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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Newton’s laws and momentum** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | State and use each of Newton's three laws of motion. | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Define *linear momentum* as the product of mass and velocity and appreciate the vector nature of momentum. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | Define *net force on a body* as equal to rate of change of its momentum. | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | Select and apply the equation: | |  | | to solve problems. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Explain that *F* = *ma* is a special case of Newton’s second law when mass *m* remains constant. | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Define *impulse* of a force. | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | Recall that the area under a force against time graph is equal to impulse. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Recall and use the equation: | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | State the principle of conservation of momentum. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | Apply the principle of conservation of momentum to solve problems when bodies interact in one dimension. | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Define a *perfectly elastic collision* and an *inelastic collision*. | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Explain that whilst the momentum of a system is always conserved in the interaction between bodies, some change in kinetic energy usually occurs. | |  |  |  |  |  |  |  |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Circular motion and oscillations** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | Define the *radian*. | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Convert angles from degrees into radians and vice versa. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | Explain that a force perpendicular to the velocity of an object will make the object describe a circular path. | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | Explain what is meant by centripetal acceleration and centripetal force. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Select and apply the equations for speed;  and centripetal acceleration ; | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Select and apply the equation for centripetal force: | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | Describe how a mass creates a gravitational field in the space around it. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Define *gravitational field strength* as force per unit mass. | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | Use gravitational field lines to represent a gravitational field. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | State Newton’s law of gravitation. | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Select and use the equation for the force between two point or spherical objects. | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Select and apply the equation for the gravitational field strength of a point mass; | |  |  |  |  |  |  |  |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Circular motion and oscillations continued…** | |  |  |  |  |  |  |  |
| 13 | |  | | --- | | Select and use the equation to determine the mass of the Earth or another similar object; | |  |  |  |  |  |  |  |
| 14 | |  | | --- | | Explain that close to the Earth’s surface the gravitational field strength is uniform and approximately equal to the acceleration of free fall. | |  |  |  |  |  |  |  |
| 15 | |  | | --- | | Analyse circular orbits in an inverse square law field by relating the gravitational force to the centripetal acceleration it causes. | |  |  |  |  |  |  |  |
| 16 | |  | | --- | | Define and use the *period* of an object describing a circle. | |  |  |  |  |  |  |  |
| 17 | Derive the equation;  from first principles. |  |  |  |  |  |  |  |
| 18 | |  | | --- | | Select and apply the equation  for planets and satellites (natural and artificial). | |  |  |  |  |  |  |  |
| 19 | |  | | --- | | Select and apply Kepler’s third law    to solve problems. | |  |  |  |  |  |  |  |
| 20 | |  | | --- | | Define *geostationary orbit* of a satellite and state the uses of such satellites. | |  |  |  |  |  |  |  |
| 21 | |  | | --- | | Describe simple examples of free oscillations. | |  |  |  |  |  |  |  |
| 22 | |  | | --- | | Define and use the terms *displacement*, *amplitude*, *period*, *frequency*, *angular frequency* and *phase difference*. | |  |  |  |  |  |  |  |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Circular motion and oscillations continued…** | |  |  |  |  |  |  |  |
| 23 | |  | | --- | | Select and use the equation | |  |  |  |  |  |  |  |
| 24 | |  | | --- | | Define *simple harmonic motion.* | |  |  |  |  |  |  |  |
| 25 | |  | | --- | | Select and apply the equation  as the defining equation of simple harmonic motion. | |  |  |  |  |  |  |  |
| 26 | |  | | --- | | Select and use:  or  as solutions to the equation: | |  |  |  |  |  |  |  |
| 27 | |  | | --- | | Select and apply the equation:  for the maximum speed of a simple harmonic oscillator. | |  |  |  |  |  |  |  |
| 28 | |  | | --- | | Explain that the period of an object with simple harmonic motion is independent of its amplitude. | |  |  |  |  |  |  |  |
| 29 | |  | | --- | | Describe, with graphical illustrations, the changes in displacement, velocity and acceleration during simple harmonic motion. | |  |  |  |  |  |  |  |
| 30 | |  | | --- | | Describe and explain the interchange between kinetic and potential energy during simple harmonic motion. | |  |  |  |  |  |  |  |
| 31 | |  | | --- | | Describe the effects of damping on an oscillatory system. | |  |  |  |  |  |  |  |
| 32 | |  | | --- | | Describe practical examples of forced oscillations and resonance. | |  |  |  |  |  |  |  |
| 33 | |  | | --- | | Describe graphically how the amplitude of a forced oscillation changes with frequency near to the natural frequency of the system. | |  |  |  |  |  |  |  |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Circular motion and oscillations continued…** | |  |  |  |  |  |  |  |
| 34 | |  | | --- | | Describe examples where resonance is useful and other examples where resonance should be avoided. | |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Thermal physics** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | Describe solids, liquids and gases in terms of the spacing, ordering and motion of atoms or molecules. | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Describe a simple kinetic model for solids, liquids and gases. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | Describe an experiment that demonstrates Brownian motion and discuss the evidence for the movement of molecules provided by such an experiment. | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | Define the term *pressure* and use the kinetic model to explain the pressure exerted by gases. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Define *internal energy* as the sum of the random distribution of kinetic and potential energies associated with the molecules of a system. | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Explain that the rise in temperature of a body leads to an increase in its internal energy. | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | Explain that a change of state for a substance leads to changes in its internal energy but not its temperature. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Describe using a simple kinetic model for matter the terms melting, boiling and evaporation. | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | Explain that thermal energy is transferred from a region of higher temperature to a region of lower temperature. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | Explain that regions of equal temperature are in thermal equilibrium. | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Describe how there is an absolute scale of temperature that does not depend on the property of any particular substance (ie the thermodynamic scale and the concept of absolute zero). | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Convert temperatures measured in kelvin to degrees Celsius (or vice versa): | |  |  |  |  |  |  |  |
| 13 | |  | | --- | | State that absolute zero is the temperature at which a substance has minimum internal energy. | |  |  |  |  |  |  |  |

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| **Learning outcome** | | | | | **Done?** | | | | | **Lesson review** | | | | **Revision** | | | |
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| **Thermal physics continued…** | | | | |  | | | | |  | |  |  |  |  |  | |
| 14 | | |  | | --- | | Define and apply the concept of specific heat capacity. | | | |  | | | | |  | |  |  |  |  |  | |
| 15 | | |  | | --- | | Select and apply the equation: | | | |  | | | | |  | |  |  |  |  |  | |
| 16 | | |  | | --- | | Describe an electrical experiment to determine the specific heat capacity of a solid or a liquid. | | | |  | | | | |  | |  |  |  |  |  | |
| 17 | | |  | | --- | | Describe what is meant by the terms *latent heat of fusion* and *latent heat of vaporisation.* | | | |  | | | | |  | |  |  |  |  |  | |
| 18 | | |  | | --- | | State Boyle’s law. | | | |  | | | | |  | |  |  |  |  |  | |
| 19 | | |  | | --- | | Select and apply: | | | |  | | | | |  | |  |  |  |  |  | |
| 20 | | |  | | --- | | State the basic assumptions of the kinetic theory of gases. | | | |  | | | | |  | |  |  |  |  |  | |
| 21 | | |  | | --- | | State that one mole of any substance contains 6.02 × 1023 particles and  that 6.02 × 1023 mol-1 is the Avogadro  constant *N*A. | | | |  | | | | |  | |  |  |  |  |  | |
| 22 | | |  | | --- | | Select and solve problems using the ideal gas equation expressed as:  and  where *N* is the number of atoms and  *n* is the number of moles. | | | |  | | | | |  | |  |  |  |  |  | |
| 23 | | |  | | --- | | Explain that the mean translational kinetic energy of an atom of an ideal gas is directly proportional to the temperature of the gas in kelvin. | | | |  | | | | |  | |  |  |  |  |  | |
| 24 | | |  | | --- | | Select and apply the equation  for the mean translational kinetic energy of atoms. | | | |  | | | | |  | |  |  |  |  |  | |
| **Learning outcome** | | | | | | **Done?** | | **Lesson review** | | | | | **Revision** | | |
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| **Electric and magnetic fields** | | | | | |  | |  | |  | |  |  |  |  |
| 1 | | | |  | | --- | | State that electric fields are created by electric charges, | | | |  | |  | |  | |  |  |  |  | |
| 2 | | | |  | | --- | | Define *electric field strength* as force per unit positive charge. | | | |  | |  | |  | |  |  |  |  | |
| 3 | | | |  | | --- | | Describe how electric field lines represent an electric field. | | | |  | |  | |  | |  |  |  |  | |
| 4 | | | |  | | --- | | Select and use Coulomb’s law in the form: | | | |  | |  | |  | |  |  |  |  | |
| 5 | | | |  | | --- | | Select and apply:  for the electric field strength of a point charge. | | | |  | |  | |  | |  |  |  |  | |
| 6 | | | |  | | --- | | Select and use:    for the magnitude of the uniform electric field strength between charged parallel plates. | | | |  | |  | |  | |  |  |  |  | |
| 7 | | | |  | | --- | | Explain the effect of a uniform electric field on the motion of charged particles. | | | |  | |  | |  | |  |  |  |  | |
| 8 | | | |  | | --- | | Describe the similarities and differences between the gravitational fields of point masses and the electric fields of point charges. | | | |  | |  | |  | |  |  |  |  | |
| 9 | | | |  | | --- | | Describe the magnetic field patterns of a long straight current-carrying conductor and a long solenoid. | | | |  | |  | |  | |  |  |  |  | |
| 10 | | | |  | | --- | | State and use Fleming’s left-hand rule to determine the force on current conductor placed at right angles to a magnetic field. | | | |  | |  | |  | |  |  |  |  | |
| 11 | | | |  | | --- | | Select and use the equations:  and | | | |  | |  | |  | |  |  |  |  | |
| **Learning outcome** | | | | | | **Done?** | | **Lesson review** | | | | | | **Revision** | | |
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| **Electric and magnetic fields continued…** | | | | | |  | |  | | |  | |  |  |  |  |
| 12 | | | |  | | --- | | Define *magnetic flux density* and the *tesla.* | | | |  | |  | | |  | |  |  |  |  | |
| 13 | | | |  | | --- | | Select and use the equation *F* = *BQv* for the force on a charged particle travelling at right angles to a uniform magnetic field. | | | |  | |  | | |  | |  |  |  |  | |
| 14 | | | |  | | --- | | Analyse the circular orbits of charged particles moving in a plane perpendicular to a uniform magnetic field by relating the magnetic force to the centripetal acceleration it causes. | | | |  | |  | | |  | |  |  |  |  | |
| 15 | | | |  | | --- | | Analyse the motion of charged particles in both electric and magnetic fields. | | | |  | |  | | |  | |  |  |  |  | |
| 16 | | | |  | | --- | | Explain the use of deflection of charged particles in the magnetic and electric fields of a mass spectrometer. | | | |  | |  | | |  | |  |  |  |  | |
| 17 | | | |  | | --- | | Define *magnetic flux*. | | | |  | |  | | |  | |  |  |  |  | |
| 18 | | | |  | | --- | | Define the *weber*. | | | |  | |  | | |  | |  |  |  |  | |
| 19 | | | |  | | --- | | select and use the equation for magnetic flux: | | | |  | |  | | |  | |  |  |  |  | |
| 20 | | | |  | | --- | | Define *magnetic flux linkage*. | | | |  | |  | | |  | |  |  |  |  | |
| 21 | | | |  | | --- | | State and use Faraday’s law of electromagnetic induction. | | | |  | |  | | |  | |  |  |  |  | |
| 22 | | | |  | | --- | | State and use Lenz’s law. | | | |  | |  | | |  | |  |  |  |  | |
| 23 | | | |  | | --- | | Select and use the equation: | | | |  | |  | | |  | |  |  |  |  | |
| 24 | | | |  | | --- | | Describe the function of a simple ac generator. | | | |  | |  | | |  | |  |  |  |  | |
| 25 | | | |  | | --- | | Describe the function of a simple transformer. | | | |  | |  | | |  | |  |  |  |  | |
| 26 | | | |  | | --- | | Select and use the turns-ratio equation for a transformer. | | | |  | |  | | |  | |  |  |  |  | |
| 27 | | | |  | | --- | | Describe the function of step-up and step-down transformers. | | | |  | |  | | |  | |  |  |  |  | |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Capacitors and exponential decay** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | Define *capacitance* and the *farad.* | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Select and use the equation *Q* = *VC*. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | State and use the equation for the total capacitance of two or more capacitors in series. | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | State and use the equation for the total capacitance of two or more capacitors in parallel. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Solve circuit problems with capacitors involving series and parallel circuits. | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Explain that the area under a potential difference against charge graph is equal to energy stored by a capacitor. | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | Select and use the equations:  and  for a charged capacitor. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Sketch graphs that show the variation with time of potential difference, charge and current for a capacitor discharging through a resistor. | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | Define the *time constant* of a circuit. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | Select and use: | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Analyse the discharge of capacitor using equations of the form: | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Explain exponential decays as having a constant-ratio property. | |  |  |  |  |  |  |  |
| 13 | |  | | --- | | Describe the uses of capacitors for the storage of energy in applications such as flash photography, lasers used in nuclear fusion and as back-up power supplies for computers. | |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Nuclear physics** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | Describe qualitatively the alpha-particle scattering experiment and the evidence this provides for the existence, charge and small size of the nucleus. | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Describe the basic atomic structure of the atom and the relative sizes of the atom and the nucleus. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | Select and use Coulomb’s law to determine the force of repulsion, and Newton’s law of gravitation to determine the force of attraction, between two protons at nuclear separations and hence the need for a short-range, attractive force between nucleons. | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | Describe how the strong nuclear force between nucleons is attractive and very short-ranged. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Estimate the density of nuclear matter. | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Define *proton* and *nucleon number.* | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | State and use the notation for the representation of nuclides. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Define and use the term *isotopes*. | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | Use nuclear decay equations to represent simple nuclear reactions. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | State the quantities conserved in a nuclear decay. | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Explain that since protons and neutrons contain charged constituents called quarks they are, therefore, not fundamental particles. | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Describe a simple quark model of hadrons in terms of up, down and strange quarks and their respective antiquarks, taking into account their charge, baryon number and strangeness. | |  |  |  |  |  |  |  |
| 13 | |  | | --- | | Describe how the quark model may be extended to include the properties of charm, topness and bottomness. | |  |  |  |  |  |  |  |
| 14 | |  | | --- | | Describe the properties of neutrons and protons in terms of a simple quark model. | |  |  |  |  |  |  |  |
| 15 | |  | | --- | | Describe how there is a weak interaction between quarks and that this is responsible for β decay. | |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Nuclear physics continued…** | |  |  |  |  |  |  |  |
| 16 | |  | | --- | | State that there are two types of β decay. | |  |  |  |  |  |  |  |
| 17 | |  | | --- | | Describe the two types of β decay in terms of a simple quark model. | |  |  |  |  |  |  |  |
| 18 | |  | | --- | | State that (electron) neutrinos and (electron) antineutrinos are produced during β+ and β- decays, respectively. | |  |  |  |  |  |  |  |
| 19 | |  | | --- | | State that a β- particle is an electron and a β+ particle is a positron. | |  |  |  |  |  |  |  |
| 20 | |  | | --- | | State that electrons and neutrinos are members of a group of particles known as leptons. | |  |  |  |  |  |  |  |
| 21 | |  | | --- | | Describe the spontaneous and random nature of radioactive decay of unstable nuclei. | |  |  |  |  |  |  |  |
| 22 | |  | | --- | | Describe the nature, penetration and range of α-particles, β-particles and γ-rays | |  |  |  |  |  |  |  |
| 23 | |  | | --- | | Define and use the quantities *activity* and *decay constant*. | |  |  |  |  |  |  |  |
| 24 | |  | | --- | | Select and apply the equation for activity: | |  |  |  |  |  |  |  |
| 25 | |  | | --- | | Select and apply the equations:  and  where *A* is the activity and *N* is the number of undecayed nuclei. | |  |  |  |  |  |  |  |
| 26 | |  | | --- | | Define and apply the term *half-life*. | |  |  |  |  |  |  |  |
| 27 | |  | | --- | | Select and use the equation: | |  |  |  |  |  |  |  |
| 28 | |  | | --- | | Compare and contrast decay of radioactive nuclei and decay of charge on a capacitor in a C–R circuit. | |  |  |  |  |  |  |  |
| 29 | |  | | --- | | Describe the use of radioactive isotopes in smoke alarms. | |  |  |  |  |  |  |  |
| 30 | |  | | --- | | Describe the technique of radioactive dating. | |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Nuclear physics continued…** | |  |  |  |  |  |  |  |
| 31 | |  | | --- | | Select and use Einstein’s mass–energy equation: | |  |  |  |  |  |  |  |
| 32 | |  | | --- | | Define *binding energy* and *binding energy per nucleon.* | |  |  |  |  |  |  |  |
| 33 | |  | | --- | | Use and interpret the binding energy per nucleon against nucleon number graph. | |  |  |  |  |  |  |  |
| 34 | |  | | --- | | Determine the binding energy of nuclei using:  and masses of nuclei. | |  |  |  |  |  |  |  |
| 35 | |  | | --- | | Describe the process of induced nuclear fission. | |  |  |  |  |  |  |  |
| 36 | |  | | --- | | Describe and explain the process of nuclear chain reaction. | |  |  |  |  |  |  |  |
| 37 | |  | | --- | | Describe the basic construction of a fission reactor and explain the role of the fuel rods, control rods and the moderator. | |  |  |  |  |  |  |  |
| 38 | |  | | --- | | Describe the use of nuclear fission as an energy source. | |  |  |  |  |  |  |  |
| 39 | |  | | --- | | Describe the peaceful and destructive uses of nuclear fission. | |  |  |  |  |  |  |  |
| 40 | |  | | --- | | Describe the environmental effects of nuclear waste. | |  |  |  |  |  |  |  |
| 41 | |  | | --- | | Describe the process of nuclear fusion. | |  |  |  |  |  |  |  |
| 42 | |  | | --- | | Describe the conditions in the core of stars that make fusion possible. | |  |  |  |  |  |  |  |
| 43 | |  | | --- | | Calculate the energy released in simple nuclear reactions. | |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Medical imaging** | |  |  |  |  |  |  |  |
| 1 | |  | | --- | | Describe the nature of X-rays. | |  |  |  |  |  |  |  |
| 2 | |  | | --- | | Describe in simple terms how X-rays are produced. | |  |  |  |  |  |  |  |
| 3 | |  | | --- | | Describe how X-rays interact with matter (limited to photoelectric effect, Compton Effect and pair production). | |  |  |  |  |  |  |  |
| 4 | |  | | --- | | Define *intensity* as the power per unit cross-sectional area. | |  |  |  |  |  |  |  |
| 5 | |  | | --- | | Select and use the equation:    to show how the intensity *I* of a collimated X-ray beam varies with thickness *x* of medium. | |  |  |  |  |  |  |  |
| 6 | |  | | --- | | Describe the use of X-rays in imaging internal body structures including the use of image intensifiers and of contrast media. | |  |  |  |  |  |  |  |
| 7 | |  | | --- | | Explain how soft tissues like the intestines can be imaged using barium meal. | |  |  |  |  |  |  |  |
| 8 | |  | | --- | | Describe the operation of a computerised axial tomography (CAT) scanner. | |  |  |  |  |  |  |  |
| 9 | |  | | --- | | Describe the advantages of a CAT scan compared with an X-ray image. | |  |  |  |  |  |  |  |
| 10 | |  | | --- | | Describe the use of medical tracers like technetium-99m to diagnose the function of organs. | |  |  |  |  |  |  |  |
| 11 | |  | | --- | | Describe the main components of a gamma camera. | |  |  |  |  |  |  |  |
| 12 | |  | | --- | | Describe the principles of positron emission tomography (PET). | |  |  |  |  |  |  |  |
| 13 | |  | | --- | | Outline the principles of magnetic resonance, with reference to precession of nuclei, Larmor frequency, resonance and relaxation times. | |  |  |  |  |  |  |  |
| 14 | |  | | --- | | Describe the main components of an MRI scanner. | |  |  |  |  |  |  |  |
| 15 | |  | | --- | | Outline the use of MRI (magnetic resonance imaging) to obtain diagnostic information about internal organs. | |  |  |  |  |  |  |  |
| 16 | |  | | --- | | Describe the advantages and disadvantages of MRI. | |  |  |  |  |  |  |  |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Medical imaging continued…** | |  |  |  |  |  |  |  |
| 17 | |  | | --- | | Describe the need for non-invasive techniques in diagnosis. | |  |  |  |  |  |  |  |
| 18 | |  | | --- | | Explain what is meant by the Doppler effect. | |  |  |  |  |  |  |  |
| 19 | |  | | --- | | Explain qualitatively how the Doppler effect can be used to determine the speed of blood. | |  |  |  |  |  |  |  |
| 20 | |  | | --- | | Describe the properties of ultrasound. | |  |  |  |  |  |  |  |
| 21 | |  | | --- | | Describe the piezoelectric effect. | |  |  |  |  |  |  |  |
| 22 | |  | | --- | | Explain how ultrasound transducers emit and receive high-frequency sound. | |  |  |  |  |  |  |  |
| 23 | |  | | --- | | Describe the principles of ultrasound scanning. | |  |  |  |  |  |  |  |
| 24 | |  | | --- | | Describe the difference between A-scan and B-scan. | |  |  |  |  |  |  |  |
| 25 | |  | | --- | | Calculate the acoustic impedance using the equation: | |  |  |  |  |  |  |  |
| 26 | |  | | --- | | Calculate the fraction of reflected intensity using the equation: | |  |  |  |  |  |  |  |
| 27 | |  | | --- | | Describe the importance of impedance matching. | |  |  |  |  |  |  |  |
| 28 | |  | | --- | | Explain why a gel is required for effective ultrasound imaging techniques. | |  |  |  |  |  |  |  |

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| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Modelling the universe** | |  |  |  |  |  |  |  |
| 1 | |  |  | | --- | --- | | |  | | --- | | Describe the principal contents of the universe, including stars, galaxies and radiation. | | |  |  |  |  |  |  |  |
| 2 | |  |  | | --- | --- | | |  | | --- | | Describe the solar system in terms of the Sun, planets, planetary satellites and comets. | | |  |  |  |  |  |  |  |
| 3 | |  |  | | --- | --- | | |  | | --- | | Describe the formation of a star, such as our Sun, from interstellar dust and gas. | | |  |  |  |  |  |  |  |
| 4 | |  |  | | --- | --- | | |  | | --- | | Describe the Sun’s probable evolution into a red giant and white dwarf. | | |  |  |  |  |  |  |  |
| 5 | |  |  | | --- | --- | | |  | | --- | | Describe how a star much more massive than our Sun will evolve into a super red giant and then either a neutron star or black hole. | | |  |  |  |  |  |  |  |
| 6 | |  |  | | --- | --- | | |  | | --- | | Define distances measured in astronomical units (AU), parsecs (pc) and light-years (ly). | | |  |  |  |  |  |  |  |
| 7 | |  |  | | --- | --- | | |  | | --- | | State the approximate magnitudes in metres, of the parsec and light-year. | | |  |  |  |  |  |  |  |
| 8 | |  |  | | --- | --- | | |  | | --- | | State Olbers’ paradox. | | |  |  |  |  |  |  |  |
| 9 | |  |  | | --- | --- | | |  | | --- | | Interpret Olbers’ paradox to explain why it suggests that the model of an infinite, static universe is incorrect. | | |  |  |  |  |  |  |  |
| 10 | |  |  | | --- | --- | | |  | | --- | | Select and use the equation: | | |  |  |  |  |  |  |  |
| 11 | |  |  | | --- | --- | | |  | | --- | | Describe and interpret Hubble’s redshift observations. | | |  |  |  |  |  |  |  |
| 12 | |  |  | | --- | --- | | |  | | --- | | State and interpret Hubble’s law. | | |  |  |  |  |  |  |  |
| 13 | |  |  | | --- | --- | | |  | | --- | | Convert the Hubble constant from its conventional units (km s-1 Mpc-1 ) to SI (s-1). | | |  |  |  |  |  |  |  |
| 14 | |  | | --- | | State the cosmological principle. | |  |  |  |  |  |  |  |
| 15 | |  |  | | --- | --- | | |  | | --- | | Describe and explain the significance of the 3K microwave background radiation. | | |  |  |  |  |  |  |  |
| 16 | |  | | --- | | Explain that the standard (hot big bang) model of the universe implies a finite age for the universe. | |  |  |  |  |  |  |  |
| 17 | |  | | --- | | Select and use the expression  age of universe ≈ 1/*H*0 | |  |  |  |  |  |  |  |
| 18 | |  | | --- | | Describe qualitatively the evolution of universe s after the big bang to the present. | |  |  |  |  |  |  |  |
| **Learning outcome** | | **Done?** | **Lesson review** | | | **Revision** | | |
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| **Modelling the universe continued…** | |  |  |  |  |  |  |  |
| 19 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Explain that the universe may be ‘open’, ‘flat’ or ‘closed’, depending on its density. | | | |  |  |  |  |  |  |  |
| 20 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Explain that the ultimate fate of the universe depends on its density. | | | |  |  |  |  |  |  |  |
| 21 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Define the term *critical density.* | | | |  |  |  |  |  |  |  |
| 22 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Select and use the expression for critical density of the universe: | | | |  |  |  |  |  |  |  |
| 23 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | Explain that it is currently believed that the density of the universe is close to, and possibly exactly equal to, the critical density needed for a ‘flat’ cosmology. | | | |  |  |  |  |  |  |  |