Year 10

Cycle 2 Assessments

Revision Support

In this booklet, you will find **tips for parents**, **knowledge organisers** and **'what I need to know'** checklists for each subject.

Use these to support your preparation for assessments. These begin on **Monday 11th February 2019** and will take place in lesson time.

Five simple revision tips for parents

Exam season is fast approaching and you're probably feeling the pressure of trying to help your child prepare. We've compiled some revision tips to help you banish the stress of exam prep.

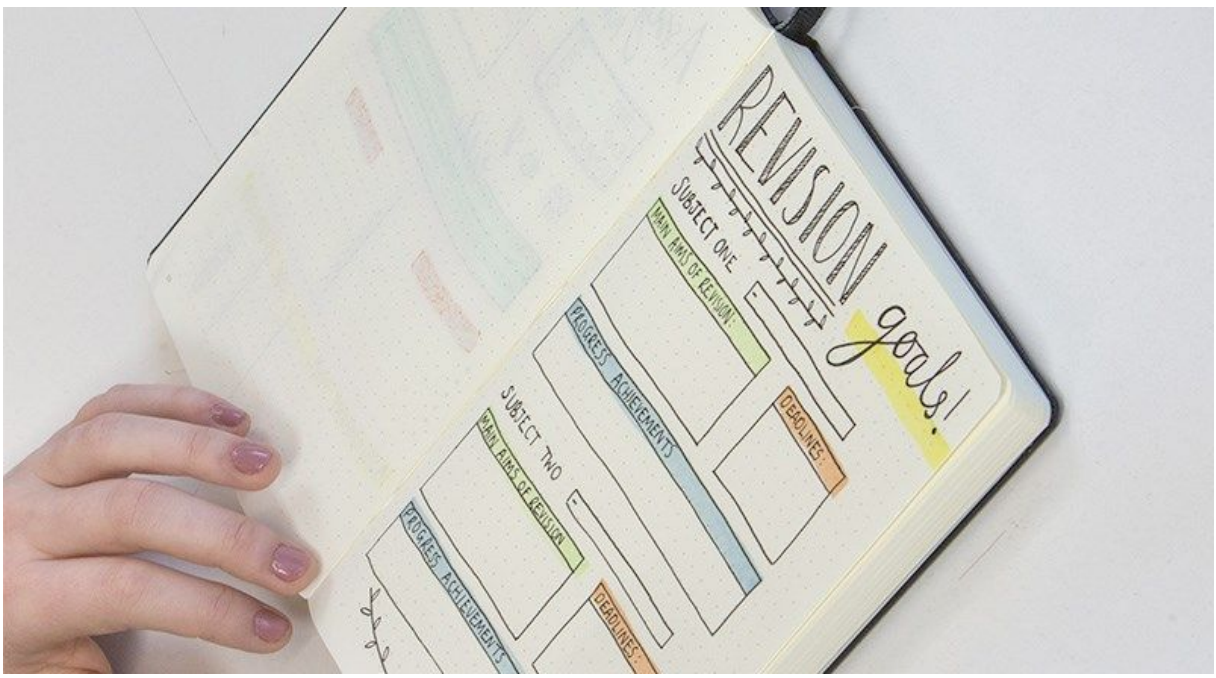
1- Establish effective study habits

Help your child create a study plan early on (this will make you aware of their exam dates too), making sure it is realistic and achievable to avoid de-motivation. Planning in advance will also help avoid ineffective cramming sessions further down the line. Encourage them to use a weekly planner so they are accountable for their work. Don't micro-manage. Provide extra support if they need or ask for it.

2- Take a break!

Don't try and force them to work for hours at a time. Their concentration span is limited and it will hinder the success of their revision if they are trying to do mammoth sessions. Suggest the use of a timer as well as regularly changing revision subject, to avoid getting stuck in a rut. Check out our Pomodoro video as it's a really simple way for students to manage their time effectively:

https://youtu.be/RlidoiSrpB0



Parent Tips

3- Practise past papers

Past papers encourage your child to think contextually, rather than just trying to memorise an entire text book. You can help by creating a realistic, timed, exam scenario when they are completing practice papers .This will encourage them to get used to working under pressure and develop exam strategies, helping them feel less anxious on the day.

4- Watch for signs of frustration

It's important that your child is in the right frame of mind for revising. If they are struggling over something in particular, it may be best to park it for the night, reassess the next day and break it down into manageable chunks. Look out for stress and worry over exams that have been and gone. Be sure to ask them how their exam went, then shift their focus to what's coming up next and encourage them to say in a positive mind-set. It is important to remember the role of a healthy diet, plenty of water and exercise in keeping a healthy outlook on exams.

5- Ask for help

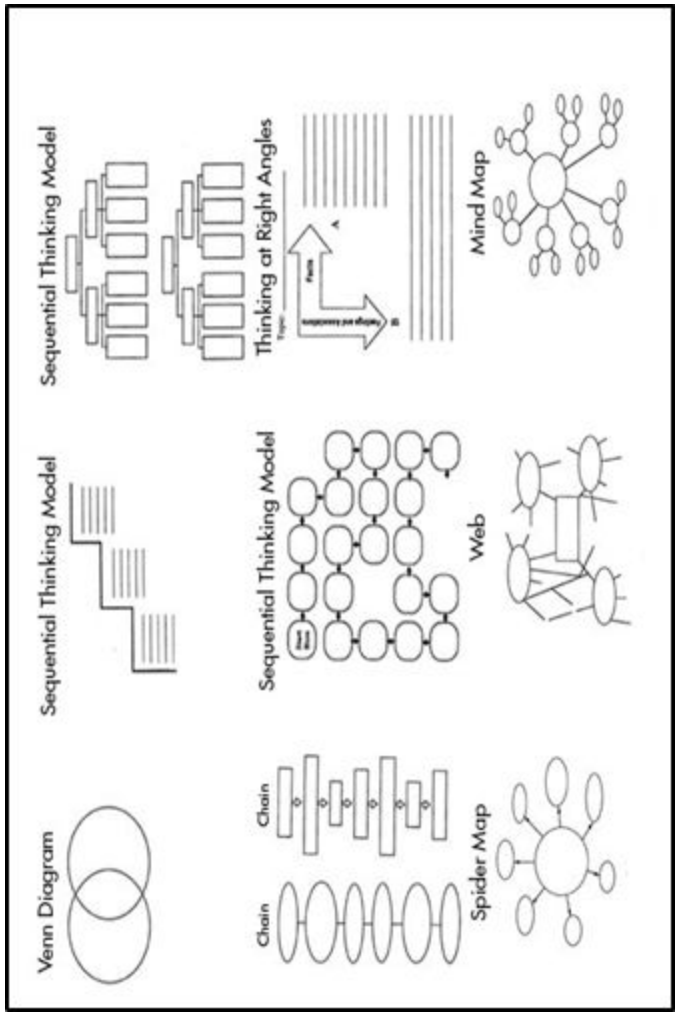
If you are working closely with your child to help them study, but feel the work is beyond your own skill set, it may be worth seeing if there is another family member who can assist. Or, if you feel this may be a long term issue and your child needs extra support, it may be worth hiring a private tutor to help improve your child's understanding of the subject. Alternatively there is lots of free support online, offering revision help for a huge range of subjects. Don't forget- teachers are just at the end of a phonecall and are ALWAYS happy to help!

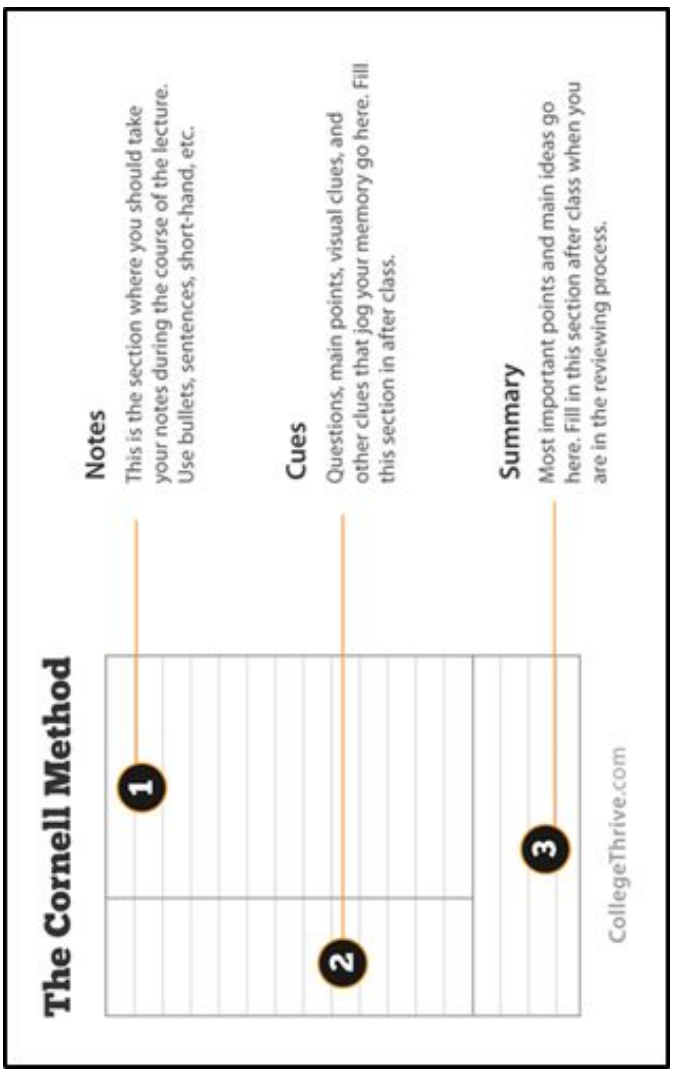
TOP TIPS

Use these knowledge organisers to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a ‘life’ – three strikes and you’re out!

- Ask someone at home to use the ‘what I need to know’ checklists to test you on what you have learned.





Weekly Revision Timetable

Name: _____

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00- 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

School Day

***Remember: make sure you give yourself breaks and allow time to relax and do the things your want to do and enjoy doing.*

Year 10

English

Year 10 English Revision

What I Must Know			
Characters from set texts			
Themes from set texts			
How and why the writers present characters in a certain way.			
How themes link to characters and why the writer did this.			
The context of the text			
Dramatic techniques			

A CHRISTMAS CAROL- CHARLES DICKENS

PLOT

1	Ebernezer Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity.
2	Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.
3	He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed.
4	The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Scrooge asks the spirit to stay until the very end. Toward the end of the day the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.
5	The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.
6	Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

CHARACTERS

Ebernezer Scrooge	A selfish business man who transforms into a charitable philanthropist.
Jacob Marley	Scrooge's dead partner who returns as a ghost to warn scrooge to change his ways.
Bob Cratchit	Scrooge's clerk who doesn't have much money. He loves his family and is shown to be happy and morally upright.
Tiny Tim	Bob's ill son whose story plays a part in inspiring Scrooge's transformation.
The ghost of Christmas Past	A strange combination of young and old, wearing white robes and looking like a candle.
The ghost of Christmas Present	A portly, jovial gentleman surrounded by a warm glow. He brings joy on the most needy townsfolk.
The ghost of Christmas yet to come	A robed and hooded spirit who confronts Scrooge with his own tombstone.

HISTORICAL CONTEXT

1824 – Dickens' father is sent to jail for debt and Dickens has to give up his education until his father inherits some money and he goes to a private school

Dickens was put to work in a warehouse, pasting labels on bottles. He had experience of poverty.

Dickens became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.

1832 – The Great Reform Bill gave many middle class property owners the right to vote for the first time. Large sections of the middle classes, the working classes and women still didn't have the right to vote.

1834 – Poor Law Amendment Act – Led to a cut in aid given to paupers to help them stay in their own homes. Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.

September 1843 – Dickens visits a "Ragged School."

December 1843 Dickens writes A Christmas Carol focusing on how many of society's ills can be blamed on greed for money and status.

THEMES

- Greed
- Predestination
- Free will
- Poverty
- Class
- Stratification
- Isolation
- Transformation
- Family
- Guilt
- Generosity
- Redemption
- Capitalism
- Social
- Responsibility
- Justice
- Supernatural
- Morality

STYLISTIC FEATURES

- Allegory
- Narrator
- Pathetic fallacy
- Prolepsis
- Symbolism

KEY QUOTES

."Oh! But he was a tight-fisted hand at the grindstone, Scrooge...a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."

"No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge."

"He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again."

"Old Marley was as dead as a door-nail."

"Marley's face. It was not in impenetrable shadow as the other objects in the yard were, but had a dismal light about it, like a bad lobster in a dark cellar. It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead. The hair was curiously stirred, as if by breath or hot air; and, though the eyes were wide open, they were perfectly motionless. That, and its livid colour, made it horrible; but its horror seemed to be in spite of the face and beyond its control, rather than a part of its own expression."

AN INSPECTOR CALLS

Context

1912 – when the play was set. Just before WW1 and the sinking of the Titanic. JBP wanted to make sure audiences in 1945 recognised the problems in society in 1912 before the wars (class system, Capitalism, sexism) and weren't tempted to go back to living like that. He wrote the play to highlight the dangers of the Capitalist lifestyle.

1945 – when the play was written and performed. After WW2, society changed for the better. The benefit system started to be introduced, and we had more equality for women and less of a class divide because of different classes and different genders mixing in the war effort. JBP supported and encouraged these changes and wanted to make sure he promoted them in his play by making Capitalists like the older Birlings appear ignorant and selfish.

Socialism – JBP was a keen socialist. This meant that he wanted everyone to look after each other rather than just caring about themselves. He was trying to promote this with the play, by making the Socialist characters like the Inspector much more respectable than the Capitalist ones.

Capitalism – JBP hated Capitalists – those who thought that everyone should only care about themselves and that making money was more important than human rights. He created Mr and Mrs Birling as Capitalists, in order to make Capitalism seem out-dated and selfish. Mr and Mrs B are portrayed in a negative way by JBP for this reason.

Outdated ideas – In 1912, the social classes were segregated, women got paid less than men for the same work, there was no benefit system or help with unemployment or housing. Society was patriarchal (men ruled).

Plot

ACT 1	The family are celebrating Sheila and Gerald's engagement. Birling makes speeches saying there will be no war, and the Titanic is unsinkable. An Inspector arrives and tells them Eva Smith has committed suicide. He gets Mr B to admit sacking her. He doesn't take blame. Inspector gets Sheila to admit getting her sacked for laughing. She feels guilty and ashamed of herself.
ACT 2	Inspector gets Gerald to admit having an affair with Eva Smith (now called Daisy Renton after a name change). Sheila is upset and questions her relationship with Gerald. Inspector gets Mrs B to admit not helping Eva when she came to Mrs B's charity for help when she became pregnant. Mrs B says it should be the father's responsibility. At the end of the Act, we realise that the father of Eva's baby was Eric.
ACT 3	Eric's involvement with Eva is revealed and a possible rape is hinted at, as he says he forced Eva. The Inspector gives his final speech about fire, blood and anguish. He is warning the family that if they don't start to take responsibility for others, they will live to regret it. Inspector then leaves. Gerald finds out that the Inspector wasn't a real inspector. Mr B rings to check and there is no Inspector Goole. Also, there is no dead girl! Mr and Mrs B (and Gerald) celebrate and act like nothing has happened. Sheila and Eric still feel guilty and can't go back to how they were before. Right at the end, the telephone rings and they are told that a girl has just committed suicide and an inspector is on his way over to ask some questions.

Key themes

GENERATIONAL DIFFERENCES
The older generation (Mr and Mrs Birling) are a symbol of Capitalism, so they do not change their ways and they are reluctant to accept blame for their role in Eva's demise. The younger generation, on the other hand (Sheila and Eric) become a symbol of Socialism as the play progresses. They accept blame and want to change; they change throughout the play, for the better.

RESPONSIBILITY / JUSTICE
The Inspector, as Priestley's mouthpiece, is a symbol of Socialism – he wants everyone to look after each other and to view community as very important. He is sent to uncover the family's wrongdoings and to make them see that they should take responsibility for others. Sheila and Eric realise this, but Mr and Mrs B do not.

GENDER INEQUALITY
Priestley wanted to show his audience that there was a lot of inequality back in 1912 when it came to how women were treated. By making certain characters out to be sexist, he highlighted this problem and tried to shame audiences into changing their own views about gender equality too. This is perhaps why the victim of their actions is a woman, and why she is working class (working class women were at the bottom of the pile in those times).

Characters

Mr Birling	Arrogant and Capitalist businessman who hates social equality and loves money. Sacks Eva from his factory when she asks for equal pay for women and threatens a strike.
Mrs Birling	Snobbish and cold-hearted Capitalist who believes everyone is responsible for themselves. Doesn't help Eva when she comes to the charity for help.
Inspector	Priestley's mouthpiece (represents JBP's ideals), keen Socialist who fights for community responsibility and gets the Birlings to face up to what they have done.
Sheila	The daughter. Gets Eva sacked from the shop for smirking at her. Starts off as a spoilt rich girl but quickly changes her views, feels sorry for Eva Smith and starts to become Socialist as the play progresses. Is ashamed of her parents at the end.
Eric	The son. Typical young man – drinks too much and has a one-night stand with Eva. Ends up getting her pregnant and steals from his dad to give Eva money. Regrets his actions and changes his ways. Ashamed of his parents at the end.
Gerald	Sheila's fiancé. Businessman who has Capitalist ideals and is similar to Mr Birling politically. Shows some regret for his affair with Eva, but happy to act like nothing has happened when it suits him.

Assessment Objectives

AO1 (40%)	Make an informed personal response using a critical style. Use textual references, including quotations, to support and illustrate interpretations.
AO2 (40%)	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 (20%)	Show understanding of the relationships between texts and the contexts in which they were written.
AO4 (4 marks)	*Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.*

The Exam

- ☐ Choose **one** of the 2 questions – they could be on a theme or a character
- ☐ Firstly, **highlight** the key words in the question
- ☐ Now, decide on **4-5 suitable quotations** which will support your answer well
- ☐ **Write response:**
  - ☐ Intro: summarise character or theme (5 mins)
  - ☐ Write **4 – 5 detailed PEELs** (30 mins)
  - ☐ **Sum up** how the writer presents...whatever the question asks. (5 mins)
- ☐ *Note: If you're struggling with one of the bullet points, spend <u>some</u> more time on the bullet point you're happy with.*
- ☐ **Check** spellings, punctuation and vocab (5 mins)

Sample response

How does Priestley present generational differences in the play?

Priestley centres the moral of the play around generational differences and how they affect different characters' reactions to the news that they have contributed to a young girl's demise. In the play, Priestley presents the older generation, Mr and Mrs Birling, as arrogant and snobbish characters who are keen to shift blame onto others and are reluctant to change their ways. This is most evident, perhaps, in Mr Birling's monologue, when he speaks of, 'community and all that nonsense', which emphasises to us his strongly Capitalist views; he finds the idea that he should look after those around him instead of himself completely absurd, and he dismisses the idea with the highly opinionated noun 'nonsense'. Here, Priestley clearly illustrates Birling's complete lack of self-awareness. He is oblivious to the fact that he appears selfish to the Inspector, as he would to Priestley himself, and indeed the audience.

Conversely, when accused by the Inspector of contributing to the young girl's demise, Birling's young daughter Sheila is presented in the opposite way entirely. Sheila's character is given the line, 'If I could help her now, I would', which emphasises her acceptance of blame and also regret. The modal verbs here illustrate her feelings of helplessness. Interestingly, Sheila takes on the role of the Inspector in Act 3, as she starts to question her parents and is shocked at their ignorance. Priestley's aim here was to try to influence post-war audiences by warning them of the dangers of Capitalism and the benefits of living a Socialist lifestyle.

Key Terms

- Dramatic Irony
- Real Time
- Tension / suspense
- Monologue
- Capitalist
- Socialist
- Modal verbs
- Imperative verbs
- Interruptions
- Metaphor
- Triplets / list of three
- Stage Directions
- Patriarchy
- Contrast
- Direct Address
- Pause
- Priestley's Mouthpiece
- Repetition
- Ouspensky's time theory
- Playwright
- Audience

Stretch yourself

- Research original contextual detail to develop your own personal response.
- Watch <u>different</u> performances of key scenes to provide you with 'ammunition' when discussing form.

POWER & CONFLICT POETRY

Poem & Poet	Content (Context in bold)
Ozymandias Percy Shelley 1817	Narrator meets a traveller who tells him about a statue in the middle of the desert. The statue is of an ancient & cruel ruler from a past civilization – **Pharaoh Ramesses II.** The poem is about the temporary nature of power. Ultimately, power will fade, art cannot immortalise power & nature will be long-lasting.
London William Blake 1794	Narrator describes a walk around London & comments on the despair & misery that he sees. **Blake was influenced by the French Revolution & wanted social & political equality**. He wanted the people to rise up against the powerful (church, monarchy) & in turn emancipate (liberate/free) themselves.
The Prelude: Stealing the boat William Wordsworth 1850	This is only an extract of the poem & is **autobiographical**. It is about an over confident narrator who finds a boat & takes it out on the lake. Although confident to begin with & enjoying the scenery, the narrator sees the mountain appear on the horizon & is overwhelmed with its size & power. It causes the narrator to retreat & change his view of nature, he now realises its power. **Wordsworth was a romantic poet (Romantics challenged people about they way they thought. They also saw the power of nature over mankind.)**
My Last Duchess Robert Browning 1842	A Duke is showing a visitor a portrait of his Duchess (former wife) who is now dead. Whilst observing the painting he tells the visitor that the Duchess was flirtatious & displeased him. As he speaks we realise that the Duke is insanely jealous & probably had the Duchess killed. We learn at the end of the poem that the visitor has come to arrange the Duke's next marriage & is representing the woman he is set to marry. **Poem based loosely on the real Duke of Ferrara.**
The Charge of the Light Brigade Alfred Tennyson 1854	**A tribute to the British cavalry (soldiers on horseback) who died during the Crimean War. Basically, the men were given an incorrect order to charge into battle & with swords, & meet the Russian enemy, who were armed with guns. The cavalry were defenceless- yet still fought bravely.**
Exposure Wilfred Owen 1917-1978	An authentic poem **based on Owens' own experience on the front line. It was a horrendous winter & the men are subject not to enemy attacks but to the brutality of nature.** Nature is personified as the main enemy & the men can only wait to die. It is an anti-war poem & stresses the insignificance of man compared to nature. **During the Somme, over 60,000 British soldiers died in one night.**
Storm on the Island Seamus Heaney 1966	The narrator describes how a community are waiting to be hit by a storm. It is obvious that they have been hit before because of the landscape of the island (houses squat). The narrator starts off confident but as the storm hits the power of the storm creates feelings fear & trepidation.. **Heaney grew up in a farming community in Ireland; much of his poetry uses agricultural/natural images.**
Bayonet Charge Ted Hughes 1957	The poem focuses on a single solder's experience of a charge towards enemy lines. It describes his thoughts & actions as he tries to stay alive. It is clear that the solder is not ready for the charge & could have been sleeping. The soldier fears for his life & the patriotic ideals that encouraged him to fight have gone. **Hughes was a former RAF serviceman & often look at man's impact on nature.**
Remains Simon Armitage 2008	**Based on the account of a British soldier who served in Iraq, first published in a series of interviews by Channel 4 called 'The Not Dead'.** . A group of soldiers shoot a man who's running away from a bank raid. His death is described in graphic detail & the soldier who is telling the story can't get the death of the man out of his head. He didn't know if the man was armed or not & the reader gets the impression that it was not an isolated incident.
Poppies Jane Weir 2009	A mother describes her son leaving home, seemingly to join the army. The poem is about the mother's emotional reaction losing her son to the war. She fears for his safety & after he leaves her she goes to a familiar place that reminds her of him. **Weir is a textile artist as well as poet & textiles feature heavily here.**
War Photographer Carol Ann Duffy 1985	A war photographer is in his darkroom, developing pictures that he has taken in different warzones. As the pictures develop he recalls the death of one man & remembers the cries of his wife. The photographer contrasts his experiences to rural England & focuses on people who do not seem to care about war torn places. **Duffy was inspired to write this poem by her friendship with a photojournalist.**

Poem & Poet	About
Tissue Imtiaz Dharker 2006	The poem uses tissue as an extended metaphor for life. She describes how life, like tissue is fragile. However, she also discusses some of the literal uses of paper that are intertwined with our lives, such as recording names in the Koran- She then goes onto to discuss how we are made from tissue (living tissue which is our skin) emphasising that life is fragile. **Dharker has Pakistani origins & was raised in Glasgow. Many of her poems looks at issues of identify.**
The Emigrée Carol Rumens 1993	The speaker speaks about a city that she left as a child. The speaker has a purely positive view of the city. The city she recalls has since changed, perhaps it was scene of conflict, however, she still protects the memory of her city. The city may not be a real place but represent a time, emotion - perhaps the speaker's childhood. **According to Ben Wilkinson (critic), Rumens has a 'fascination with elsewhere.'**
Kamikaze Beatrice Garland 2013	**Kamikaze is the unofficial name given to Japanese pilots who were send on a suicide mission. The mission was considered one of honour** but this poem is about a pilot who aborted the mission. Hi daughter imagines that her father was reminded of his childhood & the beauty of nature & life whilst on the mission. When he returned home he was shunned.
Checking Out Me History John Agard 2007	The narrator discusses his identity & emphasises how identity is closely linked to history & understanding your own history. **In school he was taught British history & not about his Caribbean roots to which he feels resentful.** He mocks some of the pointless things he was taught & contrasts the nonsense topics with admirable black figures.

The Exam

Example question:
Compare the ways poets present ideas about nature in 'Exposure' & in one other poem from the Power & Conflict cluster.

INFO
- ☐45 minutes
- ☐1 task only- no choice of question
- ☐1 poem printed

Actions:
Step 1: Read & highlight the key words of question
Step 2: Decide on one poem to compare to
Step 3: Write quotes you want to use from your chosen poem & connect them to quotes from the printed poem.
Step 4: Write the essay: intro/PEE on one poem – connective- PEE on next poem/ Repeat
Step 6: Conclusion

Assessment Objectives

AO1- Demonstrate an understanding of the question & poems, use quotations to evidence understanding. Ensure comparisons are made between poems & made throughout your response.
12 marks available

AO2- Carefully analyse the language used by the poet & comment on the intended effect on the reader. Ensure that you include subject terminology in your response. Comment where you can on structure/form
12 marks available

AO3- Show understanding of the relationships between poems & acknowledge the contexts (time) in which they were written & think about how this aids your understanding
6 marks available.

Subject terminology

Alliteration
Assonance
Autobiographical
Authentic
Blank verse
Caesura (plural caesurae)
Colloquial language
Dramatic monologue
Emotive
Enjambment
Euphemism - *"all smiles stopped"*
First person
Form
Free verse
Half rhymes
Iambic pentameter
Imagery
In medias res
Internal rhyme
"tears between the bath and pre-lunch beers"
Irony
Juxtaposition
Language
Layout
Metaphor
Monologue
Mood
Narrative
Onomatopoeia
Anaphora
Oxymoron
Personification
Sonnet
Phonetic spellings
Plosive
Rhetoric
Rhetorical question
Rhyming scheme
Rhyming couplet
Rhythm
Sibilance
Simile
Stanza
Verse
Structure
Symbolism
Voice
Third person
Tone
Volta
Epic poem
Cliché
Hyperbole
Semantic field
Protagonist
Poet

Themes

Power of Nature: Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze.

Power of humans: Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.

Effects of conflict: The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.

Reality & brutality of conflict: The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer.

Loss & Absence: London, Exposure, Poppies, The Emigree, Kamikaze.

Memory: The Prelude, My last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze.

Place: London, The Prelude, The Emigree, Kamikaze.

Identity: My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree, Kamikaze, Checking Out Me History.

Individual Experiences: London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.

Bravery: Exposure, Bayonet Charge, The Charge of the Light Brigade.

Comparing Connectives	Contrasting connectives
Likewise	However
In the same way	Whereas
Similarly	On the other hand
Equally	Conversely
Likewise	Alternatively
As with	Although

Stretch yourself

Be original, develop your own interpretations;
Be critical, give your own justified opinions;
Develop your ideas on context- what effect does have on the poem & your understanding?

MACBETH

Plot

Act 1	Macbeth and Banquo meet witches who give them predictions. Cawdor executed. Lady Macbeth reads letter. She taunts Macbeth and Duncan arrives.
Act 2	Macbeth sees a dagger reflecting his doubts about the murder- but kills Duncan with Lady Macbeth's help. Malcolm flees and Macbeth chosen to be king.
Act 3	Banquo suspects Macbeth – Macbeth murders Banquo but his son Fleance escapes. Macbeth sees Banquo's ghost.
Act 4	Witches second predictions. Macbeth orders the killing of Macduff's family. Macduff and Malcolm agree to invade Scotland.
Act 5	Lady Macbeth's mental state deteriorates eventually committing suicide. Malcolm's army invades through Burnham wood and eventually Macbeth killed by Macduff. Malcolm is proclaimed king.
Lines per character	Macbeth 715 Lady Macbeth 259 Malcolm 211 Macduff 180 Ross 135 Banquo 113

Themes

Ambition	Children	Natural world
Kingship	Blood	Gender
Fate and free will	Sleep	Light/dark
Appearance and reality	Visions	Manhood

Assessment Objectives

AO1 12 marks	Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, and quotations, to support and illustrate interpretations.
AO2 12 marks	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 6 marks	Show understanding of the relationships between texts and the contexts in which they were written.
AO4 4 marks	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Character

Macbeth	A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power
Lady Macbeth	Macbeth's wife who drives his ambition in the beginning but loses her control by the end.
Banquo	Macbeth's close friend and ally who also receives prophecies from the witches
Fleance	Banquo's son
Duncan King of Scotland	Portrayed as a strong and respected leader at the start of the play.
Macduff	A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.
Malcolm	Duncan's son and next in line to the throne.
The Three Witches	**(Weird Sisters)** – Portrayed as forces of nature who seem to know the future (is this true?) They fascinate Macbeth.

Vocabulary

- Meter
- Blank verse
- Rhymed verse
- Prose
- Iambic pentameter
- Trochaic Tetrameter
- Heroic couplets
- soliloquy
- Dramatic irony
- Concealment
- Gender
- Stichomythia
- Tragedy
- Hamartia
- Prophecy
- Imagery
- Symbols
- Metaphor
- Regicide

Context

Macbeth is loosely based on true events in **feudal Scotland** in the **11th Century** and would have been known to King James. **King James** inherited the throne through his ancestors Banquo and Fleance who appear in the play.

This violent period in Scotland's history ended with stronger links with England much like **the union of the crowns** that took place when King James became King of England as well as Scotland.

King James was fascinated by **witchcraft** and it is likely that the witches were included to please him as Shakespare wanted his approval.

King James also believed in **The Divine Right of Kings** meaning that any attempt to depose a king went directly against God and would be judged harshly. This is reflected in Macbeth's failure as a king.

Both King James' parents were killed in politically motivated moves to secure power and an attempt was made on his life through the gunpowder plot. Shakespeare echoes this interest in **usurpation** in the murders in the play.

There is a **direct reference to King James** in the play in Act 4 Scene 1 when Macbeth sees a vision of kings stemming from Banquo's sons

How far is lady Macbeth portrayed as a strong and manipulative woman in this soliloquy? (Act 1 Scene 5 lines 12-27)

Lady Macbeth is *contemplating* the predictions Macbeth revealed in his letter in the previous scene. She *echoes* the words of the witches *linking* her directly with the *supernatural* world and evil. *Although* she acknowledges he has achieved two of the predictions, she fears his "nature is too full of the milk of human kindness". The *intensifier* "too" *implies* that she believes this is an element of his character that will prevent him killing Duncan. The reference to milk and its goodness is in direct *contrast* to the "bitter gall" she wanted to turn her nurturing milk into. She knows his weakness but also how to manipulate him. She knows "he is not without ambition" but doesn't have the evil "illness" with which he will be able to see through the murder. The *reference* to illness *foreshadows* the inevitable consequence of their actions.

Stretch yourself

- ☐ Whilst analysing the extract, quickly refer out to other parts of the play.
- ☐ Watch different performances of key scenes to provide you with 'ammunition' when discussing form.

Form

Shakespeare uses **soliloquy** to allow the characters to communicate their true thoughts to the audience.

Macbeth is one of Shakespeare's **Tragedies** and follows specific **conventions**. The **climax** must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (**hamartia**); the character has something the audience can identify with which outweighs their flaws so we care about them.

Macbeth Sample Exam Question

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

> The raven himself is hoarse
> That croaks the fatal entrance of Duncan
> Under my battlements. Come, you spirits
> That tend on mortal thoughts, unsex me here,
> And fill me from the crown to the toe topfull
> Of direst cruelty; make thick my blood,
> Stop up th'access and passage to remorse
> That no compunctious visitings of nature
> Shake my fell purpose nor keep peace between
> Th'effect and it. Come to my woman's breasts,
> And take my milk for gall, you murd'ring ministers,
> Wherever in your sightless substances
> You wait on nature's mischief. Come, thick night,
> And pall thee in the dunnest smoke of hell,
> That my keen knife see not the wound it makes
> Nor heaven peep through the blanket of the dark,
> To cry 'Hold, hold!'

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Exemplar response

Lady Macbeth describes Duncan's entrance as 'fatal' straight after hearing he will be coming to her castle, which shows power because she is capable of making instant decisions. Lady Macbeth's language in this extract suggests that she is calling for power from evil spirits to help give her strength to carry out the murder of Duncan. She wants to get rid of her feminine side: 'unsex me here' – which suggests that she sees being a woman as weak, also shown with 'come to my woman's breasts and take my milk For gall'. It is as if she thinks that she will only be able to carry out he act if her female side is replaced with 'gall' (poison). On the one hand Shakespeare might be showing her to be a powerful woman, capable of selling her soul to the 'dunnest smoke of hell' in order to get what she wants. However it could also suggest that she isn't powerful at all and knows that her female weakness has to be destroyed in order to give her the strength to do what needs to be done.
The fact that Lady Macbeth is destroyed by guilt and remorse shows that this second interpretation of this speech is closer to the truth. Straight after the murder she is nervous and jumpy: 'hark/peace', and has to drink the wine meant for the guards to keep herself strong. She gets angry with Macbeth when he is too shocked and frightened to act, and takes the daggers back to Duncan's room herself. However, she also says that she couldn't murder Duncan herself because he reminded her of her father, which might suggest that she isn't as cruel and heartless as she thinks she needs to be. By Act 3 she has already been pushed aside by her husband, who tells her to be 'innocent of the knowledge' of Banquo's murder rather than his 'partner in greatness'. Her power in her relationship has started to disappear. She is finally tormented so much by the murder of Duncan that she goes mad and kills herself. Perhaps Shakespeare is suggesting that Lady Macbeth is powerful in some ways but not others; she is determined and strong when she needs to be, but also feels that she has to completely get rid of her femaleness in order to be able to be strong in a man's world.

Commentary

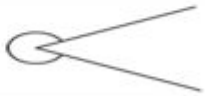
The opening sentence shows clear understanding of where this passage fits into the play. There is close focus on particular words/ phrases with explanation of possible meanings. Ideas about power are being considered and the student is developing a response to the question as they go, thinking about different interpretations of what Lady Macbeth says and how it fits into an interpretation of her in the play as a whole. There are some appropriate uses of direct reference from other parts of the play, used to support the student's response to the play as a whole. Overall this response shows clear understanding of the demands of the task. The student deals well with both the extract and their knowledge of the whole play in order to demonstrate their response to ideas about Lady Macbeth as a powerful woman.

Year 10
Mathematics

Year 10 Maths Revision

What I Must Know			
Knowledge of Angles - Interior & Exterior. What adds up to what?			
Knowledge of the different Transformations and how to move them.			
Recall Perimter & Area & Congruency of Shapes			
How to work out Probalility outcomes			
Be confident working with drawing Pie Charts & Freq Diagrams			
How to compare Value for money intems			

Types of Angle

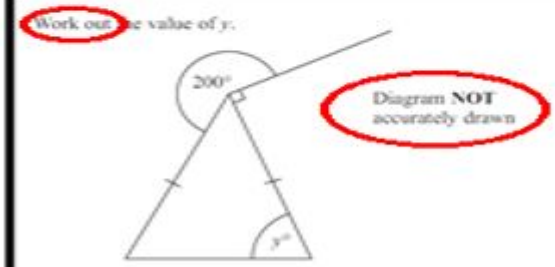
Acute		Less than 90°
Right-angle		90°
Obtuse		More than 90° Less than 180°
Reflex		More than 180° Less than 360°

Measure/Draw

Use your ruler or protractor.

'Give your answer in cm' means using a decimal point e.g. 6.7cm.

Remember to estimate the size of the angle first so that you can check that your answer seems right.

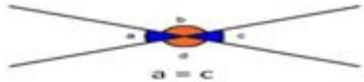
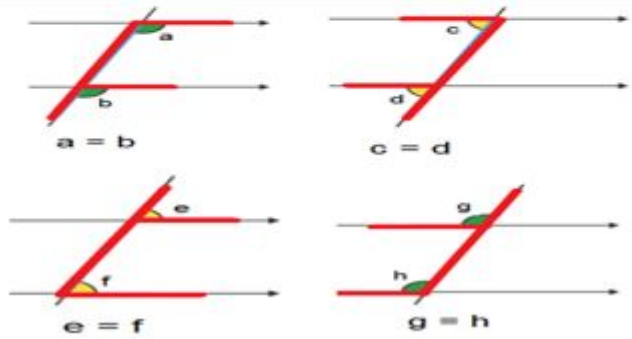


CAUTION!

Only measure/draw if asked to do so.

This question asks you to 'Work out' and it says 'Diagram **NOT** accurately drawn' —you can't use your protractor here.

Angle Rules

Angles in a triangle add up to 180°.	 a + b + c = 180°
Angles in a quadrilateral add up to 360°.	 a + b + c + d = 360°
Angles on a straight line add up to 180° (half a full circle)	 a + b + c = 180°
Angles around a point add up to 360° (a full circle).	 a + b + c = 360°
Vertically opposite angles are equal.	 a = c b = d
Alternate angles are equal (look for a Z shape).	 a = b c = d
Corresponding angles area equal (look for a F shape).	 a = b c = d e = f g = h

Transformations

Translation

Vector
e.g. $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$

Enlargement

Scale Factor
e.g. Scale Factor 2

Centre of Enlargement
e.g. (0, 0) or (1,2)

Rotation

Centre of Rotation
e.g. (0, 0) or (1,2)

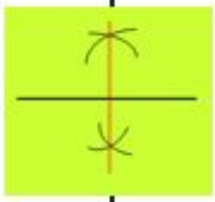
Angle
90° or 180°

Direction
Clockwise or Anti-Clockwise

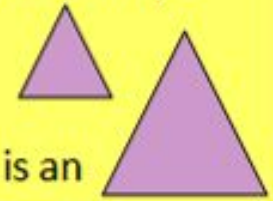
Reflection

Mirror Line
e.g. x-axis, y-axis, x= 3, y = -2

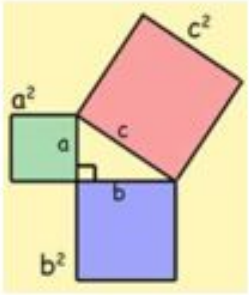
Using Compasses

Perpendicular Bisector	Angle Bisector
	

Similar shapes are the same shape but different sizes.
The sides are in proportion. One shape is an enlargement of the other.



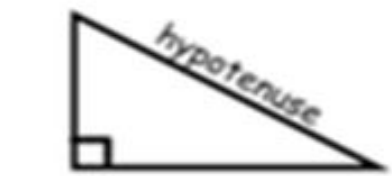
Pythagoras' Theorem



Only works in right-angled triangles.
The area of the square on the longest side of the triangle is equal to the sum of the areas of the other two squares.

$c^2 = a^2 + b^2$

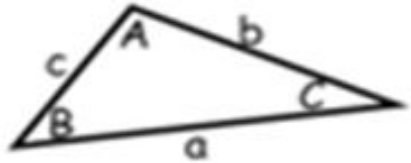
Finding longest side = add
Finding shorter side = subtract



Does it have a right angle?

yes

no



Are there any angles shown?

yes

no

Do you know a matching pair? (an angle and it's opposite side)

yes

no

Trig

Pythagoras' Theorem

$a^2 + b^2 = c^2$

or

$c^2 - b^2 = a^2$

sine rule

Are you finding an angle?

yes

no

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

cosine rule

Are you finding an angle?

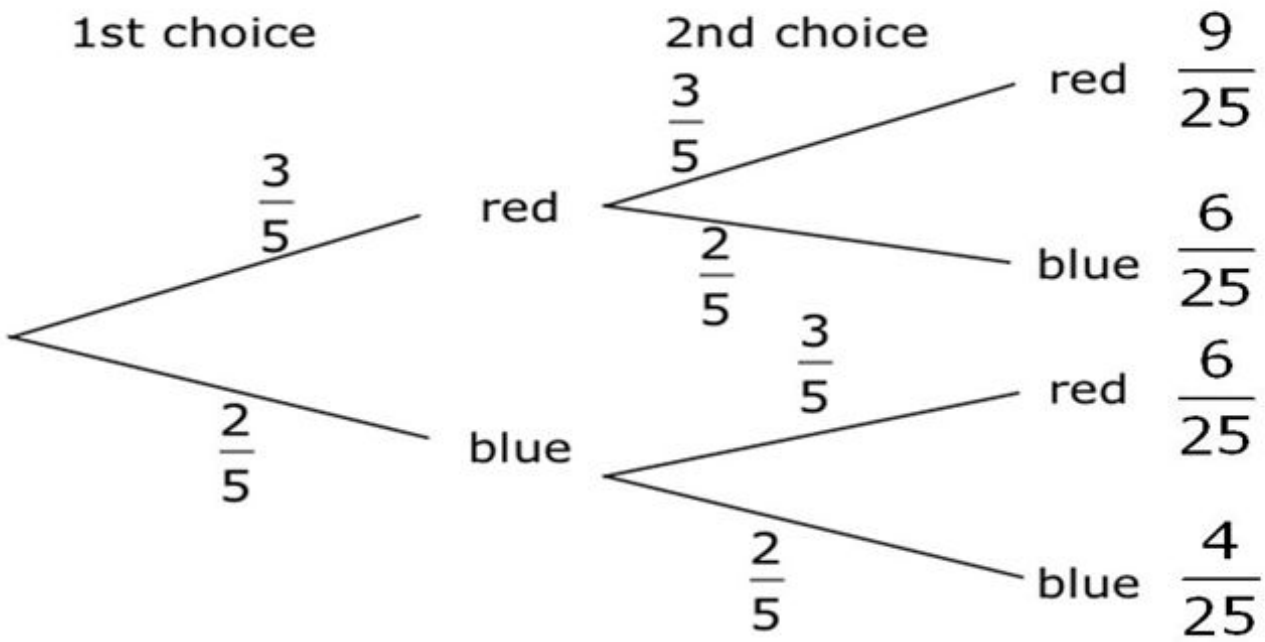
yes

no

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

$$a^2 = b^2 + c^2 - 2bc\cos A$$

Tree diagrams - reading a table



Always fill in the probabilities on at the end of the branches, keep the denominators the same and ensure the total is 1.

This makes answering questions much easier.

Find the probability that

a) 2 red counters are picked,

$\frac{9}{25}$

b) blue counters are picked,

$\frac{4}{25}$

c) the 2 counters picked are of the same colour,

$\frac{13}{25}$

d) the 2 counters are picked are of different colours.

$\frac{12}{25}$

The Long Way

Year	Amount	Interest Rate	Calculation	Amount at the end of the year
1	£200	3%	200 x 1.03	£206
2	£206	3%	206 x 1.03	£212.18
3	£212.18	3%	212.18 x 1.03	£218.55
4	£218.55	3%	218.55 x 1.03	£225.10

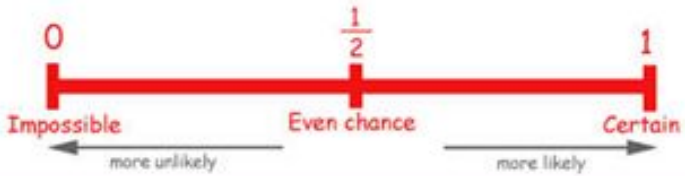
If you invested £200 at 3% compound interest, after 4 years the amount at the end would be £225.10 and you would earn £25.10 in interest.

The Quick Way

$$\text{Amount} \times (\text{Percentage Multiplier} + 1)^{\text{number of years}}$$

$$£200 \times (0.03 + 1)^4 = £225.10$$

The Probability Scale



Probabilities can never be less than 0 or more than 1.

Only use the probability words (certain, likely, even chance, unlikely and impossible) if you are told to in the question. Otherwise – you should use a **fraction, decimal or %** to answer a probability question.

Expected Frequency

Definition	How many times you would expect something to happen, based on its probability.
Example	How many times would you expect to get heads if you tossed a coin 500 times? We would expect heads of the time: of 500 = 250 times 
Example	The probability of a red car driving past is 0.35. If 500 cars drove past, hov you expect to be red? We woul car 0.35 of the time: 0.35 x 500 = 175 times

Probabilities always add up to 1.
If the probability that it will rain is 0.36, the probability it will not rain is 0.64.
0.36 + 0.64 = 1

Biased means that every outcome is not equally likely.

We can get estimates for probabilities by collecting data. The **more data** that has been collected, the **better the estimate.**

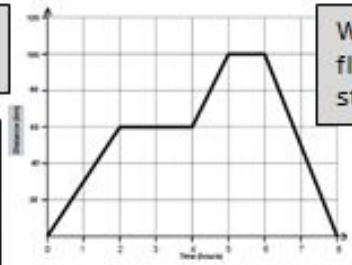
Relative Frequency is just another way of saying 'probability'.

Distance-time

Remember!
50mph means you can travel 50 miles in one hour.

Moving away from home.

The steeper the graph, the faster the car is moving.



When the graph is flat, the car has stopped.

Returning home.

Year 10

Science

What I Must Know- Chemistry			
Describe: What takes place at the anode and the cathode electrodes during electrolysis.			
Describe: Redox reactions.			
Identify: The products of electrolysis.			
Explain: Why Carbon and Hydrogen are placed in the reactivity series.			
Explain: why it is important that the electrolyte in electrolysis is molten or dissolved in solution.			
Explain: Electrolysis of Aluminium Oxide (Bauxite).			
Define: Neutralisation and production of salt.			
Define: Exothermic and endothermic reactions from their reaction profile graphs.			
Calculate: Bond energies from reaction profile graphs.			
Calculate: Half equations.			
Label: The reactivity series of metals.			
State: The parts of the pH scale.			

Year 10 Science Revision

Year 10 Science Revision

Equations to learn in this topic:

<u>Displacement reactions such as</u>:

Magnesium + Copper Oxide → Copper + Magnesium Oxide

Acid + Metal → Salt + Hydrogen

Acid + Metal Oxide → Salt + Water

Acid + Metal Hydroxide → Salt + Water

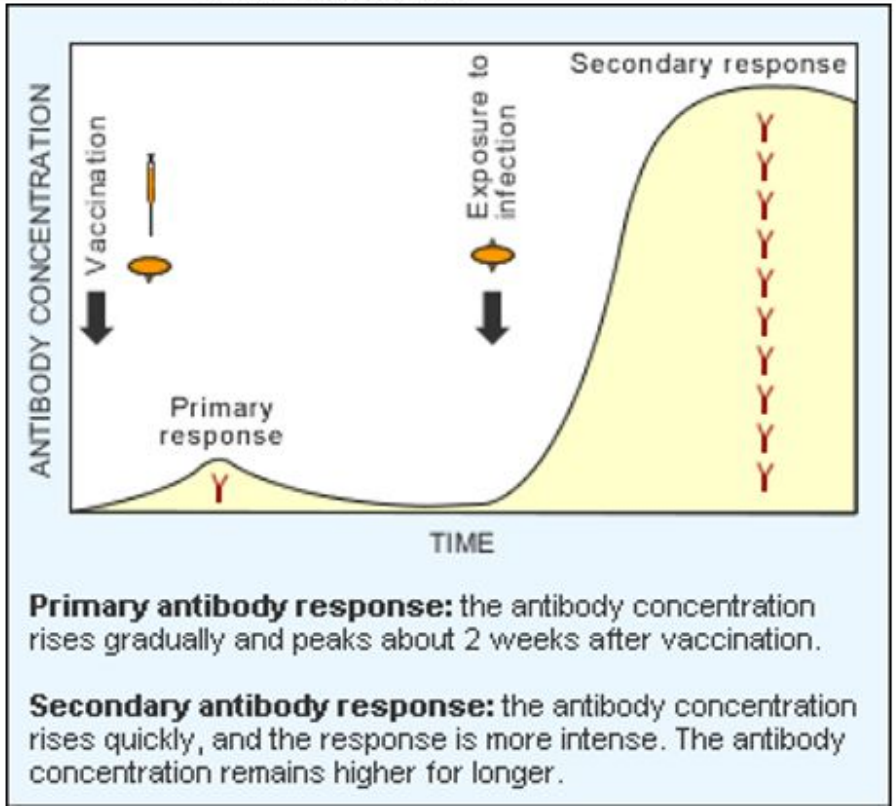
Acid + Metal Carbonate → Salt + Water + Carbon dioxide

Knowledge Organiser – Infection and Response

Key Terms

Infectious	Describes a pathogen that can easily be transmitted, or an infected person who can pass on the disease.
Vector	An animal that spreads a communicable disease.
Antibiotic	A group of medicines, first discovered by Alexander Fleming, that kill bacteria and fungi but not viruses.
Chitin	A polymer made from sugars that forms the cell walls of fungi and the exoskeleton of insects.
Hyphae	Branching filaments of a fungus that spread out.
Malaria	A communicable disease, caused by a protest transmitted in mosquitos, which attacks red blood cells.
Insecticide	A chemical that kills insects.
Lysozymes	Antibacterial enzymes found in your tears to prevent eye infections.
Cilia	Tiny hair-like projections from ciliated cells that waft mucus out of the gas exchange system.
Antigen	A protein on the surface of a pathogen that your antibodies can recognize as foreign.
Antitoxin	A protein produced by your body to neutralize harmful toxins produced by pathogens.
Vaccine	A medicine containing an antigen from a pathogen that triggers a low level immune response so that if you become infected later your body can respond more quickly to the pathogen.
Antiseptic	A substance applied to the skin or another surface to destroy pathogens.
Anaesthetic	A drug that stops all pain sensation and can be local or general.
Efficacy	How effective a drug is.
Double blind trials	A medical experiment in which the patient and doctors do not know who has been given the drug and who has been given the placebo.
Placebo	A medicine that has only psychological effects.
Phagocytes	A type of white blood cell that engulf pathogens.
Lymphocytes	A type of white blood cell that produce antibodies.
Antibodies	Highly specific Y-shaped proteins that are produced by the immune system to help stop intruders from harming the body.

Diagrams



Primary antibody response: the antibody concentration rises gradually and peaks about 2 weeks after vaccination.

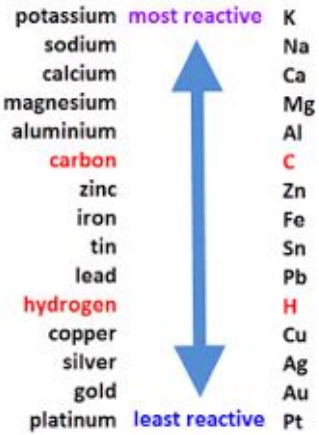
Secondary antibody response: the antibody concentration rises quickly, and the response is more intense. The antibody concentration remains higher for longer.

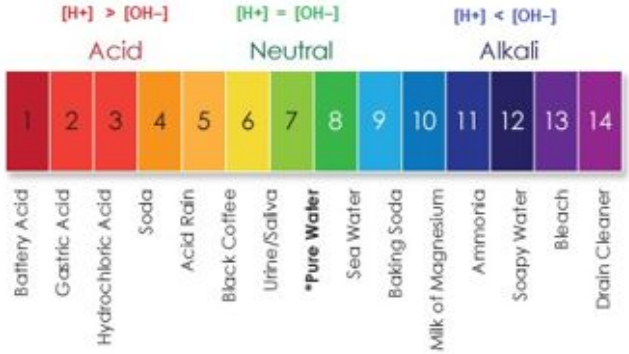
Knowledge Organiser – Chemical Changes

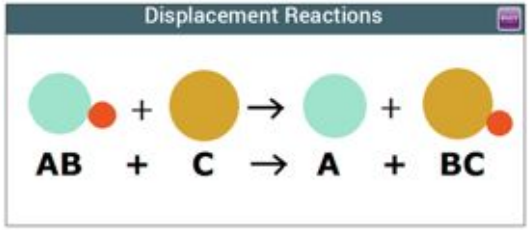
Key Terms

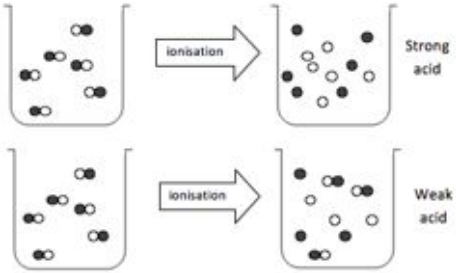
Reactivity series	An arrangement of metals in order of reactivity
Displacement reaction	Reaction where a more reactive element takes the place of a less reactive element in a compound
Oxidation	A reaction in which a substance loses electrons (gains oxygen)
Reduction	Reaction in which a substance gains electrons (loses oxygen)
Ore	A rock from which a metal can be extracted for profit
Acid	Solution with a pH less than 7; produces H^+ ions in water
Alkali	Solution with a pH more than 7; produces OH^- ions in water
Aqueous	Dissolved in water
Strong acid	Acid in which all the molecules break into ions in water
Weak acid	Acid in which only a small fraction of the molecules break into ions in water
Dilute	A solution in which there is a small amount of solute dissolved
Concentrated	A solution in which there is a lot of solute dissolved
Neutralisation	A reaction that uses up some or all of the H^+ ions from an acid
Electrolysis	Decomposition of ionic compounds using electricity
Electrolyte	A liquid that conducts electricity
Discharge	Gain or lose electrons to become electrically neutral
Inert electrodes	Electrodes that allow electrolysis to take place but do not react themselves

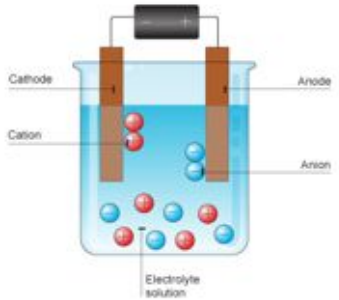
Diagrams











Acid + Alkali -> salt + water

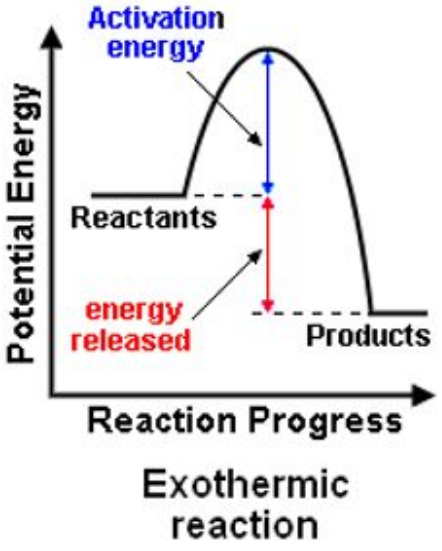
Metal + acid -> salt + hydrogen

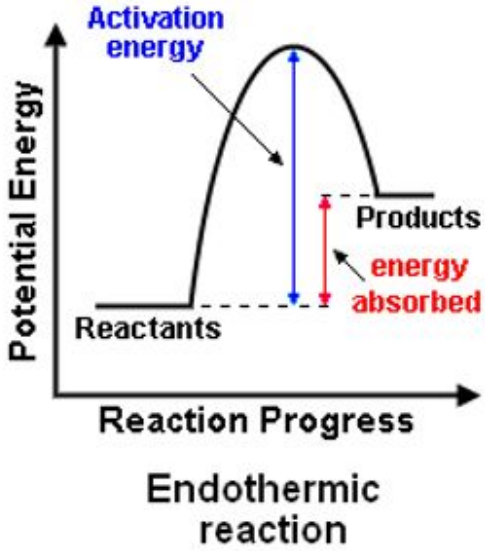
Metal oxide + acid -> salt + water

Metal carbonate + acid -> salt + water + carbon dioxide

Knowledge Organiser – Energy Changes

Exothermic reaction	Reaction where thermal energy is transferred from the chemicals to the surroundings and so the temperature increases
Endothermic reaction	Reaction where thermal energy is transferred from the surroundings to the chemicals and so the temperature decreases
Activation energy	The minimum energy particles must have to react





Knowledge Organiser – Energy Changes

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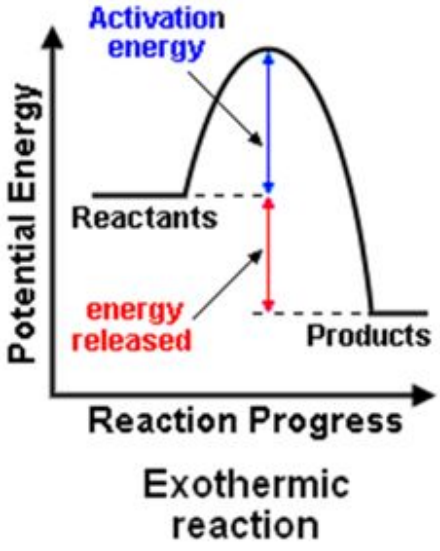
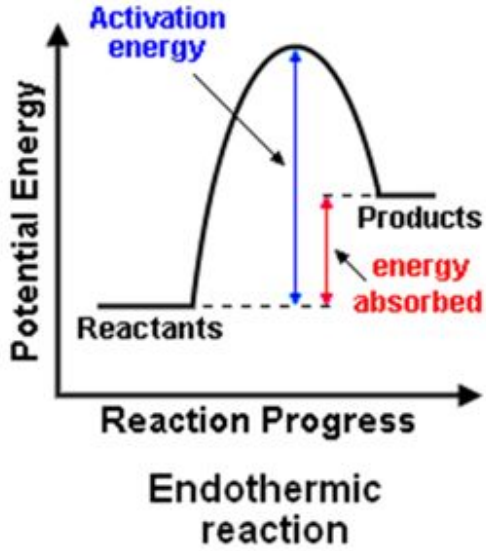




Knowledge Organiser – Formulae and equations

Key Terms

Diatomic molecule	A molecule containing two atoms
Spectator ions	Ions that do not take part in a reaction and do not appear in the ionic equation for the reaction
Ionic equation	Balanced equation for reaction that omits any spectator ions

Common Reactions

Element + oxygen -> oxide of element
Eg Calcium + oxygen -> calcium oxide
Compound + oxygen -> oxides of each element in compound
Eg Methane + oxygen -> carbon dioxide + water
Water + metal -> metal hydroxide + hydrogen (for metals that react with water)
Eg water + sodium -> sodium hydroxide + hydrogen
Acid + metal -> salt + hydrogen
Eg Hydrochloric acid + magnesium -> magnesium chloride + hydrogen
Acid + metal oxide -> salt + water
Eg Sulphuric acid + copper oxide -> copper sulphide + water
Acid + metal hydroxide -> salt + water
Eg nitric acid + potassium hydroxide -> potassium nitrate + water
Acid + metal carbonate -> salt + water + carbon dioxide
Eg hydrochloric acid + calcium carbonate -> calcium chloride + water + carbon dioxide
Acid + ammonia -> ammonium salt
Eg nitric acid + ammonia -> ammonium nitrate

Positive ions

Name	Formula
Hydrogen	H^+
Sodium	Na^+
Silver	Ag^+
Potassium	K^+
Lithium	Li^+
Ammonium	NH_4^+
Barium	Ba^{2+}
Calcium	Ca^{2+}
Copper(II)	Cu^{2+}
Magnesium	Mg^{2+}
Zinc	Zn^{2+}
Lead	Pb^{2+}
Iron(II)	Fe^{2+}
Iron(III)	Fe^{3+}
Aluminium	Al^{3+}

Negative ions

Name	Formula
Chloride	Cl^-
Bromide	Br^-
Fluoride	F^-
Iodide	I^-
Hydroxide	OH^-
Nitrate	NO_3^-
Oxide	O^{2-}
Sulfide	S^{2-}
Sulfate	SO_4^{2-}
Carbonate	CO_3^{2-}

Half Equations

$Fe_{(s)} + Cu^{2+} \longrightarrow Fe^{2+} + Cu_{(s)}$

Oxidation Half-Equation:

$Fe(s) \longrightarrow Fe^{2+} + 2e^-$

Reduction Half-Equation:

$Cu^{2+}{}_{(aq)} + 2e^- \longrightarrow Cu(s)$

Diagrams

Year 10

History

Year 10 History Revision

What I must know (be able to describe D) and explain importance (E)			
The Weimar Republic 1918-29			
The Legacy of WW1, Abdication, Armistice and Revolution,1918-19			
The Weimar Republic: Strengths and Weaknesses			
Reasons for the early unpopularity of the Republic: 'stab in the back' theory and Treaty of Versailles			
Political Threats – Left and Right: Spartacists, Freikorps and Kapp Putsch			
The Challenges of 1923: hyperinflation and the Invasion of the Ruhr			
Reasons for economic recovery: Stresemann, Rentenmark, Dawes and Young Plan			
The impact of Stresemann on foreign affairs: Locarno, League of Nations and the Kellogg-Briand Pact.			

Year 10 History Revision

What I must know (be able to describe D) and explain importance (E)			
Hitler's Rise to Power 1919-33			
The Early Years of the Nazi Party 1919-20			
The early growth and features of the Party. The 25 Point Programme and role of SA			
The reasons for, events of and consequences of the Munich Putsch			
Reasons for limited support for the Nazis, 1924-28: Party reorganisation, Mein Kampf and Bamberg Conference of 1926			
The growth of unemployment causes and impact. Weimar governments reactions. Communist growth			
Reasons for the growth in support of the Nazi Party: Appeal of Hitler, propaganda and work of SA			
Political developments in 1932: Hindenburg, Bruning, von Papen and von Schleicher			

Year 10 History Revision

What I must know (be able to describe D) and explain importance (E)			
Nazi Control and Dictatorship 1933-39			
The Reichstag Fire and the Enabling Act			
The threat from Rohm and the SA. The Night of the Long Knives and the death of Hindenburg. Fuhrer and Army Oath			
Role of the Gestapo, SS, SD and concentration camps			
Nazi control of the legal system, judges and law courts			
Nazi policies towards Catholics and Protestants			
Goebbels, censorship, media, rallies and sport			
Nazi control of culture and the arts			
Opposition to the regime: Churches and Niemoller. Swing Youth and Eidelweiss Pirates			

Year 10 History Revision

What I must know (be able to describe D) and explain importance (E)			
Life in Nazi Germany 1933-39			
Nazi views on women and the Family			
Nazi policies towards women: marriage, family, employment and appearance			
Nazi aims and policies towards the young: Hitler Youth and the League of German Maidens			
Nazi control of youth through education, curriculum and teachers			
Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment			
Changes in the standard of living: The Labour Front, Strength Through Joy, Beauty of Labour			
Nazi racial beliefs and the treatment of minorities: Slavs, gypsies, homosexuals and those with disabilities			
The persecution of the Jews: Boycotts, the Nuremberg Laws and Kristallnacht			

Knowledge Organiser: Weimar and Nazi Germany 1918-39
KT1: The Weimar Republic, 1918-29

The Weimar Republic	
1	This was the name given to Germany after the Kaiser had abdicated in November 1918. This was a time of despair and hope for Germany. At first, the country faced lots of chaos but under Gustav Stresemann, there was some stability.
Key events	
2	**1918** World War One ended. The Kaiser abdicated and Germany became a country without a monarch (a Republic).
3	**1919 January** Spartacist Uprising
4	**1919 June** Signing of the Treaty of Versailles
5	**1919 August** Weimar Constitution finalised
6	**1920** Kapp Putsch
7	**1923** French occupation of the Ruhr and hyperinflation
8	**1924** Dawes Plan
9	**1925** Locarno Pact
10	**1926** Germany joins League of Nations
11	**1928** Kellogg Briand Pact
12	**1929** Young Plan
Key Concepts	
13	**The Weimar Republic** faced much opposition, It was disliked by the left wing who wanted Germany to be like Communist Russia and it was disliked by the right wing who wanted the monarchy back.
14	**The Treaty of Versailles** caused many problems for Germany. The German people disliked the politicians for signing it and it caused political problems and economic problems.
15	**Gustav Stresemann** helped to bring about recovery in Germany after 1924. He solved economic problems by making friends with other countries. However, historians have very different views about the extent of this recovery.
16	**The Golden Age** was the period from 1924-29 and it saw significant changes in culture, the standard of living and the position of women.

Key Words		
17	**Abdication**	When a monarch leaves the throne
18	**Republic**	A country without a King or a Queen
19	**Ebert**	The first President of the Republic
20	**Stresemann**	The Chancellor of Germany from the Summer of 1923
21	**Article 48**	The President could use this to ignore the Reichstag and rule as he saw fit
22	**Kaiser**	King
23	**Armistice**	An agreement to end war
24	**Weimar**	The new government could not meet in Berlin as it was so dangerous, so they met here instead
25	**Constitution**	This is an agreement about how the country would be ruled
26	**Reichstag**	German parliament
27	**Gewaltfrieden**	An enforced peace
28	**Freikorps**	Ex military soldiers who wanted to overthrow the Republic
29	**Rentenmark**	The currency of Germany after November 1923
30	**Hyperinflation**	When money looses its value
31	**Dawes Plan**	An agreement where the USA would lend Germany money
32	**Young Plan**	This lowered the reparations payment and gave Germany longer to pay
33	**Treaty of Versailles**	This decided how Germany was going to be treated after WW1
34	**Locarno Pact**	An agreement on borders signed by Britain, France, Italy and Belgium
35	**Kellogg Briand Pact**	65 counties including Germany agreed to resolve conflict peacefully
36	**Coalition**	A government of two or more political parties

Knowledge Organiser: Weimar and Nazi Germany 1918-39
KT2: Hitler's Rise to Power, 1919-33

Hitler's Rise to Power	
1	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.
Key events	
2	**1919** Hitler joins the German Worker's Party
3	**1920** Hitler sets up the Nazi Party
4	**1921** Hitler introduces the SA
5	**1923** The Munich Putsch
6	**1925** Mein Kampf published
7	**1926** Bamberg Conference
8	**1928** Nazis win 12 seats in Reichstag
9	**1929** Death of Stresemann and Wall Street Crash
10	**1930** Nazis win 107 seats in Reichstag
11	**1932 July** Nazis win 230 seats in Reichstag
12	**1932 November** Nazis win 196 seats in Reichstag
13	**1933 January** Hitler becomes Chancellor
Key Concepts	
14	**The Munich Putsch** is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
15	**Stable Stresemann** caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
16	**The Wall Street Crash** was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
17	**The Backstairs Intrigue** - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

Key Words		
18	**NSDAP**	The Nazis
19	**Iron Cross Award**	Given for bravery in war
20	**Volk**	The notion of pure German people
21	**25 Point Programme**	The political manifesto of the Nazi Party
22	**Volkischer Beobachter**	People's Observer, a Nazi newspaper
23	**Fuhrerprinzip**	Belief that one person should run a Party
24	**Swastika**	Emblem of the Nazi Party
25	**SA or Sturmabteilung**	Private army of the Nazi Party headed by Himmler
26	**Aryan**	Pure German people
27	**Anti-Semitism**	Hatred of the Jewish people
28	**Mein Kampf**	Hitler's autobiography
29	**Putsch**	An attempt to get power illegally
30	**Blood Martyrs**	16 Nazis who died at the Munich Putsch
31	**Gaue**	Local party branches
32	**SS or Schutzstaffel**	Hitler's bodyguards
33	**KPD**	German Communist Party
34	**Propaganda**	Goebbels attempted to make people think in a certain way
35	**Hindenburg**	The President of the Republic from 1925 to 1934
36	**Roter Frontkampferbund**	The Communist's own private army

Knowledge Organiser: Weimar and Nazi Germany 1918-39
KT3: Nazi Control and Dictatorship

Nazi Control and Dictatorship	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals.
Key events	
2	**1933 January** Hitler becomes Chancellor
3	**1933 February** Reichstag Fire
4	**1933 March** Nazis win 288 seats
5	**1933 March** Enabling Act passed
6	**1933 July** Nazis become the only legal party in Germany
7	**1934 June** Night of the Long Knives
8	**1934 August** President Hindenburg dies
9	**1934 August** Hitler combines the post of Chancellor and President and becomes Fuhrer
10	**1934** August German army swears allegiance to Hitler
11	**1938** Over the course of the year, Hitler removes 16 army generals from their positions
Key Concepts	
12	**Removal** – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13	**Control** – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14	**Opposition** – The youth and the churches opposed the regime.

Key Words		
15	**Marinus van der Lubbe**	The Reichstag Fire was blamed on this Communist
16	**Enabling Act**	Gave the Nazis full power for the next 4 years
17	**Gleichschaltung**	Hitler's attempt to bring German society into line with Nazi philosophy
18	**German Labour Front (DAF)**	Set up to replace Trade Unions
19	**Dachau**	First concentration camp
20	**Centralisation**	Germany had been divided into districts called Lander. Now Germany was run from Belin alone
21	**Purge**	To get rid of opposition
22	**Gestapo**	Secret police headed by Goering.
23	**Night of the Long Knives**	Removal on internal and external opposition
24	**Sicherheitsdienst (SD)**	The intelligence body of the Nazi Party
25	**Concordat**	In July 1933 the Pope agreed to stay out of political matters if the Nazis did not interfere with Catholic affairs
26	**Eidelweiss Pirates and Swing Youth**	Groups who apposed the Hitler Youth
27	**Confessional Church**	Followed traditional German Protestantism and refused to allow the Nazification of religion. Led by Pastor Martin Niemoller
28	**Mit Brennender Sorge (With Burning Concern)**	The Pope wrote to priests in Germany about his concerns over the Nazi attempts to control religion

Knowledge Organiser: Weimar and Nazi Germany 1918-39
KT4: Life in Nazi Germany, 1933-39

Life in Nazi Germany	
1	The lives of German citizens were changed after Hitler's appointment as Chancellor. For some, life was better under the Nazis but for others, it was much worse.
Key events	
2	**1933** Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage. Sterilisation Law passed.
3	**1935** The Nuremberg Laws were passed.
4	**1935** Conscription introduced.
5	**1936** Membership of the Hitler Youth made compulsory.
6	**1938** Jewish children were not allowed to attend German schools. Lebensborn programme introduced. Kristallnacht.
7	**1939** The euthanasia campaign began. Designated Jewish ghettos established.
Key Concepts	
9	**Anti-Semitism** – Persecution of the Jews grew continuously after 1933.
10	**Young**– The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'. Youth organisations and education indoctrinated the German youth.
11	**Women** – The Nazis had traditional family values but even these were tested by the needs of war and the desire to ensure a growing Aryan population.
12	**Living Standards** – The Nazis did reduce unemployment but they did this by banning Jews and women from the workplace and by putting Germany on a war footing. Workers had limited rights.

Key Words		
13	**Kinder, Kuche, Kirche**	Children, Kitchen, Church. This summed up the Nazi ideal of womanhood
14	**The Motherhood Cross Award**	Given to women for large families
15	**Lebensborn**	Where unmarried women were impregnated by SS men.
16	**Napola**	Schools intended to train the future leaders of Germany
17	**Nazi Teachers League**	All teachers had to swear an oath of loyalty to the Nazis
18	**Reich Labour Service**	A scheme to provide young men with manual labour jobs
19	**Invisible unemployment**	The Nazi unemployment figures did not include women, Jews, opponent and unmarried men under 25
20	**Autobahn**	Motorway
21	**Rearmament**	Building up the armed forces I readiness for war
22	**Volksgemeinshaft**	The Nazi community
23	**Strength Through Joy**	An attempt to improve the leisure time of German workers
24	**Beauty of Labour**	Tried to improve working conditions of German workers.
25	**Volkswagon**	People's car
26	**Eintopf**	A one pot dish
27	**Herrenvolk**	The master race or the Aryans
28	**Nuremberg Laws**	Jews were stripped of their citizenship rights and marriage between Jews and no Jews was forbidden
29	**Kristallnacht (Night of the Broken Glass)**	A Nazi sponsored event against the Jewish community

Year 10

Geography

Year 10 Geography Revision: Living World – Ecosystems, Rainforests and Cold Environments

What I Must Know- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.			
Know what the following are in a food chain/food web: producers, consumers, decomposers			
Know what nutrient cycling is			
For a small scale UK ecosystem (pond) know a food web and some components			
For a small scale UK ecosystem (pond) know how humans can impact it			
Can work out/explain how changing one impact on the ecosystem (e.g. decreasing the amount of nutrients in the soil) changings other components (e.g. knock on effects in the food chain).			
Know what a biome is and how many there are			
Can describe the likely characteristics of a biome based on where it is located.			

Year 10 Geography Revision: Living World – Ecosystems, Rainforests and Cold Environments

What I Must Know- Tropical rainforest ecosystems have a range of distinctive characteristics.			
Know the climate of a tropical rainforest.			
Know the broad locations of the tropical rainforests			
Know the layers of a tropical rainforest.			
Know what the soils of the rainforest are like and why			
Can describe relationships between climate, water, soils, plants, animals and people in the rainforest.			
Explain how specific plants have adapted to the physical conditions.			
Explain how specific animals adapted to the physical conditions.			
Know what biodiversity is and why it is important in the rainforest.			

Year 10 Geography Revision: Living World – Ecosystems, Rainforests and Cold Environments

What I Must Know- Deforestation has economic and environmental impacts.			
Can describe from a graph how deforestation rates have increased and decreased			
For the Amazon rainforest know the following:			
•• causes of deforestation **with examples** – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth			
•• impacts of deforestation **with examples** – economic development, soil erosion, contribution to climate change.			

Year 10 Geography Revision: Living World – Ecosystems, Rainforests and Cold Environments

What I Must Know- Tropical rainforests need to be managed to be sustainable.			
Can explain why tropical rainforests are important to protect for people			
Can explain why tropical rainforests are important to protect for the environment.			
Can describe and assess the sustainability and effectiveness of the rainforest management strategies of: selective logging and replanting.			
Can describe and assess the sustainability and effectiveness of the rainforest management strategies of: conservation and education.			
Can describe and assess the sustainability and effectiveness of the rainforest management strategies of: ecotourism.			
Can describe and assess the sustainability and effectiveness of the rainforest management strategies of: debt reduction			

What are Natural Hazards?

Natural hazards are physical events such as earthquakes and volcanoes that have the potential to do damage humans and property. Hazards include tectonic hazards, tropical storms and forest fires.

What affects hazard risk?

Population growth
Global climate change
Deforestation
Wealth - LICs are particularly at risk as they do not have the money to protect themselves

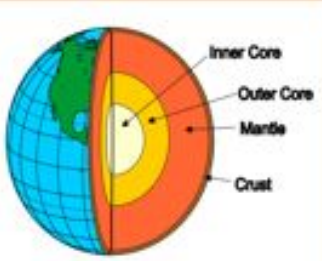
Structure of the Earth

The earth has 4 layers

The inner core
The outer core
The mantle
The crust

The crust is split into major fragments called **tectonic plates**. There are 2 types: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense)

These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).



There are 2 theories of why plates move: **convection currents** and **ridge push, slab pull**.

Plates either move against each other (**destructive** margin) away from each other (**constructive**) or next to each other (**conservative**)

Earthquakes and Volcanoes

Volcanoes

- **Constructive** margins – Hot magma rises between the plates e.g.. Iceland. Forms Shield volcanoes
- **Destructive** margins – an oceanic plate subducts under a continental plate. Friction causes oceanic plate to melt and pressure forces magma up to form composite volcanoes e.g. the Pacific Rim

Earthquakes

- **Constructive** margins – usually small earthquakes as plates pull apart.
- **Destructive** margins – violent earthquakes as pressure builds and is then released
- **Conservative** margins – plates slide past each other. They catch and then as pressure builds it is released e.g. San Andreas fault. .

Effects of Tectonic Hazards

Primary effects happen immediately. Secondary effects happen as a result of the primary effects and are therefore often slightly later.

Primary - Earthquakes	Secondary - Earthquakes
• Property and buildings destroyed • People injured or killed • Ports, roads, railways damaged • Pipes (water and gas) and electricity cables broken	• Business reduced as money spent repairing property • Blocked transport hinders emergency services • Broken gas pipes cause fire • Broken water pipes lead to a lack of fresh water

AQA

Unit 1

The challenge of Natural Hazards

Responses to Tectonic Hazards

Immediate (short term)	Long-term
• Issue warnings if possible • Rescue teams search for survivors • Treat injured • Provide food and shelter, food and drink • Recover bodies • Extinguish fires	• Repair and re-build properties and infrastructure • Improve building regulations • Restore utilities • Resettle locals elsewhere • Develop opportunities for recovery of economy • Install monitoring technology

Comparing Earthquakes – L'Aquila, Italy (HIC) and Gorka, Nepal (LIC)

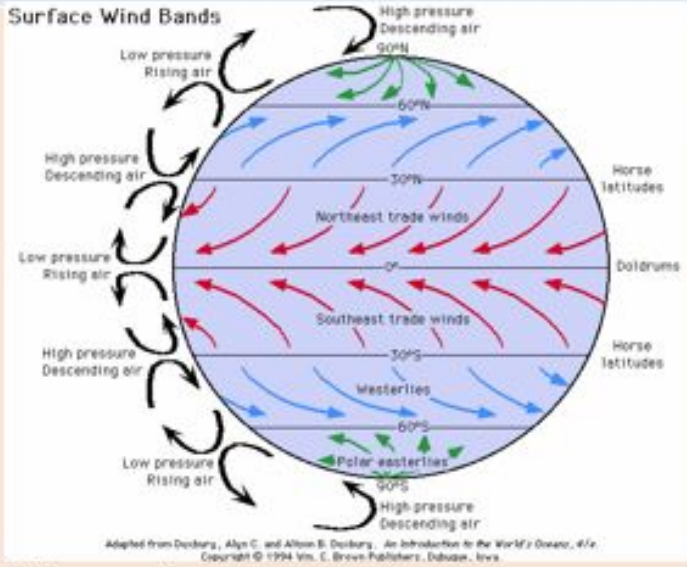
L'Aqulla, April 2009 HIC, GNI per capita $32,790 Magnitude 6.3	Gorka, Nepal, April 2015 LIC, GNI per capita $730 Magnitude: 7.8
Primary Effects	
300 deaths 1500 injured 60 000 people homeless 10,000 – 15,000 buildings collapsed	8,841 deaths 1 million people homeless 7,000 schools, 26 hospitals and Dharahara Tower (UNESCO site) destroyed
Secondary Effects	
Aftershocks made rescue more difficult Fires caused damage in collapsed buildings Broken waterpipes led to landslides City centre businesses closed	Landslides and avalanches killed 19 on Mount Everest Landslides blocked Kali Gandaki River so people evacuated in case of flooding Tourism employment and income declined Irrigation channels destroyed and rice seed ruined, causing food shortages
Immediate Responses	
Camps set up for homeless Ambulances, fire services and army to area to help victims Government money to repair gas, electricity Free mobile phones to people who had lost homes	International aid requested: 500,000 tents provided, field hospitals set up and UN/WHO sent medical supplies Rescues from Mount Everest via helicopter Facebook launched I'm safe safety feature
Long term responses	
New settlements built to house over 20 000 residents Most of city rebuilt Investigation into building standards	$274 million aid money committed Lakes and river valleys cleared of landslide material Stricter building controls enforced New Everest trekking routes opened and permits extended Agricultural training provided

LICs suffer more than HICs from natural disasters because they are not as prepared and struggle to react effectively

Monitoring	Prediction
Seismometers measure earth movement. Volcanoes give off gases	By observing monitoring data, this can allow evacuation before event
Protection	**Planning**
Reinforced buildings and making building foundations that absorb movement Automatic shut offs for gas and electricity	Avoid building in at risk areas Training for emergency services and planned evacuation routes and drills.

Global atmospheric circulation

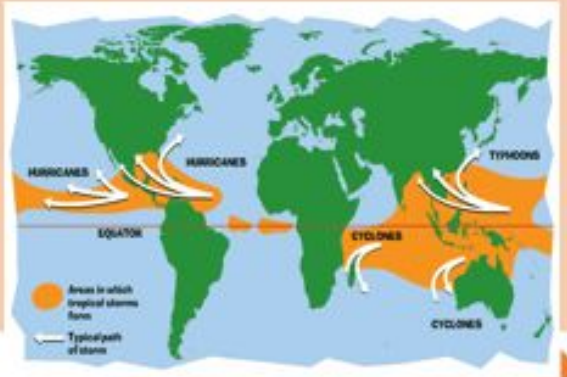
At the equator, the sun's rays are most concentrated. This means it is hotter. This one fact causes global atmospheric circulation at different latitudes.



High pressure = dry
Low pressure = wet
As the air heats it rises – causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the **Coriolis** effect (the turning of the Earth)

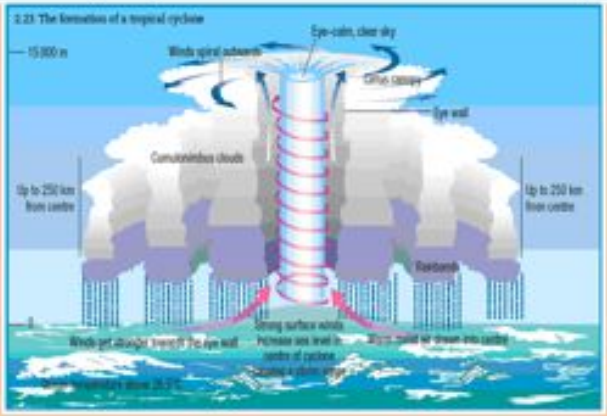
Tropical Storms

Occur in low latitudes between 5 and 30 degrees north and south of equator. Ocean temperature needs to be above 27 degrees C. Happen between summer and autumn



Sequence of a Tropical Storm

1. **Air is heated above warm tropical oceans**
2. **Air rises under low pressure conditions**
3. **Strong winds form as rising air draws in more air and moisture causing torrential rain**
4. **Air spins due to Coriolis effect around a calm eye of the storm**
5. **Cold air sinks in the eye so it is clear and dry**
6. **Heat is given off as it cools powering the storm**
7. **On meeting land, it loses source of heat and moisture so loses power.**



Hurricane Katrina

Primary Effects	Secondary Effects
Immediate Responses	**Long-term Responses**

Extreme weather in the UK

Rain – can cause flooding damaging homes and business
Snow & Ice – causes injuries and disruption to schools and business. Destroys farm crops
Hail – causes damage to property and crops
Drought – limited water supply . Can damage crops
Wind – damage to property and damage to trees potentially leading to injury
Thunderstorms – lightening can cause fires or even death
Heat waves – causes breathing difficulties and can disrupt travel.

UK weather is getting more extreme due to climate change. Temperatures are more extreme and rain is more frequent and intense leading to more flooding events. Since 1980 average temperature has increased 1 degree and winter rainfall has increased.

November 2012 – Newcastle Floods

Newcastle received over one months rainfall in just two hours in this extreme event.

Social Effects

- Homes flooded
- Health risk as river water contaminated with sewage

Economic Effects

- Businesses closed that didn't reopen for long afterwards
- Rail network came to a halt
- Millions cost of damage repair

Environmental Effects

- Landslides triggered
- Contaminated river water
- Trees carried away damaging local ecosystems and habitats

Responses and Management Strategies

Reducing the risks of tropical storms

Prediction	Planning	Protection
Monitoring wind patterns allows path to be predicted. Use of satellites to monitor path to allow evacuation	Avoid building in high risk areas Emergency drills Evacuation routes	Reinforced buildings and stilts to make safe from floodwater Flood defences e.g. levees and sea walls

Climate change will affect tropical storms too. Warmer oceans will lead to more intense storms – but not necessarily more frequent ones

Climate Change – natural or human?

Evidence for climate change shows changes before humans were on the planet. So some of it must be natural. However, the **rate** of change since the 1970s is unprecedented. Humans are responsible – despite what Mr Trump says!

Causes

Natural

- **Orbital changes** – The sun's energy on the Earth's surface changes as the Earth's orbit is elliptical its axis is tilted on an angle.
- **Solar Output** – sunspots increase to a maximum every 11 years
- **Volcanic activity** – volcanic aerosols reflect sunlight away reducing global temperatures temporarily

Human

- **Fossil fuels** – release carbon dioxide with accounts for 50% of greenhouse gases
- **Agriculture** – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for met and rice increase contribution
- **Deforestation** – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.

Evidence for Climate Change

The Met Office has reliable climate evidence since 1914 – but we can tell what happened before that using several methods.

Ice and Sediment Cores

- Ice sheets are made up of layers of snow – one per year. If you drill down you can analyse gases trapped in layers of ice for the past. Ice cores from Antarctica show changes over the last 400 000 years.
- Remains of organisms found in cores from the ocean floor can by traced back 5 million years.

Tree Rings

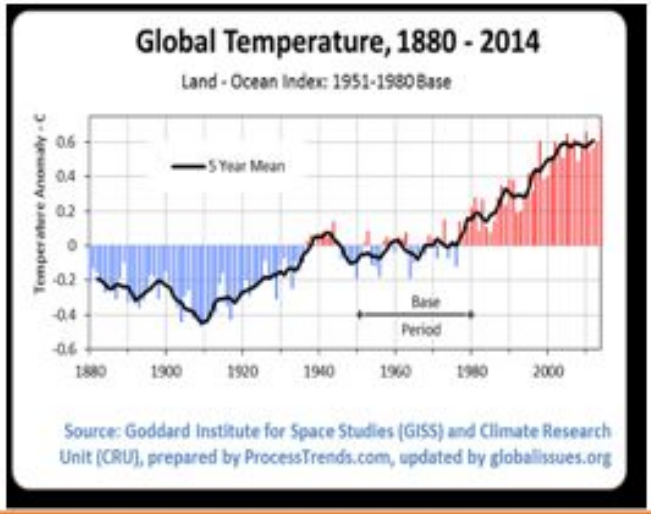
- A tree grows one new rind each year. Rings are thicker in warm, wet conditions
- This gives us reliable evidence for the last 10 000 years

Pollen Analysis

- Pollen is preserved in sediment. Different species need different climatic conditions

Temperature Records

- Historical records date back to the 1850s. Historical records also tell us about harvest and weather reports.



Effects of Climate Change

Social

- Increased disease e.g.. skin cancer and heat stroke
- Winter deaths decrease with milder winters
- Crop yields affected by up to 12% in South America but will increase in Northern Europe but will need more irrigation
- Less ice in Arctic Ocean increases shipping and extraction of oil and gas reserves
- Droughts reduce food and water supply in sub-Saharan Africa. Water scarcity in South and South East UK
- Increased flood risk. 70% of Asia is at risk of increased flooding
- Declining fish in some areas affect diet and jobs
- Increased extreme weather
- Skiing industry in Alps threatened.

Environmental

- Increased drought in Mediterranean region
- Lower rainfall causes food shortages for orangutans in Borneo and Indonesia
- Sea level rise leads to flooding and coastal erosion
- Ice melts threaten habitats of polar bears
- Warmer rivers affect marine wildlife
- Forests in n America may experience more pests, disease and forest fires
- Coral bleaching and decline in biodiversity such as the Great Barrier Reef (Australia)

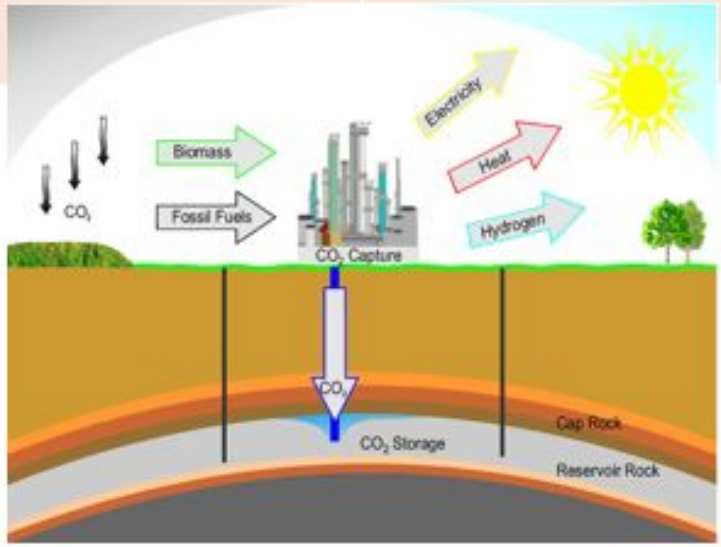
Managing Climate Change

Mitigation

- **Alternative energy production** – renewable sources will last longer but they can be expensive and are less reliable than fossil fuels
- **Planting Trees** – helps to remove carbon dioxide. Has the potential to increase carbon storage by 28%. However land may be limited and biodiversity is still threatened unless a wide range of trees are planted
- **Carbon Capture** – takes carbon dioxide from the emission sources and stores it underground under a cap rock. It can reduce capture of up to 90% of carbon dioxide. However, it is very expensive and unclear if the captured carbon would escape in the long term. Also it discourages development of renewable energy resources
- **International Agreements** – targets will only be met if they are legally binding (Paris 2015). Financial support is needed for LICs. However, poorer countries argue that they need to industrialise and getting richer countries to accept their responsibility is difficult.

Adaption

- **Changes in agricultural systems** – needed to react to changing rainfall and temperature patterns and changing threat of disease and pests. This is hard for poor farmers who tend to be most affected
- **Managing water supplies** – e.g.. by installing water efficient devices and increasing supply through things like **desalination** plants. There is an increasing threat of political stability
- **Reducing risk** – reducing risk from rising sea levels would involve constructing defences such as the Thames Flood Barrier or restoring mangrove forests, or raising buildings on stilts. These are expensive and possibly only short term measures.



Knowledge Organiser GCSE
Topic: Ecosystems

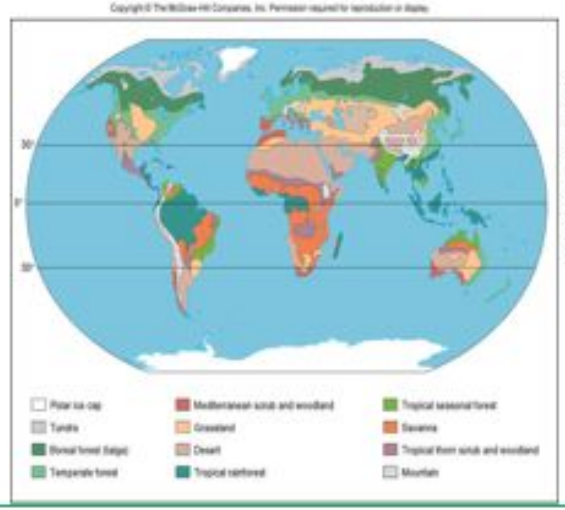
Vocabulary Key terms and definitions	
Abiotic	Related to non-living things
Biome	Very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment.
Biotic	Related to living things
Consumer	A living thing in an ecosystem that gets its energy and the raw materials it needs by eating plants or other animals that have eaten plants.
Decomposer	An organism or plant, e.g. a soil bacterium, microbes, fungus, or invertebrate, which decomposes organic material in an ecosystem.
Ecosystem	An environment containing a community of interdependent plants and animals. It is made up of two parts - living (biotic) factors and non-living (abiotic) factors.
Food chain	A chain with three or four links between plants and animals in an ecosystem that rely upon one another as their source of food.
Food web	A complex web of different food chains between plants and animals in an ecosystem.
Nutrient	A substance that provides nourishment essential for the maintenance of life and for growth.
Producer	A plant in an ecosystem that converts energy from the sun in a process called photosynthesis to produce sugars (glucose).

Did you know? 99% of a giant panda's diet is comprised of the leaves, shoots, and stems of bamboo. Bamboo doesn't have a lot of nutritional value, so pandas have to eat 26 to 83 pounds of the tough, fibrous plant a day.

Challenges and Concepts

You will learn that in an ecosystem living things depend on each other an their non-living environment. The Earth has some very large ecosystems (biomes) with different climates and vegetation. You will learn how humans have spread through the Earth's ecosystems and the damage we have done.

World biomes



The climate is the main driving force in an ecosystem – if affects the soil, vegetation and animals.

Changes affecting ecosystems

Ecosystems take hundreds of years to develop. Ecosystems need to be in balance, if there is a change to one of the components, it may well affect the rest of the ecosystem.

Causes of change:

Global scale changes, such as climate change.

Local scale change, such as changes to a habitat – e.g. when a hedge is removed.

Natural changes:

Extreme weather events such as droughts can be devastating to ponds and lakes.

Plants will dry out and die.

Fish starved of oxygen might not survive.

Human changes:

Changing one component has been changed it can have serious knock-on effects on the ecosystem:

- agricultural fertilisers can lead to eutrophication.
- ponds may be drained to use for farming.

Did you know? The most adaptable species on the planet are humans – they can be found in every ecosystem in the world.

Ecosystems

An ecosystem is a natural system made up of plants, animals and the environment. There are often complex interrelationships between the living and non-living components of an ecosystem. Ecosystems can be identified at different scales:

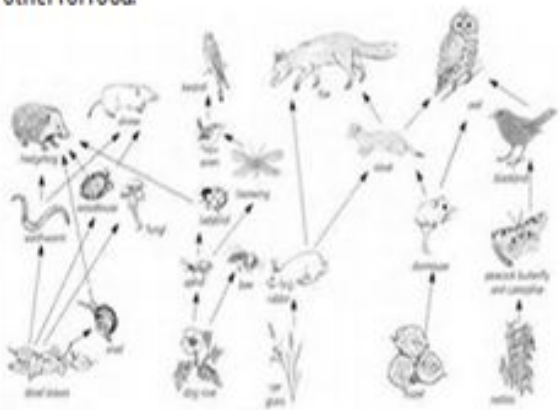
A local small-scale ecosystem – a pond, hedge or woodland.

A global scale ecosystem can be a tropical rainforest or deciduous forest. The global ecosystems are called biomes.

Food Chains and Webs.

A food chain shows the connections between different organisms (plants and animals) they rely on one another as their source of food.

A food web is a complex hierarchy of plants and animals relying on each other for food.



Further Research:

http://www.s-cool.co.uk/gcse/geography/ecosystems/revise-it/what-is-an-ecosystem

http://www.bbc.co.uk/nature/adaptations

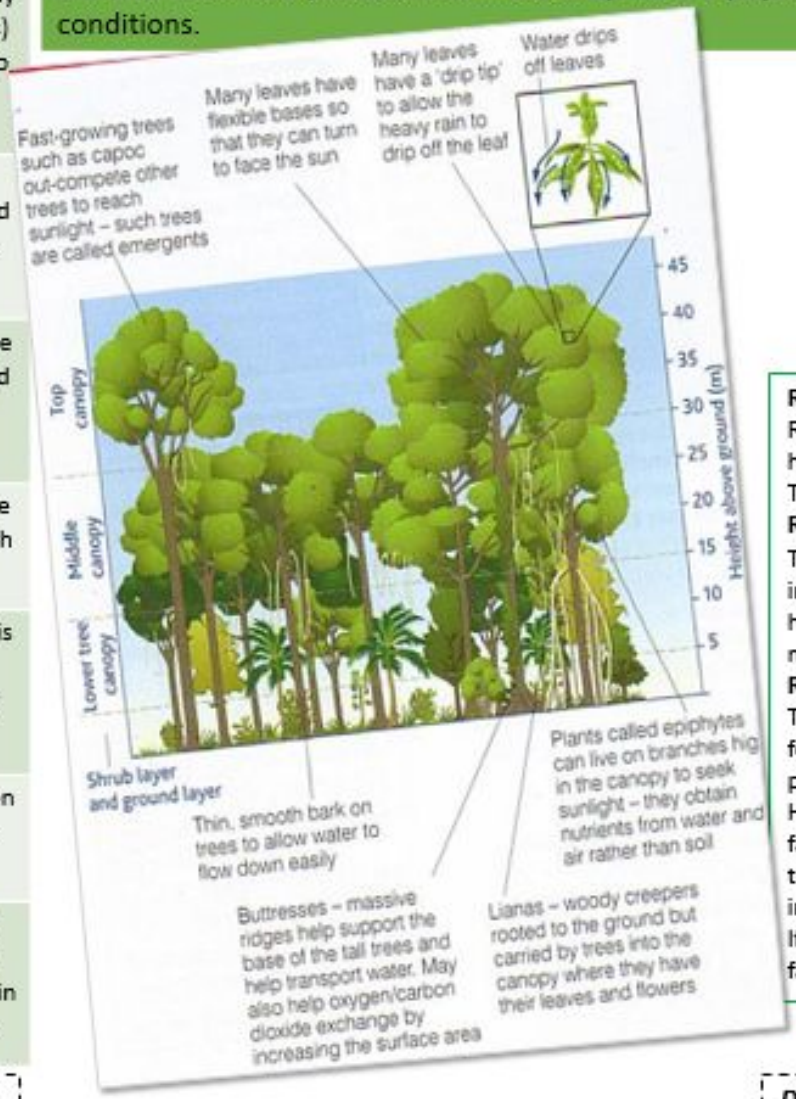
Knowledge Organiser
Topic: Tropical Rainforests p1

Vocabulary Key terms and definitions	
Biodiversity	The variety of life in the world or a particular habitat.
Buttress roots	Large roots that grow above the ground to support tall trees.
Canopy	Where the upper parts of most of the trees are found. The canopy is typically about 65 to 130 feet (20 to 40 metres) tall. This leafy environment is home to insects, arachnids, birds and some mammals.
Emergents	The tops of the tallest trees in the rainforest. These are much higher, and so are able to get more light than the average trees in the forest canopy.
Epiphytes	An organism that grows on the surface of a plant and derives its moisture and nutrients from the air, rain, water or from debris accumulating around it.
Lianas	Thick vines that have their roots in the ground and loop around trees to reach sunlight.
Shrub layer	The bottom layer of the rainforest. It is dark and gloomy with very little vegetation between the trees. During heavy rainfalls this area can flood.
Tropics	The part of the Earth that lies between the Tropic of Cancer (23.5°N) and the Tropic of Capricorn (23.5°S).
Under canopy	The second level up. There is limited sunlight. Saplings wait here for larger plants and trees to die, leaving a gap in the canopy which they can grow into.

Did you know? TRFs are home to more than half of the world's plant and animal species.

Challenges and Concepts

You will learn about the range of distinctive physical characteristics of Tropical rainforest ecosystems and the interdependence of climate, water, soils, plants, animals and people. You will learn where they are located in the world. You will also learn how plants and animals adapt to the physical conditions.



Distribution of Tropical Rain Forests

A thousand years ago, tropical rainforests covered as much as 14% of the earth's surface. Today they cover less than 6%. TRFs are an invaluable source of freshwater - responsible for 20% of the world's rainfall

Rainforest water and nutrient cycles

Rainforest ecosystems are characterised by heavy convectional rainfall, high humidity, lushness of vegetation and nutrient-rich but shallow soil. These factors give rise to a unique water and nutrient cycle.

Rainforest water cycle

The roots of plants take up water from the ground and the rain is intercepted as it falls - much of it at the canopy level. As the rainforest heats up, the water evaporates into the atmosphere and forms clouds to make the next day's rain. This is convectional rainfall.

Rainforest nutrient cycle

The rainforest nutrient cycling is rapid. The hot, damp conditions on the forest floor allow for the rapid decomposition of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the rainforest's many fast-growing plants, they do not remain in the soil for long and stay close to the surface of the soil. If vegetation is removed, the soils quickly become infertile and vulnerable to erosion.

If the rainforest is cleared for agriculture it will not make very good farmland, as the soil will not be rich in nutrients.

Did you know? On average, 130 species of plants and animals become extinct each day

Knowledge Organiser
Topic: Tropical Rainforests p2

Vocabulary Key terms and definitions	
Commercial farming	Farming to sell produce for a profit to retailers or food processing companies.
Debt reduction	Countries are relieved of some of their debt in return for protecting their rainforests.
Deforestation	The chopping down and removal of trees to clear an area of forest.
Ecotourism	Responsible travel to natural areas that conserves the environment, sustains the wellbeing of the local people, and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.
Logging	The business of cutting down trees and transporting the logs to sawmills.
Mineral extraction	The removal of solid mineral resources from the earth. These resources include ores, which contain commercially valuable amounts of metals, such as iron and aluminium; precious stones, such as diamonds; building stones, such as granite; and solid fuels, such as coal and oil shale.
Selective logging	The cutting out of trees which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.

Did you know? The Amazon Rainforest is twice the size of India - It is bigger than all of the other rainforests combined.

Challenges and Concepts

You will learn how TRFs are at risk through a range of factors. how they have been damaged and what communities can do to become more sustainable.

Humans intervene in tropical rainforests in order to bring real or imagined benefits to themselves or the local population.

The **short-term benefits** of clearing rainforest areas include:
- land for agriculture, houses and roads
- jobs for local workers in road building, logging, agriculture, mining and construction
- the generation of income (often in valuable foreign currency) for the LEDC when wood, minerals, and other resources are sold
- scientific investigation into rainforest plants may provide new food sources and medicines

These benefits, however, come at a **cost**:
- clearing rainforest threatens the survival of many plant and animal species
- can lead to serious environmental degradation
- widespread deforestation damages the whole biosphere (the balance of living and non-living things) with serious long-term consequences

Did you know? The Amazon Rainforest spreads over 9 territories, 8 of which are countries. 60% of the forest is in Brazil.

Further Research:
http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/tropical_rainforests_rev2.shtml
http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/human_uses_rainforest_rev1.shtml
http://www.bbc.co.uk/education/clips/z3pf6fr
http://www.s-cool.co.uk/gcse/geography/ecosystems/revise-it/tropical-rainforests

Vocabulary Key terms and definitions	
Slash and burn	Land is cleared and the vegetation burned, providing a source of nutrients from the ash.
Soil erosion	Removal of topsoil faster than it can be replaced, due to natural (water and wind action), animal, and human activity. Topsoil is the top layer of soil and is the most fertile because it contains the most organic, nutrient-rich materials.
Subsistence farming	A type of agriculture producing food and materials for the benefit only of the farmer and his family.
Sustainability	Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.

Did you know? An area of rainforest the size of a football field is destroyed every second.

Living sustainably in the rainforest: Case study: Acre, Brazil.
Strategies include:
- Restoring the cleared areas
- Sustainable (selective) logging - trees are only felled when they reach a particular height. This allows young trees a guaranteed life span and the forest will regain full maturity after around 30-50 years.
- Education - ensuring those involved in exploitation and management of the forest understand the consequences behind their actions.
- Afforestation - the opposite of deforestation. If trees are cut down, they are replaced to maintain the canopy.
- Using in other ways such as sustainable tourism, rubber tappers, Brazil nuts.
- Monitoring - use of satellite technology and photography to check that any activities taking place are legal and follow guidelines for sustainability.

Year 10

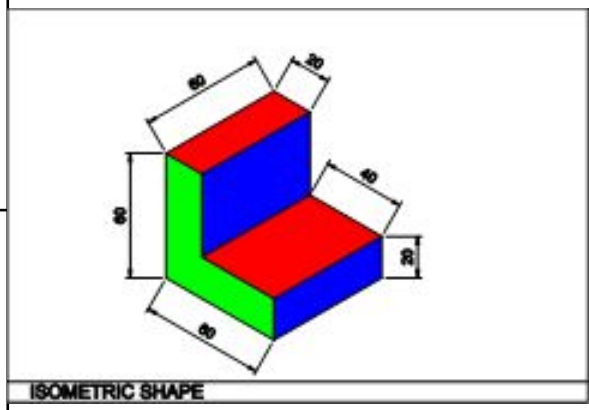
Design and Technology (Engineering)

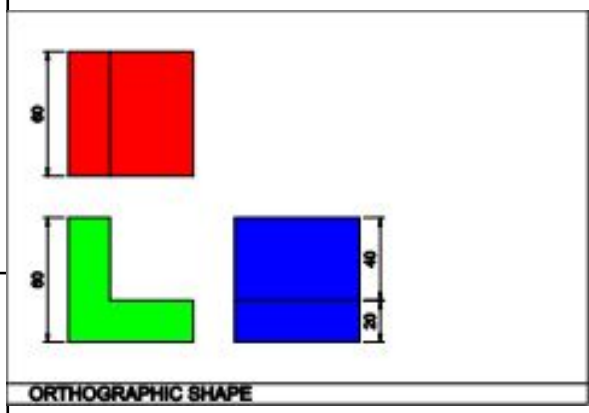
What I Must Know			
Describe – the function of parts of a product			
Describe – the impact of modern technology on products			
Describe – the terms CAD/CAM and their advantages			
Identify – materials and classifications			
Identify – methods of permanently joining materials			
Identify – reasons for surface finishes to metals			
Identify – material properties and explain the reason			
Explain – the advantages of using specific materials			
Explain – the term composite materials and the advantages/disadvantages of composite materials			
Explain – the use of engineering drawing conventions			
Interpret – use an orthographic drawing to produce an isometric drawing			
Calculate – the volume of a cylinder			

Year 10 DT Engineering Revision

Key term	Description
Ferrous metals	A metal containing iron, meaning it is prone to rusting and is magnetic. Common ferrous metals include cast iron – used for heavy castings such as vices and anvils, wrought iron – used for gates and railings, mild steel – used for a range of products including car body panels, high carbon steel – used for cutting tools
Non ferrous metals	A metal that does not contain iron so can not rust, however can corrode. Common non ferrous metals include aluminium – used for foil and food packaging, copper – used for pipes and electrical wiring, brass – used for electrical fittings and decorative items such as door handles, gold – used to make jewellery.
Alloys	Alloys are the combination of two or more metals to produce a new metal with improved properties. Common alloys include stainless steel – used for cutlery and surgical instruments, titanium – used in joint replacements, duralamin – used in aircraft bodies.
Thermoplastics	Thermoplastics are those polymers that when heated become soft and malleable, this allows them to be shaped or formed using processes such as injection moulding and vacuum forming. Common thermoplastics include acrylic – used in car light covers, high impact polystyrene – used to vacuum form the inserts for selection boxes, polyvinyl chloride (PVC) – used to make carrier bags and piping such as drain pipes.
Thermosetting plastics	Thermosetting plastics are those polymers that when heated or formed under pressure set rigid and can not be changed. Common thermosetting plastics include urea formaldehyde – used to make electrical fittings such as light sockets, epoxy resin – used to make an adhesive commonly called araldite, glass reinforced plastic – used to make small boat hulls and in some sorts car bodies.
Composite materials	Composite materials are those materials that combine different materials to give a new improved material. Examples include concrete – combining sand, gravel and cement, carbon fibre – combining fibreglass, carbon strands and resin.

Be able to convert orthographic drawings to isometric drawings and vice versa





Tensile strength	A materials ability to be pulled under force without stretching or snapping – think a brake cable on a bike
Hardness	A materials ability to withstand impact and wear when moving against another part without snapping or deforming or wearing excessively– think a hammer head and a centre punch and the gears turning in an engine gearbox
Conductivity	A materials ability to pass heat or electricity through it effectively without burning, think copper wires in your home and copper pipes to carry water.
Ductility	A materials ability to be stretched into a wire without loosing strength.
Elasticity	A materials ability to be stretched and deformed then return to its original shape – think elastic band being stretched and a car tyre running over a pot hole or a stone.
Malleability	A materials ability to be pressed or shaped into a form without breaking – think aluminium sheet being made into a drinks can

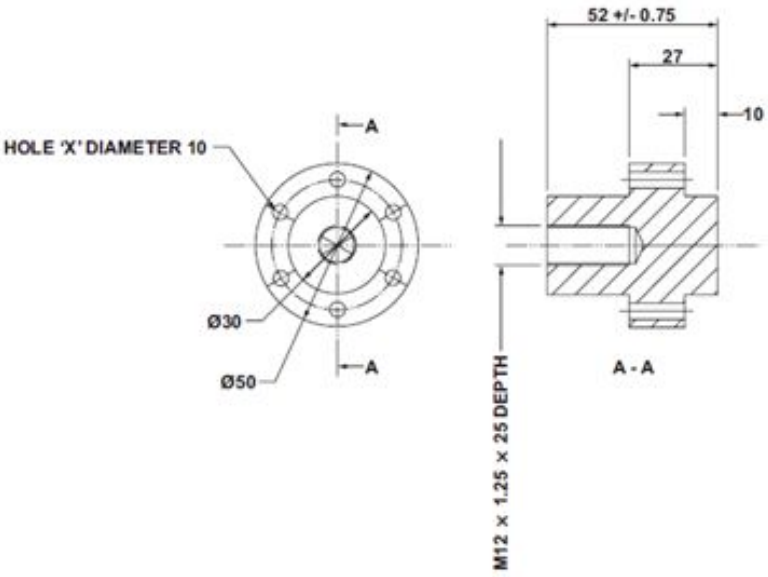
CAD – computer aided design – the programs we use are 2D Design and Autodesk Inventor, main advantages of using CAD are the drawings can be modified easily, save on storage space of paper drawings and can be easily sent electronically to a customer or manufacturer to be checked.

CAM – computer aided manufacture – the CAM we use in school includes the laser cutter and the CNC lathe, the main advantages of using CAM is the increased quality assurance as all parts made will be exactly the same, also manufacturing speed is increased.

Dimension lines – closed arrow heads – with projection lines at either end

Sections showed with the hatching – shows the part has been cut through

M12 x 1.25 – shows a 12mm thread with a pitch of 1.25mm



Year 10

Design and Technology (Textiles)

Knowledge Organiser – Textiles year 10 Fibres & fabrics

Natural fibres from plants

Cotton

Used for making jeans, T-shirts and towels and has the following qualities:

- cool to wear
- very absorbent, dries slowly
- soft handle
- good drape
- durable
- creases easily
- can be washed and ironed

Viscose

A regenerated fibre from natural polymer materials like cellulose. It is used for shirts, dresses and linings and has the following qualities:

- low warmth
- absorbent, dries slowly
- soft handle
- good drape
- not durable
- creases easily
- can be washed and ironed

Natural fibres from animals

Wool

Used for jumpers, suits and blankets and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- not durable
- creases drop out

Silk

Used for evening wear and ties and has the following qualities:

- warm to wear
- absorbent
- soft handle
- good lustre and drape
- durable
- creases drop out
- dry clean

Man-made/synthetic

Nylon (Tactel)

Used for active sportswear, fleece jackets, socks and seat belts and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- durable
- creases drop out

Polyester

Used for raincoats, fleece jackets, children's nightwear, medical textiles and working clothes and has the following qualities:

- low warmth
- non-absorbent, dries quickly
- soft handle
- good drape
- very durable
- crease resistant
- easy care
- can be recycled

Fibre blends

Blending different fibres together produces yarns that have the combined properties of each component fibre. Using fibre blends improves the appearance, performance, comfort and aftercare of fabric. Blending can also reduce the cost of an expensive fibre.

- **Polyester/cotton blend**: shirts are more easy-care and crease-resistant than shirts made from 100 percent cotton.
- **Cotton/lycra blend**: jeans are more comfortable, stretchy and fit better than cotton jeans.
- **Acrylic/wool blend**: trousers are less expensive than 100 percent wool trousers.

Modern microfibres

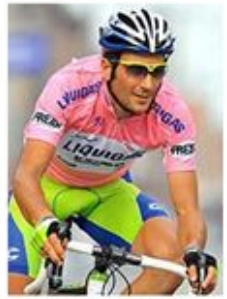
- **Elastane (Lycra)** is always used in a blend with other fibres. It is used to make sportswear, body-hugging clothes and bandages. It has good handle and drape, is durable, crease resistant, stretchy (more comfortable) and is easy care. It has low warmth and is absorbent.
- **Tencel** is a 'natural' microfibre made from cellulose derived from wood-pulp. It is used for shirts and jeans. It has soft handle, good drape, is breathable, durable, crease-resistant, easy-care and biodegradable. It is absorbent and has low warmth.

Properties of fabric

Aesthetic properties	Functional properties	Comfort properties
handle	strength	absorbency
drape	durability	breathability
colour	crease resistance	elasticity
appearance	flame resistance	softness
	stain resistance	stretch
	water resistance	warmth
	aftercare	
	cost	

It is important to match fabric properties to the requirements of the product. For example:

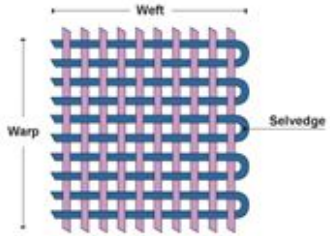
- **Cycling jackets** need to be made from fabric that is warm, breathable, elastic, windproof and water resistant.
- **Children's jumpers** need to be made from fabric that is soft, colourful, stretchy, warm and easy care.
- **Seat belts** need to be made from strong, durable, flame-resistant materials.
- **Fire-protective clothing** needs to be strong, durable, flame resistant and water resistant. It may also need to be breathable and elastic.
- **Geotextiles** need to be strong and durable so they stop embankments from slipping.



Cycling jerseys need to be breathable

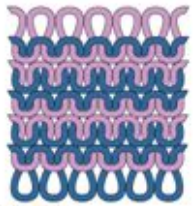
Woven fabrics

Woven fabrics are made up of a **weft** - the yarn going across the width of the fabric - and a **warp** - the yarn going down the length of the loom. The side of the fabric where the wefts are double-backed to form a non-fraying edge is called the **selvedge**.



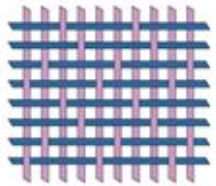
In plain-weave fabric the warp and weft are aligned so that they form a simple criss-cross pattern. Plain-weave is strong and hardwearing, so it's used for fashion and furnishing fabrics.

Weft-knitted fabrics



Weft-knitted fabric is made by looping together long lengths of yarn. It can be made by hand or machine. The yarn runs in rows across the fabric. If a stitch is dropped it will ladder down the length of the fabric. The fabric is stretchy and comfortable and is used for socks, T-shirts and jumpers.

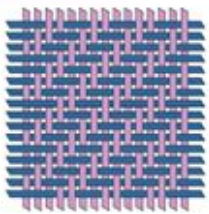
Satin-weave fabric



In satin-weave fabric there is a complex arrangement of warp and weft threads, which allows longer float threads either across the warp or the weft. The long floats mean the light falling on the yarn doesn't scatter and break up, like on a plain-weave.

The reflected light creates a smooth, lustrous (shiny) surface commonly called satin. The reverse side is invariably dull and non-shiny. Weave variations include jacquard and damask.

Twill-weave fabric



In twill-weave fabric the crossings of weft and warp are offset to give a diagonal pattern on the fabric surface. It's strong, drapes well and is used for jeans, jackets and curtains.

Non-woven fabrics

Non-woven fabric is made by **bonding** or **felting**.

Bonding

Bonded-fibre fabrics are made from webs of synthetic fibres bonded together with heat or adhesives. They are cheap to produce but not as strong as woven or knitted fabrics. Bonded-fibre fabrics are mainly used for interlining. They are easy to sew, crease resistant, do not fray and are stable when washing and dry cleaning.

Felting

Wool felt is a non-woven fabric made from animal hair or wool fibres matted together using moisture, heat and pressure. Felt has no strength, drape or elasticity but it is warm and does not fray. Wool felt is expensive. It is used for hats and slippers and in handcrafts.

Smart Fabrics – react to the environment

Scotchlite reflective fabric - silvery effect, shines when a car's headlights reflect on the surface. Excellent for road runners, children walking to school in winter etc.

Microfibre - breathable, windproof & shower proof. Let's moisture out of the body and not into the body.

Chromatic dyed fabric - changes colour at certain temperatures, can be used for firefighters to warn of unsafe temperatures. Used on T-shirts in 1990s to show when sun was too hot/risk of sunburn.

Year 10

Design and Technology (Food)

YEAR 10 HOSPITALITY REVISION

Dietary requirements	Caterers need to cater for a range of special dietary requirements in order to please their customers and in some cases to keep them safe. Some people choose to follow a special diet for religious or moral reasons (vegetarian and vegan are two examples here) others have a medical requirement i.e. low salt or sugar (diabetic) or allergen free (peanuts, shellfish etc.)
service	Establishments will offer a range of services to meet customer needs. An airline for example, may offer a number of different services to meet different customer needs. For example offering a wide variety of different dietary required food choices on-board. The services offer to customers who are upper-class the airline will offer private 1st class lounge, boarding priority, long haul they offer a variety of luxury menus, fully flat reclining seats/beds with free complimentary bag of essential facial treatments, eye mask and ear plugs. More baggage allowance than standard customers, power points at each area, with bed and desk. A restaurant may offer a take away service, waiter service, a range of menu options. A fine dining restaurant may offer silver service, personal waiter who will hold your chair for you to sit down. Food will be locally sources and exquisitely presented. The menu may change every few weeks to reflect seasonality. Fine dining restaurants will often have a signature menu, something it is famous for.

Deep fat fryer

Used for cooking foods in oil or fat

Steam oven/convection oven

Used for steaming, braising, stewing but can't be used for frying.

Microwave

Used to defrosting, reheating, steaming in small portions, faster cooking especially used for convenient food

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!

Key term	Description
recession	When spending in an economy reduces, leading to lower profit for a company and often a reduction in hours for staff or job losses. People have less money to spent on leisure activities.
Stock control	A way of managing food products to reduce waste i.e. using products with the shortest date first or only buying the quantity of fresh food that will be needed for the dishes the establishment intends to produce.
technology	In a hotel, technology is used to help with the smooth day to day running of the business. Things like PC's and associated programs to book in guests,
EPOS	(electronic point of sale) like the screens that the diner staff use in our school canteen. Quick and easy to use. Higher instance of accuracy – the same price will be charged for each product each time.
PDA	(personal digital assistant) like is used in many restaurants to take orders. The information is sent directly to the chefs in the kitchen so reduces error in accuracy of an order and also frees up front of house staff to take more orders or clear tables.
Front of house	Where staff serve guests. Usually has tables and chairs, a till point or other payment option.
Back of house	Where food is prepared, not usually accessible to members of the public for safety and hygiene reasons
allergy	Immune response to a food product, can cause mild symptoms like itching or tingling and hives or an upset stomach to severe symptoms like swelling of the tongue, restriction of airways and death.
Intolerance	The body is unable to properly digest a food product. May cause **Bloating**. **Migraines**. **Headaches** .**Cough**. **Runny nose**. **Feeling** under the weather. **Stomach ache Irritable bowel**
accommodation	Somewhere to stay over night. These facilities range in quality and amenities to cope for a wide range of clients and situations i.e. hotel, bed and breakfast, youth hostel, apartment, caravan, tent/glamping. (campsite with or without facilities)
OAP	Old Age Pensioners. Over 65, lots of free time. Often limited income. May have mobility issues (although many are very fit and active)
couples	2 people in a relationship, may be married. No children to think about whilst on holiday– may not want to be bothered by children while on a holiday- often have money to spend. Accommodation with a restaurant or close to restaurants and bars/nightlife would prove popular.
Families with children under 12	Age mid 20's up to about 50. Need accommodation where all family members can be together, possibly in the same room – on-suite would be beneficial in this situation. May not have a lot of money to spend so all-inclusive packages are a good idea. Will want activities suitable for children and will need family friendly eating facilities.
commercial	An establishment that aims to make a profit
residential	Provides accommodation

Year 10

Art

What I Must Know			
What is a natural form?			
Identify three natural forms artists			
Produce a tonal drawing			
Produce a watercolour study			
Be aware of all seven formal elements and how to use them in a drawing			
Observational studies from primary and secondary sources			
Complete a written evaluation using subject specific terminology			
Develop ideas from artist research			
Refine and experiment with at least three different types of media			
Produce a personal response to your natural forms project			

Year 10 Art Revision

Art and Design GCSE AQA

Knowledge Organiser

Art, Craft and Design

Key Stage 4

What is GCSE Art and Design?

GCSE Art and Design provides you with a wide range of creative, exciting and stimulating opportunities to explore.

It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

This two unit specification enables you to develop:

- Your ability to actively engage in the processes of Art and Design.
- To build creative skills through learning and doing.
- To develop imaginative and intuitive ways of working.
- Develop knowledge of materials and media relevant to your proposed outcome

Your work is assessed in 2 separate units:

Unit 1: Portfolio of Work 60 % (Courscwork) Ongoing work through Year 10 and half of Year 11

Unit 2: Externally Set Task 40 % (exam) This happens after Christmas in Year 11

Skills and Techniques

Drawing

Painting

Tone

Mark making

Journaling

Annotation

Mind maps

Collage

Artist research (from books or the internet)

Primary and Secondary sources

AO1

Develop ideas through investigations, demonstrating critical understanding of sources.

- *FIND IMAGES OF ARTIST'S WORK*
- *SHOW HOW YOU HAVE BEEN INSPIRED*

ARTISTS

Mike Bell

Amirie Gale

Vincent Van Gogh

Holly Exley

Georgie O'Keefe

Grayson Perry

David Hockney

William Morris

Sue Bladwell

Keywords and Definitions

Developing – Becoming more advanced / building on your ideas

Sources - Sources can include such references as the work of artists, craftspeople, designers and/or makers, the built environment, the natural world (eg. Primary sources)

Primary sources = something that has been created first hand

Secondary sources = images that have been created by somebody else

Effectively – A way that is successful and achieves what you went

Investigation – The act of examining something carefully

Critical understanding – Look closely at how artists and designers communicate their ideas, feeling and beliefs through their work. Your knowledge of the work of others should help you to develop your ideas, and this influence should be clear in your own work.

Skills and Techniques

Drawing

Painting

Tone

Mark making

Journaling

Blending

Collage

3D models

AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

Annotating Your Work

Written annotation should support your ideas and visuals. You should tell the examiner your thought process, materials used and how you have experimented. Your annotation should demonstrate your use of **subject specific language.**

Annotation may be handwritten or word processed—try to be consistent if possible

- *EXPERIMENT WITH A RANGE OF DIFFERENT MATERIALS*
- *DISCUSS YOUR WORK THROUGH ANNOTATIONS*

Keywords and Definitions:

Refinement – This means that you need to make small changes to your work through experimenting with different materials and techniques appropriate to your idea and as your work progresses.

Purposeful - Showing you know what you want to do.

Exploring- To search and discover using different materials and techniques

Consistent – Always behaving or happening in a similar way

Thoughtfully – Carefully considering things

Effectively – A way that is successful and achieves what you want

Techniques – The way you use the material

Processes – The way you do something

Media—The materials or techniques that you have used

Skills and Techniques

Drawing

Painting

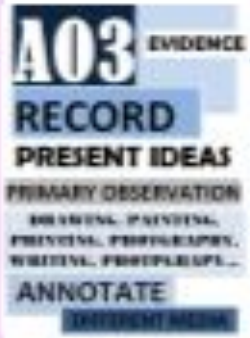
Tone

Mark making

Journaling

Annotations

Collage



AO3

Record ideas, observations and insights relevant to intentions as work progresses

- CREATE GOOD QUALITY SKETCHES AND DRAWINGS
- ANNOTATE AS YOU PROGRESS

The 7 Formal Elements

The formal elements are the building blocks or the 'ingredients' used to create a piece of artwork

They are often used together, the way that they are arranged will determine how a piece of artwork will look.

Keywords and Definitions

Recording – Capturing your ideas (drawings, photographs, sketches, collected images, objects, materials, annotation)

Ideas - suggestion or a plan for doing something

Consistent – Always behaving or happening in a similar way

Effectively – A way that is successful and achieves what you want

Observations - The act of observing something, too look at, a clear, deep understanding

Intentions – Something that you want and plan to do

Progresses – Movement to an improved or more developed state

Skills and Techniques

Drawing

Painting

Tone

Mark making

Journaling

Collage

3D outcome

- SHOW A CLEAR JOURNEY TO YOUR WORK
- BRING ALL OF YOUR PLANS TOGETHER

AO4 OUTCOME

PRESENT

FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

CONCLUSION

AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Final Outcome

A Final piece of work using a media of your choice that links all of your research and experimentation. It should be the end of a personal journey within the realms of the project

Keywords and Definitions

Personal response - Belonging to or affecting you rather than anyone else. How you feel about your artwork.

Competently - Able to do something well

Meaningful- To show meaning (to express or represent an idea)

Intentions – Something that you want and plan to do

Consistent – Always behaving or happening in a similar way

Intentions – Something that you want and plan to do

Visual language – A form of communication that uses visual images instead of written language

Annotation Quick Help Guide

Sentence Starters and Supporting Statements

Line Mark-making: I have experimented with different types of mark -making techniques that explore line through different qualities of line. I used a …… to achieve different effects.

Experimental line drawings: I have produced some drawings of …….. Using different types of line. These were …….. .
Observational drawings: From first hand observation of a …….. I drew out the object only using different types of line. Thicker, bolder lines make the objects look closer. Thinner, wispier lines make the object look further away.

I have researched the artist …….. **because** of his use of mark-making in paint. He uses a variety of different thickness and quality of lines and marks to create layers of paint. I thought his work was …… .

Tone Black and white tonal work: I explored different tonal properties of one type of material by producing tones of dark to light.

Shades in paint: Using one colour in …….. paint, I mixed different shades of that colour, looking at the darkest shade to the lightest. I achieved this by adding white to make it lighter and the opposite colour to make it darker.

Observational drawing: I drew a still life from observation and recorded the light, medium and dark tones using a pencil. I Care fully shaded the objects adding shadows and highlights to make them look 3d.

Low relief collage: I created my …… inspired collage using monochromatic tones.

Creative Making and Possible Areas to Explore

Drawing: A representation of forms or objects on a surface by means of lines

Painting: is the practice of applying paint, pigment, colour or other medium to a solid surface. The medium is commonly applied to the base with a brush, but other implements, such as knives, sponges, and airbrushes, can be used.

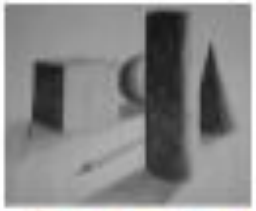
Printmaking: is the process of making artworks by printing, normally on paper. Printmaking normally covers only the process of creating prints that have an element of originality, rather than just being a photographic reproduction of a painting.

Mixed Media: refers to a visual art form that combines a variety of media in a single artwork. For example, if you draw with ink, then paint over it with watercolours, then add some highlights in coloured pencil - that's mixed media

Ceramics: Ceramic art is art made from materials, such as clay. It may be art ware, tile, figurines, sculpture, and tableware. ... The word "ceramics" comes from the Greek word *keramikos* meaning "pottery."

Art Vocabulary

Proportion	Put in proper relation to something else
Line	A mark with length/direction. A point that moves across a surface
Shape	2-Dimensional objects (circles, squares etc)
Form	3—Dimensional objects (sphere, cylinder, cube etc)
Trace back	Tracing over a drawing using a crisp, sharp line
Thumbnail sketch	A small, quick drawing used to generate ideas
Positive space	The area that an object occupies
Negative space	The area around an object
Value	Lightness or darkness of a colour
Crosshatch	Multiple perpendicular lines that add value to a drawing
Composition	The arrangement of equally balancing a drawing or painting
Background	Area of the composition that appears furthest away
Middle ground	Area of composition that appears between fore and background
Foreground	Area of composition that appears closest
Hue	Common name of a colour (blue, green etc)
Pigment	Gives paint its colour
Spectrum	All of the colours on the colour wheel



Year 10

French

YEAR 10 FRENCH REVISION

What I must know or be able to ...			
Family, friends and relationships			
Technology in everyday life			
Free time activities			
Use verbs in the PAST accurately, including on or nous			
Use verbs in the FUTURE accurately			
Use a range of connectives			
Express and justify opinions			
Question words			
Decode bullet points			

Higher tier
French

YEAR 10 – FRENCH – REVISION

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
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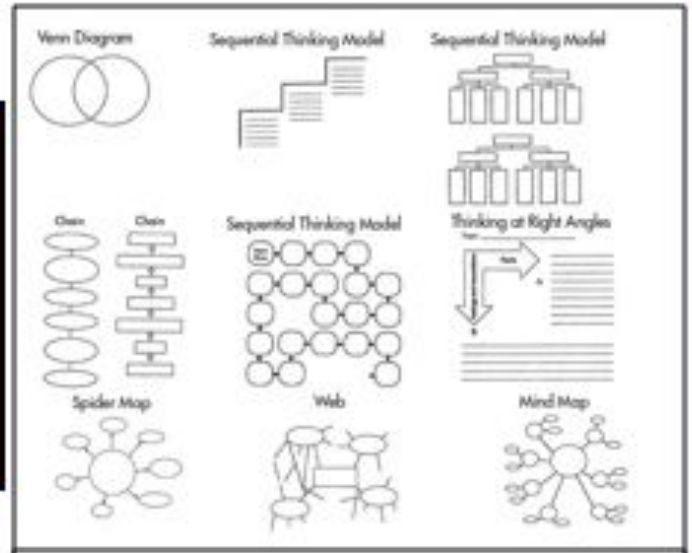

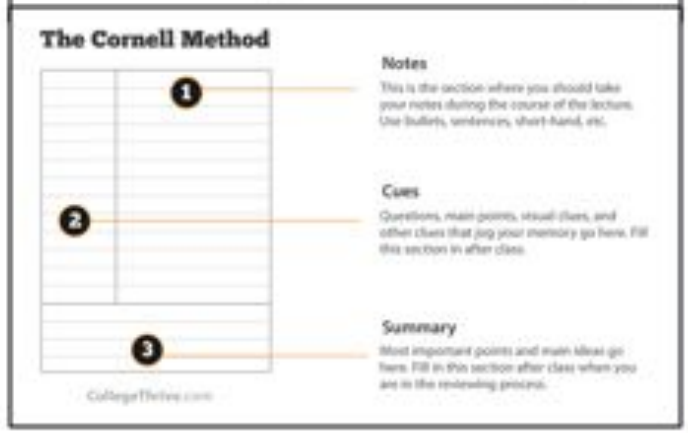

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6. Comment serait ton / ta partenaire idéal(e). *How would your ideal partner be ?*
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1. Quel est ton gadget préféré ? Pourquoi ? *What is your favourite gadget ?*
2. Quelles technologies utilises-tu à la maison ou au collège? Quand ? Pourquoi ? *Which technologies do you use at home or at school ? When ? Why ?*
3. Peux-tu vivre sans ton portable ? Pourquoi ? Pourquoi pas ? *Can you live without your mobile phone ? Why ? Why not ?*
4. Quel est ton réseau social préféré ? Pourquoi? *What is your favourite social media ? Why?*
5. Quels sont les avantages et les inconvénients des réseaux sociaux et d'Internet? *What are the advantages and disadvantages of social media and the internet ?*

UNIT 1.3 – Free time

1. Quels sont tes passe-temps préférés ? Pourquoi? Qu'est-ce que tu fais avec ta famille ou tes amis le week-end ? *Which are your favourite pastimes/hobbies ? Why ? What do you do with your family or your friends at the weekend ?*
2. Qu'est-ce que tu as fait récemment avec ta famille ou tes amis ? *What have you done recently with your family or friends ?*
3. Tu préfères passer le temps avec ta famille ou tes amis ? Pourquoi ? *Do you prefer to spend time with your family or your friends ? Why ?*

B. TAKE TIME TO DECODE THE BULLET POINTS WHICH ARE IN THE TARGET LANGUAGE FOR EACH WRITING TASK.

Bullets points are KEYS to the task
CONTENT to include
PROMPTS to respond to
POINTS to refer to
HEADINGS to plan with

They can contain a SINGLE WORD (e.g. la météo - the weather)
SEVERAL KEY WORDS (e.g. une visite récente à votre ville)
TWO ELEMENTS (e.g. votre ville et ses attractions - your town and its attractions)

They can be fairly OPEN-ENDED (e.g. L'importance des vacances)
INTERPRETED FREELY (e.g. un événement scolaire mémorable - A memorable school event)
BOUNDARIED, CONTENT-LIMITED (e.g. l'hôtel - the hotel)

LOOK OUT FOR...

a) CONNECTIVES:	b) QUESTION WORDS:	c) TIME FRAMES:
et (and) - 2 parts to the bullet point ou (or) - choice between two options	Que / qu'est-ce que (what) Comment (how / what) Où (where) Quand (when) Pourquoi (why)	PAST (dernier / dernière – last - récemment / récent(e) - recently / recent -mémorable – unforgetable) PRESENT(d'habitude / typique - usually / typical) FUTURE (prochain – next - vos projets - your plans à l'avenir - in the future)

C. INCLUDE OPINIONS AND REASONS (AT LEAST 2).

Useful expressions to give personal opinions:	**Useful connectives to give reasons**: ***Remember to use a range (do not overuse car !)***
à mon avis: in my opinion pour moi : as for me selon … : according to (e.g. selon moi, selon mes parents …) je pense que: I think je trouve que: I find je dirais que: I woud say	car … parce que … puisque … vu que …

USEFUL VERBS, INTENSIFIERS & ADJECTIVES TO EXPRESS OPINIONS.

C'est (it is) Ce n'est pas (it is not) C'était (it was) Ce sera (it will be) Je trouve ça (I find it) J'ai trouvé ça (I found it)	assez - quite un peu - a little très - very vraiment - really absolument - absolutely	😊 étonnant - amazing bien / bon - good amusant / marrant / drôle / rigolo / comique - fun agréable - nice / pleasant sensass / génial / chouette- great formidable - awsome fantastique - fantastic intéressant - interesting (learn how to spell it correctly!) ☹ triste - sad mauvais - bad nul / minable - rubbish désagréable - unpleasant affreux - horrible ennuyeux / barbant - boring casse-pieds / énervant - annoying cher - expensive

D. YOU MUST BE CONFIDENT WITH TENSES. IN THE 90 WORD QUESTION, ONE BULLET POINT REFERS TO THE PAST AND ONE BULLET POINT REFERS TO THE FUTURE.

PAST: *hier (yesterday), le week-end dernier (last week-end), l'année dernière (last year), il y a deux ans (two years ago)...*
PRESENT: *aujourd'hui (today), maintenant (now), le week-end (at the week-end), cette année (this year), d'habitude (usually)...*
FUTURE: *demain (tomorrow), ce soir (tonight), le week-end prochain (next weekend), l'année prochaine (next year), plus tard (later on), à l'avenir (in the future) ...*

INFINITIVE	PAST	PRESENT	FUTURE
jouer (to play)	J'ai joué	Je joue	Je jouerai
regarder (to watch)	J'ai regardé	Je regarde	Je regarderai
écouter (to listen)	J'ai écouté	J'écoute	J'écouterai
acheter (to buy)	J'ai acheté	J'achète	J'achèterai
faire (to do)	J'ai fait	Je fais	Je ferai
boire (to drink)	J'ai bu	Je bois	Je boirai
voir (to see)	J'ai vu	Je vois	Je verrai
lire (to read)	J'ai lu	Je lis	Je lirai
aller (to go)	**Je suis** allé(e)	Je vais	J'irai
rester (to stay)	**Je suis** resté(e)	Je reste	Je resterai
sortir (to go out)	**Je suis** sorti(e)	Je sors	Je sortirai
partir (to leave)	**Je suis** parti(e)	Je pars	Je partirai
se relaxer	**Je me suis** relaxé(e)	Je **me** relaxe	Je **me** relaxerai

VERBS FOLLOWED BY INFINITIVES:

Je vais (I'm going)
Je préfère (I prefer)
Je peux (I can)
Je pourrais (I could)
Je dois (I must)
Je devrais (should)
Je veux (I want)
Je voudrais (I'd like)
J'aimerais (I'd like)
J'espère (I hope)
J'ai l'intention de (I intend to)
Je rêve de (I dream to)

e.g.
Je **vais** jouer : I'm going to play

Other very useful expressions:	C'était (it was)	C'est (it is)	Ce sera (it will be)
	Il y avait (there was/were)	Il y a (there is/are)	Il y aura (there will be)

USE A RANGE OF TENSES.

OTHER TENSES:

IMPERFECT (stem + ais)

Je jouais (I used to play)
Je regardais (I used to watch)
J'écoutais (I used to listen)
J'achetais (I used to buy)
Je faisais (I used to do)
Je buvais (I used to drink)
Je voyais (I used to see)
Je lisais (I used to read)
J'allais (I used to go)
Je restais (I used to stay)
Je sortais (I used to go out)
Je partais (I used to leave)
Je me relaxais (I used to relax)

WHAT'S THE STEM?
~~nous~~ jouons
jou
je jouais

CONDITIONAL (infinitive + ais)

Je jouerais (I would play)
Je regarderais (I would watch)
J'écouterais (I would listen)
J'acheterais (I would buy)
Je ferais (I would do)
Je boirais (I would drink)
Je verrais (I would see)
Je lirais (I woul read)
J'irais (I would read)
Je resterais (I would stay)
Je sortirais (I would go out)
Je partirais (I would leave)
Je me relaxerais (I would relax)

INFINITIVE
er, ir, re + ais
je jouerais

il / elle: he / she
on: we
nous: we
ils / elles: they

Look at the verb endings

USE OTHER PERSONS OF THE VERB:

PERFECT	IMPERFECT	PRESENT	FUTURE	CONDITIONAL
il / elle a joué	il / elle jouait	il / elle joue	il / elle jouera	il / elle jouerait
on a joué	on jouait	on joue	on jouera	on jouerait
nous avons joué	nous jouions	nous jouons	nous jouerons	nous jouerions
ils / elles ont joué	ils / elles jouaient	ils / elles jouent	ils / elles joueront	ils / elles joueraient

E. DEVELOP YOUR PARAGRAPHS (ONE PER BULLET POINT). VARY THE VOCABULARY AND STRUCTURES YOU USE. USE A GOOD RANGE OF CONNECTIVES. GO TO THE RELEVANT PAGES OF <u>YOUR AQA VOCABULARY BOOK</u> TO REVISE USEFUL WORDS AND PHRASES FOR EACH UNIT OF WORK YOU WILL BE ASSESSED ON (RELATIONSHIPS, TECHNOLOGY IN EVERY DAY LIFE & FREE TIME).

<u>DEVELOPMENTS:</u> 90 words (4 bullet points)
150 words (2 bullet points)

Remember to cover each bullet point to get full marks !!!

Think of "hidden questions" and draw examples from your own experience.

How many lines do I need to write?
<u>90 words</u>: If you write an average of 8 words on each line, you must write at least 12 lines.
<u>150 words</u>: If you write an average of 8 words on each line, you must write at least 19 lines.

Learn to write a WAFFLE paragraph to extend a 90-word or 150-word task that's too short by memorising this simple structure:

WAFFLE PARAGRAPH

I really like X because it is ... and also because I find it ..., however, I don't like X because it is ... and it is also sometimes ... as well as ...
J'aime beaucoup X car c'est ... et aussi parce que je trouve ça ..., cependant je n'aime pas X puisque c'est et c'est aussi parfois ... ainsi que ...

Whatever the topic, this will almost certainly fit in and it's 30 words ☺

To achieve a high grade, use a RANGE of connectives to link your sentences and paragraphs.

CONNECTIVES

<u>Adding information</u>: ainsi que (as well as) - de plus (furthermore) - où (where) - quand (when), donc (so) - qui (who, which) - que (that) - malgré (despite) - comme (like, as) - si (if) - pendant que (while) - en + ant, e.g. en écoutant de la musique (while -ing) - au lieu de (instead of) ...
<u>Contrasting information</u>: cependant, pourtant, néanmoins, pourtant (all mean however) - tandis que, alors que (both mean whereas) - bien que (although)

To achieve a higher grade, use narration techniques. These simple sequencing words will also help you develop your paragraphs.

NARRATION

D'abord (firstly) - d'habitude (usually) - le matin (in the morning) - puis (then) - ensuite (next) - après ça (afterwards) - avant de + infinitive (before ...ing) - après avoir + past participle, e.g. après avoir mangé ... après avoir fait mes devoirs (after + ing) - l'après-midi (in the afternoon) le soir (in the evening) - par exemple (for example) - plus tard (later) - enfin (finally)

Foundation tier French

YEAR 10 – FRENCH – REVISION

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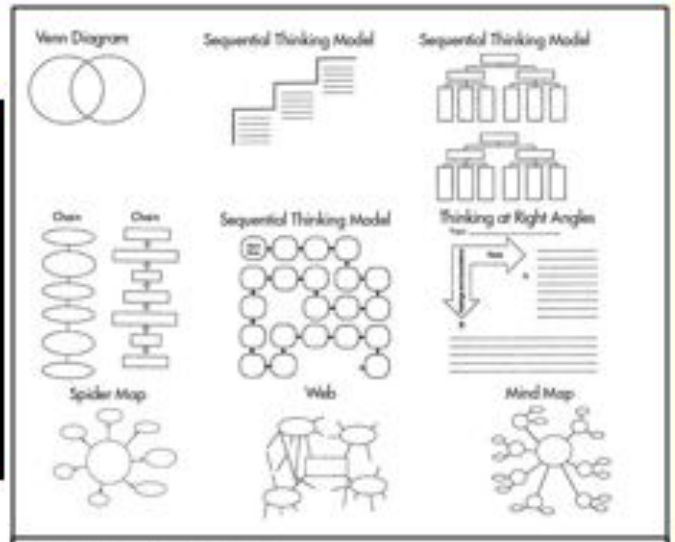

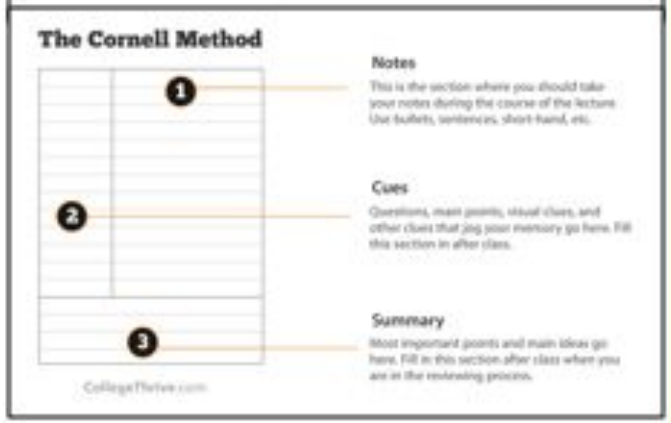

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voir (to see)	J'ai vu	Je vois	Je verrai
lire (to read)	J'ai lu	Je lis	Je lirai
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rester (to stay)	**Je suis** resté(e)	Je reste	Je resterai
sortir (to go out)	**Je suis** sorti(e)	Je sors	Je sortirai
partir (to leave)	**Je suis** parti(e)	Je pars	Je partirai

VERBS FOLLOWED BY INFINITIVES:

Je vais (I'm going)
Je préfère (I prefer)
Je peux (I can)
Je dois (I must)
Je devrais (should)
Je veux (I want)
Je voudrais (I'd like)
J'aimerais (I'd like)
J'espère (I hope)
...

e.g.
Je **vais** jouer : I'm going to play

Other very useful expressions:

C'était (it was) — C'est (it is) — Ce sera (it will be)
Il y avait (there was/were) — Il y a (there is/are) — Il y aura (there will be)

E. GO TO THE RELEVANT PAGES OF YOUR AQA VOCABULARY BOOK TO REVISE USEFUL WORDS AND PHRASES FOR EACH UNIT OF WORK YOU WILL BE ASSESSED ON (RELATIONSHIPS, TECHNOLOGY IN EVERY DAY LIFE & FREE TIME).

F. **DEVELOP YOUR PARAGRAPHS (ONE PER BULLET POINT). VARY THE VOCABULARY AND STRUCTURES YOU USE. USE A GOOD RANGE OF CONNECTIVES.**

DEVELOPMENTS: 40 words (4 bullet points)
90 words (4 bullet points)

Remember to cover each bullet point to get full marks !!!

How many lines do I need to write?
40 words: If you write an average of 8 words on each line, you must write at least 5 lines.
90 words: If you write an average of 8 words on each line, you must write at least 12 lines.

Learn to write a WAFFLE paragraph to extend a 90-word task that's too short by memorising this simple structure:

WAFFLE PARAGRAPH

I really like X because it is ... and also because I find it ..., however, I don't like X because it is ... and it is also sometimes ... as well as ...
J'aime beaucoup X car c'est ... et aussi parce que je trouve ça ..., cependant je n'aime pas X puisque c'est ... et c'est aussi parfois ... ainsi que ...

Whatever the topic, this will almost certainly fit in and it's 30 words ☺

To achieve a grade 5, use a RANGE of connectives to link your sentences and paragraphs.

CONNECTIVES

Adding information: ainsi que (as well as) - de plus (furthermore) - donc (so) - où (where) - quand (when), qui (who, which) - que (that) - si (if)
Contrasting information: cependant, pourtant, néanmoins, pourtant (all mean however) - tandis que, alors que (both mean whereas) - bien que (although)

To achieve a higher grade, use narration techniques. These simple sequencing words will also help you develop your paragraphs.

NARRATION

D'abord (firstly) - d'habitude (usually) - le matin (in the morning) - puis (then) - ensuite (next) - après ça (afterwards) - l'après-midi (in the afternoon) - le soir (in the evening) - par exemple (for example) - enfin (finally)

Year 10

German

Year 10 German Revision

What I must know			
Family, Friends and Relationships			
Technology in everyday life			
Free time activities			
Use verbs in the past accurately, using ich, er/sie and wir			
Use verbs in the future accurately			
Use a range of connectives			
Express and justify opinions			
Question words			
Decoding bullet points			

Year 10 German Revision

HIGHER

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!

Adjektive	
lehrreich	informative, educational
nützlich	useful
unsicher	unsafe
teuer	expensive
kostenlos	free
schnell	quick
gefährlich	dangerous
praktisch	practical

Key Phrases

- Handys: Heute und Früher
- Die Vorteile und Nachteile des Internets
- Soziale Netzwerke
- Tipps gegen Cyber-Mobbing
- Handynutzung und die Gesundheit
- Die Rolle der Technologie

Adjektive	
lebensnotwendig	vital
unerwünscht	unwanted
vorsichtig	careful
unbekannt	unknown
unerfahren	inexperienced
leistungsstark	powerful (battery)
beunruhigend	disturbing, disruptive

Key Quotations

Verben	
Selbstmord begehen	to kill oneself
wechseln	to change
mitnehmen	to take with you
schicken	to send
sich konzentrieren	to concentrate
verheimlichen	to conceal, to hide
veröffentlichen	to publish
reichen	to range
prüfen	to check

Key Phrases	
Mit einem modernen Handy kann man Soziale Netzwerke besuchen/mit Freunden chatten/das Leben organisieren	With a mobile you can visit social networks/chat with friends/organise your life
Mein Handy ist mein Leben	My mobile is my life
Das Handy ist praktisch, wenn...	A mobile is practical when...
Ein Nachteil eines Smartphones ist...	A disadvantage of a smartphone is...
Das Internet ist eine endlose Informationsquelle	The internet is an endless source of information
Einige Internetseiten sind gefährlich, besonders für Kinder und Jugendliche	Some websites are dangerous, especially for children and young people
Wenn man zu viel Zeit im Internet verbringt man kann isoliert werden	When/if you spend too much time on the internet you can become isolated
Um gegen Cyber-Mobbing zu kämpfen, sollte man...	In order to fight against cyber-bullying you should...
den Mobber blockieren/den Behörden melden/nicht auf eine beleidigende Nachricht reagieren	Block the bully (online)/report (bullying) to the authorities/ ignore the insulting message
Handys können gesundheitliche Probleme verursachen	Mobiles can cause health problems
Die moderne Technologie hat unser Leben verbessert/das Leben einfacher gemacht	Modern technology has improved our lives/made life easier
Moderne Haushaltsgeräte nehmen die Arbeit ab	Modern household appliances remove the work
Ich interessiere mich für/nicht für neue technische Geräte	I am interested/not interested in new technological gadgets

Use this alongside the Foundation Knowledge Organiser to build in complex vocabulary and structures!

TOPIC: TECHNOLOGY IN EVERY DAY LIFE

GRAMMATIK

Key verbs in Present, Past, Future, Conditional and Imperfect

Infinitiv	Präsens	Vergangenheit	Futur	Konditional	Imperfekt
benutzen = to use	ich benutze; du benutzt; er benutzt; sie benutzt; wir benutzen	ich habe benutzt; du hast benutzt; er hat benutzt; sie hat benutzt; wir haben benutzt	ich werde benutzen; du wirst benutzen; er wird benutzen; sie wird benutzen; wir werden benutzen	ich würde benutzen; du würdest benutzen; er würde benutzen; sie würde benutzen; wir würden benutzen	ich benutzte; du benutztest; er benutzte; sie benutzte; wir benutzten
verbringen = to spend time	ich verbringe; du verbringst; er verbringt; sie verbringt; wir verbringen	ich habe verbracht; du hast verbracht; er hat verbracht; sie hat verbracht; wir haben verbracht	ich werde verbringen; du wirst verbringen; er wird verbringen; sie wird verbringen; wir werden verbringen	ich würde verbringen; du würdest verbringen; er würde verbringen; sie würde verbringen; wir würden verbringen	ich verbrachte; du verbrachtest; er verbrachte; sie verbrachte; wir verbrachten
sein = to be	ich bin; du bist; er ist; sie ist; wir sind	ich bin gewesen; du bist gewesen; er ist gewesen; sie ist gewesen; wir sind gewesen	ich werde sein; du wirst sein; er wird sein; sie wird sein; wir werden sein	ich würde sein; du würdest sein; er würde sein; sie würde sein; wir würden sein	ich war; du warst; er war; sie war; wir waren
werden = to become	ich werde; du wirst; er wird; sie wird; wir werden	ich bin geworden; du bist geworden; er ist geworden; sie ist geworden; wir sind geworden	ich werde werden; du wirst werden; er wird werden; sie wird werden; wir werden werden	ich würde werden; du würdest werden; er würde werden; sie würde werden; wir würden werden	ich wurde; du wurdest; er wurde; sie wurde; wir wurden

Useful Grammatical Structures

- To report things that have been said/written, use the **passive tense**. This is formed by using the appropriate form of **werden** in conjunction with a past participle: **es wird gesagt, dass** (it is said that); **es wird berichtet, dass** (it is reported that); **es wird gedacht, dass** (it is thought that).
- To indicate the progression of new technologies, use **immer** before a comparative: **sozialen Medien wird immer beliebter** (social media is getting more and more popular); **Handys werden immer besser** (mobile phones are getting better and better).

Key questions

1. Was sind die Unterschiede zwischen einem modernen und einem alten Handy?	What are the differences between a modern and an old mobile phone?
2. Hast du ein Handy? Wofür brauchst du dein Handy?	Do you have a mobile phone? What do you need it for?
3. Was sind die Gesundheitsrisiken, die mit der Handynutzung verbunden sind?	What are the health risks associated with mobile usage?
4. Was machst du gern im Internet?	What do you like to do on the internet?
5. Was sind die größten Gefahren im Internet?	What are the biggest dangers on the internet?
6. Was kann man gegen Cyber-Mobbing tun?	What can you do to fight cyber-bullying?
7. Was denkst du über soziale Netzwerke?	What do you think of social networks?
8. Was sind die Vorteile des Internets?	What are the advantages of the internet?
9. Wofür hast du neulich Computer benutzt?	What have you recently used computers for?
10. Interessierst du dich für neue Technologien?	Are you interested in new technologies?

Year 10 German Revision

FOUNDATION

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!

Adjektive	
lehrreich	informative, educational
nützlich	useful
unsicher	unsafe
teuer	expensive
kostenlos	free
schnell	quick
gefährlich	dangerous
praktisch	practical

Key Ideas

- Handys: Heute und Früher
- Die Vorteile und Nachteile des Internets
- Soziale Netzwerke
- Die Technik, die du benutzt

Verben	
empfangen	to receive
entwickeln	to develop
benutzen	to use
schicken	to send
herunterladen	to download
hochladen	to upload
in Kontakt bleiben	to stay in contact
löschen	to delete
vorsichtig sein	to be careful
missbrauchen	to misuse
simsen	to text
speichern	to save (data on computer)
teilen	to share

Key Vocabulary

Key Phrases	
Früher waren Handys nur zum Telefonieren da.	In the past, mobile phones were just for making phone calls.
Früher konnte man mit dem Handy nur telefonieren, simsen oder Fotos machen.	In the past you could only phone, text and take photos.
Heutzutage kann man mit dem Handy...	Nowadays you can ... on your mobile phone.
online einkaufen/im Internet surfen/mit Freunden in Kontakt bleiben.	Shop online/surf the internet/stay in contact with friends.
Spiele spielen/Musik herunterladen/Fotos hochladen/E-Mails schicken.	Play games/download music/upload photos/ send emails.
Ich benutze das Internet jeden Tag.	I use the internet every day.
Das Internet hilft mir beim Hausaufgaben machen.	The internet helps me with homework.
Ich bin immer in sozialen Netzwerken aktiv.	I am always active on social networks.
Ich habe eine positive/negative Einstellung zum Internet.	I have a positive/negative attitude towards the internet.
Ich benutze nie soziale Netzwerke.	I never use social networks.
Man muss nie persönliche Informationen teilen.	You must never share personal information.
Man kann internetsüchtig werden/in sozialen Netzwerken gemobbt werden/durch Online-Spiele von den Hausaufgaben abgelenkt werden.	You can become addicted to the internet/be bullied on social networks/be distracted from homework by online games.
Ich habe viele Apps auf meinem Handy.	I have lots of Apps on my mobile phone
Über meinen Smart-TV kann ich auf Online-Videotheken/Streamingdienste/Musik/Unterhaltung zugreifen.	On my Smart TV, I can access online video libraries/streaming services/music/ entertainment.

Substantive	
der Drucker	printer
die Entwicklung	development
die Gefahr	danger
der Klingelton	ringtone
der Missbrauch	abuse, misuse
das Netzwerk	network
der Rechner	calculator
das Risiko	risk
der Schrägstrich	forward slash
der Schutz	protection
der Unterstrich	underscore
der Bindestrich	dash, hyphen
die Daten	data
die Tastatur	keyboard
das Handy	mobile phone
der Bildschirm	screen
die Nachricht	news
das Cybermobbing	cyber-bullying
der Treffpunkt	meeting place
die Sicherheit	security
die Verbindung	connection
der Strom	electricity
das WLAN	Wi-Fi
der Internetzugang	internet access

TOPIC: TECHNOLOGY IN EVERY DAY LIFE

GRAMMATIK

Key verbs in Present, Past & Future

Infinitiv	Präsens	Vergangenheit	Futur
benutzen = to use	ich benutze; er benutzt; sie benutzt; wir benutzen	ich habe benutzt; er hat benutzt; sie hat benutzt; wir haben benutzt	ich werde benutzen; er wird benutzen; sie wird benutzen; wir werden benutzen
herunterladen = to download	ich lade herunter; er lädt herunter; sie lädt herunter; wir laden herunter	ich habe heruntergeladen; er hat heruntergeladen; sie hat heruntergeladen; wir haben heruntergeladen	ich werde herunterladen; er wird herunterladen; sie wird herunterladen; wir werden herunterladen
machen = to do	ich mache; er macht; sie macht; wir machen	ich habe gemacht; er hat gemacht; sie hat gemacht; wir haben gemacht	ich werde machen; er wird machen; sie wird machen; wir werden machen
spielen = to play	ich spiele; er spielt; sie spielt; wir spielen	ich habe gespielt; er hat gespielt; sie hat gespielt; wir haben gespielt	ich werde spielen; er wird spielen; sie wird spielen; wir werden spielen

Useful Grammatical Structures

- Use the modal verb **können** to list out the potential uses of technology. A sentence/clause with a modal verb will always have an infinitive at the end. Examples include: **Man kann im Internet surfen** (you can surf the internet).
- Use **adverbs of time** and **adverbial phases** to describe in more detail when/how you do something. Examples include: **jeden Tag** (every day); **einmal pro Woche** (once a week); **zweimal pro Tag** (twice a day); **am Abend** (in the evening); **normalerweise** (normally); **vor der Schule** (before school).

Key questions

Key Questions	
1. Was sind die Unterschiede zwischen einem modernen und einem alten Handy?	What are the differences between a modern and an old mobile phone?
2. Hast du ein Handy? Wofür brauchst du dein Handy?	Do you have a mobile phone? What do you need it for?
3. Was machst du gern im Internet?	What do you like to do on the internet?
4. Welche Gefahren kann das Internet haben?	What dangers can the internet have?
5. Was denkst du über soziale Netzwerke?	What do you think of social networks?
6. Was sind die positiven Aspekte des Internets?	What are the positive aspects of the internet?
7. Wofür hast du Computer in letzter Zeit benutzt?	What have you recently used computers for?
8. Welche Art von Technik benutzt du gern?	Which technology forms do you enjoy using?

Year 10

Computer Science

Year 10 Computer Science Revision

What I Must Know			
Define a variable			
Define a constant			
Label an algorithm			
Identify programming concepts with algorithms			
Create a basic algorithm using simple programming constructs such as IF / ELSE / For / While			
Identify data types such as String / Integer / Real (Float) / Boolean / Char			
Describe the features on Von-Neuman architecture			
Identify programming constructs (sequence / selection / Iteration)			
Identify and Explain the term casting			

Year 10 Computer Science Revision

What I Must Know			
Identify and Explain the term concatenation			
Explain the purpose / function of ROM			
Explain the purpose / function of RAM			
Identify the differences between ROM and RAM			
Explain the term volatile / non-volatile			
Describe the function of the CPU			
Identify the components within the CPU			
Explain the factors that affect the performance of the CPU			
Explain the factors that affect the performance of a PC			
Explain the Fetch-Decode-Execute cycle			

Year 10 Computer Science Revision

What I Must Know			
Explain the need for virtual memory			
Explain the steps followed when virtual memory is utilised with RAM			
Explain the need for secondary storage			
Identify the three types of secondary storage (Magnetic / Solid state / optical)			
Evaluate a scenario to identify a suitable secondary storage type			
Describe the characteristics of secondary storage			
Identify the tasks performed by the operating system			

<u>Equations/ writing frames to learn in this topic:</u>
Always give factual information regarding the component. E.g:
"Explain the purpose of Cache memory"
You would explain what cache is firstly, then state what it's function is and why this is beneficial. For example…
Cache memory is a very small fast memory, that holds the devices' frequently used programs instructions and data, it is closer to the CPU than RAM so therefor can fetch instructions and data faster.
When answering questions such as *"Identify a register in the CPU and state its function"…*
Remember, ALWAYS give the full answer…. E.g:
The _____ holds the address of the next instruction **<u>that is to be fetched from RAM.</u>**

YEAR 10 COMPUTER SCIENCE REVISION

Use this knowledge organiser to revise for your assessment. Try:practice questions (use your white book);

- using ***Craig and Dave / The computer science tutor*** on YouTube to revisit topics;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (e.g Mind maps)

ARCHITECTURE – CPU REGISTERS

The purpose of the CPU is to Fetch decode and execute instructions and data.

Control Unit– Executes instructions / Follows the Fetch-Decode-Execute cycle / controls the flow of data inside/outside of the CPU

ALU– Calculates mathematical calculations (e.g add / divide) or logical comparisons (e.g using and / or / not = TRUE & FALSE)

Cache – Stores the frequently used programs instructions and data (a very small, fast memory located in the CPU, if used speeds up the FDE cycle as its less distance to travel)

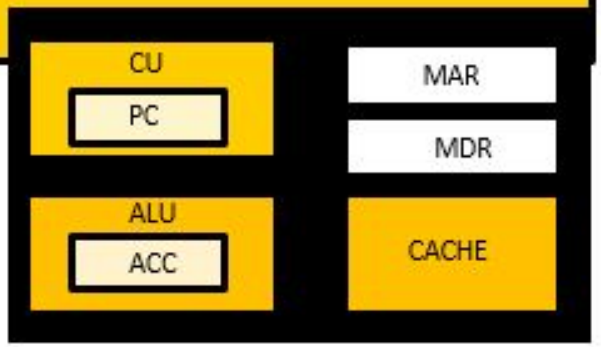
ARCHITECTURE – CPU COMPONENTS

PC = Program Counter – Points to the next instruction to be fetched from RAM

MAR = Memory Address Register - Holds the address of the next instruction to be fetched from RAM

MDR = Memory Data Register – Hold the instruction / data that has been fetched from RAM and is now to be executed

ACC = Accumulator – Holds the answer to the mathematical calculation or logical comparison calculated in the ALU



PERFORMANCE OF THE CPU

Faster Clock Speed– faster FDE cycles

More Cores – multitasking

More Cache – Can hold more frequently used programs Inst & data

COMPUTER SCIENCE COMMAND WORDS

Add: Join something to something else so as to increase the size, number, or amount.
Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate: Add brief notes to a diagram or graph.
Calculate: Obtain a numerical answer showing the relevant stages in the working.
Compare: Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Complete: Provide all the necessary or appropriate parts.
Convert: Change the form, character, or function of something.
Define: Give the precise meaning of a word, phrase, concept or physical quantity.
Describe: Give a detailed account or picture of a situation, event, pattern or process
Design: Produce a plan, simulation or model.
Discuss: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Draw: Produce (a picture or diagram) by making lines and marks on paper with a pencil, pen, etc.
Evaluate: Assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Explain: Give a detailed account including reasons or causes.
Give: Present information which determines the importance of an event or issue. Quite often used to show causation.
How: In what way or manner; by what means.
Identify: Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature.
Justify: Give valid reasons or evidence to support an answer or conclusion.
Label: Add title, labels or brief explanation(s) to a diagram or graph.
List: Give a sequence of brief answers with no explanation.
Order: Put the responses into a logical sequence.
Outline: Give a brief account or summary.
Show: Give steps in a derivation or calculation.
Solve: Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State: Give a specific name, value or other brief answer without explanation or calculation.
Tick: Mark (an item) with a tick or select (a box) on a form, questionnaire etc. to indicate that something has been chosen.
What: Asking for information specifying something.
Write/Rewrite: Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement/Write (something) again so as to alter or improve it.

YEAR 10 COMPUTER SCIENCE REVISION

MEMORY

RAM – holds currently running programs instructions and data - memory is volatile it is temporary

ROM – Boots up the PC and loads the OS- memory is non-volatile it is permanent

Differences: RAM is volatile / ROM non-volatile , RAM can be written to, ROM cant not be written to and their jobs are different (see above for job info)

Virtual Memory – When RAM is full, the least used program's instructions and data is moved into VM (which frees up space in RAM), new programs instructions & data can then be loaded into RAM. When the user wants to use the program in VM, it must move the program back into RAM first – this is time consuming and slows down the read / write speeds. (Excessive use will cause disk thrashing)

PERFORMANCE OF A PC (add the CPU performance improvements also to this....)

More RAM – Can open/run more programs at the same time / no or less need for VM.

Change HDD to SSD – faster read write speeds due to no moving parts (moving to find the correct sector of information).

GPU – install / improve Graphics processing card to remove graphics rendering processing time away from the CPU

SECONDARY STORAGE

A long term, permanent/non-volatile storage when the device is turned off

Magnetic, Optical and Solid State

Capacity	Cost
Durability	Portability
Access Speed	Physical Size
Reliability (MTBF)	

F-D-E

Q: if you had a 3.8GHz processor, what would this mean?" (3marks)

The number of FDE cycles run per given time/second / the frequency that the clock 'ticks'
-3.8 billion cycles/instructions ...
- ...per second

INPUT DEVICE	STORAGE DEVICE	OUTPUT DEVICE
Keyboard	Optical - CD / DVD	Monitor
Mouse	Magnetic	Speakers
Touch Screen	Hard Drive	Headphones
Barcode Scanner	Solid State	Printer
OMR (Lottery / Multiple choice)		
Joystick		
Microphone		
Sensors		

1/0 = bit	4 bits = 1 nibble
8 bits = 1 byte	1024 bytes = 1 kilobyte
1024 kilobytes = 1 megabyte	1024 megabytes = 1 gigabyte
1024 gigabytes = 1 terabyte	

THE OPERATING SYSTEM

Functions of the Operating system:

Graphical User Interface (GUI) – (WIMP / Command line prompt and natural language)

Peripheral management (locating and using device drivers to communicate with peripheral devices)

File / Disk management – storing files in hierarchical structure)

Memory management (allocating space in RAM for programs / VM and cache)

User Accounts – setting up unique account of

Security – Levels of access / User access control

Multitasking (working with RAM and the CPU to give equal time to tasks and prioritise more important tasks in the FDE cycle) – Operating systems that can do this are called multitasking operating systems

UTILITIES

Defragmentation	Encryption	Firewall	Compression
Back-ups	Updates	Anti-Virus/Malware	

YEAR 10 COMPUTER SCIENCE REVISION

DATA TYPES

Programming languages store data as different types. You need to learn the ones in this table...

Data type	Pseudocode	Characteristics	Examples
Integer	int	Whole numbers only.	0, 6, 10293, -999
Real (or float)	real	Numbers that have a decimal part.	0.15, -5.87, 100.0
Boolean	bool	Can only take one of two values, usually TRUE or FALSE.	True/False, 1/0, yes/no
Character	char	A single letter, number, symbol.	"A", "k", "5", "-", "$"
String	string	Used to represent text, it is a collection of characters.	"FsTmQ2", "$money$"

VARIABLES AND CONSTANTS

1) Data values can be stored as constants or variables.
2) The name of the constant or variable is linked to a memory location that stores the data value. The size of the memory location depends on the data type (see p41).
3) A constant is assigned a data value at design time that can't be changed. If you attempt to change the value of a constant in a program then the interpreter or compiler (see p81) will return an error.
4) Variables on the other hand can change value which makes them far more useful than constants.
5) Constants and variables often need to be declared (at the start of the program) before you can use them. This can be done in different ways:

'pressure' declared as a constant with integer type
'temperature' and 'weight' declared as variables with real type

```
const pressure as Int = 30
var temperature as real = 20.5
var weight as real
```

Constants are assigned values when they're declared.
Initial values can be assigned to variables (but they don't have to be).

These lines of code do exactly the same as the lines above — temperature and weight are still variables.

```
const pressure = 30
real temperature = 20.5
real weight
```

To make code easier to follow, programmers usually follow standard naming conventions for constants and variables. E.g. 'lower case for the first letter, followed by a mixture of letters, numbers and underscores.'

OPERATORS

1) The arithmetic operators take two values and perform a maths function on them.
2) Addition, subtraction, multiplication and division operators do what you'd expect.
3) The exponentiation operator is used to raise a number to a power.
4) The DIV operator returns the whole number part of a division and the MOD operator gives the remainder.

Function	Typical Operator	Example	Result
Addition	+	5 + 5	10
Subtraction	-	3 - 10	-7
Multiplication	*	4 * 8	32
Division	/	42 / 6	7
Exponentiation	^ or **	2^3 (= 2³)	8
Quotient	DIV	20 DIV 3	6
Remainder (modulus)	MOD or %	20 MOD 3	2

Dividing integers might behave oddly in some programming languages, e.g. 5 / 2 may give the answer 2 instead of 2.5.

Using DIV and MOD can avoid these issues.

5) These operators work on integers and real data values or a combination of the two.
6) Computers follow the rule of BODMAS (Brackets, Other, Division, Multiplication, Addition & Subtraction) — so take care when using operators to make sure your code is actually doing what you want it to.

IF STATEMENTS AND NESTED IF STATEMENTS

1) More complex IF statements can be made by putting one IF statement inside another one — this type of selection statement is called a nested IF statement.
2) Nested IF statements allow you to check more conditions once you've established that the previous condition is true.

If the first condition is true, it will check the second condition.

If the first condition is false it will run this else statement — all access is denied.

Indentation lets the reader see where each IF statement begins and ends.

```
string x
x = Input("Enter the passcode.")
if x == "GO" then
    if usertype == "Teacher" then
        Allow unrestricted access.
    else
        Allow restricted access.
    endif
else
    Deny all access.
endif
```

If the second condition is true then unrestricted access is allowed.

If the second condition is false then restricted access is allowed.

3) IF-ELSEIF statements can also be used to check multiple conditions. They are different from nested IF statements as they only check more conditions if the previous condition is false.

The conditions are all indented to the same level.

```
if usertype == "Teacher" then
    Allow unrestricted access.
elseif usertype == "Parent" then
    Allow level 1 restricted access.
elseif usertype == "Pupil" then
    Allow level 2 restricted access.
else
    Deny all access.
endif
```

The first condition is always checked — if it's true then it will allow unrestricted access.

The second condition is checked if the first condition is false — if it's true then it will allow level 1 restricted access.

The third condition is checked if the first and second conditions are false — if it's true then it will allow level 2 restricted access.

If all conditions are false then the program will deny all access.

COMPARRISON OPERATORS

Comparison operators compare the expression on their left hand side to the expression on their right hand side and produce a Boolean value (either true or false).

Comparison operator	What it means	Evaluates to True	Evaluates to False
==	Is equal to	5 == 5	5 == 8
<> or !=	Is not equal to	6 != 7	6 != 6
<	Is less than	4 < 10	3 < 2
>	Is greater than	15 > 9	10 > 12
<=	Is less than or equal to	7 <= 8	11 <= 10
>=	Is greater than or equal to	3 >= 3	9 >= 12

A common mistake is to get the assignment operator = and the comparison operator == mixed up — you'll know you've used them incorrectly because your code won't behave as intended.

The first code just assigns 25 to the variable "age" — the IF statement will consider this condition as always true.

```
if age = 25 then
if age == 25 then
```

The second code checks if age is equal to 25 and will only run if the condition is true.

YEAR 10 COMPUTER SCIENCE REVISION

LOOPS – DO-UNTIL / WHILE / DO -WHILE

EXAMPLE: Write an algorithm that a supermarket self-scan machine could use to check if enough money has been fed into it and output the right amount of change.

You could write an algorithm using any of the loops shown above — the code before and after the loop is exactly the same.

DO UNTIL Loop:

```
int total = 0
int cost, coin, change
cost = total cost in pence
do
 coin = input("Value of coin")
 total = total + coin
until total ≥ cost
change = total - cost
output change
```

The loop starts at 'do' and ends when the 'until' condition is true — when the total is greater than or equal to the cost.

WHILE Loop:

```
int total = 0
int cost, coin, change
cost = total cost in pence
while total < cost
 coin = input("Value of coin")
 total = total + coin
endwhile
change = total - cost
output change
```

The loop starts by checking the 'while' condition is true and keeps repeating until it is false — when the total is greater than or equal to the cost.

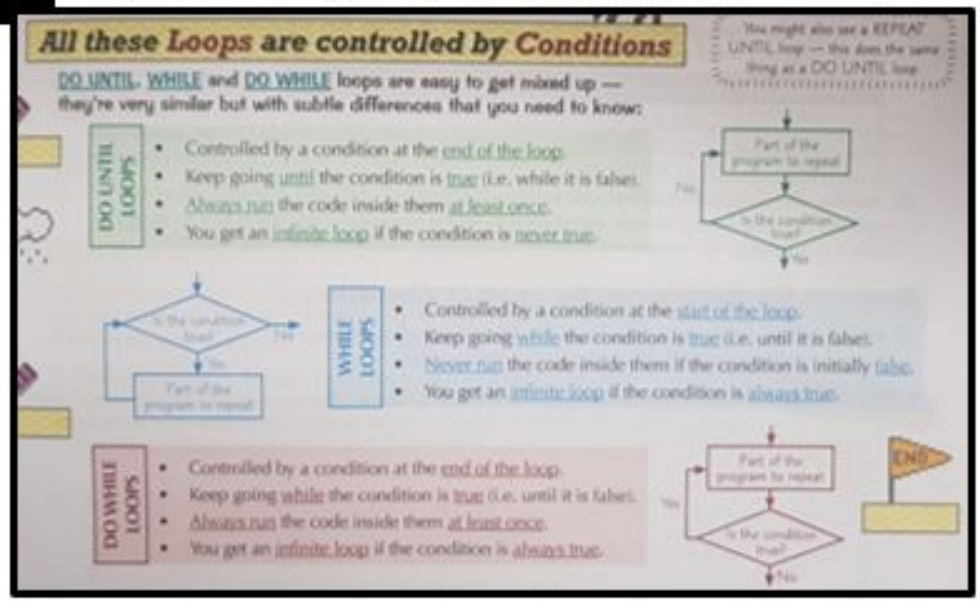
DO WHILE Loop:

```
int total = 0
int cost, coin, change
cost = total cost in pence
do
 coin = input("Value of coin")
 total = total + coin
while total < cost
change = total - cost
output change
```

The loop starts at 'do' and repeats until the 'while' condition is false — when the total is greater than or equal to the cost.

All of these loops work exactly the same when cost > 0. If the cost is 0, the WHILE loop won't expect an input, whereas the DO UNTIL and DO WHILE loops will.

LOOPS – DO-UNTIL / WHILE / DO -WHILE



COMPARRISON OPERATORS

1) All variables have a scope (either local or global) — the scope of a variable tells you which parts of the program the variable can be used in.

All parameters have local scope to the sub program.

Local variables can only be used within the structure they're declared in — they have a local scope.
Global variables can be used any time after their declaration — they have a global scope.

2) Variables declared inside a sub program are local variables. They are invisible to the rest of the program — this means that they can't be used outside the function.

3) The advantage of local variables is that their scope only extends to the sub program they're declared in. They can't affect and are not affected by anything outside of the sub program. It also doesn't matter if you use the same variable name as a local variable defined elsewhere in the program.

4) Variables in the main body of a program can be made into global variables using the 'global' keyword — these variables can then be used anywhere in the program. It can be difficult to keep track of the value of global variables in larger programs.

5) The example below shows how global variables are used to store data outside of the sub program.

x and y are defined globally — if they were declared inside the sub program then they'd reset to 0 each time the sub program was called.

The sub program is a procedure as it doesn't return a value.

The parameters a and b are added to the global variables x and y.

The program keeps track of the position after the first move and then applies the second move from that position.

```
// A sub program to keep track of a character's x and y position.
global x = 0
global y = 0
procedure move(a, b)
  x = x + a
  y = y + b
  print("You're in square (" + str(x) + ", " + str(y) + ").")
endprocedure
move(3, 5)
move(4, 7)
```

a and b are parameters so they have local scope to this procedure — they're invisible elsewhere in the program.

```
You're in square (3, 5).
You're in square (7, 12).
```

FETCH

Copy memory address from the PC to the MAR...

...Increment the PC by 1 to point to the next instruction, ready for the next cycle

Fetch the instruction / data from RAM / Cache....

....The instruction / data is placed into the MDR

DECODE

The instruction in the MDR is decoded by the CU.

The CU may prepare for the next step (e.g load new value into MAR)

EXECUTE

The instruction is executed / performed

E.G : Load data from memory / Write data to memory / Do a calculation

Year 10

Music

BTEC Music **Unit 1: THE MUSIC INDUSTRY EXAM REVISION**

ORGANISATIONS

Venues & live performance:

- Small & medium local venues:

3 examples:

Pub, school stage, small theatre

3 advantages:

Intimate atmosphere, close to audience, more accessible for local bands, caters for the community

3 disadvantages:

Poor sound quality & technical facility, limited audience, less publicity/ promotion

-Large multi-use spaces:

3 examples:

Sports' Arena, West End Theatre, Outdoor festival (Glastonbury)

3 advantages:

Excellent sound & technical facilities, huge publicity & promotion, higher fee from tickets sold

3 disadvantages:

You have to be already famous to perform at a large venue (less easily accessible), the cost of hiring a large venue, less intimate interaction with audience.

Health & safety, security at venues:

List 8 H&S and security concerns:

1. *Heating, lighting & ventilation*
2. *Electrical equipment safe*
3. *Toilets & drinking water clean*
4. *First Aid & Emergency exits in case of fire*
5. *Obstacles appropriately lit/indicated (i.e. stairs)*
6. *Adequate parking & parking arrangements*
7. *Flow of people in and out of venue*
8. *Secure ramps/stage scaffolding*

Production & Promotion:

Recording companies:

- Major: *Big Three (since 2012): Universal Music Group, Sony Music Entertainment, Warner Music Group*

3 advantages:

Money (huge financial advantage), promotion & connections, large size so best deals on manufacturing, advertising & links to media

3 disadvantages:

Difficult to stand out in such a big pool of artists, artist unfriendly deals, more mass media driven than interested in your style of music

Independent 'indie':

Find 3 examples & their type of music:

Southern Fried Records (created by Fatboy Slim for House Music), Pickled Egg Records (Leicester, 'quirky, retro-futurism), Fat Cat Records (Brighton, Post Rock)

3 advantages:

Cater to the artist more, more artist-friendly contracts, close personal relationships

3 disadvantages:

Lack of funds, less publicity & promotion, less organised because more informal, less contacts with media.

Music Publishing:

Give definition:

Usually linked with printed music. The business of music publishing is concerned with developing, protecting and valuing music. Music publishers play a vital role in the development of new music and in taking care of the business side, allowing composers and songwriters to concentrate on their creative work. They look after the royalties to a composer's work.

- Major publishing company:

3 advantages:

Distribution (increases sales), quality of design, marketing and promotion, payment

3 disadvantages:

Usually need to go through an agent, harder to have music published when the company is large, more editing to your original work

-<u>Self-publishing (online):</u>

3 advantages:

Don't need to go through an agent (you can send your work directly to them), you are more in control with the editing process, can be a stepping stone to a larger company, may cater to a specific genre that is different.

3 disadvantages:

Less marketing & promotion, less pay, not the same possibilities of distribution of your work.

Promoters:

Give definition:

Activity that supports (marketing & promotion) and encourages (publicity) a product for public awareness (i.e. live events)

List 5 things promoters do:

1. *Secure a venue for a show*
2. *Promote the show (media, posters)*
3. *Work with the artist to make sure all needs are covered (PA, effects)*
4. *Cover the venue costs & costs of promotion (taking a percentage)*
5. *Earn an agreed-to fee or royalties*

Marketing & distribution:

Give definition 'marketing':

<u>Marketing</u>: the action of promoting and selling a product

<u>Distribution</u>: the movement of goods (CDs) from the source (record label) through a distribution channel (iTunes, HMV) right up to the customer

List 5 things marketing & distribution do:

1.Advertise the product and introduce new music to fans

2.Connect with fans through video streams (i.e. publicity on YouTube)

3. *Grow your sales*
4. *Target the appropriate audience*
5. *Promote your product via media (radio), online...*

Service companies & agencies

-Agency-

Give definition:

An organisation (or business) that provides a particular service on behalf of a business (PRS) or person (artist)

- Royalty Collection Agencies:

PRS (Performing Rights Society)

Licenses the composer's copyright (royalties) for public performances of your songs (broadcast, live, recorded).

MCPS (Mechanical Copyright Protection Society)

Licenses the composer's copyright (royalties) for sound recordings (i.e. CD, ringtone). It will be in physical format (i.e. digital).

PPL Licensing (Phonographic Performance Limited)

Licenses the right to perform sound recordings & collects royalties for record companies & performers on recordings.

Artists' representation:

List 3 things the following do for the artist:

- Management

1.Works on behalf the artist (band) to promote their career

2.Runs their business affairs

3.Secure the best work for their clients & best fee

- PR (Public Relations)

1. Promote a new release or artist to the media

2. Liaise with labels and the media to get album reviews & profile of the band with interviews

3. Generate as much publicity as possible

- Agent

1. (Also called Booking Agent/ Talent Agent) Liaise with bands/artist to agree on tour dates & requirements of tour as well as goal (i.e. promote a new album)

2. Take care of financial and logistic requirements (say of a tour)

3. Contact promoters & venues to pitch the bands & agree on performance dates.

4. Arrange contracts with promoters regarding pay, equipment...

- Stylist

1. Help the artist/band create a style that reflects their music/genre and help them stand-out

2. Choose clothes, hair-style, and jewellery

3. Help artist create an image

Hire companies:

List 3 reasons why an artist would hire the following:

- Sound & lighting equipment

1. *Technical expertise.*
2. *Quality of equipment*
3. *Engineer to take care of sound/lights so that the artist can focus on the music*

- Rehearsal & studio space

1. *To record a single with best quality equipment possible*
2. *Excellent acoustics for rehearsal*
3. *To perform to a small audience/ community event*

Transport companies:

List 3 reasons why an artist would hire a transport company:

1. *Transport equipment when on tour*
2. *Roadie to carry equipment & install*
3. *Hire a sleeping coach for tour around the country*

musicians union

Unions:

Who do the following represent?

-MU (Musicians' Union):

Musicians, Music Teachers, Instrumental teachers

-Equity:

Actors, dancers, stage managers, choreographers, directors, backstage crew

-BECTU (Broadcast Entertainment Cinematograph Theatre Union):

Media & entertainment trade union, representing broadcasting, film,

List 5 ways the unions represent their members:

1. *Negotiate contracts on behalf of musicians*
2. *Tackle issues raised by musicians when there are employment disputes*
3. *Give advice & support regarding copyright protection or unpaid fees*
4. *Make sure working conditions are acceptable*
5. *Assist members throughout their careers by net-working*

Trade Bodies:

What does a trade body do?

A trade body is an organisation founded and funded by businesses that operate in a specific industry.

Who do the following represent?

- MPG (Music Producers Guild):

Represents the interests of all involved in the production of recorded music (producers, engineers, mixers, programmers...)

- APRS (Association of Professional Recording Services):

Represents those who work in the audio industry in UK (recording studios, record producers, audio engineers...)

- PLASA (Professional Lighting and Sound Association):

Represents those who supply technologies and services to events in entertainment (professional technicians in lighting & sound)

JOBS

Performance/Creative Jobs

Musician:

3 examples:

Orchestral player, Conductor (musical director), Backing vocalist

List 4 responsibilities:

1.Train and practise regularly to keep skills to a high standard

2.Turn up to rehearsals on time and prepared

3.Look after instrument (including voice)

4.Learn new music for a show

Composer/ song-writer:

List 5 responsibilities:

1. *Compose music for a TV programme (quiz show, soap, commercial)*
2. *Compose a song for a famous singer*
3. *Compose music for a special event (coronation)*
4. *Keep to a deadline*
5. *Work with the performer so that the song/composition is at their level of singing/performance*

Producer

List 5 responsibilities:

1.(Also known as Record producer) Oversee & manage the recording of an artist's music

2.Gather ideas for the project & select songs

3.Hire (session!) musicians for the project

4.Coach the artist in the studio

5.Control the recording session

6.Supervise the entire process through mixing to mastering

Musical director (conductor):

List 5 responsibilities:

1. *Unify performers*
2. *Set the tempo & execute clear indications by conducting*
3. *Execute clear indications & shape the sound of the ensemble*
4. *Guide the orchestra/choir*
5. *Choose the music & study the scores*
6. *Relay ideas to the performers*
7. *Schedule rehearsals*

Live sound technician:

List 4 responsibilities:

1.Choose suitable microphones & equipment

2.Position & rig-up microphones

3.Do sound-checks

4.Operate the sound desk during shows/recording

5.Look after the equipment

Roadie:

1.Carry equipment

2.Set up before event

3.Look after the equipment

4.Pack away at the end of the event

Instrumental support:

3 examples:

1. *Look after the instrument*
2. *Fix when broken (broken strings)*
3. *Give advice regarding best use of equipment*

Management & promotion jobs

Artistic management: *Also known as Talent Manager*

List 5 responsibilities:

1.Organise & confirm show dates & tours

2.Liaise with record companies

3.Assist with studio planning

4. *Can function as a lifestyle coach for the artist (support)*
5. *Take care of high quality standard*
6. *Exploit marketing opportunities*

Venue management:

List 5 responsibilities:

1. *Ensure that all services are opened and fully functional during scheduled times*
2. *Check Health & Safety is up-to-date*
3. *Give consistent and excellent level of service to clients*
4. *Book artists*
5. *Assist with preparations of shows & supervise the whole process*

Studio management:

1.Administrative control of the studio's operation

2.Schedule times & liaise with clients

3.Engage engineers, session musicians, technical engineers

4.Promotion & marketing of studio

5.Ensure all equipment is H&S and up-to-date

Promoter:

List 5 responsibilities:

1. *Publicise a concert*
2. *In charge of 'putting on' the show*
3. *Work with artists' agents*
4. *Work with venues to arrange for a show*
5. *Promote the event through advertisement & publicity*

Marketing:

List 5 responsibilities:

1.Design and implement marketing (i.e selling) plans: album sales, streams

2.Gather prices for advertisements and promotions

3.Devise promotional events, giveaways, sponsorships

4.Have a radio/ online campaign for an artist

5.Create the artist's image/brand

A&R (Artists and Repertoire):

List 5 responsibilities:

1. *Scouting for new talent & sign to a record label*
2. *Oversee all the aspect of the process from delivery to finished recordings*
3. *Development of artist as they grow & mature*
4. *Manage the recording process*
5. *Help find songs appropriate for the artist*

Recording jobs

Recording studio personnel:

3 examples

1.Sound engineer

2.Producer

3.Instrument technician

List 5 responsibilities:

1.Hire engineers & set-up workers & other technical staff

2. *Select & purchase equipment, ordering repairs*
3. *Establish a schedule*
4. *Oversee mixing & mastering of recording*
5. *Coordinate with client schedules & use of studio space & equipment*

Producer:

List 5 responsibilities:

1. *Work closely with sound engineers & audio technicians*
2. *Work closely with recording artist*
3. *Enhance recordings (add instruments to existing tracks)*
4. *Schedule recording times with artists*
5. *Oversee overall production quality of a song*

Session musician:

List 5 responsibilities:

1.Turn up on time

2.Rehearse music & keep instrumental level high

3.Follow instructions given by producer/conductor

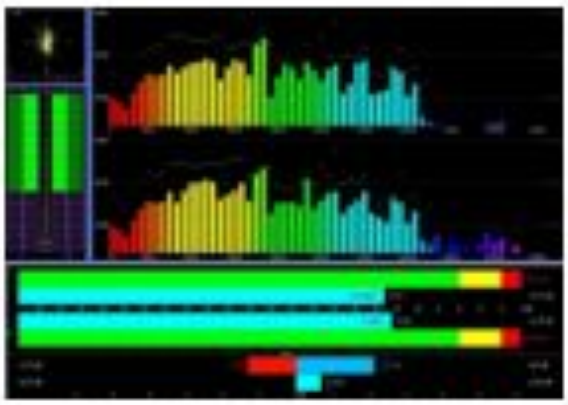
4.Bring instrument & take care of it

5.Contribute partly (at times_ to the writing of an arrangement

Mastering:

List 3 things a mastering engineer does:

1. *Complete the audio mastering process for an album*
2. *Prepare & transfer audio from one raw format to a desired master format*
3. *Refine the sound quality & make subtle nuances to create an appealing sound*



CD manufacturer:

List 3 things a CD manufacturer does:

1.Master CDs of high quality

2.Transport to distribution outlets (stores or online)

3.Duplicate CDs

Media & other jobs

Music journalist/blogger:

3 examples of what they do:

1. *Write reviews about an artist's concert/album*
2. *Attend shows, concerts, events*
3. *Listen to CDs, online music, new talent*

Broadcaster (TV & radio)

3 examples of what they do:

1.Interview artists

2.Select music for a show

3.Present music show & discuss trends

Software programmer/ app developer:

3 examples of what they do:

1. *Create apps, musical programmes: sequencing (Logic), notation software (Sibelius), music games*
2. *Up-date the programme regularly*
3. *Create computer programmes that assist musicians with their training (aural tests, music theory)*

Retail & distribution:

3 examples of what **retail** does:

1.Record shop/store/online that sells recorded music

2.Online: iTunes, Spotify, Amazon

3.Shops: HMV, specialist shops

3 examples of what **distributor** do:

1. *How albums get into shops*
2. *Sign deals with record label that gives them the right to sell that label's products*
3. *Takes a cut of the income from each album sold*

iTunes imvu music ovi amazon zune Spotify emusic SHOCKHOUND.COM PANDORA thumbplay

EMPLOYMENT PATTERNS

Define:

- Full-time:

Standard is 37-40 hours/week. Contract may include pension, paid holidays, sick time. Will usually be long-term.

- Part-time:

A contract as above, but not full-time. Can vary from one day – four days. Will usually be long-term.

- Freelance:

Self-employed & is not committed to a particular employer long-term. No long-term contract!

- Self-employed:

Working for yourself rather than for a business or someone else.

- Permanent v causal:

Permanent offers guaranteed work for a certain length of time & job security.

Casual is not secure as it varies according to the work an offer, but it does give flexibility and choice as to organising your time.

GETTING A BREAK & STARTING OUT

What would be your 10 point plan to break in the music industry with your band?

1. *Be passionate, hard-working, resilient, patient, and don't give-up*
2. *Have an instrumental/vocal coach to guide your technique & musical skills*
3. *Do voluntary concerts in local venues (bars, theatres) to gain experience & put on your CV*
4. *Send examples of your work (demo) to music agents, record labels & publishers (if composing)*
5. *Use social media to promote yourself (YouTube, Sound Cloud, blog)*
6. *Create your own personal style (music and clothes)*
7. *Sign contracts with caution and read the small-print (have a lawyer/solicitor for advice) or join a union*
8. *Find an agent/manager who will cater to your musical needs & requirements*
9. *Take care of yourself (healthy lifestyle)*
10. *Network as much as possible (social media, playing as a preceding act for more famous artists)*

You are recording your single at HCC Recording Studios. List 10 of your responsibilities:

1.Arrive on time to rehearsals

2.Practice my part thoroughly

3.Make sure my instrument (including voice) is in good condition

4.Bring any music or other equipment needed (capo, pick, score)

5.Be ready to work hard and go over a section several times until it is perfect

6. *Work as a team with the recording personnel and other members of the band*
7. *Listen to recording and perfect it until it is of the best quality*
8. *Promote the recording on social media*
9. *Go on tour in the area to promote single*
10. *Keep developing musical style and learning from the experience: always grow and improve (practise)*

You are on a tour with your band in London. List 10 different roles that are involved & their responsibilities

1.Ensure there is all the equipment needed (instruments, stands, music, amps, picks, etc.)

2.Carry the instruments & transport from one venue to another (roadie)

3.Install equipment on stage (roadie)

4.Check quality of sound (sound engineer) & instruments are not damaged (instrument technician)

5. *Liaise with venues to promote the tour and make sure it is advertised (on blog, in newspaper) (promoter)*
6. *Rehearse on stage & check the venue is safe & appropriate for band (venue manager, agent)*
7. *Think of style & presence (stylist)*
8. *Do interviews on radio/TV to make the band known & promote tour (agent)*
9. *Check contracts, fees, expenses (agent, Musicians' Union)*
10. *Book hotels, transport, venues (agent/ promoter)*

Year 10

P. E.

Sport Science RO41-Injuries in Sport- What I need to know

	Topic	👍	🤔	😭
LO1: Factors which influence the risk of injury	**Extrinsic factors**			
	I know how the type of activity can affect the injury risk (eg contact v non contact)			
	I can describe how coaching supervision can affect the risk of injury (technique, communication, rules and regulations)			
	I can identify environmental factors that might affect the risk of injury (weather, playing surface, other participants)			
	I know how equipment can influence the risk of injury (performance, protective, clothing)			
	I can describe the purpose of a risk assessments to reduce the risk of injury			
	I can identify hazards in sport			
	I know the 3 components of an Emergency Action Plan			
	Intrinsic factors			
	I can discuss how physical preparation can reduce the risk of injury (training, warm up, cool down, fitness levels, overuse, muscle imbalances)			
	I can describe individual variables that a coach needs to consider (gender, age, flexibility, nutrition, sleep, previous and recurring injuries)			
	I can identify psychological factors to reduce the risk of injury (motivation, arousal, aggression levels)			
	I can identify causes of poor posture			
	I know the 5 sporting injuries related to poor posture			
LO2: Warm up and cool down effects on injury	I can identify the physical benefits of a warm up			
	I can describe the psychological benefits of a warm up			
	I know the 5 key components of a warm up, including a description and examples			
	I can describe the physical benefits of a cool down			
	I know the 2 key components of a cool down			
	I can discuss specific needs which must be considered for a warm up and cool down by a coach (SAFE STEM)			

	Topic	👍	🤔	😭
LO3: Injuries and treatments within sport	I can describe what an acute injury is, and give examples			
	I can describe what a chronic injury is, and give examples			
	I can describe the causes, symptoms and treatment for blisters			
	I can describe the causes, symptoms and treatment for sprains/strains			
	I can describe the causes, symptoms and treatment of fractures (open and closed)			
	I can describe the causes, symptoms and treatment for abrasions			
	I can describe the causes, symptoms and treatment for contusions			
	I can describe the causes, symptoms and treatment for concussion			
	I can describe the causes, symptoms and treatment for cramp			
	I can describe the causes, symptoms and treatment for chronic/overuse injuries (shin splints, tennis elbow, golfers elbow, Achilles tendonitis)			
	I can describe the causes, symptoms and treatments for chronic injuries related to children (osgood schlatters and severs disease)			
	I can discuss RICE in detail and know when to use it			
	I can explain the on field assessment SALTAPS			
	I know other treatment methods and when to use them (eg slings, massage, taping, bandaging, hot/cold treatments)			
	I can state the reasons for and benefits of an Emergency Action Plan (EAP) in a sporting context			
LO4: Medical conditions (ASTHMA, DIABETES, EPILEPSY)	I can identify the symptoms of asthma			
	I can describe how to treat someone suffering from an asthma attack			
	I can describe what diabetes is			
	I can compare the difference between type 1 and type 2 diabetes			
	I can identify symptoms of someone suffering from diabetes			
	I know the treatment methods for someone who is diabetic (for hypoglycaemia and hyperglycaemia)			
	I know the symptoms of someone suffering from epilepsy			
	I know the treatment for someone having an epileptic seizure			

Year 10 PE Revision

LO1: Understand the different factors which influence the risk of injury

Extrinsic factors

Environmental factors

Weather

Playing surface/performance area

Other participants

Type of activity

Some sports have a higher risk and present different injury risks.

E.g. contact to non-contact sports

Coaching/Supervision

Poor/incorrect techniques

Ineffective communication

Importance of rules and regulations

Equipment

Protective equipment (shin pads, gum shield)

Performance equipment (e.g. hockey stick, cricket bat)

Suitability of clothing/footwear

Safety hazards

Risk assessments – identify things that may cause harm, identify who could be harmed, identify steps to prevent harm

Safety checks – weather, surface/floor, equipment, clothing/footwear, jewellery removed, hair tied back

Emergency action plan (3 components-emergency personnel, emergency communication, emergency equipment)

Intrinsic factors

Physical Preparation

Training

Warm up

Cool down

Fitness levels

Overuse

Muscle imbalance

Individual variables

Flexibility-women are more flexible than men

Age-Young children and old people have lower levels of fitness, compared to young people

Nutrition-we need enough calories for energy to do sport

Sleep-fatigue can increase injury risk as we may miss things

Gender-men are stronger than women

Previous/reccurring injuries-higher risk of injuring these again

Psychological factors

Motivation

Too much motivation can lead to recklessness as you cannot concentrate as you lack focus.

Motivation will increase concentration and focus so a performer can time tackles correctly and perform skills safely.

Aggression

Too much aggression can cause a performer to perform a technique such as a tackle too hard and cause injury to themselves/others.

This may lead to them breaking the rules.

Arousal/anxiety levels

Performers are at least risk of injury if they have 'optimum' arousal levels

Over arousal – lack focus and become unsafe in the activity as you feel you 'don't care'. Miss seeing things in a game.

Under arousal – too nervous or scared and therefore not ready to perform. They could therefore perform techniques incorrectly.

Posture

Causes of poor posture

Poor stance – bending your knees or hunching the shoulders when standing

Sitting positions – slumping/slouching instead of sitting upright

Physical defects – Muscles weaken around an injured area

Fatigue – Tired muscles are unable to support skeleton properly

Clothing/footwear- wearing shoes with high heels can affect posture through slouching or putting your head down.

Emotional factors – low self-esteem or confidence can affect posture

5 Injuries relating to poor posture:

Pelvic Tilt

This is a condition where the hips are not level.

Lordosis

A condition in which the spine in the lower back has an excessive curvature

Kyphosis

An excessive curvature of the upper spine causing the back to appear slouched or hunched.

Round shoulder

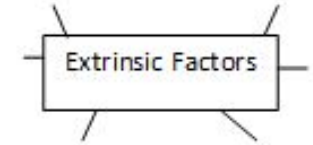
A condition where the shoulders resting position has moved forward from alignment.

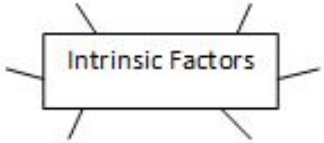
Scoliosis

A back condition that causes the spine to curve to the side in an 'S' shape.

LO1: Understand the different factors which influence the risk of injury

Identify the different extrinsic & intrinsic factors that may influence the risk of injury in sport





What is the difference between performance equipment and protective equipment?

Give an example of how the type of activity can affect the risk of injury.

How can an athlete physically prepare themselves to reduce the risk of injury?

Identify 3 environmental factors that can increase the risk of injury

Describe 3 ways the good coaching supervision can reduce the risk of injury.

What is the purpose of a risk assessment?

Explain why a coach must consider the following to reduce the risk of injury:

Age

Gender

Previous injuries

Describe 3 causes of poor posture

How can emotional factors affect posture?

What are the 5 sporting injuries related to poor posture? Define each one.

1. _____
2. _____
3. _____
4. _____
5. _____

Describe the 3 components of an Emergency Action Plan

1.

2.

3.

How can psychological factors affect the risk of injury?

(HINT-AROSUAL, MOTIVATION, AGGRESSION)

LO2: Understand how appropriate warm up and cool down routines can help to prevent injury.

5 key Components of a warm up

1. Pulse Raiser
Exercise that slowly increases heart rate and body temperature. e.g jogging, cycling, skipping

2. Mobility
Exercises that take joints through their full range of movement. e.g. arm swings, hip circles, high knees

3. Stretching
Static stretches performed such as a hamstring stretch.

4. Dynamic movements
Change of speed and direction. e.g. shuttle

5. Skill rehearsal
Rehearsing common movements and skills used in the activity. e.g. dribbling footballs in and out of cones for football.

Warm ups

Psychological benefits

Heighten or control arousal levels
Improve concentration
Increase motivation
Mental rehearsal

Physical benefits of a warm up

Increase in body temperature
Increase in heart rate
Increase in flexibility of muscles and joints
Increase in blood flow and oxygen to the muscles.
Increase in pliability of ligaments and tendons.

Cool downs

2 key Components of a cool down

1.Pulse lowering exercise
Something that gradually lowers then heart rate such as jogging into walking.

2. Stretching
Can be static or dynamic. e.g. hamstring stretch or walking lunges

Physical benefits

Gradually lowers heart rate
Gradually lowers body temperature
Maintain blood circulation
Gradually reduce breathing rate
Remove waste products
Reduce the risk of muscle soreness
Aids recovery

Specific needs to consider when planning a warm up/cool down

- Temperature
- Medical conditions
- Suitability of warm up for a sport
- Experience/ability of participants
- Size of group
- Age of participants
- Gender/gender mix of group
- Individual fitness levels
- Environmental factors - facilities
- Weather

✓ Make sure you know **how** the warm up or cool down would be changed because of each factor!

LO2: Understand how appropriate warm up and cool down routines can help to prevent injury.

Complete the table to describe the 5 key components of a warm up

Component	Description	Example
1.		
2.		
3.		
4.		
5.		

Explain 2 psychological benefits of performing a warm up

Identify 5 physical benefits of an efficient warm up

Describe a suitable cool down for a games player

Identify 3 physical benefits of performing a cool down to lower the risk of injury.

1.

2.

3.

How might the coach adapt the warm up for the following specific needs?

Size of group	
Age	
Fitness levels	
Environmental factors	

Suitability	
Temperature	
Experience of group	
Medical conditions	

LO3: Know how to respond to injuries within a sporting context

Acute Injuries

These injuries are caused as a result of sudden trauma to the body. Results in immediate pain, and usually swelling with a loss of function.

Fractures

Open – Bone breaks through the skin.

Closed – Bone breaks but not through the skin

Symptoms – Pain, swelling, bruising, deformity

Treatment – Medical help. Sureerv. Immobilisation

Blisters

Small pockets of fluid in the upper layers of skin.

Symptoms – Bubble on the skin – blister is visual

Treatment – None – let the blister burst naturally and leave dead skin on. Apply plaster.

Concussion

Temporary injury to the brain. Can last a few days or weeks.

Symptoms – Headaches, dizziness, sick, confusion, memory loss, unconsciousness

Treatment – Rest and pain relief, medical help if unconcious.

Abrasions

These are grazes and cuts. Where the skin is scraped away or torn

Symptoms – Bleeding, discomfort, peeling of skin.

Treatment - Rinse and clean, cover with bandage, possible stitches

Contusions

A bruise is caused when blood vessels are damaged or broken.

Symptoms - Pain, swelling, lump, change in skin colour

Treatment - Pain relief

Soft tissue injuries

Sprain: Overstretched ligaments

Strain: Overstretched tendons or muscle

Symptoms: Immediate pain and swelling

Treatment: RICE

Cramp

Common condition where the muscles become tight and painful.

Symptoms – Discomfort and pain

Treatment – Stretching to loosen the muscle

Chronic Injuries

Caused as a result of continuous stress on an area. Develops gradually over a period of time.

Achilles Tendonitis This is the inflammation of the Achilles tendon.

Symptoms – Pain, stiffness, weakness at a joint, swelling or a lump.

Treatment – RICE, pain relief, physiotherapy

Shin splints Pain in the shins or front of lower legs. From repeatedly putting weight on the legs.

Symptoms – Pain/ache in the shin bones, swelling

Treatment – RICE, Pain relief

Injuries relating to children

1. Severs Disease
2. Osgood Schlatters disease

Tennis Elbow Overuse of muscles and tendons in the forearm.

Symptoms – Pain on the outside of the elbow

Treatment – RICE, pain relief, physiotherapy and possible surgery.

Golfers Elbow Overuse of muscles and tendons in the forearm.

Symptoms – Pain on the inside of elbow and weakness in the wrist.

Treatment – RICE, physiotherapy, sports massage

Severs Disease Occurs due to growth spurt when bones and muscle grow at different rates. Achilles tendon pulls the back of the heel.

Symptoms – Swelling, redness in heel, difficulty walking, discomort, stiffness.

Treatment – RICE, stretching

Osgood Schlatter's disease. Inflammation of the cartilage and/or tendon at the top of the shinbone. Most common during growth spurt or children who play sport.

Symptoms – Knee pain, limping, swelling, tightness of muscles around the knee.

Treatment – RICE, stretching

Treatments

RICE

Rest – Prevent further injury
Ice – Reduce swelling (15/20 min every 2/3 hours)
Compression – act as support and prevent swelling
Elevation – reduce blood flow to area to reduce swelling

Other treatments

Taping – support and reduce mobility.
Bandaging – decrease blood flow to prevent swelling
Splint – protect and support injured bones and joints.
Sling – immobilises injured area.
Hot – Increase circulation, compliance of soft tissue and relieves pain. Used before exercise – e.g. heat pads, deep heat, hot water bottles.
Cold – decrease circulation, inflammation, pain and swelling. Used after exercise – e.g. ice or deep freeze
Stretch and massage – increase ROM, excretes fluid for tissue repair, improve circulation, manage/relieve pain and break down scar tissue.

SALTAPS – On field assessment

See – Observe injury
Ask – ask questions about injury
Look – signs and indicators of injury
Touch – gently to painful areas
Active movement – athlete to move limb
Passive movement – you move injured part
Strength testing – can pressure be placed on injury?

Emergency Action Plans (EAP)

Reasons for an EAP

Increase safety of participants
People know what to do if there is an emergency.

Benefits of an EAP Reduces the risk of injuries. Minor issues can be dealt with before they escalate. Increased awareness of staff on how to deal with problems.

EAP Components

Emergency personnel – People contacted in case of an emergency if they are not present. Identifies the first responder, first aider and the coach.

Emergency communication – Information on telephone location, emergency services contact details and details of any emergency numbers (for on site specialist provision).

Emergency equipment – Details of where first aid kits, evacuation chair and any other relevant materials are kept

LO3: Know how to respond to injuries within a sporting context

What is the difference between an acute and a chronic (overuse) injury?

Identify the following acute injuries and describe the difference between them

Describe the cause of tennis elbow

What are the symptoms of Achilles tendonitis?

Which treatment can be used for all chronic injuries?

Describe a cause of how the following acute injuries might happen in sport

Cramp-

Sprain-

Concussion-

Abrasion-

Contusion-

Blisters-

How would you treat the following acute injuries?

Closed fracture-

Strain/sprain-

Abrasion-

Contusion

Cramp

Describe a sporting situation when you might need to refer the performer on to a medical professional

Explain the 2 injuries related to children

1.

2.

Describe each phase of RICE treatment

R_____

_____

I_____

_____

C_____

_____

E_____

_____

When would RICE not be used?

What are the benefits of using the following treatments:

Massage-

Sling-

Taping-

Bandaging-

What is SALTAPS used for? _____

_____

S_____

A_____

L_____

T_____

A_____

P_____

S_____

2. Fill in the gaps to show what each letter stands for.

Make sure you are confident that you could describe what each word means.

What is the reason for, and benefits of having an Emergency Action Plan (EAP)?

Give two examples of emergency equipment that might be included in an EAP

LO4: Know how to respond to medical conditions

Asthma

What is it?

Common condition that causes occasional breathing difficulties. It is the inflammation of the bronchioles making breathing tubes narrow.

Symptoms

- Coughing/wheezing
- Shortness of breath
- Tight chest.
- Blue lips
- Pale/clammy skin

Treatment/response

- Keep them calm, reassure them
- Sit them down, sitting them upright to open their airways
- Encourage deep breathing in through nose and out through mouth
- Use inhaler
- Seek advice from emergency services if inhaler doesn't work.

Diabetes

What is it?

Body is unable to control blood glucose levels as it cannot produce/use insulin effectively.

Type 1 – Genetic, born with it. Insulin dependent. Will require daily insulin injections.

Type 2- Often caused by poor lifestyle choices eg poor diet, obesity, lack of exercise. Can be controlled with exercise/diet for some people.

*Hypo*glycaemia-blood sugar levels *too low*

*Hyper*glycaemia-blood sugar levels *too high*

Symptoms

- Increased thirst
- Frequent urination (going to toilet)
- Weight loss
- Extreme tiredness

Treatment/Response

Monitor blood sugar levels

Provide/inject insulin if levels are too high

Give sugar if levels are too low (fruit juice or sugary sweets/fruit/chocolate).

Epilepsy

What is it?

Condition that affects the brain, mix of electrical signals. The seizure that occurs will depend on the part of the brain that is affected.

Symptoms

Seizures, loss of sense, headaches, foaming at the mouth, tingling sensations, unable to respond, dizziness, rubbing hands together, feeling anxious.

Treatment/response

- Matched to emergency care plan.
- Clear away any danger
- Do not move/touch them when they are fitting
- Place in recovery position after seizure, keep them warm
- Appropriate medication
- Stay with them
- Call emergency services if needed

LO4: Know how to respond to medical conditions

Identify 3 symptoms that might determine someone is having an asthma attack.

1.

2.

3.

How could you treat someone who has asthma and is having difficulty breathing?

Are the following statements true or false?

A symptom of asthma is high blood sugar

A treatment for asthma is sugar

A symptom of epilepsy is fitting

A treatment for epilepsy is an inhaler

A symptom of diabetes is extreme tiredness.

What is diabetes?

What is the difference between type 1 and type 2 diabetes?

What are three symptoms of someone who has diabetes?

1

2

3

What is hypoglycaemia?

How would you treat someone who is hypoglycaemic?

Identify 4 symptoms of someone who is having an epileptic seizure

1.

2.

3.

4.

How would you treat someone who is having an epileptic seizure?

✓

Remember someone who has epilepsy will have an **emergency care plan.** This can be referred to as a treatment method if someone is having a seizure. It has details of medication on it, emergency contacts etc.

Year 10

R. E.

Year 10 RE Revision

What I Must Know			
Key Terms			
Who was Plato?			
Plato's Allegory of the Cave			
Plato's ideas on the role of the philosopher			
Who was Aristotle?			
Aristotle's four causes			
a, b and c question structures			

KS4 Ethics and Belief Cycle 2 Revision Knowledge Organiser

Plato

✔ Lived 427-347 BC in Athens, Ancient Greece
✔ A student of Socrates'
✔ Dedicated his life to discovering
✔ Created a school of **philosophy** called The Academy
✔ Believed in a **world of forms** to explain how humans know goodness.

The Allegory of the Cave

Plato used an allegory (a story that reveals a hidden meaning) of a cave to explain his ideas on the 'world of forms' and the role of the philosopher.

✔ We are all born as prisoners in a cave chained with our backs to a wall. We have been there all our lives in the dark.
✔ Behind the wall is a path. People walk along the path holding various models of objects on sticks. The fire makes a shadow of the models on to the wall in front of the prisoners. The only reality we know as prisoners is the shadows.
✔ A prisoner's (the philosopher) chains come loose and they manage to leave the cave and escape in to the light of the sun.
✔ Out of the cave and in the real world the prisoner can see the actual form of the objects, not just the shadows.
✔ Eventually they can look at the sun which represents 'good'.
✔ When he returns to the cave to tell the other prisoners they don't believe him and even plot to kill him. The prisoner who escapes is the true philosopher

The role of the Philosopher

✔ To break free of the chains of the material world and glimpse true reality.
✔ To inform everyone in this world that there is more to life than the material world.
✔ To search for true 'goodness'.
✔ To be rulers and leaders in the material world.

Aristotle

✔ Born in northern Greece around the year 384 BC
✔ A student of Plato's at The Academy in Athens
✔ Private teacher to Alexander the Great
✔ Believed the world could be known by observing it
✔ Believed that everything had 4 causes (or explanations)

The 4 Causes

Material Cause
✔ What something is made out of.
The general sort of properties of something.
✔ E.g. The human body is made up of cells. Wooden boxes are made up of wood. Computers are made out of transistors and other electronic components.

Formal Cause:
✔ What makes a thing one thing rather than many things.
✔ E.g. The human body is human. The difference between a mere collection of cells and a human body is that a human body has properties and functions that come from a particular arrangement of the right kind of cells doing the right kind of things. A

Efficient Cause
✔ This is what changed the material cause in to the formal cause.
✔ E.g. If a ball broke a window, then the ball is the efficient cause of the window breaking.

Final Cause
✔ This is the goal or purpose of the formal cause. Why they do what they do.
✔ Why do balls break windows? The final cause says that because balls are hard and windows are brittle, they break.

Key Terms

Agnostic: a person who is not sure if God exists
Source of Authority: a book, text or organisation that guides people on their beliefs e.g. The Bible for Christians
Philosophy: the study of wisdom and knowledge
World of Forms: Plato's theory that there must be an eternal world where our soul existed that contains a perfect form of everything, including 'goodness'.
Allegory of the Cave: Plato's story to help explain the spiritual and material worlds, and the role of the philosopher.
Material Cause: the matter from which a thing is made from, one of Aristotle's four causes.
Formal Cause: the kind of thing that something becomes, one of Aristotle's four causes.
Efficient Cause: the agent that brings about the change in something, one of Aristotle's four causes.
Final Cause: the purpose or goal that a thing moves towards, one of Aristotle's four causes.
Pro-Life: the movement who oppose abortion
Pro-Choice: the movement who believe women should have access to abortion

KS4 Ethics and Belief Practice Questions, Model Answers and Structures

Question Structures

Section 1

Complete the 10 different sentences using your knowledge of the **Key Terms**

Section 2

(a) Outline 3 ways_____ [3 marks]
Firstly…
Secondly…
Finally...

(b) Describe 2 ways_ is different to_ [4 marks]
Firstly..., whereas...
Secondly..., whereas...

(c) Explain 2 ways_____ [5 marks]
You must support your reasons with evidence from the Bible.
Firstly…, because…
Therefore/For example…
Secondly…, because…
Therefore/For example…
This is supported by…, because/therefore/this means…

Model Answers

Section 2

(a) Outline 3 ways that participate in the Genesis creation story [3 marks]
Firstly, God gives humanity dominion over all creatures and the earth.
Secondly, humanity has a duty to be stewards over the earth by taking care of it for the next generations.
Finally, woman is created using the rib of the man Adam.

(b) Describe 2 ways that the Genesis creation story is different to scientific theories [4 marks]
Firstly, the Genesis creation story describes the world being created in 6 days, whereas the theory of evolution shows us that the universe was formed over 13.8 billion years.
Secondly, the genesis creation story describes God making all living creatures, whereas the theory of evolution suggests that all living creatures evolved from more simple life forms.

(c) Explain 2 reasons why Christians believe Jesus saves them from their sins [5 marks]
You must support your reasons with evidence from the Bible.
Firstly, Christians believe Jesus saves them from their sins, because in life people can separate themselves from God. Therefore, they need God's forgiveness which is given to them through Jesus' death on the cross.
Secondly, Christians believe Jesus saves them from their sins, because they believe all people are born with original sin. This means that they share in the first sin of Adam and Eve. This is supported by the book of Genesis which states that "God banished them from the Garden of Eden"
Because of their original sin. Therefore all their descendants are born outside of Eden.

Practice Questions

Section 2

(a) Outline three of Aristotle's four causes. [3 marks]

(a) Outline three characteristics of a philosopher. [3 marks]

(a) Outline three characteristics of Plato's Cave. [3 marks]

(b) Describe two of Aristotle's four causes. Use examples to develop your points. [4 marks]

(b) Describe two features of Plato's cave. Use examples to develop your points. [4 marks]

(b) Describe two views on religious belief. Use examples to develop your points. [4 marks]

(c) Explain two purposes of a philosopher according to Plato. You must support your reasons with evidence from a source of authority. [5 marks]