Year 11

Knowledge Organiser

Autumn 2022 -2

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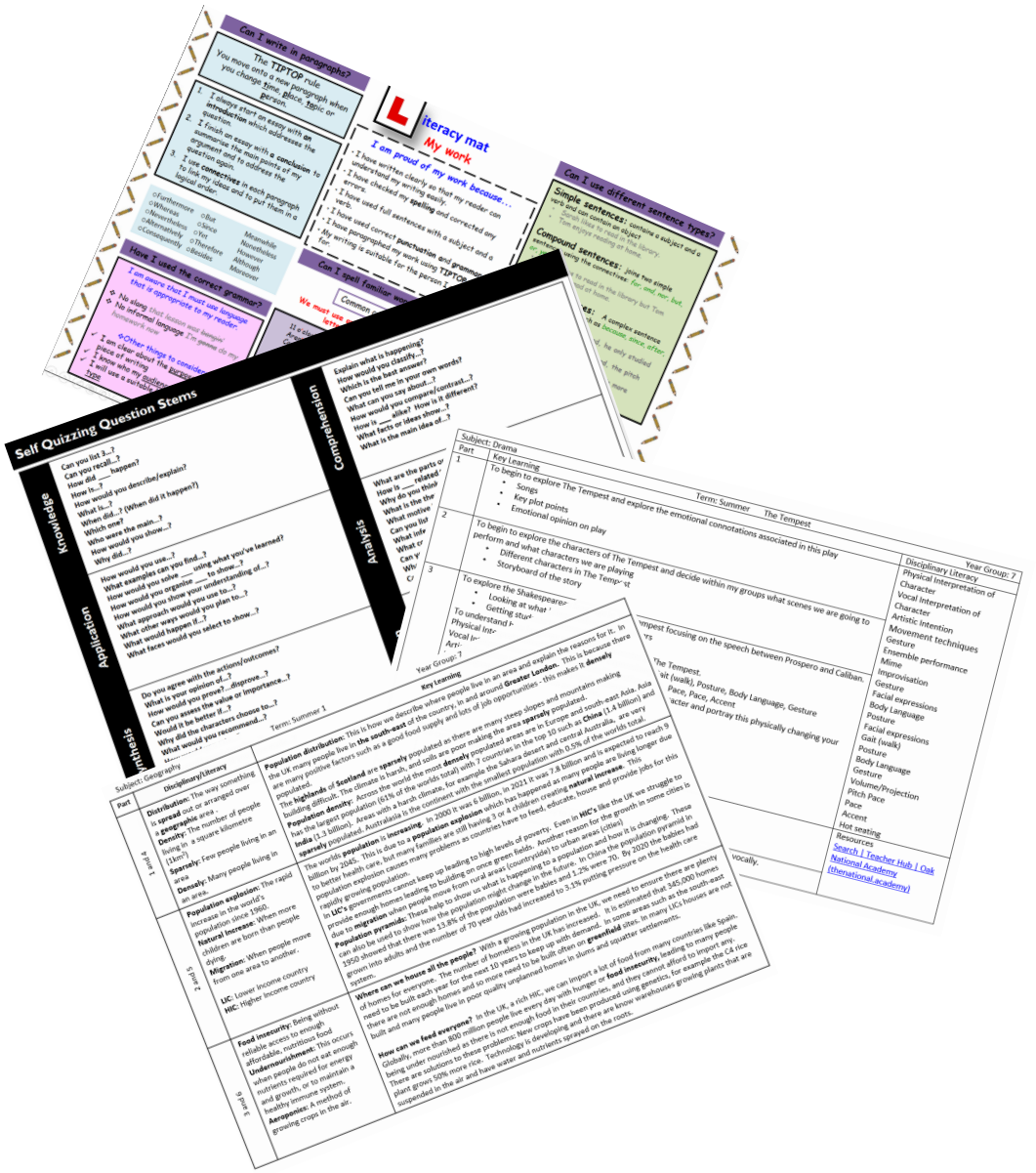


Self Quizzing Question Stems

Knowledge

Can you list 3…?
Can you recall…?
How did ___ happen?
How is…?
How would you describe/explain?
What is…?
When did…? (When did it happen?)
Which one?
Who were the main…?
How would you show…?
Why did…?

Comprehension

Explain what is happening?
How would you classify…?
Which is the best answer?
Can you tell me in your own words?
What can you say about…?
How would you compare/contrast…?
How is ___ alike? How is it different?
What facts or ideas show…?
What is the main idea of…?

Application

How would you use…?
What examples can you find…?
How would you solve ___ using what you've learned?
How would you organise ___ to show…?
How would you show your understanding of…?
What approach would you use to…?
What other ways would you plan to…?
What would happen if…?
What faces would you select to show…?

Analysis

What are the parts or features of …?
How is ___ related to …?
Why do you think…?
What is the theme…?
What motive is there…?
Can you list the parts…?
What inference can you make…?
What conclusions can you draw…?
Can you identify the different parts of…?
What evidence can you find…?
Can you distinguish between…?

Synthesis

Do you agree with the actions/outcomes?
What is your opinion of…?
How would you prove?...disprove…?
Can you assess the value or importance…?
Would it be better if…?
Why did the characters choose to…?
What would you recommend…?
How would you rate…?
How could you determine…?
What choice would you have made…?
Why was it better that…?

Evaluation

What changes would you make to solve…?
How would you improve…?
What would happen if…?
Can you elaborate on the reason…?
Can you give an alternative…?
Can you invent…?
How could you change or modify the plot?
What way would you design…?
Suppose you could ___ what would you do?
Can you predict the outcome if…?
Can you construct a model of…?

Knowledge, Notes and Quizzes

Literacy mat

My work

Can I write in paragraphs?

The **TIPTOP** rule
You move onto a new paragraph when you change **t**ime, **p**lace, **t**opic or **p**erson.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was ~~bangin'~~*
- ❖ No informal language *I'm ~~gonna~~ do my homework now*

❖Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although,* or *when* .

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

What traffic light am I?
Is my punctuation accurate?

Literacy mat

Can I use punctuation?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.*
  - ✓Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	""	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

<u>If a single thing/person owns anything, add an apostrophe + 's'.</u>

- •The dog's bone
- •The boy's homework
- •Jones's bakery
- •Yesterday's lesson

<u>However, if it is plural (more than one), an apostrophe comes after the 's'.</u>

- •The dogs' bones
- •The boys' homework
- •Joneses' bakeries (lots of Jones families)
- •Many websites' content is educational

There/ their/ they're

<u>Note:</u> special care must be taken over the use of **there, their** and **they're** as they sound the same but are used quite differently:

- ❖**There** shows position *Your seat is over there*
- ❖**Their shows that 'they' own something** *Their blazers are navy blue*
- ❖**They're** is short for **they are** as in *They're revising every day*

ITS

<u>Note:</u> **its**, which shows that something owns something (like our, his etc), <u>does not</u> take an apostrophe: *the dog ate **its** bone and we ate **our** dinner*

Your/ you're

<u>Note:</u> special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖**Your** is possessive as in *this is your pen*
- ❖**You're** is short for you are as in *you're coming over to my house*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. <u>b</u>ig <u>e</u>lephants <u>c</u>annot <u>a</u>lways <u>u</u>se <u>s</u>mall <u>e</u>xits)
- ❑ Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write , check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

Part	Key Learning		Disciplinary Literacy	Links
1	Plot Summary: Three witches tell the Scottish general **Macbeth that he will be King of Scotland**. Encouraged by his wife, Macbeth kills the king, becomes the new king, and kills more people out of paranoia. Civil war erupts to overthrow Macbeth, resulting in more death.		**Tragedy** – a branch of drama that narrates the sorrowful or terrible events encountered or caused by a once heroic protagonist. **Protagonist** – lead character **Exposition** – the opening of a narrative, introducing key characters, settings and events. **Prophesy** – prediction. **supernatural** – mystic or ghostly **weird/wyrd** – having power to control fate. **Chiasmus** - a rhetorical or literary figure in which words, grammatical constructions, or concepts are repeated in reverse order. **Aside** – stage direction to indicate that a character is not addressing the other characters on stage. **dramatic irony -** when the audience has more information than the characters. **Deuteragonist –** the second most important character in a drama. **Soliloquy –** speaking one's thoughts aloud when by oneself. **Conceit -** an ingenious or fanciful/far-fetched comparison or metaphor. **anagnorisis –** when a lead character discovers the true nature of their own position. **fate -** the development of events outside a person's control, regarded as predetermined by a supernatural power. **freewill –** to act according to your own will, not by fate or necessity. **regicide –** killing a king.	
2	**Act 1, Exposition:** Macbeth takes place in Scotland and opens with the appearance of three witches. They meet with Macbeth, a soldier who is part of King Duncan's army. The witches prophesise that Macbeth will be given the title Thane of Cawdor, and then he will be King. His fellow general is informed that while he will never be king himself, he will beget a line of kings. Macbeth and Banquo are sceptical; however, ambition begins to take hold of Macbeth after he is given the title Thane of Cawdor following the execution of the previous Thane of Cawdor on grounds of treason.			
3	**<u>Shakespeare's Purposes:</u>** • Shakespeare reveals the lengths people will go to in order to obtain power. • Shakespeare uses the witches to evoke a dark and sinister atmosphere • Shakespeare uses the witches to appeal to King James' interest in 'Deaemonologie'. • Shakespeare forces the audience to question whether Macbeth acts of his own free will, or is being guided by a supernatural force. • Shakespeare positions Macbeth as a worthy and heroic character in the opening of the play so that his downfall is more tragic. • Shakespeare employs the theme of appearance and reality to examine the central paradox of the play – that nothing is what it seems. • Shakespeare uses Lady Macbeth to embody uncontrolled ambition. He uses her decisiveness to juxtapose with Macbeth's conflict.	Quotations to learn: **Witches:** "Fair is foul and foul is fair" (1.1) "hover through the fog and filthy air" (1.1) "when the battle's lost and won" (1.1) **Macbeth:** "Stars, hide your fires. Let not light see my black and deep desires." (1.4) **Lady Macbeth:** "Come, you spirits …, unsex me here and fill me from the crown to the toe top full of direst cruelty." (1.5) "Look like the innocent flower but be the serpent under't." (1.5)		
4				
5	**Act 1, continued:** Macbeth writes a letter to his wife. She is excited by the news and summons evil spirits to give her the courage to kill the King and make the witches prediction come true. Macbeth arrives to announce that King Duncan is coming to spend the night at their castle. Upon hearing the news, Lady Macbeth is adamant as to what should happen. She desires to see her husband become King of Scotland and believes the pair should murder Duncan in order to obtain the crown.			
6	**Act 1, close**: Lady Macbeth refuses to listen to Macbeth's protestations when he decides that they should not proceed with their plans. Using her powers of persuasion, she convinces Macbeth to summon his courage and do what is necessary. When Duncan arrives at their castle, she plays the humble host. At the end of Act 1, they are committed to taking the throne for themselves. **Act II :** Macbeth sees an image of a floating dagger beckoning him towards Duncan's chambers. He asks "is this a dagger which I see before me?" Here, Shakespeare explores the inner turmoil of Macbeth, whilst simultaneously allowing his protagonist to explore the ongoing impact Duncan's death will have on him. The soliloquy allows Shakespeare to comment on the difference between – and likelihood of – free will and predestination. Does he truly have a choice over whether to follow it, or has this moment been inevitable since his first meeting with the witches?			

Part	Key Learning

Similarity and Congruence

Key Word	Definition
Similar	When one shape can become another after a resize, flip, slide or turn. These two shapes are similar (one is smaller and flipped over, but otherwise the same)
Enlargement	Enlarging a shape changes its size
Scale	The ratio of the length in a drawing (or model) to the length on the real thing
Corresponding	Corresponding sides and angles are a pair of matching angles or sides that are in the same spot in two different shapes.
Congruent	The same shape and size, but we are allowed to flip, slide or turn. In this example the shapes are congruent (you only need to flip one over and move it a little). Angles are congruent when they are the same size (in degrees or radians). Sides are congruent when they are the same length.
Polygon	A plane shape (two-dimensional) with straight sides.
Vector	A vector has magnitude (how long it is) and direction.
Rotation	A circular movement. Rotation has a central point that stays fixed and everything else moves around that point in a circle.
Reflection	An image or shape as it would be seen in a mirror.

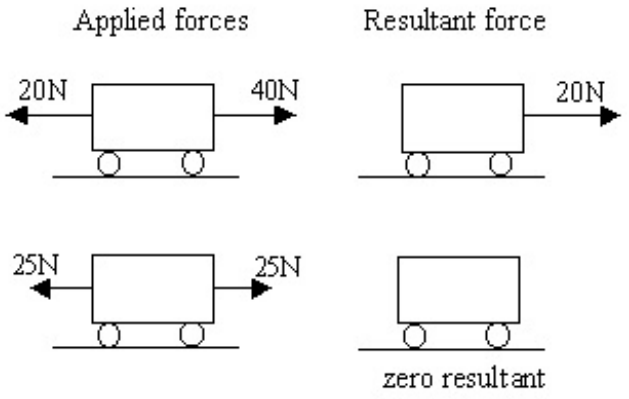
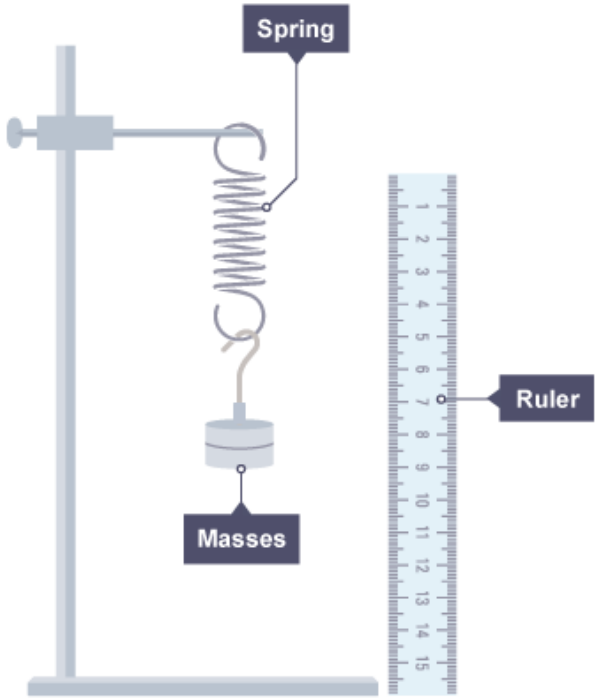
Fractions, Indices and Standard Form

Key Word	Definition
Mixed number	A whole number and a fraction combined into one "mixed" number.
Improper fraction	A fraction where the numerator (the top number) is greater than or equal to the denominator (the bottom number).
Index/Power/Exponent	The index of a number says how many times to use the number in a multiplication.
Reciprocal	The reciprocal of a number is: 1 divided by the number
Standard Form	A number written in two parts, a number between 1 and 10 followed by x 10 to a power
Ordinary Numbers	A number not written in standard form

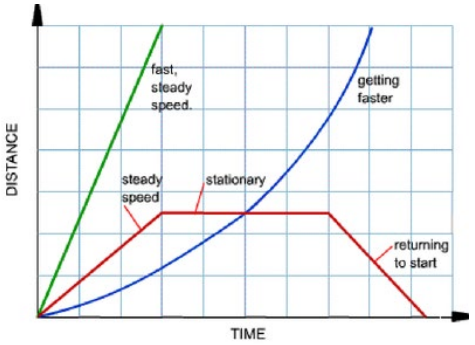
Part	Key Learning

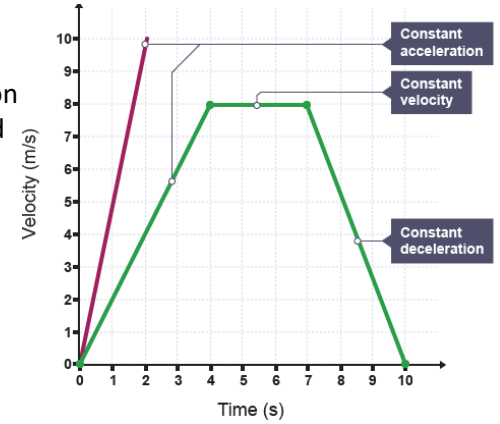
More Algebra

Key Word	Definition
Simplify	To simplify (or reduce) a fraction means to make it as simple as possible.
Surd	A number that can't be simplified to remove a square root (or cube root etc).
Factorise	Finding what to multiply to get an expression.
Function	A special relationship where each input has a single output. It is often written as "f(x)" where x is the input value.
Proof	Logical mathematical arguments used to show the truth of a mathematical statement. In a proof we can use: • axioms (self-evident truths) such as "we can join any two points with a straight-line segment" (one of Euclid's Axioms) • existing theorems, that have themselves been proven. The result of a proof is often called a theorem.
Integer	A number with no fractional part (no decimals).
Mathematical Operation	A mathematical process. The most common are add, subtract, multiply and divide (+, −, ×, ÷).
Rational Number	A number that can be made by dividing two integers (an integer is a number with no fractional part).
Lowest Common Denominator	The smallest number that can be used for all denominators of 2 or more fractions: • a "Denominator" is the bottom number of a fraction. • a "Common Denominator" is when the bottom number is the same for the fractions. • the "Lowest Common Denominator" is the smallest number that can be used for all denominators of the fractions.

Part	Key Learning	Disciplinary/Literacy
1	**Diagrams**  	**Tier 3 vocab** Scalar — A quantity with only magnitude (size) and no direction. Vector — A quantity with both magnitude and direction. Velocity — A speed in a defined direction. Displacement — A distance travelled in a defined direction. Force — A push or a pull. Contact force — A force that can be exerted between two objects when they touch. Non-contact force — A force that can sometimes be exerted between two objects that are physically separated. Centre of mass — The point through which the weight of an object can be taken to act. Resultant force — A number of forces acting on an object may be replaced by a single force that has the same effect as all the forces acting together. This single force is called the resultant force. Joule — The unit of work. Elastic deformation — When an object returns to its original length after it has been stretched. Inelastic deformation — When an object does not return to its original length after it has been stretched. Extension — The difference between the stretched and unstretched lengths of a spring. Limit of proportionality — The point beyond which a spring will be permanently deformed. Elastic deformation stops and inelastic deformation starts. **w = m x g** — Weight = mass x gravity. **W = F x d** — Work done = force x distance moved **F = k x e** — Force = spring constant x extension **E_e = ½ke²** — Elastic potential energy = 0.5 x spring constant x extension^2

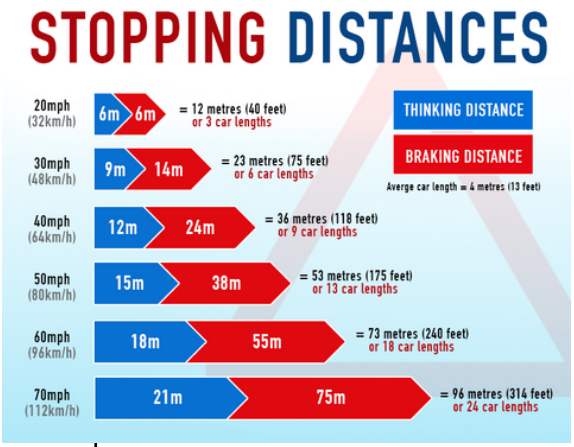
Part	Key Learning	Disciplinary/Literacy
1	**Diagrams** **Distance-time graphs** Gradient (dis/time) = speed **Velocity-time graphs** Gradient (velocity/time) = acceleration Area under graph = distance travelled	**Tier 3 vocab**

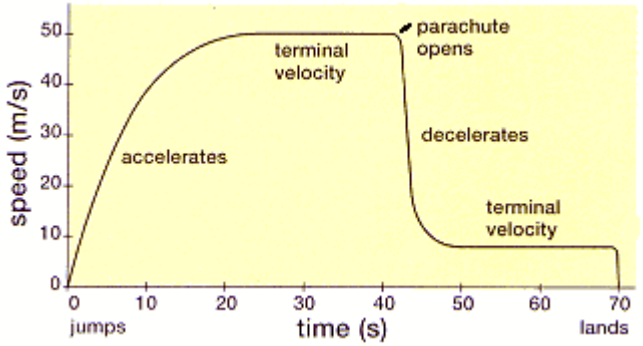




Terminal velocity	When the weight of a falling object is balanced by resistive forces.
Inertia	Inactivity. Objects remain in their existing state of motion – at rest or moving with a constant speed in a straight line – unless acted on by an unbalanced force.
Thinking distance	The distance a car travels while the driver reacts.
Braking distance	The distance a car travels while the car is stopped by the brakes.
Stopping distance	The sum of the thinking distance and braking distance
Closed system	A system with no external forces on it.

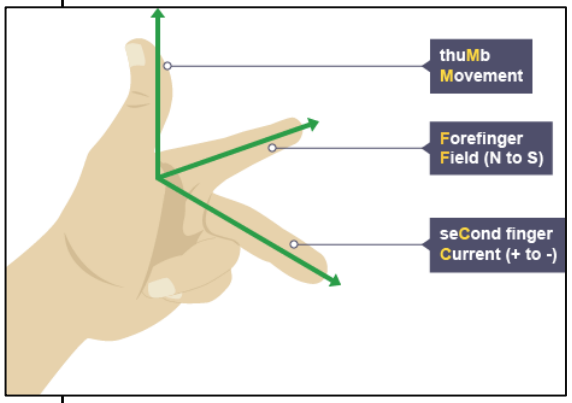
s = d ÷ t	speed = distance ÷ time.
a = (v-u) ÷ t	acceleration = change in velocity ÷ time.
F = m x a	Force = mass x acceleration.
p = m x v	momentum = mass x velocity.
(mv - mu) = F x t	change in momentum = Force x time.

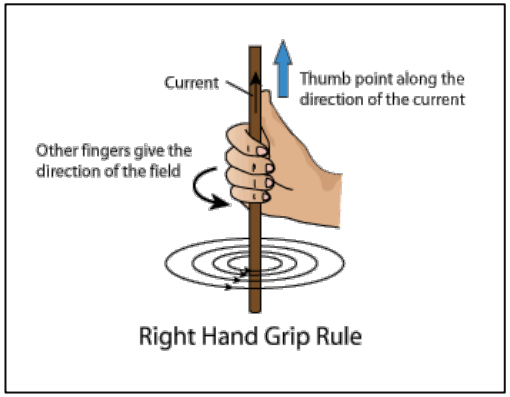




Part	Key Learning	Disciplinary/Literacy

Diagrams





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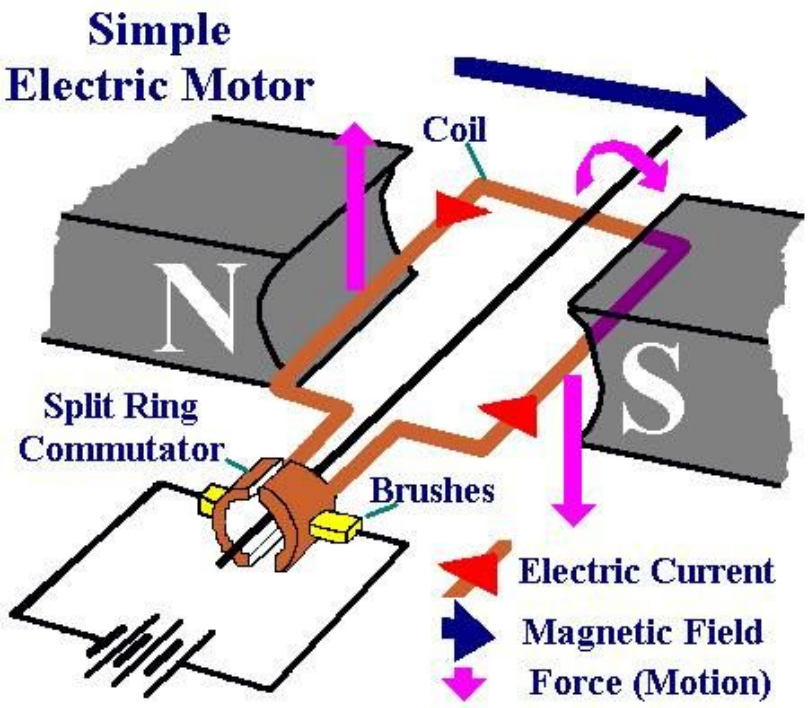
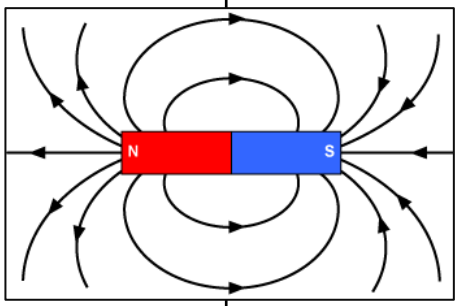




Tier 3 vocab

Magnetic	Materials that are attracted by a magnet.
North-seeking pole	The end of the magnet that points north.
South-seeking pole	The end of the magnet that points south.
Permanent magnet	A magnet which produces its own magnetic field. It always has a north and a south pole.
Induced magnet	A magnet which becomes magnetic when it is placed in a magnetic field.
Right-hand grip rule	A way to work out the direction of the magnetic field in a current-carrying wire if you know the direction of the current.
Solenoid	A solenoid is a long coil of wire.
Flux density	The number of lines of magnetic flux in a given area. F=B x I x L Force = magnetic flux density x current x length
Motor effect	The force produced between a conductor carrying a current within a magnetic field and the magnet producing the field.

Part	Key Learning			
1	**Methods of training** Plyometrics This method of training is used to develop explosive power and strength. It works by making muscles exert maximal force when contracting and then relaxing rapidly. Plyometric training can including: bounding, jumping and press-ups with claps	Circuit training This is a series of different activities that can be either sport-specific or tailored to improve certain aspects of fitness. Intensity can be easily increased by increasing time on stations and decreasing rest time. Circuit training is great for variation!	Continuous training This is a steady pace, low-moderate intensity training method used for developing aerobic endurance. Continuous training includes working for long periods of time/over long distances without stopping.	Weights This is used to improve strength or endurance. **Strength endurance**: 50-60% of 1RM & 20 reps. **Elastic strength**: 75% of 1RM & 12 reps. **Maximum strength**: 90% of 1RM and 6 reps. 1RM- the maximum weight a person can lift in one contraction. Rep- how many times a lift is done. These make up a set
2	**Interval** Interval training is where periods of high intensity work are followed by periods of rest. A performer works for a maximum of 5 minutes before resting in preparation to work again. This form of training is specifically useful for power or speed athletes.	**Flexibility** This is used to stretch the muscles and increase flexibility. There are 3 types of flexibility training: 1- Static stretching Active: This is performed independently where the performer applies their own force to stretch the muscle. Passive: This is known as assisted stretching wherein the performer requires the help of another person or object to stretch the muscle. Ballistic stretching This is when fast, jerky movements are used through the complete range of motion. This is usually in the form of bobbing or bouncing. Proprioceptive neuromuscular facilitation (PNF) This is when a muscle is stretched to its limit and then held for 6-10 seconds. The muscle is then relaxed before being stretched again- this time further.	**Fartlek** Fartlek training involves running at different speeds or over different terrains. Walk periods might be included for recovery but there are no rest periods.	**Speed** Speed training is specific to the type of speed a performer wants to develop. **1 Acceleration sprints:** used to work on acceleration such as for long jump run up. **2 Hollow sprints:** used to develop speed endurance. Sprinting periods are followed by periods of walking to allow for recovery. **3 Interval training:** this is used to develop speed over a set distance.

Part	Key Learning			Disciplinary/Literacy	Resources
3	FITT principles **Frequency - How often you train.** This should be gradually increased **Intensity -** How hard you train. This should be gradually increased **Time - How long you train for.** This should be gradually increased **Type - The training method used.** This should be specific to the component of fitness the performer aims to develop	**Heart Rate (HR)** The number of times your heart beats per minute (bpm) **Resting Heart Rate (HR)** Your heart rate at rest **Maximum Heart Rate (HRmax)** The maximum number of times the heart should beat before it becomes unsafe. MAX HR = 220-AGE <u>Target Heart Rate</u> This is the recommended maximum heart rate for a training zone and is used to measure exercise intensity.	BORG scale The BORG rating of perceived exertion (RPE) scale is used to measure how hard a performer thinks they are working. The BORG scale can be used to predict heart rate: RPE x 10 = approximate HR (bpm Targets Zones and training thresholds		
4	**<u>Additional Principles of training</u>** **<u>Specificity</u>** This means that the training is relevant to the individual's sport, activity or fitness related goals.	**<u>Progressive Overload</u>** Training must be demanding enough to cause the body to adapt. For the body to make fitness gains, it must get more demanding over time- this is called progressive overload. Overload can be achieved by gradually increasing FITT	**<u>Reversibility</u>** Fitness can be lost if training is stopped or if the intensity of training is not sufficient enough.	**<u>Rest and recovery</u>** Rest is very important as it allows training adaptations to occur and the body to recover from any damage. Rest time also allows energy stores to be replenished.	**<u>Variation</u>** A variety of training routines should be used to avoid boredom. It will also help to reduce the risk of injury caused by repetition of the same training methods.
5	**<u>Additional Principles of training continued</u>** **<u>Individual needs</u>** Fitness programs should be designed specifically to the individual. Matching your training to your needs (fitter people need harder training session)	**<u>Adaptations</u>** This is when your body adapts to cope with increased training. This usually happens during rest times.	P – Point E – Example E – Explain Structuring longer answer questions 8/9 marks.		
6	Examination preparation Mini Mocks Learning Aim A, B and C Past papers Short and long answer questions – revision guides			Key words Learnt throughout course	Share point

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Interdependence -** Factors that are dependent on one another in some way. **Adaptation -** the process of change by which an organism or species becomes better suited to its environment. **Diurnal –** The difference between the day and night temperatures.	Hot deserts are located between 15° and 30° north and south of the equator around the tropics of Cancer and Capricorn. This is where the air is sinking in the global atmospheric circulation model creating low pressure resulting in less than 250mm of rainfall each year. Some deserts are also located on the west side of the continents in their rain shadow. Some on the western coast of continents due to cold ocean currents, as there is little warm air to rise and form clouds. The **Diurnal** temperature range means that there are hot days but cold nights in the deserts. The soil characteristics are a lack of fertility, high salt as water is evaporated leaving the salt behind. This makes it difficult for plants to grow and creates a fragile ecosystem. Plants have adapted by being Xerophytes Plants and have short life cycles. They germinate following rainfall, grow, flower and die and seeds lie dormant until the next rains, this helps them avoid drought. Some plants have succulent **adaptations** such as the Cacti which store water in their stems. They also have a waxy coating on stems to help reduce water loss. Camels have adapted to survive hot deserts because they; have humps to store fat which can broken down into water and energy so they can go for long periods without food and water. They have slit-like nostril and two rows of eyelashes to protect themselves from the sand. The **interdependence** of climate, water, soils, plants, animals and people means that the ecosystem is fragile.
2 and 5	**Subsistence farming** -the practice of growing crops and raising livestock sufficient only for one's own use, without any surplus for trade. **Irrigation** - the supply of water to land or crops to help growth, typically by means of channels	The Thar desert is located – 200 000km² in NW India & W Pakistan. Most densely populated desert in the world. It has a landscape of mobile sand dunes, Thorn forest, 100mm-240mm rainfall per year and July temperatures 50°C. ***Opportunities*** Mineral extraction such as Gypsum used to make plaster, this provides jobs and resources. Energy: Wind power at Jaisalmer where 75 wind turbines are generating 60MW of renewable electricity. Farming: Inhabitants are mainly **Subsistence farmers** (Pastoral & arable) The Indira Gandhi canal has enabled the **irrigation** of 3500km² of land for the commercial production of wheat, cotton and maize. Tourism: Desert safaris & Winter desert festival – Jobs for local people providing food, accommodation, guides, camel handler. ***Challenges*** of developing hot desert environments: Extreme temperatures: In excess of 50°C – working is difficult, animals unable to cope, increased evaporation & water shortages. Water supply: Increased population and farming & industry means an increase demand for water. Inaccessibility: Limited road network, tarmac melts, mobile sand dunes, Public transport = over loaded buses. Camels still best transport!
3 and 6	**Desertification** – The process where once fertile land turns into desert. **Over grazing** - The excessive grazing of animals which causes damage to the land.	**Desertification** has been caused by a growth in population means that more trees are removed for fuel – cutting down trees to use the wood for fuel leads to roots dying. The soil will no longer be held together by the roots and erosion will occur. **Overgrazing**, as more animals are needed for food – soil becomes bare as the result of vegetation being removed by grazing animals. The soil becomes bare, compacted and prone to drying out and cracking. The result is the erosion of fertile soil and crop failure leading to famine and hunger: people are then less able to work when their need is greatest. It becomes a vicious circle and can result in many deaths. This can be managed by water and soil management, the Indira Gandhi canal will mean more irrigation. Farmers can be educated to plant appropriate crops and ensure the soil can recover. Small-scale irrigation projects, such as catching and storing rainwater and using sprinklers to irrigate the land. Tree planting – This helps reduce soil erosion because tree roots stabilise the soil which combats desertification through afforestation

Part	Disciplinary/Literacy	Key Learning: Weimar Republic 1919-29
1 and 4	**Republic**: A country that has removed its monarchy **Armistice**: An agreement to stop fighting **Constitution**: A set of laws	**Origins of the Republic:** By the end of WWI Germany had lost 2m soldiers; 4m wounded; faced massive debts and food shortages. **Kaiser** (Emperor) Wilhelm II had lost control of his country through strikes and riots. He abdicated (stood down) on 9th Nov 1918 and the country became a republic. Ebert (leader of the SDP) was appointed head of the gov't until a new **constitution** was written. On 11th November 1918 an **armistice** was signed and Germany surrendered. Ebert tried to bring stability by gaining support of the army, trade unions and business but extreme political parties were not happy. January 1919 elections were held for the National Assembly. Politicians gathered in the city of Weimar to produce the constitution of the Weimar Republic. **The Weimar Constitution Strengths:** Very democratic –all men and women over 20 were allowed to vote. Proportional Representation – small parties represented in parliament. Power divided so no individual or group could have too much. Voters elected president; president chose chancellor; chancellor proposed laws, which had to be agreed by the **Reichstag (**German parliament**)**. **Weaknesses:** Proportional Representation meant lots of coalition gov'ts (2 or more parties governing) This led to disagreements (9 gov'ts between 1919-23) Article 48: in case of a crisis chancellor could pass any law without the agreement of the Reichstag. Some parties elected to the Reichstag (Nationalists and Communists) were opposed to democracy.
2 and 5	**Nationalist**: A belief one country is better than others **Strike**: A refusal to work **Reparations**: Compensation **Revolt**: Uprising Ruhr: Important industrial area	**Early challenges (1919-23)** Republic was linked to German surrender and therefore unpopular. Forced to sign Treaty of Versailles by GB, France and US. Terms: War Guilt Clause: Had to accept blame for the war; **Reparations**: had to pay £6.6bn to the allies; lost overseas colonies and German land (13%) including Alsace-Lorraine and Saar coalfields (to France), and Posen (to Poland); lost 10% of population and forced to reduce army to 100,000 troops; weakened navy and no air force. Critics of the Treaty said that she had never actually lost the war – it was, "a stab in the back" by politicians who signed the Treaty. Reparations weakened the economy, and made politicians seem weak. Spartacist **Revolt:** 1919 Spartacists (communists led by Rosa Luxembourg) called a general strike: +100,000 workers took to the streets, seized gov't newspaper and telegraph offices. Weakened army could not stop the revolt, so Ebert ordered the establishment of Freikorps (units of former soldiers, +250,000); Freikorps crushed Spartacists, Luxembourg killed. **Kapp Putsch**: By 1920, Ebert struggling to control Freikorps. Led by **Nationalist** politician Wolfgang Kapp they took over Berlin. Gov't fled to Weimar and encouraged people to go on strike, which stopped the uprising, but made the gov't look weak. Germany struggled to pay reparations. As punishment France sent troops to the Ruhr. This massively weakened G economy as Ruhr contained 80% of G iron, coal and steel. Resulted in more debt, higher unemployment, shortages of goods. Shortages meant that prices went up, so gov't printed more money. This led to hyperinflation. Price of bread: 1919 = 1 mark; 1923 200,000bn marks. Hyperinflation meant normal life became much more difficult: even worse shortages, people with savings lost everything (though it was good news for people who had loans)
3 and 6	**Chancellor**: A position similar to our Prime Minister **Living standards**: People's quality of life **Rentenmark**: Temporary currency **Demilitarised**: No troops allowed	**Recovery (1924-29)** Streseman appointed **Chancellor** and then Foreign Secretary. He brought stability. By 1928 his policies meant that support for moderate parties increased, and extreme parties decreased. Set up the **Rentenmark** (Nov 1923) which meant that the economy could begin working again (factories back in business, people back in work) Dawes Plan (1924): deal to help pay reparations: loan of £25bn from US to get economy going, reparation bill temporarily reduced to £50m per year. As a result Fr left the Ruhr; German industry returned to pre-WWI levels, increased employment, trade, tax paid to gov't. But meant Germany was reliant on US loans, and extreme parties angry that gov't agreed to continue paying reparations. Young Plan (1929) reduced total reparations to £2bn, paid over 59 years. Made German people more confident in stability of Weimar, allowed gov't to lower taxes for working people. Foreign relations: Locarno Pact (1925) Germany agreed treaty with GB, Fr, Italy, Belgium (not imposed like Treaty of Versailles). Agreed border with Fr, Rhineland (region between G and Fr) **demilitarised.** 1926 Germany finally allowed to join the League of Nations (had been excluded since 1919) Kellogg-Briand Pact (1928): Germany + 61 other countries signed agreement that they would not resort to war to settle disputes. Showed that Germany was now included among the main world powers and Weimar Republic respected. Changes in society: Living standards decreased during economic crises of 1918-23, but improved after 1923. Unemployment fell, working hours reduced, wages increased; new homes built, war veterans given support. Women given right to vote, more women in work, but with lower wages than men in lower status jobs. Young women more independent. Society divided, many thought these "new women" threatened traditional values and upset economy. Big cultural changes in Weimar. New freedoms and economic recovery resulted in new styles of art, cinema and architecture.

Part	Disciplinary/Literacy	Key Learning: Hitler's rise to power 1919-33
1 and 4	**Party:** Political group with similar ideas **SA:** Hitler's security for the Nazi Party meetings **Putsch**: Revolt	**Nazi Party (1920-22)** Hitler was sent to spy on the tiny German Workers **Party** (DAP) led by Anton Drexler. Hitler joined the party and within two years had taken over and changed it into the Nazi Party. In 1920 he wrote the party's 25 Point Programme. Mainly because of Hitler's personal appeal (very passionate, persuasive orator) by the end of 1920 the party had 2,000 members. Changed name to National Socialist German Workers Party (NSDAP) – Nazi for short; began using the swastika logo; set up party newspaper to spread ideas. July 1921 Hitler became party leader. He appointed key supporters Hess, Goering, Streicher and Rohm; also worked closely with General Ludendorff, leader of the German army in WWI. **SA** formed in 1921, led by Rohm - former soldiers hired as a private army. Known as Brownshirts, paraded on streets as a show of force, controlled crowds and opposition, often violently. Also disrupted opposition party meetings. 1922 Hitler took complete control of NSDAP with no more elections for leader. Hitler dictated all policy. By 1923 party membership +50,000. **Munich Putsch (Nov 1923)** Causes: "stab in the back"; anger about Versailles / Weimar politicians; NSDAP strong support in Munich; copying Mussolini's fascist March in Rome; hyper-inflation; the Ruhr invasion. German people very angry, so Hitler made bid for power. 8 Nov 1923, meeting of Bavarian Gov't, led by Von Kahr, in a Munich beer hall. Hitler and 600 SA troops burst in, announced he was taking over the state of Bavaria and would march to Berlin to overthrow the Weimar gov't. Rohm and SA captured local police and army HQs, but Ludendorff released the 3 Bavarian leaders. Became clear that local politicians and people did not support the uprising. Shooting in town square: 14 Nazi supporters and 4 policemen were killed and Hitler was wounded. Hitler and Nazi leaders were arrested. Consequences: Hitler and Nazi leaders found guilty of treason and sent to prison. NSDAP banned (until 1925); Hitler realised needed a new strategy – violent uprising failed, so needed to win power through elections; wrote Mein Kampf – book of his political ideas – in Landsberg Prison; gained lots of publicity from trial.
2 and 5	**Traditional values**: A belief in the family unit. "Old fashioned" ways and ideas. **Great Depression**: When the economy is in difficulty over a long period **Article 48:** passing laws by decree without Reichstag	**Lean Years 1924-28** In prison Hitler wrote Mein Kampf: Aryan race destined to rule the world; Jewish conspiracy to undermine Aryans by inter-marriage and taking over German business and industry; Nationalism (capturing Lebensraum "living space" for German people in East); totalitarianism – strong leader better than weak democracy; **traditional German values**. Released 1924 after 9 months in prison, relaunched NSDAP: better organised party that could win political power through election; HQ in Munich, 35 local party organisations around the country. - SA continued to grow (400,000 members by 1930) – but many were thuggish difficult to control, and more loyal to Rohm than Hitler. Hitler set up the SS (elite personal bodyguard), led by Himmler. 3,000 members by 1930. - NSDAP far better organised and had 100,000 members by 1929, but limit to support because of success of Stresemann in making Weimar more stable. Recovery of economy meant NSDAP had no support from working classes. **Growth of Nazi Party 1929-32** October 1929 Stresemann died and Wall Street Crash led to **Great Depression**. Stock market crash in USA led to collapse of economy in Germany. Banks demanded loans back, so factories and farms had to close and people lost jobs. Jan 1933 = 6.1m unemployed including 40% of factory workers, 50% of 16-30 year olds. People lost savings, gov't increased taxes because limited money to pay unemployment benefits; mass homelessness. Chancellor Bruning failed to deal with the unemployment crisis; moderate parties could not agree so Bruning had to use **Article 48** to pass emergency laws – he lost control, so forced to resign May 1932. As life became harder, growing support for KPD (communist party) among workers; and NSDAP among middle and upper classes who feared communism.
Part 3 and 6	**Propaganda:** Adverts that convince people to think in a certain way **Big business:** powerful businessmen **Majority**: Having enough votes to outvote the other parties.	**Support for Nazi Party** Hitler appealed as a strong leader who could restore law and order and scrap Treaty of Versailles (he featured on **propaganda** posters and travelled extensively to speak at rallies). Financial support from wealthy businessmen and uniformed SA made Nazis looked well organised and in control. They attacked the opposition. Policies appealed to different groups in society: **Big business** (protection from communism); working class (traditional values, stronger Germany, promise of "work and bread"); middle class (recovery from Great Depression where they had lost savings, anti-communist); farmers (communists would seize their land); young people (Hitler's personal appeal, jobs). As well as appealing to different groups another strand of the Nazi message was appealing to a united nation. **Hitler becomes Chancellor (1933)** In1930 NSDAP won 107 seats (18% of votes); the moderate SDP had 25%. Hindenberg's term as president ended. He stood for election again, aged 84, and beat Hitler by 18m votes to 11m but nobody won 50% of the votes so another election was held. Hindenberg beat Hitler again - 19m votes to 13m. Chancellor Bruning banned the SA and SS and announced plans to buy up land from big landowners to house the unemployed. This united right-wing groups against Bruning. Without support of the Reichstag or President Hindenberg he was forced to resign. After Bruning's resignation Hindenberg made Von Papen Chancellor, with Nazis supporting a coalition of **right wing** supporters. Hitler became part of the gov't of Germany. In 1932 Reichstag election, lots of violence, +200 killed. NSDAP won 230 seats (38% of the vote) and were the biggest party. Hitler demanded Hindenberg sack Von Papen and appoint him as Chancellor. Hindenberg hated Hitler, assumed Nazi support would drop so refused to make him Chancellor. But Von Schleicher persuaded Hindenburg that he must force von Papen to resign or face civil war. Von Schleicher appointed Chancellor Dec 1932, but with no public support, and no **majority** in the Reichstag he was unable to govern. Von Papen persuaded Hindenberg to make Hitler Chancellor with Von Papen as Vice-Chancellor, saying that he would be able to control him. In January 1933 Hitler was finally appointed chancellor.

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Consolidation** - strengthening **Dictatorship** – A form of government with almost unlimited power **Trade unions** – Organisations set up to protect and improve the rights of workers **Decree** - An official order that has the force of law **Fuhrer** - Leader	**CONSOLIDATION** OF POWER Between January 1933 and August 1934, Hitler turned Germany into a one-party **dictatorship**. By August 1934, Hitler had combined the posts of chancellor and president and was safe in the knowledge that the army supported him. Moreover, the banning of political parties, the control of the media, **trade unions** and police ensured that there was little or no opposition to the Nazi regime. Hitler had used the Reichstag Fire to persuade Hindenburg to issue a **decree** to restrict free speech, limit freedom of the press and imprison 'enemies of the state' without trial. The passing of the Enabling Act gave Hitler full powers to pass laws without needing to go through the Reichstag. The Night of the Long Knives (30th June 1934) was a purge of 400 'enemies of the state' including the leader of the SA – Ernst Rohm. This was a turning point which eradicated any opponents and secured the support of the army. On Hindenburg's death Hitler declared himself **Fuhrer** and became Head of State and Commander of the Armed Forces. On the same day, the army were made to swear an oath of loyalty to the Fuhrer.
2 and 5	I**ndoctrinated** – Brain washed **Hitler Youth** – The organisation set up for the young in Germany to convert them to Nazi ideas and was eventually compulsory **Persecuted** - To treat (someone) cruelly or unfairly especially because of race or religious or political beliefs	THE NAZI STATE'S ECONOMIC, SOCIAL AND RACIAL POLICIES In the years 1933-39 the Nazis introduced policies that reflected their own beliefs about the role of various groups in Germany. The Nazis made every effort to co-ordinate these groups so that they were fully in line with Nazi policy. Women reverted to their traditional family role. Instead of going to work, women were asked to stick to the 'three Ks': Kinder, kuche, kirche – 'children, kitchen, church'. Women were discouraged from wearing make-up, trousers, high heels and dyeing their hair. The young were **indoctrinated** into Nazi ideas through the **Hitler Youth** movement. Boys were instructed in military lessons and girls received physical training and learned domestic skills. The economy was reorganized to prepare Germany for war and eliminate unemployment. Moreover, the Nazis ensured control of everyday life by controlling religion, education, the family and working people. Finally, the Jews were **persecuted** in order to drive them out of Germany.
Part 3 and 6	**Police state** – A state controlled by a political police force that secretly supervises the citizens' activities **Concentration camps** – Prisons for political, ideological and racial opponents **Propaganda** – The communication of information to influence public opinion	A crucial element in maintaining the Nazi dictatorship was to create a climate of fear – to make people too frightened to oppose actively the Nazi state. This was achieved through the establishment of a **police state**, including a secret police, the Gestapo, who could arrest and imprison those suspected of opposing the state. Many of these would end up in **concentration camps**. In 1936 the Gestapo came under the control of the SS. The SS (Schutzstaffel), were formed in 1925 as a bodyguard for Hitler. The wore black uniforms and were led by Heinrich Himmler after 1929. They showed total obedience to the Fuhrer. After the Night of the Long Knives, the SS became responsible for the removal of all opposition to the Nazis within Germany. Hitler wanted to ensure that all laws were interpreted in a Nazi fashion therefore the legal system came under their control. Once Hitler had removed opposition, he had to create a state which believed in and supported Nazi ideals. This was achieved through skillful use of **propaganda** by Goebbels, whose Ministry of Propaganda controlled all aspects of the media, the arts and entertainment.

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Peace settlement** – The peace treaty (Treaty of Versailles) signed in 1919 **Lebensraum** – living space **Anschluss** – Union between Germany and Austria	HITLER'S FOREIGN POLICY was vital to his rise to power and his maintaining power in Germany. His desire to make Germany a great nation and unite all German-speaking people struck a chord with all sections of German society. His other aims were to reverse the Treaty of Versailles, to restore German territory and build up the German armed forces; to create **lebensraum** in Eastern Europe for all of greater Germany and to destroy communism. From the beginning of his chancellorship in January 1933, his actions made it clear to the major powers that he would present a challenge to the **peace settlement** of 1919. At all times he presented reasonable grounds for his actions and on occasions he took a gamble such as the re-occupation of the Rhineland in 1936, but his approach seemed to bring success until the crisis over Poland in 1939. The **Anschluss** with Austria in 1938 was accepted but it was the demands for Polish territory and the invasion of that country which precipitated war.
2 and 5	**Disarmament** – the act of reducing, limiting, or abolishing weapons **Rearmament** – the process of building up a new stock of military weapons. **Conscription** – Compulsory military service **Pact** - A formal agreement between countries to help each other and/or to stop fighting	**THE DISARMAMENT CONFERENCE** In 1932. Countries met to discuss what they might do to prevent any future wars. Hitler left, saying that he wanted Germany to be equal with other countries for self-defence. In October 1933 he withdrew from the League of Nations and the Disarmament Conference. All restrictions from the Treaty of Versailles were removed. He built 1000 aircraft and introduced conscription. **REARMAMENT AND CONSCRIPTION** After the recent world economic crisis countries were more concerned about internal problems than problems abroad. The League of Nations was seen as weak due to its failure to stop Japanese aggression in the Far East in the early '30s. The British people already felt Germany had been dealt with harshly enough following World War One. **ALLIANCES AND AGREEMENTS BETWEEN GERMANY AND OTHER COUNTRIES** Non-aggression **pact** with Poland 1934- Hitler no longer feared attack from Poland; Rome-Berlin Axis 1936- agreed to follow a common foreign policy and stop the spread of communism. (Mussolini wanted close relations); Anti-Comintern Pact 1936- with Japan, limit communist influence in the world; Pact of Steel 1939- a full military alliance with Italy and close economic bonds and the Nazi-Soviet Pact 1939- not to support attacks on each other, agreed to split up Poland between them. Ministers Ribbentrop and Molotov agreed the terms.
Part 3 and 6	**Remilitarise** – Build up military forces **Appeasement** - the policy of giving in to the demands of a potentially hostile nation in the hope of maintaining peace	**HITLER'S ATTEMPT TO UNIFY ALL GERMAN-SPEAKING PEOPLE Step 1 –** Return of the Saarland- January 1935- It voted 477,000 to 48,000 to reunite with Germany. **Step 2** – **Remilitarising** of the Rhineland- 1936- Hitler thought that Britain and France would do nothing. 98.8% voted in favour of reoccupation. **Step 3-** Anschluss-1938- united with Austria after a failed attempt in 1934. Mussolini was now on his side which originally was what scared Hitler away. **Step 4**- The Sudetenland Crisis- Sudetenland was a part of Czechoslovakia which contained 3 million German speakers and 25% of Czechoslovakia's industry. Hitler ordered the Nazi party there to stir up trouble. Hitler used this claim to back Sudeten Germans with military force. Four main leaders met and agreed it would be given to Germany. Chamberlain also met Hitler to announce an Anglo-German treaty which stated that neither country would go to war with each other again. **Step 5-** The takeover of Czechoslovakia-1939- German troops were invited to restore order, even though there was no disorder. Germany took over the Czech provinces and controlled Slovakia. Even though Hitler hadn't done anything illegal, Britain and France decided to end their policy of **appeasement** with Germany. **Step 6**- Danzig and the Polish Corridor- 1939- Hitler invaded Poland on 1st September 1939. Britain had guaranteed Poland's borders after the first world war.

Part	Key Learning: Tense combinations and verb conjugations	Resources

IMPARFAIT– 'was, were, used to' **Subject + verb**

1. Take the 'nous' form of the *present tense*.
2. Take off '-ons'
3. Add the following endings

e.g. je + fais + ais = je faisais = I used to do
nous + aim + ions = nous aimions = we used to like

je	- ais	nous	–ions
tu	–ais	vous	–iez
il/elle	-ait	ils/elles	-aient

FUTUR– 'will' Subject **+ verb**

Regular verbs

1. Take the infinitive
2. Add the following endings

e.g. I will play = **je jouerai**
We will listen = **nous écouterons**

Irregular verbs

Same as regular verbs, except they use different stems:

aller – ir être = ser faire = fer
avoir = aur devoir = devr voir = verr
pouvoir = ? vouloir = ? voudr =?

with **–re** verbs, you must take off the final –e before adding endings, e.g. **descendre – je descendrai**

je	-ai	nous	-ons
tu	-as	vous	-ez
il/elle/on	-a	ils/elles	-ont

Pluperfect tense ,'had' : **Subject + imperfect of 'avoir/être' + past participle**

SUBJECT: J' + AUXILIARY VERB in the IMPERFECT TENSE: avais, étais + PAST PARTICIPLE: fini, arrivé(es)

Person	Verb	Job/Profession (M)	Job/Profession (F)		Opinion	Adjective
Mon père	**est** is a	- avocat	- avocate	lawyer	**et il/elle aime ça** and he/she likes it	**actif** active
Mon frère	**travaille comme** works as	- coiffeur	- coiffeuse	hairdresser		**amusant** fun
Mon oncle		- compatable	- compatable	accountant		**facile** easy
		- cuisinier	- cuisinier	chef		**gratifiant** rewarding
		- fermier	- fermiere	farmer	**et il/elle adore ça** and he/she loves it	**intéressant**
Ma mère		- homme d'affaires	- femme d'affaires	businessman/ woman		**stimulant** stimulating
Ma soeur					**et il/elle n'aime pas ça** and he/she does not like it	
Ma tante						**barbant** boring
	travaille works	**à la campagne** in the countryside **en ville** in town **chez lui** at home (m) **chez elle** at home (f)			**et il/elle déteste ça** and he/she detests it	**difficile** difficult
		dans in	**un collège** **une entreprise** - a company **un garage** **une ferme** – a farm **un hôtel**	**un restaurant** **un supermarché** **un atelier** - a workshop **un théâtre** **un bureau** – an office		**dur** hard **stressant** stressful

devoir = to have to (must)	
je	dois
tu	dois
il/elle	doit
nous	devons
vous	devez
ils/elles	doivent

vouloir = to want	
je	veux
tu	veux
il/elle	veut
nous	voulons
vous	voulez
ils/elles	veulent

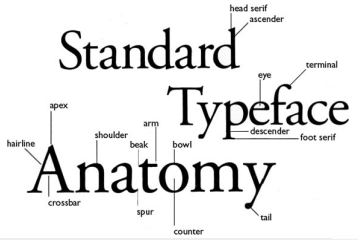
pouvoir = to be able to (can)	
je	peux
tu	peux
il/elle	peut
nous	pouvons
vous	pouvez
ils/elles	peuvent

Scan me

Additional Jobs:
nurse
engineer
mechanic
doctor
plumber
teacher

- infirmier
- ingénieur
- mecanicien
- médecin
- plombier
- professeur

- infirmière
- ingénieure
- mecanicienne
- médecin
- plombière
- professeure

Week	AO	Key Learning	Disciplinary literacy	Definition	Resources
8 & 9	1	**Developing** further ideas for outcome Mono printing, collagraph printing, paint techniques, mark making, mixed media, collage, Photoshop, DSLR, pinhole, paper cut outs, sun prints.	**AO1 – Critical understanding**	Develop ideas through investigations, demonstrating critical understanding of sources.	
			AO2 – Creative Making	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	
			Refine	To continue to make better	www.studentartguide.com/articles/realistic-observational-drawings Website about student work
10	2	**Preparation for next outcome**	**Analyse**	Use the formal Art elements to "pick apart" a piece of work	https://www.tate.org.uk/art/artworks/ruscha-honk-ar00184 , Typography in Art.
11	4	**Mock exam sessions**	**AO3 – Reflective Recording**	Record ideas, observations and insights relevant to intentions as work progresses.	https://www.youtube.com/watch?v=wOgIkxAfJsk History of Typography. **FORMAL ELEMENTS;** **COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE**
12	4	**Mock exam sessions**	**Record**	Using drawing tools and media to create observations, also take your own photos and notes about ideas	
13	4	**Outcome completed**	**AO4 - Personal presentation**	Present a personal and meaningful realises that realises intentions and demonstrates understanding of visual language.	
14	4	**Evaluate/DIRT** WWW and WO – which would then determine next steps	**Evaluate**	To make a judgement about a piece of work you have created	

Week	AO	Key Learning	Disciplinary literacy	Definition	Resources
8	4	**Developing** further ideas for outcome Mono printing, Collagraph printing, Paint Techniques, Mark making, Fabric transfer, Mixed media, Collage, Photoshop, DSLR, Paper cut outs, Ceramics, Wax resist.	**AO1 – Critical understanding**	Develop ideas through investigations, demonstrating critical understanding of sources.	
			AO2 – Creative Making	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	www.studentartguide.com/articles/realistic-observational-drawings Website about student work https://www.youtube.com/watch?v=u_-yWD81MlY **FORMAL ELEMENTS;** **COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE**
9 & 10	3	**Preparation for next outcome** **Mock exam sessions**	**Refine**	To continue to make better	
11	4	**Mock exam sessions**	**Analyse**	Use the formal Art elements to "pick apart" a piece of work	
12	4	**Outcome continued**	**AO3 – Reflective Recording**	Record ideas, observations and insights relevant to intentions as work progresses.	
13	4	**Outcome completed** **All work handed in**	**Record**	Using drawing tools and media to create observations, also take your own photos and notes about ideas	
14	4	**Evaluate/DIRT** WWW and WO – which would then determine next steps	**AO4 - Personal presentation**	Present a personal and meaningful realises that realises intentions and demonstrates understanding of visual language.	
			Evaluate	To make a judgement about a piece of work you have created	

ART_ECC

Part	Key Learning	Disciplinary/Literacy	Resources

Financial terms and calculations (6.3)

What are businesses actually working out?

- *Revenue*
- *Costs*
- *Profits*
- *Average Rate of Return*
- *Breaking-even*

1

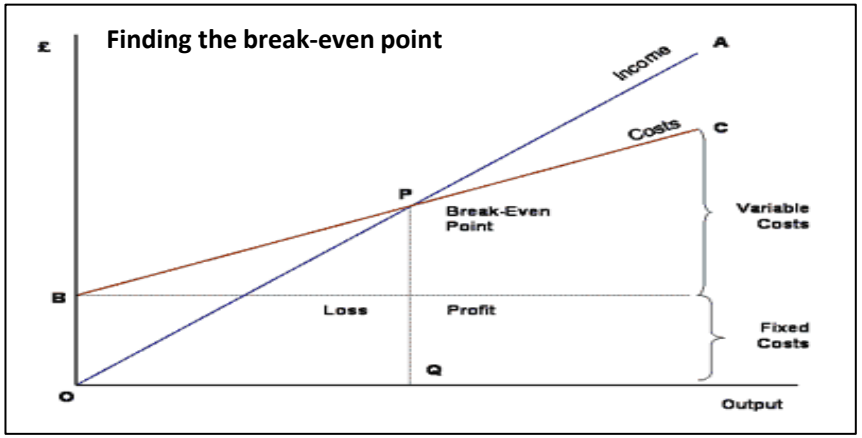
Revenue = number of units sold x price
£200,000,000 = 10,000 x £20,000

Profits (or losses) = revenue – total costs
£199,050,000 = £200,000,000 - £950,000

Total costs = fixed costs + variable costs
£950,000 = £500,000 x £450,000

Total variable costs = variable costs of a single unit x number of units
£450,000 = £15 x 30,000

Average Rate of Return (ARR) = average yearly profit x 100 ÷ cost of investment
15% = £6,000 x 100 ÷ £40,000



Revenue
The income that a firm receives from selling its goods or services.
Costs
The spending that is necessary to set up and run a business.
Sales
Refers to the number of products sold by a business.
Fixed costs
Those that do not change when a business changes its output.
Variable costs
The costs that vary as business output changes.
Profit
Measures the difference between the revenue and total costs.
Loss
The amount by which a business's costs are larger than its revenue.

Tutor2u

https://www.tutor2u.net/business/topics

BBC Bitesize
https://www.bbc.co.uk/bitesize/topics/zfd3vk7

Analysing financial performance (6.4)

Drawing up financial statements is a legal requirement. There is also a legal structure that must be followed.

2

Balance sheet

	2011	2012
	£	£
Fixed Assets		
Premises	60,000	74,000
Equipment	14,000	24,000
Current Assets		
Stocks	2,000	3,000
Debtors	5,000	3,000
Cash at Bank	5,000	2,000
Current Liabilities		
Overdraft	3,000	3,000
Creditors	3,000	3,000
Net Assets		
Owner capital	40,000	65,000
Loan	40,0000	35,000
Total Equity		

Using profit ratios to help with analysis? Try using these…

Gross profit margin (GPM)

GPM = gross profit x100
Revenue

Net profit margin (NPM)

NPM = net profit x100
revenue

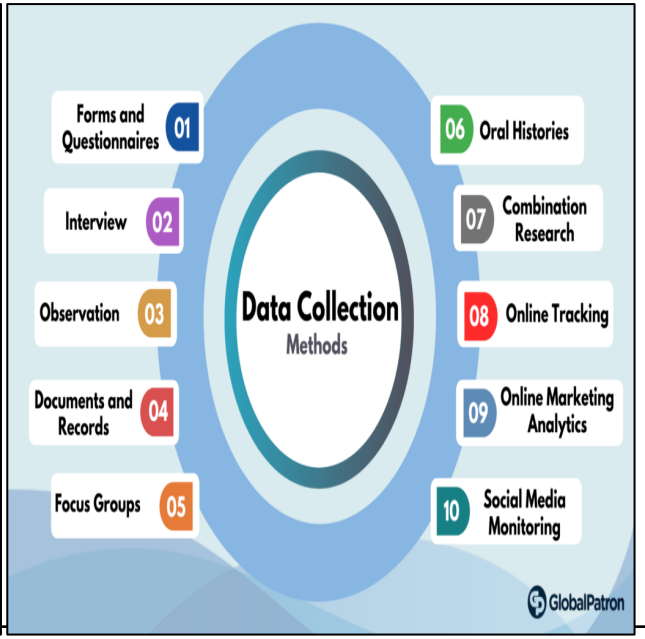
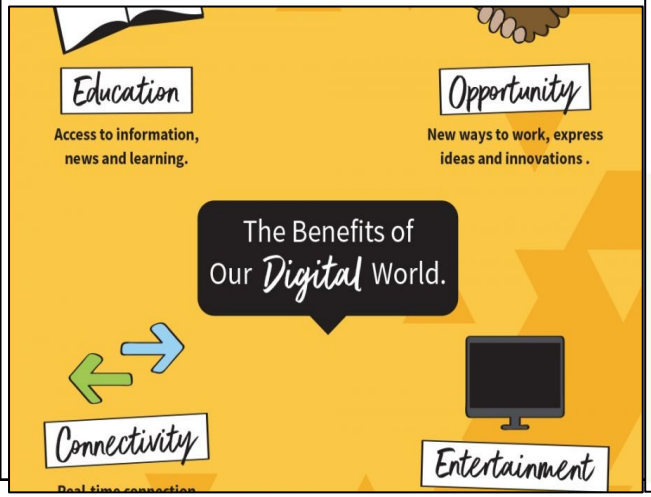
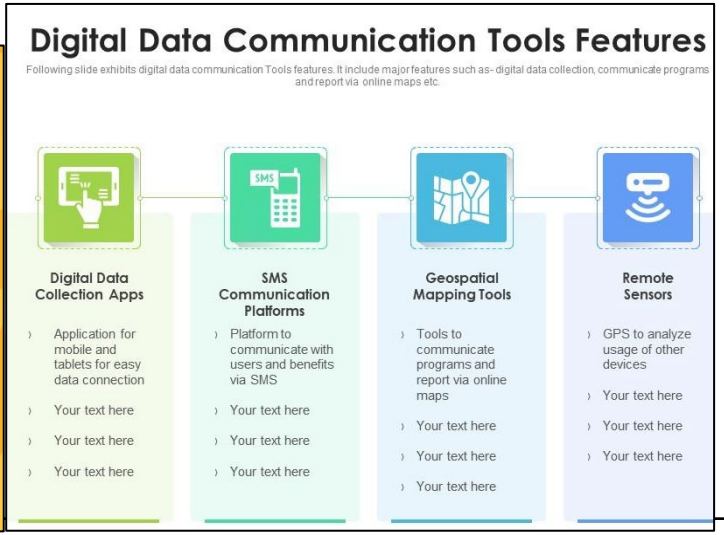
Income statement	
	£
Revenue	
Cost of Sales	
Gross profit	
Overheads	
Wages	
Rent	
Advertising	
Insurance	
Vehicle hire	
Telephone	
Utilities	
Operating profit	
Taxes and Interest	
Dividends	
Taxation	
Net Profit	

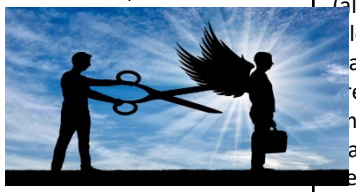
Income statement
A financial statement showing a business's revenues and costs as well as its profits (or losses).
Balance sheet
Sets out the assets and liabilities that a business has on a particular day.
Gross profit
A business's sales revenue minus its cost of sales, usually over a year.
Net profit
A business's sales revenue minus its costs of sales, its overheads and other costs i.e., taxes.
Liability
A sum of money that is owed by a business to another business (or individual).
Financial ratio
Compares two figures from a financial statement.

Tutor2u

https://www.tutor2u.net/business/topics

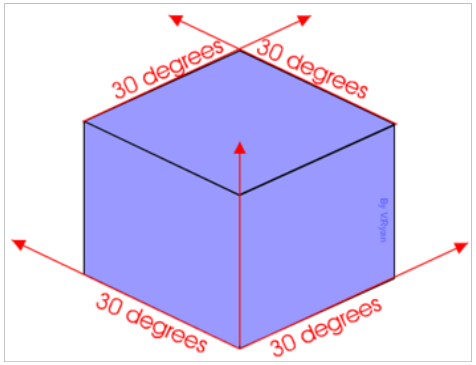
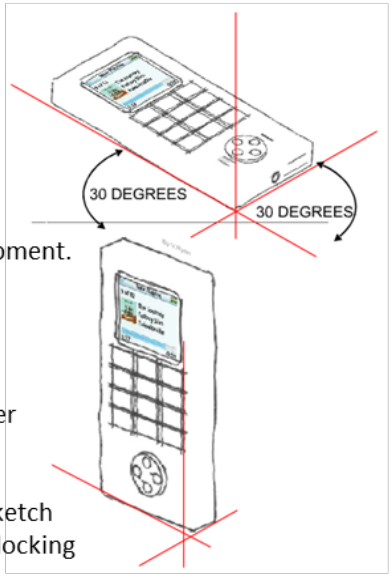
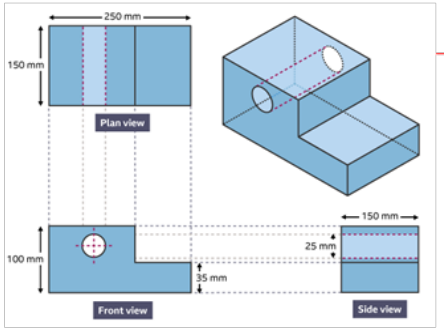
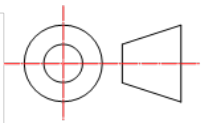
BBC Bitesize
https://www.bbc.co.uk/bitesize/topics/zfd3vk7

Part	Key Learning	Disciplinary/Literacy	Resources
1	**Component 2- Learning Aim A:** *Investigate the role and impact of using data on individuals and organisations*  	**Validation:** involves testing that the input data conforms to certain rules. Verification: involves entering data more than once to ensure the entries are the same. **Proof reading:** read (printer's proofs or other written or printed material) and mark any errors **Big data:** extremely large data sets that may be analysed computationally to reveal patterns, trends, and associations **Data models:** are a way of showing the relationships between data and investigating the possible outcomes of change.	SharePoint platform: https://eggbuckland.sharepoint.com/:f:/g/ict/Eua-ccByigtFmz-zEpHD3r8BJYqS-XyngSHxflYREwoTsg?e=d99e0b
2	**Component 3- Learning Aim A:** *Modern technologies*  	**Communication technologies:** ad-hoc networks, open networks, performance issues and network availability **Cloud storage:** access rights, synchronization, availability and scalability **Cloud computing:** applications, consistency of versions between users, single shared instances and collaboration tools/features **Inclusivity:** the practice of providing equal access to resources for people who might otherwise be excluded or marginalized.	SharePoint platform: https://eggbuckland.sharepoint.com/:f:/g/ict/Eua-ccByigtFmz-zEpHD3r8BJYqS-XyngSHxflYREwoTsg?e=d99e0b

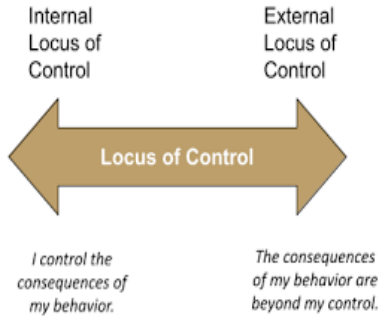
Part	Key Learning	Disciplinary/Literacy	Resources
1/2/3	**Introduction to Eduqas Drama GCSE** Component 1 Devising Theatre 40% of qualification. **Students are required to devise a piece** of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. Students respond to Exam board Stimuli: Learners will work in groups in response to one of the stimuli below: 1.'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.' Charles 2. 'Best Day of my Life' – American Authors Song 3. 'We realise the importance of our voices only when we are silenced' – Malala Yousafzai 4. https://images.app.goo.gl/Kxp2XA2HGPooKVPH7 image = Brainstorm ideas for each stimuli individual. group and create monologue 	Conventions, forms, strategies, Alter ego Back story, Chorus/chorus work voice Conscience corridor (also known as 'conscience alley' or 'thought tunnel') flashback, Forum theatre, freeze-frame, Hot-seating, improvisation, Narration, narrator, Pace, Pause, Pitch. rehearsal techniques, Role reversal, Role transfer, Sculpting Soundscape, Split screen Tableau(x), Tempo, Thoughts in the head or thought tracking. Analytical, structural and theatrical terms Alienation. Anti-climax. **Staging:** Arena staging Aside Audience Auditorium Devising/devised work Dramatic irony Dramatic tension End on staging Epic theatre Fourth wall Genre Monologue, Naturalism Physical theatre Promenade staging Proscenium, Realism Style Subtext, Theatre in the Round, Thrust stage Traverse stage, Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills Tone of voice, Pitch, Pace, Pause, Volume	GCSE Drama | Eduqas GCSE Drama - Eduqas - BBC Bitesize Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize
4/5/6	**Rehearsal Response to chosen Stimuli:** devise a piece of original theatre in response to one of the above stimuli, using either the techniques of an influential theatre practitioner or theatre company or the characteristics of a genre of drama. Students create and develop ideas to communicate meaning to an audience by: • researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. Students should consider the following when devising their piece of theatre: • structure • theme/plot • form and style • language/dialogue. Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre: • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. Create monologue and well as group work.		
7/8	**Produce a portfolio of supporting evidence** which demonstrates the research, creation and development of ideas. This is a working record and therefore should be compiled during the process and edited to ensure an appropriate focus. The evidence should focus on three stages which are significant to the development of the devised piece of theatre. The three stages should demonstrate: 1. how ideas have been researched, created and developed in response to the chosen stimulus 2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning 3. how ideas have been developed, amended and refined during the development of the devised piece. For each stage, candidates must provide illustrative material (as listed below) and a commentary, which may include annotations on the illustrative material. The commentary for each stage should be approximately 250 – 300 words and total 750 to 900 words for the complete portfolio.		
9/10/11	**Performance** The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and monologue performance		
11/12	**Written Evaluation** 3 main sections to the evaluation in: 1.Analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance. 2.Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance 3.Analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre).		

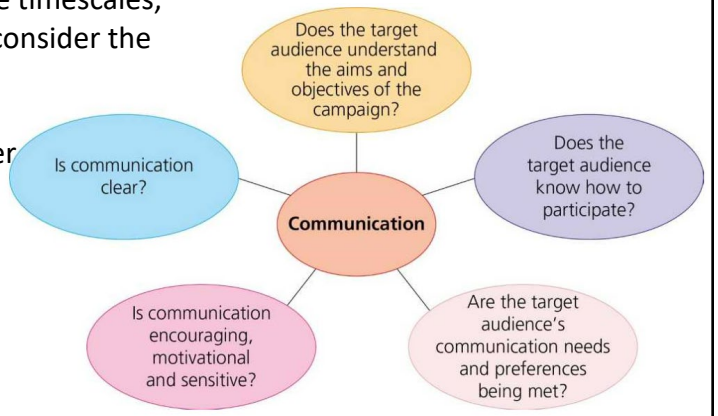
PARTS	KEY LEARNING	DISCIPLINARY/ LITERACY
PART 1	In response to your concert brief, your individual portfolio should contain: • rough outline ideas in the form of written notes, diagrams, mind maps etc • notes from discussions and meetings showing your contribution, that may include shared documents, saved group chat, annotated group minutes • your activities and your group's activities • schedules/timetables • lists of required resources and equipment • set lists • drafts of compositions or arrangements, annotated sheet music • recordings/video from rehearsals and/or other preparations • equipment lists • set-up diagrams and floor plans • room and resource booking sheets • video footage of meetings • Teacher/tutor observations that support your planning and carrying out of the project (these should support your evidence and not be instead of it)	Communication Negotiation Planning Preparation Scheduling Resources Equipment Evidence Floor Plans Staging Venue
PART 2	Individually, create at least one element of a promotional pack for the event. Examples of the element you might choose include: • a poster/flyer • a press release • a magazine advert • a radio advert • use of social media/website Carry out some research on your chosen promotional element, showing how you have used what you found out about target audience and industry practice within your own idea. Ensure you make and keep notes and sketches for your ideas and drafts. You should make sure that all essential information is included in your promotion and that your final material looks professional and will be suitable to attract your target audience.	Promotion Marketing Use of emails Social Media Press Release Advertising Research Target Audience Ticket Sales Budgeting Programme

Part	Key Learning	Disciplinary/Literacy	Revision Resources
1	**Meat and fish-** Meat is the muscle tissue of animals. Meat is high in protein, iron and B vitamins. The main types of meat eaten in the UK are beef, pork and lamb. Meat from younger animals is tender and cooks more quickly. Meat from older animals is tougher and needs a slow, moist method of cooking. **Poultry**— Examples include Chicken, Turkey and Duck. Poultry is a healthy choice as it is often low in fat. The main nutrients in poultry are protein and B vitamins. **Storing Meat -** Meat should be stored in the fridge at 5C or it can be frozen. Raw meat should be covered and stored on the bottom shelf of the fridge. **Nutrition - meat contains:** •**Protein**—including collagen, elastin and myoglobin, which makes the meat red in colour. •**Fat** (saturated) - provides warmth and protection of the animals internal organs. •**Minerals**—Iron (needed to form red blood cells) Calcium (needed for strong bones and teeth) and phosphorus (needed for energy metabolism. •**Vitamins B6 and B12** needed to release energy from foods. **Fish** are categorised into three groups: White, Oily and Shellfish. White fish are named because the fish in this group have white flesh. Oily fish are those that have oil dispersed throughout the flesh. Shellfish are protected by a hard shell. We should aim to eat at least two portions of fish a week, one of which should be oily. Fish is high in protein, oily fish also contains vitamins A and D.	**Maillard reaction** - A reaction which occurs between a food containing protein and carbohydrate together are heated by dry heat **Denaturation** - A process whereby the proteins are changed in structure. **Marinating** - A process of soaking foods in a liquid mixture, usually wine, vinegar or lemon juice with various spices and herbs, prior to cooking.	SCAN ME
2	**Cereals -** Examples of cereals include wheat, rice, oats, maize and barley. Cereals are often referred to as staple foods. Staple foods form a large part of the diet and are usually starchy foods that grow well and can be stored for consumption throughout the year. Wheat is the main staple crop in the UK. Wheat is used in food production, primarily flour, bread, biscuits, cake, pastry, pizza and breakfast cereals. Cereals are a good source of starchy carbohydrate and protein. Fat is also found in whole grain as is a range of B vitamins and vitamin E. Fibre is also present in the bran. Grains are an essential element in a healthy diet and eating high-fibre whole grains may help to reduce the risk of heart disease and type 2 diabetes and control blood cholesterol.	**Cereals -** Cultivated grasses. The grains of these grasses are used as the food source. Once of the most important cereals is wheat **Staple foods -** Forms a large part of the diet, usually from starchy foods. **Fortified -** Vitamins and minerals have been added to foods (for example calcium is added to flour	SCAN ME
3	**Fruits and Vegetables -** We are encouraged to eat 7 plus portions of fruit and vegetables per day. This group contains essential vitamins and minerals as well as fibre for a healthy digestive system. It is suggested we eat a wide variety of different fruit and vegetables to provide a mixture of nutrients- so eat a 'rainbow on your plate'. They can be eaten dried, tinned and frozen as well as fresh. Fruit juice can only count as one portion a day as well as baked beans. Vegetables are generally lower in calories and therefore can help in weight reducing diets. They help you to feel full. A diet high in fruit and vegetables helps to prevent heart disease too.	**Enzymic browning -** A chemical process where oxygen and enzymes in the food react causing the surface to brown. **Deficiency -** Lacking something e.g. iron deficiency anaemia.	SCAN ME
4	**Dairy - Milk** comes from a variety of animals. In Britain we drink mainly cow's milk. Fresh milk has a layer of cream on top. Homogenised milk is forced through tiny holes in a machine. This breaks up the fat and disperses it so it doesn't reform as a layer. Lactose intolerant people can substitute animal milk with soya, rice, coconut or almond milk. Milk and Yoghurt contain HBV protein, vitamin A, B and is fortified with vitamin D. Dairy products can be high in fat. Milk is used to produce dairy products such as cheese, cream, butter and yoghurt. **Cheese** is made from milk. Bacteria called 'the starter' is added to warm milk. This causes the sugar in the milk called lactose to turn into lactic acid. This acid gives more flavour to the cheese. Rennet is added which coagulates the milk into curds and whey. After heating the curd is cut and the whey is drained off. The curd is salted and then pressed into blocks to form the cheese. Some cheese is stored for a long time to mature it and develop the flavour.	**Lactose -** The name of the sugar in milk **Homogenised -** Breaks up the fat globules so that they are evenly distributed through the milk, creating an emulsion.	SCAN ME
5	**Fats an Oils - Fats -** Fats tend to be firm, solid or hard at room temperature, whereas oils are liquid. Fats can come from both **animal** and **plant** sources. **Uses of fats in cooking: Colour –** Butter and margarine give a golden colour to cakes, biscuits and pastries. **Flavour** – Butter gives all baked products a rich flavour. **Texture** – melt in the mouth – shortening. **Emulsions –** Egg yolk added to oil and vinegar stop salad dressings separating. **Sugar** is processed from sugar cane or sugar beet. They produce sweet liquids which are refined into molasses and syrup or dried into crystals. White sugars include granulated, caster and icing. Brown sugars include soft brown, demerara and muscovado. Syrups are liquid sugar and include honey, golden syrup, maple syrup and black treacle. Sugar is used to sweeten and add colour and texture to foods such as pastries, cakes and biscuits. Sugar is often described as having 'empty calories', meaning that it adds no nutrients to the diet. All sugar is classed as a carbohydrate which provides energy for the body. The energy from sugar is digested and absorbed relatively quickly in the body. 'Hidden sugar' can be found in readymade foods including savoury foods such as bread, soup and sauces.	**Shortening -** Butter, lard or other fat that remains solid at room temperature, used for making pastry or bread. **Caramelisation**— a change in the structure of sugar when heat is applied to give a brown colour. **Monosaccharides -** Simple carbohydrates (Mono means one – Saccharide means sugar) **Disaccharides -** A carbohydrate made from two sugar molecules	

Part	Key Learning	Disciplinary/Literacy	Resources
1	 **Isometric drawing** is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection.  Designs drawn in isometric projection are normally drawn precisely using drawing equipment. However, you will be taught to draw 'free hand' sketching in isometric projection.	**Orthographic** - A formal engineering drawing that uses a 2D drawing of each side of an object and consists of a front view, a side view and a plan view. **Isometric** - Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings **CRITERIA** - When analysing a product first prepare a list of questions, this is known as a criteria. Look at the table (above). For example, the criteria listed below could apply to the table when it is being analyzed. **Specification** – A detailed list of targets that the design of a product must satisfy i.e. cost, materials, user etc **Polymer** - Used in the production of plastic, they make up the components of many objects used in daily life: plastic containers, nylon products, rubber tires and many more. **Ergonomic** - Making a product comfortable for a consumer to use **Scale-** A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount **CAM** - The use of machines and equipment to manufacture a component. This usually means it is done at greater speed and with a higher level of accuracy compared to the man made equivalent	Ortho drawing
2			
3	The mobile phone / music player opposite, has been sketched in free hand isometric projection. It allows an engineer to draw in 3D quickly and with a reasonable degree of accuracy. The design is still drawn at a 30 degree angle, although this is estimated, rather than drawn with graphics equipment. Limited colour/shade has been added to the menu of the phone. This means that the sketch is not presented entirely as a 'plain' design. This is something you should do with your docking station sketches.		Specification
4	These drawings are quick sketches, that allow the designer to put his / her thoughts down on paper rapidly. This helps him/her develop an idea or design concept quickly, without the need for complex drawings, at an early stage in the design process.		Revision book
5	  **Orthographic projections** **Orthographic projections** are **working drawings** in either a first or third angle projection and show each side of a design without **perspective**, ie a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, **construction lines** show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are **to scale** and must show **dimensions**.		GCSE Pod
6			

Part	Key Learning	Disciplinary/ Literacy	Resources
7	A **manufactured board** is a wood based product that has been man made. This could be a **laminated** material such a **plywood** or a **particle board** like **MDF** or **chipboard**. Manmade boards are produced to **tolerances** so the quality can be assured. Plywood is stronger than natural timber across the grain due to the laminations. MDF and chipboard are made from recycled and scrap material. This can mean they are cheaper than other materials but lack strength because they do not have a **grain** structure. An **alloy** is a mixture of metals that are brought together in a molten state. Alloys are often used because mixing metals improves their characteristics over a single element. For example **stainless steel** does not rust, **brass** is harder and stronger than **copper**.	Manufactured board Laminated Plywood Chipboard Alloy	
8	Use of **CAD** has brought many advantages to designers. Drawings can be produced in one area then shared allowing **collaborative** working. Files can be sent via **email** or sharing sites. Ideas can be **edited** and changed easily, stored and recalled. 3D software enables designers to show ideas to clients for feedback and assemble components to resolve manufacturing problems. CAD software can be expensive. You also need specific skills to operate software and machines. Computers and computer systems are open to **cyber attack** meaning data is at risk. **Software** and **hardware** updates mean it might not always be possible to access previously stored data.	CAD Collaborative Edited Cyber attack Software Hardware	
9	ICT can be used to help communicate ideas in a variety of ways. This could be through **video conferencing / Zoom / Teams** etc, sending ideas to clients and by enabling them to be shown on screens. Specialist software can show multiple views of a product or enable the virtual item to be rotated, panned and tilted. **Architectural** software can be used to take viewers on a virtual tour of the proposed product explaining developments. Technological developments have brought some groups in society together, for example; in **Silicon Valley**, America and parts of china there are highly skilled personnel using software. Elsewhere it has alienated other workers, many of them older as they find necessary skills changing around them for employment.	Video conferencing Architectural Silicon Valley	
10	**Stainless steel** is an **alloy** of **steel** and **chromium**. It is resistant to **corrosion**, frequently used in the marine industry, outside and for cutlery. Key disadvantages are that it is difficult to work because it is very hard, also it is prone to fail without warning at **fatigue** stress points. Milk bottles used to be made from glass in the past. Glass is made from sand, one of the most common material on Earth. Glass bottles can be **reused,** this gives less material waste however they would have to be collected, cleaned and sterilised before use. These processes all use energy but create a smaller impact than replacing with new materials.	Stainless steel Alloy Chromium Corrosion Fatigue Reused	
11	**ABS** is a **thermo** (also known as **thermoforming**) plastic This means it can be reshaped or **recycled** once formed. It is often used where **impact resistance** is an important design consideration. The material burns but is **self extinguishing**. It can be chrome plated to create a metallic effect. ABS is used on dashboards and door panels of cars, electrical appliances, safety helmets, telephones, vacuum cleaners, toys and food processors. **Melamine Formaldehyde** is a **thermosetting** plastic. It cannot be reshaped once set. Melamine formaldehyde is used to manufacture tableware, electrical insulation products such as sockets, synthetic resin paints and decorative laminates for work surfaces.	ABS Thermoforming Thermosetting Recycled Melamine formaldehyde	
12	**Laser cutters** need to have **fume extraction** when in use. Lids are **interlocked** so the machine will not run when opened. Care needs to be taken not to cut **PVC** as this damages the laser and is harmful to health. **Paint, varnish, teak oil, wax**, and **wood preserver** are all examples of **wood finishes**. They are used to enhance the performance, improve **aesthetics**, improve the surface quality and prevent **decay** due to moisture. The choice of finish will depend on the intended purpose both aesthetically and for the protection required.	Laser cutter Interlocked Wood finishes Aesthetics Decay	

Part	Key Learning	Disciplinary literacy
1 -2	**Situational factors that impact social influence** **Conformity – Asch study** Aim: to investigate group pressure in an unambiguous situation. Method: 123 American males/ Two cards: standard line and 3 comparison lines. Confederates asked which of 3 lines matched standard line all gave same incorrect answer, ppt was also asked responses recorded. Results: 75% of participants conformed at least once. When the task was ore difficult, more participants conformed. When participants were asked to write answers anonymously conformity decreased. **Obedience – Key study Bickman (1974) study – uniform** Aim: to investigate situational factors affect obedience (uniform). Method: 153 American pedestrians , field setting. Three confederates used – dressed up as a milkman, guard and in ordinary clothes. They asked members of the public to pick up a bag. Results: 76 % obeyed the guard, 47 % obeyed the milkman and 30% obeyed the ordinary clothes. Conclusion: Individuals are more likely to obey someone if they were wearing a uniform, inferring a sense of legitimate authority. **Situational factors impacting obedience – authority (Milgram's Agency Theory)** Individuals act as an agent for someone else. They believe they are not responsible for actions. In one of two states agentic or autonomous. Autonomous behave with own free choice. Agentic shift: occurs when someone moves from making own free choices to following order of someone in authority. Position in social hierarchy can mean certain people have more authority. Social hierarchy is progressive e.g. Children obey parents, parents obey laws, etc. **Supporting research – Milgam's electric shock study.** Aim: to investigate if Germans are different in terms of obedience Method: 40 American male volunteers (naïve participants) all acted as the 'teacher', were instructed by experimenter to give a shock if 'learner' answered a question incorrectly. Results: 65% went to 450v, 100% went to 300V. Conclusion: obedience best explained in terms of situational factors and not disposition.	Conformity is changing our behaviour or thoughts as a result of group pressure. Factors that affect conformity can be social or dispositional. Obedience : Compliance with an order/request of someone we perceived legitimate authority. Situational – factors in environment (authority, proximity, uniform) Dispositional – internal factors such as individual characteristics (self-esteem, personality and expertise). Self-esteem – How an individual perceives themselves. Bystander behaviour – the presence of others reduces the likelihood that help will be offered in an emergency situation. Diffusion of responsibility – people individually feel less responsible Stigma – a strong sense of disapproval for something. Discrimination - treating people differently based on their characteristics.
3-4	**Dispositional factors that impact social influence** **Self esteem -** Individuals with low self-esteem will be more likely to obey & conform. **Adorno's Authoritarian Personality – higher rates of obedience.** A person who is very obedient to those in authority. Look down on people of lower status. They hold rigid stereotypes known as cognitive style. Originate in childhood through parenting style. Stricter parents. Adorno created F-scale to test if a person has authoritarian personality. **Locus of control personality.** People with a internal locus of control believe they have the ability to control their decisions. Therefore are less likely to be socially influenced. People with a external locus of control believe they have no control on their decisions. Therefore, more likely to obey or conform to others  	
5-6	**Application: Changing attitudes- How minority influence affects social change in relation to mental health stigma and discrimination** **Minority influence –** the idea that small groups of people can change the opinion and beliefs of larger groups of people. **Moscovici (1985) –** suggested to illicit social change. Minority groups must be consistent and committed. **Mind, Time to Change and Young Minds** all campaign to increase awareness of mental health problems. Time to Change go into schools to discuss issues around stigma and mental health. They also train young people to become leaders, who can teach and challenge others surrounding stigma of mental health. For example, not using stigmatising vocabulary.	

Part	Key Learning	Disciplinary/Literacy	Resources
1-3	**Health promotion campaigns: Planning = you need to consider what do you want to change, improve and educate about.** Link the aims to PIES, be aware of the timescales, Consider the resources needed and consider the Health and safety polices. Communication that is used to deliver a health promotion campaign needs to be considered carefully.  **How to reference :** Books: Surname, Initial. (Publication year) *Name of the document*. Place of publication: Publisher **Websites:** Author/authors' names. (year site was published or updated) *Name of the web page.* Available at: URL (Accessed date)	**Obesity:** having excess body fat **Population** **Ageing Demographic:** An increasing number of people living into older adulthood **Mental health:** Thoughts feelings and behaviours that allows you to function in everyday life **Sexual health:** Having safe sex to avoid STIs such as chlamydia, gonorrhea, syphilis, genital warts and genital herpes. **Health promotion:** aim to engage and empower individuals and communities to choose healthy behaviours and make changes that reduce the risk of developing chronic diseases and other morbidities.	All class resources are available to the class on their Microsoft Teams Site
4-6	**A healthy society impacts on everyone.** **If a society is healthy, it leads to:** Control of communicable diseases – communicate disease can be transferred from person to person if not controlled throughout communities – MRSA, Measles Decreased costs of care -less demand for care such as healthcare services (GP) and social care services (mental health, care provided at home). Decreased sickness –fewer people feeling unwell, requiring treatment for infections. Decreased dependency - fewer people will rely on other for care or to cover their workload if they are off sick from work. Increased life expectancy - more likely to live loner as they are less susceptible to developing illnesses and diseases.		Assessment: At the end of the unit, Students will be writing up a piece of coursework under exam conditions, based on the learning in class

Part	Key Learning

Binomial Distribution	• A **binomial distribution** B(n, p) has a fixed number of independent trials (n). Each trial has only two outcomes (success and failure). The probability of success is p. The probability of failure is q.
	• The probability for the outcome of n binomial trials will be the terms of the expansion $(p+q)^n$
	• The binomial distribution is a suitable model to calculate probabilities if:
	  • The number of trials is fixed
	  • The trials are independent
	  • There are two possible outcomes for each trial (success and failure)
	• The mean of a binomial distribution is np
	• The **normal distribution** is a suitable model to calculate probabilities if:
	  • The data is continuous
	  • The distribution is symmetrical and bell-shaped
	  • The mode, median and mean are approximately equal
	• Three important properties of a normal distribution are:
	  • 68% of observations lie within $\pm$ one standard deviation of the mean
	  • 95% of observations lie within $\pm$ two standard deviations of the mean
	  • Virtually all (99.8%) observations lie within $\pm$ three standard deviations of the mean.
	• The **variance** of a normal distribution is a measure of how spread out the data is. Variance = (standard deviation)^2
	• N(μ, σ^2) is a normal distribution with mean (μ) and variance (σ^2)

Standardised	• Standardised score = $\frac{score - mean}{standard\ deviation}$
Quality assurance and control charts	• **Quality assurance** involves checking samples to ensure that the product of a manufacturing process conforms to appropriate standards • A **control chart** is a time series chart that is used for quality assurance • **Warning limits** are usually set at $\mu \pm 2\sigma$ • If a sample mean is between the warning limits, the process is in control and the product is acceptable • **Action limits** are usually set at $\mu \pm 3\sigma$ • If a sample mean is between the warning and the action limits, then another sample is taken immediately to see if there might be a problem • If a sample mean is outside the action limits, the process is stopped and the machinery reset

My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	31/10/2022	01/11/2022	02/11/2022	03/11/2022	04/11/2022	05/11/2022	06/11/2022
2	07/11/2022	08/11/2022	09/11/2022	10/11/2022	11/11/2022	12/11/2022	13/11/2022
3	14/11/2022	15/11/2022	16/11/2022	17/11/2022	18/11/2022	19/11/2022	20/11/2022
4	21/11/2022	22/11/2022	23/11/2022	24/11/2022	25/11/2022	26/11/2022	27/11/2022
5	28/11/2022	29/11/2022	30/11/2022	01/12/2022	02/12/2022	03/12/2022	04/12/2022
6	05/12/2022	06/12/2022	07/12/2022	08/12/2022	09/12/2022	10/12/2022	11/12/2022
7	12/12/2022	13/12/2022	14/12/2022	15/12/2022	16/12/2022	17/12/2022	18/12/2022

My Homework

Week						
31/10/2022						
07/11/2022						
14/11/2022						
21/11/2022						
28/11/2022						

My Homework

Week						
05/12/2022						
12/12/2022						

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
01/11/2022			
02/11/2022			
03/11/2022			
04/11/2022			
07/11/2022			
08/11/2022			
09/11/2022			
10/11/2022			
11/11/2022			
14/11/2022			
15/11/2022			
16/11/2022			
17/11/2022			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
18/11/2022			
21/11/2022			
22/11/2022			
23/11/2022			
24/11/2022			
25/11/2022			
28/11/2022			
29/11/2022			
30/11/2022			
01/12/2022			
02/12/2022			
05/12/2022			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
06/12/2022			
07/12/2022			
08/12/2022			
09/12/2022			
13/12/2022			
14/12/2022			
15/12/2022			
16/12/2022			

November	Friday 4th THIS WEEK: % OVERALL: %	Friday 11th THIS WEEK: % OVERALL: %	Friday 18th THIS WEEK: % OVERALL: %	Friday 25th THIS WEEK: % OVERALL: %
December	Friday 2nd THIS WEEK: % OVERALL: %	Friday 9th THIS WEEK: % OVERALL: %	Friday 16th THIS WEEK: % OVERALL: %	CHRISTMAS HOLIDAYS

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Are you a Rising Star?

Attendance Matters: record your attendance at the end of each week and track your progress!

Home Contact
