

Beckfoot School

Knowledgeable And Expert Learners

Year

Half-Term

3

enjoy learn succeed

Name:.....

Tutor Group:.....

Contents

• Homework Instructions	1
• Independent Learning Instructions	3
• Maths knowledge organisers and Independent Learning	5
• English knowledge organisers and Independent Learning	17
• Science knowledge organisers and Independent Learning	29
• Read Like a Beckfooter	57
• Revise Like a Beckfooter	58
• Reflect Like a Beckfooter	68
• Communication Pages	69

What should you be working on each week?

Homework:

- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

Independent Learning:

- You should spend at least 20 minutes doing independent learning, using ‘Quiz It, Link It, Map It, Shrink It’ each day
- Your teacher will remind you of the topics and the tasks to do

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your [email address](#) and [password](#) into the fields provided.

Access code *

Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

2. Click on the [Log in](#) button.

LOG IN

3. Enter your [date of birth](#) if prompted and click on the [OK](#) button.

Date of birth

Please enter your date of birth below.

Date of Birth

12/06/2009

OK

CANCEL

Homework

If your school has decided to share homework with pupils, you will see the [Homework](#) tab in your account.

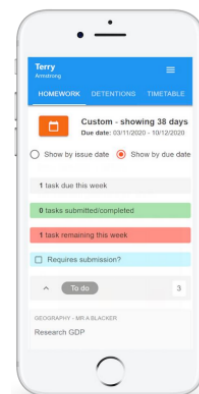
Selecting this tab will display a list of the [homework tasks](#) which you have been given.

To change the date range for displayed homework tasks, click on the orange [Date](#) button.

To display tasks in the order they were set, click on the [Issue Date](#) button

To display tasks in the order they are expected to be handed in, click on the [Due date](#) button.

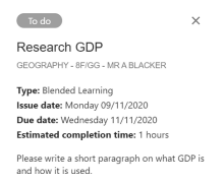
To mark a homework task as completed, view the homework task of your choice in more detail and tick the [Completed?](#) checkbox.



To view a homework task in more detail, click on the [expand](#) icon in the bottom right hand corner of the homework tile.



A popup will appear that contains the [description](#) of the homework task, the [estimated completion time](#) and any [links](#) or [attachments](#) that may have been included.



Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The [three banners](#) above the homework status categories count the number of homework tasks that are [due this week](#), how many of those tasks you have [completed](#) and how many tasks you [still need to complete](#).

To only see homework tasks that require an [attachment submission](#), tick the checkbox labelled [Requires submission](#).

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

If you are viewing the [Homework](#) tab via a [desktop](#) or [laptop](#), expanding a homework status category will display a [table overview](#) of each homework task for the selected date range.

To do 3							
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback
☒ Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☒ Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☒ Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework status categories

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the [checkbox](#).

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.

Submitted: These are homework tasks that have been handed in on time.

To do

Completed

Submitted late

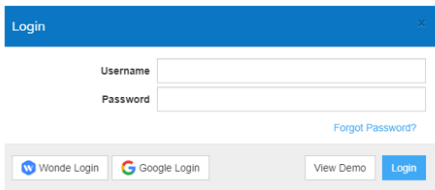
Not submitted

Submitted

Homework Instructions: Maths

MathsWatch HOW TO GUIDE

1. Follow the link: <http://new.mathswatch.co.uk/vle/>



Login

Username

Password

[Forgot Password?](#)

Wonde Login Google Login View Demo Login

2. Login: your full Beckfoot email address
Password: beckfoot (you can change this)

3. Your assignment will be on the login page! Select an assignment to complete:

File	Type	Assigned By	Assigned	Due	Marks	%	Grade
Trigonometry	100	H. McLean	15/11/2021	18/11/2021 00:00	5/5	100%	

4. To access revision material, click on the videos section in the top right hand corner. Here you can use the search function to look at different topics and try extra questions for revision.



- Homework in Maths is set on maths watch each week
- You should log in to maths watch and complete the assignment set for you every week

Homework Instructions: Science



Science Home Learning Instructions

Please follow the instructions below to access your science home learning.

Remember you are expected to complete at least one quiz per week.

- Log into Microsoft Teams using your school log in
- Go to assignments and click on the Carousel Learning quiz set by your teacher
- A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)

Organisation so far....

QUIZ BY MR LEIGH

First Name

Last Name

LOGIN

- Type your first name and last name as it is written on the register to log into the quiz
- Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.

Which system transports substances around the body?

SHOW ANSWER

EXIT < PREVIOUS CARD NEXT CARD >

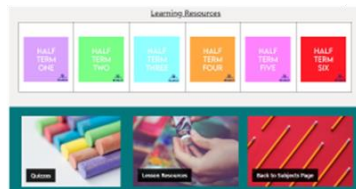
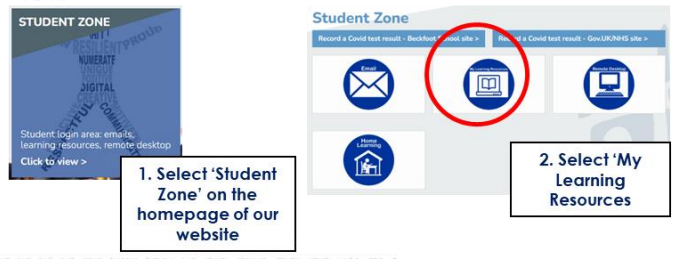
- When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

Homework Instructions: English

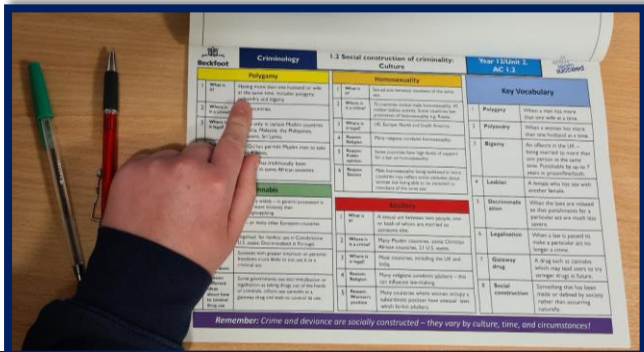
- Every half term, a home learning booklet will be provided for each scheme.
- They will have the instructions for each task in them.
- Please follow them and complete the tasks for the deadline your teacher gives.

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

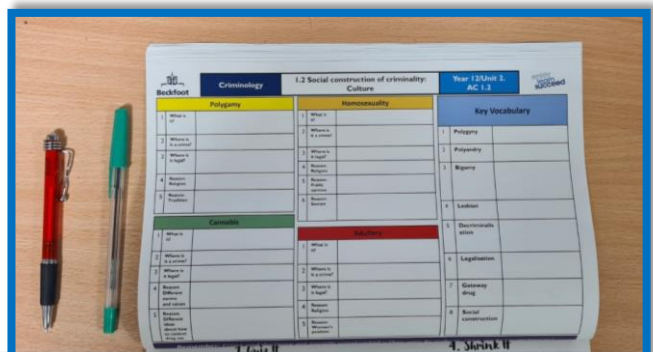


Independent Learning: How to 1 – Quiz It



LOOK:

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



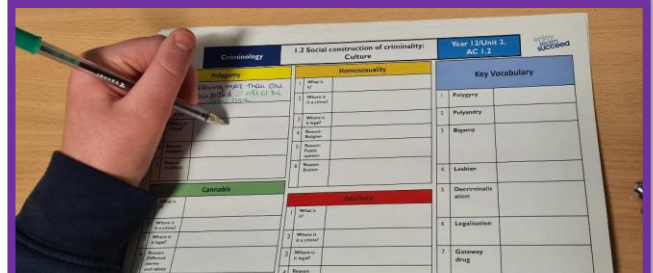
COVER:

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)



WRITE:

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:

- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

Compare and contrast:

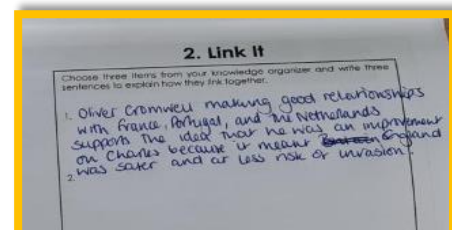
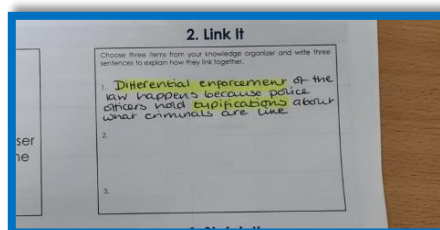
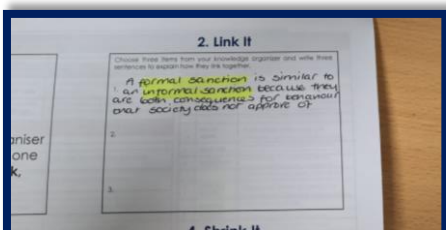
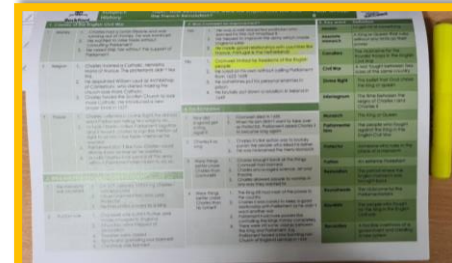
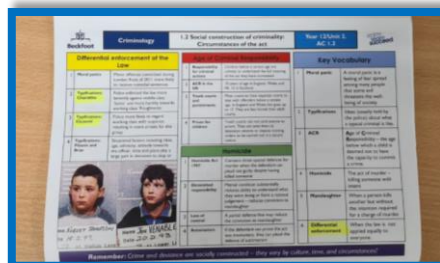
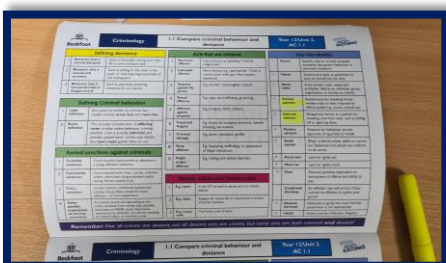
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

- x happens because of y...
- x and y work together to produce z...

Support/refute:

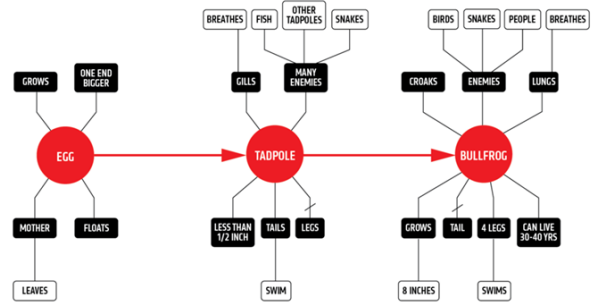
- x supports the ideas of y because...
- x refutes the ideas of y because...



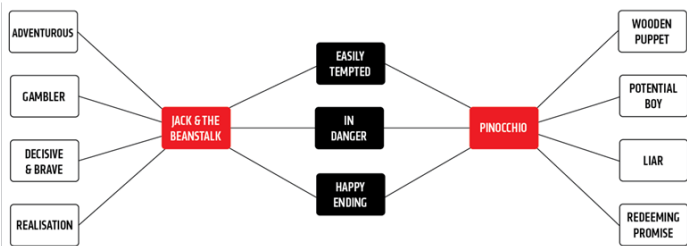
Independent Learning: How to – 3 Map It



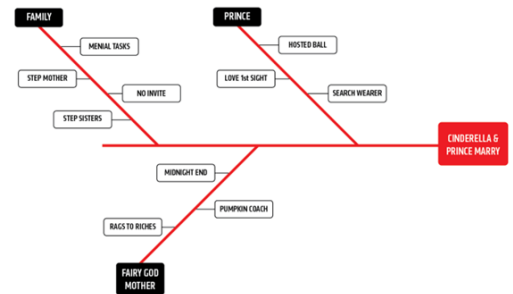
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

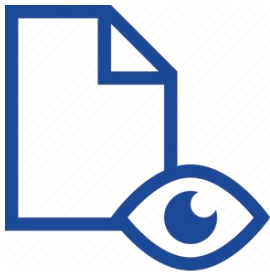


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

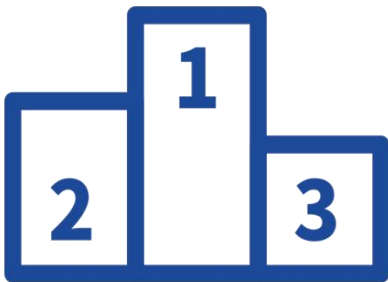
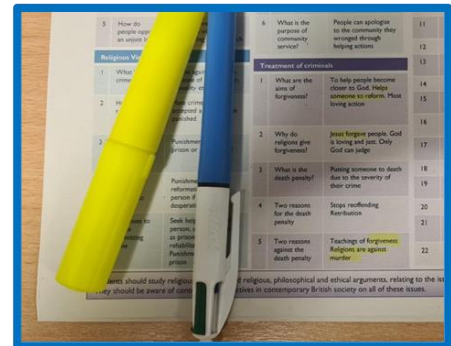
Independent Learning: How to – 4 – Shrink It



1. Skim over the Knowledge Organiser and look for the key information



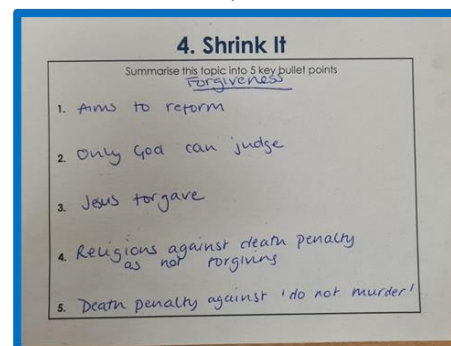
2. Highlight (or underline) the things you think are most important



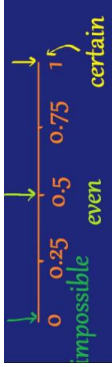
3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible

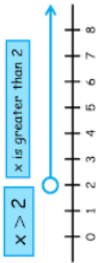
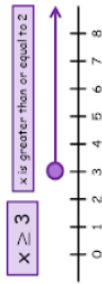


Statistics: Probability

1	Probability scale	
2	Mutually exclusive	Events that cannot happen at the same time. E.g flipping a head and a tail
3	Expected probability	Generating expected numbers based on theory. Eg if you flip a coin 100 times you would expect 50 heads as the probability is 0.5 ($0.5 \times 100 = 50$)
4	Relative frequency	Probability generated from an experiment. Eg. If you roll a dice 50 times and get 7 6s. The experimental probability is $7/50$

Number: Fractions and decimals	
1	Add and subtract fractions Make sure the denominators are the same before adding / subtracting the numerators
2	Multiply and divide fractions <u>Multiplying:</u> multiply numerators together then multiply the denominators together <u>Dividing:</u> Keep the first fraction Flip the second fraction then change the divide sign to multiply.
3	Convert mixed numbers/improper fractions 

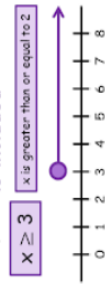
Algebra: Equations

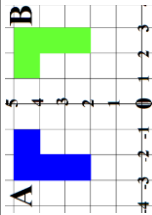
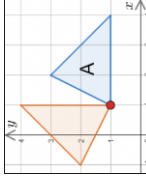
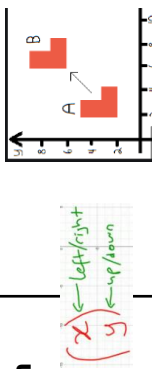
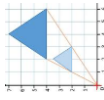
1	Solve one step equations $5x=60$ $x=60/5$ $x=12$	3	x on both sides $3x+2=6x-5$ $2=6x-3x-5$ (move the smaller x first) $2+5=3x$ $7=3x$ $7/3 = x$ so $x = 7/3$
2	Solve two step equations $4x - 8 = 24$ $4x = 32$ $x = 32/4$ $x = 8$	4	Inequalities on a number line  

An **open circle** means that the value is **not included**:



A **filled in circle** means that the value is **included**:

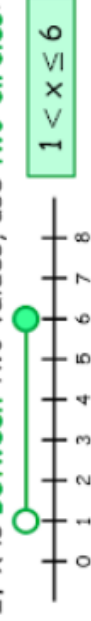


Geometry: Transformations	
1	Reflection (in the y-axis) 
2	Rotation 90 degree, anti-clockwise about (1,1) 
3	Translation Use vector notation 
4	Enlargement : Sf 2 from (0,0) 

Key Vocabulary

1	Reciprocal The reciprocal of a number is: 1 divided by the number
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If x is **between** two values, use **two circles**:

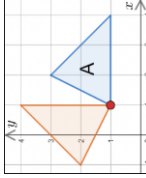
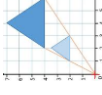


Subject: Maths	Term: Half term 3	Year Group: I I F
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Statistics: Probability	
1	Probability scale
2	Mutually exclusive
3	Expected probability
4	Relative frequency

Number: Fractions and decimals	
1	Add and subtract fractions
2	Multiply and divide fractions
3	Convert mixed numbers/ improper fractions

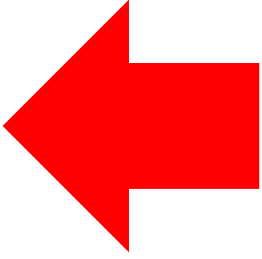
Algebra: Equations			
1	Solve one step equations	3	x on both sides
2	Solve two step equations	4	Inequalities on a number line

Geometry: Transformations	
1	Reflection (in the y-axis)
2	
3	Translation Use vector notation
4	

Key Vocabulary	
1	Reciprocal



1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

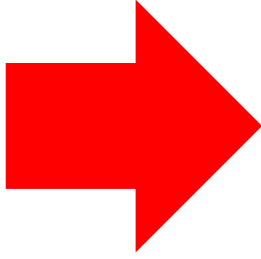
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

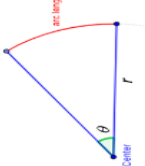
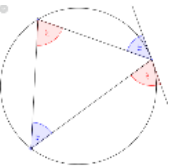
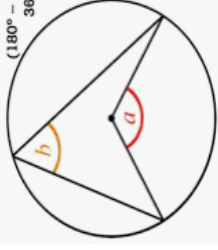
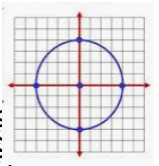
3.

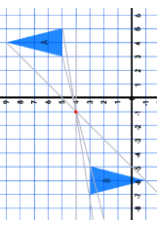
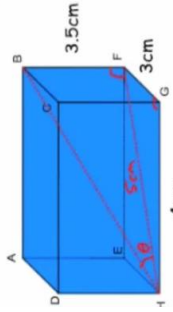
4.

5.

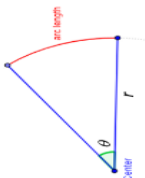
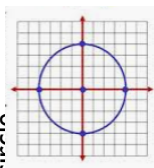
3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

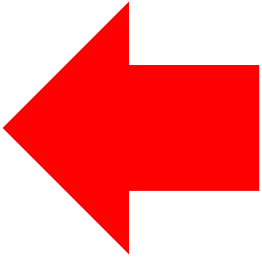
Geometry Circles Triangles Trig	
1 Arc length & sector area	$\text{arc length} = \frac{\theta}{360^\circ} \times 2\pi r$ $\text{area of sector} = \frac{\theta}{360^\circ} \times \pi r^2$ 
2 Alternate segment theorem	
3 Prove circle theorems	$(180^\circ - 2w) + (180^\circ - 2y) + a = 360^\circ$ $360^\circ - 2w - 2y + a = 360^\circ$ $a - 2w - 2y = 0$ $a = 2w + 2y$ $a = 2(w + y)$ $w + y = b$ $\text{so } a = 2b$ 
4 Equation of a circle	$x^2 + y^2 = r^2$ r is the radius $x^2 + y^2 = 16$ radius is 4 units 

5 Enlarge by a negative SF – This flips the shape. Eg SF -1 about (-1,4)	
6 Prove it's a right angle triangle	A triangle has the sides 3cm, 4cm and 6cm. Is this a right angle triangle? $a^2 + b^2 = c^2$ $3^2 + 4^2 = 6^2$ $9 + 16 = 36$ 25 ≠ 36 (they are not equal) It is not a right angle triangle.
7 3D Trigonometry	Calculate the angle ∠BHF 3D Trigonometry  $a^2 + b^2 = c^2$ $3^2 + 4^2 = 5^2$ $9 + 16 = 25$ $25 = 25$ $5 = 5$

Key Vocabulary	
1 Experimental Vs. Theoretical probability	Experimental probability is the result of an experiment or simulation after a large number of times. Theoretical probability is what is expected to happen based on the possible outcomes, assuming equally likely events.
Number Fractions Decimals	
1 + - x ÷	$= \frac{9 \times 1}{7 \times 5} = \frac{9}{35}$ $1\frac{2}{7} \div 5 = \frac{1}{1} \div \frac{5}{1} = \frac{1}{1} \times \frac{1}{5}$
2 Recurring decimal to fraction	$x = 0.5454545454 \dots$ $100x = 54.5454545454 \dots$ $99x = 54$ $x = \frac{54}{99} = \frac{6}{11}$
4 Reciproca	$0.5 = \frac{1}{2}$ $\left(\frac{1}{2} \right) \left(\frac{2}{1} \right) = \frac{2}{2} = 1$ $\left(\frac{4}{3} \right) \left(\frac{3}{4} \right) = \frac{12}{12} = 1$
5 Upper lower bounds	Area = wh = ? $w = 11.7\text{cm}$ (nearest mm) $h = 6.4\text{cm}$ (nearest mm) What are the upper and lower bounds of the area of the rectangle? $11.65 \leq w < 11.75$ $6.35 \leq h < 6.45$ Lb area = 11.65×6.35 Ub area = 11.75×6.45

Subject: Maths		Term: HT3 November – Part 1		Year Group: I Higher	
Beckfoot					
Geometry Circles Triangles Trig					
1	Arc length & sector area			Key Vocabulary 1 Experimental Vs. Theoretical probability	
2	Alternate segment theorem				
3	Prove circle theorems			Number Fractions Decimals	
				1	+ - x ÷
				2	Recurring decimal to fraction
				4	Reciprocal
4	Equation of a circle			5	Upper lower bounds
5		Enlarge by a negative SF – This flips the shape. Eg SF -1 about (-1,4)			
6		Prove it's a right angle triangle			
7		3D Trig			

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

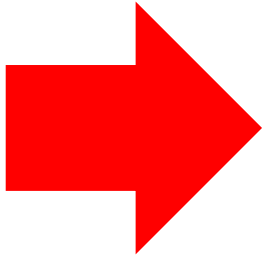
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Probability			Algebra Inequalities & Equations																							
1	Estimate outcomes	<table><tr><th>Colour</th><th>Probability</th></tr><tr><td>Blue</td><td>$\frac{1}{2}$</td></tr><tr><td>Yellow</td><td>$\frac{1}{4}$</td></tr><tr><td>Red</td><td>$\frac{1}{4}$</td></tr><tr><td>Green</td><td>$\frac{1}{8}$</td></tr></table> We calculate an estimate using: probability $\times$ number of tries In 20 spins, we would expect: Yellow $\rightarrow \frac{1}{4} \times 20 = 5$ 5 yellows	Colour	Probability	Blue	$\frac{1}{2}$	Yellow	$\frac{1}{4}$	Red	$\frac{1}{4}$	Green	$\frac{1}{8}$	1. Solve inequalities $-3 \leq 2x - 1 \leq 5$ $+1 \quad +1 \quad +1$ $-2 \leq 2x \leq 6$ $-2 \leq 2x \leq 6$ $\frac{2}{2} \quad \frac{2}{2} \quad \frac{2}{2}$ $-1 \leq x \leq 3$	2. Find all the integer solutions which satisfy this inequality: $-1 \leq x \leq 3$ $-1, 0, 1, 2, 3$	4. Quadratic inequalities & graph Solve $x^2 - 2x - 3 < 0$ $(x-3)(x+1) < 0$ $x=3 \quad x=-1$ $-1 < x < 3$											
Colour	Probability																									
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2	Relative Frequency	<table><tr><th>Item</th><th>Frequency</th><th>Relative frequency</th></tr><tr><td>1</td><td>4</td><td>$\frac{4}{20}$ (or 20%)</td></tr><tr><td>2</td><td>5</td><td>$\frac{5}{20}$ (or 25%)</td></tr><tr><td>3</td><td>5</td><td>$\frac{5}{20}$ (or 25%)</td></tr><tr><td>4</td><td>2</td><td>$\frac{2}{20}$ (or 10%)</td></tr><tr><td>5</td><td>4</td><td>$\frac{4}{20}$ (or 20%)</td></tr><tr><td>Total</td><td>20</td><td></td></tr></table>	Item	Frequency	Relative frequency	1	4	$\frac{4}{20}$ (or 20%)	2	5	$\frac{5}{20}$ (or 25%)	3	5	$\frac{5}{20}$ (or 25%)	4	2	$\frac{2}{20}$ (or 10%)	5	4	$\frac{4}{20}$ (or 20%)	Total	20		3. Solve with unknown both sides $4m - 3 < 2m + 6$ $-2m \quad -2m$ $2m - 3 < +6$ $+3 \quad +3$ $2m < 9$ $\frac{2m}{2} < \frac{9}{2}$ $m < \frac{9}{2}$		6. Inverse functions HINT: Change the subject of the formula $x = (y-6)^2 - 4$ $\sqrt{x+4} = (y-6)^2$ $\sqrt{x+4} = y-6$ $\sqrt{x+4} + 6 = y$ $f^{-1}(x) = \sqrt{x+4} + 6$
Item	Frequency	Relative frequency																								
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4	2	$\frac{2}{20}$ (or 10%)																								
5	4	$\frac{4}{20}$ (or 20%)																								
Total	20																									
3	Independent events	Is it possible for the events to happen in any order? YES $\rightarrow$ Dependent NO $\rightarrow$ Independent does one event in any way affect the outcome (or the probability of the other event)? YES $\rightarrow$ Dependent NO $\rightarrow$ Independent	5. Solve fractional equations Solve $\frac{5}{x-2} = x$ $\frac{5}{x-2} = x$ $5 = (x-2)x$ $5x = (x-2)(3)$ $5x = 3x - 6$ $2x = -6$ $x = -3$		7. C $fg(x) = 2(x-2) + 3$ $= 2x - 4 + 3$ $= 2x - 1$ $gf(x) = (2x+3) - 2$ $= 2x + 3 - 2$ $= 2x + 1$																					
4	Successive independent events	What is the probability of 2 heads on 2 successive throws $P(h) \times p(h) = 0.5 \times 0.5 = 0.25$	5. Solve with unknown both sides $4m - 3 < 2m + 6$ $-2m \quad -2m$ $2m - 3 < +6$ $+3 \quad +3$ $2m < 9$ $\frac{2m}{2} < \frac{9}{2}$ $m < \frac{9}{2}$																							
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5	And Or Rule	And: multiply $\times$ Or: add $+$																								
6	Conditional probability	Probability which depends on a previous event. Eg if I choose a card but don't replace it and then choose another, the probability will change.																								

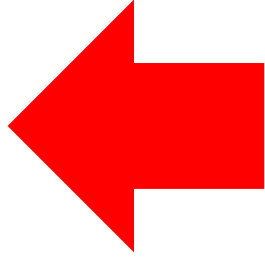
Subject: Maths	Term: HT3 November – Part 2	Year Group: I Higher
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Probability		
1	Estimate outcomes	
2	Relative Frequency	
3	Independent & non-independent events	

4	Successive independent events	
5	Successive dependent events	
5	And Or Rule	
6	Conditional probability	

Algebra Inequalities & Equations	
1. Solve inequalities	2. Find all the integer solutions which satisfy this inequality:
3. Solve with unknown both sides	4. Quadratic inequalities & graph
5. Solve fractional equations	6. Inverse functions HINT :Change the subject of the formula
	7. Composite Functions

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

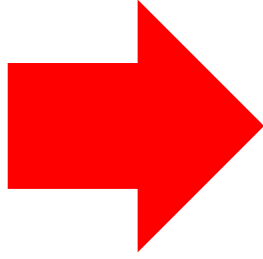
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3. Map It

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4. Shrink It

Summarise this topic into 5 key bullet points

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Question Summary			
Skill(s) assessed	Marks, timings and question stems	Paragraph structure	
1 Retrieval and inference	4 marks (10 minutes including reading source A) "Choose four statements..."	Shade the circles in the four boxes of the ones that you think are true.	
2 Summarise and Compare	8 marks (10 minutes including reading source B) "Use details from both sources to write a summary of ..." 2 paragraphs	Point Evidence Inference Compare Point Evidence Inference	
3 Analysis	12 marks (15 minutes) "How does the writer use language to describe..." 3 paragraphs	Point Evidence Analysis	
4 Compare Writers' Perspectives	16 marks (25 minutes) "Compare how the writers convey their different perspectives on..." 3-4 paragraphs	Perspective Opinion Method Compare Perspective Opinion Method	
5 Transactional writing	40 marks (24 marks for content and organisation) 16 marks for technical accuracy (45 minutes) - You will be asked to write either an article, leaflet, speech, essay or letter	Purpose laid out in an interesting way- Picture this:, imagery, alliteration, repetition Like it- your reason for your view Evidence- Don't just take my word for it... Alternative view- Some people believe... Shut it down- But you are wrong!.. Emotive plea- Now, picture this, imagery, emotive language	

Useful paragraph ideas for (Q5)			
1	Plan		
2	Introduction	Consider Purpose, audience and form. Consider which language and structural choices will be appropriate.	
3	Comparison	An interesting introduction that grabs the examiners attention not "I'm writing to you because"	
4	Counter Argument	Make a comparison to a different place, time, group of people, idea, situation	
5	Descriptions	Recognise and appreciate how your intended reader may counter argue your points and explain why they're wrong.	
6	Examples	Spend at least three sentences describing the quality, condition feeling etc. Lots of marks for imagery available here!	
7	Metaphors	Give an example from your own knowledge or historical understanding. Don't make up statistics.	
8	Use a short paragraph	Think of a metaphor that could be used to represent this situation	
		Don't forget one sentence paragraphs for impact	
Types of Transactional Writing (Q5)			
1	Article	Attention grabbing headline, strapline, subheadings	
2	Leaflet	An overview paragraph Effectively sequenced paragraphs Title, subheadings Effective paragraphs/sections	
3	Speech	Clear address to audience and clear sign off Rhetorical indicators that the audience is being addressed throughout Effective paragraphing	
4	Essay	Effective introduction and conclusion Effectively sequenced ideas and paragraphs	
5	Letter	Formal mode of address and an appropriate mode of signing off Effective paragraphing	

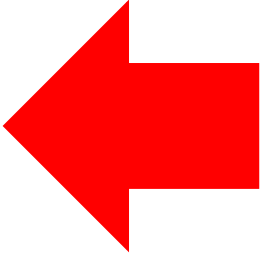
Key Language Terminology (Q3, 4 and 5)			
1	Hyperbole	Exaggeration	
2	Alliteration	Using the same sound at the starts of words and placing them close together.	
3	Facts and opinions	We need to be able to differentiate between facts and opinions. Both are used to support arguments.	
4	Repetition	Repeating something for impact.	
5	Rhetorical questions	A question that the writer already knows the answer to.	
6	Emotive language	Causing an emotional response from the reader	
7	Statistics	Facts which use numbers. Recognise how these are persuasive but it's best to avoid making statistics up.	
8	Rule of three	Listing three adjectives or ideas.	
9	Inclusive pronouns	Makes the reader feel as though they are a community working towards something together Eg. We, us, our	
10	Direct address	Makes the reader feel as though it is their responsibility Eg. you	
11	Metaphor	Suggesting something is something it isn't as a means of comparison	
12	Imperative	Command	

Question Summary		
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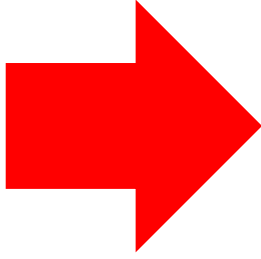
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The Poems:	
1	'Ozymandias' Percy Shelley Narrator meets a traveller who tells him about a statue of Pharaoh Rameses II that has been destroyed by nature over time. Highlights the temporary nature of power.
2	'London' William Blake Narrator walks round London and describes the misery he sees brought about by the corrupt power of institutions (church, monarchy) over their subjects.
3	'The Prelude' William Wordsworth Narrator takes a boat out on the lake. Sees a mountain appear and is overwhelmed by the power of nature compared to humans.
4	'My Last Duchess' Robert Browning Duke shows portraits of his former wife who is now dead. The Duchess was flirtatious and displeased the Duke. We realise he probably had the Duchess killed. The Duke is planning his next marriage.
5	'The Charge of the Light Brigade' Alfred Lord Tennyson Tribute to British cavalry who died during Crimean War. An incorrect order meant the cavalry charged into battle with swords, to be met by the Russians who were armed with guns.
6	'Exposure' Wilfred Owen Winter on the front line in WWI. Nature personified as the main enemy and the men can only wait to die. Poem stresses insignificance of humans compared to nature.
7	'Storm on the Island' Seamus Heaney A community are waiting to be hit by a storm. The power of the storm creates feelings of fear and trepidation.
8	'Bayonet Charge' Tudor Single soldier's experience of a charge towards enemy lines. <i>The soldier fears for his life & the patriotic ideals that</i>

Comparisons:

1	Power of Nature	Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze.	6	Identity	My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree, Kamikaze, Checking Out Me History.
2	Power of Humans	Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.	7	Place	London, The Prelude, The Emigree, Kamikaze.
3	Effects of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.	8	Powerful Individuals	Ozymandias, My Last Duchess
4	Reality of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer.	9	Political Power	Storm on the Island, London, The Charge of the Light Brigade
5	Individual Experiences	London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	10	Memory	The Prelude, My Last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze.

The Poems:	
9	'Remains' Simon Armitage A group of soldiers shoot a man who's running away from a bank raid. The narrator doesn't know if the man was armed or not and can't get the man's death off his mind. When back at home, the soldier suffers PTSD.
10	'Poppies' Jane Weir A mother describes her son leaving home to join the army. She fears for his safety and visits a familiar place that reminds her of him.
11	'War' Photographer' Carol Ann Duffy In his dark room, a war photographer develops pictures taken in different warzones. He contrasts his experiences to rural England and people who seem oblivious to war torn places.
12	'Tissue' Imtiaz Dharker Tissue is an extended metaphor for the fragility of life. Literal uses of paper are also discussed, such as recording names in the Koran, as well as the fact we are made from tissue, emphasising we are fragile.
13	'The Emigree' Carol Rumens Speaker recalls a city she left as a child. The city has changed and perhaps was a scene of conflict but she protects the memory of her city. It might not be a real place but represents a time/emotion/speaker's childhood.
14	'Checking Out Me History' John Agard In school the narrator was taught British history & not about his Caribbean roots. He contrasts nonsense topics he was taught with admirable figures excluded from history.
15	'Kamikaze' Beatrice Garland A Japanese kamikaze pilot aborts his mission and when he returns home is shunned. His daughter imagines her father was reminded of his childhood and beauty of nature & life whilst on the mission.

Key Vocabulary:		
1	Monologue	A monologue poem features a single speaker who is a fictional character
2	Caesura	Punctuation marks indicate a break in the line of poetry. Usually occurs in the middle of a line.
3	Enjambment	The continuation of a sentence without a pause beyond the end of a line/stanza
4	Free Verse	A poem without consistent metre patterns or rhyme scheme.
5	Rhyme	Correspondence of sound between words or ending of words.
6	Volta	In a sonnet, the volta is the turn of thought or argument.
7	Couplet	Pair of successive lines, typically rhyming and of the same length.
8	Sonnet	One stanza, 14-line poem written in iambic pentameter.
9	Refrain	A line or set of lines that repeatedly occurs in a poem.
10	Stanza	A group of lines in a poem.

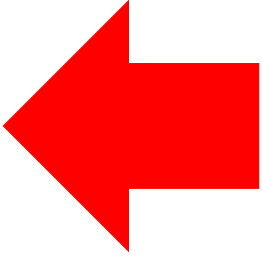
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1. Quiz It



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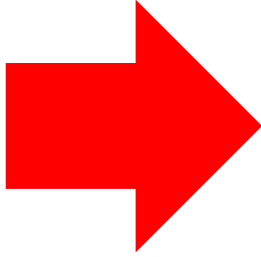
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4. Shrink It

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Assessment Criteria	
1 AO1	Assessed on unseen poem analysis only. Read, understand and respond to texts. Use textual references, including quotations, to support and illustrate interpretations.
2 AO2	Assessed on unseen poem analysis and unseen poem comparison question. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Poetic Language

1	Simile	A comparison made using the words "like" or "as."
2	Metaphor	A comparison – made directly or indirectly – without using "like" or "as."
3	Personification	Giving human characteristics to something which is not human.
4	Onomatopoeia	Words which attempt to imitate sounds.
5	Alliteration	A repetition of consonant sounds.
6	Assonance	A repetition of vowel sounds
7	Juxtaposition	Two things being placed close together for contrasting effect.
8	Semantic field	A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports.
9	Personal/narrative voice	The voice/speaker of the poem who is different from the writer.
10	Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire."

Poetic Structures and Forms

1	Stanza	A group of lines separated from others in a poem.
2	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
3	Couplet	A pair of rhyming lines which follow on from one another.
4	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
5	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
6	Blank verse	Poetry written in non-rhyming, ten syllable lines.
7	Dramatic monologue	A poem in which an imagined speaker address the reader.
8	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
9	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
10	Free verse	Non-rhyming, non-rhymical poetry which follows the rhythms of natural speech.

How to approach an unseen poem

1	What	What is the poem about? What happens? What is the topic/theme?
2	How	How is this communicated? What language/structural techniques does the poet use to present this?
3	Effect	What is the effect on the reader? What response do they have to the poem? What do they learn/understand?

Key Vocabulary

1	Poet	The author of the poem.
2	Speaker	The voice of the poem – this may or may not be the poet themselves.
3	Reader	Who the poem is written for. Some poems are written with a specific reader in mind.
4	Form	The type of poem, i.e. lyric or sonnet.
5	Structure	How the poem has been put together – couplet, rhyme scheme, stanzas etc.
6	Language	Techniques such as metaphor, personification etc. used by the poet to present the subject matter
7	Interpretation	A reader's understanding of and response to a poem.
8	Comparison	Comparing the methods two poets use to present their ideas in their poems.

Assessment Criteria		
1	AO1	
2	AO2	

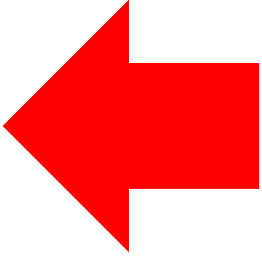
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Key Vocabulary		
1	Poet	
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1. Quiz It



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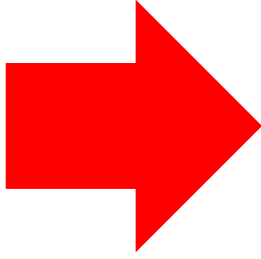
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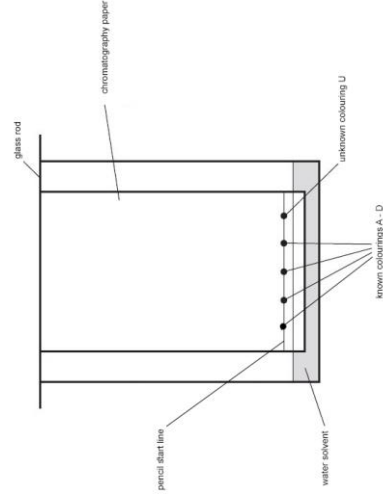
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Pure Substances

1	Definition	A single element or compound, not mixed with any other substance.
2	Using data	Pure elements and compounds melt and boil at specific temperatures. Melting and boiling point data can be used to distinguish pure substances from mixtures.
3	Melting and boiling points	Pure substances have sharp melting/boiling points. <i>Impure substances have higher boiling points & lower melting points compared to the pure substance.</i>

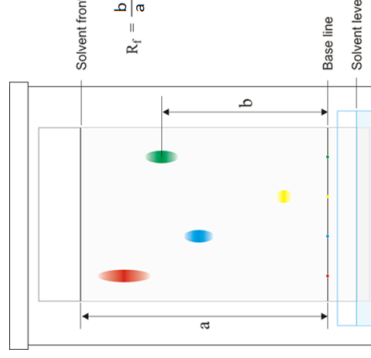
Chromatography Required Practical



Formulations

1	Definition	A mixture that has been designed as a useful product .
2	How they are made	Made by mixing the components in measured quantities to ensure the product has the desired properties .
3	Examples	Fuels, cleaning products, , paints, medicines, alloys, fertilisers and food.

Chromatography: Calculating R_f



Gas Tests

1	Chlorine	Add damp litmus paper, chlorine bleaches it white.
2	Carbon dioxide	Bubble through limewater, carbon dioxide turns in cloudy.
3	Hydrogen	Hold a burning splint at the open end of a test tube. Hydrogen burns with a squeaky pop.
4	Oxygen	Insert a glowing splint into a test tube. The splint relights in oxygen.

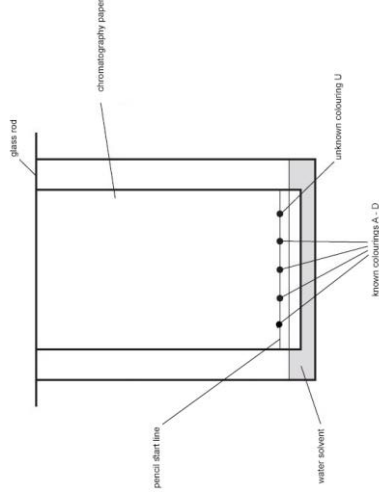
Key Vocabulary

1	Stationary phase	The medium (material) that does not move.
2	Mobile phase	The liquid that is used to move the sample through the stationary phase.
3	Solvent front	The level reached by the top of the moving solvent.
4	Chromatogram	The final result with the substances separated on it.

Pure Substances

1	Definition	
2	Using data	
3	Melting and boiling points	

Chromatography Required Practical



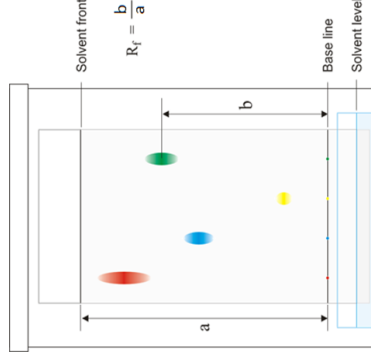
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Formulations

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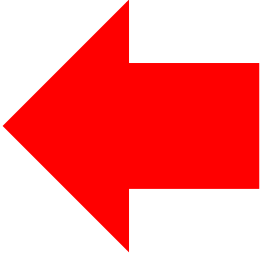
Chromatography: Calculating R_f



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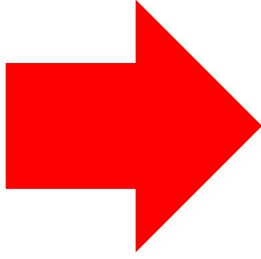
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Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Flame Tests	
1	Lithium Crimson
2	Sodium Yellow
3	Potassium Lilac
4	Calcium Orange-red
5	Copper Green

Instrumental Methods	
1	Advantages Accurate, rapid and sensitive. <i>Can detect more than one ion at once & determine ion concentrations.</i>
2	Flame Emission Spectroscopy The sample is put into a flame and the light given out is passed through a spectroscope. The line spectrum produced can be analysed

Tests for Metal Hydroxides		
1	Method	Add sodium hydroxide
2	Metal Ion	Precipitate Colour
a	Aluminium, calcium, magnesium	White. Only the aluminium hydroxide precipitate dissolves in excess NaOH
b	Copper (II)	Blue
c	Iron (II)	Green
d	Iron (III)	Brown

Chemical Tests			
Compound		Test	Positive Result
1	Carbonates	1) React with dilute acid 2) Test for carbon dioxide	Lime water turns cloudy
2	Halides	Add silver nitrate solution in the presence of dilute nitric acid	Silver chloride → white precipitate Silver bromide → cream precipitate Silver iodide → yellow precipitate
3	Sulphates	Add barium chloride solution in the presence of dilute hydrochloric acid	White precipitate

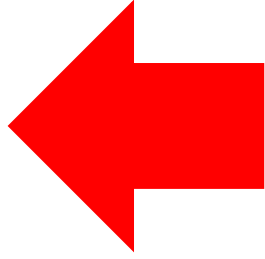
Flame Tests	
1	Lithium
2	Sodium
3	Potassium
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Instrumental Methods	
1	Advantages
2	Flame Emission Spectroscopy

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a	Aluminium, calcium, magnesium	
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c	Iron (II)	
d	Iron (III)	

Chemical Tests			
Compound		Test	Positive Result
1	Carbonates		
2	Halides		
3	Sulphates		

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

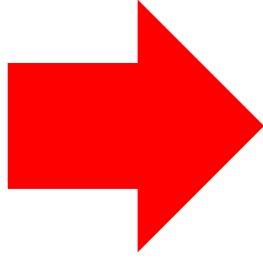
2. Link It

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- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Knowledge: Mitosis Vs Meiosis		
	Mitosis (for growth & repair)	Meiosis (makes gametes)
1	Produces two daughter cells	Produces four daughter cells
2	Daughter cells are genetically identical	Daughter cells are not genetically identical
3	The cells divide once	The cells divide twice
4	The chromosome number of the daughter cell is the same as the parent cell. In humans this is 46 chromosomes.	The chromosome number is reduced by half. In humans, this is 23 chromosomes.
5	Used for growth and repair, and asexual reproduction.	Produces gametes for sexual reproduction.

Additional Information:	
How to complete a Punnet square	
How to determine offspring using a Punnet square	
How to work out probability using a Punnet square	
Examples and features of inherited diseases	

Key Vocabulary		
1	Allele	An alternative form of a gene
2	Asexual reproduction	The production of offspring from a single parent by mitosis. Offspring are clones of the parent.
3	Chromosome	Structure that contains the DNA of an organism, found in the nucleus
4	DNA	A polymer that is made up of two strands that form a double helix
5	Dominant	An allele that is always expressed, even if only one copy is present
6	Gene	A small section of DNA that codes for a specific protein
7	Genome	The entire genetic material of an organism

Key Vocabulary		
8	Genotype	The combination of Alleles
9	Heterozygous	A genotype that has two different alleles, one dominant one recessive
10	Homozygous	A genotype that has two of the same alleles, either two dominant or two recessive
11	Mutation	A change in DNA
12	Phenotype	The characteristic expressed because of the combination of alleles
13	Recessive	An allele that is only expressed if two copies of it are present
14	Sexual reproduction	The production of offspring by combining genetic information from the gametes of two parents. Leads to variation in offspring

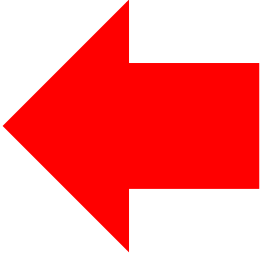
Knowledge: Mitosis Vs Meiosis	
Mitosis (for growth & repair)	Meiosis (makes gametes)
1	
2	Daughter cells are not genetically identical
3	The cells divide _____
4	The chromosome number
5	Used for _____
	Produces gametes for _____.

Additional Information:
How to complete a Punnet square
How to determine offspring using a Punnet square
How to work out probability using a Punnet square
Examples and features of inherited diseases

Key Vocabulary	
1	Allele
2	Asexual reproduction
3	
4	DNA
5	An allele that is always expressed, even if only one copy is present
6	Gene
7	The entire genetic material of an organism

Key Vocabulary		
8	Genotype	The combination of Alleles
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10	Homozygous	
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1. Quiz It



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2. Link It

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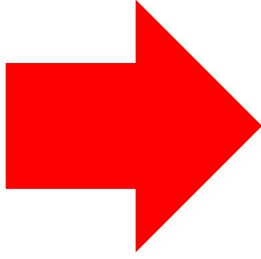
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4. Shrink It

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5.

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Knowledge: Fossils	
Fossils could be:	
1	The actual remains of an organism that has not decayed
2	Mineralised forms of the harder parts of an organism, such as bones
3	Traces of organisms such as footprints or burrows
Many early life forms were soft bodied so have left few traces behind.	
Fossils help us understand how much or little organisms have changed as life developed on earth	

Knowledge: Classification	
1	Linnaeus classified living things into Kingdom, Phylum, Class, Order, Family, Genus and Species
2	Organisms are named by the binomial system of genus and species
3	Due to evidence from chemical analysis, there is now a 'three-domain system' developed by Carl Woese –Bacteria, Archaea, Eukaryota

Knowledge: Evolution	
All species of living things have evolved from simple life forms by natural selection	
1	If a variant/characteristic is advantageous in an environment, then the individual will be better able to compete
2	This means they are more likely to survive and reproduce
3	The offspring will inherit the advantageous allele

Knowledge: Variation	
May be due to differences in:	
1	The genes that have been inherited (genetic causes)
2	The conditions in which they have developed (environmental causes)
3	A Combination of genes and the environment

Knowledge: Reducing antibiotic resistance	
1	Antibiotics should only be used when really needed and for serious bacterial infections only (not viral)
2	Patients should complete their courses of antibiotics, even if they feel better.
3	The agricultural use of antibiotics should be restricted.

Key Vocabulary	
1	Evolution A change in the inherited characteristics of a population over time through natural selection
2	Extinction The permanent loss of all members of a species
3	Natural selection The process by which organisms that are better suited to an environment are more likely to survive and reproduce
4	Speciation Two species evolve from one organism but can no longer breed to produce fertile offspring

Knowledge: Fossils	
Fossils could be:	
1	
2	
3	
Many early life forms were soft bodied so have left few traces behind.	
Fossils help us	

Knowledge: Evolution	
All species of living things have evolved from simple life forms by natural selection	
1	
2	This means they are
3	The offspring will

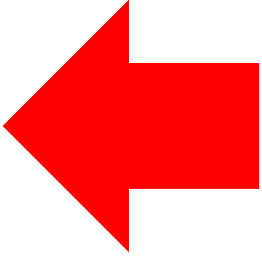
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2	
3	

Knowledge: Variation	
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1	
2	
3	

Knowledge: Reducing antibiotic resistance	
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2	
3	The agricultural use of antibiotics should be restricted.

Key Vocabulary	
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2	The permanent loss of all members of a species
3	Natural selection
4	Speciation

1. Quiz It



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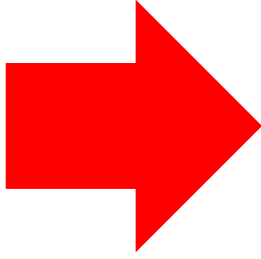
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4. Shrink It

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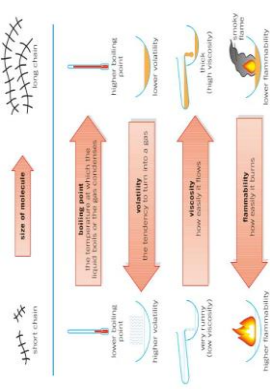
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Crude Oil, Hydrocarbons & Alkanes			Fractional Distillation		Cracking			
1	What is crude oil?	A mixture of mainly hydrocarbons that formed from the remains of ancient biomass , mostly plankton, that was buried in mud.	Process	The Process 1) Heated crude oil enters a tall fractionating column, which is hot at the bottom and gets cooler towards the top 2) Vapours from the oil evaporate up the column 3) Vapours condense when they become cool enough liquids are led out of the column at different heights 4) The different fractions separate because they have different boiling points	1	Supply & demand	Long chain molecules have less uses and are in less of a demand, but they can be broken down into smaller more useful products by cracking.	
2	Crude oil is mostly made up of alkanes	General formula: C _n H _{2n+2} Alkanes are saturated (only single C-C bonds) hydrocarbons.			2	Products	Both cracking processes result in the formation of two products; an alkane and an alkene .	
Key Vocabulary			Diagram		3	Method 1	The alkane is brought into contact with a powdered aluminium oxide catalyst at moderate pressure and a temperature of around 500°C.	
2	Homologous Series	A sequence of compounds with the same functional group and similar chemical properties.			4	Method 2	The hydrocarbon is mixed with steam and heated to a very high temperature (approximately 850°C).	
Properties of Hydrocarbons & Combustion					Alkenes			
1	Complete combustion	The combustion of hydrocarbon fuels releases energy. During combustion, the carbon and hydrogen in the fuels are oxidised. The complete combustion of a hydrocarbon produces carbon dioxide and water	Products		Useful petrochemicals produced: solvents, lubricants, polymers and detergents. Essential fuels produced from crude oil: petrol, diesel oil, kerosene, heavy fuel oil and liquefied petroleum gases.	1	Alkenes homologous series	Alkenes are produced as one of the products of cracking. This double bond means that alkenes are more reactive than alkanes. Although it is the shorter chain alkane that is the desired product of cracking, alkenes are also useful to us. Alkenes can be used as monomers in polymerisation reactions to produce some of the plastics that we use in our everyday lives.
2	Properties of hydrocarbons					2	General formula	C _n H _{2n}
			3	Test		Unsaturated hydrocarbon breaks its double bond & forms a new compound (Di-Bromo) it goes Colourless with alkenes .		

Long chain molecules have less uses and are in less of a demand, but they can be broken down into smaller more useful products by cracking.

Both cracking processes result in the formation of two products; an **alkane** and an **alkene**.

The alkane is brought into contact with a powdered aluminium oxide catalyst at moderate pressure and a temperature of around 500°C.

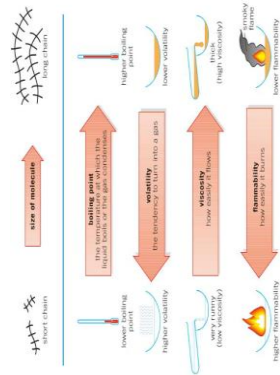
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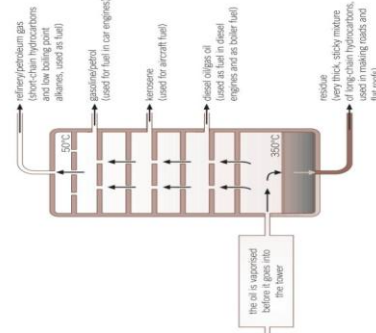
C_nH_{2n}

Unsaturated hydrocarbon breaks its double bond & forms a new compound (Di-Bromo) it goes Colourless with **alkenes**.

Crude Oil, Hydrocarbons & Alkanes	
1	What is crude oil?
2	Crude oil is mostly made up of alkanes
Key Vocabulary	
1	Hydrocarbon
2	Homologous Series
Properties of Hydrocarbons & Combustion	
1	Complete combustion
2	Properties of hydrocarbons

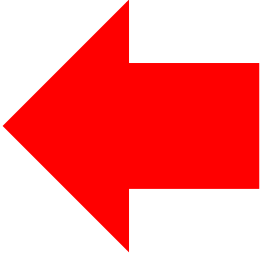


Fractional Distillation	
1	Process
2	Diagram
3	Products



Cracking	
1	Supply & demand
2	Products
3	Method 1
4	Method 2
Alkenes	
1	Alkenes homologous series
2	General formula
3	Test

1. Quiz It



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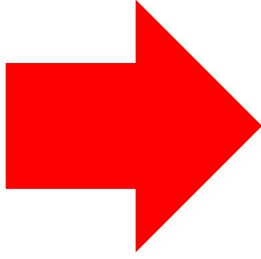
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4. Shrink It

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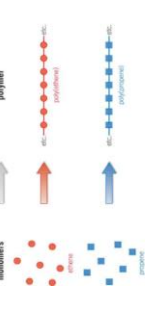
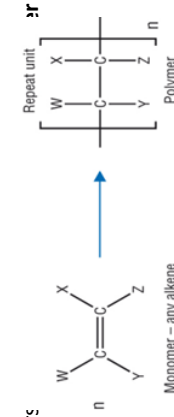
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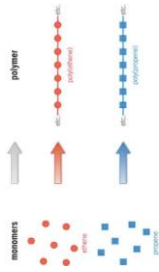
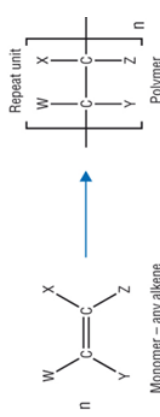
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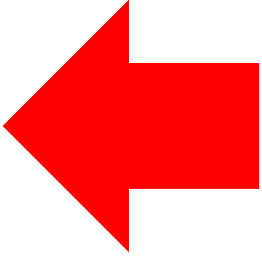
Functional Groups																	
1	Alcohols A molecule that contains the functional group -OH is called an alcohol. General formula: C_nH_{2n+1}OH	<table><tr><th>Number of C in chain</th><th>Start of name</th><th>Full name</th></tr><tr><td>1</td><td>Meth-</td><td>Methanol</td></tr><tr><td>2</td><td>Eth-</td><td>Ethanol</td></tr><tr><td>3</td><td>Prop-</td><td>Propanol</td></tr><tr><td>4</td><td>But-</td><td>Butanol</td></tr></table>	Number of C in chain	Start of name	Full name	1	Meth-	Methanol	2	Eth-	Ethanol	3	Prop-	Propanol	4	But-	Butanol
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1	Meth-	Methanol															
2	Eth-	Ethanol															
3	Prop-	Propanol															
4	But-	Butanol															
2	Esters Alcohol + Carboxylic Acid → Ester + Water They have the functional group -COO Naming esters : First name is the alcohol and second name is the salt name of the carboxylic acid Esters are volatile compounds are often used as; Food flavorings, perfumes, plastics , solvents and plasticisers.																
3	Carboxylic acids General formula: C_nH_{2n+1}COOH Carboxylic acids have the functional group – COOH . They have the ending 'anoic' Carboxylic Acids are weak acids due to the fact they only partially dissociate (ionize) . Forming H ⁺ ions																

Polymerisation		
1	Polymers	When small molecules are combined together they are able to create long chain molecules called Polymers 
2	Addition polymerisation	Small molecules, such as alkenes (Monomers) react together to form Polymers Alkenes are able to join together in a process called addition polymerisation because they can open up their double bonds and join (or add) together to form a chain. Naming polymers 
3	Condensation polymerisation	When different Monomers are added together they create a secondary product usually water. The different monomers will have different functional groups. General rule: 1) Dicarboxylic acid + dialcohol → polyester 2) Diol + dicarboxylic acid → polyester + water 3) Dicarboxylic acid + diamine → polyamide
4	Naturally occurring polymers	Amino acids are naturally occurring molecules that contain two functional groups. They have an amine group at one end of the molecule and a carboxylic acid group at the other.
5	Natural polymers	Sugars can undergo polymerisation in living things to make polymers, such as starch and cellulose.

Functional Groups																		
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Number of C in chain	Start of name	Full name																
1																		
2																		
3																		
4																		
2	Esters																	
3	Carboxylic acids																	

Polymerisation		
1	Polymers	
2	Addition polymerisation	
3	Condensation polymerisation	
4	Naturally occurring polymers	
5	Natural polymers	

1. Quiz It



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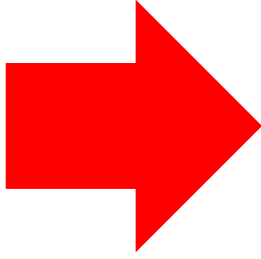
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4. Shrink It

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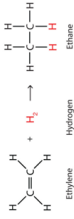
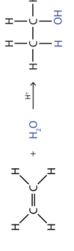
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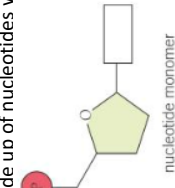
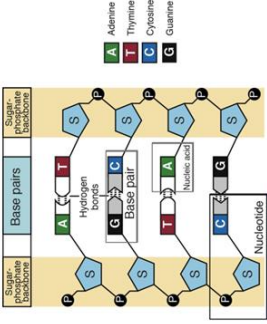
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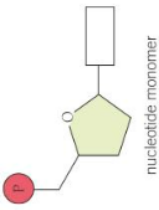
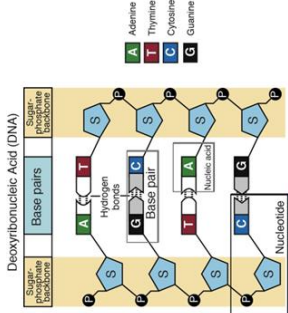
Reactions of Alcohol		
1	Combustion	Ethanol is used as a fuel so combustion is common reaction for most alcohols.
2	With sodium	When reacting with Alkali metals It effervesces with Hydrogen gas.
3	Oxidation	When alcohols are oxidised they produce a Weak Acid Can use an oxidising agent to form a Carboxylic Acid . Ethanol + Oxidising agent $\rightarrow$ Ethanoic Acid + Water $C_2H_5OH + [O] \rightarrow C_2COOH + H_2O$

Reactions of Alkenes		
1	Reaction with hydrogen	
2	Reactions with halogens	Naming : Give the name of the Halide first but; Chloro, Bromo and Iodo. 
3	Reaction with water	Can be added across the double bond by reacting an alkene with steam in the presence of a hot phosphoric acid catalyst. This reaction will only happen at 300°C and with the use of a nickel catalyst. 

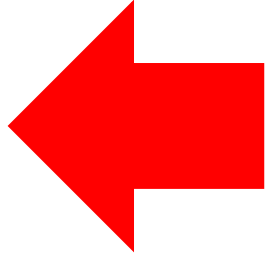
Fermentation		
1		$C_6H_{12}O_6 \rightarrow 2 C_2H_5OH + 2 CO_2$ glucose ethanol carbon dioxide
2		
DNA		
1	Structure	DNA molecules are two polymer chains twisted together into a double helix. Each polymer chain is made up of nucleotides which are made up of a base, a sugar and a phosphate  nucleotide monomer
2	Bases	There are four bases and the interaction between the bases on each polymer strand holds the two DNA strands together and forms the double helix.
3	Base pairing	These four bases can only interact with others in pairs. Adenine (A) always pairs with thymine (T) and Cytosine (C) always pairs with Guanine (G). 

Reactions of Alcohol	
1	Combustion
2	With sodium
3	Oxidation

Reactions of Alkenes	
1	Reaction with hydrogen
2	Reactions with halogens
3	Reaction with water

Fermentation	
1	
2	
DNA	
1	Structure  nucleotide monomer
2	Bases
3	Base pairing  Deoxyribonucleic Acid (DNA) Base pairs: Adenine (A), Thymine (T), Cytosine (C), Guanine (G) Hydrogen bonds Nucleotide Sugar-phosphate backbone

1. Quiz It



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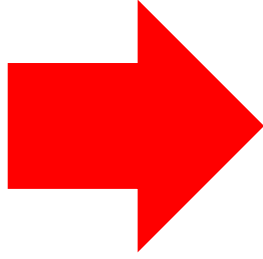
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Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?
2. Does it look like any other words you know? Could it mean something similar?
3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

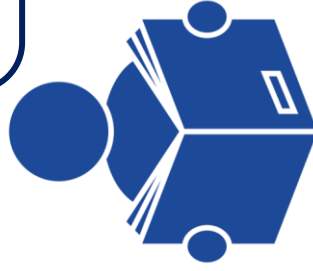
A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.



Revise Like a Beckfooter

Summary: How to flash cards



1

Identify knowledge

What are you creating flash cards on?

Do you have your organizer?

Use your book to look at previous misconceptions from whole class feedback.



3

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing



1

Identify knowledge

Identify knowledge/content you wish to cover.



3

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.



1

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

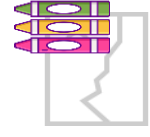


3

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4

Use images & colour

Use images and colour to help topics stick into your memory.

Place completed mind maps in places where you can see them frequently.



5

Put it somewhere visible

Summary: How to create a mind map

Summary: Brain dumps



1

Identify knowledge

Identify the knowledge/topic area you want to cover.



2

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic, (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

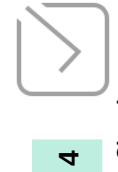


3

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.



5

Store and compare

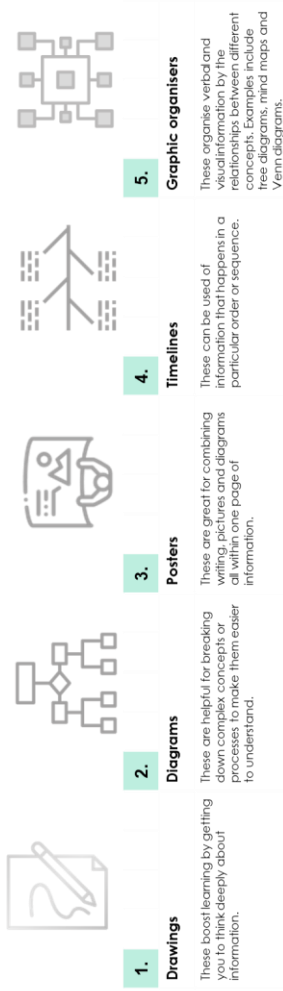
Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Brain dumps are a way of getting information out of your brain.

Revise Like a Beckfooter

Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



4 Key Principles for using dual coding



Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.
- If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often - spacing - beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

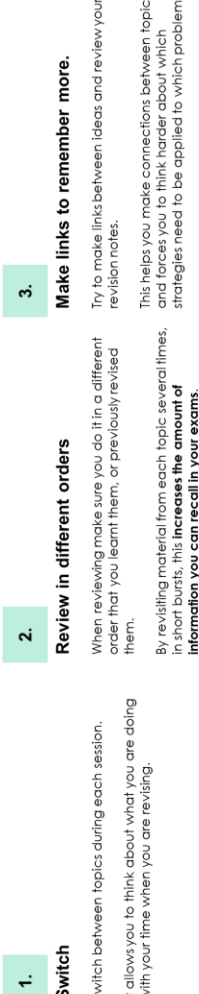
As well as knowing the most effective techniques for revision, it is really important that you consider the best times for you to revise each topic/subject. The two strategies below, (spacing and interleaving) will help you to put together a revision timetable that will help you to strengthen your memory and choose what you revise and when.

Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.



A ⇨ B ⇨ C ⇨ D B ⇨ D ⇨ A ⇨ C



Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

Additional Revision Strategies

Brain Dump



Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

Flash cards



Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

Map it out



Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

Past papers



Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.

Quizzes



Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

Revision Timetable

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
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To do

Subjects covered this half term

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To do

Subjects covered this half term

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?
What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?
Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now?
Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future?

Explain

Communication Pages

[illegible]

