



**Name:**

**Class: Bodiam**

**Teacher: Miss Jordan**

## Knowledge Organiser

Term 4



"Education breeds confidence.  
Confidence breeds hope. Hope breeds  
peace."

— Confucius

# How to use your Knowledge Organiser

| Using in Class       |  |
|----------------------|--|
| Quiz your neighbour  | Your teacher will give you a topic and you can create questions to test your neighbour's knowledge and understanding |
| Multiple choice quiz | A quick quiz based on the knowledge organiser  |
| Key words            | Tell your teacher if any key words from your knowledge organiser come up in lessons                                  |
| Spelling Tests       | Using the key words, your teacher might give you some spelling tests   |
| Extended Writing     | Using this key information, create longer pieces of writing showing your specialist knowledge                        |
| Knowledge test       | At the end of the unit, your teacher might give you a test based on your knowledge organiser                         |

| Using at Home     |  |
|-------------------|--|
| Catching up       | Use the knowledge organiser to catch up on any lessons you have missed                       |
| Quiz yourself     | Read through the information, repeat it to yourself, cover and test your knowledge           |
| Create Flashcards | Turn the information in to revision cards  |
| Application       | Use this information to add to any homework or classwork, including longer pieces of writing |
| Revise            | Use the information to revise for any assessments or end of topic tests                      |

## Term 4 - English

### Entry Level Writing:

- ✓ Structure and using paragraphs.
- ✓ Writing using appropriate sentence lengths.
- ✓ Simple and compound sentences.
- ✓ Spelling, punctuation and grammar (SPaG) -suffixes.
- ✓ Audience and purpose of texts.
- ✓ Writing emails, letters, reviews and articles.
- ✓ Informal and informal language.

Common

word spellings  
(homophones):

There; their; they're.

Here; hear.

One; won.

Two; to; too.

### Punctuation

|     |                  |   |               |
|-----|------------------|---|---------------|
| '   | Apostrophe       | . | Full Stop     |
| ( ) | Brackets         | - | Hyphen        |
| :   | Colon            | ? | Question Mark |
| ,   | Comma            | ; | Semi-colon    |
| !   | Exclamation Mark | " | Speech Mark   |

# Term 4 - English



## GCSE English - Paper 1 Question 3 and 4.

### Question 3 - Structure (8 marks)

You need to think about the **whole** source.

Refer to the **structure** used in the text to support your answer.

Look for the following features:

Foreshadowing; backflash; tension building; zoom in/out; dialogue; setting; character; sequence (chronological/non-chronological); exposition; climax; resolution.

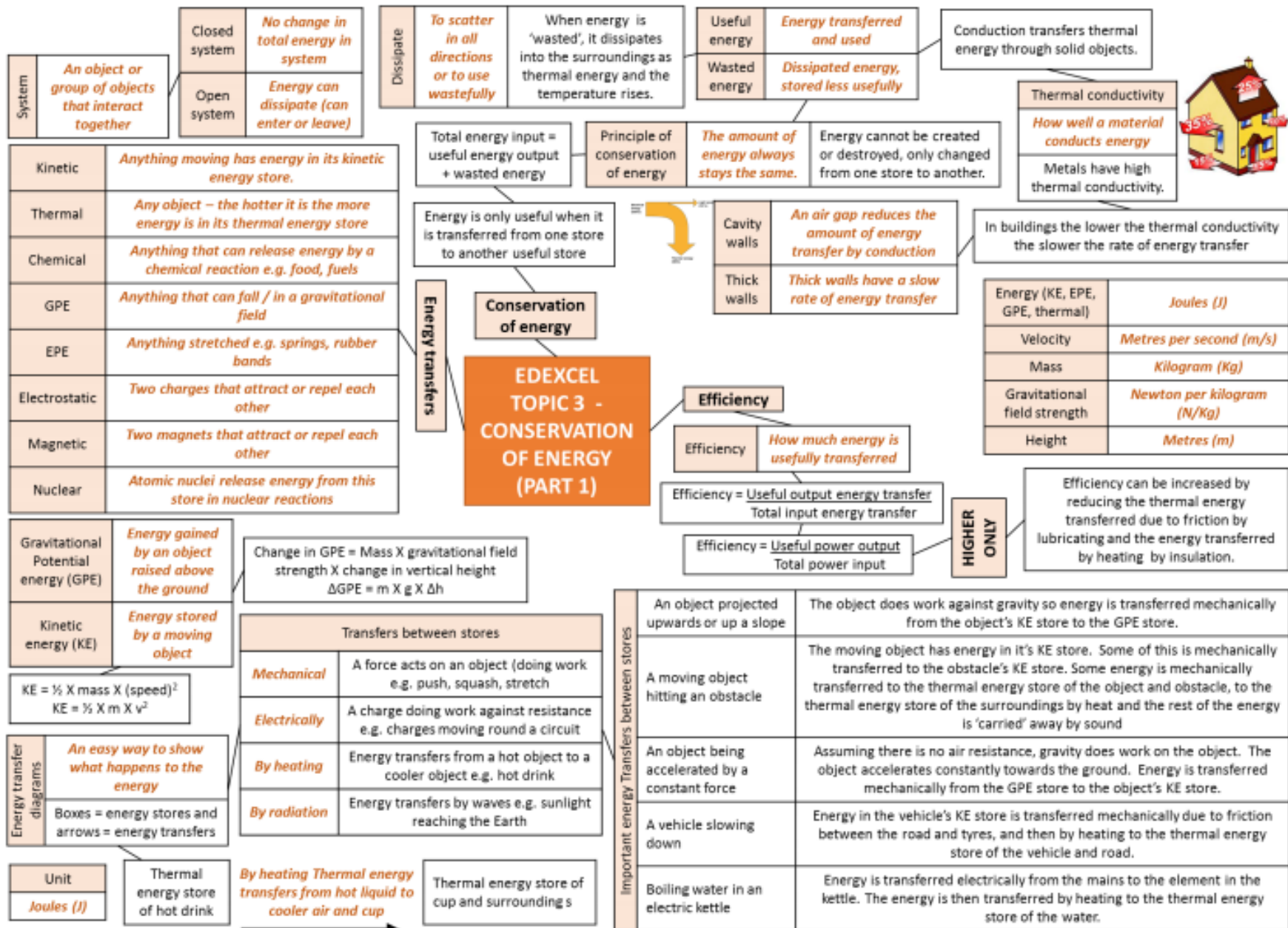
Always mention the beginning, middle and end of the text.

**Question 4 - Personal opinion (20 marks)**. Focus this part of your answer on the end of the text.

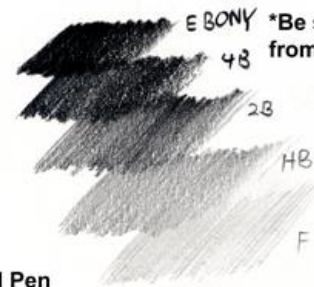
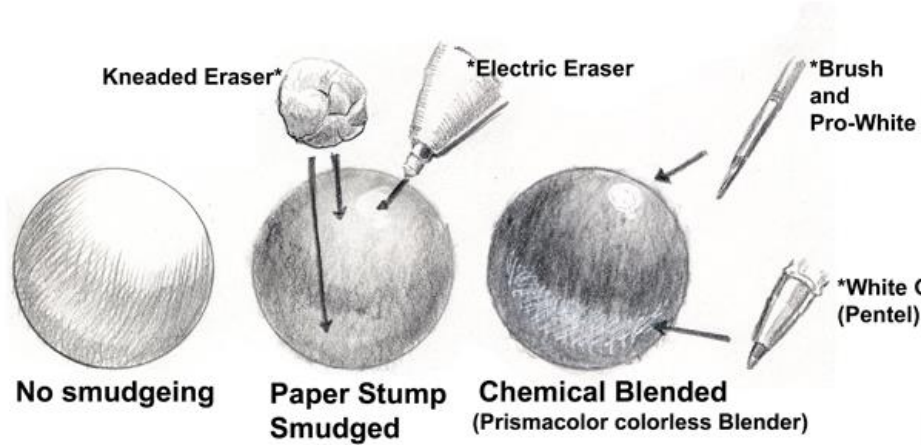
To what extent do you agree? What is your perspective on the quote given?

Without using previous examples of language and structure give your own opinion to the statement, using PEED. You are expected to provide **5 PEED's** in order to gain full marks.

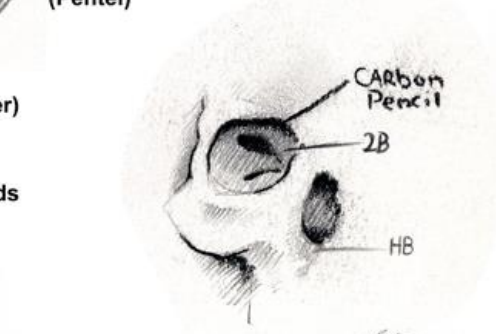
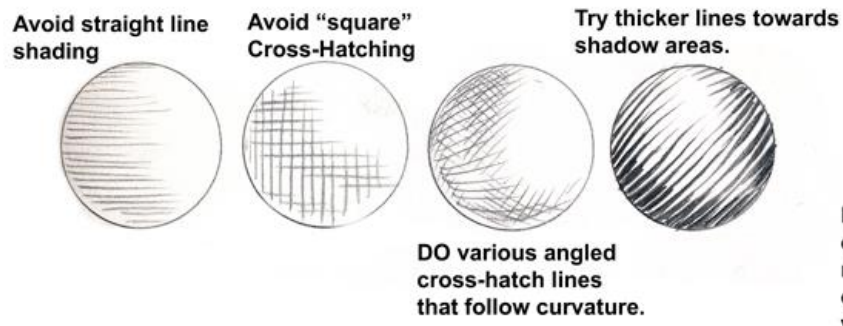
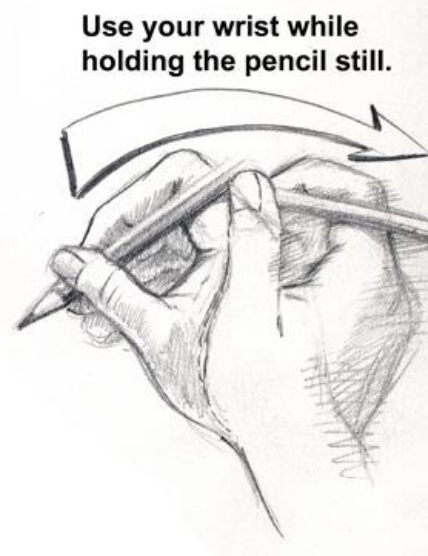
Spelling is not critical, but attempt higher level words, even if you are not sure of the correct spellings.







\*Be sure to layer "even" shaded strokes from lightest (hardest) to darkest (softest)

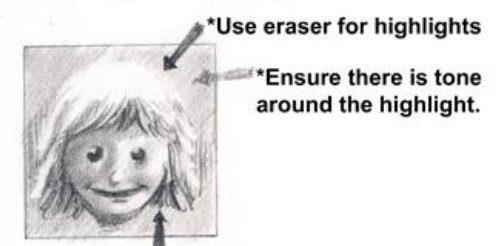
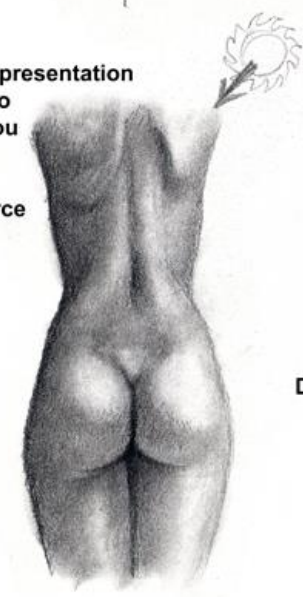


Draw a representation of a sun to remind you of where your light-source is.

To generate a more life-like image. Avoid using outlines.



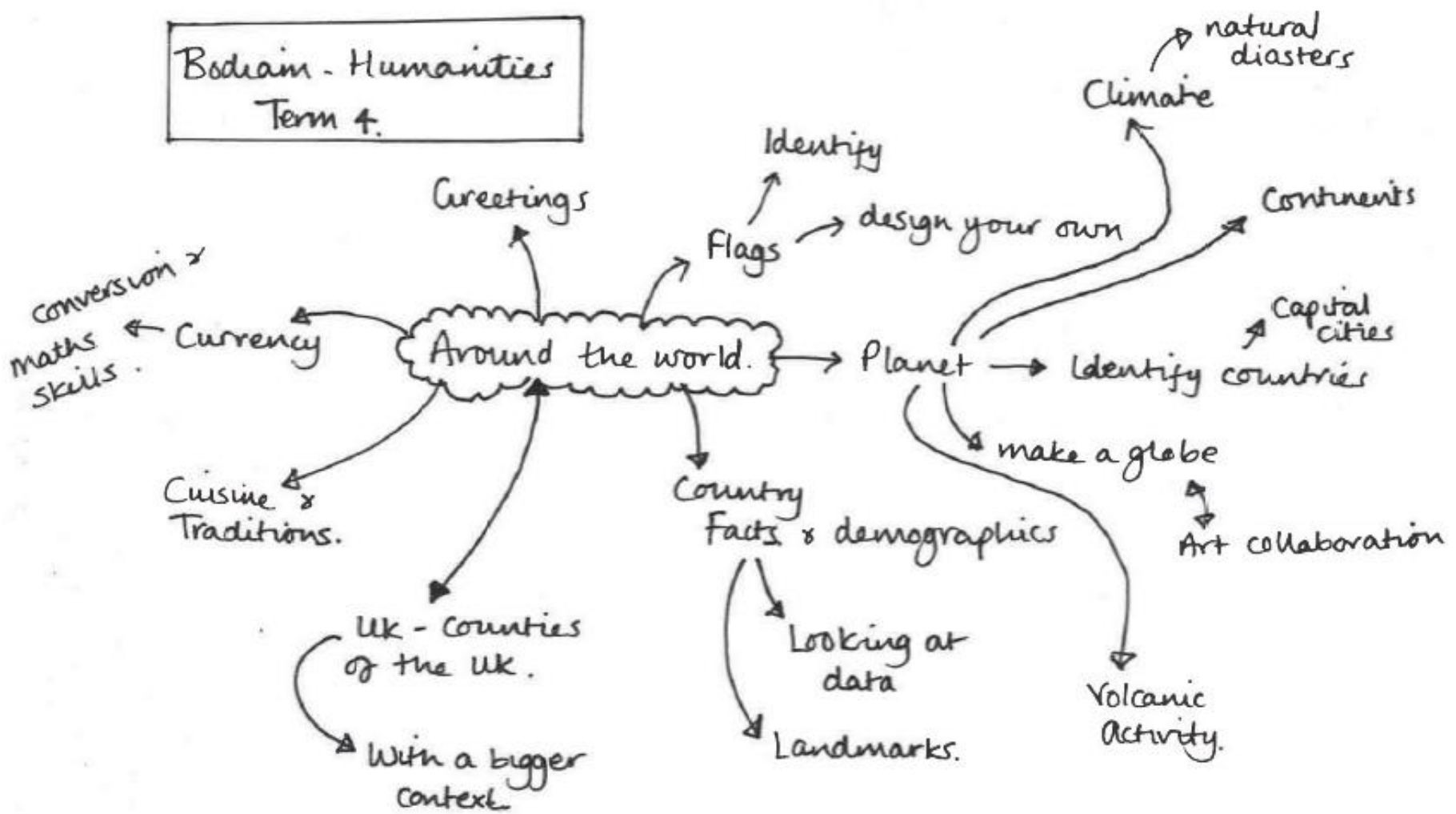
**Example of angled cross hatching**



Don't be afraid to go DARK!



Bodrain - Humanities  
Term 4.

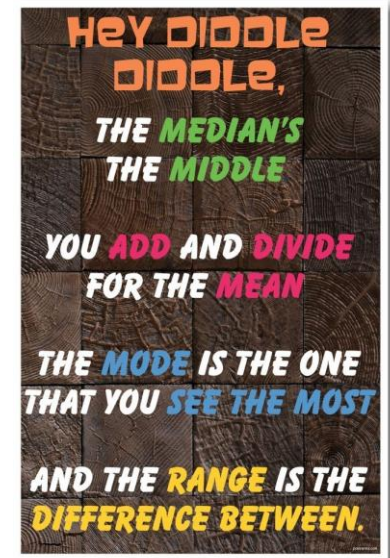


## Data types

|                   |  |
|-------------------|--|
| <b>Discrete</b>   | Values that cannot be divided<br>e.g. colours, shoe sizes, flavours, children, ... |
| <b>Continuous</b> | Values that can continually be divided<br>e.g. measurements including time         |
| <b>Primary</b>    | Values that you collect personally<br>e.g. the opinions of your friends            |
| <b>Secondary</b>  | Values that someone else collects<br>e.g. national surveys                         |

# Term 4 - KS4 PEARSON EDEXCEL MATHEMATICS

## Charts, tables and averages



### Hypothesis

This is a statement used in statistics that can be tested.

### Survey

A survey is the collection of data which can use primary or secondary data.

### Experiment

An experiment is where one variable (explanatory variable) is controlled to see its impact on another variable (response variable).

## Types of graph

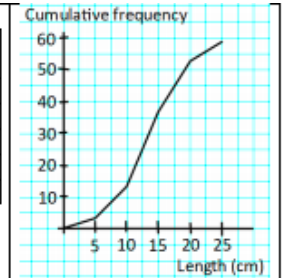
|   |                                   |   |   |
|---|-----------------------------------|---|---|
| <p><b>Bar chart (continuous data)</b></p> <p>Title of data and axis labelled<br/>Bars joined<br/>Labels for bars not under bars</p> | <p>Hours spent doing homework</p> | <p><b>Frequency polygon</b></p> <p>A line replaces the bars joining the midpoint of the top of each bar.</p>  | <p>Hours spent doing homework</p>       |
| <p><b>Scatter graph</b></p> <p>Plots two variables against one another</p>  | <p>Variable B</p>                 | <p><b>Lines of best fit</b></p> <p>A line is drawn through the points on a scatter graph. It attempts to represent the relationship between the two variables</p> | <p>Variable B</p>                       |
| <p><b>Correlation</b></p> <p>How two variables are related either positive, negative or no correlation.</p>                         | <p>Variable B</p> <p>Positive</p> | <p>Variable B</p> <p>Negative</p>   | <p>Variable B</p> <p>No correlation</p> |

### Cumulative Frequency

Often used with grouped frequency and continuous data, which helps to find estimates of median and inter quartile range.

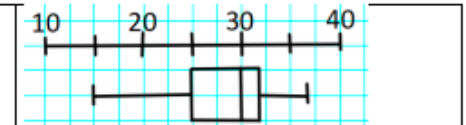
May also be shown on a graph  
n.b. points are plotted on the end of a class.

| Length (n) in cm | Frequency | Cumulative frequency |
|------------------|-----------|----------------------|
| $0 \leq n < 5$   | 3         | 3                    |
| $5 \leq n < 10$  | 10        | 13                   |
| $10 \leq n < 15$ | 23        | 36                   |
| $15 \leq n < 20$ | 17        | 53                   |
| $20 \leq n < 25$ | 6         | 59                   |



### Box plots

A box plot shows the minimum (e.g. 15), lower quartile (e.g. 25), median (e.g. 30) upper quartile (e.g. 32) and maximum (e.g. 37) for a data set.



### Distribution

How data is spread out and often what it looks like. This might include statistical measures.

### Statistical measures

|                             |   |
|-----------------------------|---|
| <b>Range</b>                | The gap between the smallest and largest number   |
| <b>Mean</b>                 | The average found by adding all the data pieces together and dividing by the number of pieces of data |
| <b>Mode</b>                 | The average identified as the most common number  |
| <b>Median</b>               | The average identified as the middle number when the data pieces are aligned in order                 |
| <b>Lower quartile</b>       | The bottom 25% of the data is below this point  |
| <b>Upper quartile</b>       | The top 25% of the data is above this point   |
| <b>Inter quartile range</b> | The gap between the lower and upper quartiles   |