



**The Abbey
School**

Knowledge Organiser

Year 10 Term 5

2023 - 2024

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English An Inspector Calls

Context:

1910s	Area of focus	1940s
Very rigid structure. The upper, middle and working classes were clearly divided.	Class System	A less rigid structure. The class system was unimportant during the war as people had to pull together.
Due to industrialisation (rapid development of cities and industry), more people were moving into cities and forced to live and work in horrible conditions. There was an increase in strikes.	Working Conditions for the Poor	Since the working class suffered so much in factories, they established many trade unions and became heavily involved in politics. Working conditions improved drastically.
Women had fewer rights than men. They had to listen to their husbands, tend to household work. Life for lower-class women was worse as they could be seen as cheap labour	Women's Rights	WW1 and WW2 proved to be the turning point for women's rights. As men went to war, women became valuable in fields and factories at home. By 1928, through the suffragette movement, women were allowed to vote. They also became more independent and respected.

BIG QUESTIONS

- Who was J.B Priestley?
- What is capitalism and socialism?
- Who are the Birlings?
- How does Priestley use dramatic irony to make Mr. Birling unlikeable?
- What do we learn about Mr. Birling through his early speeches?
- Who is the Inspector?
- How does Mr Birling know Eva Smith?
- Who is Sheila?
- How does Sheila know Eva Smith?
- How is responsibility shown in Act 1?
- How does Gerald know Eva Smith?
- What is Mrs Birling relationship with Sheila like?

Key Themes:

- Age
- Social Responsibility
- Time
- Gender
- Inequality
- Class

Plot

Act 1

The Birlings are celebrating the upcoming marriage of Sheila Birling to Gerald Croft.

An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide.

Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards, where Sheila used her influence and got Eva fired too.

Sheila feels terrible remorse.

Act 2.

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Dramatic Irony – when an audience know something about a situation in a play that the characters do not.

Edwardian - relating to or characteristic of the reign of King Edward VII.

Provincial - Having opinions and ideas that are old fashioned and simple.

Portentous - Serious and trying to be very important. Shows arrogance and conceit.

Prosperous - Successful, usually by earning a lot of money. Rich and wealthy.

Inequality – unfair treatment where some people have more rights and better opportunities than other people e.g. social inequality.

Class - the system of ordering a society in which people are divided into sets based on perceived social or economic status.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Key Quotations

- *The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder – **stage directions at beginning.***
- “Arthur, you shouldn’t be saying such things-” – **Mrs Birling (Act 1)**
- (half serious, half playful) “Yes – except for last summer, when you never came near me” – **Sheila (Act 1)**
- “men with important work to do sometimes have to spend nearly all their time and energy on their business. You’ll have to get used to that, just as I had.” – **Mrs Birling (Act 1)**
- “You’re squiffy” – **Sheila, to Eric (Act 1)**
- “Germans don’t want war. Nobody wants war.” – **Mr Birling (Act 1)**
- “– and unsinkable, absolutely unsinkable” – **Mr Birling (Act 1)**
- “there’s a fair chance that I might find my way into the next Honours List. Just a knighthood, of course.” – **Mr Birling (Act 1)**
- *He creates at once an impression of massiveness, solidity, and purposefulness... ..has a disconcerting habit of looking hard at the person he addresses before actually speaking – **stage directions Act 1.***
- “what happened to her afterwards may have driven her to suicide. A chain of events.” – **Inspector Goole (Act 1)**
- “We often do on the young ones. They’re more impressionable.” – **Inspector Goole (Act 2)**
- “Girls of that class-” – **Mrs Birling (Act 2)**
- “Women of the town?” – **Mrs Birling (Act 2)**
- “You and I aren’t the same people who sat down to dinner here.” – **Sheila (Act 2)**
- (massively) “Public men, Mr Birling, have responsibilities as well as privileges.” – **Inspector Goole (Act 2)**
- “Don’t stammer and yammer at me again.” – **Inspector Goole (Act 2)**

Homework Links

[GCSE Learning and Revision](#) | [GCSEPod](#)

Week 1: Write a description of the image.

Week 3: Write a story including a flashback.

Week 5: Quotation revision and test using the Knowledge Organisers.



Sentence Structures

- Independent Clause:** A clause that can stand alone as a sentence. E.g. The cat sat on the mat.
Contains a subject and a verb.
- Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. Without turning around, the cat sat on the mat.
- Simple Sentence:** Contains just one clause (subject + verb) E.g. Tom went to the shops.
- Compound Sentence:** Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So) E.g. Tom went to the shops and he bought some bread.
- Complex Sentence:** Contains one main clause and one or more subordinate clause/s. E.g. Although it looked difficult, they still pushed on with the challenge.
- Exclamatory:** A sentence that shows great emotions. E.g. I am appalled by your behaviour!
- Imperative:** A sentence that gives commands. E.g. Get out!
- Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. How much is that?
- Declarative:** A sentence that makes a declaration. E.g. She sells sea-shells.

Sentence Openers

Adverbs Quickly, Carefully, Bravely, Quietly, Slowly, Suddenly, Happily,

Connectives Instead, Unless, Soon, Before, Eventually, While, However

Adjectives Happy and cheerful, Sweet and kind, Scared but excited, Tired and weary,

Relative Pronouns Which, That (animals and things), Who (people)



Paragraphs



Ti...you move to a new period of time

P ... you move to a different place/location

To ... you move from one topic to another

P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Homophones: words that sound the same but have different meanings

- Their** - means it belongs to them. E.g. I ate their sweets.
- They're** - short for they are. E.g. They are going to be cross.
- There** - refers to a place. E.g. I'm going to hide over there.
- Your** - refers to something that belongs to you. E.g. Your bag.
- You're** - contraction of 'you are.' E.g. You're going to win.

Prepositions Inside, Next to, Above, Hidden in, Behind, Under, Past

Ing Words Eating, Crying, Thinking, Laughing, Shouting, Smiling,

Ed Words Worried, Defeated, Scared, Flabbergasted, Shocked,



Punctuation

- **Full stops:** remember to use a full stop at the end of every sentence.
- **Capital Letters :** make sure every name of something has a capital letter. *E.g. California has a capital letter. Also, make sure every new sentence starts with a capital letter.*
- **Apostrophes:** you can use apostrophes to connect certain words together. *E.g. It is = It's OR to express belonging or property = John's phone*
- **Exclamation marks:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. *E.g. I'm so frightened!*
- **Ellipses:** used to show an omission of words, a pause in thought or to create suspense. *E.g. Suddenly, there it was ... his worst nightmare.*
- **Colons:** used to precede lists or explanations. *E.g. I went to the store and bought a lot of fruit: peaches, apples, oranges and pears. Sarah wrote a story: The Hungry Fish.*
- **Semi Colons:** used to join two related independent clauses. *E.g. We made too many mistakes; we lost the game. Also, use a semi-colon instead of a comma, usually in a list. E.g. You will need many backpacking items: a sleeping bag; torch ; tent ; and pillow.*
- **Hyphens:** you can use hyphens for a number of reasons.
 - To separate sentences with added information e.g. *I enjoy English – as well as Maths.*
 - To indicate periods of time. *E.g. 2000-2006.*
 - To form hyphenated words. *E.g. self-respect.*
 - To create emphasis. *E.g. Mum loves seafood – she absolutely adores seafood.*
- **Brackets:** use brackets to indicate added information. The sentence should still make sense when removed. *E.g. I did my homework, (it took me twenty minutes) and brought it in early.*

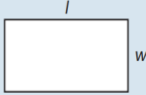
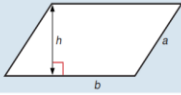

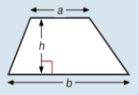
The 7 Main Commas Rules

- 1.) Use a comma before a conjunction, (and, but, nor, yet, or, so), to connect two independent clauses.
E.g. I had an English test last night, so I revised.
- 2.) Use a comma to set off an opening phrase.
E.g. As such, I feel there is much I can learn.
- 3.) Use a comma when using quotes to separate the quote from the rest of the sentence.
E.g. Like Bob Johnson said, "It's a great day for hockey".
- 4.) Use a comma to separate adjectives in a descriptive list.
E.g. The pizza was hot, delicious and freshly cooked.
- 5.) Use a comma to separate three or more things in a series.
E.g. Of Charles Dickens' novels, I have read "A Christmas Carol", "Oliver Twist", and "Great Expectations".
- 6.) Use a comma with phrases that present a contrast.
E.g. Learning about Hemingway can be highly advantageous for students, not only in their secondary school studies, but also in their future careers.
- 7.) Use a comma to set off a parenthetical element (added information that can be taken out without changing the meaning of the sentence).
E.g. Now, many years after their time, we as a country are faced at the starting ground where these men once were.

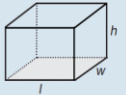
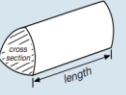

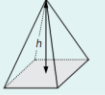
Subject: Mathematics
Topic: Recall Knowledge

Year / Group: GCSE F/H
Term: 1-6

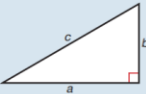
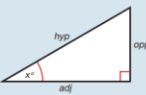
Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	


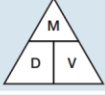

Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section \times length	
Cylinder = $\pi r^2 h$	
Volume of pyramid = $\frac{1}{3} \times$ area of base \times h	

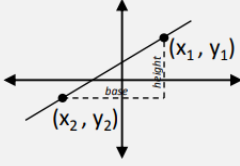
Pythagoras

Pythagoras' Theorem For a right-angled triangle, $a^2 + b^2 = c^2$	
Trigonometric ratios (new to F) $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$	

Compound measures

Speed $\text{speed} = \frac{\text{distance}}{\text{time}}$	
Density $\text{density} = \frac{\text{mass}}{\text{volume}}$	
Pressure $\text{pressure} = \frac{\text{force}}{\text{area}}$	

Gradient of a Line

$m = \frac{y_2 - y_1}{x_2 - x_1}$ or $m = \frac{\text{height}}{\text{base}}$	
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Midpoint of two points

between (x_1, y_1) and (x_2, y_2)	$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$
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Compound Growth & Decay

The amount after n years (or days, etc.) is:

$$\text{starting amount} \times \left(1 \pm \frac{r}{100} \right)^n$$

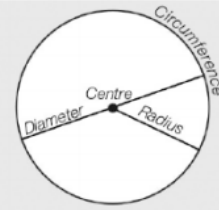
where r is the rate of change.

The \pm means $+$ for growth and $-$ for decay

Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Circles

Circumference = $\pi \times \text{diameter}$, $C = \pi d$
Circumference = $2 \times \pi \times \text{radius}$, $C = 2\pi r$
Area of a circle = $\pi \times \text{radius squared}$, $A = \pi r^2$



Area of a Sector

$$A = \frac{\theta}{360^\circ} \times \pi r^2$$

Length of an Arc

$$A = \frac{\theta}{360^\circ} \times \pi d$$

Set Notation

$$A \cup B$$

Union: in A or B (or both)

$$A \cap B$$

Intersection: in both A and B

$$P(A \text{ or } B) = P(A) + P(B)$$

$$P(A \text{ and } B) = P(A) \times P(B)$$

Subject: Mathematics
Topic: Ch12 Right Angled Triangles

Year / Group: 10F
Term: 4-5

BIG QUESTIONS

How do we calculate sides and angles from right angled triangles?

Homework Links

Sparx Maths

MathsGenie.co.uk/GCSE

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Hypotenuse
Square
Adjacent, Opposite,
Tangent
Sin, Cosine
Inverse
Depression,
Elevation

Sparx Maths
U385, U541,
U904, U170,
U164, U545,
U283, U592

Key Concepts

Pythagoras' theorem and basic trigonometry both only work with **right angled triangles**.

Pythagoras' Theorem – used to find a missing length when two sides are known

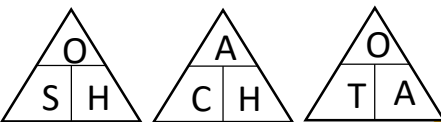
$$a^2 + b^2 = c^2$$

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

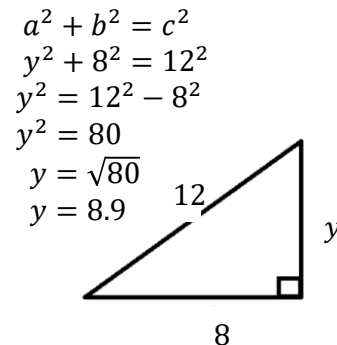
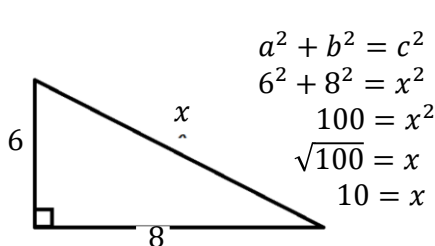
c is always the hypotenuse (longest side)

Basic trigonometry SOHCAHTOA

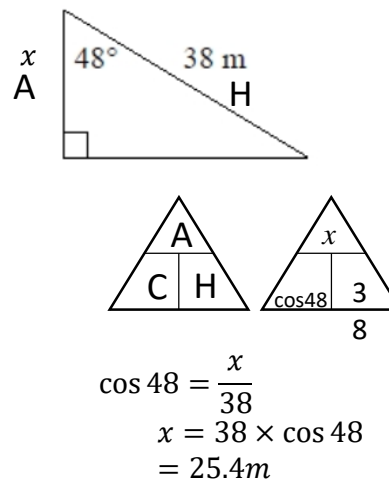
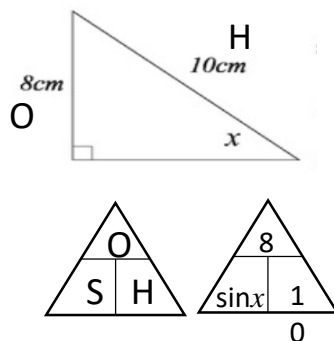
used to find a missing side when you have one side and an angle or to find an angle when you have two sides.



Pythagoras' Theorem



Using Trigonometry



Key Terms:

Hypotenuse: The longest side in a right angled triangle.

Opposite: The side facing the angle in a right angled triangle.

Adjacent: The side next to the angle given in a right angled triangle.

Square number: The result when you multiply a number by itself.

Inverse operation: The operation that reverses the effect of another operation.

Sine, Cosine, Tangent:

Trigonometric ratios, relating to buttons on the calculator.

The distance between two points

Find the distance between (3,-1) and (-4,3)

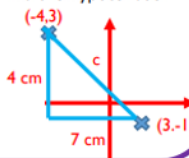
- 1) Sketch coordinates on an axis.
- 2) Join as a right-angled triangle.
- 3) Find the lengths of the straight sides.
- 4) Use Pythagoras to find the hypotenuse.

$$4^2 + 7^2 = c^2$$

$$65 = c^2$$

$$\sqrt{65} = c$$

$$c = 8.062257748 \text{ cm}$$



BIG QUESTIONS

How do I describe and calculate probability for events?

How can we use diagrams to help us solve probability problems?

Sparx Maths

U748, U476, U699,
U806, U104, U558,
U729, U246, U821,
U981, U683, U866,
U887, U112, U790,
U578, U110, U408

Probabilities can be written as a **fraction, decimal or a percentage** however we often work with fractions. You do not need to simplify your fractions in probabilities. All probabilities must **add to 1**.

The probability of something **NOT** happening equals: $1 - (\text{probability of it happening})$

Estimating the number of times an event will occur Probability \times no. of trials

$$\text{Probability} = \frac{\text{number of successful outcomes}}{\text{total number of possible outcomes}}$$

Independent events are events which do not affect one another.

Dependent events affect one another's probabilities. This is known as **conditional probability**.

Mutually exclusive - Two events are mutually exclusive if they can't happen at the same time.

Probability scale:

Impossible	Even chance	Certain
$\frac{0}{4}$	$\frac{1}{4}$	$\frac{4}{4}$
0	0.25	0.5
0%	25%	50%
		75%
		100%

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

- What is the probability that a blue counter is chosen? $\frac{3}{19} = \frac{\text{number of blue}}{\text{total number of counters}}$
- What is the probability that red is **not** chosen? $\frac{10}{19} = \frac{\text{number of all other colours}}{\text{total number of counters}}$

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	$3x$	$x-5$	$2x$

A counter is chosen at random, the probability it is red is $\frac{9}{100}$. Work out the probability it is black.

$$9 + 3x + x - 5 + 2x = 100$$

$$6x + 4 = 100$$

$$x = 16$$

$$\text{Number of black counters} = 16 - 5 = 11$$

$$\text{Probability of choosing black} = \frac{11}{100}$$

Mutually exclusive

If you need the probability of mutually exclusive events, you can add the probabilities.

$$P(A \text{ or } B) = P(A) + P(B)$$

Combined events

If we know the probability of two events, we can calculate the probabilities of both events happening by multiplying the probabilities.

$$P(A \text{ and } B) = P(A) \times P(B)$$

Key Concepts

Venn diagrams show all possible relationships between different sets of data.

Probabilities can be derived from Venn diagrams. Specific notation is used for this:

$P(A \cap B)$ = Probability of A **and** B

$P(A \cup B)$ = Probability of A **or** B

$P(A')$ = Probability of **not** A

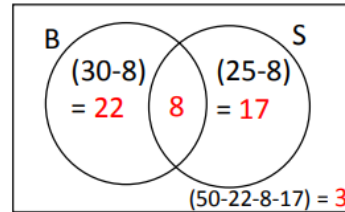
Example

Out of 50 people surveyed:

30 have a brother

25 have a sister

8 have both a brother and sister



a) Complete the Venn diagram

b) Calculate:

$$\begin{array}{lll} \text{i) } P(A \cap B) & \text{ii) } P(A \cup B) & \text{iii) } P(B') \\ = \frac{8}{50} & = \frac{47}{50} & = \frac{20}{50} \end{array}$$

iv) The probability that a person with a sister, does not have a brother.
 $= \frac{8}{25}$

Tree diagrams

- Tree diagrams are a visual way of representing and calculating probability.
- Each branch represents an outcome, with the probability of that outcome next to it.
- Be careful, if you are given a question where things are picked but not replaced, then the probability will change for the second outcome as there will be a different amount of things to pick from.

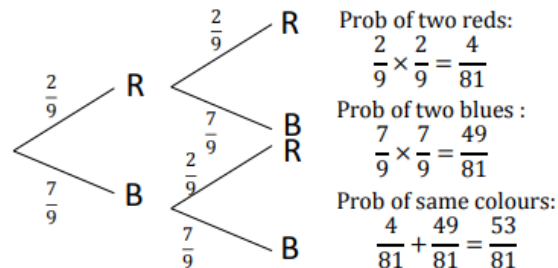
Examples

There are red and blue counters in a bag.

The probability that a red counter is chosen is $\frac{2}{9}$.

A counter is chosen and **replaced**, then a second counter is chosen.

Draw a tree diagram and calculate the probability that two counters of the same colour are chosen.

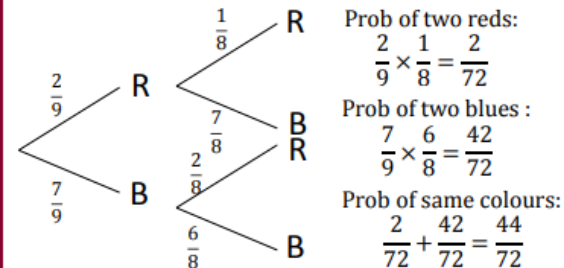


There are red and blue counters in a bag.

The probability that a red counter is chosen is $\frac{2}{9}$.

A counter is chosen and **not replaced**, then a second counter is chosen.

Draw a tree diagram and calculate the probability that two counters of the same colour are chosen.



Homework Links

Sparx Maths

MathsGenie.co.uk/
GCSE

Corbettmaths.com/
contents

bbc.co.uk/bitesize/s
subjects

Key Vocabulary

Independent

Mutually exclusive

Conditional
probability

Combined events

Tree diagrams

Venn diagrams

Experimental
probability

Theoretical
probability

BIG QUESTIONS

How do we
visually represent
the spread of
data?

How do biologists
predict the
number of tigers
left in the world?

Sparx Maths

U879, U837, U507,
U642, U507, U182,
U983, U814, U185

Sampling:

When you are investigating a **hypothesis**, the **population** is the whole group that you are interested in.

Key Terms:

- A **population** is the set of items that you are interested in.
- A **census** is a survey of the whole population.
- A **sample** is a smaller number of items from the population.
A sample of at least 10% is considered to be a good-sized sample.
- In order to reduce **bias**, the sample must represent the whole population.
- In a **random sample** each item has the same chance of being chosen.
- To select a simple random sample draw names from a hat, generate random numbers on a calculator or use a table of random numbers.
- A population may divide into groups such as age range or gender.
These groups are called **strata** (singular **stratum**).
- In a **stratified sample**, the number of people taken from each group is proportional to the group size.

Stratified Sampling

A population can be divide into different groups or 'strata'

The grouped frequency table shows information about the weights, in kilograms, of 20 students, chosen at random from Year 11.

Weight (w kg)	Frequenc y
$50 \leq w < 60$	7
$60 \leq w < 70$	8
$70 \leq w < 80$	3
$80 \leq w < 90$	2

There are 300 students in Year 11.

Work out an estimate for the number of students in Year 11 whose weight is between 50 kg and 60 kg.

$$\frac{7}{20} \times 300 = 105$$

Capture – Recapture: Method is used to estimate the size of a population

To estimate the size of the population N of an animal species:

- Capture and mark a sample size n .
- Recapture another sample of size M . Count the number marked (m).

$$\frac{n}{N} = \frac{m}{M}$$

$$\text{So, } N = \frac{n \times M}{m}$$

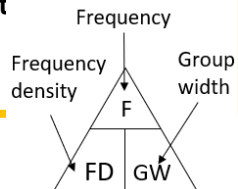
This is the capture–recapture method.

A **cumulative frequency** graph shows a running total of frequency.

We can read the **median** and the **interquartile range** from this graph.

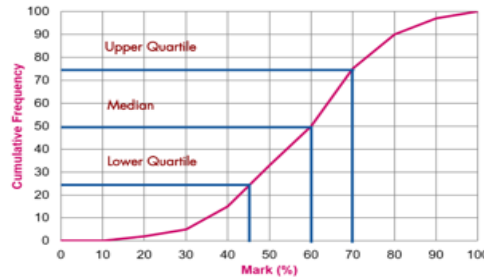
A **box plot** shows the distribution of data using **minimum**, **maximum**, **median** and **quartiles**.

A **Histogram** is a graphical representation of data consisting of rectangles whose **area is proportional to the frequency** of a variable and whose **width is equal to width**.

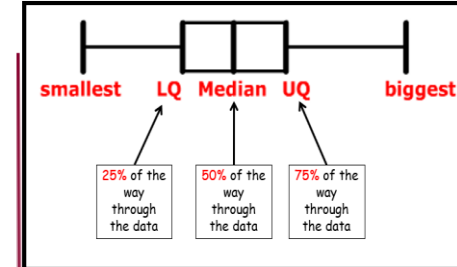


Mark	Freq	CF
$0 < x \leq 10$	0	0
$10 < x \leq 20$	4	4
$20 < x \leq 30$	1	5
$30 < x \leq 40$	10	15
$40 < x \leq 50$	17	32
$50 < x \leq 60$	18	50
$60 < x \leq 70$	24	74
$70 < x \leq 80$	16	90
$80 < x \leq 90$	6	96
$90 < x \leq 100$	4	100

Plot at the upper bound



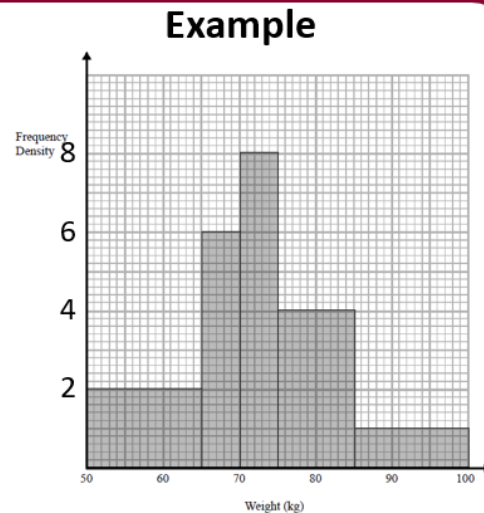
Median and quartiles are found from the y axis:
Lower quartile = 25% of the way through the data
 $= 45$
Median = 50% of the way through the data
 $= 60$
Upper quartile = 75% of the way through the data
 $= 70$
Interquartile range = $UQ - LQ$
 $= 70 - 45$
 $= 25$



Interquartile range
 Range

A group of people are weighed and their results recorded. Below is their data.
 A histogram is used to represent this data.

Weight	Frequency	Frequency density
$50 < w \leq 65$	30	$30 \div 15 = 2$
$65 < w \leq 70$	30	$30 \div 5 = 6$
$70 < w \leq 75$	40	$40 \div 5 = 8$
$75 < w \leq 85$	40	$40 \div 10 = 4$
$85 < w \leq 100$	15	$15 \div 15 = 1$



Homework Links

Sparx Maths

[MathsGenie.co.uk/](https://www.mathsgenie.co.uk/)
GCSE

[Corbettmaths.com/](https://www.corbettmaths.com/)
contents

[bbc.co.uk/bitesize/s](https://www.bbc.co.uk/bitesize/subjects/)
subjects

Key Vocabulary

Sampling

Population

Random

Bias

Cumulative
Frequency

Quartiles

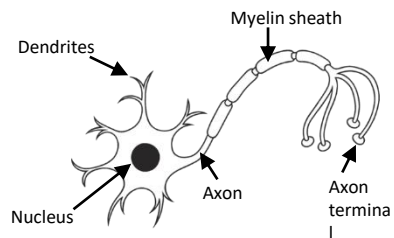
Histograms

Frequency Density

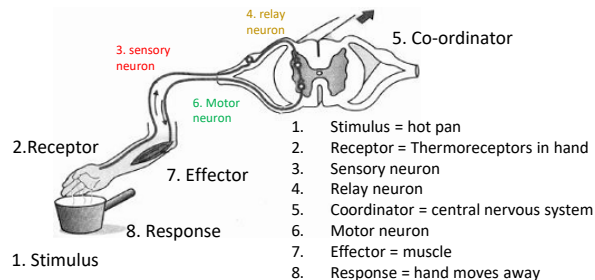
1. Key facts

1. What is homeostasis?	The regulation of internal conditions of a cell/organism to maintain a stable internal environment.
2. What is the basic homeostatic response?	Receptor → Coordinator → Effector
3. Define enzymes	Biological catalysts made from proteins
4. What three internal processes need to be maintained?	Blood glucose levels, water levels and body temperature
5. What is a synapse?	A connection between two neurons
6. What is a reflex?	Fast, automatic responses to stimuli
7. What is reaction time?	Time taken to react to a stimulus
8. How is reaction time different to a reflex?	Reaction time is conscious (involves the brain)
9. What are hormones?	Chemical messengers
10. How do hormones reach their target organs?	Via the blood
11. Which organ secretes insulin?	Pancreas
12. What is stored glucose known as?	Glycogen
13. Where is glucose stored as glycogen?	Liver and the muscles.
14. What is contraception?	Any technology which prevents pregnancy
15. What are the two categories for contraception?	Hormonal and non-hormonal
16. Examples of hormonal contraception	Oral contraceptive pill, contraceptive implant
17. Examples of non-hormonal contraception.	Barrier methods (condom etc.), Abstinence, Spermicidal gels, Surgical sterilization (vasectomy etc.)

2. Neuron structure



3. Reflex arc

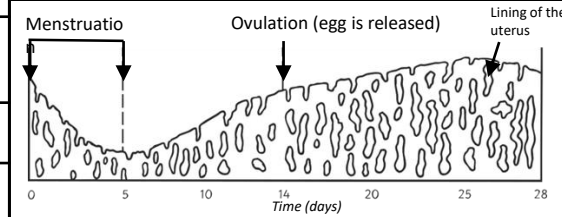


5. Diabetes

	Type 1	Type 2
Causes	Body's immune system attacks pancreas cells	Poor diet and obesity over a long period of time
Effect	Pancreas no longer makes insulin	Liver cells do not respond to insulin in the blood
Result	Blood sugar rises	Blood sugar rises
Treated by	Injectations of insulin	Carbohydrate controlled diet, exercise and medication

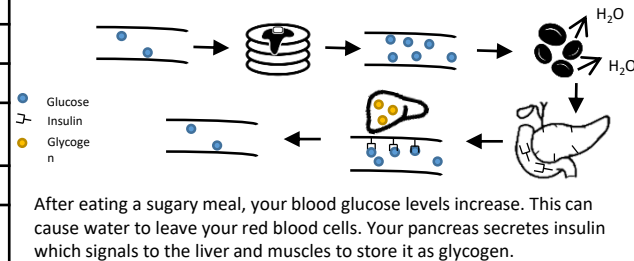
B5 – Homeostasis and response

7. Menstrual cycle



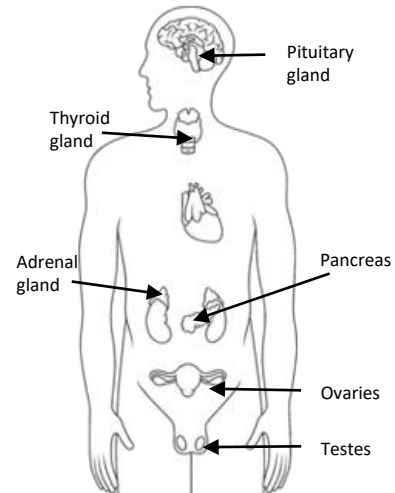
Hormone	Function	Peak (day)
Follicle stimulating hormone (FSH)	Causes egg to mature	14
Lutenising hormone (LH)	Stimulates release of the egg	14
Oestrogen and progesterone	Growth and maintenance of uterus lining	10-20

4. Controlling blood glucose



6. Endocrine system

The endocrine system secretes hormones into the bloodstream from glands throughout the body.



3 Person 2 – Drop ruler



2 Person 2

☐ Vertical ruler

☐ 0 cm mark between
Person 1's thumb/first
finger

☐ "Prepare to catch"

1 Person 1

☐ Dominant hand

☐ Sitting

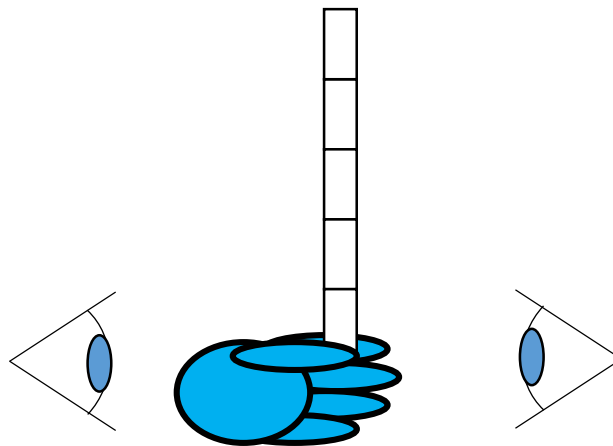
☐ Good upright posture

☐ Eyes across the room

☐ Forearm across table

☐ Hand overhanging

table



4 Person 1 – catch ruler



5 Record distance (cm) on ruler
above thumb



6 Rest and repeat **1** to **5**
several times



7 Swap Person 1 and 2 over



8 Repeat **1** to **7**



9 Change the factor



10 Repeat **1** to **8**



GCSE Biology: Reaction time

Designed in line with practicals in AQA

GCSE Biology / Combined Science

Handbooks

[http://www.aqa.org.uk/resources/science/
gcse/teach/practicals](http://www.aqa.org.uk/resources/science/gcse/teach/practicals)

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Biology 6: Inheritance, Variation and Evolution Knowledge Organiser

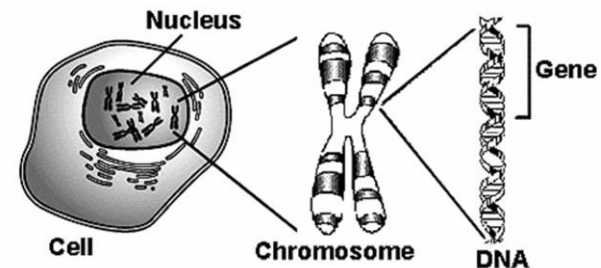
1. INHERITANCE KEY FACTS

Key term/question	Definition/answer
1. What is DNA?	A polymer made of two strands forming a double helix
2. What is a Chromosome?	A long molecule of coiled DNA
3. What is a gene?	Short sections of DNA coding for a sequence of amino acids
4. Genome	The entire set of genetic material in an organism
5. Importance of genome research (3)	1. Search for genes linked to different types of disease 2. Understanding and treatment of inherited disorders 3. Tracing human migration patterns from the past
6. What are sex cells called?	Gametes
7. Male human gamete	Sperm cell
8. Female human gamete	Egg cell (ovum)
9. Fertilisation	The fusing of the male and female gametes
10. Sexual reproduction	Producing offspring which are genetically different to parents
11. Asexual reproduction	Producing offspring which are genetically identical to the one parent
12. Meiosis	Cell divides twice to produce 4 genetically different gametes
13. Number of chromosomes in human body cells	46 individual (23 pairs)
16. Number of chromosomes in gametes	23 individual
17. Male sex chromosomes	XY
18. Female sex chromosomes	XX

Key term/question	Definition/answer
19. Alleles	An alternative version of a gene
20. What is a dominant gene?	Characteristics show if 1 copy of the dominant allele is present
21. What is a recessive gene?	Characteristics only show if 2 copies of the recessive allele are present
22. Homozygous	Both alleles for a gene are the same
23. Heterozygous	Both alleles for a gene are different
24. Genotype	Combination of alleles (e.g. Bb)
25. Phenotype	Characterises (e.g. brown eyes)

2. The organisation of genetic material in a cell

DNA is stored as long tightly wound strands called chromosomes, which is stored in the nuclei of cells. Each chromosome is split into sections called genes. A gene is a section of DNA which codes for a sequence of amino acids. We have now developed the technology to sequence an entire genome, which is an organisms complete set of genetic material.



Chemistry 3: Quantitative Chemistry Knowledge Organiser

FOUDATION TIER

Key term/question	Definition/answer
1. Law of conservation of mass	During a chemical reaction, atoms are not created or destroyed, they are rearranged
2. Mass of product =	Mass of reactants
3. Relative atomic mass (A_r)	An average value of atomic mass that takes account of the abundance of the isotopes of the element
4. Relative formula mass (M_r)	The sum of all the atomic masses of a compound
5. Percentage mass of compound formula	Percentage mass of compound = ($A_r \times$ number of atoms of that element $\div M_r$ of the compound) $\times 100$
6. Reason for mass appearing to increase during a chemical reaction	One of the reactants is a gas so the mass cannot be recorded before the reaction
7. Reason for mass appearing to decrease during a chemical reaction	One of the products is a gas which escapes into the atmosphere
8. Concentration	Ratio of solute in a solution
9. Formula for calculating concentration	Concentration = mass of solute \div volume of solution
10. Concentration unit	g/dm^3
11. Mass of solute unit	g
12. Volume unit	dm^3
13. Decimetre ³ (dm^3)	A measurement of volume . Contains 1000cm³ .
14. Uncertainty formula	Uncertainty = range $\div 2$

HIGHER TIER

Key term/question	Definition/answer
15. Avogadro constant	The number of particles in one mole of a substance, which is 6.02×10^{23}
16. Mole	A measurement for the amount of a chemical. It is the mass (in grams) of 6.02×10^{23} (the Avogadro constant) atoms of an element .
17. Unit for mole	mol
18. Number of moles formula	Number of moles = mass \div relative formula mass
19. Limiting reactions	The reactant that is completely used up in a chemical reaction. It limits the amount of product formed.
20. Excess reactant	The reactant that is not completely used up in a chemical reaction. There is some reactant left at the end.

Calculations worked examples

Calculation	Worked example
21. Calculating relative formula mass (M_r)	<p>Example: what is the relative formula mass of H_2O. Relative atomic masses: H = 1, O = 16</p> <ul style="list-style-type: none"> $(2 \times 1) + 16 = 18$ M_r of $\text{H}_2\text{O} = 18$
22. Calculating percentage mass	<p>Example: what is the percentage mass of magnesium in magnesium oxide, MgO. Relative atomic masses: Mg = 24, O = 16</p> <ul style="list-style-type: none"> Percentage mass of compound = ($A_r \times$ number of atoms of that element $\div M_r$ of the compound) $\times 100$ Relative formula mass of $\text{MgO} = 24 + 16 = 40$ % mass of Mg = $(24 \div 40) \times 100$ % mass of Mg = 60 %
23. Calculating number of moles	<p>Example : How many moles are there in 66 g of CO_2? Relative atomic masses: C = 12, O =16</p> <ul style="list-style-type: none"> Number of moles = mass \div relative formula mass Relative formula mass of $\text{CO}_2 = 12 + (16 \times 2) = 44$ Number of moles = $66 \div 44$ Number of moles = 1.5 mol
24. Calculating concentration of a solution	<p>Example: What is the concentration of a solution of hydrochloric acid which contains 100g of hydrochloric acid in 500cm^3?</p> <ul style="list-style-type: none"> Concentration = mass of solute \div volume of solution Convert 500cm^3 to $\text{dm}^3 = 500 \div 1000 = 0.5 \text{ dm}^3$ Concentration = $100 \div 0.5$ Concentration = 200g/dm^3

Chemistry 7: Organic Chemistry Knowledge Organiser

HYDROCARBONS – ALKANES

Key term/question	Definition/answer
1. Organic compounds	Compounds containing carbon atoms
2. Hydrocarbon	A molecule only formed from carbon and hydrogen
3. Alkane	A saturated hydrocarbon. The carbon atoms form four bonds and hydrogen atoms only form one bond
4. Saturated hydrocarbons	A molecule that only contains single bonds
5. General formula for alkanes	C_nH_{2n+2} (n is the number of carbon atoms)
6. The first four alkanes	1. Methane 2. Ethane 3. Propane 4. Butane
7. Properties of hydrocarbons (3)	1. Viscosity 2. Boiling point 3. Flammability
8. Viscosity	How runny or gloppy a substance is.
9. Low viscosity	The shorter the chain length of hydrocarbons, the runnier the hydrocarbon is
10. High viscosity	The longer the chain length of hydrocarbons, the more gloppy the hydrocarbon is
11. Boiling point	A temperature at which a substance changes from liquid to gas (evaporates) or from a gas to a liquid (condenses)
12. Why does boiling point increase?	Longer chain lengths of hydrocarbons need more energy to break the intermolecular forces
13. Flammability	How easy it is to ignite a substance
14. How flammability increases	The shorter the chain length of hydrocarbons the more flammable it is
15. What is complete combustion of hydrocarbons	Carbon and hydrogen is fully oxidised to produce carbon dioxide and water vapour
16. Word equation of complete combustion	Hydrocarbon + oxygen → carbon dioxide + water vapour

	Methane	Ethane	Propane	Butane
Chemical formula	CH_4	C_2H_6	C_3H_8	C_4H_{10}
Displayed formula	<pre> H H - C - H H </pre>	<pre> H H H - C - C - H H H </pre>	<pre> H H H H - C - C - C - H H H H </pre>	<pre> H H H H H - C - C - C - C - H H H H H </pre>

CRUDE OIL AND FRACTIONAL DISTILLATION

Key term/question	Definition/answer
17. What is crude oil?	Remains of plankton that was buried in mud
18. Finite resource	A resource that cannot be replenished at the same rate which it is used.
19. Fractional distillation	A process used to separate a mixture of hydrocarbons into their fractions
20. Fractions	A group of hydrocarbons that have a similar number of carbon atoms so condense together
21. Name four fractions of crude oil	Gas, petrol, kerosene, diesel
22. How fractional distillation works (4)	<ol style="list-style-type: none"> 1. Crude oil is pumped into the bottom of a fractional column. 2. The crude oil is heated so that it evaporates. 3. Long chain lengths of hydrocarbons condense at bottom of the column. 4. Short chain lengths of hydrocarbons condense at the top of the column.

ALKENES AND CRACKING

Key term/question	Definition/answer
23. Alkene	An unsaturated hydrocarbon that is more reactive than alkanes
24. Unsaturated hydrocarbon	Contains at least one double bond between carbon atoms. $C=C$
25. How to test for an alkene (2)	1. Add orange bromine water. 2. If an alkene is present the bromine water will turn from orange to colourless
26. Cracking process	Used to break long-chain hydrocarbons down into shorter, more useful hydrocarbons
27. Why is cracking used? (2)	1. Produces useful fuels 2. Produces ethene for making plastics
28. What type of reaction is cracking?	Thermal decomposition (breaking molecules down by heating them)
29. Steam cracking	Uses a higher temperature of over $800^{\circ}C$ and no catalyst
30. Catalytic cracking	Uses a temperature of approximately $550^{\circ}C$ and a catalyst known as a zeolite
31. Catalyst	Increases the rate of a chemical reaction. Without being used up or changed.

Physics 5: Forces Knowledge Organiser


A) Contact and Non-contact forces

Key term/question	Definition/answer
1. Force (2)	<u>1.</u> Push or pull that causes a change in speed, direction or shape. <u>2.</u> All forces come in pairs and are either contact or non-contact forces.
2. Unit of measure for force	Newtons (N)
3. Vector	Has magnitude (size) and direction. (Can be drawn as an arrow →)
4. Scalar	Has magnitude (size) but NO direction
5. Vector quantities examples	Force, velocity, momentum
6. Scalar quantities examples	Mass, time, speed, temperature, energy
7. Velocity	The speed and direction of an object
8. Contact forces	Objects have to be touching for the force to act
9. Contact forces examples (4)	<u>1.</u> Friction <u>2.</u> Air resistance <u>3.</u> Tension <u>4.</u> Normal contact
10. Non-contact force	Forces that act without needing to touch
11. Non-contact forces examples	<u>1.</u> Magnetic force <u>2.</u> Electrostatic force <u>3.</u> Gravitational

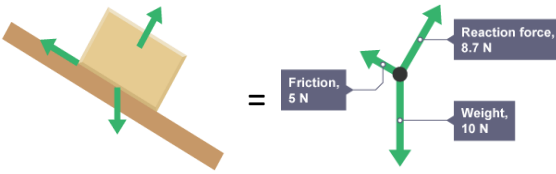
B) Weight, Mass and Gravity

Key term/question	Definition/answer
12. Gravity	A natural phenomenon by which all things with mass or energy (e.g. planets, stars, galaxies) are attracted to one another.
14. Gravitational field strength	Gives a measure of how much force an object will experience. Measured in N/kg
15. Gravitational field strength on Earth	9.8 N/kg (This will be given in exams and may be 10N/kg)
16. Weight	Is the force acting on an object due to gravity. Measured in N using a newton meter .
17. Mass	The amount of matter (stuff) in an object.
18. Unit of measurement for weight	Newtons (N)
19. Unit of measurement for mass	Kilograms (kg)
18. Weight equation	Weight (N) = mass (kg) x gravitational field strength (N/kg) W = mg
19. Relationship between weight and mass?	Directly proportional
20. Centre of mass	The point at which the whole mass is concentrated

C) Resultant Forces

Key term/question	Definition/answer
21. Resultant forces (2)	<u>1.</u> The force you have if you replaced all the forces on an object with one single force. <u>2.</u> If it is zero, forces are balanced
22. Equilibrium	When the resultant force on an object equals 0
23. Example to calculate a resultant force	 <p>Resultant force = 50 N – 30 N Resultant = 20 N forwards</p>

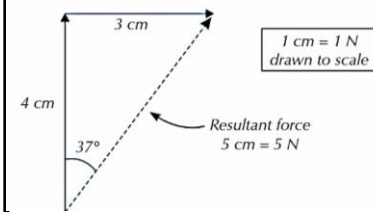
HIGHER TIER

24. Free body diagram (2)	<u>1.</u> Each force is represented by an arrow. The length of the arrow shows the relative magnitude and the direction of the arrow shows the direction of forces . <u>2.</u> Object represented as a dot on centre of mass.
25. Example of free body diagram	
26. Scale drawings	If resultant forces are not parallel , can be used to find the resultant force acting on an object

Scale drawing worked example

A woman on an electric bicycle has a driving force of 4 N north, but the wind produces a force of 3 N east. Find the magnitude and direction of the resultant force.

1. Choose a scale to draw the forces acting tip-to-tail.
2. Draw the resultant from the tail to the first arrow to the tip of the last arrow.
3. Use a ruler to measure the length and the scale to find the force.
4. Use a protractor to measure the direction as a bearing.



Answer: the resultant force is 5 N on a bearing of 37°

Physics 5: Forces Knowledge Organiser

C) Resultant Forces

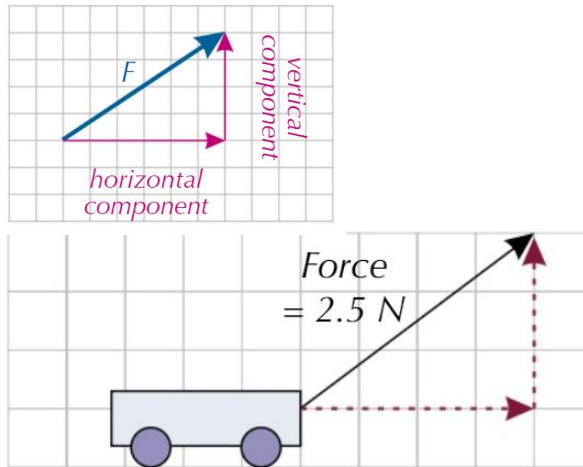
Key term/question	Definition/answer
HIGHER TIER	
27. Resolving forces	Some forces are at angles. The forces can be split into two components acting at right angles to each other.

Resolving force worked example

The scale diagram shows a toy car being pulled along horizontally by a string. The tension in the string has a magnitude of 2.5 N. Resolve the tension to find the magnitude of this force acting in the direction of the car's motion.

1. Draw the force to scale.
2. Add the horizontal and vertical component.
3. Measure the length of the arrow for the force to be resolved. (It's measured at 2.5 cm, so 1 cm = 1N)
4. The car is moving horizontally so measure the length of the horizontal component. (it's measured at 2 cm), so the magnitude of the force acting in the direction of the car's motion = 2N.

Answer: magnitude of the force acting in the direction of the car's motion = 2N.



D) Work Done

Key term/question	Definition/answer
28. Work done	The energy transferred when a force moves an object through a distance
29. Work done equation	Work done (J) = force (N) x Distance (m) $W = Fs$
30. 1 Joule in newton-metres	1 newton metre (Nm)
31. What does work done against frictional forces cause?	A rise in temperature of the object

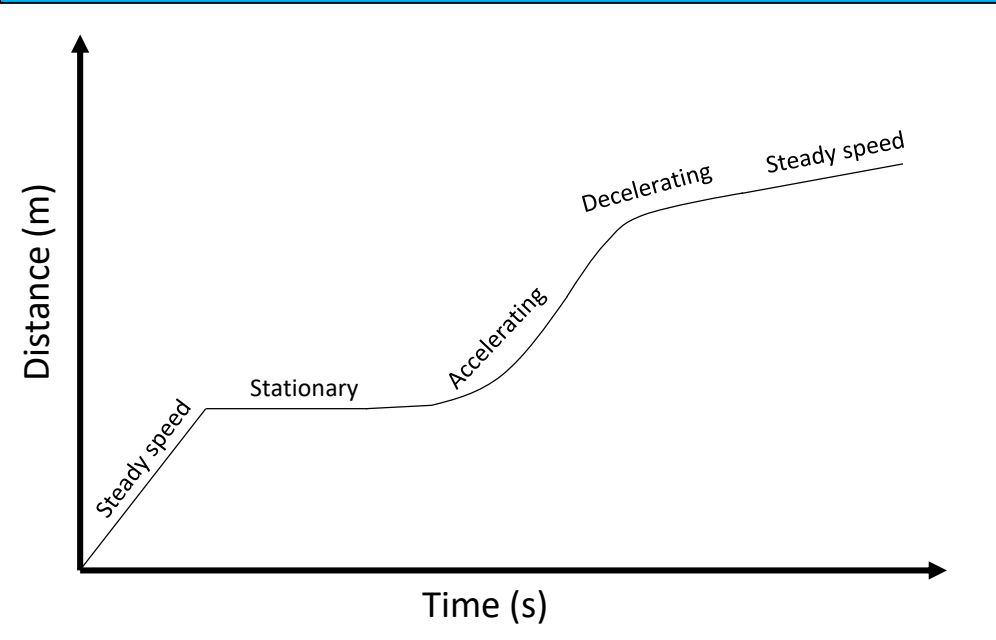
E) Forces and motion - speed and velocity

Key term/question	Definition/answer
32. Distance	How far an object moves (scalar quantity)
33. Displacement	Measures distance and direction in a straight line from objects starting point to finishing point (vector quantity)
34. Speed	How fast an object is travelling with no regard to direction.
35. Typical walking speed	1.5 m/s
36. Typical running speed	3 m/s
37. Typical cycling speed	6 m/s
38. Typical car speed	25 m/s
39. Typical train speed	55 m/s
40. Typical plane speed	250 m/s
41. Speed of sound in air	330 m/s
42. Velocity	How fast you are travelling and in which direction
43. Speed equation	Distance travelled (m) = speed (m/s) x time (s) $s = vt$
44. HIGHER TIER What happens to the velocity of an object moving at a constant speed in a circle?	Velocity is always changing as direction is always changing

E) Forces and motion - acceleration

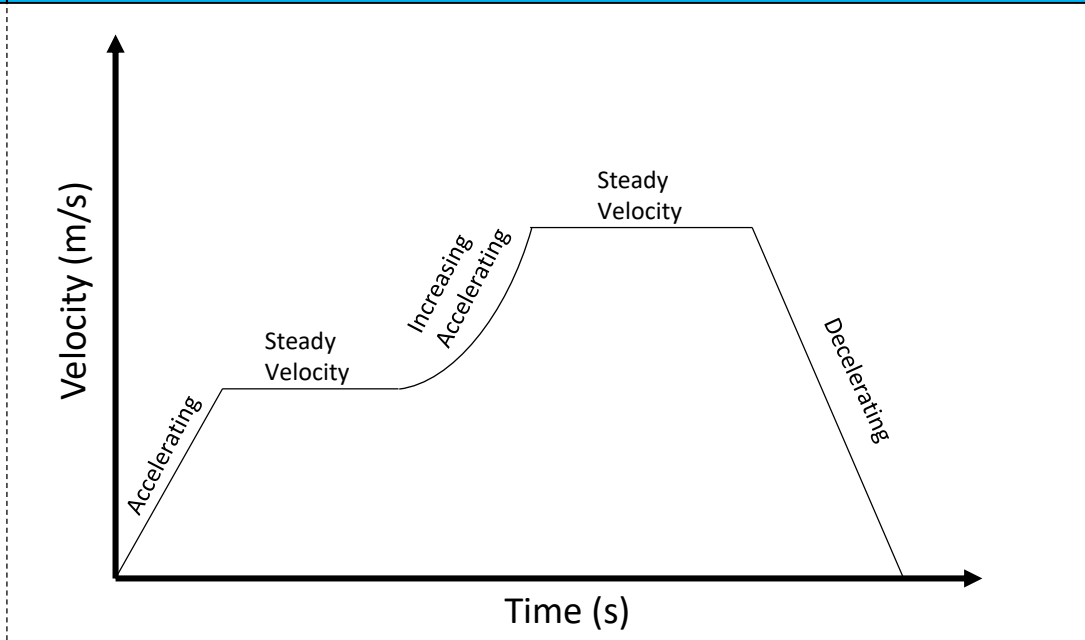
Key term/question	Definition/answer
45. Acceleration	A measure of how quickly velocity is changing
46. Acceleration equation	Acceleration (m/s^2) = change in velocity (m/s) ÷ time taken (s) $a = \Delta v \div t$
47. Uniform acceleration	An object travelling at a constant acceleration
48. Uniform acceleration equation	Final velocity ² (m/s) – initial velocity ² (m/s) = $2 \times$ acceleration (m/s^2) x displacement (m) $v^2 - u^2 = 2as$

E) Forces and motion: Distance-Time Graphs



Key term	Answer
49. Purpose of distance time graph	Shows the distance covered by an object travelling in a straight line
50. Gradient =	Speed
51. Angled (uphill/downhill) straight line =	Steady speed
52. steeper line =	Object moving faster
53. Flat line =	Object is stationary
54. Curved sections =	Accelerating or decelerating
55. Difference between accelerating and decelerating	Accelerating = steeping curve Decelerating = levelling curve
56. Calculating gradient	$\frac{\text{Change in vertical (y axis)}}{\text{Change in horizontal (x axis)}}$

E) Forces and motion : Velocity-time graphs



Key term	Answer
57. Velocity unit	m/s
58. Gradient =	Object is accelerating
59. Steeper line =	Object accelerating or decelerating
60. Flat line =	Object is at a steady velocity
61. Uphill line =	Accelerating
62. Down hill line =	Decelerating
63. Curve section =	Changing acceleration
64. Calculating acceleration =	Change in velocity ÷ change in time

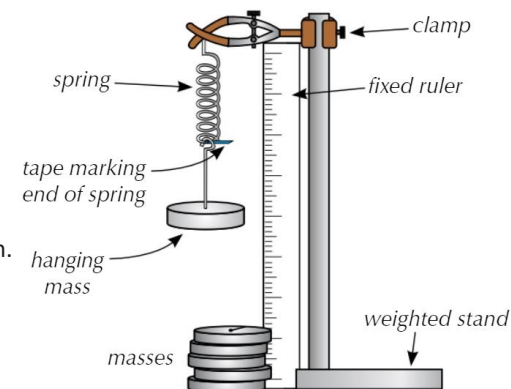
F) Forces and motion: Terminal velocity		H) Forces and breaking: Stopping distances	
Key term/question	Definition/answer	Key term/question	Definition/answer
65. Terminal velocity	When a falling object reaches a steady velocity	79. Define stopping distance	Thinking distance + braking distance
66. What is friction?	A force that opposes an object's movement by acting in the opposite direction to its motion	80. Define thinking distance	The distance travelled during the driver's reaction time
67. What is air resistance (drag)?	A frictional force caused by gas on a moving object	81. Define braking distance	The distance travelled after the brakes are applied
68. When an object first falls, why does it accelerate?	Gravitational force is greater than air resistance	82. What are the typical values for reaction time?	0.2 to 0.9 seconds
69. Why does the acceleration of a falling object begin to decrease?	As an object moves faster, air resistance increases	83. Factors that decrease a driver's reaction time (4)	<u>1.</u> Tiredness <u>2.</u> alcohol <u>3.</u> drugs <u>4.</u> distractions
70. Why is terminal velocity reached?	The air resistance force will equal the accelerating force. The resultant force will be 0	84. Factors that increases braking distance (4)	<u>1.</u> How fast the vehicle is travelling <u>2.</u> Worn or faulty brakes <u>3.</u> Worn tyres <u>4.</u> Adverse weather conditions (e.g. wet and icy roads)
71. How does the area of an object effect terminal velocity?	Greater surface area = Lower terminal velocity	85. Which force causes a car to slow down when breaking?	Friction between brakes and wheels
G) Forces and motion: Newton's laws		86. What is the energy transfers that occur when a force is applied to a car's brakes	Kinetic energy of car → thermal energy in the brakes
Key term/question	Definition/answer	87. Why is a car travelling at a high speed stopping suddenly dangerous?	Needs a larger braking force which means a larger deceleration
72. Newtons first law of motion (2)	<u>1.</u> If the resultant force acting on a stationary object is zero, the object will remain stationary. <u>2.</u> if the resultant force acting on a moving object is zero, the object will carry on moving at the same velocity.	88. Dangers of large decelerations (2)	<u>1.</u> Overheating brakes <u>2.</u> car skidding
73. When do objects move at constant velocity?	When the forces acting on the object are balanced	I) HIGHER TIER: Momentum	
74. HIGHER TIER What does inertia mean?	The tendency of objects to continue in their state of rest or of uniform motion (same speed and direction)	Key term/question	Definition/answer
75. HIGHER TIER An objects inertia mass	Measures how difficult it is to change the velocity of an object. The greater the mass the higher the inertia	89. Define momentum	A property of a moving object that is the product of its mass and velocity.
76. Newton second law of motion (2)	<u>1.</u> The larger the resultant force acting on an object, the more the object accelerates – the force and acceleration are directly proportional <u>2.</u> Acceleration is inversely proportional to the mass of an object.	90. What quantity is momentum?	Vector quantity
77. Equation for Newton's 2 nd law	Resultant force (N) = mass (kg) x acceleration (m/s ²) F = ma	91. Momentum equation	Momentum (kg m/s) = mass (kg) x velocity (m/s) p = mv
78. Newtons third law of motion	When two objects interact, the forces they exert on each other are equal and opposite	92. Conservation of momentum	In a closed system the total momentum before an event is the same as after an event
		93. What is meant by a closed system?	No external forces are acting
		94. Examples of closed system	Collisions and explosions

Physic 5: Required practical 18 – Investigating Springs (Hooke's Law)

Key term/question	Definition/answer
1. What is elastic deformation?	When an object is stretched but can still return to its original size.
2. What is inelastic deformation?	When an object is stretched but does not return to its original size.
3. What is the relationship between the force applied and the extension of an elastic object? (also known as Hooke's Law)	The extension of an elastic object is directly proportional to the force applied.
4. Equation for Hooke's law	Force (N) = spring constant (N/m) x extension (m) $F = ke$
4. Spring constant	Describes the elasticity of a material (e.g. as stiffness of a spring increase, the spring constant also increases)
6. Limit of proportionality	The maximum applied force for which the extension will still increase proportionally.
7. Elastic potential energy	Anything that is stretched or compressed (e.g. spring, rubber band)
8. Elastic potential energy equation	Elastic potential energy (J) = $0.5 \times \text{spring constant (N/m)} \times \text{extension}^2 \text{ (m)}$ $E_e = 0.5ke^2$
9. Independent variable	Increase in weight (N)
10. Dependent variable	Spring extension (m)
11. Control variables (3)	Same increment of weight added each time, same material of spring, same person reading the length of spring.
12. Why is it important to record the length of the spring at eye level?	To avoid random error
13. Why does using a pointer make the measurement of length more accurate?	It's easier to read the scale
14. How does the shape of the spring change when adding masses? (3)	<u>1.</u> Spring is stretched <u>2.</u> Length of coil increases <u>3.</u> Increased gap between coils

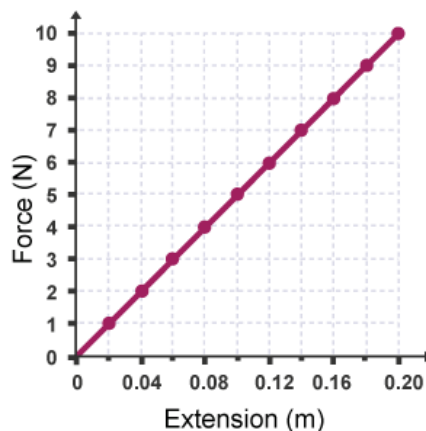
A) Method for investigating the extension of a spring

1. Secure a clamp stand to the bench
2. Measure the length of the spring in cm with no masses attached.
3. Attach the spring to the top clamp.
4. Add a mass with a known weight (N) to the spring and measure the length of the spring using a ruler.
5. Record the weight added and calculate the extension in m.
6. Repeat with more masses until the spring shows signs of reaching limit of proportionality.
7. Plot graph of weight (y-axis) against extension (x-axis)
8. Calculate the spring constant by calculating the gradient (change in $y \div \text{change in } x$)

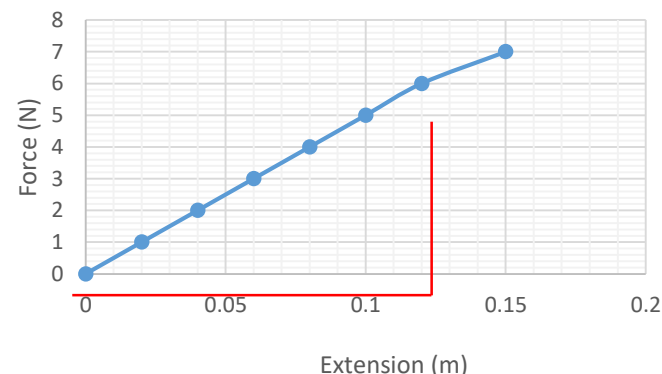


B) Analysing results

Directly proportional relationship



Calculating spring constant using the gradient



1. Spring constant = force \div extension
2. Therefore spring constant = Gradient = change in $y \div \text{change in } x$
3. To find the spring constant you need to work out the gradient of the straight line.

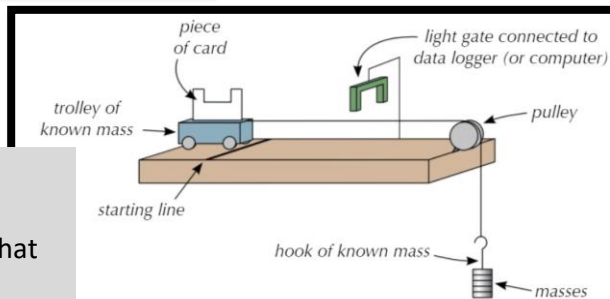
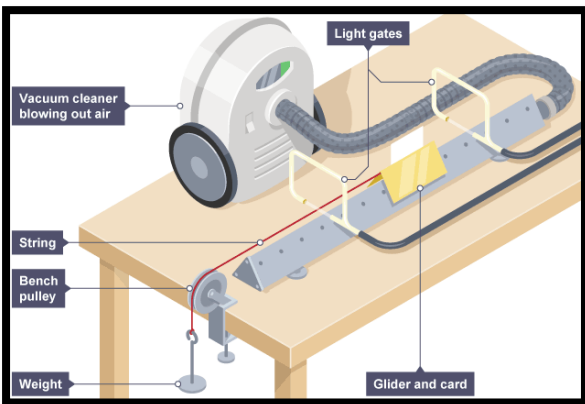
Example

1. Change in $y = 5 - 0 = 5 \text{ N}$
2. Change in $x = 0.10 - 0 = 0.10 \text{ m}$
3. Gradient = $5 \div 0.10$
4. Spring constant = 50 N/m

Physic 5: Required practical 19 – Investigating Newtons second law of motion

A) Method for investigating Newtons second law

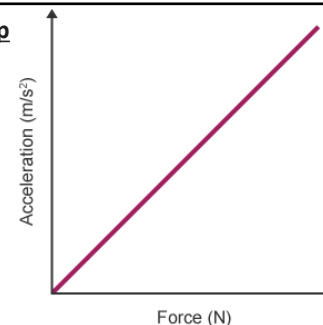
1. Position an air track on a bench with a bench pulley at one end and two light gates above the track.
2. Cut a piece of card that will interrupt the light signal of on the light gate and attach it to the glider.
3. Connect the glider to a hanging mass by a string the length of the air track passing over the bench pulley.
4. Set the data logging software to calculate acceleration.
5. Add 5 x 20 g of mass (1 N of force) to the hook and hold the glider in place at the start line.
6. Release the glider and record the acceleration.
7. Repeat steps 5 and 6 two more times, and calculate a mean value for the acceleration.
8. Remove one 20 g of mass from the hook and attach it to the glider
9. Repeat the experiment for a force of 0.8 N, 0.6 N, 0.4 N and 0.2 N



The experiment can also be carried out by using a trolley instead of a glider. Don't let that throw you off in an exam

Key term/question	Definition/answer
1. Independent variable	Force (N)
2. Dependent variable	Acceleration (m/s^2)
3. Control variables	Same total mass, same angle of ramp
4. Why does the glider need to pass through the light gate before the hook hits the ground?	It would cause the acceleration and resultant force to decrease to zero
5. How would you stop the hook from hitting the ground before passing through the light gate?	Shorten the piece of string
6. Why is an air track used?	To reduce friction
7. What is the relationship between force and acceleration?	Directly proportional
8. How would you vary the force?	Each time you remove the mass from the hook, place it on the glider.
7. How would you vary the mass?	And the mass to the glider and not the hook. If you add the mass to the hook, you will change the weight.
8. Equation needed	Newtons second law of motion Resultant force (N) = mass (kg) x acceleration (m/s^2) $F = ma$
9. What would happen to the acceleration of glider if mass was added to it?	Decrease (relationship between mass and acceleration is inversely proportional)
10. What would happen to the acceleration of the glider if force was added to the hook?	Increase

B) Directly proportional relationship



BIG QUESTIONS

1 Introduction – What was the Cold War?

2 Why did relations between the Grand Alliance deteriorate during WW2?

3 Bombs and Telegrams - How and why did the wartime alliance unravel between 1945 and 1946?

4 What was the Iron Curtain and how was it formed?

5 How did the USA try and contain the spread of Communism?

6 How did the Soviets react to the Truman Doctrine and Marshall Plan?

7 How did the Soviets react to the Truman Doctrine and Marshall Plan?

8 What was the Berlin Crisis of 1948-1949?

9 How did the Cold War develop from 1948-55

10 What happened when Hungary threatened to leave the Warsaw Pact?

SUMMARY OF THE PERIOD

Following the end of World War 2 a new 'cold war' emerged between the Superpowers of the USA and the USSR and their allies. Very little, if any, fighting took place but it was a period of great tension as both sides developed huge arsenals including nuclear weapons. The early years saw great tension with both sides establishing policies or alliances to either contain the other side or try to spread their influence. There were numerous flashpoints across Europe and the Cold War spread to Asia with the outbreak of the Korean War. The arms race saw both sides develop Nuclear arsenals.

Key events and dates

February 1945: Yalta Conference

17th July – 2nd August 1945: Potsdam Conference

6th and 9th August 1945: USA drops atomic bombs on Japanese cities of Hiroshima and Nagasaki

2nd September 1945: World War 2 ends

March 1946: Winston Churchill makes his Iron Curtain speech

March 1947: President Truman outlines his Truman Doctrine

June 1947: The USA launch the Marshall Plan

September 1947: USSR establish COMINFORM

24 Jun 1948 – 12 May 1949: The Berlin Crisis and Berlin Blockade

4 April 1949: NATO established

August 1949: USSR successfully tests their first nuclear weapon

December 1949: By this date the majority of Eastern Europe were a number of USSR Satellite States

14 May 1955: Warsaw Pact signed

23 Oct 1956 – 10 Nov 1956: Hungarian uprising against Communist and USSR control

Big Question Links	Key information	Specific detail
<p>1 Introduction – What was the Cold War?</p> <p>2 Why did relations between the Grand Alliance deteriorate during WW2?</p> <p>3 Bombs and Telegrams - How and why did the wartime alliance unravel between 1945 and 1946?</p> <p>4 What was the Iron Curtain and how was it formed?</p>	<p>The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</p> <p>The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</p> <p>The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe</p>	<p>The alliance between Britain, the Soviet Union and the United States during the Second World War. Tensions between them, for example US and British anti-communism. Stalin's suspicion that the West did not want the Soviet Union to emerge strongly from the war.</p> <p>Tehran Conference, for example opening of a second front against Germany in Europe; spheres of influence in Europe; Soviet Union to join war against Japan. The Yalta Conference, for example arrangements for a defeated Germany; the question of Poland; Declaration on Liberated Europe and free elections across the continent; plans for a new United Nations Organisation; relations between the 'big three' leaders. The Potsdam Conference, for example strained relations over Soviet behaviour in Eastern Europe and US A-bomb; reparations payments by Germany; 'de-nazification'.</p> <p>Differences between the superpowers, for example, desire on both sides to restrict size of other's sphere of influence, capitalism versus communism, free elections and multi-party democracy versus one-party dictatorship; private control of means of production versus state ownership.</p> <p>US possession of the atomic bomb and worsening distrust. Long telegram and containment of communism; Novikov's condemnation of US economic power. Ideological lines defining the Cold War as a war of words. Soviet sphere of influence in Eastern Europe and growing tension.</p>
<p>5 How did the USA try and contain the spread of Communism?</p> <p>6 How did the Soviets react to the Truman Doctrine and Marshall Plan?</p> <p>7 How did the Soviets react to the Truman Doctrine and Marshall Plan?</p> <p>8 What was the Berlin Crisis of 1948-1949?</p>	<p>The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</p> <p>The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</p> <p>Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</p>	<p>Truman Doctrine's division of world into communist and non-communist, and change in US foreign policy with commitment to containment of communism. Soviet rejection of Plan in the USSR and its bloc in response to Marshall Plan's post-war aid to Europe.</p> <p>Cominform as a network of alliances between the USSR and Eastern European states, enabling greater Soviet influence. Comecon as a response to Marshall Plan enabling more Soviet control of Eastern bloc economies. Formation of a Western military alliance in NATO, with Europe now divided in a state of permanent hostility between the two superpowers.</p> <p>Berlin's four zones and its location within the Soviet zone of occupation in eastern Germany. Key features of the Crisis, for example Soviet fears of West Berlin as a threat and a base for Western military, reactions to US introduction of Marshall Aid and a new currency into western zones of occupation in Berlin. Soviet cutting off of links between the western zones of occupation in Germany and West Berlin. US and British airlift of supplies into West Berlin. Re-opening of land routes to West Berlin. Impact, such as the formation of two Germanies; NATO and two militarised camps.</p>
<p>9 How did the Cold War develop from 1948-55</p> <p>10 What happened when Hungary threatened to leave the Warsaw Pact?</p>	<p>The significance of the arms race. The formation of the Warsaw Pact.</p> <p>Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary.</p>	<p>Arms race rivalry, for example Soviet possession of A-bomb by 1949, development of H-bomb by both sides, launching of Sputnik by USSR and massive build-up of US missiles. Formation of Warsaw Pact in response to NATO, strengthening Soviet military control over Eastern Europe.</p> <p>Soviet control of Hungary, for example lack of freedom of expression, use of terror, food shortages; opposition in Hungary to continued military occupation, impact of De-Stalinisation. The Uprising, for example demonstrations to put pressure on government to reform, Nagy's reforms including multi-party democracy and leaving of Warsaw Pact. Khrushchev's response, for example sending in of USSR troops and tanks and crushing of uprising, demonstration of Soviet determination to maintain control over satellite states. International condemnation of invasion, but desire to avoid the implementation of a military response to Soviet action.</p>

Key Vocabulary

Communism ideology in which all property is owned by the community and each person contributes and receives according to their ability and needs

Capitalism an economic and political ideology in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Superpowers A country that is powerful in terms of their wealth and military and will influence other countries and allies

Grand Alliance The name given to the alliance between USA, USSR and Britain during World War 2

Iron Curtain An imaginary divide between the Communist East and Capitalist West in Europe

Containment The idea of trying to stop containment from spreading beyond the USSR and Eastern Europe

Marshall Plan / Marshall Aid The American led programme of supplying aid such as money and resources to countries to help them resist communism

Truman Doctrine The American policy of doing whatever it takes to help countries that were resisting or threatened by Communism

Blockade To stop or prevent something

NATO The North Atlantic Treaty Organisation, an alliance of Western / Capitalist countries created to help protect each other against the threat of communism. Based on the idea of collective security

Warsaw Pact An alliance of Communist countries led by the USSR, in effect the USSR's version of NATO

Cominform The USSR's information Bureau that was used to help spread Communist ideology amongst other Communist nations

Comecon The organisation used to co-ordinate Communist economies, in effect the communist version of Marshall Aid

Satellite States country that is formally independent in the world, but under heavy political, economic and military influence or control from another country.

Term 3 - homework

Week 2 – Revise for Term 1 Week 3 assessment

Week 4/5 – Write a bullet point narrative account of the Berlin Crisis of 1948-49 remember to use the structure opposite and have two events per 'paragraph'. Remember the events should form a sequence and each one should link to the next



Para 1 (Causes)	Para 2 (Main Events)	Para 3 (Consequences)
e.g. Disagreements over the future of Germany (give detail)		
	e.g. Berlin Airlift (give detail)	

Links to support your understanding of the topics

<https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1> (excellent revision resource with multiple pages all covering the key aspects of the origins of the Cold War)

<https://www.bbc.co.uk/teach/class-clips-video/andrew-marr-history-world-atomic-bomb/z6nyrj6> (Andrew Marr explains the development of the Atomic Bombs)

<https://www.youtube.com/watch?v=sH2kk4x5Dog> <https://www.youtube.com/watch?v=2l7Xcl8sF2M> (Excellent documentary on the Cold War)

Big**Questions**

What was The Berlin Crisis of 1958-61?

How was The Berlin Crisis of 1958-61 resolved?

What Caused the Cuban Missile Crisis?

What happened during the CMC and what were the consequences?

Why did the Soviet Union invade Czechoslovakia in 1968 and what happened?

The Berlin Crisis 1958-61**Causes**

The Soviet Union's desire to remove the Western Allies from Berlin created a crisis in 1961.

Problems in East Germany – between 1949 and 1961 about 4 million East Germans fled to the West through Berlin.

The Berlin Ultimatum – 1958 Khrushchev accused allies of breaking the Potsdam Agreement.

Summit Meetings – 1959-61

May 1959 – failed to reach an agreement.

September 1959 – Camp David summit meeting.

May 1960 – Paris summit conference – 9 days before USSR shoot down an American spy plane. Relations sour
Vienna June 1961 – Khrushchev demand Western forces leave West Berlin. Kennedy refuses.

Peace talks between the USA and the Soviet Union broke down.

The Berlin Wall 1961.

13th August 1961 Khrushchev closed the borders between East and West Berlin.

A makeshift wall was built and would be replaced by a permanent one.

The USA and its Allies did nothing to stop the wall being built.

Consequences

Peace was maintained.

Permanent separation of East and West – the wall now acted as a symbol of division in Europe.

The flow of refugees was stopped.

Kennedy visited West Germany in 1963 – 'I am a Berliner'.

The Cuban Missile Crisis –**Causes**

The USA had strong economic interests in Cuba.

1959 Fidel Castro led a successful revolution to remove the pro-American government (Batista).

USA banned Cuban imports and refused to recognise the government due to its communist links .

The Bay of Pigs 1961 - USA attempt to overthrow Castro.

Total failure for President Kennedy.

This forced Cuba to grow closer to Khrushchev. – agreed to station Soviet nuclear weapons on Cuba.

The Cuban Missile Crisis – Main Events of October 1962

16th – Kennedy learns about the proposed missiles.

20th – Kennedy imposes naval blockade around Cuba.

23rd – Khrushchev sent letter to Kennedy.

24th – Khrushchev states their intention to use nuclear weapons in the event of war.

25th – Kennedy writes to Khrushchev asking for the withdrawal of weapons.

26th – Khrushchev responds – he will withdraw missiles in USA agrees to not to invade and removes missiles in Turkey.

27th – US spy plane shot down over Cuba. USA will withdraw missiles if kept secret.

28th – Khrushchev accepts the deal. These events become known as the 'Thirteen Days'.

Consequences

Hotline

The Limited Test Ban Treaty 1963

The Outer Space Treaty 1967

The Nuclear Non-proliferation 1968

Relations between the superpowers improved.

Czechoslovakia 1968

Causes

Communist Czech leader Antonin Novotny became unpopular. The Czech economy was in decline. Many wanted greater democracy promoted by Alexander Dubcek.

The Prague Spring

Key reforms introduced by Dubcek included –
Greater political freedom

Trade restrictions with the west removed

Capitalism introduced to the economy

Rights for Trade Unions

10 year program for political reform

These reforms encouraged demands for further radical reform.

Main Events- Soviet invasion

Brezhnev was worried Czechoslovakia would leave the Warsaw Pact – he was worried the reforms were going too far.

20-1st August Warsaw Pact troops invaded under Soviet orders. Czechs tried to resist the invasion.

Dubcek was arrested and forced to accept the end of the movement towards democracy.

Consequences

Demonstrations against the Soviet invasion continued till April 1969.

January 1969 Jan Palach set himself on fire in protest at the Soviet invasion.

Soviets issued the **Brezhnev Doctrine**.

Some countries began to move away from the Warsaw Pact – Romania.

- The West condemned the invasion but sent no military force.

Key terms

- **Brinkmanship** - practice of pursuing a dangerous policy to the limits of safety before stopping
- **CIA** – Central Intelligence Agency. Foreign intelligence service for the USA.
- **Doctrine** – A belief or set of beliefs
- **Free City** – A city that is also an independent state.
- **Non-proliferation** - The prevention of an increase or spread of something
- **Socialism** – economic theory of social organisation that believes that the means of making, moving, and trading wealth should be owned or controlled by the community as a whole. In Marxist theory, it is a temporary state between capitalism and communism.
- **Summit conference** – A meeting of the heads of government.
- **Ultimatum** – A final demand

Term 5 Homework

Week 2 – Revise for Week 3 Assessment

Week 4/5 – Write two reasons for why each of the following was important for relations between the superpowers:

- The Bay of Pigs invasion
- Khrushchev's Berlin Ultimatum

Links to support your understanding of the topic:

<https://www.bbc.co.uk/bitesize/guides/zyt42p3/revision/1>

(Pages 1 -6 summarise all 3 crises of this period with various images and video clips as well as the key content)

<https://www.youtube.com/watch?v=fy5Zy0nwsB0>

(Amazing documentary on the Cuban Missile Crisis)

BIG QUESTIONS

1. Where is Nigeria located and how developed is it?
2. How can we really measure development in Nigeria?
3. How have political events affected Nigeria's development?
4. How have events that happened in the past affected Nigeria's economic development?
5. How are Nigeria's job market and trading relationships changing?
6. Are TNCs having a positive or negative impact on Nigeria?
7. What are the environmental effects of having a TNC locate in your country?
8. How is aid benefitting Nigeria?
9. What is the quality of life like in Nigeria?



Nigeria's political links

1. African Union – peacekeeping group
2. ECOWAS – Trading group
3. CEN-SAD – Trading and sporting links
4. OPEC – stabilising the price of oil and ensuring a regular supply
5. United Nations – 5th largest number of troops to the UN peacekeeping force.

Why is Nigeria's economy developing?

1. Investment in science and technology training
2. Information technology is starting to drive the economy.
3. Increased use of telecommunication
4. Rapid advances in technology
5. Greater concern for the environment.



Aspects of Nigeria

Political

Several countries are now starting to invest in Nigeria:

1. China is making major investment in construction in the capital, Abuja.
2. South Africa is investing in businesses and banking.
3. American companies such as General Electric are investing in new power plants.
4. American corporations such as Wal-Mart, and IT giants IBM, Microsoft and Oracle are operating in Nigeria.

Cultural

1. Nigerian music is enjoyed across the continent.
2. Nigerian cinema known as 'Nollywood' is the second largest film industry in the world.
3. It has a few well known writers such as Wole Soyinka.
4. In sport, the Nigerian football team has won the African cup of Nations three times.

Social

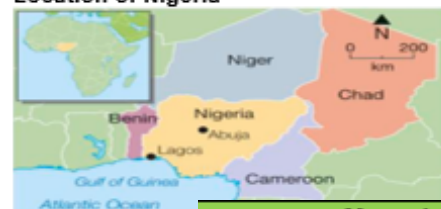
1. Nigeria is multi-ethnic, multi-fait country.
2. Its social diversity is one of the strengths but also a source of conflict.
3. Economic inequality between the north and the south.
4. Unstable situation in the country due to Islamic fundamentalist groups has led to a lack of investment and abroad and a rise in unemployment.
5. Huge variations in the level of wealth.

Environmental

1. Nigeria's natural environments from a series of bands across the country.
2. This reflects the decreasing rainfall towards the north in West Africa.
3. These environmental regions extend to the east and west in Nigeria.
4. To the north is the Sahel and the Sahara desert.

Impacts of TNC's	Impacts of international aid
Advantages <ol style="list-style-type: none"> 1. Companies provide employment 2. More money spent on the economy 3. Investment into infrastructure and education 4. Valuable export revenues earned. Disadvantages <ol style="list-style-type: none"> 1. Local people poorly paid 2. Working conditions are poor 3. Management jobs go to foreign employees 4. Profit generated goes abroad 5. Grants used to attract TNC's could be used to invest in Nigerian industry. 	Advantages <ol style="list-style-type: none"> 1. Funding health programmes and education 2. Support for orphans and young children 3. Education and prevention of AIDs/HIV 4. Funding to development projects Disadvantages <ol style="list-style-type: none"> 1. Corruption in the government 2. Government diverting money to the navy 3. Donors have political influence over what happens with the aid 4. Money may be used to promote the commercial self-interest

Location of Nigeria



Sources of aid to Nigeria 2014



Managing environmental issues	Quality of life
<ol style="list-style-type: none"> 1. Industrial growth – 5000 registered industrial plants and 10000 illegal small scale industries. This has led to environmental problems. Pollutants go directly into open drains and water channels. Some industries dispose of chemical waste on nearby land. 70-80% of forests destroyed and desertification is being made worse by large-scale dam irrigation schemes. 2. Urban growth – squatter settlements are common in most cities. Services have failed to keep pace with the rate of economic growth. Waste disposal is a major issue. Traffic congestion leads to high levels of exhaust emissions. 3. Commercial farming and deforestation – land degradation. Water pollution due to soil erosion. Habitats destroyed and many species have disappeared including cheetahs and giraffes and 500 plants. 4. Mining and oil extraction – tin mining has led to soil erosion. Oil spills have harmed freshwater and marine ecosystems. Some developments have led to violent conflicts with local people. 	Benefits <ol style="list-style-type: none"> 1. Reliable better paid jobs in manufacturing 2. Higher disposable income 3. Better access to safe water and sanitation 4. Improvement to infrastructure 5. Improved access to a better diet leading to better productivity at work or school 6. Better quality healthcare with more doctors and better equipped hospitals. Challenges <ol style="list-style-type: none"> 1. Political – the need for a continuing stable government to encourage inward investment 2. Environmental – the pollution by oil spills has devastated the lives of the local people. Pests like the tsetse fly restrict commercial livestock farming. Parts of the far north are under threat from desertification. 3. Social – historical distrust between several tribal groups. Religious divide between the Christian south and the Muslim north. Recent kidnapping by the militant group Boko Haram spreads fear amongst Nigerian and foreign investors.

Homework links

1. Look, cover, write, check and remember the keywords (and their definitions) listed below
2. Listen to GCSE pods about this topic
3. Use CGP revision guides and exam question booklet to practice exam technique and knowledge application

Keywords

1. Industrial structure
2. Transnational corporation (TNC)
3. Emergency aid
4. Development aid
5. Newly emerging economy (NEE)
6. Infrastructure
7. Economic impact
8. Environmental impact
9. Information technologies
10. Social impact

BIG QUESTIONS

Can you describe the process of development in artists work?

How can the study of other artists help you find your own direction in the development of ideas?

Explain why primary sources are the richest form of research.

How can Secondary sources enrich the development of ideas?

Can you list 5 different ways you could record your observations of the subject matter?

Why should you plan a wide range of ideas before selecting a final one?

How can the refining process help you to fully realise intentions?

Overarching Big Question

*(Past Exam Question) Many artists use personal histories as the inspiration for their work. Paula Rego frequently creates paintings that refer to episodes in her childhood. Frida Kahlo's paintings often related to her life experiences. The images and memories of his early years in Belarus were a major inspiration for the work of Marc Chagall. The vivid colours found in India influenced the early sculptures of Anish Kapoor. Students will be asked to consider appropriate sources and produce their own response to **Personal histories**.*



Key Skills

RECORD

I will independently record...

- images and information appropriate to the theme
- using wet, dry and digital media
- examples of artists work appropriate to the theme
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.

DEVELOP

I will independently develop...

- my observation skills using a range of media, techniques and processes.
- artwork and ideas from primary sources
- my knowledge and understanding of artist styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work
- my higher order thinking skills

REFINE

I will independently...

- experiment making the most of media and techniques relevant to my intentions
- select ideas to adapt and improve e.g. adjustments to size, colour and composition.
- develop a piece of work from one media into another

EVALUATE

I will independently...

- analyse and reflect on the development of my own work, through annotation making connections to artists and suggesting ways I could improve.
- evaluate artists using analytical writing skills and forming opinions.

PRESENT OUTCOMES

I will independently...

prepare a plan for a final piece to be completed during the 5-hour Mock Exam.



Homework Links

Tasks linked to the theme 'Personal Histories' (2 hours per two-week cycle)



Key Vocabulary

Theme...
Identity/Personality/Heritage/Culture/Society/Family/Relationships/Belongings/Hobbies/Memories/Events etc.

Technical...
Tone/Texture/Shape/Colour/Form/Scale/Media/Technique/Composition/Research/Primary source/Secondary Source

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

How to be ready for your end of year art exam...

This year has been all about honing knowledge and skills in specialist media and techniques.

Your exam will be based on the development of ideas and you will be expected to **select** and apply appropriate skills for your artwork...

- **Drawing**
- **Knowledge of colour**
- **Exploring media and techniques**
- **Showing an artist influence**
- **Developing ideas**
- **Refining artwork**
- **Evaluating your work**

EVALUATING ARTISTS' WORK

1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture? EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons...

ANNOTATING YOUR OWN WORK

- In this artwork I was trying to...
- The artist/culture that has influenced my work is...
- The source I have used is...
- I found the source I used at...
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because...
- I can improve this piece by...
- I could develop this work further by...

Annotate means to explain your own creations

Artist evaluation is when you write about the artist

Project evaluation is written about the whole project at the end

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
- 2) How do different intrinsic factors influence the risk and severity of injury?
- 3) What are the key components of a warm up?
- 4) What are the physiological and psychological benefits of a warm up?
- 5) What are the key components and physiological benefits of a cool down?
- 6) What are the types and causes of acute injuries?
- 7) What are the types and causes of chronic injuries?
- 8) How can you reduce the risk and severity of an injury or medical condition?
- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

Topic Area 1: Different factors which influence the risk and severity of injury

Key Terms:

- ✓ **Extrinsic factors** – where the factor or risk of injury comes from outside the body
- ✓ **Intrinsic factors** – where the factor or risk of injury comes from within the body
- ✓ **Contact sports** – sports where physical contact between performers is an accepted part of play
- ✓ **Non-contact sports** – sports where participants compete alternately, or are physically separated, or the rules detail no contact.
- ✓ **Hypothermia** – a dangerous drop in body temperature below 35°C.
- ✓ **Veterans** – performers above a certain age that is specific to the sport.
- ✓ **Psychological factors** – mental factors that affect a performer.
- ✓ **Motivation** – the drive to do something.
- ✓ **Arousal** – level of activation or excitement.
- ✓ **Anxiety** – negative emotional state due to nervousness.
- ✓ **Stress** – the feelings we get when we find it difficult to cope with the demands placed on us.
- ✓ **Confidence** – belief in your own ability to master a situation.
- ✓ **Aggression** – Intention to cause harm.
- ✓ **Mental rehearsal** – going over a skill in the mind before performance.

Topic Area 2: Warm up and cool down routines

Key Terms:

- ✓ **Warm up** - exercises to prepare the body for exercise so that the chances of injury or ill effects are reduced.
- ✓ **Dynamic stretches** – active stretching exercises.
- ✓ **Adrenaline** - hormone that prepares the body for exercise.
- ✓ Lactic Acid - waste product of anaerobic exercise; it causes fatigue.
- ✓ **Anaerobic** – without oxygen; oxygen is not used to produce energy during high-intensity, short-duration anaerobic exercise.
- ✓ **Cool down** - easy exercise done after a more intense activity to allow the body to gradually move to a resting condition.
- ✓ **Maintenance stretches** - stretches designed to just maintain flexibility.
- ✓ **Static stretches** – stretches where the stretched position is held for many seconds in an attempt to improve flexibility.
- ✓ **Proprioceptive neuromuscular facilitation (PNF)** - advanced form of flexibility training, involving both the stretching and contracting of the muscles being targeted.
- ✓ **Delayed onset muscle soreness** – muscle pain that starts a day or two after an exercise workout.

Topic Area 3: Different types and causes of sports injuries

Key Terms:

- ✓ **Acute injuries** – injuries caused by impacts or collisions.
- ✓ **Chronic injuries** - injuries caused by continuous stress.
- ✓ **Soft tissue injuries** - injuries to muscles, tendons or ligaments.
- ✓ **Hard tissue injuries** – injuries to part of the skeletal system, such as fractures or dislocations.
- ✓ **Strains** - injuries to muscles.
- ✓ **Sprains** - injuries to ligaments.
- ✓ **Ligaments** - tissue that connects bone to bone and strengthens joints.
- ✓ **Abrasion** - surface damage to the skin; grazes.
- ✓ **Cut** - skin wound where the tissues of the skin become separated.
- ✓ **Laceration** - a torn or jagged wound caused by a sharp object.
- ✓ **Contusion** - bruise caused by blood leaking into the surrounding area.
- ✓ **Blister** - bubble on the skin caused by friction.
- ✓ **Fracture** - partial or complete break in a bone.
- ✓ **Dislocation** - when a bone is dislodged from its position in a joint.
- ✓ **Concussion** - head injury in which the brain is shaken inside the skull.
- ✓ **Tendonitis** - inflammation of the tendons.
- ✓ **Epicondylitis** - inflammation of an epicondyle of a bone.
- ✓ **Stress fracture** – tiny cracks in a bone caused by repetitive force, often from overuse.

Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
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- 3) What are the key components of a warm up?
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- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

Key Terms:

- ✓ **Hazard** - something that can cause harm.
- ✓ **Risk** - the likelihood of danger.
- ✓ **Risk assessment** – careful examination of what, in relation to a sports activity, could cause harm to people.
- ✓ **Electrocardiogram (ECG)** - technology used to detect the rhythm and electrical activity within the heart.
- ✓ **Emergency action plan (EAP)** - written document identifying what action to take in the event of an emergency at a sporting event.
- ✓ **SALTAPS** - acronym for see, ask, look, touch, active, passive, strength.
- ✓ **DRABC** - acronym for danger, response, airway, breathing and circulation.
- ✓ **Recovery position** – position for an unconscious person that keeps their airway clear and open.
- ✓ **PRICE** - acronym for protection, rest, ice, compression, elevation.
- ✓ **Ultrasound** - use of high frequency sound waves to diagnose and treat injuries.
- ✓ **Electrotherapy** - use of electrical energy to treat injuries.
- ✓ **Hydrotherapy** - use of water to improve blood circulation, relieve pain and relax muscles.
- ✓ **Cryotherapy** - use of cold temperatures to treat injuries.
- ✓ **Contrast therapy** – use of quickly changing temperatures from hot to cold and back again to treat injuries.
- ✓ **Analgesics** – medication used to relieve pain.
- ✓ **Cast** - hard fibreglass or plaster casing designed to prevent broken bones from moving.
- ✓ **Splint** - plastic or fibreglass support for a limb injury.
- ✓ **Sling** - support, usually of folded cloth, designed to immobilise and rest the arm.

Topic Area 5: Causes, symptoms and treatment of medical conditions

Key Terms:

- ✓ **Asthma** - a condition in which the airways narrow and swell, which can make breathing difficult.
- ✓ **Inhaler** - device that allows medicine to be breathed in.
- ✓ **Nebuliser** - machine that allows medicine to be breathed in.
- ✓ **Glucose** - simple sugar found in blood used as an energy source.
- ✓ **Insulin** - a hormone that lowers blood glucose levels.
- ✓ **Diabetes** - condition in which blood sugar levels are not regulated by the body effectively.
- ✓ **Ketones** – chemicals produced by the liver during fat breakdown.
- ✓ **Diabetic ketoacidosis (DKA)** - a condition caused by excess ketones in the blood.
- ✓ **Insulin-dependent** - another name for Type 1 diabetes.
- ✓ **Insulin-resistant** – another name for Type 2 diabetes.
- ✓ **Hypoglycaemia** - low blood sugar level.
- ✓ **Hyperglycaemia** – high blood sugar level.
- ✓ **Epilepsy** – abnormal brain activity that causes recurring seizures.
- ✓ **Seizures** - bursts of electrical activity that temporarily affect how the brain works.
- ✓ **Triggers** - things that make epileptic seizures more likely.
- ✓ **Fatigue** - a feeling of overwhelming tiredness.
- ✓ **Anti-epileptic drugs (AEDs)** - medicine taken to help control seizures.
- ✓ **Ketogenic diet** - a diet high in fats and low in carbohydrates and proteins.
- ✓ **Sudden cardiac arrest (SCA)** - a condition in which the heart suddenly and unexpectedly stops beating.
- ✓ **Commotio cordis** – a sudden trauma, such as a blow to the chest directly over the heart at certain points in the heartbeat cycle, that can cause sudden cardiac arrest.
- ✓ **Electrolytes** – minerals found in blood, urine and sweat that carry an electric charge when dissolved in water.

Big Questions

- 1) How are components of fitness relevant to different sports?
- 2) Can you justify why different components of fitness are relevant for different sports?
- 3) What fitness tests are used for each component of fitness?
- 4) Can you apply the components of fitness to a skilled performance?
- 5) What are the principles of training?
- 6) What are SMART goals?
- 7) What are methods of training and their advantages/disadvantages?
- 8) What factors should you consider when designing a fitness training programme?
- 9) How do you apply the principles of training to a fitness training programme?
- 10) How do you plan a fitness training programme?
- 11) How do you record your results from a fitness training programme?
- 12) What are the strengths and areas for improvement for your fitness training programme?

Topic Area 1: Components of fitness applied in sport

Key Terms:

- ✓ **Cardiovascular endurance** - the ability of the heart and lungs to get oxygen to the working muscles for use by the body.
- ✓ **Muscular endurance** - the ability of a muscle to sustain repeated contractions.
- ✓ **Aerobic** - with oxygen; oxygen is used to produce energy during low intensity, long-duration aerobic exercise.
- ✓ **Speed** - the maximum rate at which an individual is able to perform a movement.
- ✓ **Strength** - the extent to which a muscle or muscle group can contract against resistance.
- ✓ **Power** - the exertion of rapid muscular strength; it can be remembered as strength x speed.
- ✓ **Agility** - the ability to move and change direction quickly while maintaining control.
- ✓ **Balance** - the ability to maintain a position; this involves maintaining the centre of mass over the base of support.
- ✓ **Flexibility** - the range of movement possible at a joint.
- ✓ **Co-ordination** - the ability to use two or more body parts together (simultaneously) smoothly and efficiently.
- ✓ **Reaction time** - the time taken from the onset of a stimulus to the start of the reactive movement.
- ✓ **Maximum oxygen uptake (VO2 Max)** – maximum volume of oxygen that can be consumed per minute / unit of time.
- ✓ **Protocol** - the accepted or established procedure for conducting a test.
- ✓ **Validity** - refers to how well a fitness test measures the component of fitness that it aims to test.
- ✓ **Reliability** - a fitness test is reliable if it can be repeated and gives similar results each time.
- ✓ **Maximal tests** – fitness tests that require maximal effort in order to produce a valid, comparable result.
- ✓ **Sub-maximal tests** - fitness tests that do not require maximal exertion.
- ✓ **PAR-Q** - physical activity readiness questionnaire.

Topic Area 2: Principles of training in sport

Key Terms:

- ✓ **SPOR** - principles of training: specificity, progression, overload and reversibility.
- ✓ **Specificity** - making training specific to the movements, skills and muscles that are used in the activity.
- ✓ **Progression** – gradually making training harder as it becomes too easy.
- ✓ **Overload** - working harder than normal.
- ✓ **Reversibility** – ‘use it or lose it’. If you stop training, you will lose fitness.
- ✓ **FITT** - principles of overload: frequency, intensity, time and type.
- ✓ **SMART** - principles of goal setting: specific, measurable, achievable, realistic and time bound.
- ✓ **Continuous training** - any activity or exercise that can be continuously repeated without suffering undue fatigue.
- ✓ **Aerobic training zone** – the optimal zone of training to make aerobic gains in the body to improve cardiovascular endurance and stamina.
- ✓ **Fartlek training** - ‘speed play’, which generally involves running, combining continuous and interval training with varying speed and intensity.
- ✓ **Interval training** – any training that involves periods of work and rest.
- ✓ **Circuit training** - a series of exercises performed at work stations with periods of work and rest.
- ✓ **Plyometric training** - repeated exercises such as bounding, hopping or jumping over hurdles, which are designed to create fast, powerful movements.
- ✓ **Eccentric contraction** - when a muscle contracts and lengthens.
- ✓ **Concentric contraction** - when a muscle contracts and shortens in length.
- ✓ **Resistance training** - training that involves working against some kind of force that ‘resists’ the movement.
- ✓ **Hypertrophy** - an increase in muscle size as a result of training.
- ✓ **High-intensity interval training (HIIT)** – training that involves periods of very high-intensity work and rest.

Big Questions

- 1) How are components of fitness relevant to different sports?
- 2) Can you justify why different components of fitness are relevant for different sports?
- 3) What fitness tests are used for each component of fitness?
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- 8) What factors should you consider when designing a fitness training programme?
- 9) How do you apply the principles of training to a fitness training programme?
- 10) How do you plan a fitness training programme?
- 11) How do you record your results from a fitness training programme?
- 12) What are the strengths and areas for improvement for your fitness training programme?

Topic Area 3: Organising and planning a fitness training programme

Key Terms:

- ✓ **One rep max** – the maximum weight that can be lifted once (one repetition).
- ✓ **Adaptability** - flexibility to adapt a programme if, for any reason, the session being performed cannot be followed precisely.
- ✓ **Objective measures** – facts that provide figures/ numbers, which can allow a performer to monitor improvement.



Figure 2.36 One rep max refers to the maximum weight that can be lifted once

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme



Figure 2.38 Stretching forms a vital part of warm up and cool down routines

Target area	Suitable activity
Cardiovascular endurance/ stamina	Specific exercises: any aerobic activity, for example cycling, swimming, jogging, walking, rowing Overload intensity: 60–80 per cent of maximum heart rate (220 – age) Time: 20 minutes or more of activity, three to four times per week
Muscular strength	Specific exercises: use of high resistance, for example weights, resistance machines, body weight Overload intensity: 70 per cent or more of one rep max (maximum lift); three sets of six to eight repetitions Time: 30 minutes or more
Muscular endurance	Specific exercises: use of low resistance, for example weights, resistance machines, body weight Overload intensity: less than 70 per cent of one rep max (maximum lift); three to four sets of 10–15 repetitions Time: 30 minutes or more
Agility	Specific exercises: shuttles or circuits that involve speed work while changing direction, for example sprinting round cones, ladder running Overload intensity: work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) Time: 30 minute sessions, two or three times per week
Speed	Specific exercises: use speed ladders, sprints, interval sprints Overload intensity: work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) Time: 30 minutes or more
Power	Specific exercises: interval training – high-intensity, short sharp activities; acceleration sprint training; plyometric training, for example box jumping and hurdle jumps Overload intensity: for example, box jumps with three to six sets of 8–15 repetitions, depending upon the stress of the exercise being done; sprints with a work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between sprints) Time: 30 minutes or more
Balance, flexibility, co-ordination or reaction time	Specific exercises: use of predesigned circuit to include flexibility stretches, co-ordination drills or balancing exercises Overload intensity: two to three sets of 12 reps with 30-second recovery intervals Time: 30 minutes or more

Big Questions

- 1) What is the function and role of the cardio-respiratory system?
- 2) How is technology used to inform us about the cardio-respiratory system?
- 3) What are the components and role of the musculo-skeletal system?
- 4) How is technology used to inform us about the musculo-skeletal system?
- 5) What are the short-term effects of exercise on the cardio-respiratory system?
- 6) What are the short-term effects of exercise on the musculo-skeletal system?
- 7) What are the long-term effects of exercise on the cardio-respiratory system?
- 8) What are the long-term effects of exercise on the musculo-skeletal system?

Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Key Terms:

- ✓ **Atria** - upper chambers of the heart that collect blood from veins.
- ✓ **Ventricles** – lower chambers of the heart that pump blood out through arteries.
- ✓ **Valves** - prevent the backflow of blood.
- ✓ **Deoxygenated** – venous blood (in veins) that does not carry oxygen.
- ✓ **Oxygenated** - arterial blood (in arteries) that carries oxygen.
- ✓ **Arteries** - blood vessels that mainly carry oxygenated blood away from the heart.
- ✓ **Capillaries** - tiny, thin walled blood vessels that join arteries (which carry blood away from the heart) and veins (which carry blood back to the heart).
- ✓ **Alveoli** - tiny air sacs in the lungs.
- ✓ **Veins** - blood vessels that mainly carry deoxygenated blood back to the heart.
- ✓ **Trachea** - tube connecting the mouth and nose to the lungs.
- ✓ **Lungs** - large spongy organs in chest; used for gas exchange.
- ✓ **Bronchi** - airways that lead from the trachea into the lungs.
- ✓ **Bronchioles** - air passages inside the lungs that connect the bronchi to the alveoli.
- ✓ **Diaphragm** - dome-shaped muscle causing inhalation and exhalation.
- ✓ **Radial pulse** - heart rate that can be felt at the wrist.
- ✓ **Carotid pulse** - heart rate that can be felt at the neck.
- ✓ **Vasoconstriction** – reduction in the diameter of a blood vessel to reduce blood flow through that vessel.
- ✓ **Vasodilation** - widening in the diameter of a blood vessel to increase blood flow through that vessel.
- ✓ **Cardiac output** – the volume of blood that the heart is able to pump out in one minute.
- ✓ **Stroke volume** – the volume of blood that leaves the heart during each contraction.

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

Key Terms:

- ✓ **Clavicle** - the collarbone.
- ✓ **Scapula** - the shoulder blade.
- ✓ **Humerus** - bone in the upper arm.
- ✓ **Radius** - bone of the forearm; attaches to the thumb side of the wrist.
- ✓ **Ulna** - bone of the forearm; forms the point of the elbow.
- ✓ **Cranium** - skull bone, which surrounds the brain.
- ✓ **Ribs** - bones surrounding the heart and lungs, forming the chest cavity.
- ✓ **Sternum** - flat bone at the front of the chest, sometimes called the breastbone.
- ✓ **Vertebrae** - many single bones joined together to form the backbone.
- ✓ **Femur** - long bone of the thigh or upper leg, which extends from the hip to the knee.
- ✓ **Tibia** - the shin bone; forms knee joint with the femur.
- ✓ **Fibula** - bone in the lower leg that forms the ankle.
- ✓ **Patella** - the kneecap; covers the knee joint.
- ✓ **Deltoids** - muscles on shoulder joint that move the upper arm.
- ✓ **Trapezius** - muscle at the top of the back that moves the scapula and head.
- ✓ **Latissimus dorsi** – muscle at the side of back that moves the upper arm.
- ✓ **Pectorals** - muscles in the chest that move the upper arm.
- ✓ **Biceps** - muscles at the front of the upper arm.
- ✓ **Triceps** - muscles at the back of the upper arm.
- ✓ **Abdominals** – stomach muscles that protect internal organs.
- ✓ **Gluteals** - buttock muscles, which are used when running.
- ✓ **Hamstrings** - muscles at the back of the upper leg.
- ✓ **Quadriceps** - muscles at the front of the upper leg.
- ✓ **Gastrocnemius** - one of the calf muscles; used in walking.
- ✓ **Soleus** - one of the calf muscles; used in walking.

Big Questions

- 1) What is the function and role of the cardio-respiratory system?
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- 3) What are the components and role of the musculo-skeletal system?
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- 8) What are the long-term effects of exercise on the musculo-skeletal system?

Key Terms (continued Topic 1):

- ✓ **Systolic blood pressure** - blood pressure when the heart is contracting.
- ✓ **Diastolic blood pressure** - blood pressure when the heart is relaxed.
- ✓ **Inhalation** - breathing in.
- ✓ **Exhalation** - breathing out.
- ✓ **Intercostal muscles** - muscles located between the ribs.
- ✓ **Diffusion** - the movement of a gas from an area of high concentration to an area of low concentration.
- ✓ **Wearable technology** - technology worn on the body during exercise to provide data.
- ✓ **Laboratory-based technology** - the use of technology inside a laboratory to provide data.
- ✓ **Field-based technology** - technology that can be used to provide data outside of a laboratory in the setting where sports take place, for example a football pitch.
- ✓ **Spirometer** - machine that produces a spirometry trace of breathing volumes.
- ✓ **Vital capacity** – amount of air expelled from your lungs when you take a deep breath and then exhale fully.
- ✓ **Pulse oximeter** – device used to measure how efficiently oxygen is being carried to the extremities by the heart (blood oxygen level).



Figure 3.18 Smartwatch

Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Key Terms:

- ✓ **Anticipatory rise** – slight increase in heart rate before exercise.
- ✓ **ROM** - range of movement.

Key Terms (continued Topic 2):

- ✓ **Synovial joint** - a freely moveable joint.
- ✓ **Ball and socket joint** - ball shaped end of bone fits into the socket of another, for example the hip.
- ✓ **Hinge joint** - end of bone fits against another bone allowing movement in only one direction, for example the knee.
- ✓ **Gliding joint** - one bone can slide over another, for example the carpals in the wrist.
- ✓ **Pivot joint** - rounded end of one bone fits into a ring formed by the other bone, for example the vertebrae of the neck, which allow head rotation.

Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Key Terms:

- ✓ **Fast twitch fibres** – muscle fibres that contract quickly and/or with high force; used during high-intensity work.
- ✓ **Slow twitch fibres** – muscle fibres that contract with a low force but do not fatigue quickly.
- ✓ **Bradycardia** – decrease in the resting heart rate because of training.
- ✓ **Goniometer** - device used to measure flexibility (range of movement at a joint).
- ✓ **Lung capacity** - the amount of air the lungs can hold.
- ✓ **Tidal volume** - the amount of air breathed in and out at rest.
- ✓ **Bone density** - the amount of bone mineral in bone tissue.
- ✓ **Capillarisation** – an increase in the number of capillaries as a result of endurance training.
- ✓ **Heart disease** - when the heart's blood supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries that supply the heart with blood.
- ✓ **Heart attack** – medical emergency in which the supply of blood to the heart is suddenly blocked.

Religion
Religion and life

Year Group: 10
Term: 5

Big Questions

1. Where did we come from?
2. Do we have a responsibility to look after the planet?
3. Do we have a responsibility to look after others?

What is the Big Bang?

The big bang is a description of how scientists believe the universe began. They believe it began 13.7 billion years ago. All the matter in the universe was concentrated to one point and began to expand very rapidly with a big explosion, eventually creating the universe as we know it today.

Most Christians

- Believe we have a responsibility to look after God's creation
- We have been given dominion by God to look after and protect.
- Christians believe God created the world and therefore we should look after it – Genesis 1. – this idea of looking after the world is called stewardship.
- Christians therefore believe that we should be using renewable energy to protect the planet.

What is Evolution?

Charles Darwin was a natural scientist. He wrote a book called On the Origin of Species 1859. Darwin suggested that the reason there is a huge variety of animals is due to natural selection.

Over thousands of years animals adapt to their environment and those who adapt survive those who do not die out. Naturally, the new generation has new traits that the previous generation did not have.

This suggests that humans have evolved over thousands of years from a more primitive ancestor.

This theory is generally accepted in both science and religious circles.

What ways do humans impact the planet?

1. Destruction of habitats – Deforestation
2. Use and abuse of natural resources
3. Global warming
4. Climate change
5. Pollution
6. Farming

Ways we can look after the planet?

1. Recycle
2. Save water and electricity
3. Take public transport or car share
4. Use reusable products
5. Use less paper
6. Reduce your food waste
7. use renewable energy



Most Buddhists

- Believe that we should look after the planet as it avoids suffering
- We have a duty to not kill other living beings Ahimsa (the first precept)
- We will get negative Karma if we abuse our planet or others within the planet
- We should act with right intention and actions (8 fold path)
- We should use energy sources that protect the planet and others.

Key words:

- **Metta** meditation focused on the development of unconditional love for all beings (Buddhism)
- **Karuna** – compassion for all living beings (Buddhism)
- Stewardship – Duty to look after the world and life.
- **Dominion** – The idea humans have the right to control all of creation.
- Responsibility – a duty to deal with a situation
- **Awe** – an overwhelming feeling of reverence with a link to God
- **Fossil fuels** - a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
- **Global warming** - a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide
- **Hypothesis** – a proposed explanation for something.
- **Sustainable energy** – resources that are renewable such as wind, nuclear and solar power.

BIG QUESTIONS

What is characterisation?

How can physical performance skills and vocal skills be incorporated into a performance?

How can drama techniques be incorporated into a performance?

Why is discipline important in a performance?

What are the differences between the two styles – Naturalism and Abstract Theatre?

What is the difference between devising and a scripted performance?

Performance Skills

Planned Movement	Physical actions that are organised prior to the performance and then rehearsed.
Positioning	Arranging an actor in a place/way. Where the actor is facing.
Posture	How the body is held.
Body Language	Movements with the body, that communicate feeling.
Eye Contact	Where the actor is looking.
Space	How the environment is used.
Levels	How high or low an actor is positioned on stage.
Vocal Skills	How the voice is used to communicate emotion and character.
Gestures	Using your hands to further express meaning or emotion.
Facial Expressions	Showing mood through the movement of your face.

3PBEDSLVGF

Physical performance skills are the ways the use body can be used to communicate character or meaning.

Always remember to remain disciplined when performing.

Vocal Skills

Pitch	How high or low your voice is.
Pace	How fast or slow you speak.
Pause	A moment of silence.
Projection	How far and clearly you speak enable your voice to travel across the room.
Tone	Using your voice to show mood.
Emphasis	Exaggerating particular words or phrases in a sentence.
Accent	A distinctive pronunciation which shows location. This can be linked to country or area.
Volume	How loud or quiet you are speaking.

4P'STEAV

The way in which the voice is used to communicate. Vocal skills can be used to communicate character. The more the audience can understand about a character, the greater the understanding of the narrative of the performance. **P.42**

Drama Techniques	What would it look like on stage?
Thought Track	Character telling their thoughts to the audience
Monologue	A speech spoken by one character
Choral Speaking	A group of actors speaking at the same time
Slow motion	Slowing movement down
Flashback	A scene from the past
Cross Cutting	Mixing up the order of scenes
Narration	A spoken commentary for the audience about the action on stage
Organic Sound	A sound made by the actors (not recorded)
Synchronisation	Actors moving at the same time
Canon	Moving one after the other
Multi-role	One actor playing more than one role
Hot Seating	Questioning an actor in role
Still Image	A frozen moment in a scene
Physical Theatre	Using your body to create objects
Mime	Performing an action with no props
Mirroring	2 actors facing each other moving at the same time
Split Role	One role that is played by more than one actor
Flash forward	A scene from the future
Tableau	A still image that captures the whole scene/story
Repetition	A sound/movement that is repeated
Marking the Moment	When a moment in a scene is emphasised

Style: Naturalism

Naturalism uses realistic acting and in-depth characterisation.

- Subtext
- Relationships
- Personality
- Situation
- Motivation

Movement is planned carefully, making sure every action has a meaning behind it.

Set/costume/props/sound are used as part of a Naturalistic performance however drama techniques are NOT used!

Style: Abstract Theatre

Theatre that is non-naturalistic.

Drama techniques are included in performances to present a narrative or theme in an alternative or unconventional way.

Drama techniques are used to enhance an abstract performance, making it more engaging for the audience.



BIG QUESTIONS

How does the lighting contribute to the audience's understanding of the choreographic intent of WHE?

How does the costume contribute to the audience's understanding of the choreographic intent of WHE?

How does the set design contribute to the audience's understanding of the choreographic intent of WHE?

How does the music contribute to the audience's understanding of the choreographic intent of WHE?

How does the choreographic approach support our understanding of WHE?

How does the aural setting support our understanding of WHE?

How does the choreographic content support our understanding of WHE?

How does the structure support our understanding of WHE?

How does the dance style support our understanding of WHE?

Why has the choreographer made the decisions regarding each component? What is the impact of that decision?

Choreographer: James Cousins

Performed by: James Cousins Dance Company **Performance:**

February 2016 (launch of *Within Her Eyes*)

7th September 2012 (date of first performance of *There We Have Been*).

Dancers: 2 dancers – 1 male, 1 female

Duration: 17 minutes

Dance Styles: Contemporary / contact work.

Choreographic Intent:

- An abstract tragic love story.
- The pull back towards the girl's late lover contrasted with the desire to move on.
- The intention behind *Within Her Eyes* was to create a dance film that maintained the emotional intensity and visceral energy of the live stage performance of *There We Have Been* and to portray an abstract tragic love story that is open for interpretation.
- The female dancer is constantly reaching, wrapping, balancing and falling on and around the male dancer. The choreography contrasts the folding into him with the pulling away to highlight the pull she feels to her late lover whilst trying to allow herself to move on with the man who cares so much for her. The male dancer never initiates or manipulates, he merely responds to her every move, devoted to her. He needs her as much as she needs him.
- The mood is very tender, emotional and somber. Intensity is also achieved by having the dancers perform in complete contact, totally dependent on each other, with the female dancer never once touching the floor throughout the entire duet. This creates a very unique vocabulary and style both physically and emotionally.

Stimulus:

- A Love Story with a Twist
- The dancers can never be together.
- Love and loss
- Longing and memory Dependency and loyalty

Inspired by both personal experiences and well known narratives, Cousins wanted to portray a unique narrative combining themes of love and loss, dependency and loyalty, longing and memory. Rather than a conventional love story where, despite the bumpy road, the characters end up together; Cousins wanted to flip it around to portray a story where, no matter what happened, ultimately they could never be together.

Choreographic Approach:

The film uses the choreography from Cousins' critically acclaimed stage production *There We Have Been* and sets it outdoors in a bleak landscape. For the original choreography James worked from two starting points; narrative and emotional themes and the physical idea of keeping the female dancer off the floor.

The movement was created in collaboration with the dancers through improvisation, which was all filmed and then learnt back from the video. James then pieced these segments together into a structure that reflected the narrative arc of the story.

Costume:

Man: dark, earthy colours. Trousers, long sleeved top, shoes.

Girl: Cream thigh length skirt with central pleat, cream undershorts, long sleeved cream blouse in delicate chiffon like fabric, buttoned up to the neck. No shoes. Hair in pony- tail.

Girl also wears a beige/brown cardigan in the Prologue.

Costumes are stylised everyday clothes

Structure: A prologue followed by 6 continuous sections, defined by changing locations, physicality and music that reflect the developing relationship. The overall effect is one seamless journey.

Aural Setting:

1. *Prologue:* ominous soundscape
2. *Beginning:* peaceful piano melody over wind sounds. Wind increases in volume & shaking strings join in.
3. *Moving Closer:* slow, warm and graceful section for strings over wind sounds.
4. *Flow One:* contradictions: calm piano, but nervous trembling strings stab the air. Builds to climax.
5. *Kneeling:* wind & echoing piano with pauses and silences.
6. *Flow Two:* a development of the music from Flow One.
7. *Floor:* long, electronic notes with a few faint piano notes

The accompaniment is a composition created specifically for the work, which evolved alongside the choreography, created by composer Seymour Milton in collaboration with James. The music combines electronic elements with strings and piano creating a haunting and emotive accompaniment that blends seamlessly with the choreography, flowing as one

Staging and Set:

A variety of outdoor spaces: deserted street, graveyard, open field, cloudy sky, cliff top, forest, quarry.

The film is set in remote locations to give the feeling of isolation and highlight the characters separation from society. The locations progress from very open landscapes to more intimate settings to show a passage of time and to reflect their relationship getting more intimate and restricted as it progresses.
Site sensitive; dance for camera. Filmed by Scratch.

The film is shot and graded to reflect the dark atmosphere of the inspiration. After the prologue the camera starts very far away from the dancers giving the feeling that they are completely isolated and in their own world; the viewer is a secret observer. Gradually as the dancers' relationship grows closer, the camera moves in closer but still keeps distance until the first time the dancers look at each other when it moves right in to close up on their faces.

The majority of the film is shot with the camera on a track, giving a very smooth quality. For the penultimate section it switches to a hand held camera giving a much more raw and unstable feeling reflecting the female character's heightened emotional state.

Lighting:

- Natural lighting.
- Begins with a night time sky and then moves through daylight to dusk, finally ending at night.

Homework Links**VLE – video links**

<https://www.youtube.com/watch?v=5ZjCN86I-rc>

**Key Vocabulary**

Costume

Lighting

Set design / Physical Setting

Accompaniment

Choreographic intent

Choreographic approach

Stimulus

Artistic intention

Contribution

Enhances

Highlights

BIG QUESTIONS

Can you identify and offer specific movement examples of the 5 basic body actions?

How do expressive skills contribute to the overall performance of a piece of dance?

How do physical skills contribute to the overall performance of a piece of dance?

What is the difference between mental skills for process and mental skills for performance?

How might a dancer improve their expressive skills?

How can a physical skill be improved over time?

Physical Skills: aspects enabling effective performance

Posture – The way the body is held

Alignment – Correct placement of body parts in relation to each other

Balance – A steady or held position achieved by an even distribution of weight

Coordination – The efficient combination of body parts

Control – The ability to start and stop movement, change direction and hold a shape efficiently

Flexibility – The range of movement in the joints (involving muscles, tendons and ligaments)

Mobility – The range of movement in a joint; the ability to move fluently from action to action

Stamina – Ability to maintain physical and mental energy over periods of time

Extension – Lengthening of one or more muscles or limbs

Isolation: an independent movement of part of the body

Expressive Skills: aspects that contribute to performance artistry and that engage the audience.

Projection – The energy the dancer uses to connect with and draw the audience in

Focus – The use of the eyes to enhance performance or interpretative qualities

Spatial awareness – Consciousness of the surrounding space and its effective use

Facial expressions – use of the face to show mood, character or feeling

Phrasing – The way in which the energy is distributed in the execution of a movement phrase

Musicality – the ability to make the unique qualities of the accompaniment evident in performance

Sensitivity to other Dancers – Awareness of and connection to other dancers

Mental Skills: skills in preparation for a performance

Systematic repetition – repeating something in an ordered way

Mental rehearsal – thinking through or visualising the dance

Rehearsal discipline – attributes and skills required for refining a performance – effective use of a rehearsal and time

Planning of rehearsal – organisation of when to go over material

Response to feedback – implementing changes and making improvements based on feedback/opinion given to you

Capacity to improve – willing to make changes and better, relearn, implement or adapt to make something better

Mental Skills: skills needed during a performance

Movement memory – the automatic recall of learned movement material without conscious thought

Commitment – dedication to a performance

Concentration – the power to focus all of one's attention

Confidence – the feeling or belief that one can have in one's performance or work

Technical Skills: the accuracy of content

- **Action Content**; 5BBA, use of different body parts
- **Spatial Content**; size, direction, level, pathway
- **Dynamic Content**; flow, speed, force
- **Relationship Content**; lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations
- **Timing Content**
- **Rhythmic Content**

The Five Basic Body Actions: 5BBA
Jump, Turn, Travel, Stillness and Gesture

Can you define each of the 5 basic body actions?

What is the overall impact of technical skills in a performance?

What is the acronym to remember physical skills/expressive skills/technical skills and mental skills?

Homework Links

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Key Vocabulary

You must be able to identify and define **ALL** vocabulary listed.

You must be able to distinguish what category each skill falls under

EG: strength is a physical skill NOT a mental skill

BIG QUESTIONS

How can a motif be developed through action content?

How can a motif be developed through spatial content?

How can a motif be developed through dynamic content?

How can a motif be developed through relationship content?

Can you identify and define each content category?

What is action content?

What is dynamic content?

What is relationship content?

What is spatial content?

What is rhythmic content?

Technical Skills: These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.

There are 6 technical skills. Each category is followed by the word 'content'.

1. Action content
2. Dynamic content
3. Spatial content
4. Relationship content
5. Timing content
6. Rhythmic content

Action Content: the movement

A range of action content must be used in your practical work.

You must show variation of the 5 Basic Body Actions; travel, turn, gesture, stillness and jump

You may choose to develop a motif through action content using the checklist below.

- Adding an action to a phrase
- Taking an action away
- Repeating an action
- Performing an action on a different body part
- Re-order motif

Example:

Motif = jump, turn, seat roll, reach arms to ceiling, fall

Motif developed = jump, jump, seat roll, reach arms to ceiling, fall handstand (jump repeated, turn taken away, new action added)

Dynamic Content: how an action is performed

A range of dynamic content must be used in your practical work.

Fast/slow – **speed**

Sudden/sustained – **execution**

Acceleration/deceleration – **tempo**

Strong/light – **force**

Direct/indirect – **route**

Flowing/abrupt - **flow**

A range of dynamics must be included in your practical work. When describing a movement always refer to a dynamic.

Example:

- jump slowly
- abruptly turn to face the front and then reach your arms out to the sides in a strong motion

Rhythmic Content: repeated patterns of sounds or movements

A range of rhythmic content must be used in your practical work.

Relationship Content: with who the action is performed

A range of relationship content must be used in your practical work.

Mirroring – reflecting the actions of another dancer as if there is a mirror line

Example: dancer 1 extends right arm whilst leaning to the right but dancer 2 extends left arm to the left

Action and reaction – a dancer responds to the action of another dancer's action

Example: dancer 1 elbows to left, dancer 2 falls to floor after dancer 1 has performed their action

Accumulation – the movements are added to existing movements in a successive manner

Example: A, AB, ABC = jump, jump + turn, jump + turn + slide

Complementary – perform actions or shapes that are similar but not exactly the same as another dancer's actions

Example: dancer 1 performs seat roll whilst dancer two performs an elevated turn

Contrast – movements or shapes that have nothing in common

Example: fast dynamics of sharp elevated actions vs slow fluid arm gestures

Counterpoint – when dancers perform different phrases simultaneously

Example: floor phrase in one place vs elevation

Contact – a moment of physical contact which could be in the form of a counterbalance, touch or lift

Example: fan lift, hand on shoulder, and sacrifice lift

Formations – where the dancers stand in the space

Example: zig zag, circular, vertical line, diagonal line, horizontal line, cluster, sporadic

Spatial Content: where an action is performed

A range of spatial content must be used in your practical work.

Pathways; circular, linear, diagonal, zig – zag

Levels; floor work, mid-level, standing, elevation

Direction; left, right, front, back, diagonal front, diagonal back

Size of movement; small, medium and large

Spatial design; upstage, centre stage, downstage, stage right, stage left

You may choose to develop a motif through spatial content using the checklist above.

Example:

Change of levels

Version 1: Reach right arm to ceiling, left arm up to ceiling whilst jumping in the air.

Version 2: The dancer could kneel and perform the same arm actions.

Timing Content: The use of time or counts when matching movements to sound and/or other dancers

A range of timing content must be used in your practical work.

Homework Links

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Key Vocabulary

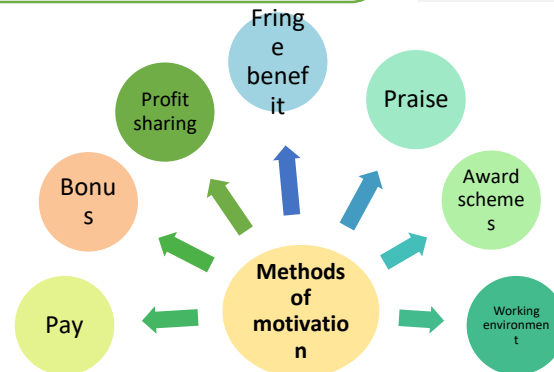
You must be able to identify and define ALL vocabulary listed. You **MUST be able to give movement examples of each skill listed.**

BIG QUESTIONS

- Can you define the terms motivation and 'retention'?
- Can you explain each of the financial and non-financial methods of motivation?
- Can you explain the difference between a salary and wages?
- Can you list different types of fringe benefits?
- What is 'turnover of labour'?

Motivation is:
how workers are encouraged to work hard

If employees are motivated then workers will be efficient in what they do, there will be a low turnover of workers, it will be easier to recruit new workers, less need for supervision and low absenteeism



Homework: Investigate how a business of your choice motivates its workforce. Explain the financial and non-financial methods it uses.

Retention

When workers choose to stay in a firm rather than move elsewhere

Productivity

A measure of output per working

Financial motivation methods

Methods that involve paying workers money

Non-financial motivation methods

Methods that do not involve paying money

BIG QUESTION S

- Can you list different ways to train staff?
- Can you explain the different methods of development – apprenticeships and professional development?
- Can you recommend suitable methods of training of workers (on-the-job, off-the-job and induction training) for a business?

Training is:
short term and is focused on helping a worker do his job well

Development
Long term training focused on helping a worker realise their potential
On-the-job
Training while working
Off-the-job
Training away from the job
Induction training
Training to introduce the worker to the business

	Advantages	Disadvantages
Induction	<ul style="list-style-type: none"> ▪ Helps workers to settle quickly - get to know colleagues ▪ Worker will be more productive quicker ▪ Health and safety issues reduced 	<ul style="list-style-type: none"> • A lot of information to take in in one day • Costs involved - worker is paid but not producing anything • Costs involved - someone needs to provide the training
On-the-job	<ul style="list-style-type: none"> ▪ Training is individualised to help each worker improve ▪ Cheaper – no travel costs ▪ Still producing products while training 	<ul style="list-style-type: none"> • Trainer may need to stop working to help trainee • Quality might be poor • Quality of training depends on the trainer • No qualifications gained
Off-the-job	<ul style="list-style-type: none"> ▪ Experts can provide training ▪ Workers enjoy the change of environment ▪ Workers feel valued 	<ul style="list-style-type: none"> • More expensive - fees, travel etc • Worker is not producing products when training • Risk of employee leaving once trained

BIG QUESTION S

- Can you list at least two benefits and two drawbacks to a business of using batch production?
- Can you list as many different products as you can that you believe would be produced by job, batch and flow production?

Job production

Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Products are usually high-quality ▪ Products can be made to meet the needs of individual customers ▪ Workers often get more satisfaction 	<ul style="list-style-type: none"> ▪ Costs of production will be high ▪ Labour costs may be high because job production often requires skilled labour

Technology is being used more and more in the production of goods and services.

Technological development is making it possible for technology to perform skilled work and reducing the need for human resources

Flow production

Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Large amounts can be made ▪ Costs of production for each unit is low ▪ Machinery can be used, helping to reduce costs ▪ Technology can be used to change the products slightly to more are available for customers to choose from 	<ul style="list-style-type: none"> ▪ Goods are mass-produced so quality may be low ▪ Expensive to set up a production line ▪ Large stocks of materials need to be kept which can be expensive ▪ If production stops at any point then production stops everywhere ▪ Jobs can be repetitive and boring

Batch production

Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ The needs of different customers can be met by making batches of different goods ▪ Batches are made to meet specific orders from customers ▪ It may be possible to use specialist machines to automate production 	<ul style="list-style-type: none"> ▪ It takes time to switch production from one batch to another - costly ▪ May have to keep stock of raw materials to be able to switch production ▪ Less choice of products for customers ▪ Tasks are repetitive for workers

Production is:
the process of turning raw materials into saleable products and services

Job production

Making products individually

Batch production

Making one type of product then switching to make a different product

Flow production

The production of one product on a continuous assembly line

Automation

Production involving machinery not controlled by a person

BIG QUESTIONS

- How do I answer the 9 mark GCSE question?

THINK DACE!

Definition - Is there a term in the question that can be defined? (if no, do not force a definition, go straight into Application.)

Example – Analyse the effectiveness of a partnership as a form of business ownership?
‘A partnership is when two or more people come together to start a business.....’

- Apply your understanding/knowledge
Application - Link the answer to the case study (A02)
- What are the advantages?
- Make sure to explain all knowledge applied

Example – One advantage of a business taking the form of a partnership would be.....This is an advantage because.....

- Are there disadvantages?
Counter-argument (A03a) - Link answer to counteract the advantages. (A02)
- No disadvantages? What would happen to the business without it?

Example – However, a disadvantage of this business ownership would be.....This is a disadvantage because.....

Evaluation (A03b) - Summarise the advantages against the disadvantages! State your opinion, make sure you explain why you have come to this decision? Relate back to the business and the effects it would have.

Example – In conclusion, I think a partnership is an effective form of ownership because...

Definition

Application

Counter-argument

Evaluation

Big Question – How do I achieve A02 (application) marks?

A number of questions in the exam will ask you a direct question about a particular business from the case study. You need to make sure that you always **APPLY** your knowledge to that particular business in your answer. This will allow you to achieve an additional A02 mark (APP) every time.

Here's an example....

Question - Analyse one way in which Redrow Homes could use Group Activities when selecting new apprentices? (3 marks)

Answer 1 - Redrow Homes could use group activities as it would allow them to see how well potential apprentices work together on a task. ✓ This will highlight if they have good communication skills. ✓ (Only 2 marks have been awarded here as the answer was not applied specifically to the business).

Answer 2 - Redrow Homes can assign a task where all the applicants work together to solve a problem relating to a scenario on a building site. ✓ This allows the interviewers to observe candidates' interpersonal skills ✓ (3 marks have been awarded as the answer is applied to Redrow Homes and a scenario using a building site).

Don't forget the TESCO TEST!



Remember that the application mark (A02) is more than just writing the name of the business. If you can put TESCO in your answer and it still makes sense, you have not specifically applied it to the business from the case study.

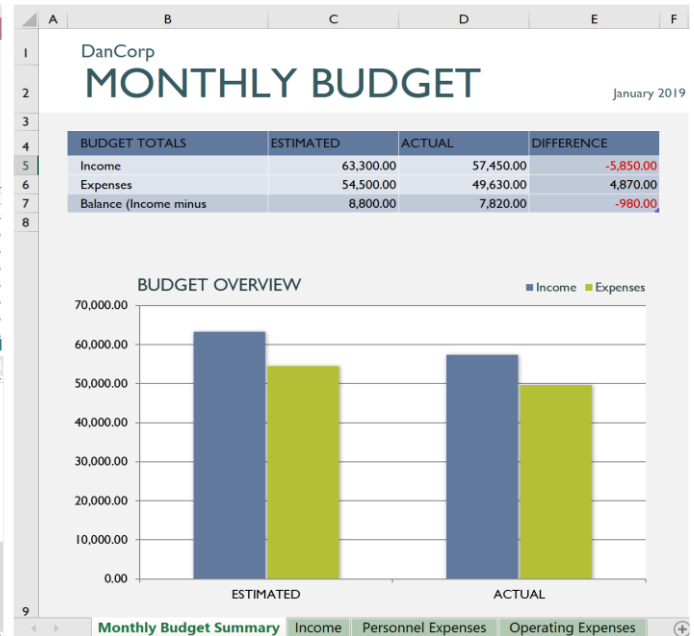
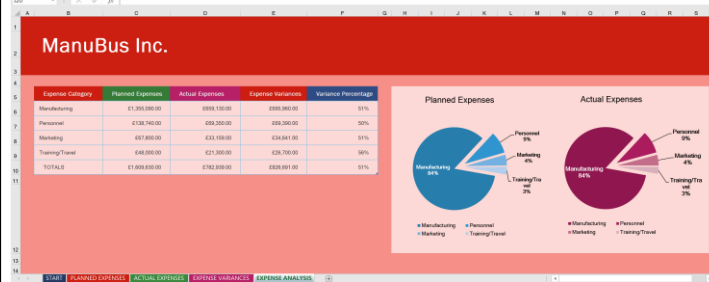
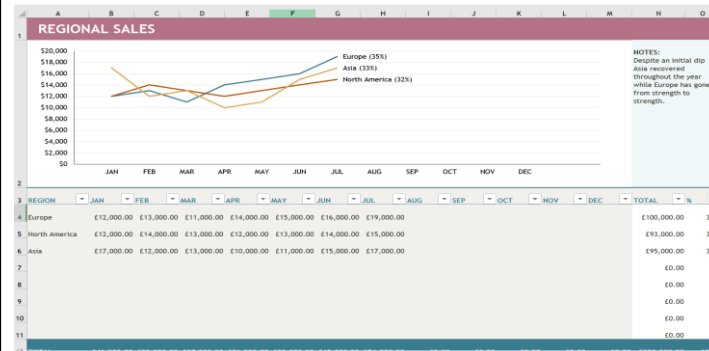


***Answer 2** would not make sense if you replaced Redrow Homes with Tesco. This is because the answer specifically talks about a building site. Application mark secured! ✓

BIG QUESTIONS

1. What is the purpose of a spreadsheet dashboard?
2. How are functions different to formulae?
3. Why would you use a graph/chart instead of large datasets?
4. How can spreadsheets be used to make decisions?
5. How would a spreadsheet be automated?
6. What is the purpose of a data summary?

Data Summaries



Data Manipulation Methods

An important part of a data model is manipulating data. | Below are common types of data manipulation.



Decision-Making Functions

Certain functions allow us to perform different actions in different situations.

IF function – checks a condition & returns one value if true, another if not.

• =IF(A1<100,"REORDER","IN STOCK")

SUMIF function – adds up a range of cells if a condition is true.

• =SUMIF(A1:A4,"<50")

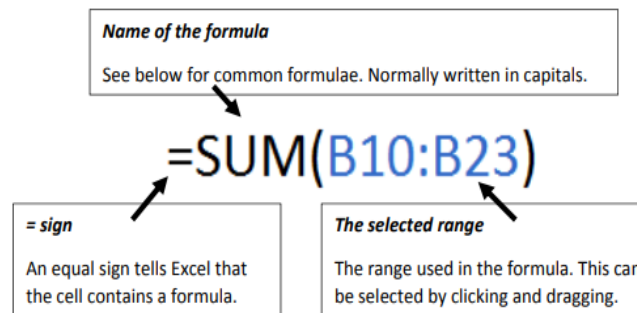




Spreadsheet formatting tools		
	Fill cell	Fills a cell with a selected colour.
	Font colour	Changes font colour to a selected colour.
	Alignment	Moves the text within a cell to the top, centre or bottom – or left, middle or right of a cell.
	Orientation	Rotates text either diagonally or vertically. Can be used for heading of columns.
	Wrap text	Wraps long lines of text into a cell, making the cell taller so that all text can be seen.
	Merge & Centre	Combines the contents of multiple selected cells and centres the content in the new cell.
	Accounting	Used to convert numbers into currency so that the data can be calculated as money .
	Percentage	Formats a number as a percentage .
	Change decimal	Changes the decimal places of a number so that the number is more/less accurate.
	Change data type	Changes the type of data contained in a cell.
	Format painter	Copies all of the formatting of a cell so it can be used in another.

Operators	
+	Adds two numbers / cells
-	Subtracts one cell or number from another
*	Multiplies two numbers/cells
/	Divides one number / cell from another one
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

Golden rule: every formula always starts with an =



Common formulae		
Formula name	Example (with range)	What it does
Sum	=SUM(A1:A10)	Adds together all numbers within the given range.
Count	=COUNT(B2:B14)	Counts up all of the cells within a range that have numbers in.
Average	=AVERAGE(A1:A10)	Finds the average number within a range.
Maximum	=MAX(A1:A10)	Finds the largest number within a range.
Minimum	=MIN(A1:A10)	Finds the smallest number within a range.

Homework Links

Links on Teams

Use this link for all tasks:

Take a screen shot of your work for each activity, past into Word and share this with your teacher.

<https://support.office.com/en-gb/article/excel-for-windows-training-96c05390-e94c-46af-a5b3-d7c22f6990bb>

Homework 1: Tasks – Intro to Excel, Rows & Columns and Cells.

Homework 2: Tasks – Formatting

Homework 3: Tasks – Formulas & Functions Charts, Pivot table

Homework 4: Task - Charts,

Homework 5: Tasks - Pivot tables

Key Vocabulary

Dashboard

Delimiting

Worksheet

Cell

Pivot table

Pivot chart

Spinners

Functions

Formula

decision making

Cell reference

Datatypes

LOOKUP

Media
Component 2B Reimagining a Media Product

Year 10
3

Big Questions

How do you rework a media product for a new audience?
What aspect will need to be changed?
What pre-production will you need to produce?
What production process will you need to go through?
What post-production will you need to complete?

Your task for this term will be to reimagine a media product.

This means you need to have selected an existing media product (linked to Music Promotion) such as a magazine cover, poster or album cover art.

You need to work out who this is aimed at currently. Then you need to decide on a new target audience, for example a new age range, gender or perhaps musical genre.

Your first step is to do some design work. You need to think about changing colours, fonts, images and content. Experiment with two separate designs and decide which one you like best.

Step one- select your product



You will also need to do some audience testing, show your work to your peers and teacher to get ideas to how to improve



Step two- redesign for a new target audience



Step three- gather individual elements you need such as photographs, graphics and text then remake the product so it appeals to the new target audience

Ensure you have completed the tutorials on Sue Farrimond's YouTube Channel on how to use PhotoPea. This is an excellent free resource

BIG QUESTIONS

1. Quels sont les règlements de ton école?

What are your school rules?

2. Qu'en penses-tu?

What do think about them?

3. Tu dois porter un uniforme scolaire?

Do you have to wear a uniform?

4. Tu as des choses dont tu es fier/fière?

What are you proud of?

5. PAST: Qu'est-ce que tu as fait?

What did you do?

6. Que penses-tu des sorties scolaires?

What do you think of school trips?

7. PAST: Tu étais comment à l'école primaire?

What were you like at primary school?

8. Tu es comment maintenant?

What are you like now?

Les matières

le commerce
le dessin
le français
la biologie
la chimie
la géographie
la musique
la physique
la religion
la technologie
l'allemand (m)

School subjects

business studies
art
French
biology
chemistry
geography
music
physics
religious studies
technology
German

l'anglais (m)
l'art dramatique (m)/le théâtre
l'EPS (f)/le sport
l'espagnol (m)
l'étude des médias (f)
l'histoire (f)
l'informatique (f)
l'instruction civique (f)
les arts ménagers
les maths

English
drama
PE
Spanish
media studies
history
ICT
citizenship
home technology
maths

L'emploi du temps

à neuf heures
à neuf heures dix
à neuf heures et quart
à neuf heures et demie
à dix heures moins vingt
à dix heures moins le quart
lundi/mardi
mercredi/jeudi

The timetable

at nine o'clock
at ten past nine
at a quarter past nine
at half past nine
at twenty to ten
at a quarter to ten
(on) Monday(s)/Tuesday(s)
(on) Wednesday(s)/Thursday(s)

vendredi
la récré(ation)
l'heure du déjeuner
Lundi à neuf heures, j'ai ...
histoire/maths.
Vendredi, j'ai deux heures
de français.
La récré commence à ...

(on) Friday(s)
break time
lunchtime
On Monday at nine o'clock, I have ...
history/maths.
I have two French lessons on
Fridays.
Break time starts at ...

Ce que j'aime et ce que je n'aime pas

Ma matière préférée est ...
Je suis fort(e) en ...
Je suis faible en ...
Je (ne) suis (pas) doué(e) en ...
C'est ...
facile/difficile
utile/inutile

What I like and what I don't like

My favourite subject is ...
I am good at ...
I am weak at ...
I (don't) have a talent for ...
It's ...
easy/difficult
useful/useless

intéressant/ennuyeux
fascinant/passionnant
Le/La prof est ...
bon(ne)/marrant(e)
sympa/gentil(le)
sévère/impatient(e)
On a trop de devoirs.

interesting/boring
fascinating/exciting
The teacher is ...
good/funny
nice/kind
strict/impatient
We have too much homework.

Une école bien équipée

le gymnase
le hall
le terrain de basket
le terrain de sport
la bibliothèque
la cantine

A well-equipped school

sports hall
(assembly) hall/auditorium
basketball court
sports ground
library
canteen

la cour de récréation
la piscine
la salle de sport
les labos de science
les salles de classe
les vestiaires

playground
swimming pool
gym
science labs
classrooms
changing rooms

BIG QUESTIONS

1. Quels sont les règlements de ton école?

What are your school rules?

2. Qu'en penses-tu?

What do think about them?

3. Tu dois porter un uniforme scolaire?

Do you have to wear a uniform?

4. Tu as des choses dont tu es fier/fière?

What are you proud of?

5. PAST: Qu'est-ce que tu as fait?

What did you do?

6. Que penses-tu des sorties scolaires?

What do you think of school trips?

7. PAST: Tu étais comment à l'école primaire?

What were you like at primary school?

8. Tu es comment maintenant?

What are you like now?

Mon collège

Comment s'appelle ton école?

Mon école s'appelle ...

C'est quelle sorte d'école?

C'est ...

une école mixte
une école publique
une école privée
une école pour filles/garçons
pour les élèves de 11 à 16 ans

Il y a combien d'élèves?

Il y a (750) élèves et (45)

professeurs.

Quels sont les horaires?

My school

What is your school called?

My school is called ...

What sort of school is it?

It's ...

a mixed school
a state school
a private school
a school for girls/boys
for pupils aged 11 to 16

How many pupils are there?

There are (750) pupils and (45)

teachers.

What are the school hours?

L'école chez nous, l'école chez vous

En Grande-Bretagne, ...

En France, ...

l'école commence à ... et
fini à ...

on porte un uniforme scolaire
ils portent leurs propres habits
on étudie la religion
ils n'étudient pas la religion
on ne redouble pas

In Britain ...

In France ...

school starts at ... and
finishes at ...

we wear school uniform
they wear their own clothes
we study RE
they don't study RE
we don't repeat a year

Le règlement scolaire

Il faut être à l'heure.

Il faut faire ses devoirs.

Il faut porter l'uniforme scolaire.

Il est interdit de mâcher du
chewing-gum.

Il est interdit d'utiliser son portable
en classe.

Il est interdit de porter des bijoux,
des piercings ou trop de
maquillage.

Il est interdit de sortir de l'école
pendant l'heure du déjeuner.

Il est interdit de manquer les cours.

School rules

You must be on time.

You have to do your homework.

You have to wear school uniform.

It is forbidden to chew chewing gum.

It is forbidden to use your mobile
phone in class.

It is forbidden to wear jewellery,
piercings or too much make-up.

It is forbidden to leave school
at lunchtime.

It is forbidden to skip lessons.

L'uniforme scolaire

Je porte ...

un pantalon/un polo
un sweat/une chemise
une cravate/une jupe
une veste
mes propres vêtements

School uniform

I wear ...

trousers/a polo shirt
a sweatshirt/a shirt
a tie/a skirt
a blazer/jacket
my own clothes

La journée commence à (8h30)

et finit à (16h ou à 17h).

Il y a combien de cours par jour?

Il y a (huit) cours par jour.

Comment sont les professeurs?

En général, les profs sont gentils/
un peu sévères.

Qu'est-ce que tu penses de
ton collège?

Je pense que les journées sont
longues et qu'on a trop de
contrôles.

The school day starts at (8.30 a.m.)
and finishes at (4 or 5 p.m.).

How many lessons are there
per day?

There are (eight) lessons per day.
What are the teachers like?

In general, the teachers are kind/
a bit strict.

What do you think of your school?

I think the days are long and we
have too many tests.

ils redoublent
les grandes vacances durent ...

Je préfère le système britannique/
français parce que ...

le redoublement (n'est) (pas) une
bonne idée

les horaires sont plus raisonnables
les vacances sont plus longues
l'uniforme scolaire est pratique

they repeat a year
the summer holidays last ...

I prefer the British/French system
because ...

repeating a year is (not) a
good idea

the hours are more reasonable
the holidays are longer
school uniform is practical

Je trouve ça ...

juste/logique
raisonnable/frustrant
injuste/ridicule

parce que/car ...

c'est/ce n'est pas dangereux
c'est/ce n'est pas important
on n'est pas des bébés
il faut respecter les autres
la mode/la religion n'a pas de
place à l'école
l'école, c'est pour apprendre

I think that's ...

fair/logical
reasonable/frustrating
unfair/ridiculous

because ...

it is/isn't dangerous
it is/isn't important
we aren't babies
you have to respect other people
fashion/religion doesn't have any
place in school
school is for learning

La mode n'a pas de place à l'école.

L'uniforme coûte cher.

Tout le monde se ressemble.

C'est démodé et embarrassant.

C'est pratique et confortable.

Fashion has no place in school.

Uniform is expensive.

Everyone looks the same/alike.

It's old-fashioned and embarrassing.

It's practical and comfortable.

À l'école primaire et maintenant At primary school and now

J'avais ...	I had/used to have ...
J'ai ...	I have ...
beaucoup de temps libre	lots of free time
beaucoup d'amis	lots of friends
trop de devoirs	too much homework
J'allais ...	I used to go ...
Je vais ...	I go ...
au ciné-club	to film club
au club d'échecs	to chess club
au zoo	to the zoo
à la piscine	to the swimming pool
J'étais ...	I was/used to be ...
Je suis ...	I am ...
dans une chorale	in a choir
délégué(e) de classe	class representative
membre de l'équipe de basket	a member of the basketball team
timide	shy

Je faisais ...	I used to do/go ...
Je fais ...	I do/go ...
du judo/du karaté	judo/karate
du yoga/de la danse	yoga/dancing
de la natation	swimming
Je jouais ...	I used to play ...
Je joue ...	I play ...
à cache-cache	hide and seek
au foot/au hand	football/handball
au ping-pong	ping pong/table tennis
au rugby	rugby
Je participais ...	I used to participate/take part ...
Je participe ...	I participate/take part ...
au spectacle de Noël	in the Christmas play
Je chantais ...	I sang ...
Je chante ...	I sing ...
dans la chorale	in the choir

Les succès au collège

Je suis fier/fière de moi.	I am proud of myself.
Je joue dans l'orchestre.	I play in the orchestra.
Je suis membre du club informatique.	I'm a member of the IT club.
Je suis membre du conseil d'administration.	I'm a member of the school council.
Je vais jouer dans l'équipe de hockey.	I'm going to play in the hockey team.
Je vais participer à un échange scolaire.	I'm going to take part in a school exchange.
J'ai gagné ...	I won ...
un prix pour mes efforts en classe	a prize for my efforts in class
le championnat de foot/basket	the football/basketball championship
un concours de slam/danse	a slam/dance competition

Successes at school

J'ai participé à ...	I participated/took part in ...
un spectacle	a show
un échange scolaire	a school exchange
une sortie scolaire	a school trip
J'ai organisé ...	I organised ...
un concert	a concert
un concours de chant	a singing competition
J'ai récolté de l'argent pour une association caritative.	I raised money for a charity.
Les sorties scolaires sont une bonne/mauvaise idée parce que/qu' ...	School trips are a good/bad idea because ...
on se fait de nouveaux amis	you make new friends
on s'amuse ensemble	you have a laugh together
c'est trop cher/ennuyeux	it's too expensive/boring

Les mots essentiels

maintenant	now
malheureusement	unfortunately
meilleur(e)(s)	best
pendant	during
propre(s)	own/clean
Je porte mes propres vêtements.	I wear my own clothes.
Les toilettes sont propres .	The toilets are clean .

High-frequency words

trop (de)	too (much/many)
plein de	lots of
tout(e)/tous/toutes	all
tout(e) seul(e)	all alone
toute l'école	the whole school
tous les vendredis	every Friday

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Using
- U

Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Le
- La

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.

BIG QUESTIONS

1. ¿Qué te pasa?
What's the matter?
2. ¿Qué te duele?
What hurts?
3. ¿Qué comes?
What do you eat?
4. ¿Cuál es tu rutina diaria?
What is your daily routine?
5. ¿Qué comen los españoles?
What are Spanish eating habits?
6. ¿Cuál es tu plato favorito?
What is your favourite meal?
7. FUTURE: ¿Qué va a tomar?
What are you going to have?
8. ¿Cuál es el problema?
What is the problema?

Las comidas

el desayuno
la comida / el almuerzo
la merienda
la cena
desayunar

comer
merendar
cenar

tomar
Desayuno...
temprano / tarde
a las ocho (y media)
a las nueve (menos / y cuarto)

Desayuno / Como...
Meriendo / Ceno...

algo dulce / rápido
un huevo
un yogur
un pastel
un bocadillo
una hamburguesa
(el) bistec

Meals

breakfast
lunch
tea (meal)
dinner / evening meal
to have breakfast / to have... for breakfast

to have lunch / to have... for lunch
to have tea / to have... for tea
to have dinner / to have... for dinner

to have (food / drink)

I have breakfast...

early / late

at (half past) eight

at (quarter to / past) nine

For breakfast / lunch I have...

For tea / dinner I have...

something sweet / quick

an egg

a yogurt

a cake

a sandwich

a hamburger

steak

(el) café / (el) té

(el) chorizo

(el) marisco

(el) pescado

(el) pollo

(el) zumo de naranja

(la) carne

(la) ensalada

(la) fruta

(la) leche

(la) sopa

(la) tortilla

(los) cereales

(los) churros

(las) galletas

(las) patatas fritas

(las) tostadas

(las) verduras

Soy alérgico/a a...

Soy vegetariano/a.

Soy goloso/a.

(No) tengo hambre.

Es / Son...

picante(s) / rápido/a(s)

rico/a(s) / sanos/a(s)

coffee / tea

spicy chorizo sausage

seafood

fish

chicken

orange juice

meat

salad

fruit

milk

soup

omelette

cereals

fried doughnut sticks

biscuits

chips

toast

vegetables

I'm allergic to...

I'm a vegetarian.

I have a sweet tooth.

I'm (not) hungry.

It is / They are...

spicy / quick

tasty / healthy

Las expresiones de cantidad

cien gramos de...
quinientos gramos de...
un kilo (y medio) de...
un litro de...
un paquete de...

Expressions of quantity

100 grammes of...
500 grammes of...
a kilo (and a half) of...
a litre of...
a packet of...

una barra de...
una botella de...
una caja de...
una docena de...
una lata de...

a loaf of...
a bottle of...
a box of...
a dozen...
a tin / can of...

Mi plato favorito

Me gustaría probar...
Es un tipo de comida / bebida / postre.
Es un plato caliente / frío.
Es un plato típico de...
Contiene(n)...

(el) aceite de oliva
(el) agua
(el) ajo
(el) arroz
(el) azúcar
(el) pan
(el) queso
(la) cerveza
(la) carne de cerdo / cordero / ternera

My favourite dish

I would like to try...
It's a type of food / drink / dessert.
It's a hot / cold dish.
It's a typical dish from...
It contains / They contain...

olive oil
water
garlic
rice
sugar
bread
cheese
beer
pork / lamb / beef

(la) coliflor
(la) harina
(la) mantequilla
(la) pasta
(los) guisantes
(los) pepinos
(los) pimientos
(los) plátanos
(los) refrescos
(los) tomates

(las) cebollas
(las) judías (verdes)
(las) manzanas
(las) naranjas
(las) salchichas
(las) zanahorias

cauliflower
flour
butter
pasta
peas
cucumbers
peppers
bananas
fizzy drinks
tomatoes
onions
(green) beans
apples
oranges
sausages
carrots

BIG QUESTIONS

- ¿Cómo es la fiesta?**
What festival is it?
- ¿Cómo celebran esta fiesta?**
How do people celebrate this festival?
- FUTURE: ¿Te gustaría ir a...?**
Would you like to go to...?
- PAST: ¿Qué día fue reciente?**
What (special) day was it recently?
- PAST: ¿Qué hiciste para celebrar el día?**
What did you do to celebrate the day?
- ¿Cómo celebran la nochevieja?**
How do they celebrate Christmas Eve?
- ¿Cuál es tu cantante / grupo favorito?**
What is your favourite singer/group?
- PAST: ¿Cómo fue el festival?**
How was the festival?

¿Qué le pasa?

No me encuentro bien.
Estoy enfermo/a / cansado/a.
Tengo calor / frío.
Tengo un resfriado.
Tengo dolor de garganta.
Tengo fiebre.
Tengo mucho sueño.
Tengo tos.
Tengo una insolación.
Me duele(n)...
Me he cortado...
Me he quemado...
Me he roto...
el brazo / el estómago
el pie / la boca
la cabeza / la espalda

What's the matter?

I don't feel well.
I am ill / tired.
I am hot / cold.
I have a cold.
I have a sore throat.
I have a fever / temperature.
I am very sleepy.
I have a cough.
I have sunstroke.
My... hurt(s).
I've cut my...
I've burnt my...
I've broken my...
arm / stomach
foot / mouth
head / back

la garganta / la mano
la nariz / la pierna
los dientes / las muelas
los oídos / las orejas
los ojos

¿Desde hace cuánto tiempo?
Desde hace...

un día / un mes
una hora / una semana
quince días
más de...

Tiene(s) que / Hay que...

beber mucha agua
descansar
ir al hospital / médico / dentista
tomar aspirinas
tomar este jarabe / estas pastillas

throat / hand
nose / leg
teeth
ears
eyes

How long for?
For...

a day / a month
an hour / a week
a fortnight
more than...

You have to...

drink lots of water
rest
go to the hospital / doctor / dentist
take aspirins
take this syrup / these tablets

Las fiestas

Celebramos / Celebran la
fiesta de...
Comemos / Comen...
Corremos / Corren...
Decoramos / Decoran las tumbas.
Hacemos / Hacen hogueras.
Lanzamos / Lanzan huevos.

Festivals

We / They celebrate the
festival of...
We / They eat...
We / They run...
We / They decorate the graves.
We / They make bonfires.
We / They throw eggs.

Llevamos / Llevan un disfraz.

Participamos / Participan en...

Quemamos / Quemamos las figuras.

Vamos / Van a...

Vemos / Ven los desfiles /

los fuegos artificiales.

Es una fiesta para niños /

familias / todos.

We / They wear a costume.

We / They participate in...

We / They burn the figures.

We / They go to...

We / They watch the processions /

the fireworks.

It's a festival for children /

families / everyone.

Un día especial

Ayer fue...
(el) Domingo de Pascua
(la) Nochebuena
(la) Nochevieja
Comí doce uvas.
Desayuné / Recé.
Fui a la iglesia / a la mezquita.

A special day

Yesterday was...
Easter Sunday
Christmas Eve
New Year's Eve
I ate twelve grapes.
I had breakfast / I prayed.
I went to church / to the mosque.

Recibí regalos y tarjetas.

Visité a amigos.

Me bañé / Me vestí.

Me desperté temprano.

Cantamos villancicos.

Cenamos bacalao / pavo.

Hicimos una cena especial.

Nos acostamos muy tarde.

I received gifts and cards.

I visited friends.

I had a bath / I got dressed.

I woke up early.

We sang carols.

We had cod / turkey for dinner.

We had a special (evening) meal.

We went to bed very late.

¿Qué va a tomar?

Quiero reservar una mesa.
De primer / segundo plato...
De postre...
voy a tomar...
(el) filete de cerdo
(el) flan
(el) jamón serrano
(el) melocotón
(la) piña
(la) tortilla de champiñones
(los) calamares
(las) albóndigas
(las) chuletas de cordero
(las) croquetas de atún
(las) fresas
(las) gambas al ajillo
¿Qué me recomienda?
El menú del día

What are you going to have?

I want to book a table.
For starter / main course...
For dessert...
I'm going to have...
pork fillet
crème caramel
Serrano ham
peach
pineapple
mushroom omelette
squid
meatballs
lamb chops
tuna croquettes
strawberries
garlic prawns
What do you recommend?
The set menu

La especialidad de la casa.

Está buenísimo/a / riquísimo/a.

¡Que aproveche!

¿Algo más?

Nada más, gracias.

¿Me trae la cuenta, por favor?

Me hace falta un cuchillo /

un tenedor / una cuchara.

No hay aceite / sal / vinagre.

El plato / vaso...

está sucio / roto.

El vino está malo.

La carne está fría.

El ambiente era alegre.

El camarero / La camarera

era amable.

El servicio era lento.

Todo estaba muy limpio.

The house speciality.

It's extremely good / tasty.

Enjoy your meal!

Anything else?

Nothing else, thank you.

Can you bring me the bill, please?

I need a knife /

a fork / a spoon.

There's no oil / salt / vinegar.

The plate / glass...

is dirty / broken

The wine is bad/off.

The meat is cold.

The atmosphere was cheerful / happy.

The waiter / waitress was nice

/ kind.

The service was slow.

Everything was very clean.

BIG QUESTIONS

- How do the individual needs of children impact on play, learning and development?



Learning Aim: A - Investigate individual needs that may impact on play, learning and development

A1 Individual needs

Physical needs:

- a child with a sensory impairment; visual or hearing impairment
- a child who has delayed gross motor skills
- a child who has delayed fine motor skills
- a child who uses a wheelchair or walking frame to move around
- a child who has a long-term health or physical condition which restricts their physical activity or movement.

Cognitive/intellectual needs:

- learning disability
- poor concentration levels
- memory issues
- difficulties in problem solving
- a child who has delayed literacy skills.

Communication and language needs:

- English as an additional language
- a child who is learning more than one language
- a child who has language or communication delay.

Social and emotional needs:

- limited interaction with adults
- poor awareness of social norms and values
- difficulty forming bonds with adults
- limited experience of play
- difficulty forming friendships with other children
- disruptive behaviour
- a child experiencing a transition: - starting care/educational providers - moving between care/educational providers - birth of new sibling - change in family structure - moving house.

Homework:

- Complete physical development worksheet
- Think about the adults you spent time with when you were a small child. How did this impact on your play, learning and development?



Homework Links

Research from the following websites-

[Typical vs Atypical Child Development - See Children in Action – YouTube](#)

Key Terms LA

Sensory impairment - difficulty seeing or hearing

English as an additional language - when English is not the first language of a child and the first language is the language that the child has been exposed to since birth

Social norms and values - attitudes and behaviours that are considered normal in society

Transitions - changes in children's lives

Emotional resilience - a person's ability to adapt to stressful situations

BIG QUESTIONS

What is the meaning of health and wellbeing?

What are the physical factors that can impact our health and wellbeing?

Learning Aim: A Factors that affect health and wellbeing

A1 Factors affecting health and wellbeing

Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

Physical factors that can have positive or negative effects on health and wellbeing:

- inherited conditions - sickle cell disease, cystic fibrosis o physical ill health - cardiovascular disease, obesity, type 2 diabetes o mental ill health - anxiety, stress
- physical abilities - how well your body can perform physical actions such as running
- sensory impairments - the loss or partial loss of one of the five senses

Life stages and our needs-Maslow's Hierarchy of needs

Our basic needs do not change as we pass through the various life stages. However, different people will need different kinds of support from health and social care services depending on their situation or life stage.



Health and Social Care



Genetic conditions:

Most of us have 23 pairs of chromosomes in each of our body cells. One chromosome from each pair is inherited from our mother and one from our father. These chromosomes contain the genes inherited from our parents. There may be different forms of the same gene caused by changes in the DNA code. A faulty gene can cause a condition to be inherited.

Health conditions

Type 2 diabetes - when body cells do not respond properly to insulin. This can cause blood sugar to rise to a dangerous level. Additional needs - this includes sensory impairments, physical impairments and learning disabilities. Cardiovascular conditions - these affect the heart or blood vessels. Obesity - when someone is very overweight, with a lot of body fat. Respiratory conditions- these are conditions that affect the lungs and the ability to breathe. Dementia - a gradual decline of brain function. This affects cognitive skills and development.

Mental ill health

Our mental health affects how we think, feel and behave, including how we handle situations, react to others and make choices. Anxiety - is a mental health disorder and its symptoms include a feeling of unease, worry, nervousness, apprehension or dread. Stress - happens when you have to respond to demands or pressures put upon you. Stress can be short or long term. It becomes a problem when it is very intense or experienced over a long period of time.

Homework

Research one health condition from the list

[Health A to Z - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Key Terms LA:A



Holistic - looking at the whole person other than just the part that needs treatment

Hierarchy - list of things or people arranged in rank order from lowest to highest

Genetic conditions - an inherited condition

Acute - illness comes on quickly, is short term and can be cured

Cardiovascular disease - any condition affecting the heart or blood vessels

Short term - less than 6 months

Long term - 6 months or more

Psychological - relates to the mental and emotional state of a person

Addictive behaviour - a compulsion to do something despite the possibility of negative consequences

Disability - a condition that limits a person's movements, senses or activities

Impairment - is a loss or abnormality of a body function

BIG QUESTIONS

Describe the process of development in artists work.

Explain why primary sources are the richest form of research.

How can Secondary sources enrich the development of 3D ideas?

Show different ways of recording your observations

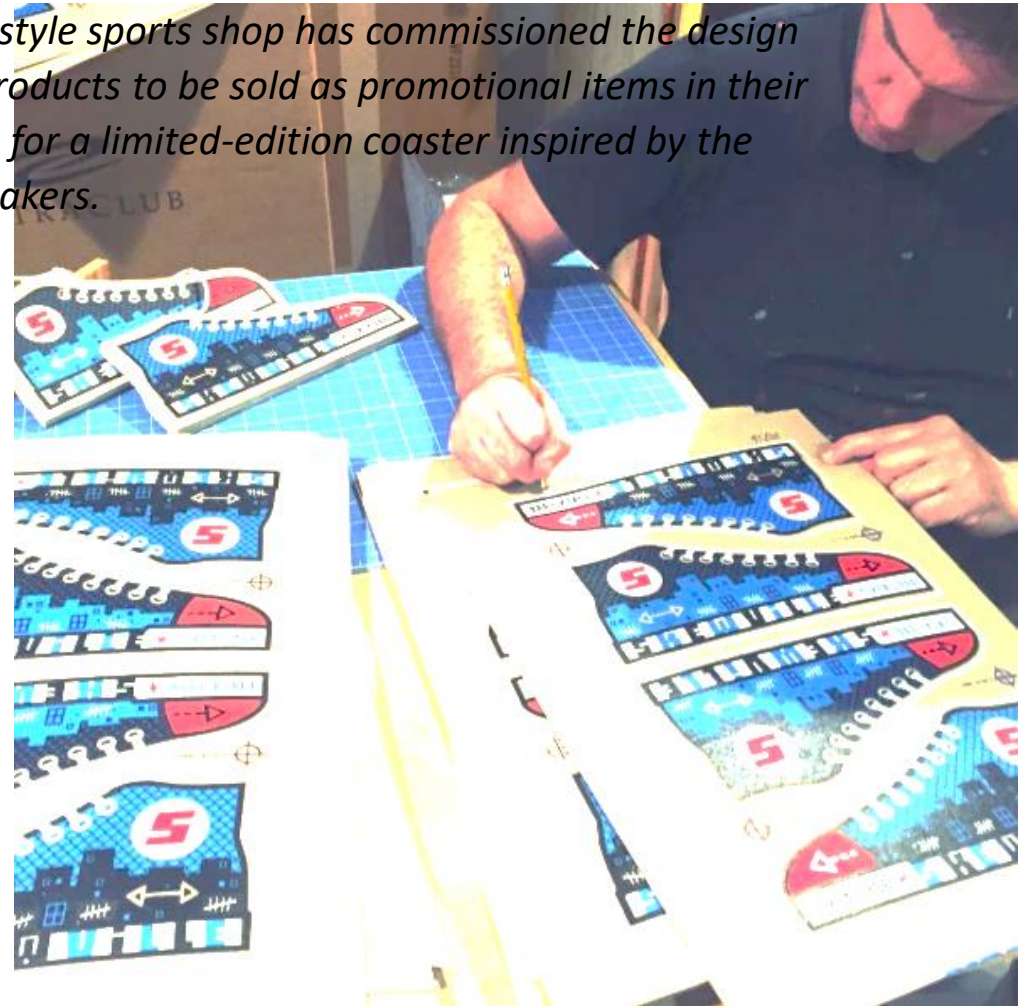
Why should you plan a wide range of ideas before selecting a final one?

How can the refining process help you to fully realise intentions?

Why is it important to evaluate?

What is a prototype?

Client Brief- A new retro style sports shop has commissioned the design of quirky sport themed products to be sold as promotional items in their store. Create a prototype for a limited-edition coaster inspired by the shape and detail of a sneakers.



Key Skills

RECORD

I will learn to record...

- images and information appropriate for the sneakers theme
- using 2D & 3D media
- using technical drawing and photography
- building on my knowledge and understanding of how artists/designers use materials and imagery to create meaningful work
- ideas for a product inspired by sneakers

DEVELOP

I will learn how to develop...

- my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

REFINE

I will learn how to...

- select and experiment with a range of 3D media and techniques
- select ideas to adapt and improve e.g. adjustments to size, colour and composition.
- develop a piece of work from one media into another

EVALUATE

I will learn how to...

- analyse and reflect on the development of my own work, through annotation making connections to artists and suggesting ways I could improve.
- evaluate artists using analytical writing skills and forming opinions

PRESENT OUTCOMES

I will learn how to...

Produce one or more finished prototypes in 3D



Homework Links

*Tasks linked to the theme
'Sneakers' (2 hours per cycle)*



Key Vocabulary

*Shape/Design/Primary
Papiermache/Primary
Source/Secondary
Source/Composition/
Style/Isometric*

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

EVALUATING ARTISTS'/DESIGNERS' WORK

1. Describe the piece of art/design you are looking at
2. What is the name of the artist/designer or type of art/design?
3. What part of the world does the art/design come from?
4. Research and list 5 or more things about the artist/designer?
5. Describe the materials used to make the art/design
6. How has the artist/designer made the work?
7. What is being communicated through the art/design?
8. Which of these words best describes the mood of the picture/artefact?
EMOTIONAL/POWERFUL/HUMEROUS/USEFUL/SERIOUS/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/ SCARY can you think of any other words?
9. What do you like or dislike about the picture/artefact? Explain your reasons...

ANNOTATING YOUR OWN WORK

- In this piece of work I was trying to...
- The artist/designer that has influenced my work is...
- In my work I used the technique of...
- The source I have used is...
- The media I have used is...
- I like this piece because...
- My idea links to the brief because...
- I can improve this piece by...
- Next, I'm going to.....

Annotate means to explain your own creations
Artist evaluation is when you write about the artist
Project evaluation is written about the whole project at the end

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media/materials did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist/designer/culture have you looked at?
5. Write down two or more similarities between your work and the artist/designers' work.
6. Which piece of your work best shows the Artist/Designers' style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine if your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project brief?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project