

Year 10
Knowledge Organiser
Autumn 2021 - 2

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...?

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...?

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...?

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...?

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...?

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...?



Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

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



literacy mat

My work

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 | |

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.

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 |

What traffic light am I?
Is my punctuation accurate?

L iteracy mat

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.*

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. big elephants cannot always use small exits)
- 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.

Can I use punctuation?

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)

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

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

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

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

There/ their/ they're

Note: 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*

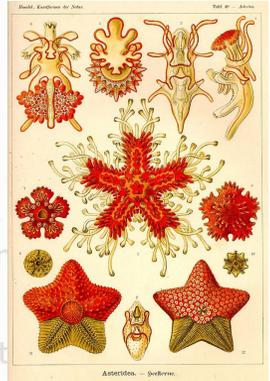
ITS

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

Your/ you're

Note: 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*

| Part | Key Learning | Disciplinary literacy | Definition | Resources |
|-------|---|-----------------------|--|---|
| 1 | Typography recap and anatomy of font explored in greater depth including sample worksheet completed. Font exploration, and analysis for purpose. | Typography | The art and technique of arranging type to make written language legible, readable and appealing when displayed. | Ernst Haeckel: the art of evolution – in pictures Books The Guardian |
| 2 | Book page sample produced with typography elements explored. | Font | A font is the combination of typeface, size, weight, slope and style to make up a printable set of characters. Font characters include letters, numbers and other symbols of the same style. |  |
| 3 | Book page sample continued, | Serif | A decorative stroke that finishes off the end of letter stems. A serif font is a font with serifs, while a sans serif is a font that does not. | |
| 4 | Mono print, oil Pastel and black ink Ernst Haeckel reference page for illustrations of sea creatures. | Repetition | Is simply repeating a single element many times in a design. For example, you draw a line horizontally and then draw several others next to it. | |
| 5 | Digital outcome or collaged worked back into with processes learnt so far Size approx. 20 X 20 cm | Intention | When discussing art we define its “real” meaning as how the artist intended for it to be perceived. |  |
| 6 & 7 | Outcome and DIRT | Mono print | A form of printmaking that has lines or images that can only be made once, unlike most other printing processes which allow for multiple originals. | |

[How Ernst Haeckel's Art Changed Science And Illustration \(allthatsinteresting.com\)](https://www.allthatsinteresting.com/ernst-haeckel)

| Part | Key Learning |
|------|--|
| 1 | <ul style="list-style-type: none">• Colour: Use a range of colours, use of organisational house style, ensuring that colours do not clash, use of textures.• Font style/size: ensuring text style is readable, use of sans serif fonts for screen reading, avoiding decorative fonts• Language: Using appropriate language for user needs and skill level• Amount of information: Making appropriate use of white space with an appropriate amount of information |
| 2 | <ul style="list-style-type: none">• Layout: Consistency, keeping the layout as close as possible to user expectations, placing important items in prominent positions, grouping related tasks together, use of navigational components• User perception: Sound, visuals, colour, symbols• Retaining user attention: grabbing attention, screen is uncluttered, clearly labelled items/features, use of predetermined/default values for common user inputs, use of auto-fill, use of tip text |
| 3 | <ul style="list-style-type: none">• Intuitive Design: Use graphics to denote what buttons do, helpful pop up messages, easy to use help feature, ensuring consistency, easy reversal of actions• Improving the speed of user interfaces: keyboard shortcuts, reversal of actions, informative feedback and distinguishable objects |

| Part | Key Learning | Disciplinary/Literacy | Resources |
|------|---|---|---|
| 1 | <p>Introduction to Dairy – Milk Milk is produced by female mammals, usually cows but also goats and sheep. Milk is very nutritious – it contains high biological value protein and calcium. Fat is also present. Skimmed, Semi skimmed and whole milk all contain different fat contents. Raw milk is heat treated to kill pathogenic bacteria. This makes it safe to drink. Pasteurisation is the most common method. Milk can be used in drinks, on breakfast cereal, in white sauces and custard and in baking. Milk substitutes can be made from soya beans, almonds, rice, oats and coconut for people following specific diets such as vegans and people who are lactose intolerant.</p> | <p>Lactose – The natural sugar found in milk. Pasteurisation – A specific heat treatment applied to some foods to destroy bacteria. Homogenisation – The breaking down of large fat globules into much smaller fat globules. Sterilised – milk is heated to 110-130C for 10 – 30 minutes. Ultra-heat treated – milk is heated to 135C for 1 second</p> |  SCAN ME |
| 2 | <p>Panna cotta and shortbread biscuits Panna cotta is an Italian dessert of sweetened cream thickened with gelatine and molded. It is often served with a fruit coulis to add flavour and colour and biscuits to give the dish texture. Panna cotta is set using gelatine. Gelatine is an animal based product and therefore it is not suitable for vegetarians or vegans.</p> | <p>Gelatine – a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation to set mixtures. Coulis – a thin fruit or vegetable puree, used as a sauce.</p> |  SCAN ME |
| 3 | <p>Cheese as a commodity Cheese is made from milk Making milk into cheese is called a secondary process. Bacteria are needed to make cheese. These bacteria are called the starter culture and are added to warm heat treated milk. The starter culture causes the sugar in the milk called lactose to turn in to lactic acid. This acid gives more flavour to the cheese and makes them last longer. Rennet is added. This coagulates the milk into curds and whey. After heating the curds are cut and the whey is drained off. The curd is then salted and pressed into blocks to form cheese. Hard cheese (pressed firmly) includes Cheddar, Parmesan and Emmental. Soft cheese (lightly pressed) include Brie, Camembert and Feta. Other types of cheese include blue cheese (Stilton), fresh (Cottage cheese) and processed (Cheese strings) Cheese contains HBV protein, calcium and fat.</p> | <p>Curd - A soft, white substance formed when milk sours, used as the basis for cheese. Whey - The watery part of milk that remains after the formation of curds. Rennet - An enzyme that used to be taken from calves' stomachs but is mostly now produced from vegetarian sources use in cheese making.</p> | |
| 4 | <p>Quiche is a French tart consisting of a pastry crust filled with savoury custard and pieces of cheese, meat, seafood or vegetables. Quiche is made using shortcrust pastry. Shortcrust pastry is perfect for lining flan cases and incorporates butter and lard to give a short texture. Eggs are used in the quiche to set the mixture. This is called coagulation. Egg proteins coagulate (set) a quiche mixture. When the quiche cooks heat denatures (changes) the egg protein. The egg white changes from a clear liquid to a white solid at 60C. The egg yolk thickens between 65C-70C. This process will set the quiche filling from a runny mixture to being firm and wobbly.</p> | <p>Coagulate – to become solid or set Blind baking - to bake (a pastry or pie shell) before adding a filling Dextrinization – starch turns food brown with dry heat Denature – Change and cannot change back</p> | |
| 5 | <p>Cream and yoghurt Cream is the fat that has been separated from milk. All cream is pasteurised to destroy any harmful bacteria. Cream can add a creamy texture to food as well as a rich flavour. Cream should be stored at 5C as it is a high risk food. Different types of cream have different fat levels – this effects their properties when used in cooking. Single cream – 18% fat, Whipping cream – 35% fat, Double cream – 48% fat and Clotted cream – 64% fat. Yoghurt has many uses, e.g. served with fruit, as a snack or in curries. Yoghurt can be natural or flavourings can be added. Yoghurt is made from different types of milk including skimmed, semi skimmed and whole.</p> | <p>Starter culture – harmless bacteria used to thicken cheese and yoghurt. Secondary processing – changing primary food products to other types of products.</p> | |
| 6 | <p>Profiteroles are made using Choux pastry. Choux pastry is a thin crisp pastry made in a saucepan using butter, water, flour and egg. Choux pastry is an example of an emulsion. An emulsion is two substances that do not mix Adding an emulsifier will allow the two substances to mix together. Lecithin is an emulsifier found in egg yolk. Lecithin is added to the mixture and allows the oil and water to combine. When the choux pastry is baked in the oven steam is produced. The steam acts as the raising agent in the pastry and makes the pastry rise. Profiteroles are filled with whipped cream. This is piped into the choux pastry using a piping bag.</p> | <p>Emulsion – an oil and water mixture.</p> | |

| Part | Key Learning | Disciplinary/Literacy | Resources |
|---------|--|---|---|
| 1 | <p>Timber conversion is the process of turning a tree into a usable material. The first stage is to fell the tree. It is then stripped of branches and cut to length. Once cut to length, it is cut into planks along the length, these are then dried. If dried naturally, it takes approximately a year for wood to dry if cut into planks 25mm thick. Modern seasoning is done in kilns over a period of a week or so. The seasoned timber is then machined into the standard stock sizes you see at a timber merchants.</p> <p>Hardwoods are from deciduous or broad leafed trees, these trees lose their leaves in winter. Softwoods come from coniferous or cone bearing trees like pine and have needle like leaves. They keep their leaves in winter.</p> <p>Softwood is often farmed sustainably where another tree is planted for every one that is cut down. In Cann Woods you will see sections of the hillside that have been harvested and re-planted.</p> | <p>Timber conversion Seasoning Hard and soft woods Sustainability</p> |  |
| 2 | <p>A finger joint is a corner joint where the interlocking parts resemble fingers, this is also called a comb joint. Key advantages of a finger joint over a butt joint is that it provides more surface area for glue, it gives mechanical because the faces interlock and it locates parts in the correct place. An accurately cut finger joint can be very strong.</p> <p>Finger joints are usually cut on the end grain (the stripes) of the wood. Cutting on the side grain would result in a weak joint because wood is weak along the grain and the joint will easily snap.</p> | <p>Finger joint Accuracy Grain</p> |  |
| 3 | <p>Knock down (KD) furniture is the term given to self assembly furniture. This is usually high volume furniture and is often supplied with mechanical cam lock and other specific fittings. Companies like IKEA have achieved success with this method.</p> <p>A key advantage of knock down furniture is that lots of products can be stored and transported in a much smaller space. This reduces costs and provides environmental benefit.</p> | <p>Knock down furniture</p> |  |
| 4 and 5 | <p>To laminate something means to layer it up. A laminate is a layer. Wood can be laminated or layered up by gluing pieces together over a mould using an adhesive when the glue dries, the layers will hold the shape. Skateboard decks and other shaped wood can be formed this way. Work can be held in place using clamps or a vacuum bag whilst the adhesive dries</p> | <p>Laminate Mould Adhesive Clamp Vacuum bag</p> |  |
| 6 | <p>Orthographic drawing is a collection of 2D drawings that are arranged in a specific layout. You would typically expect a front, side (or end) and plan elevation.</p> <p>Orthographic drawings are often used as working drawings and would usually include details such as dimensions or measurements</p> | <p>Orthographic Dimension Working drawing Elevation Front, side (or end) and plan elevation</p> |  |

| Part | Key Learning | Disciplinary/Literacy | Resources |
|-------------|--|---|---|
| 1/2/ 3 | <p>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.</p> <p>Students respond to Exam board Stimuli: Learners will work in groups in response to one of the stimuli below:</p> <ol style="list-style-type: none"> 1. 'Because...it all decays! All your precious memories...everything you are... everything you think you are...you cannot hang onto it ...it fades ... until there is just a vague smudge of what you were'. (100 – Imaginary Body) 2. 'Starz in their Eyes' – Just Jack 3. 'Run to the fire; don't hide from it' – Meg Whitman 4. Image by Brazilian pop artist Lobo = <p>Brainstorm ideas for each stimuli individual. Group and Create Monologue</p> | <p>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.</p> <p>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</p> | <p>GCSE Drama Eduqas</p> <p>GCSE Drama - Eduqas - BBC Bitesize</p> <p>Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize</p> |
| 4/5/6 | <p>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.</p> <p>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.</p> <p>Create Monologue and well as Group work.</p> | | |
| 7/8 | <p>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.</p> | | |
| 9/10 /11 | <p>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.</p> <p>How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and Monologue Performance</p> | | |
| 11/12 | <p>Written Evaluation 3 main sections to the evaluation in:</p> <ol style="list-style-type: none"> 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). | | |



| Part | Key Learning | Disciplinary Literacy | Links |
|------|---|--|---|
| 1 | <p>Stave One: Dickens begins his novella by introducing the miserly Ebenezer Scrooge, his poor clerk Bob Cratchit, and the ghost of Scrooge's late partner, Jacob Marley. The ghost tells Scrooge he will be visited by three spirits during the night.</p> <p>Scrooge is presented as a cruel, miserly sinner. <i>“as hard and sharp as a flint” “as solitary as an oyster”</i></p> <p>Marley appears wrapped in chains to represent the sins of his life for which he is now being punished in death. <i>“I wear the chains I forged in life”</i></p> | <p>Stave = the five lines that music is written on</p> <p>Miserly = stingy, tightfisted</p> <p>Damnation = punished in hell for eternity</p> |  |
| 2 | <p>Stave Two: The First of the Three Spirits. The first spirit to visit Scrooge is the Ghost of Christmas Past, who shows him scenes from his lonely childhood, his past employer and a broken engagement to a lovely young woman because of his greed.</p> <p>Fezziwig is presented as the antithesis of Scrooge <i>“shaking hands with every person individually as he or she went out, wished him or her a Merry Christmas.”</i></p> <p>Belle left Scrooge because he was becoming obsessed with money. <i>“another idol has displaced me... a golden one”</i></p> | <p>Antithesis = opposite</p> <p>Idol = an image or representation of a god used as an object of worship</p> | |
| 3 | <p>Stave Three: The Second of the Three Spirits. Ghost of Christmas Present visits Scrooge and shows him the happy holiday scenes in his town, including in the home of his clerk, Bob Cratchit. Despite being poor and having a crippled son (Tiny Tim), Cratchit and his family rejoice in the holiday spirit. He also shows Scrooge the poverty in the city.</p> <p>Tiny Tim represents the poor and vulnerable but also the pure and innocent <i>“As good as gold [...] and better”</i></p> <p>Ignorance and Want are introduced as <i>“a boy and girl. Yellow, meagre, ragged, scowling, wolfish”</i> showing the treatment of poor and ignorance of society.</p> | <p>Ignorance = little knowledge, uneducated, ignoring</p> <p>Meagre = little, small, insufficient</p> | |
| 4 | <p>Stave Four: The Last of the Spirits. The final spirit, the Ghost of Christmas Yet to Come, is a silent, dark figure, who shows Scrooge a dismal future and death of a greedy man who turns out to be Scrooge. His clerk, meanwhile, grieves the loss of his young son. Terrified, Scrooge begs the spirit for mercy and promises to change his life.</p> <p>The Ghost of Christmas Yet to Come represents the fear of death <i>“The Phantom slowly, gravely, silently, approached.”</i></p> <p>Scrooge is afraid and promises to change, he is trying to achieve redemption to avoid damnation. <i>“Scrooge feared the silent shape so much that his legs trembled beneath him”</i></p> | <p>Phantom = ghost</p> <p>Redemption = saved from sin/damnation, forgiveness</p> | |
| 5 | <p>Stave Five: Scrooge wakes up with a new, joyful outlook on life, grateful for a second chance. He surprises everyone with his cheerful greetings. He donates money to the poor, sends a turkey to the Cratchit home, and attends his nephew's Christmas party. He further shocks the Cratchits by giving Bob a substantial raise and acting as a second father to Tiny Tim.</p> <p>Scrooge is described as the antithesis of his former self <i>“I am light as a feather; I am happy as an angel”</i> – he has achieved redemption - <i>“Scrooge was better than his word”</i></p> | <p>Substantial = large, considerable</p> | |
| 6 | <p>Dickens intentions</p> <ul style="list-style-type: none"> Dickens exposes the hypocrisy of Victorian society Dickens reveals conditions of working-class Victorian London Dickens reflects on the role of privilege, indulgence and ego in self destruction Dickens depicts the Victorian belief in redemption Dickens highlights the social injustice for the poor in Victorian London Dickens argues for the protection of the innocent and vulnerable Dickens comments on the uncertainty of death. Dickens demonstrates the true meaning of Christmas | <p>Other useful vocabulary:</p> <p>Hypocrisy = behavior that contradicts what one claims to believe or feel</p> <p>Microcosm = something which is seem to represent a larger idea</p> <p>Pathetic Fallacy = human emotion and conduct to things found in nature that are not human (like the weather)</p> <p>Gothic = genre popularised in Victorian era, style of writing that describes strange or frightening events that take place in mysterious places</p> <p>Symbolism = use of objects/images, which are easy to understand, but they represent something more complex.</p> <p>Morality = a system of principles and values concerning people's behaviour, which is generally accepted by a society or by a particular group of people.</p> | |

| Part | Disciplinary/Literacy | Key Learning |
|---------------|---|--|
| 1 and 4 | <p>Development – The progress of a country in terms of economic growth.</p> <p>Gross National Income per person (GNI(PP)) – A measurement of economic activity that is calculated by dividing the gross (total) national income by the size of the population.</p> <p>Human Development Index (HDI) – A method of measuring development in which GNI per Capita, life expectancy and adult literacy are combined to give a comparable overview of countries.</p> | <p>Development in a country looks at positives changes that make peoples quality of life and standard of living get better. This can be due to improvements in Economic factors (money and jobs), Social factors (access to healthcare and education), Political (have a stable government).</p> <p>Higher Income Countries (HICs) – wealthiest countries in the world where GNI per head is high e.g. UK</p> <p>Lower Income Countries (LICs) – poorest countries in the world where GNI per head is very low e.g. Bangladesh</p> <p>Newly Emerging Economies (NEEs) – countries that are rapidly getting richer as their economy moves from being based in primary to secondary industries e.g. Nigeria</p> <p>Development measures or indicators are used so that the development of different countries can be compared.</p> <p>Economic indicators are misleading when used on its own as variations within the country don't show up. These include; GNI calculated by the total value of goods & services produced by a country in a year (Inc overseas income). Employment type – proportion of people working in primary, secondary, tertiary & quaternary industries – more in tertiary & quaternary if HIC.</p> <p>Social indicators: Can be misleading as some aspects develop before others so country appears more developed</p> <p>People per doctor is a health indicator the average number of people for each doctor, low if HIC. Literacy rate an education indicator, the percentage of adults who can read and write, high if HIC. Access to safe water is the percentage of people who can get clean drinking water, high if HIC HDI every country has an HDI value between 0 (least developed) and 1 (most developed), this is often seen as a fair measure of development.</p> |
| 2 and 5 | <p>Birth Rate – The number of births in a year per 1000 of the total population</p> <p>Death Rate – The number of deaths per year per 1000 of the total population</p> <p>Infant Mortality – The average number of deaths of infants under 1 year of age, per 1000 live births, per year.</p> | <p>Physical factors affecting uneven development are; Natural resources countries without Fuel, Minerals, Timber, have to import them which is expensive and have nothing to export. Natural hazards Frequency & severity of hazards countries at risk spend money recovering. Extreme climates mean it is difficult to grow food, leading to malnutrition and no food to sell.</p> <p>Location/terrain Landlocked countries which have no coastline find trade difficult. Those with Mountainous terrain or poor soil unable to produce food.</p> <p>Human factors affecting uneven development:</p> <p>Trade countries that export more than they import can earn them more money. Health lack of access to clean water & poor healthcare mean more people suffer from diseases. History LICs with a colonial history find it harder to develop. Politics Corruption and instability affect a county's ability to trade.</p> <p>Consequences of uneven development</p> <p>Health suffers as unclean water, poor sanitation gives rise to diseases. Wealth people in LIC's live in extreme poverty many on less than \$2:16 per day (£1:60) Migration If nearby countries are more developed or are secure people will move to them, creating problems for the host and donor countries</p> <p>Demographic Transition Model Population change over time and how it links to a country's Development. It has 5 stages. In stage 2 birth rates are high and death rates fall, this continues into stage 3 where there is a high natural increase</p> |

| Part | Disciplinary/Literacy | Key Learning |
|---------------|---|--|
| 3 and 6 | <p>Development Gap – The difference in standards of living & wellbeing between the world’s richest & poorest countries (HICs & LICs)</p> <p>Fairtrade – When producers in LICs are given a better price for the goods they produce. The better price improves income and reduces exploitation</p> <p>Microfinance Loans – Very small loans which are given to people in the LICs to help them start a small business</p> <p>There are various strategies that are being used to reduce the global development gap.</p> | <p>Investment by Trans-national companies (TNC’s) such as Nestle and Shell in LICs and NEEs creating jobs and improving infrastructure. Industrial development this enables LICs & NEEs to invest in their primary industries & increase manufacturing. This improves the GNI.</p> <p>Aid where money or resources given by one country to another. Used towards development projects for health &/or education.</p> <p>Fair Trade ensures that farmers in LICs and NEEs get a fair price for produce meaning they can improve their quality of life.</p> <p>Intermediate Technology the use of simple, affordable tools & machinery suitable for LICs & NEEs.</p> <p>Debt Relief – involves lowering the interest rates or cancelling the debt owed by struggling LICs or NEEs</p> <p>Tourism – promotion of climate, landscape and wildlife can develop tourism, increasing investment and creating jobs. E.g. Jamaica – tourism accounts for 24% of it’s GDP and over 7% of its total employment, these are either direct in hotels or indirectly in shops. Due to tourism the quality of life for many people has improved.</p> <p>Negative impacts – temporary/seasonal jobs, vulnerable to extreme weather, destruction of native farmlands, high paid positions to foreign managers & earnings go overseas. However there are still many people living in poor housing who suffer from a lack of food, clean water and access to healthcare.</p> |
| Case study | <p>TNC – Transnational Corporations (Companies).</p> <p>A company that has operations (factories, offices, research and development, shops) in more than one country. Many TNCs are large and have well-known brands.</p> | <p>Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments. Nigeria is the most populous and economically powerful country in Africa. Economic growth has been base on oil exports.</p> <p>Political developments. Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.</p> <p>Social developments. Nigeria’s diversity has created rich and varied artistic culture.</p> <p>The country has a rich music, literacy and film industry (i.e. Nollywood).</p> <p>A successful national football side. Life expectancy has increased from 46 to 53 years. 64% have access to safe water.</p> <p>Typical schooling years has increased from 7 to 9.</p> <p>Cultural developments. Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts from groups such as the Boko Haram terrorists.</p> <p>Industrial developments. Once mainly based on agriculture, 50% of its economy is now manufacturing and services.</p> <p>A thriving manufacturing industry is increasing foreign investment and employment opportunities.</p> <p>TNCs such as Shell have played an important role in its economy as Investment has increased employment and income. However Profits move to HICs and there are environmental problems. The 2008/09 oil spills devastated swamps and its ecosystems. Industry has caused toxic chemicals to be discharged in open sewers - risking human health.</p> <p>80% of forest have been cut down. This also increases CO² emissions.</p> <p>Nigeria relies on over seas aid. It receives \$5billion per year in aid. Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV.</p> <p>However, some aid fails to reach the people who need it due to corruption.</p> |

| Part | Key Learning | Disciplinary/Literacy | |
|------|--|--|--|
| 1 | <p>Health care services</p> <p>Types of service;</p> <p>Adult health e.g. hospital, Children’s health, Mental Health, Pharmacy, Physiotherapy, Dentistry</p> <p><u>Primary care</u>: GP, A and E, Chemist, Dentist</p> <p><u>Secondary care</u>: Any service that needs a referral from a specialist such as a GP</p> <p><u>Tertiary care</u>: A service that is VERY specialised...may not be local e.g. Great Ormond Street</p> | Service User | Someone (however old) who uses a service |
| 2 | <p>Social Care services</p> <p>Types of service;</p> <p>Social care (adult and children)...social workers</p> <p>Adoption and fostering</p> <p>Day care (elderly)</p> <p>Nursing homes (elderly adults with nursing needs)</p> <p>Residential homes (elderly adults with support needs but who retain some independence with dressing and other daily activities.</p> | Service provider | The person providing the service, can be the employee or the organisation |
| 3 | <p>Early years services</p> <p>Types of service;</p> <p>Childminder, Nursery ,Creche, Pre-school, Specialised school e.g. for those with learning needs and/or disabilities, School foundation year e.g. ages 4-5.</p> | Right | Something you can expect to have, often by law |
| 4 | <p>Local, regional and national services</p> <p>Structure;</p> <p>The Government runs many of the services in health and social care so they manage this from London. They organise national services (ones that are the same everywhere) like the NHS so everyone has the same access.</p> <p>Regional services are managed in large areas e.g. the SW which controls this smaller area</p> | Care value | Standards of care that tell us what to deliver to service users...3 for adults and 9 for children. |
| 5 | <p>Statutory, voluntary and private services</p> <p>One of many ways of dividing services into types;</p> <p><u>Statutory</u> is provided by the Government by law and is available to all.</p> <p><u>Private</u> is provided by private business for a fee. You pay to use it...available to those who can afford it.</p> <p><u>Voluntary</u> (third sector)..free, provided by charities or locals.</p> | <p>Adult care values</p> <ol style="list-style-type: none"> <u>Confidentiality</u>...keeping information securely, used by only those who need to and destroyed when not longer relevant. <u>Promoting individual rights and beliefs</u>...understanding and protecting individuality, the rights that each human has and making sure that the things they believe in are NOT ignored. <u>Promoting equality and diversity</u>...recognising the difference between people and accepting this when providing care, whilst challenging those who do not do this. | |
| 6 | <p>Life stages</p> <p>birth and infancy (0-3 years);</p> <p>childhood (4-10 years);</p> <p>adolescence (11-18 years);</p> <p>adulthood (19-65 years);</p> <p>old age (65+)</p> | | |



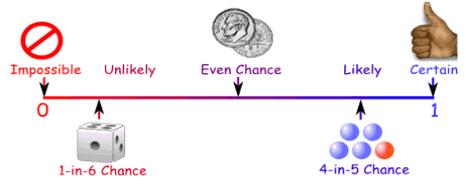
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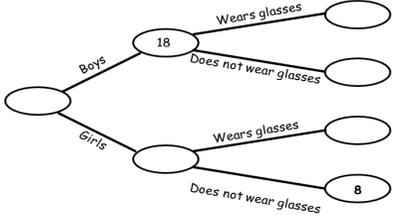
| Part | Disciplinary/Literacy | Key Learning |
|-----------------------|---|--|
| 1 and 4 | <p>Buboes – swellings on the neck, armpit and groin</p> <p>Hygiene – Cleanliness</p> <p>Sewage – Waste water and excrement</p> <p>Squalor – Extremely dirty</p> | <p>THE BLACK DEATH The arrival of the Black Death had a huge impact on English society. It changed the relationship between lord and peasant and was partly responsible for the outbreak of the Peasants’ Revolt. It arrived in England via trade routes in late May 1348 at Melcombe Regis in Dorset. By the middle of August it had begun to spread inland. The smell, excrement and buboes caused by the plague disgusted many people. Knowledge at the time was not developed enough to explain the plague. In this religious period, references were made to the plague being a punishment from God. Records show that many doctors at the time assumed ‘pollution’ of the atmosphere was causing the plague.</p> <p>The warmth and dirt of fourteenth century houses provided the perfect environment for rats. The plague hit areas where public hygiene was basic. Cities were deep in mud and excrement. Little effort was made to change these poor conditions. Rivers in London were full of sewage. The closeness of houses, the squalor, and the mobility of fourteenth century society assisted the spread of the plague.</p> |
| 2 and 5 | <p>Depopulation – substantial reduction in the population of an area</p> <p>Labour shortages – Insufficient workers required for all the work needed</p> <p>Bargaining power – The ability of a person or group to get what they want</p> <p>Statute of Labourers – Law stated labourers’ wages were to return to pre-plague levels</p> | <p>IMPACT OF THE BLACK DEATH The plague had a devastating impact on England’s population. Estimates of the total population killed range from 25% to around 60%. Rapid depopulation created a shortage of farm labourers and the number of days worked by peasants decreased. This resulted in less crops being grown and fields going to waste. Labour shortages meant that those available to work were in high demand. This led to a rise in wages. The shortage of labourers in the countryside increased the bargaining power of the peasantry and weakened the Feudal System.</p> <p>Peasants who were bound to the land by feudal duties wanted to exchange their duties, rents and dues for fewer responsibilities and better conditions. Lords who refused encouraged peasants to look for better conditions elsewhere.</p> <p>The ruling class responded by trying to enforce the Feudal System. In 1349 the government issued the Ordinance of Labourers as a response to the effects of the plague. The order stated that everyone under 60 had to work, and employers must not pay wages higher than pre-plague levels. This was later reinforced in law by the Statute of Labourers in 1351.</p> <p>The impact of the plague upon medical knowledge was limited, although interest was taken in how sickness affected the human body. Following the plague architecture and building design became simpler. In art, themes of suffering and punishment were popular.</p> |
| Part 3 and 6 | <p>Feudal duties – This was paying rent, tax and/or services to a lord</p> <p>Poll Tax – A tax on every adult (medieval adults = 14 years and over)</p> <p>Serfdom – The state of being forced to work on a plot of land owned by someone else</p> | <p>THE PEASANTS’ REVOLT The Black Death had a large economic impact. Peasant wages increased and the Feudal System was ending. Peasants expressed their desire to fight for their freedoms. As the Church was one of the biggest landowners in England, issues of wages, rents and feudal duties affected it. The Church believed peasants should be kept in their place which led to peasants feeling betrayed by the Church. The priest John Ball challenged the old order of society but was removed from his post for questioning the Church’s authority. The background of these changing attitudes were provided by the ongoing war against France. The cost of maintaining war strained England, so taxation was introduced to generate funds. This was called the Poll Tax and created serious discontent.</p> <p>Wat Tyler became the revolt’s leader. King Richard II met the peasants led by Tyler. Tyler demanded even more from Richard, which resulted in him arguing with the King’s followers. Tyler was knocked from his horse and killed.</p> <p>There was a feeling of discontent when Richard stated that the actions of peasants during the revolt did not have his approval. Significant figures of the revolt were arrested, tried and many killed. Despite the scale of the Peasants’ Revolt, it did not have any significant effects upon the lives of peasants. However, the Poll Tax was abandoned and the revolt encouraged the decline of serfdom. The abandonment of the Poll Tax meant that there were attempts to reduce expensive military commitments in France.</p> |

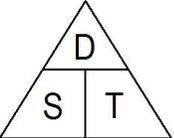
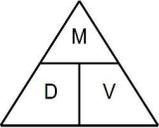
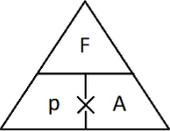
| Part | Key Learning Mon identité | | | | | | Disciplinary Literacy | Resources |
|------|---|---|---|---|--|--|---|---|
| 1 | Sentence Start | Verbs | Nouns | Adjectives 1 | Conjunctions | Adjectives 2 | <p>Useful verbs</p> <p>se chamailler – to bicker se disputer – to argue se fâcher – to argue s’entendre bien – to get on well s’entendre mal – to get on badly discuter – to discuss énerver – to annoy s’amuser – to have fun se confier – to confide habiter – to live naître – to be born partager – to share comprendre – to understand pouvoir – to be able to</p> <p>Questions practice Tu es comment? <i>On dit que je suis toujours...</i> Parle moi de ta famille. J’ai un frère avec qui je m’entends assez bien. ou avec tes amis? - Comme tous les jeunes je m’entends mieux avec mes amis parce qu’ils me comprennent. J’ai un bon rapport avec mes parents mais ils m’énervent de temps en temps</p> |   https://quizlet.com/491575712/mon-identite-flash-cards/ |
| | Les gens disent que People say that De caractère Personality-wise | J’ai <i>the eyes</i> il a <i>he has</i> elle a <i>she has</i> Être je suis <i>I am</i> tu es <i>you are</i> il est/ elle est <i>he is / she is</i> nous sommes <i>we are</i> vous êtes <i>you are</i> ils / elles sont <i>they are</i> | les cheveux  the hair les yeux  the eyes | blonds châtains – light brown bruns – dark brown gris – grey roux - red noirs - black | et aussi <i>and also</i> | courts short frisés curly longs long mi-longs shoulder-length ondulés wavy | | |
| | 2 | | Intensifiers: un peu <i>a bit</i> assez <i>quite</i> plutôt <i>rather</i> vraiment <i>really</i> très <i>very</i> | attentionné (e) <i>caring</i> fidèle <i>loyal</i> serviable <i>helpful</i> sympathique <i>nice</i> généreux (euse) <i>generous</i> travailleur (euse) <i>hardworking</i> | cependant <i>however</i> de plus <i>furthermore</i> et surtout <i>and especially</i> | antipathique <i>unfriendly</i> bête <i>stupid</i> égoïste <i>selfish</i> radin (e) <i>stingy</i> fainéant(e) <i>lazy</i> têtu (e) <i>stubborn</i> | | |
| 3 | je voudrais être <i>I would like to be</i> il voudrait être <i>He would like to be</i> elle voudrait être <i>She would like to be</i> | Comparatives: un peu plus... <i>a bit more...</i> un peu moins... <i>a bit less...</i> beaucoup plus... <i>a lot more...</i> | | J’ai <i>I have</i> tu as <i>you have</i> il / elle a <i>he / she has</i> nous avons <i>we have</i> vous avez <i>you have</i> ils / elles ont <i>they have</i> | | | | |
| | ma meilleure qualité est my best quality is sa meilleure qualité est his./her best quality is | la confiance en soi <i>Self confidence</i> l’ouverture d’esprit <i>open-mindedness</i> la fidélité <i>loyalty</i> la générosité <i>generosity</i> la volonté d’esprit <i>will-power</i> | la gentillesse <i>kindness</i> l’honnêteté <i>honesty</i> l’humilité <i>humility</i> le sens de l’humour <i>sense of humour</i> | | | | | |
| 4 | La personnalité Agressif(ive) – aggressive Amusant(e) - funny/amusing Arrogant (e)-arrogant Bavard(e)- chattu | | Charmant (e)- charming Content(e) – happy Débrouillard (e)- resourceful Fier – fière – proud Gentil (le) – kind | | Heureux-euse – happy Méchant (e) – mean Rigolo - funny Sage - wise Sérieux (euse) – serious | | | |
| 5 | Le style J’ai un style plutôt.. – My style is rather... classique – classic décontracté – relaxed | | | skater – skater C’est – it is Moche / laid – ugly | | À la mode - fashionable Horrible – horrible | | |
| 6 | Linking Expert: de plus – furthermore ensuite – after puis – then pourtant – yet | | d’autre part – on the other hand cependant – however par contre – on the contrary | | néanmoins – nonetheless parce que/car – because alors/donc/ainsi – so surtout – mostly en particulier –especially | | soit... soit... – either...or d’ailleurs – by the way par conséquent – as a result (tout) d’abord – firstly | |
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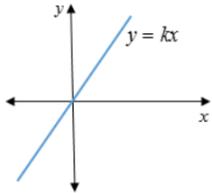
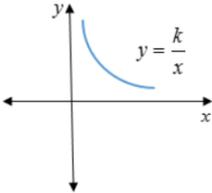
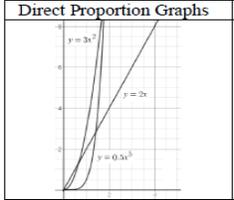
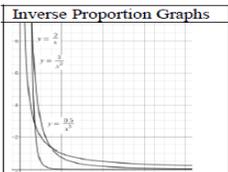
je suis 
 I am
 tu es
 you are
 il / elle est
 he / she is
 nous sommes
 we are
 vous êtes
 you are
 ils / elles sont
 they are

| Part | Key Learning | Disciplinary/Literacy |
|------|---|---|
| 1 | Could you live Independently on £800 per month? | Budget – the money you have to spend. |
| 2 | How much does it cost for a month of groceries? | Groceries – food and non-food items that are bought on a regular basis |
| 3 | What are utility bills and how much will they cost? | Utilities – basic services provided to people in their home, such as Gas, Electricity, Water and Broadband |
| 4 | Council Tax- why pay and what do you get for it? | Council Tax – a local tax that is used to pay for local services, such as refuse collection, leisure facilities, emergency services. Normally this is paid over ten months every year. Council Tax Band – the value of your home will determine how much council tax you have to pay |
| 5 | Debt – why do we need it and when is it too much? | Credit score – a points based system that is used to calculate how good you are at managing debt. |

| Topic/Skill | Definition/Tips | Example |
|----------------------------|--|---|
| 1. Probability | <p>The likelihood/chance of something happening.</p> <p>Is expressed as a number between 0 (impossible) and 1 (certain).</p> <p>Can be expressed as a fraction, decimal, percentage or in words (likely, unlikely, even chance etc.)</p> |  |
| 2. Probability Notation | <p>P(A) refers to the probability that event A will occur.</p> | <p>P(Red Queen) refers to the probability of picking a Red Queen from a pack of cards.</p> |
| 3. Theoretical Probability | $\frac{\text{Number of Favourable Outcomes}}{\text{Total Number of Possible Outcomes}}$ | <p>Probability of rolling a 4 on a fair 6-sided die = $\frac{1}{6}$.</p> |
| 4. Relative Frequency | $\frac{\text{Number of Successful Trials}}{\text{Total Number of Trials}}$ | <p>A coin is flipped 50 times and lands on Tails 29 times.</p> <p>The relative frequency of getting Tails = $\frac{29}{50}$.</p> |
| 5. Expected Outcomes | <p>To find the number of expected outcomes, multiply the probability by the number of trials.</p> | <p>The probability that a football team wins is 0.2 How many games would you expect them to win out of 40?</p> $0.2 \times 40 = 8 \text{ games}$ |
| 6. Exhaustive | <p>Outcomes are exhaustive if they cover the entire range of possible outcomes.</p> <p>The probabilities of an exhaustive set of outcomes adds up to 1.</p> | <p>When rolling a six-sided die, the outcomes 1, 2, 3, 4, 5 and 6 are exhaustive, because they cover all the possible outcomes.</p> |
| 7. Mutually Exclusive | <p>Events are mutually exclusive if they cannot happen at the same time.</p> <p>The probabilities of an exhaustive set of mutually exclusive events adds up to 1.</p> | <p>Examples of mutually exclusive events:</p> <ul style="list-style-type: none"> - Turning left and right - Heads and Tails on a coin <p>Examples of non mutually exclusive events:</p> <ul style="list-style-type: none"> - King and Hearts from a deck of cards, because you can pick the King of Hearts |

| Topic/Skill | Definition/Tips | Example | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 8. Frequency Tree | <p>A diagram showing how information is categorised into various categories.</p> <p>The numbers at the ends of branches tells us how often something happened (frequency).</p> <p>The lines connected the numbers are called branches.</p> |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Sample Space | <p>The set of all possible outcomes of an experiment.</p> | <table border="1" data-bbox="1336 439 1620 682"> <tr> <td>+</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> </table> | + | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| + | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Sample | <p>A sample is a small selection of items from a population.</p> <p>A sample is biased if individuals or groups from the population are not represented in the sample.</p> | <p>A sample could be selecting 10 students from a year group at school.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Sample Size | <p>The larger a sample size, the closer those probabilities will be to the true probability.</p> | <p>A sample size of 100 gives a more reliable result than a sample size of 10.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Topic/Skill | Definition/Tips | Example |
|------------------------------|---|--|
| 1. Metric System | A system of measures based on: <ul style="list-style-type: none"> - the metre for length - the kilogram for mass - the second for time Length: mm, cm, m, km Mass: mg, g, kg Volume: ml, cl, l | $1 \text{ kilometre} = 1000 \text{ metres}$ $1 \text{ metre} = 100 \text{ centimetres}$ $1 \text{ centimetre} = 10 \text{ millimetres}$ $1 \text{ kilogram} = 1000 \text{ grams}$ |
| 2. Imperial System | A system of weights and measures originally developed in England, usually based on human quantities Length: inch, foot, yard, miles Mass: lb, ounce, stone Volume: pint, gallon | $1 \text{ lb} = 16 \text{ ounces}$ $1 \text{ foot} = 12 \text{ inches}$ $1 \text{ gallon} = 8 \text{ pints}$ |
| 3. Metric and Imperial Units | Use the unitary method to convert between metric and imperial units. | $5 \text{ miles} \approx 8 \text{ kilometres}$ $1 \text{ gallon} \approx 4.5 \text{ litres}$ $2.2 \text{ pounds} \approx 1 \text{ kilogram}$ $1 \text{ inch} = 2.5 \text{ centimetres}$ |
| 4. Speed, Distance, Time | Speed = Distance \div Time Distance = Speed \times Time Time = Distance \div Speed  Remember the correct units. | Speed = 4mph Time = 2 hours Find the Distance. $D = S \times T = 4 \times 2 = 8 \text{ miles}$ |
| 5. Density, Mass, Volume | Density = Mass \div Volume Mass = Density \times Volume Volume = Mass \div Density  Remember the correct units. | Density = 8 kg/m^3 Mass = 2000g Find the Volume. $V = M \div D = 2000 \div 8 = 250 \text{ m}^3$ |
| 6. Pressure, Force, Area | Pressure = Force \div Area Force = Pressure \times Area Area = Force \div Pressure  Remember the correct units. | Pressure = 10 Pascals Area = 6 cm^2 Find the Force $F = P \times A = 10 \times 6 = 60 \text{ N}$ |
| 7. Distance-Time Graphs | You can find the speed from the gradient of the line (Distance \div Time) The steeper the line, the quicker the speed. A horizontal line means the object is not moving (stationary). | |

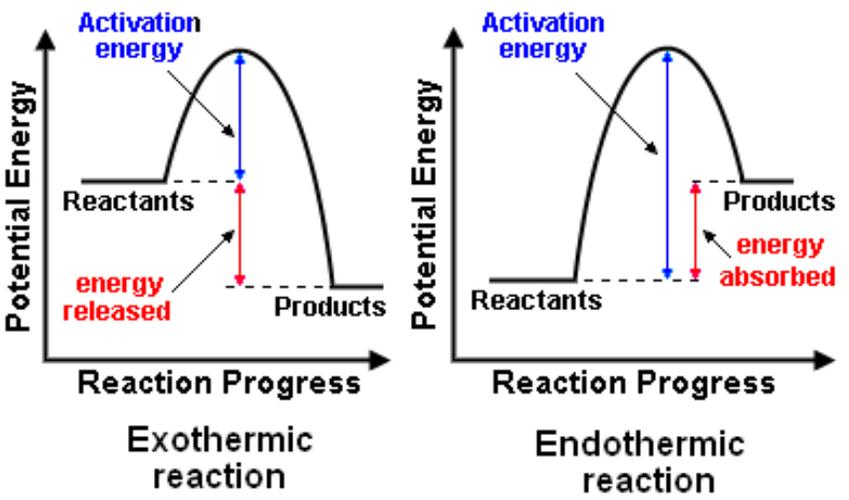
| Topic/Skill | Definition/Tips | Example |
|-----------------------------------|--|--|
| 1. Direct Proportion | <p>If two quantities are in direct proportion, as one increases, the other increases by the same percentage.</p> <p>If y is directly proportional to x, this can be written as $y \propto x$</p> <p>An equation of the form $y = kx$ represents direct proportion, where k is the constant of proportionality.</p> |  |
| 2. Inverse Proportion | <p>If two quantities are inversely proportional, as one increases, the other decreases by the same percentage.</p> <p>If y is inversely proportional to x, this can be written as $y \propto \frac{1}{x}$</p> <p>An equation of the form $y = \frac{k}{x}$ represents inverse proportion.</p> |  |
| 3. Using proportionality formulae | <p>Direct: $y = kx$ or $y \propto x$</p> <p>Inverse: $y = \frac{k}{x}$ or $y \propto \frac{1}{x}$</p> <ol style="list-style-type: none"> Solve to find k using the pair of values in the question. Rewrite the equation using the k you have just found. Substitute the other given value from the question in to the equation to find the missing value. | <p>p is directly proportional to q. When $p = 12$, $q = 4$. Find p when $q = 20$.</p> <ol style="list-style-type: none"> $p = kq$ $12 = k \times 4$ so $k = 3$ $p = 3q$ $p = 3 \times 20 = 60$, so $p = 60$ |
| 4. Direct Proportion with powers | <p>Graphs showing direct proportion can be written in the form $y = kx^n$</p> <p>Direct proportion graphs will always start at the origin.</p> |  |
| 5. Inverse Proportion with powers | <p>Graphs showing inverse proportion can be written in the form $y = \frac{k}{x^n}$</p> <p>Inverse proportion graphs will never start at the origin.</p> |  |

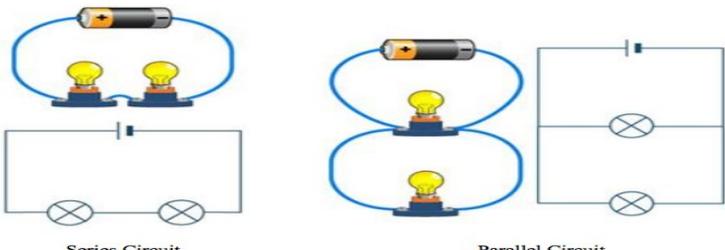
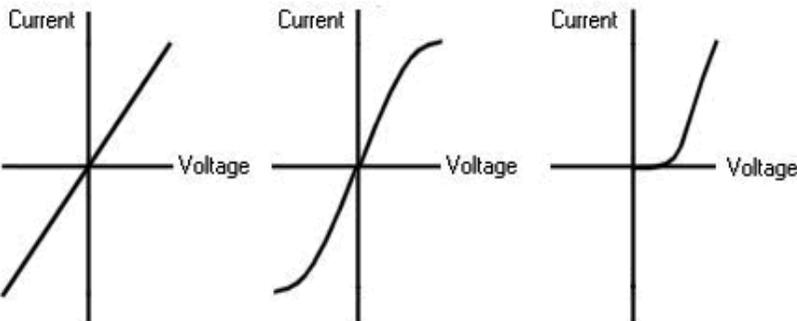
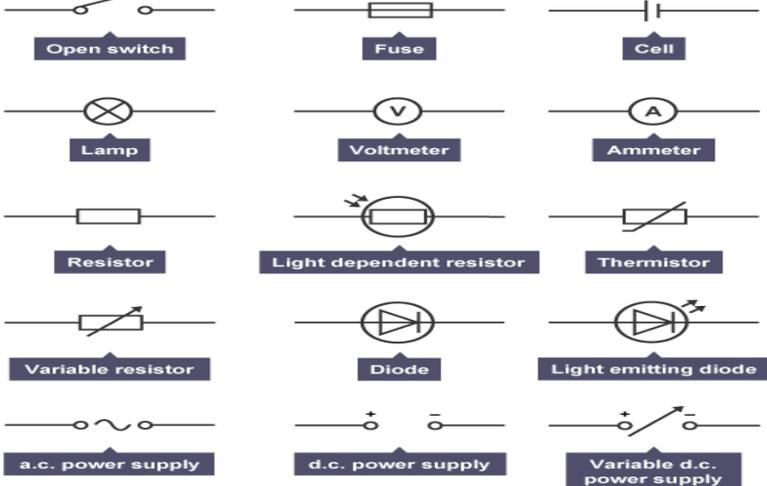
| Part | Key Learning | |
|-----------------------------------|--|--|
| Equations and Inequalities | Key word or phrase | Definition |
| | Equation | An equation says that two things are equal. It will have an equals sign (=) |
| | Inequality | An inequality compares two values, showing if one is less than, greater than, or simply not equal to another value. |
| | Quadratic | Where the highest exponent of the variable (usually "x") is a square (2). |
| | Roots of an equation | Where a function equals zero. |
| | Solving | To find a value (or values) we can put in place of a variable that makes the equation true. |
| | Simultaneous Equations | Two or more equations that share variables. |
| | Substitution | Putting values where the letters are. |
| | Intersect | To cross over (have some common point) |
| | Notation | A system of symbols used to represent special things. |
| Transformations and Constructions | Key word or phrase | Definition |
| | Bearing | The angle in degrees measured clockwise from North. |
| | Bisect | To divide into two equal parts |
| | Congruence | Exact same shape. Same size angles and lengths. |
| | Corresponding | Equivalent value, side, or vertex of a shape |
| | Enlargement | Enlarging a shape changes its size. A transformation is a way of changing the size or position of a shape. |
| | Loci | The set of all points that share a property e.g. 3cm away. This usually results in a curve or surface. |
| | Perpendicular | At right angles (90°) to. |
| | Reflection | An image or shape as it would be seen in a mirror. |
| | Rotation | A circular movement. Rotation has a central point that stays fixed and everything else moves around that point in a circle |
| | Scale Factor | The ratio of the length in one shape to the length of another. |
| | Similar | When one shape can become another after a resize, flip, slide or turn. |
| | Translation | Moving a shape without rotating or flipping it. The shape still looks exactly the same, just in a different place. |
| | Transformation | Changing a shape using translation, rotation, reflection or enlargement |
| Vectors | A vector has magnitude (how long it is) and direction. | |

| Part | Key Learning | | | |
|------|---|--|--|--|
| 1 | <p>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 include: bounding, jumping and press-ups with claps</p> | <p>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!</p> | <p>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.</p> | <p>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</p> |
| 2 | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |

| Part | Key Learning | | | | | |
|------|--|--|--|---|---|--------------------|
| 3 | <p>FITT principles</p> <p>Frequency - How often you train. This should be gradually increased</p> <p>Intensity - How hard you train. This should be gradually increased</p> <p>Time - How long you train for. This should be gradually increased</p> <p>Type - The training method used. This should be specific to the component of fitness the performer aims to develop</p> | <p>Heart Rate (HR)</p> <p>The number of times your heart beats per minute (bpm)</p> <p>Resting Heart Rate (HR) Your heart rate at rest</p> <p>Maximum Heart Rate (HRmax) The maximum number of times the heart should beat before it becomes unsafe.</p> <p>MAX HR = 220-AGE</p> <p style="text-align: center;"><u>Target Heart Rate</u></p> <p>This is the recommended maximum heart rate for a training zone and is used to measure exercise intensity.</p> | | <p>BORG scale</p> <p>The BORG rating of perceived exertion (RPE) scale is used to measure how hard a performer thinks they are working.</p> <p style="text-align: center;">The BORG scale can be used to predict heart rate:</p> <p style="text-align: center;">$RPE \times 10 = \text{approximate HR (bpm)}$</p> <p>Targets Zones and training thresholds</p> | | |
| 4 | <p><u>Additional Principles of training</u></p> <p><u>Specificity</u></p> <p>This means that the training is relevant to the individual's sport, activity or fitness related goals.</p> | <p><u>Progressive Overload</u></p> <p>Training must be demanding enough to cause the body to adapt.</p> <p>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</p> | <p><u>Reversibility</u></p> <p>Fitness can be lost if training is stopped or if the intensity of training is not sufficient enough.</p> | <p><u>Rest and recovery</u></p> <p>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.</p> | <p><u>Variation</u></p> <p>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.</p> | |
| 5 | <p><u>Additional Principles of training continued</u></p> <p><u>Individual needs</u></p> <p>Fitness programs should be designed specifically to the individual.</p> <p>Matching your training to your needs (fitter people need harder training session)</p> | <p><u>Adaptations</u></p> <p>This is when your body adapts to cope with increased training. This usually happens during rest times.</p> | | <p>P – Point</p> <p>E – Example</p> <p>E – Explain</p> <p>Structuring longer answer questions 8/9 marks.</p> | | |
| 6 | <p>Examination preparation</p> <p>Mini Mocks Learning Aim A, B and C</p> <p>Past papers</p> <p>Short and long answer questions – revision guides</p> | | | | <p>Key words</p> <p>Learnt throughout course</p> | <p>Share point</p> |

| Part | Key Learning | | | Disciplinary/Literacy |
|------|--|---|--|--|
| 1 | <u>Social</u> Everything can be learnt from others. We copy and imitate. We learn by watching. We expect rewards. | <u>Cognitive</u> Our understanding of the world is linked to language and ideas. We build a map of the world (a schema) which helps us make sense of it. | <u>Individual differences</u> A belief that each person acts and thinks differently BUT even though there are differences there are also similarities | Aim: idea for a study or a reason Hypothesis: a testable statement set by the researcher |
| 2 | We learn from role models (especially the same gender) <u>Behavioural</u> Everything can be learnt This is conditioning It was tested by Pavlov and Skinner. | <u>Developmental</u> As we grow we change/develop. The brain, the mind, behaviour and attitude often shifts as ability grows. It links closely to the cognitive area of psychology | <u>More keywords:</u> Method: the way that a study is conducted including the type of test, the location and the sample. Lab experiment: a carefully designed test in controlled laboratory conditions which will test the hypothesis Observation: a different way to test the hypothesis by watching what people do Sample: a small selection of people/things to be tested | Confederate: a person who takes part in a study as an actor Participant: a person recruited to be part of a study |
| 3 | It is reinforced with rewards and punishment People learn to react a specific way to a stimulus e.g. a firebell | | | |
| 4 | <u>Nature vs nurture</u> Nature says all behaviour is down to biology, genetics and evolution. Nurture believes it is all down to environment, how you are cared for and experience | <u>Reductionism vs holism</u> Reductionism is breaking behaviour down into individual parts whilst holism looks at all the things that affect an individual and their behaviour | <u>Individual vs situational</u> Individual explanations look at the person and specifically their personality as the reason for their behaviour. Situational considers the situation that each individual is in at the time that the behaviour occurs and also considers whether they are alone or part of a group. | DV (dependent variable): factors that the researcher manipulates to see the result IV (Independent variable): the variable being tested by the hypothesis |
| 5 | <u>Free will vs determinism</u> Free will suggests we can all make a choice whilst determinism suggests this controlled by genes or experiences. | | | Extraneous variable: unexpected factors the researcher didn't choose to manipulate but might have an effect the variable being changed to test the DV |
| 6 | Research requires a sample of the population to be tested, an idea, a place to conduct the study e.g. a laboratory (lab study), a hypothesis and a standardised procedure (so it can be repeated in the future if needed). | | | |

| Part | Key Learning | Disciplinary/Literacy | |
|------|--|-----------------------|--|
| 1 |  <p data-bbox="269 692 455 763">Exothermic reaction</p> <p data-bbox="673 692 890 763">Endothermic reaction</p> | Exothermic reaction | Reaction where thermal energy is transferred from the chemicals to the surroundings and so the temperature increases |
| | | Endothermic reaction | Reaction where thermal energy is transferred from the surroundings to the chemicals and so the temperature decreases |
| | | Activation energy | The minimum energy particles must have to react |

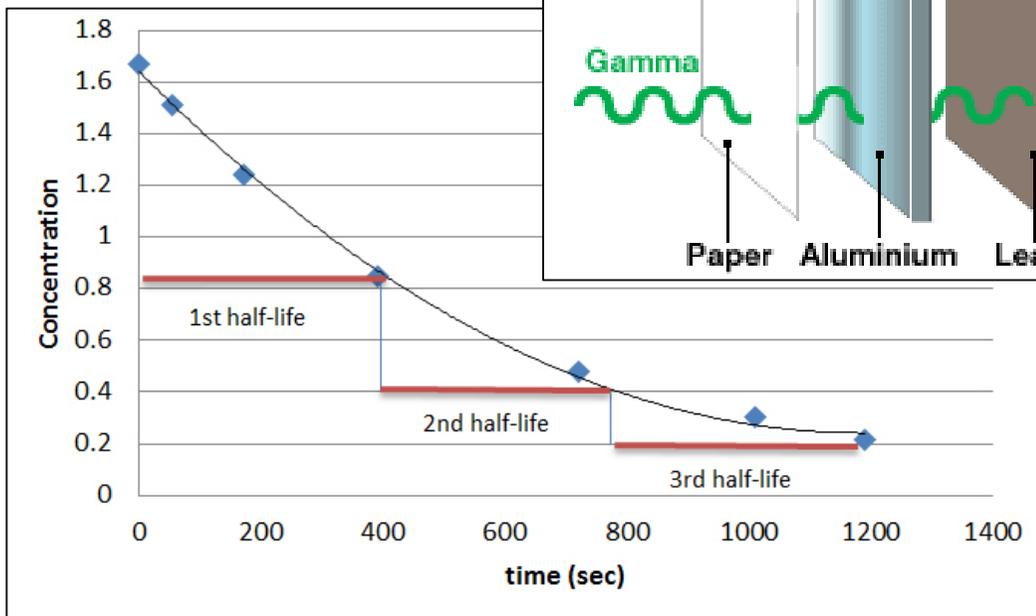
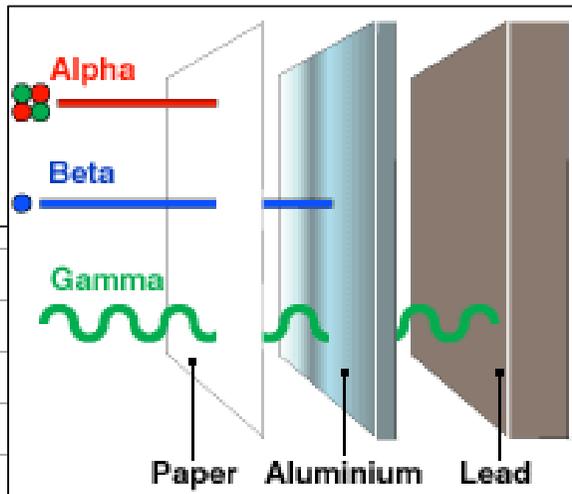
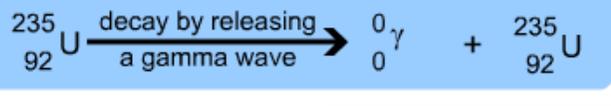
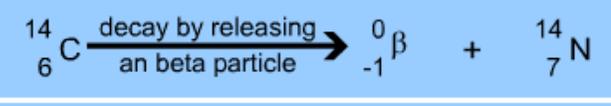
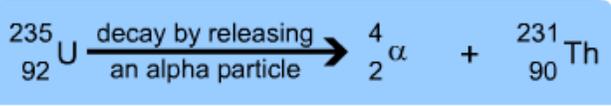
| Part | Key Learning | Disciplinary/Literacy |
|------|---|---|
| 1 | <p> $P = V \times I$ power = voltage x current. $V = I \times R$ voltage = current x resistance. $Q = I \times t$ charge = current x time. $E = V \times Q$ energy = voltage x charge. $E = V \times I \times t$ energy = voltage x current x time. </p> <p> $\frac{V_p}{V_s} = \frac{N_p}{N_s}$ transformer equation </p> <p>Total cost = number of units x cost per unit.</p> | <p>Potential difference (p.d.) A measure of the electrical work done by a cell (or other power supply) as charge flows round the circuit. Potential difference is measured in volts (V).</p> <p>Electric current A flow of electrical charge. The size of the electric current is the rate at which electrical charge flows round the circuit.</p> <p>Resistor A component that acts to limit the current in a circuit. When a resistor has a high resistance, the current is low.</p> <p>Directly proportional When two quantities are directly proportional, doubling one quantity will cause the other quantity will cause the other quantity to double. When a graph is plotted, the graph line will be straight and pass through the origin.</p> |
| 2 |  <p>The diagrams show a series circuit with two lamps and a parallel circuit with two lamps. Each circuit includes a battery and a switch.</p> | <p>Inversely proportional When two quantities are inversely proportional, doubling one quantity will cause the other quantity to halve</p> <p>Ohmic The current flowing through an ohmic conductor is proportional to the potential difference across it. If the p.d. doubles, the current doubles. The resistance stays the same.</p> <p>Non-ohmic The current flowing through a non-ohmic resistor is not proportional to the potential difference across it. The resistance changes as the current flowing through it changes.</p> |
| 3 | <p>A resistor at constant temperature. A filament lamp. A diode.</p>  <p>The graphs show Current on the y-axis and Voltage on the x-axis. The resistor graph is a straight line through the origin. The filament lamp graph is a curve that starts steep and becomes shallower. The diode graph shows zero current until a certain voltage, then a sharp increase.</p> |  <p>A grid of circuit symbols including: Open switch, Fuse, Cell, Lamp, Voltmeter, Ammeter, Resistor, Light dependent resistor, Thermistor, Variable resistor, Diode, Light emitting diode, a.c. power supply, d.c. power supply, and Variable d.c. power supply.</p> |

Part

Key Learning

Disciplinary/Literacy

DIAGRAMS



1

| | |
|-------------------------|---|
| Proton | A positively charged particle found in the nucleus of an atom. |
| Neutron | A neutral particle found in the nucleus of an atom. |
| Electron | Negatively charged particles found on energy levels (shells) surrounding the nucleus inside atoms. |
| Atomic number | Number of protons in an atom. |
| Mass number | Number of protons plus neutrons in an atom. |
| Isotope | Atoms with the same number of protons but a different number of neutrons. |
| Alpha particle | A particle formed from two protons and two neutrons. |
| Beta particle | A fast moving electron. |
| Gamma ray | An electromagnetic wave. |
| Geiger-Müller (GM) tube | A device which detects ionizing radiation. An electronic counter can record the number of particles entering the tube. |
| Half-life | The time taken for the number of nuclei in a radioactive isotope to halve. In one half-life the activity or count rate of a radioactive sample also halves. |
| 1 Becquerel (1Bq) | An emission of 1 particle per second |

My Diary :

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------|------------|------------|------------|------------|------------|------------|------------|
| 1 | 01/11/2021 | 02/11/2021 | 03/11/2021 | 04/11/2021 | 05/11/2021 | 06/11/2021 | 07/11/2021 |
| 2 | 08/11/2021 | 09/11/2021 | 10/11/2021 | 11/11/2021 | 12/11/2021 | 13/11/2021 | 14/11/2021 |
| 3 | 15/11/2021 | 16/11/2021 | 17/11/2021 | 18/11/2021 | 19/11/2021 | 20/11/2021 | 21/11/2021 |
| 4 | 22/11/2021 | 23/11/2021 | 24/11/2021 | 25/11/2021 | 26/11/2021 | 27/11/2021 | 28/11/2021 |
| 5 | 29/11/2021 | 30/11/2021 | 01/12/2021 | 02/12/2021 | 03/12/2021 | 04/12/2021 | 05/12/2021 |
| 6 | 06/12/2021 | 07/12/2021 | 08/12/2021 | 09/12/2021 | 10/12/2021 | 11/12/2021 | 12/12/2021 |
| 7 | 13/12/2021 | 14/12/2021 | 15/12/2021 | 16/12/2021 | 17/12/2021 | | |

My Homework

Week

01/11/2021

08/11/2021

15/11/2021

22/11/2021

29/11/2021

06/12/2021

13/12/2021

