

YEAR 11 EASTER EXPECTATIONS

ART AND DESIGN

Students are preparing for their 10 hour exam which begins the week after the Easter holiday. Students should make good use of the time during this holiday producing extra studies in appropriate media providing more evidence of artwork that leads towards the final piece. Students all have a check list that links to the assessment objectives and should ensure they have produced enough evidence to meet each of the objectives.

Students also need to ensure all coursework is complete from previous projects and fill any gaps identified on the last assessment. Each student has bullet points they should be addressing in order to raise the standard of their portfolio.

DANCE

Section A

Task 1: Using the flash cards you have been given practice responding to exam questions (Aim to complete 5 questions per revision session - working your way through the pack).

Task 2: Use your subject knowledge vocab booklet to create your own flash cards to revise the definition for each of the key terms. We will use these flash cards in lesson after Easter.

Section B

Complete x2 choreography questions of your choice in your pink section B booklet. Ready to hand in for marking first lesson back.

Section C

Task 1: Watch the six professional works and corresponding interview's Links are on the TEAMS page.

Task 2: Use your knowledge organiser to practice recall of key information for the six professional works. Create mind map on each work - check for information that you missed. Add the missing information in a different colour so that you know what you need to practice recalling.

DESIGN TECHNOLOGY

1. Complete amendments to criteria 1-3, work has been printed and handed to pupils and feedback has also been emailed.

2. Transfer the written production record into the printed production record, this has been set as an assignment on teams, with examples.

a) Explain what you have done for each stage of your making, remember to include tools used.

b) Write modifications in that you have made along the way, this will include filing joints to fit and any chiseling sections down.

c) Research how the manufacturing process would have been completed in industry, then write it in your own words.

d) You need to write checks that you have made along the way to ensure your product is accurate. (RM) This may include filling in joints, cutting joints again because they weren't good enough, sanding surfaces down further to ensure they are smooth and applying another layer of finish to protect the surface. (TEX) This may include, unpicking certain seams because they weren't aligned, unpicking seams because the panels weren't correctly aligned. Having to tack and pin to ensure the fabric doesn't slip, testing the width of the stitch first on different fabric.

e) Include any Health and safety issues you have had to think about and adhere to when constructing your product.

f) Any environmental issues that you have taken into account, this will link to the 6 R's Recycling, Recycle, Rethink, Refuse, Reuse, Repair and Reduce.

g) Write in people's options you had along the way of making, this will include questions you have asked people, for example, do you think this shelf should be higher, what type of finish looks better and where should I position my handles.

Once the record has been completed, work needs to be emailed or shared via teams.

3. Using the knowledge organisers revise from K010-K020, exam questions based on these pages will be given in class the first week back after Easter.

DRAMA

1. If you are a performer for the scripted part of the exam, then you need to be learning your lines - these should ALL be learned for when you return to school after the Easter holidays - both scenes!!

2. If you are a designer, then you should annotate (write on) your script with ideas for your designs - whether that be sound or lighting.

3. Revise the roles and responsibilities pages that are in the files section of your Teams page.

4. Complete the two Blood Brothers papers that are in the 'Easter Work' folder in the files section of our Teams page. If you are feeling confident, then do these as timed (55 mins) - if not then take as long as you want.

5. Complete 1 Billy Elliot essay from the example questions in the 'Easter Work' folder in the files section of our Teams page. If you are feeling confident, then do this as timed (40 mins) - if not then take as long as you want.

ENGLISH

Please see the English revision guide on your English class Team.

COMPUTER SCIENCE

1. On a blank piece of paper. Draw the inner workings of a computer system. Your diagram must include:
 - a. CPU (including components within the CPU (CU, ALU and all registers)
 - b. RAM
 - c. Storage
 - d. Annotations
 - i. Purpose of each component
 - ii. Difference between RAM and ROM
 - iii. Role of the FDE cycle and registers used
 - iv. Summary of the three different types of storage technologies (Pros/Cons)
2. Carry out 10 of your own binary to denary conversions, binary addition and hexadecimal conversions.
3. Memorise all the keywords we have covered in the last few lessons that are in your exercise book.
4. To practise your programming techniques:
 - a. Create a login program using Python.
 - b. Ensure it has good validation, sequence, selection and iteration.

FAITH AND ETHICS

1. Complete the two "12-Mark Planning Grids" set by your class teacher. These are the ones we are doing every lesson for homework.
2. Go on to your year 11 teams page and find the Faith and Ethics practice questions. Complete at least 1 of each question type from each of the 8 units (1,2,4,5 and 12).
3. Use the practice questions and your basic essentials revision guides to plan as many of the past 12 markers as you can. Do these in the same way that you do on planning grids. This means coming up with 3 ideas for, 3 ideas against, a conclusion and a quote.
4. Memorise the top 5 quotes sheet in preparation for a "religious teachings knowledge test" after Easter.

FRENCH & SPANISH

The focus over Easter must be oral exam preparation for week beginning Tues 2 May until Thurs 11th May. Pupils have been issued with exemplar general conversation questions but further examples can be found on Teams.

Days 1-3 pupils should revise Theme 2 topics - House, Home and Local Area - prepare and learn answers to the questions on these topics ensuring a variety of tenses, opinions and vocabulary.

Days 4-5 pupils should review questions on Theme 2 and prepare and learn answers to questions on Holidays and Customs & Festivals from Theme 1

Days 6-8 pupils should review all questions to date and prepare and learn answers to questions on School and education

Days 9-11 review questions from days 1-8 and prepare and learn answers to questions on Theme 1 family, relationships and personal future plans.

Days 12-14 review all questions and prepare and learn answers to questions on Theme 1 technology and free time.

Parents can assist by reading out the questions as it is imperative that pupils practise their answers by speaking aloud.

Week 17th April of 24th April pupils should continue to review and learn answers to questions on social and global issues.

There will be revision sessions every day (except Tuesdays) after school for pupils to practise with a teacher.

For Spanish - pupils should also use the roleplay and photo card booklets. Questions for the photo card also make good general conversation questions.

GEOGRAPHY

Focus on Case Studies. The 8 and 12 mark questions on paper 1 and 2 always focus on the 10 named case studies. These questions count for one third of the marks, so a solid understanding of them is essential.

- 1) Use the text book or knowledge organisers to make a list of all the UK and World case studies. Identify where in the paper they will appear. For example, A UK river basin or UK coastline will appear in Section 1.1 of Living in the UK today.
- 2) Use your text book or the knowledge organiser to refresh your knowledge of each case study. For example, for the Gunung Leuser National Park, you should read pages 23-25 of The World About Us.
- 3) Use your favoured memorisation technique (flash cards, mind maps, etc) to make a simple one A4 revision aid on each case study. As Indonesia is such a large case study you may need to use two pages of A4.
- 4) Each revision aid should contain the name of the place and the location, either globally or within the UK. The notes should summarise the key information about each case study.
- 5) Visit your class Team on Teams to see the questions your teacher will set regarding each case study. Do your best to answer each question. The aim is for every one to be able to write something about each case study.
- 6) Your teacher will also post model answers to each question. Check your own answer against the model answer. Leave that case study for a day or two and then try to rewrite an improved answer.
- 7) Should you finish this and have spare time read ahead in the text book The World About Us to cover the remaining lessons in Section 2.3. This advanced reading will make your final lessons all the more productive. For those who do not have a text book an online version can be found at:
The World About Us : Clive Searle - Book2look

MEDIA

1. Take the theory flash cards home and get family members to test you or test yourself on the theories. I will test you when you come back after Easter.
2. If possible, watch The Avengers TV series Season 4 Episode 1 and Cuffs Season 1 Episode 1. (1.99 on You Tube or €2.49 on Prime) Look specifically at camera shots and angles and why they have been used. Make notes about this in your book.
3. Read through the student pack on TEAMS about The Observer newspaper and answer the questions on page 10 & 11. You will have a Paper 2 mock in class the second week back after Easter.
- 4.a. Choose 2 key events from the 1960s and explain how they influenced The Avengers.
b. Choose 2 key events from the 2000s and explain how they influenced Cuffs.

GRAPHIC DESIGN

Students are currently working on the Component 2 project. They have spent several weeks preparing by collecting research and starting their initial design ideas. Students can now only work on this project during supervised sessions in lesson time.

We would encourage students to continue working on Component 1 (coursework) This includes a range of different projects from year 10 and year 11. They can make additional improvements to their coursework projects by:

- ✓ Creating new designs for individual projects
- ✓ Improving existing design ideas
- ✓ Including more research and annotations about their artistic references
- ✓ Taking photographs to support certain projects:
 - a) Sports shoes (magazine project)
 - b) Musical instruments (CD/ album cover project)
 - c) Modern/ contemporary architecture (architecture project)
- ✓ Improve the layout of the digital portfolio (all students have a PowerPoint which includes evidence of coursework projects) Re-positioning, re-sizing images/ design ideas/ research imagery/ annotations to better communicate ideas where appropriate.

HEALTH & SOCIAL CARE

Students will be resitting the Component 3 Health and Social Care exam on the 19th May 23.

To prepare for this,

1. Log in to the revision guide: Activelearn – ActiveLearn (pearsonactivelearn.com) – Username: pearson@turton.uk.com – Password: Pearson10#
2. Start from the beginning, Health and wellbeing, factors and life events (pages 1-20), check your flash cards, previously created for the January paper, cover each factor and life events.
3. Each flash card should have the name of the factor or life event e.g. Genetic inheritance, and HOW it will affect Health and Wellbeing (P.I.E.S) Memorise positives and negatives.
4. Read Health indicators page 21-28, Use the A3 Knowledge organiser to memorise at least 2 current risks and long term/future risks for each.
5. Revise how to create Health Well-being plans, page 33 onwards, including recommended actions, short term targets, long term targets and sources of formal and informal support. Use the A3 Knowledge organiser to memorise some examples.
6. Create flash cards on the potential barriers/obstacles individuals could face preventing them to follow the Health and Wellbeing plan. (page 39-46)

HISTORY

Please find the History guide for Easter:

Read your Norman England Knowledge Organisers. There are three: Conquest and Control; Life under the Normans and The Norman Church. There will be a knowledge test on these when we return after the Easter break.

Plan this question: Explain the importance of leadership in the outcome of the Battle of Hastings [8 marks]

Read through your Norman England content booklet. Create a summary for the following topics: Contenders for the throne; Battle of Stamford Bridge; Battle of Hastings; Norman methods of control (Castles, Feudal system and Domesday Book) and Rebellions.

Re-read your summary sheet about the Norman impact on Yorkshire

Plan this question: The North created the most problems for William I after the Norman Conquest. How far does a study of the Norman impact on Yorkshire support this statement? (16 marks)

HOSPITALITY & CATERING – REVISION ON TEAMS

Go onto the group Teams for Hospitality & Catering. Click on Files and the revision folder for unit 1. Read chapter 12 Environmental Health Officer. Watch the video from slide 10 to help you understand what a EHO does during an inspection. Then using the knowledge organiser for the EHO and the knowledge from the PP answer the environmental health officer exam questions.

Again on teams in the revision unit 1 folder open chapter 1 'The Hospitality and Catering Industry' from slide 8 onwards select 3 types of the chefs from the kitchen brigade and write out their responsibilities, qualifications and skills that they need to complete their job. Answer the exam questions on slide 25 and then check your answers using the mark scheme on slide 26.

From Chapter 8 – Risks and Control measures have a look through the power point and begin to identify hazards in a kitchen, hotel or restaurant and how they can be avoided by putting in place control measures to stop them from happening. There are some exam questions on slides 18 & 20 for you to answer.

MATHS

Follow specific instructions which will be given to you by your maths teacher – work will be sent home for you to cover over the break

PHOTOGRAPHY

As students will have begun the 10 hour assessment period for the exam project prior to Easter they can no longer add to the prep work for this. They can and should however use the latest assessment feedback to ensure they have completed the additional work identified as being required to improve the standard of their coursework portfolio.

SCIENCE

Please see 10-week plans provided by the Science Department

These have been sent out to all Y11 on school email, and on Teams on 'Y11 Announcements'

You also have Knowledge packs for Biology, Chemistry and Physics sent out the same way every Monday to work through, that cover each of the 10 weeks on the plan

BUSINESS STUDIES

Please can you complete the booklets that you have been given in class and at parents' evening.

PHYSICAL EDUCATION

1. Musculo-skeletal system

- Structure - Bones/muscles
- Functions of the skeleton (MRSP)
- Joints/Movements at each joint
- Role of ligaments and tendons
- Antagonistic pairs - Pairs and movement. What is the agonist and antagonist muscle in that movement?
- Muscle fibre type - Understanding of Type 1 / Type 2a /Type 2x - Characteristics and sporting example.

2. Cardio-respiratory system

- 5 functions of the cardiovascular system - CONTROL BLEEDING
- Structure of the heart
- Structure and function of blood vessels (Arteries/Capillaries/Veins) Role and characteristics.
- Blood shunting
- Function of blood (red & white blood vessels/Platelets/Plasma)
- Composition of air - O_2 / CO_2 /Nitrogen. Breathing in and breathing out. What happens to the % when we start to exercise?
- What is vital capacity/Tidal volume?
- Structure of the respiratory system. Pathway of air through it.
- Gaseous exchange

3. Anaerobic and Aerobic respiration

- Energy equation for both

4. Short term effect of exercise

- Muscles - Difference between cramp and lactate accumulation - Impact on performer.
- Heart - Stroke volume/cardiac output increases - Why - Impact on performer.
- Respiratory system - Depth and increase number of breaths. Increase tidal volume. Why - Impact on performer?

5. Lever systems and planes and axes of movement

- Identify and understand 1st/2nd/3rd class levers and apply a relevant sporting example. FLE-123
- Identify 3 planes of movement and the axes that matches with it. Know a sporting example.

6. Fitness

- What are the 11 components of fitness? Can you define them?
- What are the fitness tests for each component?

7. Principles of training

- Individual needs/specificity/progressive overload/FITT principle/overtraining/reversibility/thresholds - Maximum heart rate - Karvonen formula. What is this? And what percentage for Aerobic/Anaerobic respiration?

8. Training methods

- Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning).
- You need to be able to explain each, giving advantages and disadvantages for each. Also link to what component of fitness it develops?

9. Long term effects of exercise

- Muscular effects - What is muscular hypertrophy? How can muscular strength improve a performance? How can muscular endurance improve a performance?
- Skeletal effects - How is bone density increased? How can it benefit older people? How can it impact a rugby performance?
- Cardiovascular effect - Decreased resting heart rate/Decreased resting stroke volume/cardiac output. Cardiac hypertrophy/Capillarisation/ increased number of red blood cells/ Drop in resting blood pressure/ More elastic walls of vessels. How will each of these improve a performance of a long distance runner/cyclist?
- Respiratory effects - Increased number of alveoli/ Increased strength of diaphragm/Increased strength of intercostal muscles. How will each of these improve the performance of a long distance cyclist/runner?

10. Injuries

- How to avoid injury - Correct use of principles of training - Apply and example for each. Protective clothing and equipment - What examples can you think of? (Check facilities)
- How to carry out a 3 stage warm up. What are the 3 stages? What are the 3 stages of a cool down?
- What injuries can occur - Name fractures? / Dislocation/ Sprain/strain/Torn cartilage/Soft tissue injury/ Tennis elbow
- How to treat injury using RICE. What is this?

11. Performance enhancing drugs

- Their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping. What does each drug do and the impact it has on performance. What are the side effects? Why do people do it?