Year 11

Term 2 Knowledge Organisers and Retrieval Quizzes

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Maths

Year 11 Foundation Knowledge Organiser – Term 1

Topics: Ratio, 3D Shapes, Surface Area, Volume, Standard Form, Statistics

Key Knowledge & Skills

1. **Ratio & Proportion**
    - **Simplify: 10:25 = 2:5**
    - **Direct proportion: $y \propto x \rightarrow y = kx$**
    - **Example: Recipe scaled up/down**
2. **3D Shapes**
    - **Volume & surface area formulas: cuboids, prisms, cylinders**
    - **Sphere: $V = \frac{4}{3}\pi r^3$, $SA = 4\pi r^2$**
    - **Cone: $V = \frac{1}{3}\pi r^2 h$, $SA = \pi r(l + r)$**
    - **Pyramid: $V = \frac{1}{3}$Base Area $\times h$**
3. **Standard Form**
    - **Large numbers: 4500 → 4.5×10^3**
    - **Small numbers: 0.0032 → 3.2×10^{-3}**
4. **Statistics**
    - **Mean, median, mode, range, IQR**
    - **Scatter graphs: correlation, line of best fit**
    - **Sampling limitations, predicting trends (interpolation & extrapolation)**

Year 11 Higher Knowledge Organiser – Term 1

Topics: Proportion, Sequences, Graphs

Key Knowledge & Skills

1. **Proportion**
    - **Direct:** $y \propto x \Rightarrow y = kx$
    - **Inverse:** $x \propto 1/y \Rightarrow xy = k$
    - **Graphs: direct → straight line through origin, inverse → hyperbola**
2. **Sequences**
    - **Linear:** $a_n = a + (n-1)d$
    - **Quadratic:** $n^2, n^2 + n$
    - **Fibonacci / triangular sequences**
    - **Find nth term using differences**
3. **Graphs**
    - **Linear:** $y = mx + c$**→ gradient = m, intercept = c**
    - **Coordinates in all four quadrants**
    - **Parallel lines: same gradient, perpendicular: product of gradients = -1**

Year 11 Foundation Tier- Term 1 Knowledge Retrieval Quiz

Questions:

1. Express 2:5 as a fraction
2. Divide 60 in the ratio 2:3
3. Solve: $2x + 7 = 19$
4. Find the surface area of a cuboid with $l = 5, w = 3, h = 2$
5. Volume of a prism with base area 12 and height 5
6. Convert 0.00045into standard form
7. Calculate mean from data: 5, 7, 8, 10, 5
8. Find the range of: 5, 7, 8, 10, 5
9. Draw a line of best fit for a scatter graph
10. Recognise correlation in a scatter graph (positive/negative/no)
11. Express 2:3 as a linear function ratio
12. Compare volumes of 2 spheres: r = 3cm and r = 6cm
13. Convert 4500 cm² to m²
14. Calculate the area of a triangle with base 5cm and height 8cm
15. Calculate the surface area of a sphere with r = 3 cm ($4\pi r^2$)

Answers

1. $\frac{2}{7}$
2. Parts = 2+3=5 → 60 ÷ 5 = 12 → 2 parts = 24, 3 parts = 36
3. $x = 6$
4. SA = 2(lw + lh + wh) = 2(15 + 10 + 6) = 62 cm²
5. Volume = base × height = 12 × 5 = 60
6. 4.5×10^{-4}
7. Mean = (5+7+8+10+5)/5 = 35/5 = 7
8. Range = 10 - 5 = 5
9. Drawn by student
10. Recognise trend
11. y = (2/3)x
12. Volume ratio = 27:216 = 1:8
13. 4500 ÷ 10000 = 0.45 m²
14. Area = ½ × base × height = ½ × 5 × 8 = 20 cm²
15. SA = 4 × π × 3² = 36π ≈ 113.1 cm²

Year 11 Higher Term 1 Knowledge Retrieval Quiz

Questions

1. Solve: $y = k/x$when $k = 12, x = 3$
2. Write the first 5 terms of the sequence: 2n + 1
3. Find the nth term of 3, 7, 11, 15…
4. Identify sequence type: 1, 4, 9, 16…
5. Solve: $2x + 5 = 3x - 7$
6. Work out gradient: points (2,3) and (5,15)
7. Find y-intercept of $y = 2x + 7$
8. Solve $y = 3x + 4$for x when y = 19
9. Determine equation of a line through points (0,2) and (3,8)
10. Solve quadratic sequence: $n^2 + n$ for n = 5
11. Recognise geometric sequence: 2, 6, 18, 54…
12. Plot linear graph for y = 2x + 1
13. Identify parallel lines: y = 2x + 3 and y = 2x - 4
14. Identify perpendicular lines: y = ½x + 3 and ?
15. Find nth term of quadratic sequence: 2, 6, 12, 20, …

Answers

1. $y = 4$
2. 3, 5, 7, 9, 11
3. nth term = 4n - 1
4. Square numbers sequence
5. x = 12
6. Gradient = (15-3)/(5-2) = 12/3 = 4
7. y-intercept = 7
8. 19 = 3x + 4 → x = 5
9. Gradient = (8-2)/(3-0) = 6/3 = 2 → y = 2x + 2
10. n = 5 → 5^2 + 5 = 30
11. Ratio = 3 → geometric
12. Draw line through y = 2x + 1
13. Same gradient = parallel
14. Gradient = -2 → y = -2x + c
15. Differences: 4,6,8 → nth term = n^2 + n

Year 11 English Knowledge Organiser – Term 1

Focus: ***Modern Texts – 'Lord of the Flies' / 'An Inspector Calls' • Human Nature & Responsibility • Whole-Text Analysis***

Key Knowledge

- Understand core themes: power, morality, social responsibility, and human nature.
- Identify 3 key ideas and quotations for each main character and theme.
- Recognise how writers reflect C20 context (e.g. post-war society, class division).
- Apply whole-text analysis to show change and development over time.
- Evaluate how structure, form, and dialogue reveal theme.
- Practise comparative and evaluative writing for exam questions.

Key Skills

- **Essay Planning:** Thesis → 3 developed ideas → evaluation.
- **Quotation Selection:** Memorise concise evidence.
- **Contextual Linking:** Explain how ideas reflect society.
- **Critical Evaluation:** Explore alternative interpretations.
- **Whole-Text Control:** Refer to beginning, middle, end.

Key Vocabulary

Responsibility | Morality | Class | Authority | Corruption | Society | Symbolism | Structure | Conflict | Human Nature | Power | Injustice

Retrieval & Reflection

1. What is Priestley's message in *An Inspector Calls*?
2. How does Golding explore human nature?
3. Give one quotation that shows power and control.
4. How does context influence themes?
5. What is social responsibility?
6. How does structure reveal character change?
7. How can you link language and context in analysis?

Year 11 English Term 1 Knowledge Retrieval Quiz

Focus: *Modern Texts – Lord of the Flies / An Inspector Calls*

1. Name one main theme in *Lord of the Flies*.
2. What is social responsibility?
3. Who is the inspector in *An Inspector Calls*?
4. Give one quotation that shows power or control.
5. How does context influence the text?
6. Name one character in *Lord of the Flies* and their key trait.
7. Give a quotation illustrating human nature in Golding's novel.
8. What is the structure of an analytical paragraph?
9. How does Priestley explore morality?
10. How is authority shown in *Lord of the Flies*?
11. What is the importance of class in *An Inspector Calls*?
12. How does dialogue reveal character?
13. Give one example of symbolism in *Lord of the Flies*.
14. Why is whole-text analysis important?
15. How can linking language and context strengthen analysis?

Answers – Year 11 English Quiz

1. Human nature / morality / power / society / civilisation vs savagery
2. Taking responsibility for one's actions and their effect on others
3. Inspector Goole
4. Example: "We don't live alone. We are members of one body."
5. Post-war Britain, social inequality, class division
6. Ralph – leadership; Jack – aggression; Piggy – intelligence
7. "Maybe there is a beast… maybe it's only us."
8. Point → Evidence → Explanation → Link
9. Through Inspector's speeches and characters' actions
10. Through leadership struggles and rules on the island
11. Highlights inequality and social division
12. Reveals thoughts, priorities, and motives
13. The conch – order and civilisation
14. Allows connections across the whole narrative and themes
15. Shows how language choices reflect ideas shaped by context

Sports & Health

Year 11 Knowledge Organiser – Term 1

Focus: Sport Studies (SS) & Health & Social Care (HSC) • SS Task 4 Final Coursework • HSC R032 Exam Revision • R035 Coursework Introduction

Key Knowledge

- Complete the final written elements of **Sport Studies Task 4**, meeting all assessment objectives.
- Consolidate knowledge of **R032** Health & Social Care exam content: key principles, case studies, and assessment questions.
- Begin the final coursework unit, **R035**, focusing on practical application of theory.
- Understand how coursework and exam units combine to form your final grade.
- Learn and apply effective exam and revision techniques, including use of past papers.
- Develop independence, organisation, and accountability for learning.

Key Skills

- **Exam Technique:** Reading questions carefully, structuring clear responses.
- **Coursework Completion:** Applying feedback to refine final drafts.
- **Critical Thinking:** Linking case study evidence to theoretical knowledge.
- **Revision Planning:** Using active recall and spaced practice.
- **Time Management:** Balancing exam prep and coursework deadlines.
- **Resilience:** Managing workload and responding positively to feedback.

Key Vocabulary

- R032 | R035 | Coursework | Evaluation | Assessment Criteria | Evidence Portfolio | Mock Exam | Time Management | Independent Study | Reflection | Application

Retrieval & Reflection

1. What are the key content areas covered in R032?
2. How can you ensure your Task 4 coursework meets the criteria?
3. What strategies help you revise effectively for exams?
4. How will R035 build on what you've learned so far?
5. Describe one improvement you've made in managing your coursework.
6. How can you balance practical and written demands successfully?

Year 11 Term 1 Knowledge Retrieval Quiz 1

1. What unit is the final coursework for Sport Studies?
2. What is R032?
3. What does R035 focus on?
4. What does “evaluation” mean?
5. How can past papers help revision?
6. Name one good exam technique.
7. What is meant by “evidence portfolio”?
8. Why is time management essential?
9. How do coursework and exams combine for the final grade?
10. What is a mock exam?
11. What is one benefit of active recall?
12. Why is feedback important before submission?
13. What is independent study?
14. Give one revision strategy.
15. Why is reflection useful after assessment?

Answers

1. Task 4.
2. Exam unit in Health & Social Care.
3. Final coursework unit focusing on practical application.
4. Judging strengths and weaknesses.
5. Show question style and practice timing.
6. Read question carefully, plan answer.
7. Collection of work proving achievement.
8. Ensures all tasks completed on time.
9. Both contribute to overall qualification score.
10. Practice exam under timed conditions.
11. Strengthens memory and recall.
12. Helps correct mistakes before final submission.
13. Working and revising without direct teacher input.
14. Flashcards, mind-maps, or practice questions.
15. Improves future performance.

Year 11 Classical Civilisation Knowledge Organiser – Term 1

Focus: ***'The Odyssey' • Themes • Poetic Techniques • Evaluation & Analysis***

Key Knowledge

- Recall key episodes from Books 1–24.
- Explore characterisation of Odysseus, Penelope, Telemachus, Athene, the suitors.
- Understand themes of homecoming, revenge, justice, and fate.
- Identify epic conventions and Homeric language techniques.
- Evaluate how Homer presents heroism and morality.
- Practise extended analytical responses linking evidence to judgement.

Key Skills

- **Detailed Recall:** Retain events and sequence.
- **Evaluation:** Assess Homer's messages about human behaviour.
- **Analytical Structure:** Point → Evidence → Explanation → Judgement.
- **Comparative Evaluation:** Compare divine and human actions.
- **Exam Practice:** Timed essay questions and source analysis.

Key Vocabulary

Epic | Xenia | Hubris | Kleos | Nostos | Fate | Divine Intervention | Morality | Heroism | Retribution | Justice | Symbolism

Retrieval & Reflection

1. What does "hubris" mean?
2. How does Homer show justice and revenge?
3. Why is Xenia important in Greek culture?
4. Give one example of divine intervention.
5. What does Penelope represent in the poem?
6. How does Homer balance fate and free will?
7. What makes Odysseus a flawed hero?

Year 11 Classical Civilisation Term 1 Knowledge Retrieval Quiz

Focus: *The Odyssey – Themes & Poetic Techniques*

1. Name one major theme in the *Odyssey*.
2. What is kleos?
3. Who is Telemachus?
4. Give one example of divine intervention.
5. Define “epic convention”.
6. How does Homer present heroism?
7. Name one flaw of Odysseus.
8. What is xenia and why is it important?
9. Give an example of a Homeric simile.
10. Define “hubris”.
11. How does Penelope demonstrate loyalty?
12. What is nostos?
13. How does fate influence the story?
14. Why is characterisation important in the epic?
15. What is the role of oral tradition in preserving the *Odyssey*?

Answers – Year 11 Classical Civilisation Quiz

1. Homecoming / heroism / loyalty / revenge / fate
2. Glory or reputation achieved through deeds
3. Odysseus' son
4. Athene guiding Odysseus or Poseidon punishing him
5. Traditional features of epic poetry (e.g., long speeches, in medias res, epic similes)
6. Through deeds, decisions, and leadership, balanced with flaws
7. Deceit, pride, occasional selfishness
8. Hospitality; ensures moral and social order
9. Comparing Odysseus' suffering to a fisherman catching a fish
10. Excessive pride leading to downfall
11. By remaining faithful and clever while waiting
12. The journey home

Year 11 Term 1 – French Knowledge Organiser

Theme: Holidays

Grammar & Key Structures

- Weather expressions
- Imperfect tense: être, avoir, faire
- Perfect tense (passé composé)
- Combining tenses: PF & IMPF, F & NF
- Passive voice
- Adjectives ending in -able & agreement
- Prepositions: countries & transport, pour & sans + infinitive, dans/en
- Pronouns: y, en

Extra Vocabulary

French	**English**
Les vacances	Holidays
Le soleil	Sun
La pluie	Rain
La mer	Sea
La montagne	Mountain
Voyager	To travel
Faire du ski	To ski
Aller en avion	To go by plane
Je suis allé(e)	I went
Je visitais	I used to visit
C'était fantastique	It was fantastic

Key Skills

- Talk about holidays, weather, and transport

- Use multiple tenses in combination
- Describe experiences and preferences
- Apply passive voice and pronouns

Year 11 Term 1 – French Knowledge Retrieval Quiz 1

Theme: Holidays

1. Translate: "holidays"
2. Translate: "sun"
3. Translate: "rain"
4. Translate: "sea"
5. Translate: "mountain"
6. Translate: "to travel"
7. Translate: "to ski"
8. Translate: "I went"
9. Translate: "I used to visit"
10. Translate: "it was fantastic"
11. Translate: "by plane"
12. Translate: "I am going to visit"
13. Translate: "weather"
14. Form past perfect of “I went to the mountain”
15. Translate: "I stayed at a hotel"

Answers:

1. Les vacances
2. Le soleil
3. La pluie
4. La mer
5. La montagne
6. Voyager
7. Faire du ski
8. Je suis allé(e)
9. Je visitais
10. C’était fantastique
11. Aller en avion
12. Je vais visiter
13. Le temps / La météo
14. J’étais allé(e) à la montagne
15. J’ai logé à l’hôtel

Year 11 Term 1 – Spanish Knowledge Organiser

Theme: Holidays

Grammar & Key Structures

- Para + infinitive
- Position of adverbs of time, manner, place
- Comparative structures: más…que / menos…que / tan…como
- Irregular comparatives: mejor / peor

Extra Vocabulary

Spanish	**English**
Las vacaciones	Holidays
El sol	Sun
La lluvia	Rain
El mar	Sea
La montaña	Mountain
Viajar	To travel
Esquiar	To ski
Ir en avión	To go by plane
Fui / Fuimos	I went / We went
Era / Eran	It was / They were
Fue fantástico	It was fantastic

Key Skills

- Talk about holidays, weather, and transport
- Use multiple tenses correctly
- Compare experiences
- Apply correct adverb placement and comparatives

Year 11 Term 1 – Spanish Knowledge Retrieval Quiz 1

Theme: Holidays

1. Translate: "holidays"
2. Translate: "sun"
3. Translate: "rain"
4. Translate: "sea"
5. Translate: "mountain"
6. Translate: "to travel"
7. Translate: "to ski"
8. Translate: "I went"
9. Translate: "it was fantastic"
10. Translate: "I used to go"
11. Translate: "by plane"
12. Translate: "I am going to visit"
13. Translate: "weather"
14. Write Spanish for "I stayed at a hotel"
15. Write Spanish comparative: "more beautiful than"

Answers:

1. Las vacaciones
2. El sol
3. La lluvia
4. El mar
5. La montaña
6. Viajar
7. Esquiar
8. Fui
9. Fue fantástico
10. Iba
11. Ir en avión
12. Voy a visitar
13. El tiempo / La meteorología
14. Me alojé en un hotel
15. Más … que

Geography

Year 11 Knowledge Organiser – Term 1

Key Knowledge & Skills

Urbanisation – Mumbai Case Study:

- **Introduction:** Megacity in India; rapid population growth due to rural-urban migration.
- **Importance:** Economic hub, port city, cultural influence.
- **Social Opportunities:** Education, healthcare, housing, social mobility.
- **Economic Opportunities:** Industry, trade, employment, services.
- **Challenges:** Slums, informal housing, overcrowding, pollution, traffic congestion.
- **Urban Planning:** Redevelopment projects, improving infrastructure, transport solutions.

Sustainable Urban Living:

- **Definition:** Meeting present urban needs without compromising future generations.
- **Examples:** BedZED (London) – energy-efficient housing, renewable energy, recycling.
- **Sustainable Transport:** Cycle lanes, electric buses, park-and-ride schemes (Bristol example).
- **Assessment Prep:** Compare sustainable practices, evaluate urban planning strategies.

Key Vocabulary & Examples

- Urbanisation, megacity, population density, migration
- Slum, informal housing, pollution, traffic congestion
- Sustainable development, renewable energy, recycling
- Infrastructure, transport, urban planning
- Quality of life, environmental impact, regeneration

Year 11 Geography Term 1 Knowledge Retrieval Quiz 1

Topic: Urbanisation & Sustainable Urban Living

Questions

1. What is urbanisation?
2. Name one megacity studied.
3. Why do people migrate to cities?
4. Give one social opportunity in Mumbai.
5. Give one economic opportunity in Mumbai.
6. Name one urban challenge in Mumbai.
7. What is informal housing?
8. What is sustainable urban living?
9. Name one example of a sustainable urban project.
10. Give one feature of BedZED.
11. Name one sustainable transport example in Bristol.
12. Why is urban planning important?
13. What is population density?
14. Give one environmental impact of urbanisation.
15. Name one way urban areas can be made more sustainable.

Answers

1. The growth of towns and cities as people move from rural areas.
2. Mumbai.
3. Employment, education, healthcare, better opportunities.
4. Education, healthcare, housing, social mobility.
5. Industry, trade, services, employment.
6. Slums, overcrowding, pollution, traffic.
7. Housing built without planning permission, often poorly constructed.
8. Meeting present needs of a city without harming future generations.
9. BedZED, London.
10. Energy-efficient homes, renewable energy, recycling.
11. Cycle lanes, electric buses, park-and-ride.
12. To improve infrastructure, housing, and transport.
13. The number of people per km^2.
14. Pollution, traffic congestion, heat islands.
15. Renewable energy, sustainable transport, green spaces, waste reduction.

History

Year 11 Knowledge Organiser – Term 1

Topic: Life in Germany – Paper 3 Unit 5

Key Knowledge

Post-WW1 Germany:

- Treaty of Versailles 1919 – reparations, territorial loss, army restrictions.
- Stab-in-the-back myth blamed Weimar politicians.
- New constitution: Weimar Republic, democracy introduced.

Challenges:

- Spartacist Revolt (1919) – communist uprising.
- Kapp Putsch (1920) – right-wing coup.
- Year of crisis & Invasion of Ruhr – hyperinflation triggered.
- Hyperinflation: prices rose, savings destroyed; some benefited (debtors).

Munich Putsch (1923):

- Failed Nazi coup; Hitler imprisoned.
- Showed weakness of Weimar; propaganda opportunity for Nazis.

Gustav Stresemann:

- Chancellor/Foreign Minister.
- Stabilised currency, improved economy, negotiated Dawes Plan.

Golden Years (1924–1929):

- Culture: cinema, Bauhaus architecture, jazz music, literature.
- Increased standard of living for middle class.

Skills

- Source analysis and interpretation.
- Explaining two features of events.
- Making judgements on causes, consequences, and significance.

Year 11 History Term 1 Knowledge Retrieval Quiz 1

1. What treaty ended WW1?
2. What was the Stab-in-the-Back myth?
3. Who were the Spartacists?
4. Who led the Kapp Putsch?
5. What was the Invasion of the Ruhr?
6. Name one effect of hyperinflation.
7. When did the Munich Putsch happen?
8. Who was Gustav Stresemann?
9. Give one cultural achievement during the Golden Years.
10. What was the Weimar Republic?
11. Why did hyperinflation affect people differently?
12. Name one challenge to the Weimar Republic in 1919–1923.
13. What was a consequence of the Munich Putsch for Hitler?
14. Name one policy Stresemann introduced to stabilize Germany.
15. What does “dictated peace” refer to?

Answers – Year 11

1. Treaty of Versailles 1919
2. Myth blaming Weimar politicians for Germany's defeat
3. Communist revolutionaries in Germany
4. Wolfgang Kapp
5. French and Belgian troops occupied industrial Ruhr
6. Prices rose, savings destroyed
7. 1923
8. Chancellor/Foreign Minister who stabilised Germany
9. Bauhaus architecture, cinema, music, art
10. Democratic government in Germany post-WW1
11. Debtors benefited, savers lost
12. Spartacist Revolt, Kapp Putsch, Hyperinflation
13. Imprisonment, propaganda opportunity
14. Dawes Plan, stabilising currency
15. Peace imposed without negotiation

RE

Year 11 Knowledge Organiser – Term 1

Topic: Islamic Practices

Key Concepts:

- **Islam:** Monotheistic religion, belief in Allah and Prophet Muhammad.
- **Qur'an:** Holy book.
- **Sunni and Shia:** Two main branches.

Key Knowledge/Skills:

1. **The Five Pillars of Islam:** Core acts of worship.
    - **Shahadah:** Declaration of faith
    - **Salah:** Daily prayers
    - **Sawm:** Fasting during Ramadan
    - **Zakah:** Charity/almsgiving
    - **Hajj:** Pilgrimage to Mecca
2. **Jihad:** Struggle to live a good Muslim life.
3. **Festivals:**
    - **Eid-ul-Fitr:** End of Ramadan
    - **Eid-ul-Adha:** Sacrifice festival
    - **Ashura:** Commemorates Husayn (Shia) and historical events (Sunni)

Key Vocabulary:

- **Allah** – God in Islam
- **Mosque** – Place of worship
- **Imam** – Religious leader
- **Wudu** – Ritual washing before prayer
- **Halal** – Permitted by Islamic law

Extra Information:

- Prayers are performed five times daily facing Mecca.

- Zakah is usually 2.5% of savings given to the poor.
- Ramadan includes fasting from dawn to sunset and promotes reflection, self-discipline, and empathy.

Year 11 RE Term 1 Knowledge Retrieval Quiz 1

Topic: Islamic Practices

1. What is the Islamic holy book called?
2. Who is Allah?
3. What are the Five Pillars of Islam?
4. What is Shahadah?
5. What is Salah?
6. What is Sawm?
7. What is Zakah?
8. What is Hajj?
9. What is Jihad?
10. Name one Islamic festival.
11. What is the festival at the end of Ramadan called?
12. What is Eid-ul-Adha?
13. What is Wudu?
14. What does Halal mean?
15. How often do Muslims pray daily?

Answers:

1. Qur'an
2. God in Islam
3. Shahadah, Salah, Sawm, Zakah, Hajj
4. Declaration of faith
5. Daily prayers
6. Fasting during Ramadan
7. Almsgiving/charity
8. Pilgrimage to Mecca
9. Struggle to live a good Muslim life
10. Eid-ul-Fitr, Eid-ul-Adha, Ashura
11. Eid-ul-Fitr
12. Sacrifice festival
13. Ritual washing before prayer
14. Permitted by Islamic law
15. Five times

Drama

Year 11 Term 1 Knowledge Organiser

Core Performing Skills

At this stage, you should be able to:

- **Consistently perform confidently** in front of an audience or examiner, with strong presence, focus and control.
- **Create a convincing and realistic character**: deep characterisation, clear choices in voice, movement, gesture, reaction, relationships.
- **Use a wide range of physical and vocal skills** deliberately and effectively: this means you choose from gait, posture, gesture, facial expression, movement, use of space, status; and from pitch, pace, volume, tone, accent, pause, intonation, diction, emphasis, timing, energy etc.
- **Apply selected skills appropriate to the role/genre/style**: you know what style you are working in (naturalism, physical theatre, epic theatre, multimedia etc) and you choose skills that fit and enhance your performance.
- **Communicate meaning, context and intention**: your performance is not just "moving and talking", but you show theme, mood, relationships, style, audience impact.

Key Physical & Vocal Skills You Should Be Using

- Physical: gait, posture, gesture, facial expression, body tension, movement, use of space, levels, proxemics (distance between characters), status.
- Vocal: pitch, pace (speed), pause, volume, tone of voice, accent/dialect, clarity/diction, intonation, emphasis, energy, timing.
- Combined with: reaction (to other actors), focus (eye-line/contact), rhythm of speech and movement, transitions (enter/exit, change of scene), musicality of voice & movement where style demands.

Core Devising Skills

When devising your own piece you should demonstrate:

- A **good understanding of the brief**: you know stimulus, audience, timescale, constraints, style/genre.

- **Appropriate ideas (3-4 or more)** that clearly link to the brief and that you develop and evaluate.
- **Use of techniques or styles at an excellent level**: e.g., physical theatre, forum theatre, cross-cutting, multi-media, flashback, non-linear structure, ensemble work.
- A **range of ideas (4-5+)**, active leadership, consistent application of physical/vocal/technical skills, making rehearsal decisions, refining work, evaluating progress.
- A **professional approach**: rehearsal logs, peer feedback, self-reflection, iteration, performance ready for assessment.

Key Theory & Terminology

- **Artistic Intention** – what you (as actor/director/designer) want the audience to feel, think or understand.
- **Interpretation** – how you (or your director) choose to present a text or performance (style, character, staging, design).
- **Context** – cultural, social, historical, performance context of the play or performance style.
- **Character Objective** – what a character wants in a scene or overall.
- **Climax / Anti-climax** – moment of highest tension; followed by release.
- **Character Arc** – the journey/ change of a character through the text.
- **Protagonist / Antagonist** – main character vs the force opposing them.
- **Sub-narrative** – a smaller story within the larger one.
- **Oracy** (Physical, Linguistic, Cognitive, Social & Emotional) – how spoken language is used, and how you perform it.
- **Metacognition** – awareness of your own thinking and learning processes (how you rehearse, reflect, improve).
- **Live Theatre Evaluation** – analysing theatre you see live (or video) in terms of design, performance, audience impact, style, intention.
- **Theatre Maker Roles** – performer, director, designer (sound, lighting, set, costume), stage manager, technician.
- **Design & Technical Elements** – how set, costume, lighting, sound, props support the performance and meaning.

- **Structure & Form** – linear, non-linear, episodic, flashback, montage etc.
- **Style / Genre** – naturalism, physical theatre, realism, expressionism, multimedia, documentary theatre etc.

What You Should Be Doing to Succeed in Year 11

- **Rehearse consistently**: Know lines, movements, entrances/exits, transitions, blocking; refine performance choices; ensure you're performance-ready.
- **Develop your character deeply**: Know back-story, objective, relationships, status, voice & movement choices; make every moment count.
- **Apply physical & vocal skills consciously**: Ask yourself which skill choices serve this moment, character and intention; avoid random use.
- **Link performance to context & style**: Your performance should reflect style/genre and audience, not just any acting.
- **Lead/develop your devising process**: Take ownership of rehearsal, take decisions, evaluate and refine your piece, collaborate and push your group.
- **Reflect & evaluate**: After rehearsal or performance, write what worked, what didn't, why, what you'll change next; use feedback.
- **Knowledge preparation for exam/written component**: Know the set text(s), practitioners, live theatre examples, theatre maker roles, design elements; practise exam questions.
- **Use precise vocabulary in your writing and performance justification**: when you explain your choices you should name techniques, design features, audience effect, context.

Year 11 Drama Term 1 Knowledge Retrieval Quiz 1

1. What is **artistic intention** in a performance context?
2. Define **character objective** and give an example.
3. What is a **climax** and how does it differ from an **anti-climax**?
4. Explain the term **character arc**.
5. Name four **theatre maker roles** other than performer.
6. What are **design & technical elements** and give two examples each.
7. What is meant by **style/genre** of a performance and why does it matter?
8. Define **metacognition** and explain how it helps you in drama.
9. What are the four strands of **oracy**?
10. What does **live theatre evaluation** involve?
11. Give three **physical skills** and three **vocal skills** you should use in Year 11 performance.
12. What is a **devising brief** and what must you do when responding to it?
13. What is the difference between **linear structure** and **episodic structure** in a performance?
14. Explain what **pros/levels/proxemics** can mean on stage when discussing use of space.
15. Why is it important to link your performance or devising choices to **context and audience**?

Answers:

1. **Artistic intention** is what the actor/director/designer wants the audience to feel, think or understand from the performance.
2. A **character objective** is what the character wants in a scene or overall. Example: "In this scene, Maria wants to convince John to stay."
3. A **climax** is the moment of highest tension or conflict in the performance; an **anti-climax** is the release or sudden drop in tension following it.
4. A **character arc** is the journey or change a character undergoes from the beginning to the end of the story or performance.
5. Four theatre maker roles: Director, Set Designer, Lighting Designer, Sound Designer (also Stage Manager, Costume Designer).
6. **Design & technical elements** are non-acting parts that support the performance. Examples: Set design, costume design; lighting design, sound effects.
7. **Style/genre** refers to the form or type of theatre being used (e.g., naturalism, physical theatre, documentary theatre). It matters because your acting, staging, design choices must suit the style, so the performance is coherent.
8. **Metacognition** is awareness of your own thinking and learning processes (how you rehearse, how you reflect). It helps you improve because you can analyse your rehearsal techniques and make them more effective.
9. The four strands of **oracy** are: Physical (how you express speech), Linguistic (what language you use), Cognitive (how you structure language/ideas), Social & Emotional (how you use speech to communicate and interact).
10. **Live theatre evaluation** involves watching a live (or recorded) performance and analysing how performance, design, direction, context and audience impact combine to create meaning and effect.
11. Three physical skills: gesture, posture, use of space; Three vocal skills: pitch, volume, pause (or tone, accent, pace etc).
12. A **devising brief** is the stimulus/task you respond to in devising. When responding you must understand the brief, generate ideas, develop and rehearse, apply skills/techniques, refine and evaluate your work.
13. A **linear structure** tells a story in chronological order (beginning → middle → end). An **episodic structure** presents a series of scenes or episodes linked by theme rather than strict chronology; scenes may jump in time, place or order.
14. **Proxemics/levels/use of space** refer to how actors position themselves/stage in relation to others and the audience: e.g., standing higher suggests power/status, standing downstage shows closeness to audience, wide spacing suggests isolation.
15. Linking to **context and audience** is important because your performance choices (language, movement, design, style) must suit the time, location, purpose and who will watch it — this makes your performance believable, relevant and effective.

Music

Year 11 Term 1 Knowledge Organiser

Core Skills (for YOU to master in Year 11)

At this stage you should be working like a musician, composer and listener with higher independence:

Performing

- Prepare and record both **solo** and **ensemble** performances (ensure you hit the required total duration and standard).
- Play/sing with accuracy, musicality, expression and appropriate style.
- Choose pieces that show you can handle skillfully (not too easy).
- Rehearse regularly, monitor progress, refine your technique.

Composing

- Complete your compositions: one in response to a set brief, one free – both must meet minimum time durations.
- Submit recordings plus notation/lead-sheets or annotated scores.
- Use musical elements and devices: motif, development, texture, harmony, instrumentation, structure.
- Link your compositional decisions to purpose/style/audience/brief.

Listening & Appraising

- Know your set works (the ones your exam board has selected) and be able to describe/analyse features, style, context.
- Be comfortable with exam tasks: unfamiliar extracts, comparison questions, dictation, listening for musical elements.
- Use correct musical vocabulary in answers (texture, timbre, modulation, cadence etc.).
- Reflect on how composers/musicians make meanings and how style/context influences music.

Key Terminology You Must Know & Use

- **Performing-Musical Elements**: e.g., dynamics (loud/soft), tempo (speed), texture (how many layers/instruments), timbre (sound colour), structure (verse/chorus/bridge etc).
- **Composition Keywords**: motif (short musical idea), development (how it's changed), instrumentation (which instruments/voices), contrast, structure, arrangement.
- **Listening & Appraising Terms**: set work, unfamiliar music, area of study (AoS), context (when/why styles were written), comparison, dictation (melodic/rhythmic).

- **Professional Music Skills**: ensemble skills (listening to others, balance), solo performance skills (independence, accuracy), notation/lead-sheet knowledge, recording and submission standards.

What You Should Be Doing Right Now

- **Rehearse consistently**: Make sure you have regular, planned practice sessions for your instrument/voice, and ensemble rehearsals.
- **Refine your performance pieces**: Choose appropriately challenging pieces, polish them, record and check you're meeting duration/standard.
- **Plan your compositions**: Write a clear compositional plan (brief response and free piece), experiment with ideas, keep a composition log/annotation, refine and submit.
- **Listen and revise**: Regularly listen to your set works and other music, practice exam-style questions, get used to comparison, dictation, describing musical elements.
- **Use correct vocabulary**: In your writing and discussion, always refer to musical elements by name and link them to effects.
- **Check technical requirements**: Ensure you meet duration minimums, submit required recordings/scores, check your exam board's specification. (Example: for AQA you need a minimum four minutes of performance.)

Year 11 Music Term 1 Knowledge Retrieval Quiz 1

1. What are the three main components of your Music GCSE and their approximate weightings?
2. What is the minimum total duration required for your performance component (for some boards)?
3. What must you submit alongside your performance recordings?
4. What is a “brief” in the composing component?
5. What is a “free composition”?
6. Name two musical elements you should describe in your listening & appraising exam.
7. What is a “set work”?
8. What exam tasks might you face in the listening paper (give two)?
9. What is the difference between a solo and an ensemble performance?
10. What must a composition include besides the audio/recording?
11. What does “texture” mean in music?
12. Why is it important to use correct musical vocabulary in your written answers?
13. What is the purpose of listening to unfamiliar extracts in the exam?
14. What would you consider when selecting a performance piece to ensure it is appropriately challenging?
15. What should you do if your composition is not working as well as you hoped?

Answers:

1. The three main components are **Performing** (~30%), **Composing** (~30%), and **Listening & Appraising** (~40%).
2. For example, for AQA the total performing minimum duration is four minutes.
3. Alongside recordings you must submit scores, lead-sheets or annotated notation as required by your exam board.
4. A “brief” is the instruction or set task you respond to in your composition (e.g., style, audience, purpose).
5. A “free composition” is a piece you choose the style/format for, without a specific brief from the board.
6. Two musical elements: dynamics (loud/soft), timbre (sound colour), texture (layers), harmony, rhythm, structure etc.
7. A “set work” is a piece of music selected by your exam board that you study in detail (its features, context, composer).
8. Two tasks: melodic or rhythmic dictation, comparison question (set work vs unfamiliar piece), long answer describing features, identifying instruments.
9. A solo performance is by a single performer; an ensemble is a group performance (two or more) working together.
10. A composition must include a recording *and* accompanying notation/lead-sheet or written account of the piece.
11. “Texture” refers to how many layers of sound there are in a piece and how they relate (e.g., monophonic, homophonic, polyphonic).
12. Correct musical vocabulary shows that you understand what you have heard/what you are doing and helps you get higher marks in writing.
13. Listening to unfamiliar extracts tests your ability to apply your knowledge of musical elements and context to music you have not studied in detail.
14. You should choose a performance piece that is challenging enough to show your ability but not so hard that you can’t perform it cleanly; consider technique, style, length, instrumentation.
15. If your composition isn’t working, you should revise your plan: revisit your ideas, simplify/adjust, get feedback, experiment with different devices, ensure it meets the brief and shows musical elements.

Art

Year 11 Term 1 Knowledge Organiser

Term 1: Sustained Project – Development and Refinement

Big Idea

You will continue developing your **personal project**, focusing on **refinement, experimentation, and control** in your chosen media. The aim is to produce high-quality designs and experiments, and prepare ideas for **2–3 final outcomes** next term.

Key Knowledge

Development & Refinement

- **Refinement**: Improving your artwork by adjusting details, composition, and technique.
- **Experimentation**: Trying new media, methods, and ideas to explore possibilities.
- **Iteration**: Repeating experiments and making changes based on observations and evaluations.
- **Precision**: Careful attention to detail to produce controlled and accurate work.

Documentation & Analysis

- **Annotation**: Writing notes, explanations, or reflections directly on or alongside your artwork.
- **Process**: Recording the stages of your work from initial idea to final outcome.
- **Visual language**: The use of line, shape, colour, texture, and composition to convey meaning.
- **Analysis**: Studying your own or others' work to inform improvements.
- **Critique**: Giving or receiving feedback to enhance the quality of artwork.
- Keeping detailed records helps you **justify decisions** and **plan next steps**.

Outcomes

- Produce **refined experiments and designs** demonstrating creativity and confidence.
- Develop **2–3 final outcomes** for completion next term, ensuring they are **technically skilled** and **visually effective**.

- Use feedback and self-reflection to **iteratively improve** ideas.

Key Vocabulary

refinement • experimentation • annotation • process • iteration • visual language • analysis • outcome • precision • critique

Art Knowledge Retrieval Quiz

1. What does refinement mean in art?
2. Why is experimentation important?
3. What is iteration?
4. Why is precision important in artwork?
5. What is annotation used for?
6. What does process mean in art?
7. What is visual language?
8. How does analysis help improve your work?
9. What is a critique?
10. What is an outcome in a sustained project?
11. How many final outcomes should you plan for next term?
12. How can iteration improve your work?
13. Why is keeping a record of your process important?
14. How can experimentation show creativity?
15. How can feedback be used effectively?

Answers

1. Improving artwork by adjusting details, composition, or technique.
2. To explore new ideas, media, or methods and discover possibilities.
3. Repeating experiments and making changes based on evaluation.
4. To create accurate and controlled work.
5. Writing notes, reflections, or explanations on or alongside your artwork.
6. Recording the stages of your work from idea to final piece.
7. The use of line, shape, colour, texture, and composition to convey meaning.
8. By studying work, you can identify strengths and areas for improvement.
9. Giving or receiving feedback to enhance quality.
10. The finished piece or result of your project work.
11. 2–3 final outcomes.
12. By testing ideas, learning from mistakes, and refining solutions.
13. It helps justify decisions and plan next steps.
14. By showing willingness to take risks and explore new approaches.
15. By considering suggestions and applying them to improve your work.

Hospitality and Catering

Year 11 Term 1 Knowledge Organiser

Term 1: Professional Practice

Big Idea

You will develop **advanced cooking and presentation techniques**, apply knowledge from **Unit 1** about business operations and customer service, and begin preparing for your **controlled assessment**.

Key Knowledge

Advanced Cooking Techniques

- Focus on precision, consistency, and refinement in **cooking methods**.
- Techniques include accurate **portioning**, correct cooking times, and ensuring **high-quality standards** in taste and appearance.
- **Presentation and plating**: Arranging food attractively to enhance visual appeal.

Professional Practice

- **Workflow**: Organising tasks efficiently to maintain smooth kitchen operations.
- **Consistency**: Reproducing dishes to the same high standard each time.
- **Refinement**: Improving recipes, techniques, or presentation based on evaluation.
- **Communication**: Clear exchange of information with colleagues, supervisors, and customers.
- **Feedback**: Using constructive criticism to enhance dish quality and service.

Application of Knowledge

- Apply **Unit 1 knowledge**: business operations, customer service, and food safety in practical kitchen scenarios.
- Begin planning and practising dishes for the **controlled assessment**, demonstrating skill, organisation, and professional standards.

Key Vocabulary

presentation • workflow • standard • quality • plating • precision • consistency • communication • feedback • portion • refinement

Hospitality and Catering Knowledge Retrieval Quiz

1. What is presentation in hospitality?
2. Why is workflow important in a kitchen?
3. What does standard mean in cooking?
4. How is quality ensured in professional cooking?
5. What does plating involve?
6. Why is precision important in cooking?
7. What does consistency mean?
8. How does communication affect kitchen operations?
9. What is feedback used for in hospitality?
10. Why is portion control important?
11. What does refinement mean in professional practice?
12. How can Unit 1 knowledge be applied in practical scenarios?
13. Give one example of an advanced cooking technique.
14. How does presentation affect customer experience?
15. Why is practising dishes important before the controlled assessment?

Answers

1. Arranging food attractively to enhance visual appeal.
2. To organise tasks efficiently and maintain smooth operations.
3. The expected level of quality and skill in cooking.
4. By using correct techniques, following recipes, and checking results.
5. The art of arranging food on a plate for visual appeal.
6. To ensure accurate measurements, cooking times, and presentation.
7. Producing dishes that maintain the same high standard each time.
8. Ensures tasks are completed correctly and safely; prevents mistakes.
9. To improve dishes, techniques, and service based on evaluation.
10. To control nutrition, portion size, and presentation consistency.
11. Improving recipes, techniques, or presentation to reach higher standards.
12. By applying knowledge of business operations, customer service, and food safety in practical cooking.
13. Example: precise searing, sous-vide cooking, decorative plating.
14. Good presentation increases appeal, enhances customer satisfaction, and supports the dining experience.
15. To refine techniques, ensure consistency, and meet professional standards.

Graphics

Year 11 Term 1 Knowledge Organiser

Term 1: Identity Project – Refinement & Development

Big Idea

You will continue developing your **Identity Project** by refining ideas from research, experimenting with **layouts, materials, and imagery**, and making **purposeful improvements** based on feedback to create strong visual communication.

Key Knowledge

Refinement & Iteration

- **Refinement**: Improving designs to enhance visual impact, clarity, and meaning.
- **Iteration**: Repeating experiments, tests, or versions to improve a design.
- **Editing**: Making purposeful changes to composition, colour, or elements for better outcomes.
- **Decision-making**: Choosing materials, layouts, and processes that strengthen the design.

Design Principles

- **Composition**: Arranging visual elements to create balance, harmony, and focus.
- **Balance**: Distributing visual weight to create stability (symmetrical or asymmetrical).
- **Structure**: Organising elements and layers to communicate effectively.
- **Presentation**: Displaying work professionally to enhance clarity and impact.

Evaluation & Feedback

- **Feedback**: Receiving constructive critique from peers, teachers, or clients.
- **Evaluation**: Analysing your own or others' work to inform decisions.
- Feedback and evaluation guide **iteration and refinement**, ensuring a stronger final outcome.

Symbolism & Materials

- **Symbolism**: Using imagery or visual elements to convey meaning or identity.
- **Material**: Choice of media or techniques can influence visual effect and meaning.
- **Prototype**: Initial model or mock-up used to test ideas before final production.

Key Vocabulary

iteration • symbolism • evaluation • refinement • editing • prototype • composition • balance • feedback • material • structure • presentation • decision-making

Graphics Knowledge Retrieval Quiz

1. What does refinement mean in graphic design?
2. What is iteration?
3. What is the purpose of editing a design?
4. Why is decision-making important?
5. What is composition?
6. What does balance refer to in design?
7. What is structure in a graphic project?
8. Why is presentation important?
9. What is feedback used for?
10. How does evaluation improve your work?
11. What is symbolism in graphic design?
12. Why is material choice important?
13. What is a prototype?
14. How does feedback influence iteration?
15. How can refinement strengthen visual impact?

Answers

1. Improving a design to enhance clarity, meaning, and visual impact.
2. Repeating versions or experiments to improve a design.
3. To make purposeful changes to improve composition, colour, or elements.
4. To select the best materials, layouts, and techniques for effective design.
5. The arrangement of visual elements to create focus and harmony.
6. Distributing visual weight to create stability in the design.
7. Organising layers and elements to communicate effectively.
8. Professional display enhances clarity, meaning, and impact.
9. To receive constructive critique to improve design.
10. By analysing strengths and weaknesses to guide improvements.
11. Using imagery or visual elements to convey meaning or identity.
12. Different materials affect appearance, texture, and meaning.
13. A first model or mock-up used to test ideas.
14. It informs changes and improvements in subsequent versions.
15. By adjusting design elements to create a stronger, more effective final outcome.

3D Design

Year 11 Term 1 Knowledge Organiser

Year 11 GCSE 3D Design – Knowledge Organiser

Term 1: Fragments – Designer Response 3 & Planning

Big Idea

You will complete your **third designer/style response** and plan your **final piece**, using drawings, prototypes, and process notes. The focus is on **accurate planning, workflow, and high-quality craftsmanship**.

Key Knowledge

Designer Response

- Completing a **designer/style response** involves analysing a designer or style and creating work inspired by their approach.
- Record observations, techniques, and ideas to inform your own design.

Planning & Prototyping

- **Planning**: Organising the steps and resources needed to make your final piece.
- **Prototype**: A preliminary model used to test design, fit, or function before final production.
- **Workflow**: Efficient organisation of tasks to maximise time and quality.
- **Fixture**: A tool or device used to hold components in place during making.
- **Testing**: Trying out components, materials, or processes to ensure they work as intended.

Craftsmanship & Process

- **Craftsmanship**: Skill and care in making, including accuracy, precision, and attention to detail.
- **Process notes**: Documentation of steps taken, materials used, and decisions made.
- **Evaluation**: Analysing prototypes or finished pieces to inform improvements.
- **Presentation**: Displaying your work professionally to showcase quality and intent.

Key Vocabulary

craftsmanship • planning • workflow • prototype • fixture • testing • evaluation • presentation

3D Design Knowledge Retrieval Quiz

1. What is a designer/style response?
2. Why is completing a designer response important?
3. What does planning involve in 3D design?
4. What is a prototype?
5. What is workflow?
6. What is a fixture used for?
7. Why is testing important in design?
8. Define craftsmanship.
9. What are process notes?
10. Why is evaluation important?
11. How can prototypes influence the final piece?
12. What should be considered in planning a final piece?
13. How does workflow affect the quality of work?
14. Why is presentation important?
15. Give one way to demonstrate craftsmanship in your work.

Answers

1. Creating work inspired by a designer or style, analysing techniques and ideas.
2. To inform your own design and understand different approaches.
3. Organising steps, resources, and methods to complete the final piece.
4. A preliminary model used to test design, fit, or function.
5. Efficient organisation of tasks to complete work effectively.
6. To hold components securely in place during making.
7. To ensure materials, components, and techniques work as intended.
8. Skill, care, and precision in making a product.
9. Documentation of steps, materials, and decisions during making.
10. To analyse work and inform improvements.
11. They test ideas and reveal necessary adjustments before final production.
12. Materials, tools, time, methods, and accuracy requirements.
13. It ensures tasks are completed efficiently and accurately, maintaining quality.
14. It showcases the quality, intent, and professionalism of the work.
15. Examples: precise joins, smooth finishes, careful assembly, attention to detail.