking of the acronym BASTE: Body, Action, Space, Time and Energy.

Week Seven

Creating Motifs.

Chance Chart involving a diagonal direction theme.

	Action	How to perform it
1	Leaps and jumps	1 foot to the other, 2 feet to 1 foot, 1 foot to 2 feet, 1 foot to the same foot. They could be into any diagonal direction with a diagonal body shape.
2	Drops and falls	Whole body or one part falls into a diagonal direction, with a change of level, a change of body part taking the weight
3	Tilts	Going off balance into low diagonal's one, two or three dimensional, different levels, successive or simultaneous, with different supports.
4	Run	Diagonal pathways forwards, sideways, backwards, from corner to corner, to the centre and away, or zigzagging.
5	Gestures	Arms or legs moving into different diagonals, with varying dynamics, speeds and flow.
6	Balances	In different diagonal shapes, on various supports.
7	Counter-tension	Between two diagonal points.
8	Suspension	Hovering, hanging over or swaying towards a diagonal area of the room.

The 8 choreographic devices in dance (these are all explained in previous KO)

Abstraction, canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation and embellishment are all tools of choreography

Week Eight

Dance Techniques

Dances are designed by applying one or both of these fundamental choreographic methods:

Improvisation, in which a choreographer provides dancers with a score (i.e., generalized directives) that serves as guidelines for improvised movement and form. For example, a score might direct one dancer to withdraw from another dancer, who in turn is directed to avoid the withdrawal, or it might specify a sequence of movements that are to be executed in an improvised manner over the course of a musical phrase, as in contra dance choreography. Improvisational scores typically offer wide latitude for personal interpretation by the dancer.

Planned choreography, in which a choreographer dictates motion and form in detail, leaving little or no opportunity for the dancer to exercise personal interpretation. Several underlying techniques are commonly used in choreography for two or more dancers:

Mirroring - facing each other and doing the same

Retrograde - performing a sequence of moves in reverse order

Canon - people performing the same move one after the other

Levels - people higher and lower in a dance

Shadowing - standing one behind the other and performing the same moves

Unison - two or more people doing a range of moves at the same time

Movements may be characterized by dynamics, such as fast, slow, hard, soft, long, and short.

Week Nine

Choreographic style: the consistent choices a choreographer makes in relation to all elements of choreography, for example subject matter and its treatment, use of choreographic devices, structuring, dancers, aural setting and physical setting.

Choreographic devices, including: motif and development. Repetition.

Action content, including: Travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight.

CHOREOGRAPHIC FORMS

Narrative A choreographic structure that follows a specific story line and intends to convey specific information through that story. Narrative Ideas Dance movement that tells a story, a dance drama.

Simple Binary form (AB), Binary form is a musical form in 2 related sections, both of which are usually repeated. Binary is also a structure used to choreograph dance.

Ternary Form (ABA), (A) A sequential choreographic form with three distinct parts in which a dance theme (A) is followed by a contrasting but related dance theme (B) and ends with a repeat of the initial dance theme (A).

Theme and Variation, A choreographic form in which a dance phrase or section of a dance is followed by subsequent phrases or sections that are variations of the original, usually for the sake of variety

Rondu (A BACA), A sequential choreographic form with several distinct parts in which a dance theme (A) is alternated with contrasting dance themes (B, C, D ...) and ends with a repeat of the initial dance theme.

Non-Specified Sequential Form.

Sequence dance is a form of dance in which a preset pattern of movements is followed, usually to music which is also predetermined. Sequence dancing may include dances of many different styles. The term may include ballroom dances which move round the floor as well as line, square and circle dances.

Week Ten

External exam write up

You need to know and remember these so that you can write an effective report.

The decisions you make and your reasons why.

Recording your choreographic process.

Throughout the course you have learnt choreographic devices which enables you to create movements of your own.

For Component 2 you need to complete a choreographic diary or log book. You need to keep a record of your progress, and a personal record of what you have learnt

Creating Motifs

Choosing your final order of actions within each motif could come about by chance, elimination or through improvisation

Now that you have created at least one motif you need to write this in your logbook as part of your choreographic diary.

Ideas to get you started:

1) Ways you found and made motifs

2) Choreographic devices used

3) Successes

4) Major problems and how you solved them

5) Themes/ideas you tried and your thoughts.

6) Accompaniment you have decided to use and why?

7) What worked well?

8) What needs improvement?.

As part of the choreographic diary you also need to write a brief statement.

Statements: Give the title of the dance, with a short statement that describes the dance idea/theme/subject matter/concept

Description: Give the title of the accompaniment and the name of the composer, any other stimuli (e.g. poem, painting, professional dance work), a description of the dance content (motifs with actions, dynamics, space and relationships) and the major choreographic devices used.

Looking mainly at motifs. You need to make sure that your motifs express the chosen dance idea.

• Can the idea be seen clearly?

• Are the motifs put together effectively to communicate the dance idea?

• Do the dynamics in your dance express the dance idea?

Macbeth

Week 1	Week 2	Week 3	Week 4	Week 5
Context and Genre Key ideas/Premise: Reflecting the surge of interest in the classical philosophies and fascination with the human condition of the times, Shakespeare, explores the very essence of human conflicts: ambition, power and free will Shakespeare's Macbeth is a tragedy written sometime in 1607-1608. The play contains many details relevant to King James I (VI of Scotland) and pays homage to the succession of the Scottish King to the English throne. At the time of Shakespeare was writing, the belief in witches and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches' prophecies, Macbeth being seemingly 'possessed' and his vivid hallucinations. The play explores the concept of the Divine Right of Kings which asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself. The play also explores ideas about the consequences of subverting The Great Chain of Being - a social order of belonging for everything in the universe decided by God	Gothic Setting and Tragic Heroes Key ideas/Premise: Shakespeare's initial presentation of Macbeth is used to establish him as a conventional tragic hero: he is a noble, well-respected character and the very definition of a Jacobean masculine ideal. Tragedy is a genre of play in which a hero is brought down by his/her own flaws, usually by ordinary human flaws – flaws like greed, over-ambition, or even an excess of love, honor, or loyalty. In any tragedy, we start with the tragic hero, usually in his noble, respected and in his prime. Key quotation: First Witch "When shall we three meet again/In thunder, lightning, or in rain?" Creates pathetic fallacy and reflects the corruption and unnatural turmoil about to begin Second Witch "When the hurly-burly's done/When the battle's lost and won." 'Hurly-burly' means tumult or uproar: the word may imply here the tumult of insurrection or revolt (the Thane of Cawdor who is executed for his treason against the King), but also suggestions that change is in the air and the kingdom is about to be plunged into violent chaos. "For brave Macbeth--well he deserves that name--/Disdaining fortune, with his brandish'd steel/Which smok'd with bloody execution/Like valour's minion carved out his passage"	Powerful Women and Ambition Key Ideas/Premise: Transgressing the Jacobean gender norms, Shakespeare presents the audience with a subversion of the ideal woman: subservience is replaced with ambition, maternal nurture with masculine aggression. Thus, the Great Chain of Being is disrupted, hinting at the chaos to come. The gender roles during the Jacobean era were fairly similar to the Elizabethan ones. Men still assumed a dominant position continuing the patriarchal society. Jacobean women continued to live a life that was subordinate to men. They were supposed to obey what was told to them. The main responsibility of married women was to take care of the household matters and raise children. Key Quotations: "unsex me here/And fill me from the crown to the toe top-full/Of direst cruelty!" Lady Macbeth subverts the gender norms and expectations by taking on a more masculine persona and traits. "When you durst do it, then you were a man;" Lady Macbeth dismissive and accusatory tone challenges Macbeth's masculinity and seeks to shame him into action.	Hamartia, Hubris and Hallucinations Key Ideas/Premise: Influenced by the Renaissance and a renewed interest in classical writers such as Ovid, Shakespeare establishes this play as a tragedy through the use of Macbeth as a tragic hero. His hubristic nature is his <i>hamartia</i> and, ultimately leads to his downfall. Hubris, or fatal pride and arrogance, was the downfall of many Greek heroes in classical mythology. In classical mythology, hubris was considered a very dangerous shortcoming; it was an act of arrogance, usually where the hero attempted to assume godlike status. The ancient Greeks considered hubris a fatal flaw that brought tragedy upon heroes...and commonly led to their death. The punishment for hubris was often a shocking reminder of human limitations and mortality. Key Quotations: "Is this a dagger which I see before me, The handle toward my hand? ..." In this hallucination, Shakespeare exploits the symbolism of the dagger to represent Macbeth's murderous intentions. It foreshadows the bloody course on which Macbeth is about to embark.	Disruption of the Great Chain of Being Key Ideas/Premise: Reflecting the beliefs in the Great Chain of Being, Shakespeare presents the damaging and tragic consequences of disrupting the natural order through attempting to change your own and others' fates. In Genesis, the serpent is portrayed as a deceptive creature who promotes as good what God had forbidden and shows particular cunning in its deception. In the biblical story of the Fall, the serpent is the creature which undermines God and goes against his wishes. The serpent persuades and tempts Eve to eat the forbidden fruit, and thus Eve goes against God. As a result of the temptation, this concept of free will now exists in world. Key Quotations: O, full of scorpions is my mind, dear wife! 'Look like th' innocent flower, But be the serpent under 't' Drawing on his audience's knowledge and associations of the natural world, Shakespeare skillfully employs animal imagery as a means to symbolise the inner conflict of Macbeth as he considers the temptation of disrupting the natural order.



Macbeth

Week 6	Week 7	Week 8	Week 9	Week 10
Ghosts, Witches and Prophecies Key Ideas/Premise: At this pivotal point in the play, Shakespeare continues to utilise the superstitions of the Jacobean audience to juxtapose the mental turmoil Macbeth feels after the bloody murders of his king and brother in arms with the superficial confidence he derives from the witches' prophecies. It is a known fact that King James I was very interested in supernatural, witches and witchcraft. After he became the King, he brought into effect an Act which made witchcraft an offence. Those who were found guilty of practicing witchcraft were either awarded death or their property was seized. Key Quotations: "Be bloody, bold, and resolute; laugh to scorn/The power of man, for none of woman born/Shall harm Macbeth." "Be lion-mettled, proud; and take no care/Who chafes, who frets, or where conspirers are:/Macbeth shall never vanquish'd be until Great Birnam wood to high Dunsinane hill/Shall come against him." The witches use imperatives to inspire Macbeth and give him misplaced faith and encourage his arrogance and hubris.	Betrayal and Exploitation Key Ideas/Premise: Defying contemporary gender stereotypes, Shakespeare offers a paradoxical portrayal of power and gender. On the one hand, the women in the play are strong and powerful, but often associated with the supernatural and manipulation. Furthermore, it could be argued that, in bringing about the downfall of a great man, powerful women are a danger to the natural order of things By the end of the play, Lady Macbeth lapses back into the feminine helplessness she had earlier rejected. Her loss of control is most theatrically manifested in her guilt-ridden sleep-walking scene. Madness, curiously, forces her back into the stereotypical femininity that her transgressive yearning for imperial power earlier had rejected. Key Quotations: "Out, damned spot! out, I say!" "What, will these hands ne'er be clean?" Shakespeare demonstrates her decent into guilt and madness by creating the image she has been marked- corrupted- by the evil deeds she committed.	Betrayal and Exploitation Key Ideas/Premise: In downfall of traitorous king slayers, Shakespeare may have been vying for favour from James I, a patron of the arts. However, in the death Of Lady Macbeth and Macbeth's subsequent soliloquy, perhaps Shakespeare is acknowledging the fragility and futility of human life: the power and ambition that drove them to their duplicitous actions are futile in the grand scheme of things. Nihilism is the belief that all values are baseless and that nothing can be known or communicated. It is often associated with extreme pessimism and a radical skepticism that condemns existence. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy. Key Quotation: "Out, out, brief candle!/Life's but a walking shadow, a poor player/That struts and frets his hour upon the stage/ And then is heard no more: it is a tale/Told by an idiot, full of sound and fury,/Signifying nothing" The metaphorical language use here compares life to a number of things. A candle burns quickly and consumes itself as if human life is ephemeral. A shadow is insubstantial and not real and an actor is similarly acting a part which is meaningless.	Themes Power of Unchecked Ambition – The tale of Macbeth ruthlessly exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth from a brave and loyal Scottish General into a murderous tyrant. Lady Macbeth is another example of this theme, as she is unable to deal with the acts that she and Macbeth have committed to fuel their ambition, and so commits suicide. Fate vs Free Will – Throughout the play, the audience is frequently forced to question the conflict between fate vs free will – does the story pan out the way that it does because it was pre-ordained, or because of the actions that Macbeth chose to take? Macbeth fervently attempts to fight the negative aspects of his fate, and yet it is these very actions (his free will) that cause the predetermined downfall (fate)	Themes Gender, Masculinity and Femininity – Lady Macbeth manipulates her husband by questioning his masculinity, as he originally declines to murder King Duncan for the throne. She states that she wishes she could be 'unsexed' so as to give her bravery to commit the deed. Masculinity is frequently associated with raw aggression, and femininity with weakness and kindness. Inversion of the Natural Order – Wherever the natural order is disturbed in Macbeth (the three supernatural witches, the murder of a king) disorder and chaos soon follow. There is only peace when the natural order is restored (Malcolm is seated on the throne). In line with the beliefs of King James, through Macbeth Shakespeare expresses that the inversion of the natural order is dangerous and destructive.

Power and Conflict

Week 1	Week 2	Week 3	Week 4	Week 5
Comparing Poems There are a number of ways that the 15 anthology poems can be linked. Knowing the ones with the most links incredibly well will be helpful. The following are some of the ways that might come up as questions. Power of humans: humans can use power to oppress or intimidate: Ozymandias; London; My Last Duchess; Storm on the Island; Tissue; Checking Out Me History Power of Nature: nature as sublime, awe-inspiring and more powerful than man. Ozymandias; The Prelude; Exposure; Storm on the Island; Tissue; Kamikaze Effect of Conflict: Conflict has far reaching emotional and physical effects on individuals and society Charge of the Light Brigade; Exposure; Bayonet Charge; Remains; Poppies; War Photographer; Kamikaze Reality of Conflict: The reality of conflict can be traumatic, devastating and far-reaching Charge of the Light Brigade; Exposure; Bayonet Charge; Remains; War Photographer; Kamikaze Loss and Absence: Emotions of loss and absence can have powerful impacts on our lives London; Exposure; Poppies; The Emigree; Kamikaze	Memory The Prelude; My Last Duchess; Remains; Poppies; War Photographer; The Emigree; Kamikaze Anger London; War Photographer; Checking Out Me History Guilt Remains; War Photographer Fear The Prelude; Storm on the Island; Bayonet Charge; Poppies Pride Ozymandias; The Prelude; My Last Duchess Identity My Last Duchess; Charge of the Light Brigade; Poppies; Tissue; The Emigree; Kamikaze; Checking Out Me History Individual Experiences London; The Prelude; Bayonet Charge; Remains; Poppies; War Photographer; The Emigree; Kamikaze	Ozymandias As a Romantic, Shelley disliked imposed control. He was anti-church and anti-monarchy. This poem is a political warning against the monarchy (George III) that everything around the Pharaoh is forgotten. 'Trunkless'; 'Shattered'; 'Decay'; 'Colossal Wreck' The semantic field of destruction emphasises how power destroys/corrupts a person and how in turn it is destroyed. 'And wrinkled lip, and sneer of cold command' The adjectives and verbs highlight Ramesses II's cruel reign. This is emphasised further by the harsh alliterative 'c' sound. 'My name is Ozymandias, King of Kings; Look on my Works' 'King of kings' is Ramesses II's self proclaimed title that exposes his arrogance as he clearly sees himself as a God due to the biblical allusion (it is the title given to Jesus). A sonnet is traditionally a love poem which is ironic as Ramesses II was not well loved. However, this could be about his love for himself and power. This sonnet follows multiple sonnet type conventions. As it is always changing, it represents how power is ephemeral and acts as a warning to those in the position of power. Megalomaniacal: a person who has an obsessive desire for power, a person who suffers delusions of their own power or importance. Ephemeral: lasting for a very short time. Not permanent	London Blake was a Romantic poet and an anti-monarchist. In the 1800s, became very oppressive, influenced by fears over the French Revolution. Laws began to be imposed which restricted the freedom of individuals. 'And mark in every face I meet marks of weakness, marks of woe.' "Mark(s)" suggests something that is spoilt or imperfect. This is likely the metaphorical and physical marks of poverty and destitution are permanent and cannot be erased. It could also allude to the mark of Cain. After Cain killed his brother, God curses him to a life of toil and wandering, linking back to the first stanza. 'The mind-forg'd manacles I hear' The phrase "mind-forged" amplifies that whilst the institutions are forms of control, these "manacles" Blake mentions are also perpetuated by our own limitations. We can create our own imagined prisons. 'Every blackning Church appalls, and the hapless Soldiers sigh runs in blood down Palace walls' The fact the blood "runs" down the walls implies there is mounting dissatisfaction and blame being levelled towards the monarchy as they have been seen to perhaps waste countless lives, all in a bid for more power. "Blood" has obvious connotations of violence this could be on either an international or a civil stage. Thinly Veiled Criticism: said so that the true meaning or purpose is hidden (but hidden in a way that still makes the meaning quite obvious)	Charge of the Light Brigade This poem is about the Crimean war which was against Russia as Britain was afraid they would take over British territories. This was a hugely unpopular war as British citizens were confused at why Britain were involved Tennyson wanted to lift public spirits after this tragedy and honour the soldiers who fell. He also uses this poem as a criticism of the blind obedience to those in power and the fatal cost of it. 'Into the valley of Death/Rode the six hundred' The "valley of Death" is a reference to Psalm 23:4 where the speaker puts his trust in God. Tennyson uses it as a metaphor to convey the extent of the soldiers' sacrifice. 'Boldly they rode and well, into the Jaws of Death/into the mouth of Hell' The intensity is increased at this point in the poem, rather than riding into the "valley of Death", now the soldiers ride into its "jaws" and the "mouth of Hell". Both images suggest a trap. Additionally, this image is quite predatory, reminding us again of how powerless the soldiers are in this conflict. 'Honour the charge they made! Honour the Light Brigade, Noble six hundred!' The imperative emphasises how important it is that we credit the soldiers with the respect and honour they deserve. Patriotic: devotion to and vigorous support for one's country. Jingoistic: extreme patriotism, especially in the form of aggressive or warlike foreign policy.

Power and Conflict



Week 6 Remains	Week 7 Storm on the Island	Week 8 Poppies	Week 9 Checking Out Me History	Week 10 The Emigree
Armitage's writing often concentrates on the trauma of combatants who have returned to Britain. Armitage aims to give a voice to soldiers in order to communicate the realities of conflict and its after effects. He criticises how ineffective the British government are in supporting veteran soldiers. 'Pain itself, the image of agony. One of my mates goes by and tosses his guts back into his body.' Colloquialism (informal and chatty register): This emphasises how normalised the narrator (and those like him) have become to scenes of violence. 'End of story, except not really.' The volta. This indicates a shift from what was a relatively light-hearted tone to one that is darker and more harrowing. The body leaving doesn't "end" the psychological effects for the soldier either – he has no way to escape the guilt he feels about what they have done. 'His bloody life in my bloody hands.' The reference to "bloody hands" could be seen as allusion to Lady Macbeth, who went mad with guilt after helping to kill a king and hallucinated blood on her hands. If so, this is a particularly sinister image as Lady Macbeth went on to commit suicide – perhaps demonstrating just how distressed the soldier is that he may even be contemplating such an action. Psychological: affecting, or arising in the mind	Heaney was born and grew up in rural Northern Ireland. His work is heavily influenced by Irish history and cultural identity. He was inspired by similar themes to the Romantics e.g. the power of nature. He himself was <u>not</u> a Romantic. 'We are prepared.' "We" emphasises the community spirit of the islanders getting ready to endure the elements or, metaphorically, a time of political upheaval. 'Spits like a tame cat/turned savage' The simile reminds us that appearances can be very different to reality. Just because the sea usually appears calm doesn't mean that this is necessarily the truth: the reality is that it can be dangerous and chaotic. Perhaps as well, just because the island community seems unaffected by political strife, the reality might be that the conflict causes internal conflict and anxiety. 'Strange, it is a huge nothing that we fear.' Is it that the islanders are not afraid or is it that they fear what they will be without the absence of the storm (or Britain if you are using the storm as a metaphor)? They are unaware of what their identity will be without this conflict.	Weir was influenced by the many walks that she used to take with her son to a nearby church with a war memorial. 'Spasms of paper red' "Spasms" suggests injury, showing that she's thinking about her son's possible death. The word has associations with short but severe stabs of physical pain. It could potentially also refer to a short time span, implying that the life expectancy of a fighting soldier is brief. 'On the war memorial, leaned against it like a wishbone' The simile suggests that she may be wishing for her son to come back. However, you only get the wish from a wishbone once the bone is broken which could imply that it will be too late as her son may have already died. This idea of being broken also highlights how devastated and broken she feels. 'The dove pulled freely against the sky, an ornamental stitch' Weir evokes the Christian symbol of peace, hope and freedom by choosing a "dove". These are three things that she wishes for, either so that she can have her son returned or so that he didn't die in vain. The fact it is flying away from the memorial could suggest it is carrying the spirits of the dead away to their final resting place.	Agard was born in British Guiana and underwent a traditional British, Eurocentric education. He encountered cultural imperialism. Agard fervently rejects the Eurocentric cultural, political and historical norms that were presented in an idealised way in his education. His poem is a call to arms for people who are marginalised to 'carve' out their identities. 'Bandage up me eye with me own history blind me to me own identity' A "bandage" should be used for healing but here they are being used to blindfold him to what he wants to know about. His history is being deliberately hidden from him. The fact that he has chosen an image typically associated with healing suggests that they are adding insult to injury by attempting to mislead him. 'Touissant de becon'; 'fire woman'; 'a healing star' Light has connotations of hope, warmth, life and salvation. This contrasts his earlier description of being kept in the dark about his identity. Additionally, it helps to convince the reader about how inspirational these little-known people are. 'I carving out me own identity' This is the first time Agard uses this in the whole poem. At last, Agard is asserting himself rather than simply accepting what he is taught. He is taking control of his life and learning about his own culture.	This is an imagined experience, not her own. Rumens was inspired by stories of displaced people and uses open narrative voice to capture this wider experience. The power of a place shapes our identity. The power of memory over our mindset and the weakness inherent in memory. 'It may be at war, it may be sick with tyrants, but I am branded by an impression of sunlight.' "Branded" has several connotations. Firstly, her city has left its mark on her – the fact that she aligns the country with light suggests that this mark is positive. However, there are also negative connotations – the brandings inflicted on animals cause pain, perhaps then it pains the speaker to think of her home. 'It may by now be a lie, banned by the state but I can't get it off my tongue. It tastes of sunlight.' Perhaps those in power are reinterpreting the history of the country, or what is said about their ideas, for their own ends. 'My city hides behind me. They mutter death, and my shadow falls as evidence of sunlight.' The speaker demonstrates her absolute loyalty to her country, even if she cannot go back it will always be hers. After the imagery of the city as a child in this stanza, the possessive pronoun implies that the city needs nurturing and protecting.

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Due Tuesday 8am

Year 11 French

Les études				La vie scolaire		Le règlement scolaire		Continuer les études		Photo Card phrases	
Ma matière préférée	My favourite subject	Les élèves	The pupils	Les règles sont aussi strictes	The rules are quite strict	L'année prochaine	Next year	Sur la photo il y a	In the photo there is		
Les devoirs	Homework	Il y a trop de devoirs	There is too much homework	L'uniforme est une bonne/ mauvaise idée	The uniform is a good/ bad idea	Je vais continuer mes études	I am going to continue my studies	Sur la photo je peux voir (que)	In the photo I can see (that)		
Mon prof préféré	My favourite teacher	On ne mange pas très bien à la cantine	We don't eat very well in the canteen	On ne peut pas porter de bijoux	We cannot wear jewellery	Je voudrais trouver du travail	I would like to find a job	Un homme qui	A man who		
Les cours commencent à huit heures et demie	Lessons start at 8.30	Les bâtiments sont bien équipés	The buildings are well-equipped	On ne doit pas être en retard	We must not be late	Je veux faire un apprentissage	I want to do an apprenticeship	Une femme qui	A woman who		
Les cours finissent à trois heures dix	Lessons finish at 3.10	La journée scolaire est longue/ courte/ stressante/ commence plus tôt	The school day is long/ short/ stressful/ starts too early	Il ne faut pas manger en classe	You must not eat in class	Je veux faire une année sabbatique	I want to take a gap year	Un enfant qui	A child who		
La pause-déjeuner dure...	The lunch break lasts...	À mon avis	In my opinion	Les filles doivent porter...	The girls have to wear...	Je ne veux pas étudier parce que ce n'est pas utile pour mon avenir	I don't want to study because it's not useful for my future	Un garçon qui	A boy who		
Je pense que les professeurs sont drôles/ sympas/ stricts	I think the teachers are funny/ nice/ strict	En ce qui me concerne	As far as I'm concerned	Les garçons doivent porter...	The boys have to wear...	Ce qui m'intéresse c'est...	What interests me is...	Une fille qui	A girl who		
Le cahier	Exercise book	Il n'y a pas assez d'ordinateurs	There aren't enough computers	Une veste noire	A black blazer	Aller en fac	To go to Uni	Porte une chemise/ un jean/ un T shirt	Wears a shirt/ jeans/ t shirt		
Le directeur/ la directrice	Headteacher	Le car de ramassage	School bus	Des pantalons	Trousers	L'enseignement	Education	A les cheveux noirs/ blonds/ bruns	Has black/ blond/ brown hair		
La récré	Break	Passer un examen	To sit an exam (not pass)	Une jupe grise	A grey skirt	La formation	Training	Fait du sport/ du vélo	Is doing sport/ cycling		
Le cartable	School bag			Une chemise blanche	A white shirt			Ils sont dans un café/ une ville/ un magasin	They are in a café/ a town/ a shop		
L'emploi du temps	Timetable			Une cravate	A tie	Passer le bac	To take A levels	Il fait beau/ mauvais	It is good/ bad weather		
Les bâtiments	The buildings							 personnes	 people		

Year 11 French



Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

Remember:

90-word pieces:

You must cover ALL the bullet points
Include at least 3 tenses
Include 2 opinions

150-word pieces:

You must really show off what you can do
Include as many tenses as you can, even if the bullet points don't seem to encourage that
Include at least 2 opinions and reasons (porque es....)
Make sure you write something about both bullet points

Translations:

Do the parts you can! The mark scheme awards points for chunks of language

Listening and Reading multiple choice answers:

LEAVE NOTHING BLANK!! Always have a sensible guess if necessary.

L'avenir		Le travail		Role plays		150-word winners	
J'ai travaillé dans	I've worked in	Un stage en entreprise	Work experience	? devoirs	Ask a question about homework: Quel est ton opinion sur les devoirs?	J'ai l'intention de + infinitive	I intend to
Un bureau/ un garage/ un lycée/ un hôpital	An office/ a garage/ a school/ a hospital	Je suis une personne travailleuse/ sportive/ amusante	I am a hardworking/ sporty/ fun person	? restaurant	Ask about the restaurant: Où est le restaurant?	Non seulement... mais aussi...	Not only... but also...
J'aimerais être	I would like to be	Je crois que je suis organisé(e) / généreux/ se / sympa	I believe I am organised/ generous/ nice	? Attractions touristiques	Ask about tourist attractions: Il y a beaucoup de musées?	D'une part... d'autre part...	On one hand... on the other hand...
Vétérinaire/ professeur/ électricien/ agent de police/ ingénieur	A vet/ a teacher/ an electrician/ a police officer/ an engineer	J'aime bien faire du sport/ lire/ dessiner/ chanter	I really like to do sport/ read/ draw/ sing	? anniversaire	Ask about birthdays: C'est quand ton anniversaire?	Cependant	However
Parce que je me passionne pour les animaux/ la musique/ les enfants	Because I'm passionate about animals/ music/ children	Dans cinq ans, j'aimerais devenir patron/ diriger ma propre entreprise/ travailler à l'étranger	In 5 years I would like to become the boss/ run my own business/ work abroad	? prix	Ask how much it is: C'est combien?	Malheureusement	Unfortunately
Je m'intéresse au sport/ aux voitures/ à la mode	I'm interested in sport/ cars/ fashion	La confiance en soi	Self-confidence	? Commencer cinéma	Ask what time the film starts: A quelle heure est le film?	Heureusement	Fortunately
Je ne peux pas supporter	I can't stand	La demande d'emploi	Job application	? Numéro de chambre	Ask about the room number: C'est quel numéro la chambre?	Par conséquent	Consequently
		Une entreprise	Business	? cigarettes	Ask whether I smoke: Tu fumes?	Donc	So, therefore
		Un entretien	Interview			Ensuite	Then, next
		La petite annonce	Job advert			Le mieux	The best thing
		La publicité	Advertisement			Le plus important	The most important thing
						Il est nécessaire de + infinitive	It is necessary to...

Year 11 Verbs and Tenses

Past tense		Present Tense		Future Tense	
Time phrases		Time phrases		Time phrases	
Avant	Before	Normalement	Usually	À l'avenir	In the future
Hier	Yesterday	D'habitude	Usually	Demain	Tomorrow
La semaine dernière	Last week	Aujourd'hui	Today	La semaine prochaine	Next week
L'année dernière	Last year	De temps en temps	From time to time	L'année prochaine	Next year
Verbs in the Past tense		Verbs in the Present tense		Verbs in the Future tense	
J'ai mangé	I ate	Je mange	I eat	Je vais manger	I'm going to eat
J'ai regardé	I watched	Je regarde	I watch	Je mangerai	I will eat
J'ai joué	I played	Je joue	I play	Je mangerais	I would eat
J'ai étudié	I studied	J' étudie	I study		
Rule Breakers		Rule Breakers		Rule Breakers	
Je suis allé (e)	I went	J' ai	I have	Je vais aller	I'm going to go
J'ai fait	I did/made	Je suis	I am	J'irai	I will go
Je suis sorti(e)	I went out	Je fais	I do/make	J'irais	I would go
J' étais	I was	Je dois	I have to/must	Je vais être	I'm going to be
J'avais	I had	Je peux	I can	Je serai	I will be
C' était	It was	Je veux	I want	Je serais	I would be
Il y avait	There was	Je vais	I go	Je vais faire	I'm going to do
		Je bois	I drink	Je ferai	I will do
		C'est	It's	Je ferais	I would do
		Il y a	There is	Je vais avoir	I'm going to have
				J'aurai	I will have
				J'aurais	I would have
				Ce sera	It will be
				Ce serait	It would be
				Il y aura	There will be
				Il y aurait	There would be



Year 11 Geography



Week 1: Geomorphic Processes

Erosion – The wearing away of material
Hydraulic action – This is the sheer power of the water as it smashes against the river banks. Air becomes trapped in the cracks of the river bank and bed, and causes the rock to break apart.
Abrasion – When pebbles grind along the river bank and bed in a sand-papering effect.
Attrition – When rocks that the river is carrying knock against each other. They break apart to become smaller and more rounded.
Solution – When the water dissolves certain types of rocks, e.g. limestone.
Transportation – The river picks up sediment and carries it downstream.
Traction – large, heavy pebbles are rolled along the river bed. This is most common near the source of a river, as here the *load* is larger.
Saltation – pebbles are bounced along the river bed, most commonly near the *source*.
Suspension – lighter sediment is suspended (carried) within the water, most commonly near the *mouth* of the river.
Solution – the transport of dissolved chemicals. This varies along the river depending on the presence of soluble rocks.
Deposition – The dropping of material in a river or on the coast
Weathering – The weakening of rocks by the weather
Mechanical – The break up of rocks by the physical environment (e.g. climate)
Chemical – Rocks are dissolved by chemical changes in water
Biological – The actions of animals and plants breaking down rocks

Week 3: Hard and Soft Management

Hard engineering involves building artificial structures which try to control natural processes.
Soft engineering does not involve building artificial structures, but takes a more sustainable approach

Coasts
Hard engineering involves building artificial structures which try to control natural processes.
Sea walls – Concrete walls that are placed at the foot of a cliff. They are curved to reflect the energy back into the sea.
Advantages – Effective at protecting the base of the cliff. Sea walls can have promenades so people can walk along them.
Disadvantages – Waves are still powerful and can break down and erode the sea wall. VERY Expensive!!
Rock armour – Large boulders placed at the foot of a cliff. They break the waves and absorb their energy.
Advantages – Cheaper than a sea wall and easy to maintain. Can be used for fishing.
Disadvantages – They look different to the local geology, as the rock has been imported from other areas. The rocks are expensive to transport.
Managed retreat is the controlled flooding of low-lying coastal areas. If an area is at high risk of erosion, managed retreat could be an option. **Advantages** – This is a cheap option compared to paying for sea defences. Diverse ecosystems supporting many species.
Disadvantages – Land is lost as it is reclaimed by the sea.

Rivers
Dams and reservoirs – The dam traps water, which builds up behind it, forming a reservoir.
Advantages – Can be used to produce electricity by passing the water through a turbine within the dam.
Disadvantages – Very expensive. Dams trap sediment. Habitats are flooded. Settlements are lost leading to the displacement of people. In developing countries locals are not always consulted and have little say.
River straightening and dredging
 Straightening the river speeds up the water so high volumes of water can pass through an area quickly. Dredging makes the river deeper so it can hold more water.
Advantages – More water can be held in the channel.
Disadvantages – Needs to be done frequently. Speeding up the river increases flood risk downstream.
Floodplain zoning – Allowing only certain land uses on the floodplain reduces the risk of flooding important buildings.
Advantages – More expensive buildings and land uses are further away from the river, so have a reduced flood risk. Less damage is caused, leading to fewer insurance claims.
Disadvantages – Not always possible to change existing land uses. Planners have to decide what type of flood to plan for.

Week 2: Landforms

Coasts
Erosional landforms
Headlands and bays
 Different rock types erode at different rates: soft rock (e.g. clay, sand) erodes quickly while hard rock (e.g. chalk) resists erosion, forming headlands and bays.
Cave, Arch, Stack, Stump:
 Cracks in a headland are widened by erosion to form a cave, which can develop into an arch. The arch collapses to create a stack, which is further eroded into a stump.
 Cliffs form through erosion and weathering. Soft rock creates gentle slopes, while hard rock forms steep cliffs. Wave-cut platforms develop at the base.
Depositional landforms
Beaches
 Formed from deposited eroded material in low-energy, sheltered areas like bays. Constructive waves build them up. Sandy beaches form in low-energy conditions, while pebble beaches form in higher energy areas. Beach profiles have ridges; sandy beaches are gently sloped, while shingle beaches are steeper.
 Formation of a Spit:
 Sediment is moved by longshore drift. Changes in the coastline cause deposition, forming a spit, sometimes with a hooked end. Silt builds up into salt marshes or mud flats.

Rivers
Erosional landforms
Waterfalls
 A waterfall forms where hard rock sits above soft rock. The soft rock erodes faster, creating a step and plunge pool. Undercutting causes the hard rock to collapse, so the waterfall retreats upstream, leaving a gorge.
Meanders and Oxbow lakes
 As a river enters the middle course, it gains energy and widens through lateral erosion, forming meanders. Faster flow on the outer bend causes erosion and a river cliff, while slower flow on the inner bend deposits sediment, forming a slip-off slope. Over time, erosion on the outer bend and deposition on the inner bend reshape a meander. During high discharge, the river cuts across the narrow neck, forming a straighter path and leaving an oxbow lake.
Depositional landforms
Levees
 Levees form in a river's lower course during floods, when sediment is deposited on the banks. Larger particles settle first near the banks, building them up over time so the river can carry more water and reduce future flooding.
Estuaries
 An estuary is where a river meets the sea. Tidal changes reduce water levels, causing silt to be deposited and form mudflats, which support wildlife.

Week 4: Causes of Natural Hazards

Earthquakes – Earthquakes are sudden ground shaking caused by moving tectonic plates. Pressure builds when plates get stuck, and when it's released, energy causes the ground to shake.
Tsunami – These huge waves are caused by earthquakes under the ocean, like the one off the coast of Japan in 2011. Both earthquakes and tsunamis happen on **plate margins**.
 There are 3 main types of plate margin:
Constructive: Plates move away from each other, allowing magma to rise and create new crust (e.g. mid-ocean ridges).
Destructive: Plates move towards each other; one plate is forced beneath another (subduction), often forming volcanoes and earthquakes.
Conservative: Plates slide past each other without creating or destroying crust, causing earthquakes (e.g. San-Andreas Fault)
Case Studies:
Haiti – The earthquake took place at a conservative plate boundary, where the Caribbean plate moved eastwards. The focus was only 10 km deep, and the epicentre was 125 km from the capital Port-au-Prince.
Japan – On Friday 11 March 2011, an earthquake of magnitude nine on the Richter scale occurred. It was at the point where the Pacific tectonic plate slides beneath the North American plate. The epicentre was 30 kilometres below the Pacific Ocean seabed and 129 kilometres off the east coast of Honshu, Japan. This triggered a tsunami. High, powerful waves were generated and travelled across the Pacific Ocean. The area worst affected by the tsunami was the east coast of Honshu in Japan.



Year 11 Geography



Week 5: Effects of Hazards

Primary Effects (P): Happen as a direct result of the hazards (e.g. homes destroyed)

Secondary Effects (S): Happen because of the primary effects (e.g. homelessness *because* the homes are destroyed)

Note: Tsunamis are a secondary effect as the earthquake displaces the water in the ocean trench *which then* causes the tsunami

EARTHQUAKES:

Japan, 2011 = (P) 16,000 people died (S) \$300bn in damages & tsunami

Haiti, 2010 = (P) 220,000 deaths (S) 1.3 million made homeless

TROPICAL STORM:

Katrina, 2005 = (P) 1833 dead and 80% of the city flooded (S) Looting

CLIMATE CHANGE & EXTREME UK WEATHER:

Somerset Levels, 2013-14 = (P) 600 houses flooded, power supplies cut off (S) Damage was more than 10 million, and floodwater was contaminated with pollutants

Week 6: Prediction, Preparation and Response

PREDICTION:

EARTHQUAKES – Not possible due to a lack of reliable and repeatable indicators

VOLCANOES – The ground will deform (satellites and tiltmeters), the surface temperature will rise (satellites), the sulphur concentrations will change (gas sensors) and there will be small earthquakes (seismographs).

TROPICAL STORMS – Satellites can monitor for storms

PREPARATION:

EARTHQUAKES – Earthquake proof buildings, emergency kits

VOLCANOES – Evacuation areas, emergency kits

TROPICAL STORMS – Adaptions to housing (e.g. sockets being moved up in HICS, or built on stilts in LICs), emergency kits

RESPONSE:

Immediate = happen in hours to days after the event

Long term = happen within months to years of the event

Japan – (I) Warnings, evacuations & temporary shelters (LT) tsunami barrier rebuilt

Haiti – (I) Confusion over who was in charge (LT) United Nations arrived with aid

Katrina – (I) Evacuations, Superdome open as shelter (LT) Rebuilt the levees

Somerset Levels – (I) Army evacuated people (LT) £20 million flood action plan and dredging

Week 7: Urban Challenges; Rio

Location: Southeast of Brazil

Importance: Regionally it is the cultural capital with lots of museums. Nationally it supplies 5% of Brazil's GDP. Internationally it has hosted the Olympics (2016), World Cup (2014) and annual carnival – attracting tourists.

Opportunities	Challenges
ECONOMIC - Better jobs (secondary e.g. construction & Tertiary e.g. banking, finance and tourism) SOCIAL - Better access to education - Better access to healthcare - Better access to electricity and water *All in comparison to rural Brazil	ECONOMIC - 1 in 3 work in the informal economy (cash in hand) and do not pay taxes SOCIAL - 50% leave education at 14 - Poor healthcare for the pregnant and elderly - Frequent blackouts - 12% do not have access to running water

Rio's government are working hard to address the challenges. They are providing grants to poor families to keep children in education, providing health kits to treat illnesses at home, investing in new nuclear and hydroelectric power plants to increase supplies of electricity, and investing in new water purification centres.

IMPROVING LIFE IN THE FAVELAS:

Self help schemes: Providing families with loans for materials so that they can improve their own environment (Note: families still have no rights to the land they build these properties on)

Site and Services Scheme: Favela inhabitants pay rent for the land and the connection of services (water and electricity) – Example: Favela Bairro Project

Local Authority Schemes: New housing is built by the government with services. People from the favela are relocated into these. This happened before the Olympics in 2016, and some families were relocated 90 minutes from Rio.



Year 11 Geography



Week 8: Urban Issues: Bristol

Bristol is a major UK city in SW England. It's known for it's high-tech industries, silicone chips, importing 700,000 cars per year and as the 2nd richest city in the UK.

Urban Changes: Bristol is growing! People are migrating from the north of England (national migration) and from other countries like Poland and Somalia (international). This migration gives Bristol more diversity and culture like ethnic restaurants (ZaZa Bazzar!) but can lead to problems with racism and housing shortages.

Opportunities of Urban Change: As Bristol grows, there are **economic opportunities** like more JOBS so people make money so they pay taxes so Bristol has more money to improve infrastructure in the city. There are **social opportunities** like clubs, pubs, sports teams (Bristol Rovers), festivals (Harbourside Festival). There are also **environmental opportunities** like urban greening bringing more parks to play in and trees for habitat.

Challenges of Urban Change: **Economic challenges** include urban deprivation. Areas like Filwood are very deprived (poor), have low quality schools and a lower life expectancy. Areas like Stoke Bishop are rich and have much better GCSE results and a higher life expectancy. This shows inequality is an economic and **social challenge** for Bristol. **Environmental challenges** include urban dereliction (abandoned buildings) and waste disposal (getting all the rubbish collected and out of Bristol). The problem of building on greenfield sites and destroying habitat on the urban-rural fringe is another. This leads to Bristol growing and taking over the countryside which is called urban sprawl.

Urban Regeneration: The Bristol Harbourside is our case study of regeneration. Millions of pounds have been spent to turn derelict factories and warehouses into a tourist area with museums (M-Shed), restaurants (ZaZa Bazzar), businesses (Lloyds Bank Headquarters) and even the SS Great Britain. As we saw in our fieldwork, it has been a very successful project improving the environmental quality and increasing pedestrians in the area.

Urban Sustainability: We want our cities to be good for the environment, good for people, and have lots of jobs where people can make money. Bristol is planting trees, recycling more and using public transport, cycle hire, electric scooters to reduce traffic congestion.

Week 10: CEW Nigeria and the UK

Case Study of a LIC/NEE Country that is Growing Rapidly: NIGERIA

Nigeria is in West Africa. It's Africa's biggest economy and population. Nollywood is Africa's movie industry. There is a stable government, but the north is much poorer, has Islamic terrorists and suffers from drought. As Nigeria develops, it's **tertiary jobs** (services) increase, **primary jobs** (farmers) decrease. Nigeria's **manufacturing** sector (secondary jobs in factories) are increasing fast: **TNCs** like Shell and VW TNCs (Shell) give advantages like 6,000 jobs leading to **positive multiplier effect** and 20,000 additional jobs. Shell also has disadvantages like oil spills leading to huge water pollution problems and loss of fishing jobs

Nigeria has political links with the African Union, trades with EU and USA but is trading more now with China. Nigeria gets **Development Aid** from charities like **WaterAid** building water pumps in poor northern villages. Nigeria also got **Emergency Aid** to help keep people alive during the Covid 19 pandemic. Economic development has been good for the people as their quality of life has increased with more money, better schools and hospitals. But the environment has suffered: oil spills, terrible air/water pollution.

The Changing Economy in the UK

Deindustrialisation- factories closed went to China, loss of secondary jobs in the north: **negative multiplier effect**. Now we have a **Post-Industrial Economy with Quaternary jobs**. IT, finance, services and Science Parks. **Exeter Science Park** has quaternary jobs and is carbon neutral, much more sustainable than polluting factories.

Rural changes- villages near cities are growing (commuters), villages far from cities are shrinking due to no jobs. **Infrastructure** improvement can help the economy grow: HS2 (rail), expanding Heathrow (airport), A30 (road). **North/South Divide-** deindustrialisation has made the north poorer, less healthy, lower GCSEs, unemployment. Resolving these regional differences: HS2 to connect London to Manchester, BBC moves to Manchester.

UK has political links with the EU (largest trading partner) and the Commonwealth of former colonies like Nigeria. We export technology, film, music, banking services but now import most manufactured items from LICs: **globalisation!**

Week 9: CEW Key Concepts

Development: HIC/NEE/LIC How do we measure this?

Development Indicators show us how developed a country is. **HDI** is most important. **HDI**- human development index uses GNI per head (£ per person), life expectancy and literacy rate. Other development indicators- infant mortality rate (how many babies die) birth and death rates. These indicators like GNI per head can be misleading! Qatar is mega-rich but not great quality of life.

Uneven Development has been **caused** by different factors like slavery, droughts and banks. **Historical reasons-** colonialism and slavery made European countries HICs and African countries LICs. **Physical reasons-** some countries are deserts, landlocked or get natural hazards which destroy infrastructure. **Economic reasons-** HICs control the banking and finance industries. London and New York control global trade. **Consequences** of uneven development- LIC people are migrating to HICs (sometimes illegally) to get a better life

How to Reduce the Development Gap (Help LICs catch up with HICs)

Industrial development- TNCs building factories in LICs give them JOBS so money so taxes so better schools. **Fair Trade-** HICs pay more for things like bananas and coffee so LIC farmers who grow them get more. **Aid-** Charities like WaterAid build water pumps in LIC villages so they have clean water and no cholera. **Debt Relief-** LICs owe HICs money from loans decades ago. HICs can erase that debt like the UK has done. **Intermediate Technology-** cheap and simple things like water pumps, drip irrigation, magic stones help. **Microfinance Loans-** Charity banks give small loans for LIC people to start a business and make money

Tourism- In Egypt, many tourists from HICs come to see the Pyramids. This leads to lots of money going from HICs to Egypt which has helped it become NEE. 14% of jobs in Egypt are linked to tourism!

Health and Social Care

Week 1	Week 2	Week 3	Week 4	Week 5
Health Indicators 1. HEART RATE Heart rate is the measure of how fast your heart is beating per minute. - Normal range: 60 – 100bpm - Low heart rate: Under 60bpm - High heart rate: Over 100bpm A high heart rate can be caused by a build-up of cholesterol (fat) in an individual's arteries causing the heart to work harder. 2. BLOOD PRESSURE Blood pressure is the pressure exerted by the blood against the walls of your arteries. High blood pressure can be caused by being overweight, smoking and not getting enough exercise. - Normal range: 90/60 – 120/80 - Above this range is high blood pressure. - Below this range is low blood pressure. 3. BMI The measure of the amount of fat on your body in relation to your height. - Normal range: 18.5 and 24.9 - Above this range is overweight - Below this range is underweight.	HIGH RESTING HEART RATE Current (short-term) effects: - Light-headed/ Dizziness because the heart cannot deliver enough oxygen to the brain. - Shortness of breath because the heart cannot deliver oxygen fast enough to the lungs. Future (long-term) effects: - Heart attack/ Stroke because when the heart is pumping too fast it can't fill up with enough blood and therefore doesn't have enough oxygen being delivered to the heart or brain. - Heart failure because the heart becomes too weak and isn't able to pump enough blood around the body. HIGH BLOOD PRESSURE Current (short-term) effects: - Headaches, dizziness due to narrowing of blood vessels, reducing transportation of oxygen to the brain. - Shortness of breath, due to a reduction in oxygen being delivered to the lungs. Future (long-term) effects: - Stroke because it can cause the arteries to burst, which supply oxygen to the brain. - Heart attack because Can damage the arteries by making them hard and thick, therefore decreasing blood flow to the heart LOW BLOOD PRESSURE Current (short-term) effects: - Dizziness due to reduced volume of blood flow to your brain. Future (long-term) effects: - Heart attack/ stroke as there isn't enough blood being pumped to the heart/brain therefore they are not receiving oxygen.	OVERWEIGHT (HIGH BMI) Current effects - Reduced mobility as he is carrying excess weight - Shortness of breath because a build of cholesterol (fat) in his arteries prevents the blood flow carrying oxygen to his lungs. - Joint pain due to the excess weight he is carrying. Future effects - Heart attack and stroke because of the build up of cholesterol in the arteries, blocking the flow of blood to the brain/heart. - Joint problems such as arthritis because of the excess weight being carried, putting extra pressure on her joints. UNDERWEIGHT (LOW BMI) Current effects: - Feeling weak/ tired because the individual is not gaining the energy they need from food - Headaches/ dizziness Future effects: - Slower or abnormal growth as the body is not provided with the energy and nutrients it needs to develop. - Deficiency diseases e.g. low iron can lead to anaemia (causing tiredness) or low calcium can lead to osteoporosis (fragile bones) - Anorexia as the body is not provided with the calories and energy it needs.	Person-centred approaches to improving health and wellbeing Service users should be trusted with making decisions about their own care. Importance and benefits of a person-centred approach - The service user is at the centre of the care and improves their independence - The service user is included in any planning and decision making and is more likely to follow the recommendations/actions to improve their help - Service providers work collaboratively with service users. - Service providers require empathy and a willingness to see things from the service user's perspective. - Service users are more likely to stick to their treatment plan. A person-centred approach takes into account an individual's; Needs – Reduces health risks by referring them to the appropriate services Wishes – Respects their preferences, choices and wanted health outcomes. They feel listened to and included in the decision making. Circumstances – Tailors their care to their age, ability, location, living conditions and support.	Recommendations and actions to improve health and wellbeing 1. High heart rate – to become more active by joining an exercise class, going for a brisk walk every day. Add your own examples. 2. High Blood Pressure – Reduce alcohol intake, stop/reduce smoking, go on a diet to lose weight, become more active. 3. High BMI – Go on a diet to lose weight and reduce BMI, exercise more frequently to reduce BMI. 4. Someone who smokes – stop/ reduce smoking, get nicotine patches or gum, join a support group. 5. Someone who consumes too much alcohol – Reduce or stop drinking alcohol, join a support group. 6. An individual who is inactive – Exercise more frequently, join an exercise class to increase activity levels.



Health and Social Care



WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
TYPES OF SUPPORT Formal support Formal support is provided by health and social care professionals, these are individuals that are trained and paid to give support. Formal support can provide: - Practical support - Prescribe and give advice/information - Emotional support - Share useful advice and tips - Share their situation with others Informal support Informal support is often provided by families and friends. They are not paid or trained. Informal support can provide: - Emotional support - Sharing tips and advice - Providing practical support such as childcare, exercising with the individual. - Being supportive e.g. not offering alcohol or cigarettes.	Barriers to accessing services Physical barriers Physical barriers need to be thought about in an improvement plan, e.g.: • Location of buzzer/bell • No access for wheelchairs • Narrow or cluttered corridors • No nearby parking Physical barriers can be overcome by making adaptations. For example; ramps, lowering paths, lowering buttons, well-spaced seating and wide doors. Sensory barriers - Visual barriers – reading appointment letters / leaflets, navigating around buildings. - Hearing – communication with service user face-to-face, making an appointment. Overcome by online booking facility including chat option, staff training of British Sign Language Language barriers can happen when people speak a different language or do not understand if people are using jargon or slang. Overcome by: - By clear visual information (use of subtitles) - Clear signs in a number of languages - Sign language or hearing loops - Information given in podcasts, braille or large print Social / Cultural barriers – in some cultures it is not customary for men to be open about their personal health because it could be seen to reflect badly on the family.	Geographical Barriers This can happen due to where someone lives, for example a rural area with little transport links or individuals that are sent to a service that is far away. -Lack of transport links -Lack of health and social care services in the area Resource Barriers Resources can be a barrier when there are staff shortages, shortage of beds or too many people waiting for long periods of time for an appointment. Think back when Covid-19 swept across the world in 2020, hospitals struggled with resourcing, in particular staff shortages, lack of specialised equipment and space. Financial Barriers Financial barriers can happen because individuals can't afford services, charges or fees which can exclude them or put them off having to pay for the service e.g. prescriptions. Some services are means tested, which means an individual is examined to see whether they are eligible to receive benefits and free treatment. Remember a barrier is something that is unique to the health and social care system.	Obstacles – Are personal to the individual TIME CONSTRAINTS 1. Work/Study commitments – These commitments can often be demanding and evenings can be busy, leaving people tired. Ways to overcome this obstacle: take the stairs instead of the lift, get up 30 mins earlier to exercise EMOTIONAL/PSYCHOLOGICAL 2. Lack of motivation to start a task. Can be overcome by choosing activities they enjoy and having a variety of strategies AVAILABILITY OF RESOURCES 3. Financial resources - It is important that when planning your action plan individuals can afford to do the activities. For example: - Gym membership - Do they know of free alternatives e.g. go for a run in the park rather than a treadmill	Obstacles – Are personal to the individual 4. Physical resources – This often includes things such as equipment, for example someone who is on a diet may need food scales and bathroom scales. <i>Individuals can get free resources from places such as Freecycle.org.</i> Other ideas for free resources can include: - Free gym taster sessions LACK OF SUPPORT 5. Lack of support can cause an individual to give up the support plan. Difficulties could occur if; Diet- surrounded by family who eat 'ready' meals and takeaways Smoking - if friends continue to offer them cigarettes Alcohol- if friends centre a night out on drinking heavily at clubs/pubs.

Year 11 History



Week 1: Germany Part 1

Germany 1890 – 1914

Germany was ruled in an AUTHORITARIAN way by Kaiser Wilhelm II.

Germany was in an arms race with Britain. The Naval Laws increased the size of the navy.

Germany went through rapid INDUSTRIALISATION. By 1913, they produced more iron and steel than Britain.

There was a growth in SOCIALISM. Many workers wanted money to be distributed more equally and were angry about conditions. The Social Democratic Party (SPD) represented workers in the REICHSTAG (parliament).

Nov 1918: The Kaiser abdicated at the end of WWI and was replaced by the Social Democrats. They signed the armistice and established the WEIMAR REPUBLIC.

The Weimar Republic in Danger 1919-23

Many people were angry that the Weimar government had signed the T of V. They felt stabbed in the back.

Political rebellions:

1919 – The Spartacist Rising (communists)

1920 – The Kapp Putsch (the Freikorps)

1923 – The Munich Putsch (the Nazis)

Economic problems:

In 1923, after the Weimar Republic failed to pay reparations, French troops invaded the Ruhr. German workers there went on strike and the government printed more money. This led to HYPERINFLATION.

Week 2: Germany Part 2

The Golden Years 1924 – 1928

Gustav Stresemann helped to agree **The Dawes Plan (1924)** – the USA agreed to lend Germany money to help their economy recover.

There were many changes in culture that brought new freedoms and modern developments e.g. avant-garde art, Bauhaus design and architecture, the growth of cinema and film stars such as Marlene Dietrich.

The Depression 1929-1933

The USA stopped lending money to Germany. This led to businesses and banks collapsing, poverty and over 6 million people being unemployed. Many people blamed the Weimar government and turned to Hitler and the Nazis who offered solutions.

How did Hitler become Dictator?

Feb 1933: The Reichstag Fire. Hitler blamed the Communists and used it as an excuse to gain emergency powers and imprison over 4000 Communists.

March 1933: The Enabling Law. The Centre Party agreed to support the Nazis. This gave Hitler the majority he needed and the Reichstag passed the 'Enabling Law', which gave Hitler the power to make laws without consulting the Reichstag.

June 1934: The Night of the Long Knives. Hitler murdered over 200 leaders in the SA (who were in the Nazi Party). He believed they were getting out of control and he wanted the support of the army, who despised the SA.

Aug 1934: After the death of Hindenburg Hitler took over as President whilst also remaining as Chancellor. The army had to swear an oath of loyalty to him and he took the title 'Der Führer' – the leader.

Answer at least one of these practice questions:

1. Describe 2 problems caused by the Great Depression for the German people. (4 marks)
2. In what ways were the lives of Germans affected by the policies of Gustav Stresemann during the Golden years? (8 marks)
3. Which of the following was the more important reason why the Nazis became more popular:
 -The weaknesses of the Weimar government
 -The appeal of Hitler and the Nazi Party?
 Explain your answer with reference to both reasons. (12 marks)

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Answer at least one of these practice questions:

1. Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914. (4 marks)
2. In what ways were the lives of people in Germany affected by the First World War? (8 marks)
3. Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919-1923:
 -Economic problems
 -Political unrest?
 Explain your answer with reference to both reasons (12 marks)

Year 11 History

Week 3: Germany Part 3

Joseph Goebbels: The Nazi Minister of Propaganda and head of the Chamber of Culture.

Heinrich Himmler: Commander of the SS and later the Gestapo.

The SS (Schutzstaffel): Elite Nazi soldiers. Originally Hitler's bodyguard, they enforced order and later ran the concentration camps.

The Gestapo: The Nazi secret police. Made arrests and did surveillance.

The Reich Chamber of Culture: Oversaw all propaganda and censorship in Nazi Germany e.g. films, books.

The DAF (German Labour Front): the Nazi organisation for workers, set up to replace all trade unions. They ran the Strength through Joy and Beauty of Labour programmes to reward workers e.g. with holidays.

The RAD (National Labour Service): A 6 month work programme for men aged 18-25. They did job such as building roads and received food and accommodation but virtually no wages.

The Reich Church: The German Church set up to promote Nazi ideals.

The Confessional Church: The German Church which opposed the Nazis. Leaders included Dietrich Bonhoeffer.

The White Rose Group: A group of students who opposed the Nazis using non-violent methods. Led by Hans and Sophie Scholl.

The Swing Youth: Groups of young people who refused to follow Nazi policies, for example listening to jazz music and wearing modern, fashionable clothes.

The Edelweiss Pirates: Group of young people who opposed the Nazis, especially the Hitler Youth.

Police state: The use of surveillance and terror to control the population.

Answer at least one of these questions:

- Describe two ways in which the German people resisted and opposed Hitler and the Nazis. (4 marks)
- In what ways did the lives of German workers change as a result of Nazi policies? (8 marks)
- Which of the following groups were more affected by Nazi policies?
-Women
-Young people
Explain your answer with reference to both groups of people (12 marks)

Week 4 :Power and the People

Factor: The Economy

The Peasants' Revolt (1381)

The peasants were angered by the poll tax and the feudal system.

Wat Tyler led a march to London where they burned buildings and beheaded 2 of the king's advisers.

King Richard II went back on his promise and had the leaders hanged/executed.

New Unionism (Match Girls and Dockers)

The Match Girls protested due to low wages and the dangerous effects of white phosphorous.

They went on strike and marched to the Houses of Parliament in 1888. They were led by Annie Besant.

The dockers protested for guaranteed working hours and a pay rise from 4p to 5p per hour.

They went on strike and marched through London throwing rotten vegetables and fish heads. They were led by Ben Tillett.

The Anti-Corn Law League

The Corn Laws of 1815 increased tax on imported wheat, which increased the price of bread.

They protested peacefully, including petitions, speeches, leaflets and creating memorabilia. The Corn Laws were repealed in 1846.

Answer at least one of these questions:

- Explain the significance of the Peasants Revolt. (8 marks)
- Explain the significance of New Unionism. (8 marks)

Week 5 :Power and the People

Factor: Religion

The Pilgrimage of Grace (1536)

Catholics in the north of England were angry because of the Break with Rome (Reformation).

Robert Aske led a march of about 50,000 people in York.

Henry VIII went back on his promise and had over 200 leaders hanged/executed.

The Anti-Slavery Movement (1787-1833)

Inspired by their Christian beliefs that God created all people equal.

Leaders included the MP William Wilberforce, Oluadah Equiano and Thomas Clarkson.

They protested peacefully through petitions, speeches, leaflets boycotts of sugar and producing memorabilia.

The Transatlantic Slave Trade was abolished in 1807 and slavery was made illegal in the British Empire in 1833.

Answer at least one of these questions:

- Explain the significance of the Pilgrimage of Grace. (8 marks)
- Explain 2 similarities between the Peasants' Revolt and the Pilgrimage of Grace. (8 marks)
- Explain 2 similarities between the Anti-Slavery Movement and the Anti-Corn Law League. (8 marks)

Year 11 History

Week 6 Power and the People

Factor: The Role of Individuals

Simon de Monfort (1260s)

Led the barons who overthrew Henry III in 1264.

When in power he set up the first type of parliament and invited knights and burgesses, giving more people a voice.

Emmeline Pankhurst (1900s)

Led the Suffragettes, who were formed in 1903. She helped organise rallies, marches and violent protests such as small bombs in post boxes, smashing windows and chaining themselves to railings.

In 1918, the Representation of the People Act gave some women the vote for the first time.

Factory and Social Reformers (1800s)

They aimed to reform working and living conditions. George Cadbury built homes, a school and a chapel for his workers around his factory in Bourneville, Birmingham. Elizabeth Fry campaigned for the reform of prisons. She set up a school and a chapel to help women and children in Newgate Prison.

Factor: The Government

Magna Carta (1215)

The barons forced King John to sign it. It limited the King's power and gave rights to freemen. It said all freemen had the right to a fair trial and John had to consult with the barons about raising taxes.

The Great Reform Act (1832)

Parliament gave the right to vote to some more middle-class men (about 200,000). However, you still had to own property to vote, meaning the working classes had no vote.

Answer at least one of these questions:

1. Explain the significance of Magna Carta. (8 marks)
2. Explain the significance of Simon de Montfort. (8 marks)
3. Explain the significance of the factory and social reformers. (8 marks)

Week 7: Power and the People

War and Violence

The English Revolution (1642-1649)

Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money.

The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649. The Parliamentarians won and Charles I was executed. England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector. In 1660 Charles II returned as king, but the king's power had been reduced and parliament's power had now increased.

The American Revolution (1776-1783)

Americans were angry that they had to pay taxes but had no representation in parliament. They won independence from the British Empire. The Declaration of Independence said that all men were equal and people had the right to choose their government.

Factor: New Ideas

The Chartists (1830s and 1840s)

The People's Charter set out their aims, including the vote for all men over 21 and voting in secret. Moral force Chartists were peaceful and Physical force Chartists used violence. Over 3 million people signed one petition, but the Chartists failed in the short term to achieve the vote for all men.

Leaders: Feargus O'Connor and William Lovett.

Protest methods: petitions, marches, riots.

Ethnic Minority Rights 1945 - present

People were angered by poor living conditions, low wages, racism and discrimination. Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government. In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men.

The Brixton Riots (1981):

Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests. The Scarman Report said that the police needed to avoid targeting black men. The investigation after the murder of Stephen Lawrence showed that there was racism within the police in the 1990s.

Answer at least one of these questions:

1. Explain the significance of the English Revolution. (8 marks)
2. Explain the significance of the American Revolution. (8 marks)
3. Explain 2 similarities between the Peasants' Revolt and the campaign for the People's Charter. (8 marks)

Year 11 History



Week 8: Conflict and Tension Part 1

The Peacemakers

George Clemenceau (France) wanted to punish Germany harshly for the damage caused to France in WWI. He wanted to make sure they could not invade France again.

David Lloyd George (Britain) was under pressure to make Germany pay after WWI. However, he wanted to keep trading with Germany and make sure they would not seek revenge.

Woodrow Wilson (USA) was an idealist who wanted Germany to be treated fairly. His main aim was to keep world peace.

The Terms of the Treaty of Versailles

Guilt Clause 231 – Germany solely blamed for WWI.

Armed forces reduced e.g. only 100,000 troops, 6 large battleships, no aircraft, tanks or submarines.

Reparations of £6.6 billion for Germany to pay.

German territories lost e.g. Alsace-Lorraine to France, all colonies given to Britain and France to oversee.

League of Nations set up, but Germany not allowed to join.

Answer at least one of these questions:

1. Write an account of how the Treaty of Versailles caused problems for Germany. (8 marks)
2. 'The reduction of their armed forces was the main reason for German hatred of the Treaty of Versailles.' How far do you agree with this statement? (16 marks + 4SPAG)

Week 9: Conflict and Tension Part 2

The aims of the League of Nations

Discourage aggression.
Improve living and working conditions.
Encourage countries to cooperate e.g. through trade.
Disarmament.

The Corfu Crisis 1923

Mussolini used aggression and went behind the League's back to force Greece to pay Italy compensation. Showed that the League could not deal with major, powerful countries.

The Great Depression

Caused huge unemployment and poverty. Many people blamed their governments and turned to extremist, fascist leaders.

The Manchuria Crisis 1931-33

Japan invaded Manchuria in order to gain raw materials, living space and expand their empire.

The Lytton Report took over a year to produce which showed the League was slow to act.

Japan ignored the League and it showed that the League was weak; they had no army and economic sanctions would not work without the USA being a member.

It showed that Britain and France were self-interested and encouraged Mussolini to act aggressively.

The Abyssinia Crisis 1935-36

Italy invaded Abyssinia in order to expand their empire, gain raw materials and to distract people from the Great Depression.

Britain failed to shut the Suez Canal and the League did not stop trading oil with Italy.

Britain and France made the Hoare-Laval Pact – a secret plan to give most of Abyssinia to Italy. This showed they were self-interested.

It showed that the League was weak and encouraged Hitler to remilitarise the Rhineland in March 1936.

Answer at least one of these questions:

1. Write an account of how the Great Depression increased international tension (8marks).
2. 'The main reason the League of Nations failed was the Depression.' How far do you agree with this statement? (16 marks + 4 SPAG)

Week 10: Conflict and Tension Part 3

Hitler aimed to abolish the T of V, destroy communism, gain Lebensraum and unite all German-speaking people.

1933 – Hitler became Chancellor and began rearming in secret.

1934 – The Dolfuss Affair. Mussolini prevented Hitler from gaining Anschluss with Austria.

1935 – The Saar was returned to Germany.

1935 – The Freedom to Rearm Rally

1936 – The Remilitarisation of the Rhineland.

1936 – Germany and Italy signed the Rome-Berlin Axis.

April 1938 – Hitler gained Anschluss with Austria.

September 1938 – The Sudeten Crisis and Munich Agreement. Britain and France gave Hitler the Sudetenland and he promised not to invade the rest of Czechoslovakia. Good example of appeasement.

March 1939 – Germany invaded Czechoslovakia.

August 1939 – The Nazi-Soviet Pact. Germany and the Soviet Union (Russia) agreed to both invade Poland and not to fight each other.

September 1939 – Germany invaded Poland. Britain and France declared war on Germany.

Answer at least one of these questions:

1. Write an account of how the Anschluss of 1938 increased international tension. (8 marks)
2. Write an account of how the Nazi-Soviet Pact increased international tension. (8 marks)
3. 'The policy of appeasement the main reason for the outbreak of the Second World War.' How far do you agree with this statement? Explain your answer. (16 marks + 4 SPAG)

YEAR 11 HOSPITALITY AND CATERING

Unit 2

Week 1

UNIT 2: Nutrition

Macro nutrients- the nutrients we need in **larger** quantities: Fat, protein and carbohydrate.

Protein- needed for growth and repair of body and also cell maintenance. **High biological Value** (HBV) proteins contains all the essential amino acids: Meat, fish, poultry, eggs, soya beans, cheese, yogurt, Quorn, tofu. **Low Biological Value** (LBV) proteins are missing one or more of the essential amino acids: Beans, peas, nuts, lentils, pulses, cereals.

Recipe suggestions high in Protein:
Chicken and chickpea curry with lentil dhal, Fish pie with minted greens, Cottage pie with mixed bean salad.

Carbohydrates- Our main source of energy to move, produce heat, digest food and use our brain.

Starchy (complex carbohydrates) provide slow release energy – (wholegrain provide slower release carbohydrates) found in cereal grains such as rice, wheat, oats, bread, rice, potatoes/sweet potatoes and vegetables (carrots, beets, corn). **Sugary (simple carbohydrates)** provide quick release energy, found in milk and dairy, honey, fruits, some vegetables (peppers, tomatoes etc.), milk and confectionary.

Recipe suggestions high in Carbohydrates Spinach and ricotta cannelloni with garlic bread,
Roasted butternut squash ravioli with garlic flatbread. Minced beef lasagne with crusty rolls.

Week 2

Fat- is used for energy. Provides warmth when stored under the skin. Also protects bones from damage and is a dietary carrier of fat soluble vitamins A, D, E & K. **Two types of fats:** Unsaturated and saturated. **Saturated Fats** are solid at room temperature. Mainly from animal sources e.g. butter, lard, suet, vegetable block, meat fat and ghee. These causes high blood cholesterol. **Unsaturated fats** are liquid at room temperature and are mainly from plant sources, these can lower blood cholesterol e.g. olive, rapeseed, sunflower, corn, oily fish, avocado, pears, nuts, seeds and some vegetable fat spreads.

Recipe suggestions low in Fats
Quorn Paella with Caesar salad and homemade dressing, Thai green curry and rice, baked spicy bean burger served with baked sweet potatoes and salsa.

Micro nutrients- we need these in smaller quantities; vitamins and minerals.

Fat soluble Vitamins:

Vitamin A- Needed for structure and functioning of the skin and mucous membranes. Cell differentiation (growth and development of the body). **Helps with vision in dim light** and colour vision. Keeping the immune system healthy. Antioxidant- helps prevent CHD & cancer.
Found in dairy products, dark green veg, orange coloured fruit and veg, fish oils and liver.

Week 3

Vitamin D- Needed for the **absorption of calcium** and phosphorus from foods. Healing broken bones. Developing and maintaining healthy bones and teeth. Preventing bone diseases such as rickets and osteoporosis.
Found in fish oils, dairy products, sun light absorption, often added to cereals and margarine.

Vitamin E- Antioxidant- helps prevent Coronary Heart Disease & cancer.

Found in soya beans, corn oil, olive oil, nuts, seeds, whole wheat, veg fat spreads.

Vitamin K- Helps the blood clot after an injury.

Found in green leafy veg, liver, cheese, green tea.

Water Soluble vitamins:

Vitamin B1 Thiamine- Releases energy from carbs. Helps the nervous system and heart.

Found in meat (pork) milk, cheese, eggs, veg, fruit, wholemeal bread, Breakfast cereals, flour.

Vitamin B2 Riboflavin- Releases energy from carbs, fats and proteins. Maintains healthy skin, eyes, nerves & mucous membranes.
Found in milk, eggs, breakfast cereals, rice, mushrooms.

Vitamin B3 Niacin- Releases energy from carbs, fats and proteins.
Found in beef, pork, wheat flour, maize flour, eggs, milk.

Week 4

Vitamin B9 Folate- makes healthy red blood cells, prevents spinal cord defects in unborn babies.
Found in leafy green veg, peas, chickpeas, wholegrain rice, fruit, asparagus, breakfast cereals, marmite.

Vitamin B12- Releases energy from food. Maintains normal structure of nerves. Processes folic acid (which helps make red blood cells).
Found in Found in liver, meat, fish, cheese, breakfast cereals, yeast.

Vitamin C- **Helps absorb iron** in the body. Maintains connective tissue e.g. collagen. Helps healing process. Antioxidant.

Found in fruits and veg, sprouts, cabbage, broccoli, new potatoes, milk.

Minerals

Calcium- Helps make and strengthen bones/teeth and helps blood clot. Makes nerves and muscle work.

Found in milk, cheese, yogurt, green leafy veg, canned fish, enriched soya drinks, white flour, liver.

Iron- Makes haemoglobin in red blood cells to pick up and carry oxygen to all the body, prevents iron deficiency anaemia.

Found in red meat, kidney, liver, wholemeal bread, leafy greens, egg yolk, apricots, lentils,

Week 5

Sodium controls the water in the body, makes nerves and muscles work.
Found in salt, salted foods cheese, stock cubes.

Potassium- Potassium is essential for water and electrolyte balance and normal functioning of cells, including nerves.

Found in dried fruits, bananas, berry fruits, leafy green veg, meat, nuts, seeds and pulses.

Magnesium- plays a role in over 300 enzyme reactions in the human body, helps with muscle and nerve function, regulates blood pressure, supports the immune system.

Found in green leafy veg, nuts, seeds, and whole grains.

Water acts as a lubricant for joints and eyes; it is the main component of saliva; it helps get rid of waste; it regulates body temperature. Drink 6-8 glasses a day.

Fibre- important for digestive health, it bulks up stools and holds water in them, making them easier to pass. It makes waste move through the digestive tract more quickly, which prevents constipation. Found in fruits and vegetables, nuts, seeds, wholegrain cereal and flour products.

Recipe suggestions that are high in Fibre: Lentil Quinoa Meatballs with whole meal garlic bread.

YEAR 11 HOSPITALITY AND CATERING

Unit 2

Week 6

Nutrition at Different Life Stages

Children:

- **Babies** – All nutrients are essential and important, especially protein for growth (very quick at this stage). Calcium and vitamin D are important for the growth of bones.

Carbohydrates for energy as activity increases. Follow 5 a day / Eat Well Guide. Limit the amount of salt and free sugars in the diet.

- **Toddlers** – All nutrients important at this stage as growth remains. Follow 5 a day / Eat Well Guide. Protein for growth and repair. Calcium and vitamin D for bone growth and more carbohydrates for increased activity.

- **Teenagers** – The body grows at a fast pace (growth spurt) as the body develops into an adult, therefore all nutrients are essential (See Eat Well Guide). Particularly Calcium and Vitamin D to fully develop peak bone mass. Protein for muscle growth. Girls start their menstruation which can lead to anaemia. So foods high in iron are important, vitamin C is also needed to absorb the iron. Limit the amount of salt/sugars in the diet.

Adults:

- **Early** – Growth in height of the body continues until 21 years of age so calcium and protein still very important. Follow 5 a day / Eat Well Guide. Lower fat and increase fibre to prevent constipation.

Pregnancy- Calcium, iron, B12 (folic acid) all important for foetal development. No need to increase calories. Avoid too much vitamin A in 1st quarter as it can cause deformities.

- **Middle** – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.

Week 7

- **Elderly** – The body's systems slow down, blood pressure increases, decreases in appetite, vision and long-term memory. Follow 5 a day / Eat Well to keep the body strong and free from disease. Calcium and Vitamin D important for maintaining bones and teeth health (to prevent osteoporosis), protein to repair cells and iron prevent anaemia. B group help the body use energy and to help prevent memory loss. Vitamins A, C and E to help prevent age related eye conditions. Fats to keep warm. Soft foods to help with chewing. Fibre to prevent constipation

Dietary requirements:

have different dietary requirements:

Halal (Muslim) All food must adhere to Islamic Law. No Pork.

Hindu Do not eat beef – cow sacred.

Kosher (Judaism) No pork. Do not mix dairy and meat in the same meal.

Buddhist Usually vegetarian. Do not eat meat or fish.

Ethical/health beliefs-

- **Vegetarian** – Avoids eating meats and fish but does eat dairy products and protein alternatives such as Quorn and tofu.

- **Vegan** – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.

- **Pescatarian** – Follows a vegetarian diet but also eats fish.

Medical conditions:

- **Allergens** – Examples of food allergies include milk, eggs, nuts and seafood. Can result in anaphylaxis and even death if eaten.

- **Lactose intolerance** – Unable to digest lactose which is mainly found in milk and dairy products.

- **Gluten intolerance** – gluten causes bloating and other issues, best to avoid it in diet (e.g. avoid wheat)

Week 8

- **Coeliac disease**- immune system attacks your own tissues, must have gluten free diet.

- **Diabetes (Type 2, diet related)** – High level of glucose in the blood, therefore must reducing the amount of fat, salt and sugar in the diet.

- **Cardiovascular disorder** – Needing a balanced, healthy diet with low levels of salt, sugar and fat.

- **Iron deficiency** – (anaemia) need to eat more dark green leafy veg, fortified cereals and dried fruit.

- **Colon Cancer**- Recent studies have shown colon cancer could be reduced by eating a diet high in fibre.

- **Obesity**- being extremely overweight puts you at risk of heart disease, diabetes, cancer, infertility, arthritis and stress/ depression.

Active:

More calories will be required, complex carbohydrates for slow energy, protein for muscle repair and growth and water for hydration.

Sedentary - (inactive) Less calories will be required, portions will need to be reduced. Be cautious of fat intake (if fat not used as energy it will be stored as fat in the body).

How cooking methods can impact on nutritional value

- **Boiling** Up to 50% of vitamin C is lost when boiling green vegetables in water. The vitamin B group is damaged and lost in heat.

Poaching The vitamin B group are damaged in heat and dissolve in water.

Steaming is the best cooking method for keeping vitamin C in foods. Only up to 15% of vitamin C is lost as the foods do not come into contact with water

- **Roasting** is a method of cooking in high temperatures, this will destroy most of the group C vitamins and some of the group B vitamins.

Week 8

Frying

Using fat whilst frying increases the amount of vitamin A the body can absorb from some vegetables • Cooking in fat will increase the calorie count of food e.g deep fat frying foods.

Stir-frying

The small amount of fat used whilst stir-frying increases the amount of vitamin A the body can absorb from some vegetables. Some vitamin C and B are lost due to cooking in heat for a short amount of time.

Grilling

This loses up to 40% of group B vitamins.

It is easy to overcook protein due to the high temperature used in grilling foods.

Baking

Due to high temperatures in the oven, it is easy to overcook protein and damage the vitamin C and B group vitamins.

Factors affecting menu planning

Be aware of the following factors when planning menus:

- cost (ingredients as well as business costs)
- portion control (value for money without waste)
- balanced diets/current advice
- time of day (breakfast, lunch, and dinner menus as well as small plates and snacks)
- clients/customers (a menu with prices that will suit the people who visit you)

Equipment available The choice of dishes will be influenced by the equipment available. This includes kitchen equipment such as:

- hobs, ovens/microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a sous vide or pizza oven
- hand-held equipment e.g. electric whisks or hand-blenders
- other electric equipment, e.g. food processors

Week 10

Skills of the chef must be suited to the type of provision and the menu offered. A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes. A café will require a chef who has a range of medium and complex skills to produce a suitable menu. A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants

Time available The type of provision will influence the amount of time a customer will wait for their dish to be prepared. Can you prepare, cook, and present more than one dish at the same time? Can items be made in advance?

Time of year The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter.

Special dishes linked to holidays such as Christmas and Valentine's Day may also be included. The availability of seasonal produce can also affect menu choices as certain commodities, e.g. strawberries, are less expensive when in season.

Environmental issues You will need to be aware of this when planning a menu.

Can the chef reduce the amount of ingredients bought as well as reducing food waste? Can the chef reuse ingredients to create new dishes e.g. stale bread into bread-and-butter pudding? Can the kitchen recycle waste? Running the kitchen sustainably will save money.

Organoleptic properties This means the sensory features of a dish (appearance, aroma, flavour, and texture). Think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures?



Mathematics

sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\begin{array}{r} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array}$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} 493 \\ + 162 \\ \hline 655 \end{array}$ ✓

E41 $P(\text{yellow}) = \frac{3}{6}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{2}$ ✓

Task 2

G61 All the marbles are green
 The probability of
 choosing a purple marble
 is impossible ✓

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

J22 Even ✓

Your book work should look like this.
 You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?

Speak to your Maths teacher about the Sparx help clubs.

Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to P)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Compound measures

Speed = $\frac{\text{distance}}{\text{time}}$

Density = $\frac{\text{mass}}{\text{volume}}$

Pressure = $\frac{\text{force}}{\text{area}}$

Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)(10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

Angles in Polygons

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Where n is the number of sides of the shape

Exterior Angles add up to 360°

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Trigonometric ratios (new to P)
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Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

Quadratic equations

The Quadratic Equation
To solve a quadratic equation
in the form:
 $ax^2 + bx + c = 0$

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

Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a} \times \sqrt{b} = \sqrt{a \times b}$$

$$\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$$

Straight lines

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

Given a gradient of a line
 m , the gradient of the line
perpendicular to it is: $-\frac{1}{m}$

Perpendicular gradients
multiply to give -1 .

Trigonometric formulae

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

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

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
SINE	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
COSINE	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
TANGENT	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinite)



Music Year 11

Cycle 1

This Cycle students will be expected to rehearse their chosen instrument either at home or during a break time in school. This will contribute towards a third of their overall marks.

Each student must write a detailed practice log within their homework book.

This must include:

- 1). When they have practiced.
- 2). How long they have practiced for.
- 3). What they have worked on and why.
- 4). What went well and why.
- 5). What they need to work on next time and why.

Homework is set weekly and expected to be completed by the following weeks lesson
Any issues speak to Mr Munkley.

Year 11 GCSE PE: Cycle 1



Week 1: Sports Psychology

Motivation for Sport

Personality

Introverted people tend to be quiet, shy and thoughtful. Tend to prefer individual sports using fine skills and low arousal levels.

Extroverted people are more loud, sociable, talkative and excitable. Tend to prefer team sports using gross skills and higher arousal.

Motivation

Intrinsic (internal) - Is from **within ourselves** – having a sense of pride about completing a task and gaining a sense of personal achievement

Extrinsic (external) - Is for another source/person. To gain something **externally**. **Tangible**: Certificates/Medals/Money

Intangible:

Praise/Feedback/Applause

Aggression

Direct - An aggressive act that involves **physical contact with another person/player**. Eg. Rugby, Boxing.

Indirect - An aggressive act that does not involve direct physical contact with the player – **instead it is taken out on an object** such as a ball in tennis

Week 2: Sports Psychology

Arousal

Definition - A physical and mental (physiological and psychological) state of alertness/readiness varying from deep sleep to intense excitement/alertness.

Optimal Arousal in Different Sports

Optimal level of arousal varies depending on:

- Nature of task
- Skill level of performer
- Personality of performer.

Fine Skills are usually lower in arousal

Gross Skills are usually higher in arousal

Inverted U Theory

This theory suggests there is an "optimum arousal level" for each sport.

If arousal is too high performance will decline.

Low levels of arousal, performance will be below par, the athlete is not psyched up.

Controlling Arousal levels

There are different ways that we can manage our Arousal levels prior and during performance so that we can optimise performance

Deep Breathing- Sometimes in sport our breathing becomes rapid. Deep breathing slows it down and can calm and relax the body, reducing stress and anxiety

Mental rehearsal or Imagery - The athlete imagining themselves in an environment performing a specific activity using all of their senses. The images should have the athlete performing successfully.

Positive self-talk. This involves recognising that the athlete has started worrying about a performance and refocusing by using positive inner thoughts.
e.g. Netball player tells herself "focus" or a footballer saying "We have plenty of time left to equalise" or "I know I can do this."

Week 3: Socio- cultural

Engagement Patterns

Engagement patterns – How levels of participation differ across different social groups

Participation rates of Social Groups

Gender
Age
Race/Religion/Culture
Family/Friends/Peers

Disability

Barriers to Participation

Attitudes – opinions; learned; positive or negative

Role models – friend, family, hero

Accessibility – to facilities/clubs/activities

Media coverage – usually positive influence, but can be negative.

Sexism/stereotyping – negative effect on participation.

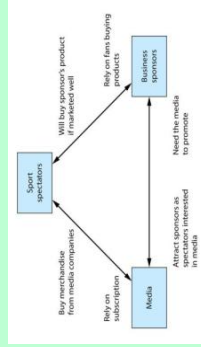
Week 4: Socio- cultural

Commercialisation

Commercialisation – The process of managing or running something for financial gain.

Media – main means mass **communication** (television, radio, and newspapers) collectively.

Sponsorship – where a company pays money/provides goods to a team or individual in return for **advertising** their goods.



Types of Sponsorship :

- Facilities
- Clothing
- Equipment
- Financial

Technology in Sport – has positive and negative effects on the performer, audience, officials, the sport and it's sponsors.

Week 5: Socio- cultural

Ethical and Socio-cultural issues

Sportsmanship a set of unwritten rules or code of behaviour that a player stands by when competing.

Gamesmanship is the bending the rules to gain an advantage over opponents.

Etiquette is an act of respect, honour and courtesy for the opponents and the game.

Sportsmanship can be increased by:

- Introducing fair play schemes and campaigns.
- Highlighting positive role models.
- Better quality officials and use of technology.
- Punishment for negative behaviour.
- A stricter code of conduct.

Spectator Behaviour – become involved in experience of the match and can have positive and negative effects.

Reasons for Hooliganism – Rivalry, Media hype, Alcohol, gang culture, Frustration and Displays of masculinity.

Year 11 GCSE PE: Cycle 1



Week 6: PEDs	Week 8: Health & Fitness	Week 9: Sports Psychology	Week 10: Sports Psychology
Types of PED BANDSP: - Blood Doping - Beta Blockers - Anabolic Agents - Narcotic Analgesics - Diuretics - Stimulants - Peptide Hormones Blood Doping Defined by WADA as the misuse of techniques and/or substances to increase one's red blood cell count. Involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition. Effects: Benefit endurance activities as they improve the body's oxygen carrying capacity. Side effects of blood doping: 1) Thickening of blood (viscosity) 2) Infection 3) Heart attack 4) Embolism (blockage of vessels)	Beta Blockers The beta-blocker drugs 'sit' on receptors and stop (block) the receptor from being stimulated. Effects: slows heart rate, calms and steadies hands Side effects: Heart problems, low blood pressure, weakness and nausea. Misused by precision athletes such as snooker players, darts players and archers. Anabolic Agents This category of drugs is artificially produced testosterone (MALE HORMONE). They promote muscle mass and bone growth, and reduce recovery time. Effect: Repair body tissues after stress, promote muscle growth, ability to train harder with less fatigue. Side effects: Females develop male features. Liver & heart damage. Misused by power athletes, eg sprinters, weightlifters and boxers.	Stimulants Drugs that have an effect on the central nervous system - they increase mental and/or physical alertness. Effect: Reduces tiredness, increased alertness & endurance Side effects: Raise blood pressure, increased risk of heart attack or stroke, hide symptoms of fatigue & addictive Important to sports where reaction time is essential eg sprinters Peptide hormones Drugs that stimulate the production of naturally occurring hormones Erythropoietin (EPO) and Growth Hormones (GH) Are two common peptide hormones Effect: Stimulates red blood cell production and Increase oxygen transport. Therefore increasing endurance. Side effects: Possible blood clots an cardiovascular problems. Misused by endurance athletes like long distance runners and cyclists.	Advantages of taking PEDs • Increased chances of success • Beat records • Fame • Wealth • Athletes would be on an even playing field. Disadvantages of taking PEDs • It is cheating and immoral • There are too many associated health risks • Fines and bans for those caught • Significant reputation damage • Lose contract /sponsorship Disadvantages to the sport: • Reputation – a sport can become known for cheating and may affect young people taking it up. • Credibility – performance will be difficult to believe and will affect the number of spectators.

Year 11: Philosophy & Ethics: Cycle 1



Week 1	Week 2	Week 3	Week 4
Key words Worship: An act of homage or reverence paid to God Denomination: A type of Christian Reverence: An act showing religious respect Liturgy: A set form of public worship Clergy: People ordained to lead worship and the sacraments Vestments: Official robes worn by clergy when leading worship Congregation: The people assembled for worship Pentecostal: Christians that place special emphasis on a direct personal experience of God through the baptism of the Holy Spirit Evangelical: Christians dedicated to sharing the Good News of Jesus Charismatic: Worship focused on the gifts of the Holy Spirit e.g. healing, speaking in tongues Liturgical year: The Church's calendar based on festivals from Advent to Pentecost Public/Communal/Collective Worship: Worship with others usually in church Messy Church: A time of craft, play, food and worship for families Liturgical Worship: Clergy (ordained priests, vicars etc.) play an important and central role in worship. Prayers are usually read from a book, e.g. Book of Common Prayer or Common Worship for Anglicans. Full of signs and symbols. Looks the same in different churches that belong to the same congregation. Ordered, structured and follows same pattern as part of a tradition. Non-Liturgical Worship: Ministers may play a less prominent role and may allow others to lead / preach as part of a rota. Extempore prayers are used (made up on the spot rather than from a book.) No set pattern or theme and varies from church to church. More Bible-centred, stripped back to the 'basics'. Re-invents itself to suit congregation - following the direction of the Holy Spirit.	Liturgical: Roman Catholic: The altar is the focal point of the church as the Mass (Holy Communion). The Mass is the most important part of the service and takes place every week. The church is decorated in liturgical colours, e.g. red for Saints Day. Lots of statues and paintings of Jesus, Virgin Mary, Saints. Crucifix – a cross with Jesus on it – emphasising the suffering of Jesus. Non-Liturgical: Methodist: The pulpit is the focal point of the church as there is greater emphasis on the Bible as the inspired Word of God. The Bible Readings and Sermon (which is longer) is the most important part of the service. Simple building – no statues so as not to distract from listening to God's Word. Communion takes place once a month at a simple table. Cross (empty) – emphasis on the risen Jesus who has conquered death. Charismatic: As well as Pentecostal churches, some Protestant and Roman Catholic churches that worship in a charismatic way. They believe Christians should be free to worship how the Holy Spirit leads them. Services often include: - Glossolalia/ speaking in tongues – praying and speaking in a heavenly language. It usually happens when someone is experiencing the Holy Spirit during worship. Prophecies Healing The Lord's Prayer is the most used and best known Christian prayer, which is used in most acts of Christian worship. to pray: "This is how you should pray..." Jesus taught this prayer to his disciples, not just a set prayer to be read but as the pattern of HOW	Informal Worship: As well as worshipping formally in churches, Christians worship in many informal ways: Messy Church, Saying grace before a meal, Lighting an Advent Candle to think of God coming to earth as Jesus (incarnation) Private Worship: As well as worshipping with others (Public/ Communal/ Collective Worship), Christians also worship on their own (Private Worship). This might be at home or anywhere. They might: Read the Bible, Try to interpret what they are reading and think about how the passage applies to their own life, Pray to God in silence, Thank God for good things that have happened, Ask God to help in particular situations (e.g. if someone is ill or needs support or comfort). Christians believe it is important to worship God because: ☑ It is an expression of their faith in God ☑ It is a way of showing their respect to God (reverence) ☑ It is a way of acknowledging God's greatness (paying homage) ☑ It allows them to receive forgiveness ☑ It is an opportunity to connect with God in a way that helps them grow spiritually and understand God's purpose for them as an individual ☑ It reminds Christians of key beliefs – e.g. Jesus is the Son of God, salvation through believing in the work of the cross. Prayer is essential to being a Christian as it develops their relationship with God and helps them grow spiritually.	Sacraments A sacrament is an outward sign of an inward grace (blessing) started by Jesus and continued by the Church. It will often involve an action or ceremony to be completed. The seven sacraments are a feature of the Catholic Church. Church of England include baptism and marriage as part of their practices. Grace: Underserved love and mercy given to humanity by God Baptism/ baptise: Being washed by water as a symbol of being cleansed from sin Dedication: A ceremony thanking God for the birth of a baby and asking for his blessing Infant Baptism/ Christening: Baptising babies with the parents and godparents making the baptismal vows Believers/Adult Baptism: Only allowing baptism for those old enough to make promises for themselves Baptismal vows: Promises made by parents and godparents at infant baptism or by believer themselves Confirmation: Accepting the baptismal vows made by your parents and godparents for yourself testimony saying how you became to believe in Jesus as your Saviour Original sin: The sin inherited from Adam and Eve when they disobeyed God Holy Communion: Service of thanksgiving using bread and wine to remember Jesus' sacrifice on the cross Eucharist = Church of England Mass = Roman Catholic Transubstantiation: Roman Catholic belief that during the mass the bread and wine become the body and blood of Jesus Penance: An action showing you are sorry for sin Absolution: The priest/vicar saying that your sins have been forgiven

Year 11: Philosophy & Ethics: Cycle 1



Week 5	Week 6	Week 7
The Christian Liturgical Calendar Advent: Time of preparation before Christmas Christmas: Celebrates the birth of Jesus Incarnation: The belief that God took human form as Jesus Emmanuel: Title for Jesus meaning "God with us" Epiphany: The time remembering when the wise men brought gifts to Jesus Lent: Preparation for Easter, remembering when Jesus was tempted in the desert. Ash Wednesday: First day of Lent Fast: Giving up food Easter: Period remembering Jesus death on the cross and celebrating his resurrection Holy Week: Week before Easter Palm Sunday: Remembering when Jesus entered Jerusalem on a donkey Maundy Thursday: Remembering the Last Supper Good Friday: The day Jesus crucified Stations of the cross: 14 pictures showing Jesus' journey to crucifixion in Catholic churches Easter Sunday: The day Jesus rose from the dead Which is more important – Christmas or Easter? Christmas • It celebrates the incarnation, without the birth of Jesus there would be no Christianity. • Through celebrating the birth of Christ, Christians feel united with other Christians as a worldwide community. • If Jesus hadn't been born as a human he couldn't have defeated sin by his death on the cross. • It shows the importance of family. Jesus was born into a human family. • At Christmas, Christians remember the humility and strength of Mary and Joseph and try to be like them. Easter • It celebrates his victory over death and evil. The power of sin has been cancelled, our debt has been paid. • It celebrates the resurrection of Jesus, which proves the identity of Jesus as the Son of God: "He was raised on the third day according to the Scriptures." 1 Corinthians 15:5 • Jesus' resurrection is proof of eternal life for all who follow him and that Jesus is alive to guide Christians today. • Jesus' suffering gives Christians strength that they can cope with suffering. • Salvation is brought through Jesus' death on the cross. This enables people to connect with God through the sacrifice that Jesus made.	Baptism Baptism is important to Roman Catholics because: ☑ It is necessary to receive salvation ☑ It welcomes the child into the Church - they become a member of the Church ☑ It washed away Original sin ☑ The Catechism teaches it as the basis of Christian life and without it a person cannot receive the other sacraments ☑ It copies the example of Jesus being baptised ☑ The sacrament gives the parents strength and help in bringing up the child as a Christian. Confirmation: Christians who were baptised as babies are usually confirmed when they are older. Confirmation is a way of accepting the Christian faith for yourself and confirming the promises made by their parents and godparents. ☑ The Anglican Church confirms teenagers and young adults ☑ Many in the Roman Catholic Church however, argue that you should be confirmed earlier, at about the age of 7. Some churches will not allow children to take Holy Communion unless they have been confirmed as they believe you are not a full member of the Church until this has happened. Believers Baptism: Some Protestant Christians, e.g. Baptists and Pentecostals believe people need to be old enough to make the baptismal vows themselves when they have made their own decision to become a member of the Church. These churches usually have a service of dedication for babies. ☑ Many Baptist churches have a baptism or baptismal pool in the floor of the church, which is usually covered up. ☑ Other churches hire a swimming pool or baptise in sea or rivers or in a large paddling pool.	Pilgrimage A pilgrimage is a religious journey to a shrine or sacred site. A person who goes on a pilgrimage is a pilgrim. People go on a pilgrimage to: ☑ Strengthen their faith ☑ To become closer to God ☑ Show commitment to their faith as it takes time, planning and effort ☑ Hope that they will be healed ☑ Make up for something they have done wrong (Penance) ☑ It is part of their religious tradition ☑ So that some of the holiness of the place with 'rub off' on them ☑ To be inspired by the faith and courage of the Christian connected with the site. History of Pilgrimage: ☑ As a Jew, Jesus went on pilgrimage to Jerusalem for Passover: "Every year, Jesus' parents went to Jerusalem for the Festival of the Passover." Luke 2:41-43 ☑ The early Christians wanted to visit places connected with Jesus (Bethlehem – where he was born, Nazareth – where he grew up, Jerusalem – where he was crucified and resurrected) ☑ The tombs of Christian saints (especially those who were martyred (killed) for their faith), became places of pilgrimage. It was believed that as the saints were in heaven with God, they could intervene and answer prayer. Opposition to pilgrimage: The Protestant reformers were against pilgrimage - "All pilgrimages should be stopped. There is no good in them." Martin Luther: ☑ Emphasising special, holy places is wrong as God can be encountered anywhere. ☑ It broke the commandment not to worship idols: – Worshipping and praying to Virgin Mary is idol worship; – medieval pilgrimage sites often had relics – physical remains of Jesus' cross or shroud or the saints which were believed to be holy and were worshipped by the pilgrims and only God should be worshipped. ☑ The relics were false and so the pilgrims were being deceived. ☑ Rich people paid others to go on pilgrimage for them to gain spiritual benefits without the effort of doing it themselves.



Year 11: Philosophy & Ethics: Cycle 1



Week 8

Key words

Prayer: A way of communicating with God
 Lord's Prayer: Prayer taught by Jesus to his disciples showing Christians how to pray
 Saying "Grace": Prayer of thanks said before a meal
 Quiet time: Daily time of private worship
 Set prayers: Prayers that are taught and learned or read the same every time
 Informal prayer: Prayers that are personal and spontaneous
 Extempore prayer: Prayers said without preparation
 Intercessory Prayer: Asking for God's help (for the world/other people)
 Pilgrimage/ pilgrim: A special journey made for a religious reason
 Shrine: A sacred site which holds the tomb or relic of a saint
 Relics: The physical bodily remains of a saint or some of their belongings
 Via Dolorosa: "The way of tears" - the route Jesus walked to the cross through Jerusalem
 Ecumenism/ Ecumenical: Working for co-operation between different denominations to develop closer relationships and better understanding of Christian beliefs

What is Church?

The word "church" can have refer to different things:
 The parish church is a building which looks after a certain area. The Church is also a group of Christians, e.g. in the song it says "we are your church".
 The Church could also refer to the Worldwide Church which include all Christians.

Evangelism is spreading the good news about Jesus: sharing the belief that salvation is possible through Jesus. The purpose of evangelism is to get people to accept Jesus Christ as their personal saviour. Once they have converted, they have a responsibility to help evangelise others by, for example:

- Inviting friends to church - Back to Church Sunday
- Living their lives in a way that shows the impact of God on their lives
- Speaking on radio, TV, the internet and social media
- Creating Christian pop/rock music (this is thought to be a very effective way of encouraging young people to find out more about Christianity).

Missionary work is a form of evangelism where Christians are sent to a particular area either in the UK or overseas. In the past this was to proselytise (convert people to Christianity), although today many missionary organisations are also involved with aid and development work. Christians carry out mission and evangelism because this was the last commandment of Jesus: "Go into all the world and preach the gospels" Mark 16:15. This is known as the Great Commission.

Week 9

National missionary and evangelism work:

Churches Together in England organises Evangelism UK, which is dedicated to evangelism and missionary work in the UK and co-ordinates the work of:
 Alpha - series of talks and discussions, run by churches, on the basics of the Christian faith for non-Christians, "an opportunity to explore the meaning of life."
 Scripture Union - uses social media like YouTube and Facebook to bring the Christian message to those outside the Church as well as working in schools and running youth camps.
 Urban Saints - runs youth and children's groups and organises mission trips and training courses.
 Youth for Christ (YFC) - organises events to bring Christian message to young people outside the Church.

The Local Church

The local church is important as the focal point of Christian identity and worship:

- Where people go to worship on a Sunday.
- Special services are held for Christian festivals, these are for the local community not just the congregation, e.g. Christmas, Easter, Harvest, and Remembrance.
- It provides discussion and prayer groups, as well as Bible readings and sermons in Sunday services, to help individual Christians grow in their faith.
- It gives local Christians a sense of belonging, surrounded by people who share the same beliefs, who they love as brothers and sisters in Christ.
- It offers the sacraments to people - Roman Catholic churches will provide, baptism, weekly Mass, confession and marriage. Most Protestant churches will provide Holy Communion and baptism. The local church does this as it believes it is part of the body of Christ and that it must welcome, nurture and provide spiritual support for fellow members of Christ's body - "Be shepherds of God's flock that is under your care." 1 Peter 5:2

Ecumenism:

Local churches believe it is important to work together to promote Christian unity as Jesus taught: "All people will know that you are my disciples, if you have love for one another." John 13:35. Churches Together in England (CTE) is an organisation that promotes Christian Unity and receptive ecumenism (being open to what other traditions can add to their own traditions). Many areas have Churches Together groups which organise joint services and discussion groups so that different denominations can learn about and from each other as well as co-ordinating outreach work.

Week 10

The Local Church

The local church helps the local area by:

- Supporting local Christian schools.
- Allowing the church and church buildings to be used as a cultural venue (especially important in rural areas) for arts, music, dance etc.
- Having lunch clubs and groups for elderly people.
- Helping local families by having Youth groups, Mother and toddler groups etc.
- Providing support and counselling services for issues like drug and alcohol issues, finance and debt, mental health, relationship issues.
- Providing support for homeless people. Many churches in Exeter help to coordinate food banks, supplies of clothes and furniture and run support services.
- Many local churches work together to run a Night Shelter for homeless people during the winter.
- Street Pastors who provide support for people when they are out at night. By this work the church shows its love for those in need as requested by Jesus in the Parable of the Sheep and the Goats "When I was hungry, you fed me, when I was naked you clothed me." Matthew 28

The Global Church

The World Council of Churches (WCC) was established in 1948 and represents the worldwide Church. The Roman Catholic Church is not a member but sends an observer to all meetings. One of its aims is to: "engage in Christian service by serving human need, breaking down barriers between people, seeking justice and peace, and upholding the integrity of creation." The WCC believes the worldwide church should:

- Demonstrate the essential unity of the Christian faith
- Promote the Christian faith
- Engage in Christian service (be helpful to those in needs as part of being a good steward).

Reconciliation: Church leaders continually work for peace and reconciliation by trying to bring people in conflict together. Christians believe in reconciliation because: Humanity had split from God through sin, but the forgiveness of sins, brought about through the death of Jesus, has allowed reconciliation between God and humans so Christians should also work to break down barriers between people.

- St Paul taught that Christians should try and live in peace with everyone: "If it is possible, as far as it depends on you, live at peace with everyone." Romans 12:18
- The power of forgiveness and love can lead to reconciliation and the ending of conflict -
- All are one in Jesus: "There is neither Jew nor Gentile, slave nor free, male nor female, for all are one in Christ Jesus." Galatians 3:28



Science

sparx

Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Homework club runs every day after school
- Sparx Science catch up sessions every Thursday both break 1 and 2

Year 11 Spanish

Mis asignaturas preferidas		Las instalaciones		Las reglas y el uniforme		¿Qué voy a hacer?		Photo card phrases	
Mi asignatura preferida	My favourite subject	En mi insti hay un campo de fútbol grande	In my school there is a big football pitch	Un aspecto positivo del insti es que	One positive aspect of school is that	Voy a buscar un trabajo a tiempo parcial	I'm going to look for a part-time job	En la foto hay	In the photo there is/ are
El año próximo voy a estudiar	Next year I'm going to study	En mi insti hay un patio pequeño	In my school there is a small playground	Una regla buena es que	A good rule is that	Continuaré con los estudios	I will continue with my studies	En la foto puedo ver (que)	In the photo I can see (that)
En el futuro quiero estudiar	In the future I want to study	En mi insti hay un comedor antiguo	In my school there is an old canteen	Un aspecto negativo del insti es que	One negative aspect of school is that	Quiero hacer un aprendizaje	I want to do an apprenticeship	 personas	 people
Voy a elegir las ciencias porque son muy útiles	I'm going to choose Science because it's very useful	En mi insti hay un gimnasio grande	In my school there is a big gym	Una regla mala es que	A bad rule is that	Me gustaría continuar a estudiar	I would like to continue studying	Un hombre que	A man who
Voy a dejar el dibujo	I'm going to drop art	En mi insti hay una clase de informática moderna	In my school there is a modern computer room	Hay que	You have to	Pienso ir a la universidad	I'm thinking of going to Uni	Una mujer que	A woman who
Los deberes	Homework	En mi insti hay una piscina bonita	In my school there is a pretty swimming pool	(No) Se debe	One must (not)	No sé qué hacer	I don't know what to do	Un chico que	A boy who
Mi profesor/a preferido/a es...	My favourite teacher is...	En mi insti hay unos laboratorios modernos	In my school there are some modern labs	Tenemos que	We have to	He decidido que quiero buscar trabajo	I've decided that I want to look for work	Una chica que	A girl who
Sacar buenas notas	To get good grades	En mi insti hay unas aulas son ruidosas	In my school there are some noisy classrooms	Llevar pendientes	Wear ear-rings	Necesito un título para mi carrera futura	I need a degree for my future career	Un niño que	A child who
Repasar para los exámenes	Revise for the exams	Las aulas son ruidosas	The classrooms are noisy	Llevar maquillaje	Wear make up	Para mí es importante empezar a ganar dinero	For me it's important to start to earn money	Tiene el pelo rubio/ castaño/negro/ gris	Has blond/ brown/ black/ grey hair
El instituto	School	En mi insti hay unas clases feas	In my school there are some ugly classrooms	Usar el móvil	Use your phone	Vale la pena	It's worthwhile	Lleva una camiseta/ una sudadera/ vaqueros	Wears a T shirt/ a hoodie/ jeans
La escuela primaria	Primary school	Después del insti hay actividades extraescolares	After school there are extracurricular activities	Mascar chicle	Chew gum	Estoy harto/a de	I am fed up with...	Hace sol/ frío	It is sunny/ cold
La hora de comer/ el recreo	Lunchtime/ break	Pero no hay biblioteca	But there is no library	Una chaqueta negra	A black blazer	Una ventaja es que	One advantage is that...	Llueve	It is raining
El instituto empieza a las ocho y media	School starts at 8.30	Después del insti hay actividades extraescolares	After school there are extracurricular activities	Una corbata	A tie	Una desventaja es que	One disadvantage is that...	Están estudiando/ trabajando/ sonriendo	They are studying/ working/ smiling
El instituto termina a las tres y diez	School finishes at 3.10			Unos pantalones negros	Some black trousers			Están en una ciudad/ cafetería/ tienda/ parque	They are in a city/ cafe/ shop/ park
				Una falda gris	A grey skirt			Monta en bici/ hace jogging	S/he rides a bike/ is jogging
				Una camisa blanca	A white shirt			Habla/ come/ bebe/	S/he talks/ eats/ drinks

Year 11 Spanish

Los trabajos		Buscar trabajo		Role plays		150-word winners	
Me gustaría ser/ Quisiera ser	I would like to be	Se busca	Looking for	? Precio	Ask a question about the price: ¿Cuánto es?	Tengo la intención de + infinitive	I intend to
Me gustaría trabajar en	I would like to work in	Creo que soy una persona fiable/ trabajadora/ organizada	I think I am a reliable/ hardworking/ organised person	? Actor favorito	Ask about who is my favourite actor: ¿Quién es tu actor favorito?	Tanto... como...	As As....
Veterinario/a	Vet	Me llevo muy bien con la gente mayor/ la gente en general/ los niños	I get on very well with older people/ people in general/ children	? Familia	Ask any question about my family: ¿Cuántas personas hay en tu familia?	No solo Sino también...	Not only..... But also.....
Profesor/a	Teacher	He trabajado en una oficina/ un hospital/ una tienda/ una escuela	I have worked in an office/ a hospital/ a shop/ a school	? Planes para el futuro	Ask a question about my future plans: ¿Qué piensas hacer en el future?	Por un lado... y por otro lado...	On one hand... and on the other hand...
Peluquero/a	Hairdresser	He trabajado como dependiente/ camarero/a/ repcionista	I have worked as a shop assistant/ waiter/waitress / receptionist	? Profesores	Ask a question about the teachers: ¿Te gustan los profesores?	Además	Moreover
Jardinero/a	Gardener	Puedo empezar en seguida/ el lunes que viene/ en dos semanas	I can start immediately/ next Monday/ in 2 weeks	? Peligros de internet	Ask about the dangers of the internet: ¿Cuáles son los peligro del internet?	Sin embargo	However
Policía	Police officer	Hay que escribir una carta/ un correo electrónico	You must write a letter/ email	? Comida en el restaurante	Ask about the food: ¿Es buena, la comida?	Por lo tanto/ por eso	Therefore
Médico/a	Doctor	Un título universitario	University degree	? Vida sana	Ask whether I lead a healthy lifestyle: ¿Llevas una vida sana?	Aunque	Although
Enfermero/a	Nurse					Cuando sea mayor	When I am older
Abogado/a	Lawyer					Cuando tenga 18 años	When I am 18
Carpintero/a	Carpenter					Dado que	Since/ given that
Traductor/a	Translator						
Porque es un trabajo bien pagado	Because it is a well-paid job						
Porque quiero trabajar con niños/ animales/ al aire libre	Because I want to work with children/ animals/ in the fresh air						

Use this week to revise the content from previous weeks in preparation for your assessment.
Remember: 90-word pieces: You must cover ALL the bullet points Include at least 3 tenses Include 2 opinions
150-word pieces: You must really show off what you can do Include as many tenses as you can, even if the bullet points don't seem to encourage that Include at least 2 opinions and reasons (porque es....) Make sure you write something about both bullet points
Translations: Do the parts you can! The mark scheme awards points for chunks of language
Listening and Reading multiple choice answers: LEAVE NOTHING BLANK!! Always have a sensible guess if necessary.

Use this week to revise the content from previous weeks in preparation for your assessment.

Remember:

90-word pieces:

You must cover ALL the bullet points
Include at least 3 tenses
Include 2 opinions

150-word pieces:

You must really show off what you can do
Include as many tenses as you can, even if the bullet points don't seem to encourage that
Include at least 2 opinions and reasons (porque es....)
Make sure you write something about both bullet points

Translations:

Do the parts you can! The mark scheme awards points for chunks of language

Listening and Reading multiple choice answers:

LEAVE NOTHING BLANK!! Always have a sensible guess if necessary.

Year 11 Verbs and Tenses

Past tense		Present Tense		Future Tense	
Time phrases		Time phrases		Time phrases	
Antes	Before	Normalmente	Normally	En el futuro	In the future
Ayer	Yesterday	Por lo general	In general	Mañana	Tomorrow
La semana pasada	Last week	Hoy	Today	La semana que viene	Next week
El año pasado	Last year	De vez en cuando	From time to time	El año que viene	Next year
Verbs in the Past tense		Verbs in the Present tense		Verbs in the Future tense	
Comí	I ate	Como	I eat	Voy a comer	I'm going to eat
Vi	I watched	Veo	I watch	Comeré	I will eat
Jugué	I played	Juego	I play	Comería	I would eat
Bebí	I drank	Estudio	I study	Voy a ir	I'm going to go
Estudié	I studied	Bebo	I drink	Iré	I will go
Rule Breakers		Rule Breakers		Iría	I would go
Fui	I went	Tengo	I have	Voy a ser	I'm going to be
Hice	I did/made	Soy/ Estoy	I am	Seré	I will be
Fue	It was	Hago	I do/make	Sería	I would be
Tuve	I had	Debo	I have to/must	Voy a hacer	I'm going to do
Había	There was/ were	Puedo	I can	Haré	I will do
		Quiero	I want	Haría	I would do
		Voy	I go	Voy a tener	I'm going to have
		Hay	There is/ are	Tendré	I will have
				Tendría	I would have
				Será	It will be
				Sería	It would be
				Habría	There will be
				Habría	There would be

Year 11 Sport Studies – Contemporary Issues in Sport: Learning Objective 1 & 2



Week One	Week Two	Week Three	Week Four	Week Five
User groups (12): The different groups of people who participate in sport and physical activity: • Gender • People from different ethnic groups • Retired people/people over 60 • Families with children • Carers • People with family commitments • Young children • Teenagers • People with disabilities • Parents (singles or couples) • People who work • Unemployed/economically disadvantaged people Solutions to Barriers (P.P.A.): Solutions to barriers faced by the various user groups are often very similar and be solutions for many of the user groups Provision Promotion Access	Barriers (9): Factors that may make participation particularly difficult: • Employment and unemployment • Family commitments • Lack of disposable income • Lack of transport • Lack of positive sporting role models • Lack of positive family role models or family support • Lack of appropriate activity provision • Lack of awareness of appropriate activity provision • Lack of equal coverage in media in terms of gender and ethnicity by the media Solutions (3) Provision • Provision of appropriate activities • Provision of appropriate sessions • Provision of times for different groups Promotion • Use of targeted promotion • Use of role models • Initiatives to increase participation Access • Increase transport availability • Improved access to facilities • Appropriate pricing / subsidies costs • Availability of appropriate facilities and equipment	Factors that Affect the Popularity of sport: You need to remember the acronym P.A.M.P.E.R.S.S Participation The more people that play the sport is, the more popular it is. Acceptability Some sports are SCene as cruel of violent which effects their popularity. E.g. Boxing. Media coverage: The more media coverage a sport has, more popular it is and can become. Provision: The more facilities/ opportunities available to play the sport, the more popular the sport is/ can become. Environment Your environment and the weather where you live can affect how popular sports are. E.g. Skiing needs cold and mountainous terrain. Roles models Positive Roles models increase participation in the sport as people want to emulate them. Spectator opportunities (live): The more opportunities people have to watch sports will increase participation rates of those sports. Success for teams/ individuals Sporting success inspires people to take part and watch sports.	Values which can be promoted through Sport You need to remember the acronym I.N.F.E.C.T.T Inclusion Sport allows people to be included within teams and competitions. This can be to encourage under-represented social groups to get involved in sport. National Pride Sport develops a sense of pride in the name, culture and practices of a country. National pride is shown when supporters sing the national anthem Fair play Allows you to show polite behaviour which involves respect for fellow competitors and playing by the rules. Excellence Sport helps to encourage and develop excellence. Performers strive to be the best that they can. Citizenship Allows performers to act in a way that citizens of a country should. This can involve getting involved in the local community through sport Team spirit You can gain the feeling of pride and loyalty from being a member of a team which makes you want your team to do well or be the best Tolerance and Respect Helps you to tolerate and understand others and show respect to opponents. This could be respecting different cultures and countries through respecting the national anthem.	Olympic & Paralympic Values The Creed “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.” The Symbol Five interlocking rings to represent the union of the five continents of the world which take part  Olympic Values You need to remember the acronym R.E.F • Respect • Excellence • Friendship Paralympic Values You need to remember the acronym D.I.C.E • Determination • Inspiration • Courage • Equality

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Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<u>Etiquette, Sportsmanship and Gamesmanship</u> <u>Etiquette</u> Etiquette are the unwritten rules of a sport. E.g. Kicking the ball out of play when someone is injured. E.g. Not walking across someone else's putt in golf. <u>Gamesmanship</u> Bending the rules to gain an advantage. E.g. Re-tying shoelaces when an opponent is about to serve in tennis. E.g. Diving in football. <u>Sportsmanship</u> Good behaviour / following the rules. E.g. Shaking hands at the end of the game in football. E.g. Applauding another gymnast's routine when they have finished.	<u>The importance of Etiquette and sporting behaviour of performers</u> - Performing in a fair way - Promoting positive values - Keeping yourself and other performers safe - Respecting performers in your own team and on the opposition - Being a positive role model for young children <u>The importance of Etiquette AND sporting behaviour of spectators</u> - Allows athletes to focus on their performance in silent sports. E.g. Snooker and gymnastics - Positive experience for fans watching the sport to grow popularity - Keeps all spectators/ fans safe	<u>The use of Performance Enhancing Drugs (PEDs) in Sport</u> <u>Reasons why PEDs are used</u> - To lose weight - To mask pain - Increased ability to train - Improved recovery - Improved performance - Improve strength - Pressure to win - Belief that others are taking them <u>Reasons against using PEDs</u> - Unfair advantage - Suffer long term ill-health - Become addicted - Damage reputation - Harsh consequences when caught - Immoral to take PEDs and cheat <u>Impact of drug taking on the reputation of sport</u> - Reputation of the sport can be damaged - Spectators may question whether the sport is clean and fair - People will mistrust the results of the sport - Spectators think all performers involved in the sport are cheating <u>Performance enhancing drugs</u> - Beta Blockers - Anabolic steroids - Narcotic Analgesics - Diuretics - Stimulants - Peptide Hormones: EPO / Blood doping	<u>The role of WADA (World Anti-Doping Agency)</u> WADA's aim is to eradicate the use of PEDs: They aim to do this by: - Testing - Sanctions & Penalties - Education Initiatives - The Whereabouts Rule <u>Testing</u> Testing can be done in four main ways: - Blood sample - Urine sample - Hair sample - Nail sample <u>Sanctions and Penalties</u> - Bans for all those found guilty. - Fines if found guilty Athletes may also: - Lose sponsorship - Lose medals they have previously won - Lose records they have previously attained <u>Education Initiatives</u> - Programmes which show the negative impacts on health of taking drugs	<u>The Whereabouts Rule</u> A small number of elite athletes may be tested for illegal or performance enhancing drugs. Not only during competition but also outside of competition. <u>How it works?</u> - Athletes are required to report their 'whereabouts' (location) for one hour of every day. - This allows drug testers to turn up at the place and time the athlete said they will be to complete random drug testing on the athlete. - Turning up with no notice is vital as it means WADA can test athletes at random points to catch anyone using PED's. <u>Missed Tests</u> - For missing tests athletes can be banned for up to four years from playing their sport. - E.g. Rio Ferdinand missed a test and was given a 6 month ban from playing football. <u>Athletes who have been caught</u> - Paul Pogba - Anabolic steroids - Lance Armstrong – Peptide Hormones - Tyson Gay - Anabolic steroids





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Church of England School