

Year 10 Knowledge Organiser

Autumn 2024

Name: _____

Tutor Group: _____



Your Knowledge Organiser

What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time – and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that...' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy...both are examples of metacognition.

How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
<p>Split the knowledge organiser into manageable chunks.</p> <p>Choose a chunk at a time to memorise.</p> <p>Start with the most important or the most difficult.</p>	<p>Re-read your notes on the chosen topic.</p> <p>Do some wider research on the internet until you understand it.</p>	<p>Write a detailed description or an explanation about everything that you know about this topic.</p> <p>Try to do this without your notes.</p> <p>Write key facts you need to memorise over and over until you have memorised them.</p>	<p>Give a verbal explanation about this topic as if you were teaching it.</p> <p>Repeat the facts you need to remember 20 times.</p> <p>Record key facts from the knowledge organiser into your phone.</p>

How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
<p>Transform key facts into a series of images.</p> <p>Transform what you have learned into a diagram.</p> <p>Transform your learning into a poem or a story.</p>	<p>Reduce what you have learned to five key bullet points or prompts.</p> <p>Reduce the three most important facts linked to a topic into 10 words.</p>	<p>Rank the most important pieces of information from your knowledge organiser.</p> <p>Categorise your key facts into groups, you choose the group headings.</p>	<p>Find three links between this topic and others you have studied.</p> <p>Link the key points together.</p>

Remains by Simon Armitage		Exposure by Wilfred Owen		Poppies by Jane Weir	
Themes: Conflict, Suffering, Reality of War		Themes: Conflict, Suffering, Nature, Reality of War, Patriotism		Themes: Bravery, Reality of War, Suffering, Childhood	
Tones: Tragic, Haunting, Anecdotal		Tones: Tragic, Haunting, Dreamy		Tones: Tender, Tragic, Dreamy, Bitter	
Content, Meaning and Purpose -Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. -Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over.		Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.		Content, Meaning and Purpose -A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war.	
Context -These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." Simon Armitage -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.		Context -Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier. -Of his work, Owen said: "My theme is war and the pity of war." -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: "not loath, we lie out here" shows that he was not bitter about his suffering.		Context -Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. -There are hints of a critical tone; about how soldiers can become intoxicated by the glamour or the military: "a blockade of yellow bias" and "intoxicated".	
Form and Structure -Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath. -Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing -Repetition of "Probably armed, Possibly not" conveys guilt and bitterness.		Form and Structure -Contrast of Cold/Warm=Cold Imagery conveys Suffering=Delusions=Death of the hypothermic soldier. -Repetition of "but nothing happens" creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. -Pararhymes (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men.		Form and Structure -This is an Elegy , a poem of mourning. -Strong sense of form despite the free verse , stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone. -Nearly half the lines have caesura – she is trying to hold it together, but can't speak fluently as she is breaking inside. -Rich texture of time shifts, and visual, aural and touch imagery.	
Language -“Remains” - the images and suffering remain. -“Legs it up the road” - colloquial language = authentic voice -“Then he's carted off in the back of a lorry” – reduction of humanity to waste or cattle -“he's here in my head when I close my eyes / dug in behind enemy lines” – metaphor for a war in his head; the PTSD is entrenched. -“his bloody life in my bloody hands” – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth's bloody hands and guilt.		Language -“Our brains ache” physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. -“the merciless iced east winds that knive us...” – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending). -Repetition of pronouns 'we' and 'our' – conveys togetherness and collective suffering of soldiers. -“mad gusts tugging on the wire” – personification		Language -Contrasting semantic fields of home/childhood (“cat hairs”, “play at being Eskimos”, “bedroom”) with war/injury (“blockade”, “bandaged”, “reinforcements”) -Aural (sound) imagery: “All my words flattened, rolled, turned into felt” shows pain and inability to speak, and “I listened, hoping to hear your playground voice catching on the wind” shows longing for brave son. -“I was dead, as I walked with you, to the front door”: different perspective of bravery in conflict.	
Charge of the Light Brigade by Alfred, Lord Tennyson		Bayonet Charge by Ted Hughes		War Photographer	
Themes: Conflict, Suffering, Reality of War, Patriotism		Themes: Conflict, Power, Reality of War, Nature, Bravery, Patriotism		Themes: Conflict, Suffering, Reality of War	
Tones: Energetic, Tragic, Haunting		Tones: Bewildered, Desperate, Dreamy		Tones: Painful, Detached, Angry	
Content, Meaning and Purpose -Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.		Content, Meaning and Purpose -Describes the terrifying experience of 'going over the top': fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatises the struggle between a man's thoughts and actions.		Content, Meaning and Purpose -Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.	
Context -As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda. -Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: "Someone had blundered". -This was a controversial point to make in Victorian times when blind devotion to power was expected.		Context -Published in 1957, but most-likely set in World War 1. -Hughes' father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. -He draws a contrast between the idealism of patriotism and the reality of fighting and killing. ("King, honour, human dignity, etcetera")		Context -Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects. -The location is ambiguous and therefore universal: ("Belfast, Beirut, Phnom Penh.")	
Form and Structure -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (HALE-a league / DUUM-de-de) mirrors the sound of horses galloping and increases the poem's pace. -Repetition of "the six hundred" at the end of each stanza (epitrophe) emphasises huge loss.		Form and Structure -The poem starts 'in medias res': in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion.		Form and Structure -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.	
Language -“Into the valley of Death”: this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -“Jaws of Death” and “mouth of Hell”: presents war as an animal that consumes its victims. -“Honour the Light Brigade/Noble six hundred”: language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group. -“shot and shell”: sibilance creates whooshing sounds of battle.		Language -“The patriotic tear that brimmed in his eye Sweating like molten iron”: his sense of duty (tear) has now turned into the hot sweat of fear and pain. -“cold clockwork of the stars and nations”: the soldiers are part of a cold and uncaring machine of war. -“his foot hung like statuary in midstride.”: he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. -“a yellow hare that rolled like a flame And crawled in a threshing circle”: impact of war on nature – the hare is distressed, just like the soldiers		Language -“All flesh is grass”: Biblical reference that means all human life is temporary – we all die eventually. -“He has a job to do”: like a soldier, the photographer has a sense of duty. -“rushing children in a nightmare heat”: emotive imagery with connotations of hell. -“blood stained into a foreign dust”: lasting impact of war – links to Remains and 'blood shadow'. -“he earns a living and they do not care”: they are ambiguous – it could refer to readers or the wider world.	
Kamikaze by Beatrice Garland		The Emigree by Carol Rumens		Checking Out Me History by John Agard	
Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood		Themes: Conflict, Power, Identity, Protest, Bravery, Childhood		Themes: Power, Protest, Identity, Childhood	
Tones: Sorrowful, Pitiful		Tones: Mournful, Defiant, Nostalgic		Tones: Defiant, Angry, Rebellious, Cynical	
Content, Meaning and Purpose -In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.		Content, Meaning and Purpose -“Emigree” – a female who is forced to leave their country for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now “smack with tyrants”. -Despite the cities problems, her positive memories of the place cannot be extinguished.		Content, Meaning and Purpose -Represents the voice of a man from the Caribbean colony of British Guiana, who was frustrated by the Eurocentric history curriculum that he was taught at school – which paid little attention to black history. -Black history is in italics to emphasise its separateness and to stress its importance.	
Context -Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: "the must have wondered which had been the better way to die".		Context -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate		Context -John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. -His poetry challenge racism and prejudice. -This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.	
Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his set mission). -Only full stop is at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted, and will no longer be the same. -Direct speech ("My mother never spoke again") gives the poem a personal tone.		Form and Structure -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.		Form -Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion). -Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). -The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator's rejection of the rules. -Repetition of "Dem tell me": frustration.	
Language -The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. -“dark shoals of fish flashing silver”: image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance. -“they treated him as though he no longer existed”: cruel irony – he chose to live but now must live as though he is dead. -“was no longer the father we loved”: the pilot was forever affected by his decision.		Language -“I left it as a child”: ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it). -“I am branded by an impression of sunlight”: imagery of light - it will stay with her forever. -Personification of the city: "I comb its hair and love its shining eyes" (she has a maternal love for the city) and "My city takes me dancing" (it is romantic and passionate lover) -“My city hides behind me”: it is vulnerable and – despite the fact that she had to flee – she is strong. -Semantic field of conflict: "Tyrant, tanks, frontiers"		Language -Imagery of fire and light used in all three stanzas regarding black historic figures: "Toussaint de beacon", "Fire-woman", "yellow sunrise". -Uses non-standard phonetic spelling ("Dem tell me who dem want"), to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. -“I carving out me identity”: metaphor for the painful struggle to be heard, and to find his identity.	

Ozymandias by Percy Bysshe Shelley

Themes: Power of Nature, Decay, Pride
Tones: Ironic, rebellious

Content, Meaning and Purpose
 -The narrator meets a traveller who tells him about a decayed statue that he saw in a desert.
 -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.'
 -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.

Context
 -Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature.
 -Shelley also disliked the concept of a monarchy and the oppression of ordinary people.
 -He had been inspired by the French revolution – when the French monarchy was overthrown.

Language
 -'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator.
 -'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone;
 Ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary.
 'The lone and level sands stretch far away.': the desert is vast, lonely, and lasts far longer than a statue.

Form and Structure
 -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human statues can be destroyed or decay.
 -The iambic pentameter rhyme scheme is also disrupted or decayed.
 -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction.
 -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.

My Last Duchess by Robert Browning

Themes: Power, Pride, Control, Jealousy, Status
Tones: Sinister, Bitter, Angry

Content, Meaning and Purpose
 -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour.
 -He can finally control her by objectifying her and showing her portrait to visitors who he chooses.
 -He is now alone as a result of his need for control.
 -The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.

Context
 -Browning was a British poet, and lived in Italy. The poem was published in 1842.
 -Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.

Language
 -'Looking as if she were alive': sets a sinister tone.
 -'Will't please you sit and look at her?': rhetorical question to his visitor shows obsession with power.
 -'she liked what'er / She looked on, and her looks went everywhere.': hints that his wife was a flirt.
 -'as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift': she was beneath him in status, and yet dared to rebel against his authority.
 -'I gave commands; Then all smiles stopped together': euphemism for his wife's murder.
 -'Notice Neptune, though / Taming a sea-horse': he points out another painting, also about control.

Form and Structure
 -Dramatic Monologue, in iambic pentameter.
 -It is a speech, pretending to be a conversation – he doesn't allow the other person to speak!
 -Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable.
 -Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: 'She thanked men, – good! but thanked / Somehow – I know not how'
 -Dramatic Irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.

Tissue by Imtiaz Dharker

Themes: Power of Nature, Control, Identity
Tones: Gentle, Flowing, Ethereal

Content, Meaning and Purpose
 -Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body.
 -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives.
 -Also, although human life is much more precious, it is also fragile and temporary.

Context
 -Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us.
 -This particular poem also questions how well we understand ourselves and the fragility of humanity.

Language
 -Semantic field of light: ('Paper that lets light shine through', 'The sun shines through their borderlines', 'let the daylight break through capitals and monoliths') emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues).
 -'pages smoothed and stroked and turned': gentle verbs convey how important documents such as the Koran are treated with respect.
 -'Fine slips [...] might fly our lives like paper kites': this simile suggests that we allow ourselves to be controlled by paper.

Form and Structure
 -The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers)
 -The lack of rhythm or rhyme creates an effect of freedom and openness.
 -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'); this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary.
 -Enjambment between lines and stanzas creates an effect of freedom and flowing movement.

Extract from The Prelude: Stealing the Boat by William Wordsworth

Themes: Power of Nature, Fear, Childhood
Tones: Confident > Dark / Fearful > Reflective

Content, Meaning and Purpose
 -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature.
 -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore.
 -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.'
 -We should respect nature and not take it for granted.

Context
 -Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of William Wordsworth's life.
 -This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'.
 -Like Percy Shelley, Wordsworth was a romantic poet and so his poetry explores themes of nature, human emotion and how humans are shaped by their interaction with nature.

Language
 -'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature.
 -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow.
 -'nothing but the stars and grey sky': emptiness of sky.
 -'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast).
 -'Upreared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic.
 -'There hung a darkness': lasting effects of mountain.

Form and Structure
 -First person narrative – creates a sense that it is a personal poem.
 -The regular rhythm and enjambment add to the effect of natural speech and a personal voice.
 -The extract can be split into three sections, each with a different tone to reflect his shifting mood:
 Lines 1-20: (rowing) carefree and confident
 Lines 21-34: (the mountain appears) dark and fearful
 Lines 32-44: (following days) reflective and troubled
 -Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.

Storm on the Island by Seamus Heaney

Themes: Power of Nature, Fear
Tones: Dark, Violent, Anecdotal

Content, Meaning and Purpose
 -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations.
 -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war.
 -The final line of the poem reveals their fear of nature's power

Context
 -Seamus Heaney was Northern Irish, he died in 2013.
 -This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland.
 -The first eight lines of the title spell 'Stormont': this is the name of Northern Ireland's parliament. The poem might be a metaphor for the political storm that was building in the country at the time.

Language
 -'Nor are there trees which might prove company': the island is a lonely, barren place.
 -Violent verbs are used to describe the storm: 'pummels', 'exploding', 'spits'.
 -Semantic field of war: 'Expanding comfortably' (also an oxymoron to contrast fear/safety); 'wind dives and strafes invisibly' (the wind is a fighter plane); 'We are bombarded by the empty air' (under ceaseless attack).
 -This also reinforces the metaphor of war / troubles.
 -'spits like a tame cat turned savage': simile compares the nature to an animal that has turned on its owner.

Form and Structure
 -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone.
 -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience.
 -The poem can split into three sections:
 Confidence: 'We are prepared?' (ironic)
 The violence of the storm: 'It pummels your house'
 Fear: 'It is a huge nothing that we fear.'
 -There is a turning point (a volta) in Line 14: 'But no'. This monosyllabic phrase, and the caesura, reflects the final calm before the storm.

London by William Blake

Themes: Power, Inequality, Loss, Anger
Tones: Angry, Dark, Rebellious

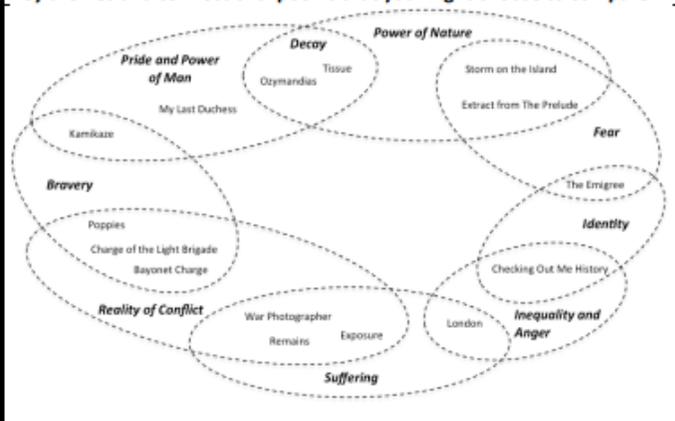
Content, Meaning and Purpose
 -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty.
 -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty.
 -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.

Context
 -The poem was published in 1794, and time of great poverty is many parts of London.
 -William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality.
 -This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt.
 -He also questioned the teachings of the Church and the decisions of Government.

Language
 -Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man')
 -'mind-forged manacles': they are trapped in poverty.
 -Rhetorical devices to persuade: repetition ('In evelry-;'), emotive language ('Infant's cry of fear').
 -Critiques the powerful: 'each chartered street' – everything is owned by the rich; 'Every black'ning church appals' – the church is corrupt; 'the hapless soldier's sigh / Runs in blood down palace walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.

Form and Structure
 -A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees.
 -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city.
 -First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.

Key themes and connections: poems that you might choose to compare



Language for comparison

When poems have similarities
 Similarly, ...
 Both poems convey / address...
 Both poets explore / present...
 This idea is also explored in...
 In a similar way, ...
 Likewise, ...

When poems have differences
 Although...
 Whereas...
 Whilst...
 In contrast, ...
 Conversely, ...
 On the other hand, ...
 On the contrary, ...
 Unlike...

Assessment Objectives

Ensure that your answer covers all of these areas:

A01

- Write a response related to the key word in the question.
- Use comparative language to explore both poems.
- Use a range of evidence to support your response and to show the meaning of the poems.

A02

- Comment on the effect of the language in your evidence, including individual words.
- Identify any use of poetic techniques and explain their effects.

A03

- What might the poet's intentions have been when they wrote the poem?
- Comment on the historical context – when was the poem published and what impact might it have had then, and today?

Poetic Techniques

LANGUAGE

Metaphor – comparing one thing to another
Simile – comparing two things with 'like' or 'as'
Personification – giving human qualities to the non-human
Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.
Tone – the mood or feeling created in a poem.
Pathetic Fallacy – giving emotion to weather in order to create a mood within a text.
Irony – language that says one thing but implies the opposite eg. sarcasm.
Colloquial Language – informal language, usually creates a conversational tone or authentic voice.
Onomatopoeia – language that sounds like its meaning.
Alliteration – words that are close together start with the same letter or sound.
Assonance – the repetition of similar vowel sounds
Consonance – repetition of consonant sounds.
Plosives – short burst of sound: t, k, p, d, g, or b sound.

STRUCTURE

Stanza – a group of lines in a poem.
Repetition – repeated words or phrases
Enjambment – a sentence or phrase that runs onto the next line.
Caesura – using punctuation to create pauses or stops.
Contrast – opposite concepts/feelings in a poem.
Juxtaposition – contrasting things placed side by side.
Oxymoron – a phrase that contradicts itself.
Volta – a turning point in a poem.

FORM

Speaker – the narrator, or person in the poem.
Free verse – poetry that doesn't rhyme.
Blank verse – poem in iambic pentameter, but with no rhyme.
Sonnet – poem of 14 lines with clear rhyme scheme.
Rhyming couplet – a pair of rhyming lines next to each other.
Meter – arrangement of stressed/unstressed syllables.
Monologue – one person speaking for a long time.

Science

Keywords

Dissipation - Energy becoming spread out to the stores of surrounding objects (usually wasted thermal energy.)

Conservation of energy - the law that states that energy cannot be created or destroyed.

Work - Work is done on an object when a force makes the object move.

Closed system - An isolated system in which no energy transfers take place out of or into the energy stores of the system.

Specific Heat Capacity - The specific heat capacity of a substance is the amount of energy needed to change the temperature of 1Kg of the substance by 1°C. Its units are J/Kg/°C

Energy Stores

- Chemical
- Kinetic
- Gravitational Potential
- Elastic Potential
- Thermal
- Nuclear
- Magnetic
- Electrostatic

Energy Transfers

- Mechanical (by forces acting on objects)
- Electrical (when an electric current flows through a device)
- Radiation (by electromagnetic radiation)
- Heating (by conduction, convection or

Equations to Learn

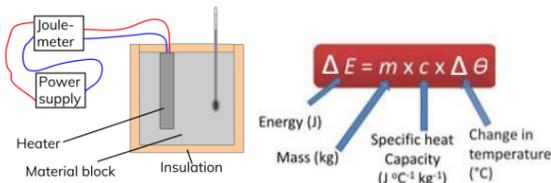
- Kinetic energy = 0.5 x mass x velocity²
- Gravitational potential energy = mass x gravitational field strength x height
- Power = energy transferred ÷ time
- Power = work done ÷ time
- Work done = force x distance moved
- Efficiency = useful energy output ÷ total energy input
- Efficiency = useful power output ÷ total power input

Energy

Heat Loss from Homes

Loft insulation	Contains fibreglass which traps air , reducing convection which is a good insulator.
Cavity wall insulation	Traps air pockets in gaps which is a good insulator
Double glazed windows	Traps air in gaps between glass which is a good insulator.
Aluminium foil behind radiators	Reflects radiation.
External walls with thicker bricks	Thicker bricks have a lower thermal conductivity.

Specific Heat Capacity



Resource	Renewable?	Uses	Advantages	Disadvantages
Fossil Fuels	Non-Renewable	Electricity, transport, heating	Reliable – electricity can be generated all of the time. Relatively cheap way of generating electricity.	Produces carbon dioxide , a greenhouse gas that causes global warming . Can produce sulphur dioxide , a gas that causes acid rain .
Nuclear Fuel	Non-Renewable	Electricity	Produces no carbon dioxide when generating electricity. Reliable – electricity can be generated all of the time.	Produces nuclear waste that remains radioactive for thousands of years. Expensive to build and decommission power stations.
Bio Fuel	Renewable	Heating, electricity	Carbon neutral. Reliable – electricity can be generated all of the time.	Production of fuel may damage ecosystems and create a monoculture .
Wind	Renewable	Electricity	No CO₂ produced while generating electricity. Cheap to use.	Unreliable – may not produce electricity during low wind . Expensive to construct .
Hydroelectricity	Renewable	Electricity	No CO₂ produced while generating electricity. Cheap to use.	Blocks rivers stopping fish migration . Unreliable – may not produce electricity during droughts .
Geothermal	Renewable	Electricity, heating	Does not damage ecosystems . Reliable source of electricity generation. Cheap to use.	Fluids drawn from ground may contain greenhouse gases such as CO₂ and methane . These contribute to global warming .
Tidal	Renewable	Electricity	No CO₂ produced while generating electricity. Cheap to use.	Unreliable – tides vary . May damage tidal ecosystem e.g. mudflats.
Waves	Renewable	Electricity	No CO₂ produced while generating electricity. Cheap to use.	Unreliable – may not produce electricity during calm seas .
Solar	Renewable	Electricity, heating	No CO₂ produced while generating electricity. Cheap to use.	Unreliable – does not produce electricity at night . Limited production on cloudy days. Expensive to construct .

Vocabulary: salt metal soluble dissolve saturated solution crystallise evaporation crystal strong weak acid complete disassociation partial dissociation reversible electrolysis aqueous solutions negative cathode positive anode electrons oxidation cryolite bromide exothermic endothermic temperature energy changes

Year 10 Chemistry
AUT1 Chemical and energy changes
Knowledge Organiser

The Reactivity Series

Here's a mnemonic to help you learn the order:

potassium
purple (potassium)
sodium
silver (sodium)
calcium
can (calcium)
magnesium
make (magnesium)
aluminium
carbon
carbon (carbon)
zinc
zinc (zinc)
iron
iron (iron)
tin
try (tin)
lead
learning (lead)
copper
low (copper)
silver
camels (silver)
surprise (silver)
gold
gortiles (gold)
platinum

The reactivity series is a league table for metals. The more reactive metals are near the top of the table with the least reactive near the bottom. In chemical reactions, a more reactive metal will displace a less reactive metal.

Reactions of Metals with Water

Metals, when reacted with water, produce a metal hydroxide and hydrogen.



The more reactive a metal is, the faster the reaction.

Reactions of Metals with Dilute Acid

Metals, when reacted with acids, produce a salt and hydrogen.



Metals that are below hydrogen in the reactivity series do not react with dilute acids.

Reactions of Acids

The general formula for the reaction between an acid and a metal is acid + metal \rightarrow salt + hydrogen.



When an acid reacts with an alkali, a neutralisation reaction takes place and a salt and water are produced.

The general formula for this kind of reaction is as follows:



Naming Salts

The first part comes from the metal in the metal carbonate, oxide or hydroxide. The second part of the name comes from the acid that was used to make it.

For example, sodium chloride.

Redox Reactions (Higher Tier Only)

When metals react with acids, they undergo a redox reaction. A redox reaction occurs when both oxidation and reduction take place at the same time.

For example:



The ionic equation can be further split into two half equations.



Oxidation is loss of electrons.

Reduction is gaining of electrons.

Reactions with Bases

The general formula for the reaction between an acid and a metal oxide is acid + metal oxide \rightarrow salt + water



Reactions with Carbonates

The general formula for the reaction between an acid and a carbonate is acid + carbonate \rightarrow salt + water + carbon dioxide



pH Scale



In aqueous solutions, acids produce H^+ ions and alkalis produce OH^- ions. Neutral solutions are pH 7 and are neither acids or alkalis.

For example, in neutralisation reactions, hydrogen ions from an acid react with hydroxide ions from an alkali to produce water:



Making Soluble Salts

1. Make a saturated solution by stirring copper oxide into the sulfuric acid until no more will dissolve.



2. Filter the solution to remove the excess copper oxide solid.



3. Half fill a beaker with water and set this over a Bunsen burner to heat the water. Place an evaporating dish on top of the beaker.



4. Add some of the solution to the evaporating basin and heat until crystals begin to form.



5. Once cooled, pour the remaining liquid into a crystallising dish and leave to cool for 24 hours.



Strong and Weak Acids (Higher Tier Only)

A strong acid completely dissociates in a solution.



Hydrochloric acid is able to completely dissociate in solution to form hydrogen and chloride ions.

(Examples of strong acids include nitric acid (HNO_3) and sulfuric acid (H_2SO_4)).

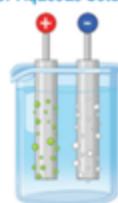
Weak acids in comparison only partially dissociate.

For example acetic acid partially dissociates to form a hydrogen and acetate ion.



The double arrow symbol indicates that the reaction is reversible. Both the forward and reverse reaction occur at the same time and the reaction never goes to completion.

Electrolysis of Aqueous Solutions



Gases may be given off or metals deposited at the electrodes. This is dependent on the reactivity of the elements involved.

If the metal is more reactive than hydrogen in the reactivity series, then hydrogen will be produced at the negative cathode. At the positive anode, negatively charged ions lose electrons. This is called oxidation and you say that the ions have been oxidised.

Exothermic and Endothermic Reactions

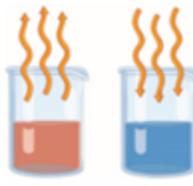
When a chemical reaction takes place, energy is involved. Energy is transferred when chemical bonds are broken and when new bonds are made.

Exothermic reactions are those which involve the transfer of energy from the reacting chemicals to the surroundings. During a practical investigation, an exothermic reaction would show an increase in temperature as the reaction takes place.

Examples of exothermic reactions include combustion, respiration and neutralisation reactions. Hand-warmers and self-heating cans are examples of everyday exothermic reactions.

Endothermic reactions are those which involve the transfer of energy from the surroundings to the reacting chemicals. During a practical investigation, an endothermic reaction would show a decrease in temperature as the reaction takes place.

Examples of endothermic reactions include the thermal decomposition of calcium carbonate. Eating sherbet is an everyday example of an endothermic reaction. When the sherbet dissolves in the saliva in your mouth, it produces a cooling effect. Another example is instant ice packs that are used to treat sporting injuries.

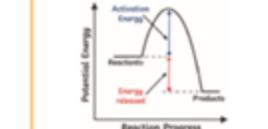


Reaction Profiles - Exothermic

Energy level diagrams show us what is happening in a particular chemical reaction. The diagram shows us the difference in energy between the reactants and the products.

In an exothermic reaction, the reactants are at a higher energy level than the products.

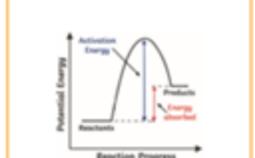
In an endothermic reaction, the difference in energy is absorbed from the surroundings and so the temperature of the surroundings decreases.



Reaction Profiles - Endothermic

In an endothermic reaction, the reactants are at a lower energy level than the products.

In an endothermic reaction, the difference in energy is absorbed from the surroundings and so the temperature of the surroundings decreases.



Oxidation is the loss of electrons and reduction is the gaining of electrons. OIL RIG (Higher Tier Only).

We represent what is happening at the electrodes by using half equations (Higher Tier Only).

The lead ions are attracted towards the negative electrode. When the lead ions (Pb^{2+}) reach the cathode, each ion gains two electrons and becomes a neutral atom. We say that the lead ions have been reduced.



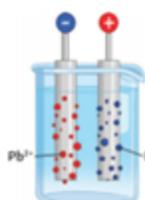
The bromide ions are attracted towards the positive electrode. When the bromide ions (Br^-) reach the anode, each ion loses one electron to become a neutral atom. Two bromine atoms are then able to bond together to form the covalent molecule Br_2 .



Electrolysis of Molten Ionic Compounds - Lead Bromide

Lead bromide is an ionic substance. Ionic substances, when solid, are not able to conduct electricity. When molten or in solution, the ions are free to move and are able to carry a charge.

The positive lead ions are attracted toward the negative cathode at the same time as the negative bromide ions are attracted toward the positive anode.



Using Electrolysis to Extract Metals

Metals are extracted by electrolysis if the metal in question reacts with carbon or if it is too reactive to be extracted by reduction with carbon. During the extraction process, large quantities of energy are used to melt the compounds.

Aluminium is manufactured by the process of electrolysis. Aluminium oxide has a high melting point and melting it would use large amounts of energy. This would increase the cost of the process, therefore molten cryolite is added to aluminium oxide to lower the melting point and thus reduce the cost.

Reactions of Acids

The general formula for the reaction between an acid and a metal is:
acid + metal → salt + hydrogen

For example: hydrochloric acid + sodium → sodium chloride + hydrogen
 $2\text{HCl} + 2\text{Na} \rightarrow 2\text{NaCl} + \text{H}_2$

When an acid reacts with an alkali, a neutralisation reaction takes place and a salt and water are produced.

The general formula for this kind of reaction is as follows:

acid + alkali → salt + water

hydrochloric acid + sodium hydroxide → sodium chloride + water

$\text{HCl} + \text{NaOH} \rightarrow \text{NaCl} + \text{H}_2\text{O}$

Naming Salts

The first part comes from the metal in the metal carbonate, oxide or hydroxide. The second part of the name comes from the acid that was used to make it.

For example, sodium chloride.

Acid Used	Salt Produced
hydrochloric	chloride
nitric	nitrate
sulfuric	sulfate

Making Soluble Salts

1. Make a saturated solution by stirring copper oxide into the sulfuric acid until no more will dissolve.



3. Half fill a beaker with water and set this over a Bunsen burner to heat the water. Place an evaporating dish on top of the beaker.



5. Once cooled, pour the remaining liquid into a crystallising dish and leave to cool for 24 hours.



2. Filter the solution to remove the excess copper oxide solid.



4. Add some of the solution to the evaporating basin and heat until crystals begin to form.



6. Remove the crystals with a spatula and pat dry between paper towels.



The Process of Electrolysis

Electrolysis is the **splitting up** of an ionic substance using **electricity**.

On setting up an electrical circuit for electrolysis, two **electrodes** are required to be placed in the electrolyte. The electrodes are **conducting rods**. One of the rods is connected to the **positive** terminal and the other to the **negative** terminal.

The **electrodes** are **inert** (this means they do not react in the reaction) and are often made from **graphite** or **platinum**.

During the process of electrolysis, **opposites attract**. The positively charged ions will be attracted toward the negative electrode. The negatively charged ions will be attracted towards the positive electrode.

When ions reach the electrodes, the charges are lost and they become elements.

The **positive** electrode is called the **anode**.

The **negative** electrode is called the **cathode**.

Exothermic and endothermic reactions

Required Practical

Aim

To investigate the variables that affect temperature changes in reacting solutions, e.g. acid plus metals, acid plus carbonates, neutralisations and displacement of metals.

Equipment

- polystyrene cup
- measuring cylinder
- thermometer
- 250cm³ glass beaker
- measuring cylinder
- top pan balance

Method

- Gather the equipment.
- Place the polystyrene cup inside the beaker. This will prevent the cup from falling over.
- Using a measuring cylinder, measure out 30cm³ of the acid. Different acids such as hydrochloric or sulfuric acid may be used. Pour this into the polystyrene cup.
- Record the temperature of the acid using a thermometer.
- Using a top pan balance, measure out an appropriate amount of the solid (for example, 10g) or use one strip of a metal such as magnesium.
- Add the solid to the acid and record the temperature. You may choose to record the temperature of the acid and metal every minute for 10 minutes.

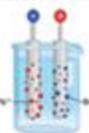


Electrolysis of Molten Ionic Compounds

Lead Bromide

Lead bromide is an ionic substance (ionic substances, when solid, are not able to conduct electricity. When molten or in solution, the ions are free to move and are able to carry a charge).

The **positive** lead ions are attracted toward the **negative** cathode at the same time as the **negative** bromide ions are attracted toward the **positive** anode.



Reduction is the loss of electrons and oxidation is the gaining of electrons. **RED** (higher Top Ox) We represent what is happening at the electrodes by using **half equations** (higher Top Ox).

The lead ions are attracted towards the negative electrode. When the lead ions (Pb²⁺) reach the cathode, each ion **gains two electrons** and becomes a neutral atom. We say that the lead ions have been **reduced**.
 $\text{Pb}^{2+} + 2\text{e}^{-} \rightarrow \text{Pb}$

The bromide ions are attracted towards the positive electrode. When the bromide ions (Br⁻) reach the anode, each ion **loses one electron** to become a neutral atom. Two bromine atoms are then able to bond together to form the covalent molecule Br₂.
 $2\text{Br}^{-} \rightarrow \text{Br}_2 + 2\text{e}^{-}$

Reactions with Bases

The general formula for the reaction between an acid and a metal oxide is:
acid + metal oxide → salt + water

sulfuric acid + copper oxide → copper sulfate + water

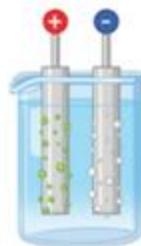
$\text{H}_2\text{SO}_4 + \text{CuO} \rightarrow \text{CuSO}_4 + \text{H}_2\text{O}$

Using Electrolysis to Extract Metals

Metals are extracted by electrolysis if the metal in question reacts with carbon or if it is too reactive to be extracted by reduction with carbon. During the extraction process, large quantities of energy are used to melt the compounds.

Aluminium is manufactured by the process of electrolysis. Aluminium oxide has a high melting point and melting it would use large amounts of energy. This would increase the cost of the process, therefore molten **cryolite** is added to aluminium oxide to lower the melting point and thus reduce the cost.

Electrolysis of Aqueous Solutions



Gases may be given off or metals deposited at the electrodes. This is dependent on the reactivity of the elements involved.

If the metal is **more reactive** than **hydrogen** in the reactivity series, then **hydrogen** will be **produced** at the **negative cathode**. At the **positive anode**, negatively charged ions **lose** electrons. This is called **oxidation** and you say that the ions have been oxidised.

Year 10 Biology Term 1

Keywords: respiration photosynthesis vaccination communicable non communicable disease antibiotics painkillers placebo clinical trial cancer benign pathogen immune system white blood cell

Respiration – A chemical reaction in every living cell which releases energy
An exothermic reaction which releases energy to the environment
The energy is used for cell division, homeostasis, active transport and nervous transmission

Aerobic respiration: Controlled by enzymes which are found in the mitochondria

Word equation : glucose + oxygen → carbon dioxide + water + energy released

Symbol equation : $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + \text{energy released}$

Anaerobic respiration: Occurs without oxygen in the cytoplasm

In animal cells: glucose → lactic acid + energy released (lactic acid builds up causing cramps , it is broken down in the liver by oxidation)

In plant cells and yeast: glucose → ethanol + carbon dioxide + energy released – This is the process of fermentation and is used in brewing and baking

The response to exercise :

Muscles contract → energy required from respiration (heart beats faster to supply more blood carrying oxygen to respiring muscle cells, breathing rate increases)

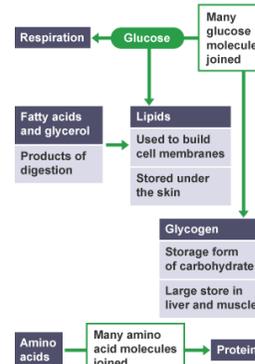
If insufficient oxygen is available cells will respire anaerobically which produces lactic acid

The lactic acid builds up causing cramps and sores

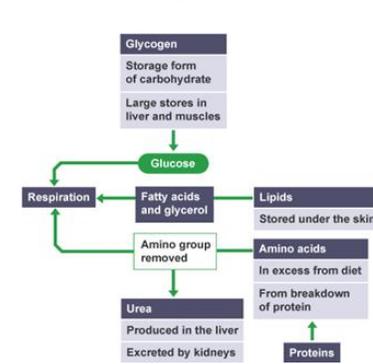
The lactic acid is broken down in the liver by oxygen, the amount of oxygen required to do this is the **oxygen debt**

Metabolism: All the chemical reactions in an organism

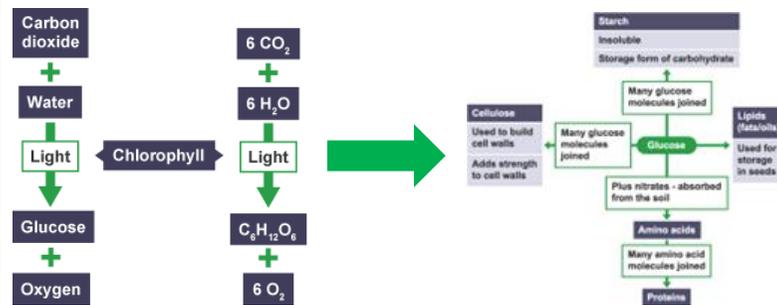
Animals : building up



Animals :breaking down molecules

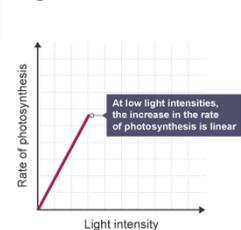


Photosynthesis : Endothermic reaction in all green plants

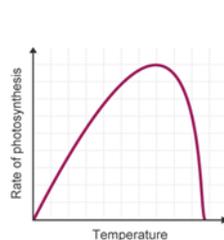


Factors effecting the rate of photosynthesis

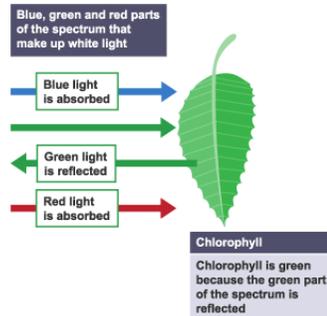
Light



Carbon dioxide

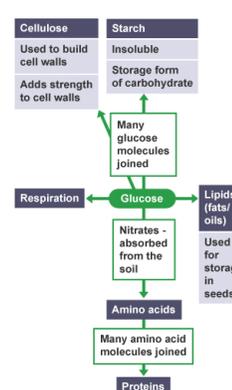


Chlorophyll

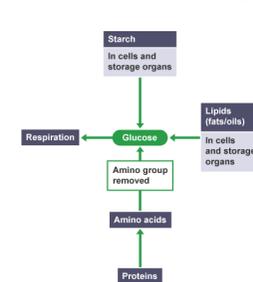


Metabolism: All the chemical reactions in an organism

Plants: Building up



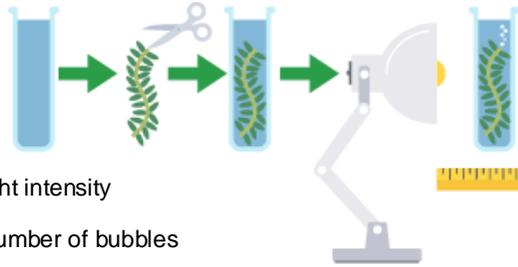
Plants: Breaking down



Year 10 Biology Term 1

Keywords: respiration photosynthesis vaccination communicable non communicable disease antibiotics painkillers placebo clinical trial cancer benign pathogen immune system white blood cell

Required practical : Investigating the effect of light intensity on photosynthesis



IV: Light intensity

DV: Number of bubbles

Control : Temperature, bulb, time, CO2 concentration

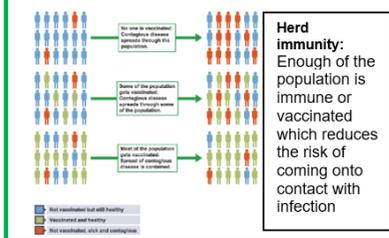
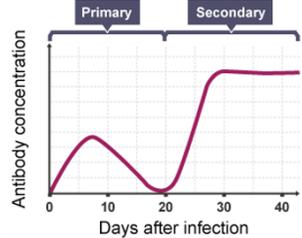
To increase the light intensity, move the lamp towards the light – the rate of photosynthesis can be measured by the number of bubbles released over a given time

The light intensity can be changed by moving the lamp

Developing drugs – A drug is a substance which physically or mentally alter the organism

Vaccination : 1. Inject inactive/dead pathogen 2. White blood cells recognise the pathogenic antigen 3. The body produces antibodies to destroy the pathogen and memory cells

If exposed to the pathogen again the memory cells quickly produce antibody producing white blood cells and destroy the pathogen



Different types of drugs

Painkillers : Remove symptoms

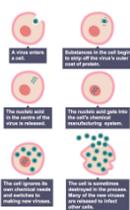
Aspirin ibuprofen paracetamol

Antibiotics: Stop or slow the rate of Growth of bacteria, penicillin is an example

Antibiotic resistance



All viruses cause illness



Antibiotic resistance has arisen because of Overuse, Failing to complete courses of antibiotics on farms

Ways to reduce antibiotic resistance

Only prescribe antibiotics when needed, Use specific antibiotics
Specific infection, isolate patients, clean hospitals

Discovering new drugs – safety, effectiveness, dosage

Placebo : fake drug

Preclinical: cells, tissues, animals and computer models

Clinical trial 1: Test on healthy people to see if it is safe

Clinical trial 2: Test on patients to see if it works

Clinical trial 3: Dosage

Communicable Disease – caused by pathogens (disease causing micro organisms)

Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	Agrobacterium
Fungi	Athlete's foot	Rose black spot
Protists	Malaria	Downy mildew

Communicable disease

Type of disease	Name	Symptoms
Bacterial	Gonorrhoea	STD, yellow/green discharge from penis or vagina, pain urinating. Treated with antibiotics. Condoms prevent transmission
	Salmonella	Uncooked food and unhygienic kitchens, uncooked poultry. All poultry are vaccinated against it, cook food thoroughly
Protist	Malaria	A palisodium protist is spread by mosquitos feeding from infected to uninfected person. No vaccination. Avoiding insect bites is the best form of prevention
Virus	TMV	Reduces growth of tobacco plants, transmitted by farmers. No cure
	HIV/AIDS	Transmitted through body fluids, attacks the immune system until a secondary infection kills you. No cure
Fungal	Measles	Highly infectious disease. Often kills children. Can cause infertility on adults, people are vaccinated against it
	Atheletes Rose black spot	Found between peoples toes, spread in swimming pools or infected surfaces. Treated with antifungal medication Causes blackening of leaves and then reduces photosynthesis and growth. Transmitted by direct contact. remove infected plants

Type	Examples
Direct contact	This can be sexual contact during intercourse or non-sexual contact, like shaking hands.
Water	Dirty water can transmit many diseases, such as the cholera bacterium.
Air	When a person who is infected by the common cold sneezes, they can spray thousands of tiny droplets containing virus particles to infect others.
Unhygienic food preparation	Undercooked or reheated food can cause bacterial diseases like Escherichia coli which is a cause of food poisoning.
Vector	Any organism that can spread a disease is called a vector. Many farmers think tuberculosis in their cattle can be spread by badgers.

Preventing the spread of disease

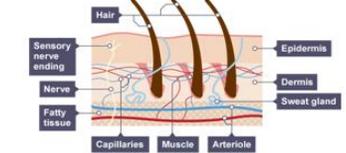
Method	Example	How it works
Sterilising water	Cholera	Chemicals or UV light kill pathogens in unclean water.
Suitable hygiene - food	Salmonella	Cooking foods thoroughly and preparing them in hygienic conditions kills pathogens.
Suitable hygiene - personal	Athlete's foot	Washing surfaces with disinfectants kills pathogens. Treating existing cases of infection kills pathogens.
Vaccination	Measles	Vaccinations introduce a small or weakened version of a pathogen into your body, and the immune system learns how to defend itself.
Contraception	HIV/AIDS	Using barrier contraception, like condoms, stops the transfer of bodily fluids and sexually transmitted diseases.

Defence against pathogens

Defence	Works by
Skin	Waterproof physical barrier, forms scabs, antimicrobial enzymes
Nose	Hairs which trap pathogens
Airways	Ciliated cells move mucus (made by goblet cells) which has trapped pathogens, out of the lungs
Stomach	Stomach acid (hydrochloric) kills pathogens in food or water

The skin

The immune system: White blood cells Phagocytosis, produce antibodies, produce Anti toxins!



Non communicable disease – Cannot be spread from another source. Not caused by a pathogen

Cancer : Uncontrolled cell division results in the growth of a tumour. Benign tumours do not spread, malignant can spread. Treated by chemotherapy, radio therapy and surgery

Risk factors

Obesity – Blood sugar is unregulated – leads to type II diabetes

Alcohol – Scar tissue forms in the liver which stops it working – leads to liver cirrhosis

Smoking – damages lungs and increased risk of premature babies – lung cancer



Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2024 ONLY

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta\theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$

	energy transferred = charge flow x potential difference	$E = QV$
HT	potential difference across primary coil x current in primary coil = potential difference across secondary coil x current in secondary coil	$V_p I_p = V_s I_s$
	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
	thermal energy for a change of state = mass x specific latent heat	$E = m L$
	weight = mass x gravitational field strength	$W = m g$
	work done = force x distance (along the line of action of the force)	$W = F s$
	force = spring constant x extension	$F = k e$
	distance travelled = speed x time	$s = v t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) ² – (initial velocity) ² = 2 x acceleration x distance	$v^2 - u^2 = 2 a s$
HT	resultant force = mass x acceleration	$F = m a$
	momentum = mass x velocity	$p = m v$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency x wavelength	$v = f \lambda$
HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density x current x length	$F = B I l$

French

PERFECT TENSE ("has done/did")

Start with the present tense of *avoir/être*, then add the past participle of the second verb:

-er	-ir	-re
Remove -er Add -é	Remove -r	Remove -re Add -u
jouer → (j'ai) joué	finir → (j'ai) fini	vendre → (j'ai) vendu

VERBS USING ÊTRE e.g. je suis allé(e)

*monter entrer sortir venir aller naître
partir descendre arriver tomber rester
mourir retourner (and all reflexive verbs)*

The past participle for these verbs must agree with the subject in gender and number:

*je suis allé (m) je suis tombée (f)
on est entrés (mpl) on est entrées (fpl)*

PRESENT TENSE ("does/is doing")

Remove the *-er/-ir/-re* and add these endings:

	jouer	finir	vendre
je	joue	finis	vends
tu	joues	finis	vends
il/elle/on	joue	finit	vend
nous	jouons	finissons	vendons
vous	jouez	finissez	vendez
ils/elles	jouent	finissent	vendent

ÊTRE

je suis / tu es / il est / nous sommes / vous êtes / ils sont

AVOIR

j'ai / tu as / il a / nous avons / vous avez / ils ont

SIMPLE FUTURE TENSE ("will/shall do")

Add these endings to the infinitive:

	jouer	finir	vendre
je	jouera i	finira i	vendra i
tu	jouera s	finira s	vendra s
il/elle/on	jouera	finira	vendra
nous	jouerons	finirons	vendrons
vous	jouerez	finirez	vendrez
ils/elles	joueront	finiront	vendront

IRREGULAR STEMS

*être (ser-) avoir (aur-) faire (fer-)
venir (viendr-) savoir (saur-) aller (ir-)
devoir (devr-) pouvoir (pouurr-) voir (verr-)*

IMPERFECT TENSE ("was doing/used to do")

Remove *-ons* from the *nous* form of the present tense, add these endings (*ais/ais/ait/ions/iez/aient*)

	jouer	finir	vendre
je	jouais	finissais	vendais
tu	jouais	finissais	vendais
il/elle/on	jouait	finissait	vendait
nous	jouions	finissions	vendions
vous	jouiez	finissiez	vendiez
ils/elles	jouaient	finissaient	vendaient

NEAR FUTURE TENSE ("is going to do")

Use the present tense of *aller* followed by the infinitive:

	je	vais	
	tu	vas	jouer finir vendre être aller vouloir etc.
	il/elle/on	va	
	nous	allons	
	vous	allez	
	ils/elles	vont	

CONDITIONAL TENSE ("would do")

Begin with the future stem, add imperfect endings:

	jouer	finir	vendre
je	jouera is	finira is	vendra is
tu	jouera is	finira is	vendra is
il/elle/on	jouera it	finira it	vendra it
nous	jouera ions	finira ions	vendra ions
vous	jouera iez	finira iez	vendra iez
ils/elles	jouera ient	finira ient	vendra ient

IRREGULAR STEMS

Same as for the simple future

EXTRA MARKS: USE WITH THE IMPERFECT TENSE

Si j'avais le temps, j'irais... (If I had time, I'd go to...)

PLUPERFECT TENSE ("had done")

Very similar to the perfect tense, except you start with the *imperfect* tense of auxiliary verbs *avoir/être*:
e.g. *j'avais joué, il avait fini, nous étions allés, elles s'étaient brossées les dents*

The present tense

Remove the 'en' to form the stem e.g. spielen – spiel

ich	_____e	(I)	wir	_____en
	(we)			
du	_____st	(you)	ihr	_____t(you
inf/pl)				
er	_____t	(he)	Sie	_____en
	(you for/pl)			
sie	_____t (she)		sie	_____en (they)

Some verbs are irregular. They usually only change in the du & er/sie forms.

Ich		du
	er/sie	
esse		isst
	isst	
lese		liest
	liest	
sehe		siehst
	sieht	

The perfect tense

Start with the correct form of haben (below) and end with the past participle. Form the past participle by putting **ge___t** around the verb stem. E.g. spielen – **gespielt**.

ich habe	wir haben
du hast	ihr habt
er hat	Sie haben
sie hat	sie haben

Common irregular past participles:

gelesen, gesehen, gegessen, getrunken, gefunden

Verbs where there is movement or a change of state use sein instead of haben. The most common verbs are: gegangen (went), gefahren (travelled), geflogen (flew), geblieben (stayed)

ich bin	wir sind
du bist	ihr seid
er ist	Sie sind
sie ist	sie sind

The future tense

Start with the correct form of werden (below) and end with the infinitive. E.g. spielen

ich werde	wir werden
du wirst	ihr werdet
er wird	Sie werden
sie wird	sie werden

The conditional

Start with the correct form of the verb below and end with the infinitive. E.g. spielen

ich würde	wir würden
du würdest	ihr würdet
er würde	Sie würden
sie würde	sie würden

Some verbs have special forms:

I would have	ich hätte
I would be	ich wäre
There would be	es gäbe

The Case System

Year 10 German 2

Definite articles (the)

	Masc	Fem.	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Genitive	des	der	des	der
Dative	dem	der	dem	den

Indefinite articles (a/an)

	Masc.	Fem.	Neuter	Plural
Nominative	ein	eine	ein	-
Accusative	einen	eine	ein	-
Genitive	eines	einer	eines	-
Dative	einem	einer	einem	-

When to use each case

Case	Role	Description
nominative	subject	takes action
accusative	direct object	receives action
dative	indirect object	to/for whom action is taken
genitive	possessive	indicates owner of someone/something

How to figure out the gender of (most) German nouns without a dictionary!

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
Days, months, and seasons: der Freitag (Friday)	Many flowers: die Rose (the rose)	Colors (adjectives) used as nouns: grün (green) das Grün (the green)
Map locations: der Süd(en) (the south)	Many trees: die Buche (the beech)	Geographic place names: das Europa (Europe)
Names of cars and trains: der Audi (the Audi) and der ICE (the Intercity Express)	Names of aircraft and ships: die Boeing 767 (the Boeing 767), die Titanic (the Titanic)	Infinitives used as nouns (gerunds): schwimmen (to swim) das Schwimmen (swimming)
Nationalities and words showing citizenship: der Amerikaner (the American)	Cardinal numbers: eine Drei (a three)	Young people and animals: das Baby (the baby)
Occupations: der Arzt (the doctor)		Almost all the chemical elements and most metals: das Aluminium (aluminum) and das Blei (lead)
Names of most mountains and lakes: der Großglockner (the highest mountain in Austria)		
Most rivers outside of Europe: der Amazonas (the Amazon)		

← By word group

By prefix/suffix →

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
-er (especially when referring to male people/jobs)	-ade, -age, -anz, -enz, -ette, -ine, -ion, -tur (if foreign/borrowed from another language)	-chen
-ich	-e	-ium
-ismus	-ei	-lein
-ist	-heit	-ment (if foreign/borrowed from another language)
-ner	-ie	-o
	-ik	-tum or -um
	-in (when referring to female people/occupations)	Ge-
	-keit	
	-schaft	
	-tät	
	-ung	

Substitution Language Year 10 German Stimmt GCSE Module 1

Separable verbs: these verbs split up when they are not in the infinitive form. In the present tense the first part of the verb goes to the end of the clause (e.g. fernsehen = ich sehe fern) and in the perfect tense the 'ge' to form the past participle goes in the middle (fern**g**esehen).

Denn clauses: denn is another way to say 'because' in German. Unlike with 'weil' you don't need to change the word order.

1. Today in the first lesson have I maths.	Heute in den ersten Stunde habe ich Mathe.
2. To school wear I a white shirt, a blue blazer and a grey trousers.	Zur Schule trage ich ein weißes Hemd, eine blaue Jacke und eine graue Hose.
3. I look forward myself to the report and the class trip.	Ich freue mich total auf das Zeugnis und die Klassenfahrt.
4. In the holidays have I never homework done, because it is boring.	In den Ferien habe ich nie Hausaufgaben gemacht, denn es ist langweilig.
5. She has new colourful felt tips bought.	Sie hat neue bunte Filzstifte gekauft.
6. In our school lasts every lesson 60 minutes.	In unserer Schule dauert jede Stunde sechzig Minuten.
7. We are not allowed to smoke.	Wir dürfen nicht rauchen.
8. We will lots German speak.	Wir werden viel Deutsch sprechen.
9. We are with 12 medals returned.	Wir sind mit zwölf Medaillen zurückgekommen.
10. The teacher (m) has my parents called.	Der Lehrer hat meine Eltern angerufen.

1
zweiten = 2nd
dritten = 3rd
vierten = 4th
fünften = 5th

2
ein T-Shirt = a t-shirt
eine Jeans = jeans
einen Rock = a skirt
Schuhe= shoes
Sportschuhe = trainers
ein Kleid - a dress
eine Krawatte - a tie

3
echt sehr - really
nicht = not
den Matheunterricht = maths lessons
die Prüfungen = exams
neue Fächer = new subjects

4
oft einen Film gesehen = often watched a film
immer eine Mütze getragen = always wore a hat
Gitarre gelernt = learned guitar
Fußball gespielt = played football

5
einen Kuli = a pen
ein Etui = a pencil case
einen Radiergummi = an eraser
einen Taschenrechner = a calculator
einen Bleistift = a pencil

7
wir dürfen = we are allowed to
wir müssen = we must
ist verboten = is prohibited
pünktlich sein = be punctual
in der Bibliothek ruhig sein = be quiet in the library
keinen Dialekt sprechen = speak no dialects
keine Mützen tragen = wear no caps

8
ich werde = I will er/sie wird = he/she will
sie werden = they will lernen = learn
bummeln = stroll machen = do
gehen = go besuchen = visit
verbringen = spend (time)

9/10
ich bin sitzengeblieben = I was kept back a year
ich habe die Prüfungen bestanden = I passed the exams
ich habe tolle Noten bekommen = I got good grades
ich habe durchgefallen = I failed

Seit: this literally translates to ‘since’ but is used to talk about how long you have been doing something. In German you always use the **present** tense with ‘seit’.

Negatives (kein v. nicht): In German there are several ways to form a negative sentence. Two of the most common options are ‘nicht’ and ‘kein/e/en’. You use **nicht** when there is no object of the sentence. You use a form of **kein** to replace ‘ein/e/en’ in a positive sentence.

1. In my freetime listen I very gladly music.	In meiner Freizeit höre ich sehr gern Musik.
2. I play three times a week piano and clarinet.	Ich spiele dreimal pro Woche Klavier und Klarinette.
3. I look forward myself to the report and the class trip.	Ich gucke am liebsten Komödien, weil sie ausgezeichnet sind.
4. We have the film not watched.	Wir haben den Film nicht gesehen.
5. I watch no documentaries.	Ich sehe keine Dokumentationen.
6. I snowboard since 5 years.	Ich snowboarde seit fünf Jahren.
7. I would like in the mountains to hike.	Ich möchte in den Bergen wandern.
8. I will on the 11th December to a Christmas market go.	Ich werde am elften Dezember auf einen Weihnachtsmarkt gehen.
9. I have on 4th August my birthday celebrated.	Ich habe am vierten August meine Geburtstag gefeiert.
10. What eats and drinks one at the market?	Was isst und trinkt man auf dem Markt?

Year 10 German Stimmt GCSE Module 2

Substitution Language

1
 lieber = prefer
 am liebsten = most of all
 nicht gern = not gladly

2
 jeden Tag = every day
 oft = often
 ab und zu = from time to time
 nie = never
 zweimal pro Monat = twice a month
 einmal pro Jahr = once a year
 Gitarre = guitar
 Flöte = flute
 Schlagzeuge = drums
 Geige = violin

8/9
 1-19 = add -ten ersten = 1st
 20 - 31 = add -sten dritten = 3rd
 siebten = 7th achten = 8th
 März = March Mai = May
 Juni = June Juli = July
 Oktober = October

3/4/5
 Krimis = crime/detective stories
 Liebesfilme = romantic films
 Thriller = thrillers
 Serien = series
 die Nachrichten = the news
 beeindruckend = impressive
 großartig = great
 blöd = silly

9
 Weihnachten = Christmas
 Ostern = Easter
 den Tag der Deutschen Einheit = the day of German reunification
 Karneval = carnival

6/7
 ich fahre Ski = I ski Ski fahren = to ski
 ich wandere = I hike
 ich fahre Rad = I cycle Rad fahren = to cycle
 ich schwimme = I swim schwimmen = to swim
 ich klettere = I climb klettern = to climb
 ich laufe eis = I ice skate eislaufen = to ice skate
 an den Felsen = on the rocks

10
 sieht = sees
 liest = reads
 kauft = buys
 gibt es = is there
 in der Stadt = in the city
 auf dem Fest = at the festival

Year 10 Spanish Grammar

Present Tense

The present tense is used to describe what you're doing at the present moment in time, e.g. "I am eating breakfast" or what you do routinely, e.g. "I eat breakfast every day".

hablar to speak	comer to eat	vivir to live
habl-o	com-o	viv-o
habl-as	com-es	viv-es
habl-a	com-e	viv-e
habl-amos	com-emos	viv-imos
habl-áis	com-éis	viv-ís
habl-an	com-en	viv-en

Preterite Tense

The preterite is sometimes known as the simple past. It's used to talk about completed events in the past, e.g. I asked, I ate, I wrote. (TARDIS tense)

preguntar to ask	comer to eat	escribir to write
pregunt-é	com-í	escrib-í
pregunt-aste	com-iste	escrib-iste
pregunt-ó	com-ió	escrib-ió
pregunt-amos	com-imos	escrib-imos
pregunt-ásteis	com-ísteis	escrib-ísteis
pregunt-aron	com-ieron	escrib-ieron

Near Future Tense

The near future tense can be used to express what is going to happen in the future. E.g. I am going to work, I am going to study, I am going to drink, I am going to eat...

voy	a	trabajar	I am
vas	a	going to work	
va	a	estudiar	
vamos	a	beber	
vais	a	comer	
van	a	abrir	
		vivir	

Present Continuous Tense

The present continuous tense is used to indicate what is happening at the time of speaking/writing e.g. I am writing/I am talking. Estar + gerund

hablar to speak	comer to eat	vivir to live
estoy hablando	estoy comiendo	estoy viviendo
estás hablando	estás comiendo	estás viviendo
está hablando	está comiendo	está viviendo
estamos hablando	estamos comiendo	estamos viviendo
estáis hablando	estáis comiendo	estáis viviendo
están hablando	están comiendo	están viviendo

Imperfect Tense

The imperfect tense is used for things that 'used to happen' e.g. I worked, I used to work or for descriptions in the past e.g. the food was bad, the hotel was nice

trabajar to work	comer to eat	escribir to write
trabaj-aba	com-ía	escrib-ía
trabaj-abas	com-ías	escrib-ías
trabaj-aba	com-ía	escrib-ía
trabaj-ábamos	com-íamos	escrib-íamos
trabaj-ábais	com-íais	escrib-íais
trabaj-aban	com-ían	escrib-ían

Conditional Tense

The conditional is recognised in English by the use of the word "would" or sometimes "should", e.g. "I would swim".

nadar to swim	beber to drink	abrir to open
nadar-ía	beber-ía	abrir-ía
nadar-ías	beber-ías	abrir-ías
nadar-ía	beber-ía	abrir-ía
nadar-íamos	beber-íamos	abrir-íamos
nadar-íais	beber-íais	abrir-íais
nadar-ían	beber-ían	abrir-ían

Year 10 Spanish Grammar

How do you conjugate verbs in Spanish?

Most verbs in Spanish have **six** forms which correspond to their respective pronouns and which will be listed in the following order:

- 1) **yo** (I)
- 2) **tú** (you-familiar a person you know well, a familiar relationship)
- 3) **él/ella/usted** (he/she/you-formal a person you don't know, a formal relationship)
- 4) **nosotros/nosotras** (we)
- 5) **vosotros/vosotras** (you-plural-familiar [only used in Spain])
- 6) **ellos/ellas/ustedes** (they/you-plural-formal [Spain]/you-plural [L. America])

For most tenses you remove the verb ending (AR/ER/IR) and replace it with the correct new ending.

It's **essential** that you get the **correct ending** for the person you're talking about in Spanish because **pronouns don't tend to be used in Spanish.**

Nouns and Adjectives

Nouns can be either masculine or feminine and singular or plural.

	masculine	feminine
singular	el / un (the/a)	la / una (the/a)
plural	los / unos (the/some)	las / unas (the/some)

To figure out if a noun is masculine or feminine use this table:

Feminine	Masculine
Nouns ending with: -a -ión -dad -tad Irregulars: la foto, la mano, la moto, la radio	Nouns ending with: -o -l -n -aje -e -r -or -ma -ta -pa

Adjectives in Spanish must match the gender and number of the nouns they are describing. See below:

ENDING	MASCULINE SINGULAR	MASCULINE PLURAL	FEMININE SINGULAR	FEMININE PLURAL
o	pequeño	pequeños	pequeña	pequeñas
OTHER VOWELS	naranja	naranjas	←	←
	fuerte	fuertes	←	←
CONSONANTS	azul	azules	←	←
	marrón	marrones	←	←
	veloz	veloces	←	←

What are Natural Hazards?

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

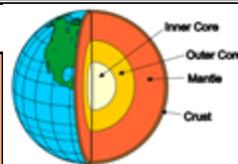
What affects hazard risk?

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



Structure of the Earth

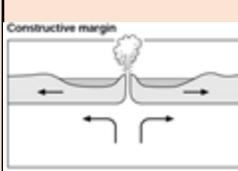
The earth has 4 layers
The core (divided into inner and outer), mantle and crust.



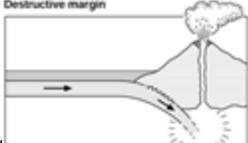
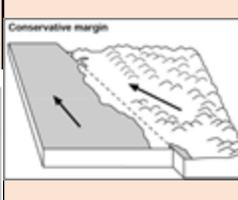
The crust is split into major sections called **tectonic plates**.

There are 2 types of crust: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense).

Plates either move towards each other (**destructive margin**) away from each other (**constructive**) or past each other (**conservative**).



These plates move due to convection currents in the mantle and, where they meet, tectonic activity (volcanoes and earthquakes) occurs..



Earthquakes and Volcanoes

Volcanoes

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

Earthquakes

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

Effects of Tectonic Hazards

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

Primary - Earthquakes	Secondary - Earthquakes
<ul style="list-style-type: none"> - Property and buildings destroyed. - People injured or killed. - Ports, roads, rail ways damaged. - Pipes (water and gas) and electricity cables broken. 	<ul style="list-style-type: none"> - Business reduced as money spent repairing property. - Blocked transport hinders emergency services. - Broken gas pipes cause fire. - Broken water pipes lead to a lack of fresh water.

Primary - Volcanoes	Secondary - Volcanoes
<ul style="list-style-type: none"> - Property and farm land destroyed. - People and animals killed or injured. - Air travel halted due to volcanic ash. - Water supplies contaminated. 	<ul style="list-style-type: none"> - Economy slows down. Emergency services struggle to arrive. - Possible flooding if ice melts Tourism can increase as people come to watch. - Ash breaks down leading to fertile farm land.

Responses to Tectonic Hazards

Immediate (short term)	Long-term
<ul style="list-style-type: none"> - Issue warnings if possible. - Rescue teams search for survivors. - Treat injured. - Provide food and shelter, food and drink. - Recover bodies. - Extinguish fires. 	<ul style="list-style-type: none"> - Repair and re-build properties and infrastructure. - Improve building regulations - Restore utilities. - Resettle locals elsewhere. - Develop opportunities for recovery of economy. - Install monitoring technology.

Comparing Earthquakes – Nepal and Chile

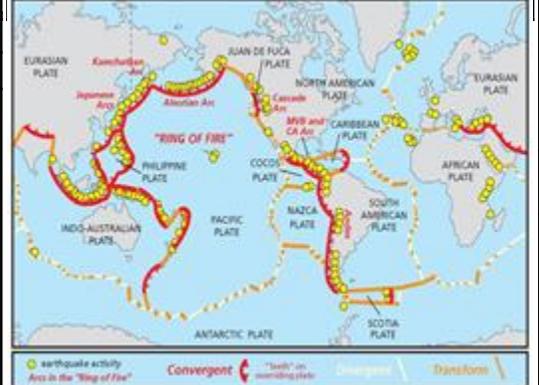
Nepal. April 2015. Magnitude 7.8.	Chile. February 27 2010. Magnitude 8.8
Primary Effects	
9000 deaths 23000 injured Over 500,000 homes destroyed Historic buildings including Dharahara Tower fell 26 hospitals and 50% of schools destroyed	500 deaths 12000 people injured. 220000 homes, 4500 schools, 56 hospitals destroyed Much of Chile lost power, water supplies and communications
Secondary Effects	
Avalanche on Mount Everest killing 19 people. Loss of income from tourism (which was 8.9% of Nepal's GDP). Rice seed stored in homes was ruined as homes collapsed. This caused food shortages.	1500km of roads damaged Coastal towns devastated by tsunamis A fire at a chemical plant
Immediate Responses	
Nepal requested international help. UK's DEC raised \$126 million. Red Cross- tents for 225,000 people. UN and WHO distributed medical supplies to the worst districts. Facebook launched a safety feature so people could indicate they were safe.	Emergency services acted swiftly Temporary repairs to roads enabling transport Power restored to 90% of homes within 10 days
Long term responses	
Rebuilding. World Heritage Sites reopen June 2015. Longer climbing season.	Government launched a housing reconstruction plan to help 200000 households Economy could be rebuilt without foreign aid

Unit 1a Geography AQA

The Challenge of Natural Hazards

Distribution of tectonic activity

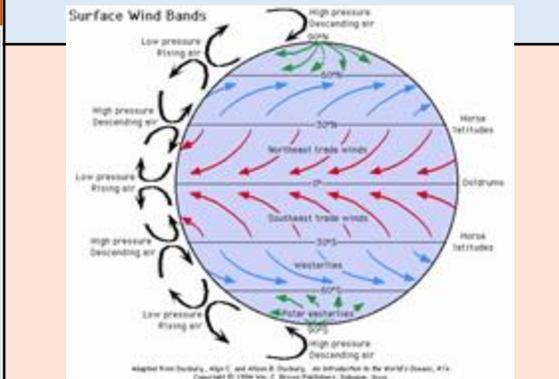
Along plate boundaries.
On the edge of continents.
Around the edge of the Pacific.



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

Global atmospheric circulation

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

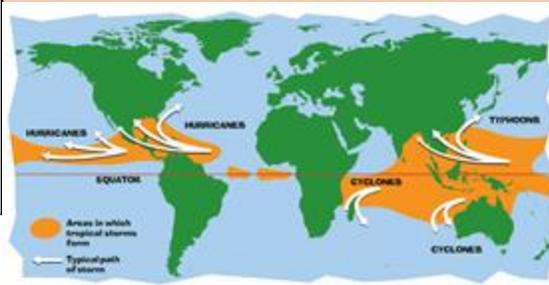


High pressure = dry
Low pressure = wet
As the air heats it rises - causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the **Coriolis effect** (the turning of the Earth)

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

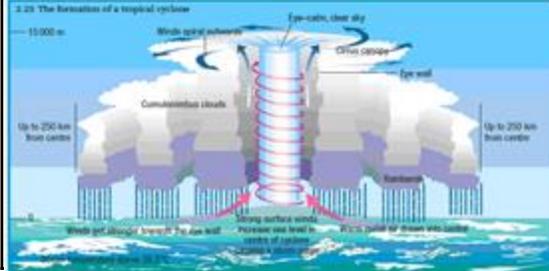
Tropical Storms

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



Sequence of a Tropical Storm

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



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

Extreme weather in the UK

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

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

Typhoon Haiyan, November 2013

Primary Effects	Secondary Effects
At least 6340 killed 314 km/hr wind speeds. 5m Storm Surge 90% buildings in Tacloban destroyed Habitats & Crops destroyed	\$1.5 Billion of damage Water supply polluted 1.9 million homeless, 6 million displaced Public Order – Looting Airports unusable for supplies

Immediate Responses	Long-term Responses
70-80% of New Orleans evacuated before hurricane reached land. State of emergency declared in Louisiana and Mississippi. Emergency shelters set up in public buildings. UK and US send navy ships. Charities provided shelter, food and medical supplies.	UN appeal raised \$788 million. Another \$500 million from other governments. Some houses rebuilt on stilts. Some areas zoned as no build areas. Improved warning systems put in place.

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

4th-5th December 2015 – Storm Desmond

The 4th named storm of the winter of 2015-16. Particularly affected Cumbria. 341.4 mm of rainfall recorded in 24 hrs

Social Effects

3 deaths.
19000 homes flooded across Northern England.
100,000 homes affected by power cuts.
More than 40 schools in Cumbria were closed. Appointments in many hospitals in Cumbria were cancelled as hospitals had no mains electricity.

Economic Effects

Caused £500 million damage in Cumbria.
Landslides and flooding closed some main roads and many bridges were damaged causing extra transport costs for businesses.
The rail route between England and Scotland was closed due to flooding.

Environmental impacts

Large amounts of soil were washed into the rivers, with millions of tonnes of silt transported by rivers and deposited on floodplains

Management strategies

Met Office issued weather warning
Environment agency issued flood warning
Soldiers took supplies to remote areas in the Lake District.
The government gave £50 million to repair damage in Cumbria and Lancashire.
The Cumbria Flood Recovery Fund 2015 helped families who had little insurance .

Climate Change – natural or human?

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

Causes	
Natural	Human
<ul style="list-style-type: none"> - Orbital changes – The sun's energy on the Earth's surface changes as the Earth's orbit is elliptical its axis is tilted on an angle. - Solar Output – sunspots increase to a maximum every 11 years. - Volcanic activity – volcanic aerosols reflect sunlight away reducing global temperatures temporarily. 	<ul style="list-style-type: none"> - Fossil fuels – release carbon dioxide with accounts for 50% of greenhouse gases. - Agriculture – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for met and rice increase contribution. - Deforestation – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.

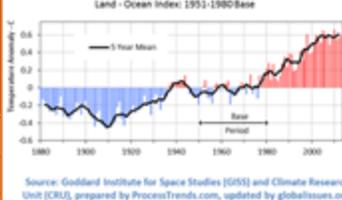
Effects of Climate Change

Social	Environmental
<ul style="list-style-type: none"> - Increased disease eg. skin cancer and heat stroke. - Winter deaths decrease with milder winters. - Crop yields affected by up to 12% in South America but will increase in Northern Europe but will need more irrigation. - Less ice in Arctic Ocean increases shipping and extraction of oil and gas reserves. - Droughts reduce food and water supply in sub-Saharan Africa. Water scarcity in South and South East UK. - Increased flood risk. 70% of Asia is at risk of increased flooding - Declining fish in some areas affect diet and jobs. - Increased extreme weather - Skiing industry in Alps threatened. 	<ul style="list-style-type: none"> - Increased drought in Mediterranean region. - Lower rainfall causes food shortages for orangutans in Borneo and Indonesia. - Sea level rise leads to flooding and coastal erosion. - Ice melts threaten habitats of polar bears. - Warmer rivers affect marine wildlife. - Forests in North America may experience more pests, disease and forest fires. - Coral bleaching and decline in biodiversity.

Managing Climate Change

Mitigation	Adaption
<ul style="list-style-type: none"> - Alternative energy production will reduce CO₂ production. - Planting Trees – helps to remove carbon dioxide. - Carbon Capture – takes carbon dioxide from emission sources is stored underground. - International Agreements e.g. the Paris Climate Agreement. 	<ul style="list-style-type: none"> - Changes in agricultural systems need to react to changing rainfall and temperature patterns and threat of disease and pests. - Managing water supplies – eg. by installing water efficient devices and increasing supply through desalination plants. - Reducing risk from rising sea levels would involve constructing defences such as the Thames Flood Barrier or restoring mangrove forests, or raising buildings on stilts.

Global Temperature, 1880 - 2014



Source: Goddard Institute for Space Studies (GISS) and Climate Research Unit (CRU), prepared by ProccorTrends.com, updated by globalissues.org

Evidence for Climate Change

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

Ice and Sediment Cores

- Ice sheets are made up of layers of snow, one per year. Gases trapped in layers of ice can be analysed. Ice cores from Antarctica show changes over the last 400 000 years.
- Remains of organisms found in cores from the ocean floor can be traced back 5 million years.

Pollen Analysis

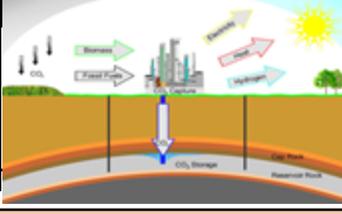
- Pollen is preserved in sediment. Different species need different climatic conditions.

Tree Rings

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

Temperature Records

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



Relief of the UK

Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.

Key

- Lowlands
- Uplands

Areas +600m: Peaks and ridges cold, misty and snow common. i.e. Scotland

Areas -200m: Flat or rolling hills. Warmer weather. i.e. Fens

Types of Erosion

The break down and transport of rocks – smooth, round and sorted.	
Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart or scraped against the banks and bed of a river.
Hydraulic Action	Water enters cracks in the cliff, or river bank, air compresses, causing the crack to expand.

Types of Transportation

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Mass Movement

A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.

Rock slides occur when there is a failure along the bedding plane.

Slumping occurs when there is a downward rotation of sections of cliff. Often occur after heavy rain.

Formation of Coastal Spits - Deposition

Example: Spurn Head, Holderness Coast.

Material moved along beach in zig-zag way. Coastline changes direction. Material deposited in shallow, calm water, to form a spit. Prevailing winds bring waves in at an angle. Spit curved with change of wind direction.

Types of Weathering

Weathering is the breakdown of rocks where they are.

Biological	Breakdown of rock by plants and animals e.g. roots pushing rocks apart.
Mechanical	Breakdown of rock without changing its chemical composition e.g. freeze thaw

What is Deposition?

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition. Heaviest material is deposited first.

Rockfall

Rockfall is the rapid free fall of rock from a steep cliff face because of gravity.

- Swash moves up the beach at the angle of the prevailing wind.
- Backwash moves down the beach at 90° to coastline, due to gravity.
- Zigzag movement (Longshore Drift) transports material along beach.
- Deposition causes beach to extend, until reaching a river estuary.
- Change in prevailing wind direction forms a hook.
- Sheltered area behind spit encourages deposition, salt marsh forms.

Unit 1c Physical Landscapes in the UK

AQA

Formation of Bays and Headlands

- Waves attack the coastline.
- Softer rock is eroded by the sea quicker forming a bay, calm area cases deposition.
- More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

Mechanical Weathering Example: Freeze-thaw weathering

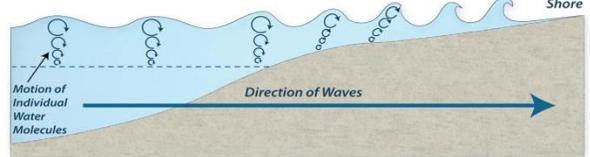
Stage One
Water seeps into cracks and fractures in the rock.

Stage Two
When the water freezes, it expands about 9%. This wedges apart the rock.

Stage Three
With repeated freeze-thaw cycles, the rock breaks off.

- ### Why do waves break?
- Waves start out at sea.
 - As waves approaches the shore, friction slows the base.
 - This causes the orbit to become elliptical.
 - Until the top of the wave breaks over.

Size of waves	Types of Waves
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Constructive Waves	Destructive Waves
This wave has a swash that is stronger than the backwash. This therefore builds up the coast.	This wave has a backwash that is stronger than the swash. This therefore erodes the coast.

Formation of Coastal Stack

Example: Old Harry Rocks, Dorset

- Hydraulic action widens cracks in the cliff face over time.
- Abrasion forms a wave cut notch between high tide and low tide.
- Further abrasion widens the wave cut notch to form a cave.
- Caves from both sides of the headland break through to form an arch.
- Weather above/erosion below – arch collapses leaving stack.
- Further weathering and erosion leaves a stump.

Coastal Defences

Hard Engineering Defences		
Groynes	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> ✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave. Has a lip to stop waves going over.	<ul style="list-style-type: none"> ✓ Long life span ✓ Protects from flooding ✗ Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	<ul style="list-style-type: none"> ✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.

Soft Engineering Defences		
Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	<ul style="list-style-type: none"> ✓ Cheap ✓ Beach for tourists. ✗ Storms = need replacing. ✗ Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood & erode.	<ul style="list-style-type: none"> ✓ Reduce flood risk ✓ Creates wildlife habitats. ✗ Compensation for land.

Case Study: Hunstanton and Heacham Coast

Location and Background
 Located on the North-West coast of Norfolk. The town is a popular seaside resort. In 2013, the town suffered damage from a storm surge. The Sea Life Centre was flooded and closed for a number of months.

Geomorphic Processes

- The beach widens between Hunstanton and Heacham.
- Deposition at Heacham has led to the formation of sand dunes.
- Shingle on the beach includes white chalk from Hunstanton Cliffs in the north.
- Longshore drift travels from Hunstanton to Heacham.

Management

- The coastline is protected by a number of groynes and a sea wall.
- Heacham is also protected by an earth bund.
- \$15 million has been spent on beach nourishment to add sediment to beach for increased protection against flooding.

Middle Course of a River

Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Water Cycle Key Terms

Precipitation	Moisture falling from clouds as rain, snow or hail.
Interception	Vegetation prevents water reaching the ground.
Surface Runoff	Water flowing over the surface of the land into rivers
Infiltration	Water absorbed into the soil from the ground.
Transpiration	Water lost through leaves of plants.

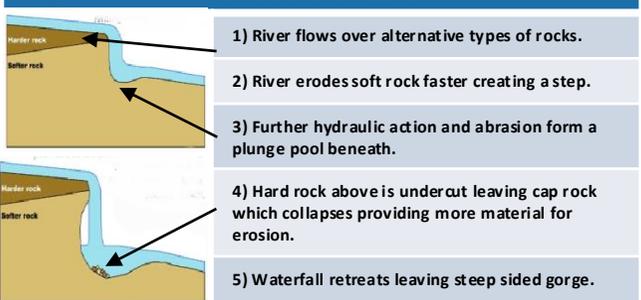
Physical and Human Causes of Flooding.

Physical: Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading runoff.	Physical: Geology Impermeable rocks causes surface runoff to increase river discharge.
Physical: Relief Steep-sided valleys channels water to flow quickly into rivers causing greater discharge.	Human: Land Use Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff.

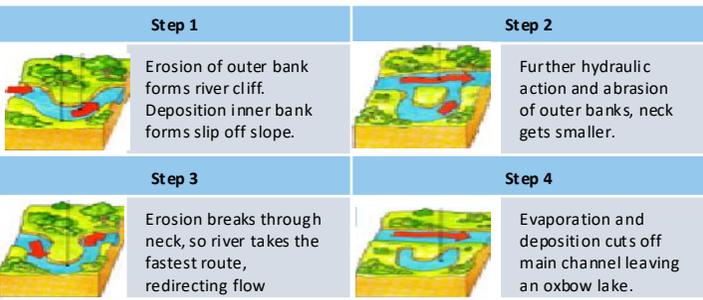
Upper Course of a River

Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Formation of a Waterfall



Formation of Ox-bow Lakes



Case Study - Boscastle flood August 16th 2004

Boscastle is a small village in Cornwall. It has a permanent population of under 1000. 90% of jobs in the village are linked to tourism.

Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

Formation of Floodplains and Levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.

- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.

River Management Schemes

Soft Engineering	Hard Engineering
<p>Afforestation – plant trees to soak up rainwater, reduces flood risk.</p> <p>Demountable Flood Barriers put in place when warning raised.</p> <p>Managed Flooding – naturally let areas flood, protect settlements.</p>	<p>Straightening Channel – increases velocity to remove flood water.</p> <p>Artificial Levees – heightens river so flood water is contained.</p> <p>Deepening or widening river to increase capacity for a flood.</p>

Hydrographs and River Discharge

River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes over time in relation to rainfall

1. **Peak discharge** is the discharge in a period of time.
2. **Lag time** is the delay between peak rainfall and peak discharge.
3. **Rising limb** is the increase in river discharge.
4. **Falling limb** is the decrease in river discharge to normal level.

Case Study: The River Tees

Location and Background
 Located in the North of England and flows 137km from the Pennines to the North Sea at Red Car.

Geomorphic Processes

Upper – Features include V-Shaped valley, rapids and waterfalls. Highforce Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed.

Middle – Features include meanders and ox-bow lakes. The meander near Yarm encloses the town.

Lower – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.

Causes of flood - 5 hours of heavy rain (3 inches in 1 hour), Impermeable rock, steep valley sides, thin soils limit vegetation. Buildings narrowing river channel. Narrow bridges trapped debris.

Effects of flood - 100 homes and 25 businesses damaged. 75 cars and 8 boats washed away. 150 people had to be rescued. Damage cost £15 million. Responses to flood - Scheme cost £4.6 million. Beds of rivers lowered and channels widened. Bridges widened. Car park raised. Trees removed from near river.

Year 10 BTEC Dance Knowledge Organiser – Component 1

Key vocabulary - Choreographic Devices:

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Retrograde	Performing the motif backwards.
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase

Jose Limon - Who are they?

Modern dance pioneer José Limón was born on January 12, 1908, in Culiacán, Mexico. His family immigrated to the United States when he was a boy, and he grew up in Los Angeles, California. A move to New York in 1928 brought Limón into contact with the modern dance world. He trained as a dancer and became a major performer and choreographer, eventually founding his own dance company in 1947. Internationally celebrated for his powerful and influential style, Limón died in New Jersey in 1972.

What is their technique?

The Limón technique is divided among various physical extremes: fall and recovery, rebound, weight, suspension, succession and isolation. These ideas can be illustrated in the way a dancer uses the floor as a place from which to rise, return to and then rise from again. The way a dancer explores the range of movement between the one extreme of freedom from gravity and the other of falling into it.

Steve Paxton - Who are they?

Steve Paxton is perhaps best known as the founder of the dance technique called contact improvisation, a form of partnering that uses physical laws such as friction, momentum, gravity, and inertia to explore relationships between dancers. Born in 1939, Paxton was a member of Jose Limon's company in 1960 and danced for Merce Cunningham from 1961 until 1964.

What is their technique?

Contact Improvisation is a partner dance form based on the physical principles of touch, momentum, shared weight, and most quintessentially - following a shared point of contact. The form was founded in 1972 by Steve Paxton. Integrating his background as a modern dancer and his studies in the martial art form Aikido.

Joan Skinner - Who are they?

Joan Skinner developed and refined Skinner Releasing Technique over five decades into a comprehensive training system that has radically influenced dance performance, creation and education across the world. Skinner Releasing Technique (SRT) is an influential and rigorous approach to movement evolved from the principle that releasing tension and habitual holding patterns enables greater freedom, power and articulation.

What is their technique?

Skinner Releasing Technique (SRT) is a pioneering approach to dance, movement and creative process that has evolved from the simple principle that when we are releasing physical tension, we can move with greater freedom, power and articulation. SRT is unusual in that technical aspects of moving and dancing, such as posture and alignment are experienced as creative explorations that take form as spontaneous movement. Technical and creative aspects of practice are indistinguishable.

Martha Graham - Who are they?

In 1926, Martha Graham founded her dance company and school, living and working out of a tiny Carnegie Hall studio in midtown Manhattan. In developing her technique, Martha Graham experimented endlessly with basic human movement, beginning with the most elemental movements of contraction and release. Using these principles as the foundation for her technique, she built a vocabulary of movement that would "increase the emotional activity of the dancer's body." Martha Graham's dancing and choreography exposed the depths of human emotion through movements that were sharp, angular, jagged, and direct. The dance world was forever altered by Martha Graham's vision, which has been and continues to be a source of inspiration for generations of dance and theatre artists.

What is their technique?

Graham technique is based on "[contraction and release](#)", and uses different parts of the body in opposition to one another to create spirals for dramatic tension. It also incorporates formal exaggerations of "natural" movements

- **CONTRACTIONS** - Contract a muscle to create tension, then use the flow of energy to start the movement when the muscle is relaxed. This results in a choppy, tight movement.
- **RELEASE** - Is any of various dance techniques that focus on breathing,

Merce Cunningham - Who are they?

Cunningham began to study dance at 12 years of age. After high school he attended the Cornish School of Fine and Applied Arts in Seattle, Washington, for two years. He subsequently studied at Mills College, where he was invited by Martha Graham to join her group. As a soloist for her company, he created many important roles, and his incredible jumps were showcased in Graham's "El Penitente" (1940)

What is their technique?

Cunningham Technique was developed by Merce Cunningham to train dancers for his company. The technique emphasizes clarity of form, coordination of torso and legwork, rhythmic accuracy, spatial awareness and virtuosity. Cunningham also choreographs by letting **chance** dictate many of his choreographic decisions and believed the music should be created separately from the movement. Merce uses techniques like rolling dice and flipping coins to create movement.

muscle relaxation, anatomical considerations, and the use of gravity and momentum to facilitate efficient movement.

- **TRIPLETS** – Movement goes: up, up, down, and up, up, down. It's a triplet step. Also to create style you can see I'm doing a nice shoulder action

Key Vocabulary for physical and performance:

Extension	The lengthening of body parts outwards. E.g. Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.
Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.

Types of Structure:

Narrative – The dance tells a clear story in chronological order

Rondo – Having 3 or more themes in a piece of choreography but always returning to a reoccurring theme in between each section (A, B, A, C, A)

Ternary - A three-part choreographic structure. The second section contrasts with the first section (ABA).

The third section is a development of the first section.
Binary – A two part structure (AB) that has two self-contained themes. These may be linked through tempo or type of movement etc.

Choreographic approaches:

Choreographers sometimes create all movement **before the rehearsals and then teach it to the dancers.**

Other choreographers choose to work more **collaboratively and set the dancers tasks** to create some of the movement.

Most choreography is created through **improvisation.** Improvisation is the process of generating movement spontaneously and the refining it to develop motifs.

Constituent features:

Constituent features refer to anything that you see in the performance space. These include the characteristics of choreography, the physical and the aural setting. Constituent features are used to enhance a performance and to communicate the stimulus/choreographic intention with the audience.



- **Characteristics of choreography** - Dance style, stimulus, subject matter, number/gender of dancers, action content, choreographic principles, form, and structure.
- **Lighting** - The use of light in a performance, this can include coloured washes, spotlights, blackouts, and natural light.
- **Sound/Aural Setting** - Aural setting includes the music, sound, any spoken words, any audible aspects of the dance and silence.
- **Set/Physical Setting/Performance Environment** - The set for a performance includes the type of stage, use of props, any raised platforms, backdrops, and special effects.
- **Costume** - What the dancers wear when they perform. This can include jewellery or accessories depending on the piece.

Roles, Responsibilities & Skills:

In each production there will be many roles that bring a performance together and the **INTERRELATIONSHIPS** you will work with along the way.

Interrelationships – Means people you will also work alongside.

Choreographer - A choreographer's responsibility is to develop ideas from the stimulus or brief and use this to create movement. They have to develop the movement using choreographic devices and then teach it to the dancers. Choreographers choose the dance style for the piece and give feedback to the dancers throughout the rehearsal process. Skills needed to do this include the following:

- Choreography skills
- Creativity
- Communication skills
- Organisation skills
- Leadership skills
- Technical & performance skills

Dancer - A dancer's responsibility is to continuously develop their performance and technical skills so that they are able to learn and perform new movements. They should learn and remember the choreography as well as contributing to any choreography tasks that are set. They must attend all rehearsals and apply any feedback given by the choreographer. Skills needed to do this include the following:

- Creativity
- Communication skills
- Organisation skills
- Time management skills
- Technical & performance skill

Examples of other Roles within a production:

- Hair and Make Up
- Costume Department
- Technical Crew
- Director
- Market Team

Year 10 - MUSIC - Component 1

DECADE	GENRES	FEATURES and CHARACTERISTICS	ARTISTS
1950s	Rock n Roll.	Fast tempo. (allegro) Three main chords – 1,4 and 5 - based on the 12 Bar Blues. Walking Bass line.	Elvis Presley, Jerry Lee Lewis.
1960s	The British Invasion.	Electric rhythm guitar, electric lead guitar, bass guitar and drums. Vocals & backing vocals. Early form of Rock.	The Beatles, The Rolling Stones.
1970s	Disco	Girl bands/boy bands – all vocals and movement. 100-120 bpm. 4 on the Floor beat – bass drum on each beat	The Bee Gees, The Jackson 5.
	Motown	Combination of soul and Popular Music from the African American community. Girl bands/boy bands.	The Temptations, The Supremes.
	Reggae	Skanking guitar, bubble organ, offbeat rhythms – beats 2 and 4, "one drop" drum beat, prominent bass riff.	Bob Marley.
1980s	Synth Pop	Electronic instruments – synths, drum machine. Effects, reverb and echo. Repetition and simple lyrics.	New Order, AHA, Depeche Mode
1990s	Brit Pop	Back to classic rock elements - electric guitar, bass guitar and drums and sometimes piano or keyboard.	Oasis, Blur.
	Pop Punk	Lyrics about teen angst and social life. Rock instruments – loud distorted guitars, fast tempo.	Green Day, Soundgarden.
2000s	Techno	Tempo 120-140 bpm, 4 on the Floor beat, synths and drum machines, build up and beat drop. Effects.	David Guetta,
	The Singer/Songwriter	Expressive vocals and lyrics – story telling. One instrument accompanying played and composed by the singer.	Gary Barlow, Ed Sheeran, Adele.
Music for Media	Film Music	Orchestral and bands. Leitmotifs represent characters or places. Elements of music fit to the action or theme.	Williams, Zimmer, Elfman.
	Game Music	8 bit music, bands and orchestras. Leitmotifs represent characters. Elements of music fit to the action/ theme.	Koji Kondo,
Western Classical Music	Medieval, Renaissance	Basic melodies and accompaniment. Lutes, lyres, tambours. Modes instead of major or minor.	
	Baroque	Small orchestra, mainly strings. Pipe/church organ, harpsichord – no piano yet. Repetition and <i>piano</i> or <i>forte</i> .	Bach, Handel.
	Classical	Medium orchestras. Invention of piano. Catchy melodies and simple structures. Straight forward harmonies.	Mozart, Beethoven.
	Romantic	Expressive music and large orchestras. Invention of harp. Percussion - cymbals, timpani, xylophone.	Tchaikovsky, Chopin.
	20th Century	Clashing harmony and chromatics (discord) Unusual methods of playing instruments. Lots of percussion.	John Cage, Schoenberg.

Year 10 - MUSIC - Component 1

Compositional Features

Melody (the tune)	<p>Ascending (rising) and descending (falling)</p> <p>Repetition (repeating with no changes) and contrast (something different)</p> <p>Imitation (repeating with some changes)</p> <p>Ostinato (A short repeated idea)</p> <p>Chromatic (using notes not in the original key - extra sharps and flats)</p> <p>Conjunct (moving in step) disjunct (moving in leaps)</p> <p>Sequence (repeating, but at a different pitch)</p>
Harmony (chords)	<p>Triad (a chord with three notes)</p> <p>Power Chord (Only playing the root and fifth note of a chord)</p> <p>Dissonance (clashing notes played at the same time)</p> <p>Consonance (notes that fit and sound nice together)</p> <p>Chord sequence (the order of a pattern of chords following each other)</p> <p>Tierce de Picardie (when the piece is in a minor key, but ends with the very last chord being a major chord unexpectedly)</p>
Tonality (the key)	<p>Tonal (in a major or minor key) Atonal (no sense of key)</p> <p>Modal (old fashioned scales) Pentatonic (only uses the five note scale)</p> <p>Diatonic (only uses notes found in the key of the piece)</p> <p>Chromatic (Adds extra notes other than those found in the key – sharps/flats) Modulation (changing the key of the piece)</p>
Rhythm (the pattern and lengths of notes and silences)	<p>On the beat (playing on one of the beats you would tap your toe to.)</p> <p>Off-beat (Playing in between the beats you would tap your toe to)</p> <p>Syncopation (playing off or in between the beat)</p> <p>Tempo (the speed of the beat)</p> <p>Rubato (not sticking strictly to the beat to add emotion)</p> <p>Swing /swung rhythms (played differently to give a swinging feeling)</p>
Structure (the order in which the music is set out)	<p>Binary Form (Music in two parts – section A and section B)</p> <p>Ternary Form (Music in three parts – section A, section B, Section A)</p> <p>Strophic (same music for each section - A,A,A – like a hymn or carol)</p> <p>Theme and Variations (A theme, followed by changes to the theme)</p> <p>Song Form)Intro, verse, chorus, verse chorus, bridge, chorus, outro)</p>

Sonic Features

Instrumentation (the instruments playing and what they are doing)	<p>Solo (1 performer) Duet (2 performers) Trio (three performers)</p> <p>Quartet (4 performers)</p> <p>Voice ranges - Soprano, alto, tenor, bass, falsetto, treble.</p> <p>Acapella (singing without any accompaniment)</p> <p>Backing vocals (support singer, harmonies)</p> <p>Chorus (music written for a choir)</p> <p><u>Orchestra</u></p> <p>Brass section (trumpet, trombone, french horn, tuba)</p> <p>String section (violin, viola, cello, double bass, harp)</p> <p>Woodwind (flute, clarinet, oboe, saxophone, bassoon)</p> <p>Percussion section (timpani, triangle, tambourine, cymbals, xylophone, glockenspiel)</p>
Timbre and techniques (the way instruments are played)	<p><u>Stringed instruments</u></p> <p>Pizzicato (plucking the strings) Arco (using the bow on strings)</p> <p>Double stopping (playing two strings at once)</p> <p>Tremelo (quickly repeating the same note like trembling)</p> <p><u>Brass instruments</u></p> <p>Mute (putting a cork shaped object in the bell to dampen the sound)</p> <p><u>General</u></p> <p>Glissando (sliding) Pedal (on piano used to sustain the sound) notes</p> <p>Vibrato (making the sound waver up and down to add emotion)</p> <p>Strumming, picking, hammer on and hammer off. (guitar)</p>
Texture	<p>Monophonic (only one part playing on its own)</p> <p>Melody and Accompaniment (melody plus some chords or ideas with it)</p> <p>Call and Response (one idea played/sung and another responds)</p> <p>Homophonic (all parts move at the same time)</p> <p>Polyphonic (Several lines of music at the same time)</p> <p>Unison (everyone playing the same melody)</p>

PSHE – signposting support

Health and wellbeing



[nhs.uk](https://www.nhs.uk)



NHS non emergency 111
111.nhs.uk



[beateatingdisorders.org.uk](https://www.beateatingdisorders.org.uk)



[mind.org.uk](https://www.mind.org.uk)



[giveusashout.org](https://www.giveusashout.org)
text 'shout' to 85258



[youngminds.org.uk](https://www.youngminds.org.uk)



[cancerresearchuk.org](https://www.cancerresearchuk.org)



[teenagecancertrust.org](https://www.teenagecancertrust.org)



[adfam.org.uk](https://www.adfam.org.uk)

Personal safety



[alcoholchange.org.uk](https://www.alcoholchange.org.uk)



[talktofrank.com](https://www.talktofrank.com)

0300 123 6600



[wearewithyou.org.uk](https://www.wearewithyou.org.uk)



[childline.org.uk](https://www.childline.org.uk)

0800 11 11



[isthisok.org.uk](https://www.isthisok.org.uk)



[victimsupport.org.uk/you-co](https://www.victimsupport.org.uk/you-co)

0808 1689 111



[Suffolk.police.uk](https://www.suffolk.police.uk)



[extremedialogue.org](https://www.extremedialogue.org)

Relationships and Sex Education



[reportharmfulcontent.com](https://www.reportharmfulcontent.com)



[themix.org.uk](https://www.themix.org.uk)

0808 808 4994



[brook.org.uk](https://www.brook.org.uk)



[refuge.org.uk](https://www.refuge.org.uk)



[mankind.org.uk](https://www.mankind.org.uk)



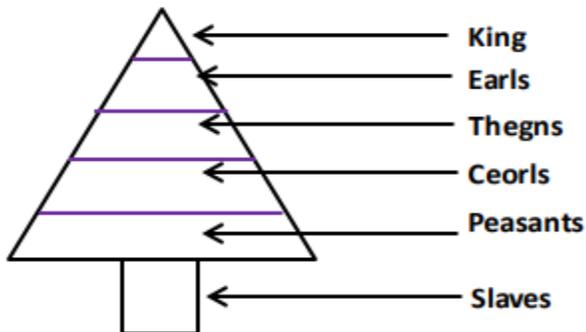
[galop.org.uk](https://www.galop.org.uk)



[Ceop.police.uk](https://www.ceop.police.uk)

History

Key Term	Definition
Aethling	'Of Noble birth', worthy of Kingship
Cavalry	Mounted soldiers on horseback.
Ceorl	Free-peasants who worked land.
Earl	The most important nobles in the country.
Embassy	A group sent to discuss important matters with a foreign ruler.
Fyrd	Less well-trained regular soldiers.
Housecarl	Well trained, heavily armoured, professional Anglo-Saxon soldiers.
Hue and Cry	A call to catch a criminal that a village had to respond to. Not responding resulted in fines.
Mint	An institution that made coins for trading.
Oath	A sacred promise between people.
Papal Banner	A banner provided by the Pope to show support.
Peasant	Unfree – had to work the land of their lord.
Shieldwall	Traditional English defensive tactic in battle.
Shire	An area of the country run by a Shire Reeve.
Shire Reeve (Sherrif)	An official who carried out the Kings instructions in each shire.
Thegn	Anglo-Saxon lords, minor nobles, who served the kings army and held land.
Tithing	A group of 10 households.
Trial by Ordeal	A method of judging guilt, overseen by the Church.
Weregild	A system of compensation for crimes or feuds.
Witan	A council of powerful advisers to the king. They decided who became the next king.



Key Individual	Role
Edward the Confessor	King of England who died in January 1066.
Harold Godwinson	Earl of Wessex, succeeded Edward as King,
Tostig Godwinson	Earl of Northumbria, exiled by Harold in 1065.
Harald Hardrada	King of Norway, invaded England with Tostig.
Duke William of Normandy	Nominated by William as successor in 1051.
Earls Edwin and Morcar	Earls of Mercia and Northumbria

Edward the Confessor flees to Normandy after Viking takeover of England - **1016**

Edward returns to become King - **1042**

Edward nominates **William of Normandy** as his successor - **1051**

Harold Godwinson becomes **Earl of Wessex** after the death of his father, Godwin - 1053

Harold Godwinson makes his embassy to Normandy, swears an **Oath to William** to uphold his claim to the throne - **1064**

Tostig Godwinson sparks a rebellion in the North due to misrule. Harold banishes his brother and replaces with **Morcar**, brother of **Edwin** - **1065**

Edward the Confessor dies without an heir. According to witnesses, he nominates **Harold Godwinson** as his successor on his deathbed. **5th January 1066**

Harold Godwinson becomes King of England – **6th January 1066**

Tostig Godwinson and **Harald Hardrada** invade England – **September 1066**

Battle of Fulford Gate – Edwin and Morcar defeated by Vikings – **20th September 1066**

Battle of Stamford Bridge – Hardrada and Tostig killed – **25th September**

William of Normandy lands his invasion fleet on the South Coast – **28th September**

Battle of Hastings – **Harold Godwinson** is killed in battle – **14th October 1066**

Medieval England

1250-1500



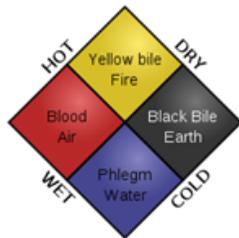
Causes of illnesses

Religious: Belief that God caused illnesses.

Supernatural: Astrology also used to help diagnose illnesses.

Rational: Four Humours Theory: Body made of four liquids (blood, phlegm, black and yellow bile). Imbalance of these humours can cause illness and disease. **Hippocrates**

Miasma: Belief that bad air was harmful and cause illnesses.



Prevention and Treatment

Supernatural treatments: Praying, fasting + Pilgrimages.

Rational treatments: Bloodletting, leeches + purging.
Herbal remedies also used to treat the sick. Medieval people also encouraged to take care of their bodies – exercise, sleeping and keeping clean.

Physician: Diagnosed illnesses and suggested treatments. Studied patients' blood and urine.

Apothecary: Mixed herbal remedies.

Barber Surgeon: Performed simple surgery.

Hospitals: Owned and run by the Church.
Home: Majority of sick cared for at home (women).



Individuals

Hippocrates: Four Humours Theory.
+ = Observed patients/recorded symptoms + Hippocratic Oath.
- = Ideas on causes of disease were wrong.

Galen: Theory of Opposites.
+ = Wrote over 250 books on medicine.
- = Made mistakes – Jawbone made of 1 bone not 2.



Case Study: Black Death (1348)

Causes: Sent by God as punishment, bad air that corrupted the body's four humours.

Treatment: Prayer, charms, bleeding and purging, sniffing strong herbs, and fires lit to remove bad air.

Prevention: Pray to God, Flagellants + streets cleaned.

Key Words

Diagnosis: Identify illness based on symptoms.

Miasma: Bad air that believed to cause diseases.

Physician: Qualified person to practice medicine.

Rational: Idea based on logic.

Supernatural: Ideas not explained by science/nature.

Key Words

Bloodletting: Drawing blood from the sick.

Herbal Remedy: Medicine made from plants/herbs.

Pilgrimage: Journey to sacred place.

Purging: Removing humours from the body.
Purifying the air: Removing foul smells from the air.

Regimen sanitatis: Instructions to help treat the sick.

Key Words

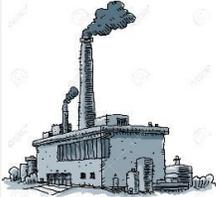
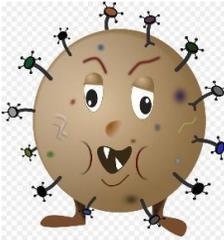
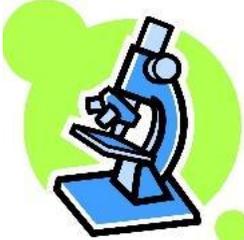
Bubonic Plague: Disease spread by bacteria (sneezing).

Flagellants: People who whipped themselves to ask for God's forgiveness to avoid plague.

Quarantine: Separating sick to stop spread of disease.



<p style="text-align: center;">Renaissance England</p> <p style="text-align: center;">1500-1700</p> 	<p style="text-align: center;">Causes of illnesses</p> <p>Continuities: Miasma Theory, influence of Church during epidemics and supernatural beliefs.</p> <p>Changes: Most accepted that illnesses were not sent by God, decline of importance regarding the Four Humours Theory and analysis of urine.</p> <p>There was a move away from old ideas about the causes of illness, but they had not been replaced!</p>	<p style="text-align: center;">Prevention and Treatment</p> <p>Continuities: Bloodletting, herbal remedies, removal of bad air, use of apothecaries + surgeons for the poor and role of women caring for the sick who could not go to hospitals.</p> <p>Changes: People looked for chemical cures for diseases, Renaissance hospitals began to treat people with wounds and infectious diseases and Pest Houses.</p> 	<p style="text-align: center;">Individuals</p> <p>Thomas Sydenham: <i>'English Hippocrates'</i>.</p> <p>+ = Placed importance on observing a patient.</p> <p>- = Doctors/physicians still reliant on Galen's work.</p> <p>Vesalius: <i>'On the Fabric of the Human Body'</i>.</p> <p>+ = Corrected 300 mistakes by Galen on anatomy.</p> <p>- = Caused controversy by challenging Galen's work.</p> <p>William Harvey: Circulation of the blood.</p> <p>+ = Proved that arteries and vein were linked together.</p> <p>- = Considered to be mad as challenged Galen's work.</p>
	Key Words	Key Words	Case Study: Great Plague (1665)
	<p>Epidemic: Disease that spreads quickly.</p> <p>Printing Press: Machine for printing text/pictures.</p> <p>Renaissance: Revival of ideas from 1500-1700.</p> <p>Royal Society: Set up in 1660 to discuss new ideas in medicine and science. Sponsored scientists.</p> 	<p>Transference: Belief that an illness can be transferred to something else.</p> <p>Pest House: Hospitals that specialised in one disease.</p>	<p>Causes: Unusual alignment of the plants, sent by God as punishment, imbalance of Four Humours + Miasma.</p> <p>Treatment: Prayer, quarantine, fasting, smoking tobacco to ward off miasma + Plague Doctors.</p> <p>Prevention: Local governments tried the following: banning public meetings, closing theatres, sweeping the streets, burring barrels of tar and sweet-smelling herbs to ward off miasma, killing cats and dogs.</p>

	Causes of illnesses	Prevention and Treatment	Individuals
<p>Industrial Britain</p> <p>1700-1900</p> 	<p>Continuities: Miasma Theory, influence of Church during epidemics and supernatural beliefs.</p> <p>Changes: Germ Theory (1861) disproved Spontaneous Generation Theory and believed that germs cause disease in human body. Pasteur/Koch.</p> 	<p>Hospital Care: c18 Hospitals were dirty, overcrowded and in poor conditions. Nightingale.</p> <p>Surgery: c18 surgery was dangerous, problem of pain, infection and bleeding. Simpson/Lister.</p> <p>Vaccinations: c18 Smallpox massive killer. Jenner.</p> <p>Cholera: Epidemics in 1831, 1848-9 and 1854. Snow.</p> <p>Public Health Act - 1848: Not compulsory + no change.</p> <p>Great Stink-1858: Introductions of sewers. Bazalgette.</p> <p>Public Health Act: 1875: Compulsory and forced authorities to provide clean drinking water, build public toilets and dispose of sewage to avoid pollution.</p>	<p>Louis Pasteur: Germ Theory (1861). + = Identified that germs cause disease and illnesses. - = Unable to identify specific germs.</p> <p>Robert Koch: Microbes (1867). + = Discovered microbes cause specific illnesses. - = Took time for his work to be widely accepted.</p> <p>Florence Nightingale: <i>'Notes on Nursing' (1859)</i>. + = Improved conditions in hospitals. - = Had to fight hard in order to change attitudes.</p> <p>James Simpson: Chloroform as an anaesthetic (1847). + = Provided safer alternative to Laughing Gas + Ether. - = Difficulty in gauging correct dose to be used.</p> <p>Robert Lister: Carbolic Acid as an antiseptic (1865). + = Antiseptic surgery – killing germs from wounds. - = Opposed because of poor knowledge Germ Theory.</p> <p>Edward Jenner: Vaccination. + = Discovered vaccination for Smallpox (1796). - = Vaccination not compulsory until 1852 by state.</p> <p>John Snow: Discovered cause of Cholera (1848). + = Concluded it caused by dirty drinking water. - = Government unwilling to pay for improvements.</p> <p>Joseph Bazalgette: Introduced Sewer system (1865). + = Built over 1300 sewers in London.</p>
	<p>Key Words</p> <p>Enlightenment: Focus on change than continuity.</p> <p>Germ Theory: Theory that Germs cause disease.</p> <p>Microbes: Living organism that can only be seen under a microscope.</p> <p>Spontaneous Generation Theory: Belief that microbes are released when things decay, rather than being the cause and that they are spread by miasma.</p> 	<p>Key Words</p> <p>Anaesthetic: Used to make someone unconscious.</p> <p>Antiseptic surgery: Killing bacteria before operations.</p> <p>Aseptic surgery: Operation that takes place in a strictly controlled germ-free environment.</p> <p>Inoculation: Deliberately infecting a patient with a disease in order to become immune to it.</p> <p>Vaccination: Injection of weakened organisms to give body resistance against disease.</p> <p>Great Stink: Exposed sewage on the River Thames created awful smell near Houses of Parliament.</p> <p>Laissez-Faire: Government's attitude that it should not interfere with matters relating to Public Health.</p>	

<p>Modern Britain</p> <p>1900-present</p>	<p>Causes of illnesses</p>	<p>Prevention and Treatment</p>	<p>Individuals</p>
	<p>By 1900, scientists realised not all diseases were caused by microbes. Discovery of DNA (1953) meant scientists understood how hereditary diseases were caused. E.g., Down's Syndrome. Crick and Watson.</p> <p>Lifestyle choices impact on health: smoking, poor diet, alcohol, sharing of bodily fluids and exposure to excessive amounts of sun.</p> <p>Improvements in diagnosis: X-ray, CT/MRI scans, ultrasound, Blood testing and pressure monitor.</p>	<p>Magic Bullets: Salvarsan 606. Paul Ehrlich.</p> <p>Antibiotics: Penicillin discovered in 1928. Alex Fleming.</p> <p>Mass produced for D-Day in 1944. Florey and Chain.</p> <p>High-tech medical/surgical treatment: Dialysis, Prosthetic limbs, Keyhole surgery, ECG, Endoscope.</p> <p>Changes in care/treatment: NHS: Hospitals, GP's, dentists, ambulance services + health visitors.</p> <p>Government lifestyle campaigns: <i>Change4life</i> + campaigns warning of dangers of drug/binge drinking.</p>	<p>Crick and Watson: Discovered DNA (1953).</p> <p>+ = Scientists explore causes of hereditary diseases. - = Doctors still unable to treat genetic conditions.</p> <p>Paul Ehrlich: Created first Magic Bullet (1909). + = Discovered Salvarsan 606 to treat Syphilis. - = Magic Bullet can only treat one specific disease.</p> <p>Alex Fleming: Discovered Penicillin (1928). + = Noticed 'white mould' killed bacteria - Penicillin. - = Unable to fund further research + went no further.</p> <p>Florey and Chain: Mass produced Penicillin (1944). + = Developed Penicillin and mass produced it. - = Reliance of USA for funding.</p>
	<p>Key Words</p>	<p>Key Words</p>	<p>Fight against Lung Cancer:</p>
	<p>DNA: Carries genetic information about a living organism.</p> <p>Genome: Each human being has a unique DNA.</p> <p>Human Genome Project: Scientists worked to decode and map out the human genome.</p> <p>Hereditary diseases: Diseases that are passed down from one generation to another.</p>	<p>Antibiotic: Medicine that destroys the growth of bacteria inside the body.</p> <p>D-Day: Allied forces in WW2 invade northern France.</p> <p>Magic Bullet: Chemical that kills specific bacteria in the body.</p> <p>General Practitioner (GP): Community-based doctor who treats minor illnesses.</p>	<p>Diagnosis: Difficult to diagnose early on.</p> <p>Treatment: Transplants, radio/chemotherapy.</p> <p>Prevention: Smoking banned in public places, raising age of buying cigarettes and stop smoking campaigns.</p>

Key beliefs

Christianity is a **monotheistic** religion – they believe in **ONE** God.

Christians believe God is:

Omnipotent (all powerful)

Omniscient (all knowing)

Omnipresent (everywhere)

Benevolent (loving)

Transcendent (beyond understanding)

Immanent (personal)

Eternal (no beginning and no end)

Forgiving (he will forgive sins)



Beliefs & teachings: Christianity



The Design Argument

Our world is too **complicated** and full of intricate working systems, to have just happened by chance. If we came across a watch, we would assume it has been 'designed' due to its **complexity**. Like the watch, some assume our world had a designer.

Reasons for believing in God



The Cosmological Argument

We live in a world of 'cause and effect'. Something must have 'caused' our world to have come into existence. The only being powerful enough to do this is God – the 'uncaused cause'.



The Moral Argument

We all have a sense of **right** and **wrong**, and feel feelings of guilt when we do bad things. Christians believe this **moral conscience** comes from God and supports their belief that He is real.

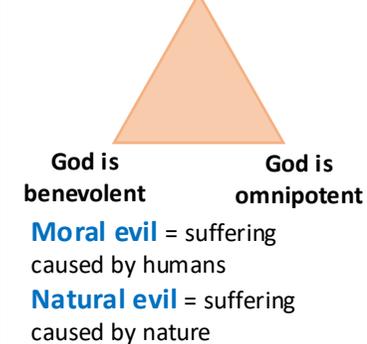


Christian upbringing

Many people are Christians because they were **brought up** to be a Christian. Having spent so much time around other Christians, a belief in God would come very **naturally** to them.

The problem of evil

Evil exists



Responses:

1. Suffering is a **necessary** part of life
2. Suffering is **temporary**
3. Suffering is a punishment for **sin**
4. Suffering is caused by humanity's **free will**
5. Suffering is a part of God's **plan**
6. Suffering is a **test of faith**

Christians believe they will be **judged** on their actions in this life on judgement day – **Parousia.**



Creation



Science tells us that our universe is approx. 14bn years old, and our planet is approx. 4bn years old.

An explosion (The Big Bang) led to the creation of all space, time and matter.

Humans have evolved over time, through a process of **natural selection**. This is called 'evolution'.

Genesis 1 & 2 says that God created the world in 6 days, and on the 7th He rested. Some Christians take this **LITERALLY** and read this story as **fact (fundamentalist)**. Others see the Genesis story as a **symbolic** story (**Liberal**)

Life after death

HEAVEN

Heaven is traditionally seen as a physical place where God is. Jesus called it "paradise" or "my Father's house". A more modern view is that heaven is simply 'with God'.

PURGATORY

Roman Catholics believe there is a place before heaven, where people go to have their sins cleansed. People say prayers for **souls** to be released from Purgatory.

HELL

Hell can be an actual place of torment and suffering OR it can be when man is separated from God.

SOUL

Our souls are:

- Immortal
- God-given
- Eternal
- Make us distinct from the rest of creation
- Return to God when we die

The suffering of Christ

One of the most detailed stories we have from the whole of Jesus' life is the account of how he died. He was sentenced to death by Pontius Pilate, the Roman Governor, and his death was to be by crucifixion.

Even though Christians believe that Jesus was the son of God, it does not mean that he was somehow spared the pain and horror of his crucifixion.

There are several ways in which the crucifixion affects Christians today:

- It gives them **confidence** that if they accept Jesus' sacrifice, sin can no longer destroy their loves because God forgives those who faithfully ask for forgiveness
- They believe that suffering is a part of life, just as it was a part of Jesus' life and that, having experienced it, **God understands** what the sufferer is going through.

Incarnation

Christians believe Jesus is the Son of God. He is God in **human form**, or God '**incarnate**'.

"The word became flesh and made his dwelling among us"

- Jesus gave humanity an **example** to follow.
- Even though Jesus is God in human form, he valued everyone equally: *"For you are all one in Christ"*.
- God **sacrificed** himself on the cross to take away the sins of human beings: *"For God so loved the world that He gave His only Son"*
- Jesus is both immanent and personal

Beliefs & teachings: Christianity

'Jesus'



Jesus' resurrection & ascension

Matthew 28:1-7; Mark 6:1; Luke 24:1-12; John 20:1-9

According to the accounts of Jesus' burial in the NT, he was placed in a tomb late Friday afternoon (Good Friday). How long he remained there is unclear, but we know that some of Jesus' female followers went to the tomb to anoint the body. Though details of the story vary between the 4 gospel accounts, they all make it clear that Jesus was nowhere to be found. The belief that Jesus rose from the dead is known as the **resurrection** and is a key teaching in the Christian faith. For Christians, it is **significant evidence** of the divine nature of Jesus.

Only Mark and Luke's gospels finish off their story by telling their readers that, after meeting his disciples and asking them to carry on his good work, Jesus left them for the last time and **ascended**, body and soul, into Heaven.

Salvation

Salvation means '**to be saved from a bad situation**'. In Christianity, this bad situation is sin, and the consequences of sin.

Sin has separated humans from God, and salvation enables humans to get close to God again.

Christians believe that Jesus' death makes up for the **original sin** committed by Adam & Eve and so can bring people back to god.

Jesus knew his death was **necessary** to restore the relationship between god and the believers and make the opportunity for salvation available to all people.

Jesus (as the Son of God) could have easily avoided being crucified. His crucifixion was the result of human evil against an innocent man. It needed to happen, in order to **atone** for the sins of humanity.

Parables

A story used to teach a lesson or a moral

The Good Samaritan

"Love your neighbour"



The sheep & the goats

"Whatever you did for the least of these brothers of mine, you did for me"



Miracles

An act which seems to break the laws of nature

Calming the storm

This is a miracle over

NATURE

Water into wine

This was Jesus' **first** miracle

Healing a paralysed man

This is a **HEALING** miracle

Key beliefs about God

- There is only **ONE** God (**monotheism**). The 'oneness' of God is called **Tawhid** in Arabic
- Muslims call God **Allah**, which means 'the one true God'
- God cannot be divided and has never had a Son.
- In **the Qur'an** and **the Sunnah**, Allah has **99 'names'**. E.g. the Merciful, the Just, the Almighty...
- **Allah** is the same God that Jews and Christians worship
- **Allah** has **revealed** his will through his **prophets**
- Muslims share many of the beliefs that Jews and Christians have about God E.g. He is the creator, eternal, omnipotent, omniscient, etc.
- **Allah** must never be pictured
- **Allah** is beyond understanding and nothing must ever be compared to **Allah**. Comparing things to **Allah** is a terrible sin
- All humans must 'submit' to the will of **Allah** (Islam means 'submission')



Predestination

- **Allah** is in total control of all events and *knows* everything that will happen
 - Because **Allah** is **transcendent** (beyond time and space), he is not limited by time or space
- BUT**
- **Allah** does not *decide* what will happen
 - Humans have **free-will** and are responsible for their choices
 - Humans will be judged by **Allah** based on their choices

Beliefs & Teachings: Islam

RISALAH: The Prophets

Prophethood

- **Allah** appoints particular people to spread his messages
- These people receive **revelation** from **Allah** through his **Angels**
- There are 25 key **prophets** of Allah identified in **the Qur'an**, including Musa (Moses) and Isa (Jesus)

Adam

- Created specially by **Allah**.
- Given **dominion** over the earth by **Allah**
- The first human to communicate with **Allah**
- The first Muslim

Ibrahim

- One of **Allah's** most faithful servants
- Opposed **idolatry**
- Risked his life to argue for **monotheism**
- A great role-model
- An ancestor of **Muhammad**

Muhammad

- **Allah's** final and greatest **prophet**
- Received the **revelation of the Qur'an**
- A great teacher
- A great role-model
- A military commander
- Set up the first Muslim community in **Makkah**
- Must be respected but not worshipped

HEAVEN AND HELL

- Described in different ways by different Muslims
- People go to heaven or hell for eternity after the **Day of Judgement**
- Heaven described in **the Qur'an** as a garden paradise
- Hell described in **the Qur'an** as a place of fire and pain
- Faithful and righteous Muslims will go to heaven
- Non-Muslims and unrighteous Muslims will go to hell

AKHIRAH: Life after death

ANGELS

- Bring **Allah's** revelations to his **prophets**
- Created by **Allah** from light
- Usually invisible but sometimes take human form
- Pure and sinless
- Do not have **free-will**
- Have various roles
- Some are named E.g. Jibril, Mika'il, Israfil, Iblis

The Day of Judgment

- When all humans will be judged by **Allah** based on how they have lived
- Judgement will lead to punishment (hell) or reward (heaven)
- Preceded by a state of waiting in the grave called **barzakh**
- While in the grave, people are questioned by **Angels**
- People will be **resurrected** before their judgement

Sunni and Shi'a Islam

Sunni Muslims (majority)

- See the elected **Caliphs** as the successors of **Muhammad**
- Follow the 6 'articles of faith': **Tawhid**, the **Day of Judgement**, the **Prophets**, **Angels**, the supremacy of **Allah's** will and the authority of **the Qur'an**.

Shia Muslims (minority)

- See the **Imams** (descendants of **Muhammad**) as **Muhammad's** successors
- Believe each **Imam** must choose his successor before he dies
- Follow the 5 'roots' of Usulad-Din: **Tawhid**, **Prophethood**, **Allah's** Justice (**Adalat**), **Resurrection** and the **Imamate**

The Qur'an

- The word of **Allah** given to **Muhammad** through Jibril
- Originally dictated in Arabic
- The original words have never been altered
- Infallible: corrects all previous **revelation** from God
- Divided into '**Surahs**
- Supplemented by **the Hadiths** and **the Sunnah**

Art - Annotation sheet – Self Evaluation

Basic thinking

Higher thinking

Working below a 4

Working above a 4

Describe → Understand → Analyse → Evaluate

Keywords

Tone

Light
Shade
Mid
Dark
Contrast

Line

Clean
Thick
Hard
Soft
Dotted
Cross hatching

Colour

Dull / Bright
Bold / bleached
Warm / Cold
intense/ opaque

Surface

Shiny
Textured
Patterned
Smooth
Scratched
weathered

Media

Paint
Collage
Print -
etching/mono
Charcoal
Pen
oil/chalk pastel

Levels	Questions	Sentence starters
1. Describe Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale,	
	What is it? What have you done?	<i>I have created ...</i> <i>I have developed...</i>
2. Understand Competent ability	Media, skill, colours, experiment, theme,	
	How have you made it? What technique have you used?	<i>I have used...</i> <i>The way I made the work...</i> <i>The artwork is...</i>
3. Analyse Confident ability	Compare, similarities, differences, techniques, inspired, decided, idea	
	Who are you responding to? What are the links/connections between your work and the artists?	To respond to the artist, I... I used ... in the same way _____ work was different to mine because...
4. Evaluate Assured ability	Develop, attempt, experiment, refine, improve,	
	What could you improve and how? What are you going to do next? Why does this link to your artist or idea?	What I liked about my work was... I felt I could improve ... by... I think I could improve it by... This links to my idea because...

Art - Annotation sheet – Artist Research

Basic thinking

Higher thinking

Working below a 4

Working above a 4

Describe → Understand → Analyse → Evaluate

Keywords

Tone

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Shade
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Paint
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Print -
etching/mono
Charcoal
Pen
oil/chalk pastel

Levels	Questions	Sentence starters
1. Describe Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale,	
	Who did it? What is it? How does this work link to yours?	The artist I am responding to is ____ He/she creates ... I am responding to ____ because...
2. Understand Competent ability	Media, skill, colours, experiment, theme,	
	How have they made it? What technique have they used?	The artist has used... The way they made the work... The artwork is...
3. Analyse Confident ability	Compare, similarities, differences, techniques, inspired, decided, idea	
	Why are you responding to it? What are the links/connections between your work and the artists?	To respond to the artist, I... I used ... in the same way ____ work was different to mine because...
4. Evaluate Assured ability	Develop, attempt, experiment, refine, improve,	
	What could you improve and how? What are you going to do next? Why does this link to your work, artist or idea?	What I liked about my work was... I felt I could improve ... by... I think I could improve it by... This links to my idea because...

Healthy Active Lifestyles

A healthy active lifestyle includes regular physical activity and contributes to **physical, mental** and **social** well-being.

Physical Benefits of Exercise

Fitness – is the ability to meet the demands of your environment, which is different for everyone. Fitness benefits include;

- Improved aerobic endurance
- Improved flexibility
- Improved strength and muscular endurance
- Improved performance

Health – is a state of complete physical, mental and social well-being and not merely the absence of disease; health benefits include;

- Reduces the risk of heart disease
- Reduces the risk of obesity
- Increased life expectancy
- Stronger bones

Mental Benefits of Exercise

- Relieves stress
- Improves confidence
- Increase serotonin levels and improves mood
- Reduces the chance of developing stress-related illnesses, such as depression.
- Improves resilience

Social Benefits of Exercise

- Meet new people
- Catch up with existing friends
- Develop leadership skills
- Improve teamwork and co-operation skills

Physical Activity - “Any bodily movements produced by the skeletal muscles, that requires energy expenditure.”

Category	Description	Step Count
Very High	Over 45 minutes per day of moderate intensity physical activity	12,500+
High	45 minutes per day of moderate intensity physical activity	10,000-12,499
Moderate	30 minutes per day of moderate intensity physical activity	7,500 – 9,999
Low	Typical daily activities excluding any recreational, transport, occupational physical activity	5,000 – 7,499
Sedentary	Very little movement during a day	<5,000

Nutrition

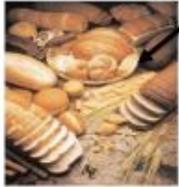
What is a balanced diet? A balanced diet is eating the correct proportion of the 7 main food groups below:

Carbohydrates:

This is our main energy source (provides us with energy).

Examples:

Bread, rice, pasta potato and wheat.



Protein:

This is needed for muscle growth and repair. Protein strengthens the muscles in the body and is used for cell repair and replacement.

Examples:

Eggs, fish, chicken, cheese and nuts.

Fibre:

This is used to help digestion occur efficiently in the body.

Examples:

Cereal, fruit, wholemeal bread and vegetables.



Vitamins:

This is required to ensure the body works efficiently, vitamins can also aid concentration. They contribute to healthy skin, nails and hair.

Examples:

Fruit and vegetables.

Minerals:

Minerals are necessary to ensure bodily functions occur efficiently.

Examples:

Spinach, milk, eggs and salt.

Fats:

This is used to keep us warm and also as a secondary supply of energy. Fat also protects the vital organs in the body.

Examples:

Butter, oil, and cakes/crisps.

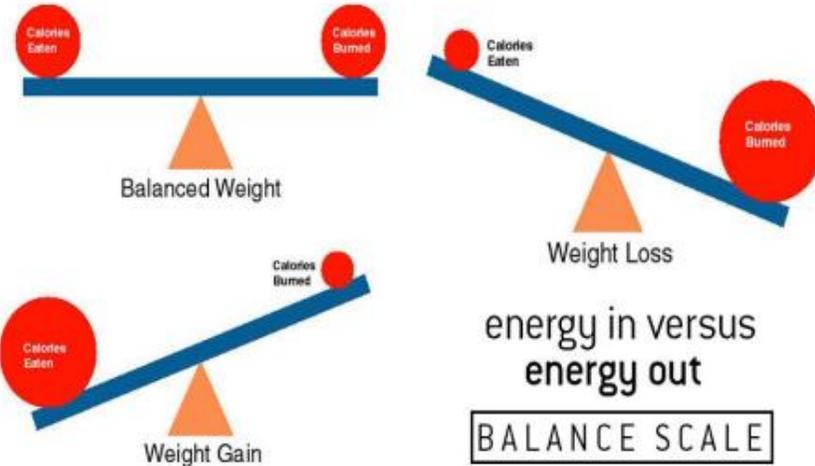


Water:

Water is necessary to stop the body from becoming dehydrated and allows our body to work efficiently. The human body is made of mostly water.

Examples:

Water.



Travel

Types of Attraction	Definition
Natural Attractions	Non-Manmade attractions such as beaches, forests and caves.
Heritage Attractions	Allowing us to find out how people lived in the past, such as castles and ruins.
Purpose Bult Attractions	Specifically designed to attract a certain type of visitor, such as theme parks, museums and resorts.
Arts and Cultural Attractions	Special events, festivals and theatre, such as Sundown.

Types of Accommodation	Definition
Serviced	Accommodation with facilities and services that can be included in the price of a room e.g. housekeeping, meals, concierge, room service, gym and entertainment.
Non- Serviced	The product is accommodation only e.g. a bed. Additional facilities may be available like tea and coffee making.
Self Catering	Accommodation which includes a kitchen so you can cook for yourself.

Types of ownership

- **Private sector:** Characteristics: organisations owned or controlled by private individuals or shareholders. Functions: Sales of goods and services to make a profit, maximise sales revenues, increase market share, support members.
- **Public sector:** Characteristics: funded and sometimes owned by central and local government. Functions: To provide a service, regulation, to educate, promote and/or inform.
- **Voluntary sector:** Characteristics: Independent organisations, sometimes funded by membership, donations, grants, sales of products and services. Functions: To provide a service, provide/sell products, support members, promote a particular cause, educate and inform.

Online Travel Agents

- Easy for the customer to book their holiday when they want, customers can compare products and costs of services of lots of holiday providers, easy to make up the holiday that matches your own needs, you find out instantly what is available, making it easy to get last minute deals.
- No expert help, no one to talk to for advice, limited choice of itinerary, lack of security online can lead to credit card theft or identity theft, customer must sort out their own problems if something goes wrong, it is easy to miss things when you book yourself.



Ancillary services

These are additional services to provide tourists with a more complete holiday whilst making more profit for travel companies. These services can include car hire, tours, airport lounge access, foreign currency exchange and airport parking.

Mode of transport	Advantages and disadvantages
Air	Travel times are often very quick which is good for business travelers who are looking to minimize time travelling. Visitor could choose a short haul flight domestic flight, for example, Edinburgh to Norwich to speed up their journey time. For longer journeys- it is usually the only way to travel e.g., London to Sydney.
Rail	Rail transport is often the most convenient and affordable method of transport. Passengers can avoid the long airport check in queues and security checks, making rail travel times more reasonable. High speed lines line have also helped to make regional and national train travel a viable alternative to flights. You can have refreshments, large windows and at seat entertainment as well.
Sea	Travel by ferry can be much slower but more leisurely. Daytime and overnight ferry services are available There are usually daily crossings to Europe. E.g., Hull to Rotterdam (takes 12 hours) There are also small ships e.g. The Lake District has a number of ships and pleasure boats to travel on the lakes.
Road	Travellers choosing land transport have the option of private cars, buses, coaches and taxis. Offers the ultimate flexibility. Set off when you like and take whichever route you like. Roadworks and unpredictable traffic jams make car travel less desirable. Coach travel is popular with travellers looking to keep costs down. If you book in advance, fares can be very cheap.



Visitor Profiles

When designing a trip for someone, we must consider their specific needs and interests. Things we need to consider are:

1. Services and facilities
2. Departure Points
3. Arrival Points
4. Date and Time of Arrival
5. Length of journey
6. Cost
7. Mode of transport
8. Transport Operators
9. Changes, transfers and stop overs

Types of Tourism

- Domestic tourism is when tourists take holidays in the country they live in
- Outbound tourism is when tourists travel to another country
- Inbound tourism is when tourists visit England from a different country

Climate and Tourism

- Seasonal variations are when more people visit an area at certain times of the year, such as more people visit beaches in summer and ski resorts in winter
- Peak season is when most people want to visit a place, meaning prices are often higher
- Off peak means the times of the year when demand is lower, therefore prices are often lower too



TOPIC CONTENT:

- You will study the areas of growth and development that contribute to the whole person considering PIES
- Will reflect on the factors that impact on everyone's life e.g. lifestyle culture etc.

LAA – Understand human growth and development across life stages and the factors that affect = it.

Main life stages

Age Group	Life stage	Developmental progress
0-2 years	Infancy	Still dependent on parents/carers but growing
3- 8 years	Early Childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships
8-18 years	Adolescence	Onset of puberty, growth spurts and emotional changes.
19-45 Years	Early Adulthood	Leaving home, making your own choices about family and career
46-65 years	Middle Adulthood	Having more time to travel, socialise and take up hobbies as any children may be leaving the home, beginning of menopause and ageing process.
65+ years	Later Adulthood	The ageing process continues which may affect memory and mobility.



P.I.E.S

- P** – Physical – how a body grows and changes and how their motor skills change
- I** – Intellectual - how people develop cognitive abilities (thinking skills) such as memory/recall and language.
- E** – Emotional - describes how people learn to cope with their feelings towards themselves and others
- S** – Social – describes how people form relationships and learn how to be independent.

LEARNING OBJECTIVES

- A – Understand the different types of health and social care services and barriers to accessing them.
- B – Understanding the skills, attributes and values required to give care.

Factors affecting growth and development

Inherited conditions – are as a result of genes that are passed from a parent/parents to their child. 

Illness and disease – Chronic or serious illness during their lifetime that impacts their growth and development.

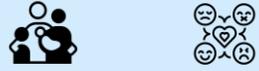
Mental ill health – It affects the way a person feels about themselves and how they interact with others.

Disability – Something that may limit an individual's ability to carry out some activities. 

Sensory Impairment - Partial or complete loss of one of the sense e.g. sight, hearing, touch or taste. 

Lifestyle – Choices people make about their lives e.g. Smoking, Alcohol consumption, substance misuse, exercise. 

Emotional – Someone's feelings – emotions change depending on life experiences and decisions.

Social – Relationships with others supportive/unsupportive 

Cultural – The religious/cultural and community groups people belong to. 

Gender roles – roles and responsibilities determined by a person's gender 

Environmental – Our surroundings and conditions which we live in, could be your home, community, air around us. 

Economic – A person's employment situation and their financial resources. 



Scan the QR code for the specification document

Key terms –

- Characteristics
- Life stages
- Growth
- Classification
- Development
 - Physical
 - Intellectual
 - Emotional
 - Social
- Gross Motor Development
- Fine Motor Development
- Inherited conditions
- Supportive
- Unsupportive
- Cultural factors
- Gender Roles
- Housing
- Pollution
- Life events
 - Expected events
 - Unexpected events
- Informal support
- Professional support
- Voluntary Support
- Multi-agency working
- Multidisciplinary

COMPONENT 1: HUMAN LIFESPAN AND DEVELOPMENT KNOWLEDGE ORGANISER

Challenging texts



Scan the QR code for the specification document

TOPIC CONTENT:

- You will study the areas of growth and development that contribute to the whole person considering PIES
- Will reflect on the factors that impact on everyone's life e.g. lifestyle culture etc.

Life events can be **expected**: you would expect this event to happen to you in your lifetime, or **unexpected**: you would **not** expect this event to happen to you in your lifetime. Unexpected life events are harder to adapt to because you do not expect them to happen.

Life circumstances

Like the other life events, life circumstances can be **expected** and **unexpected**.

Expected life circumstances include, leaving school, getting a job, moving out of parents house, moving home and retirement.



Unexpected life events would include, being excluded from education, periods of unemployment due to redundancy, losing a job



Changes in living conditions and standards. In addition, due to life choices a person may find themselves imprisoned

You need to explain what support a person has, how the support works and how the support enables the person to adapt to the life event.

Positive: The support an individual receives enables them to adapt to their new circumstances and the development of their PIES is not impacted in the long term.

This is because all four types of support are available, and the individuals confidence and self-esteem is maintained or even improved. The individual is well informed and can feel secure that they have a support network to help them during the adjustment period.

LEARNING OBJECTIVES

- A – Understand the different types of health and social care services and barriers to accessing them.
- B – Understanding the skills, attributes and values required to give care.

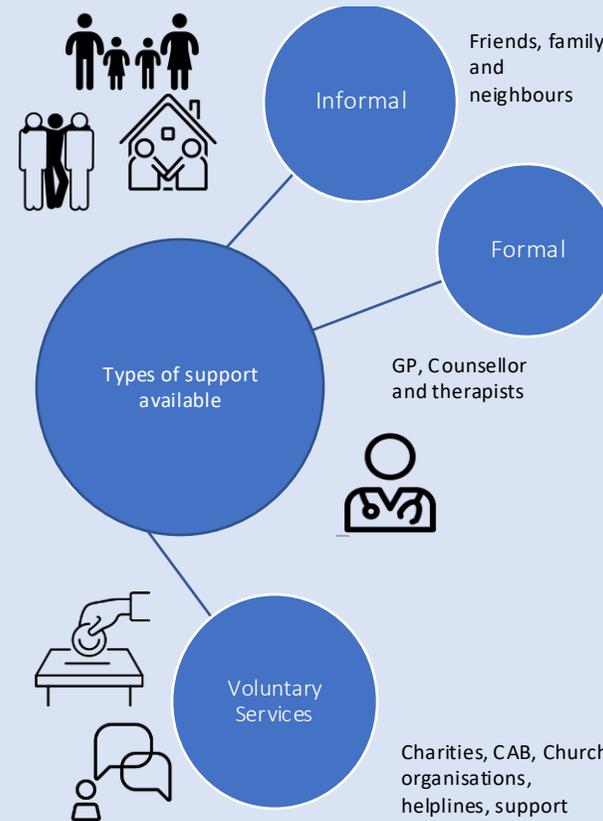
Support comes in three different types. Informal support is the everyday type of support a person would receive. Informal Support is **unpaid**.



Support can also be formal, people who provide formal support are paid for their service. Such services could be doctors, midwives, speech therapists etc.



Voluntary Services offer support, free of charge, in many different forms, such as support groups help lines and advice groups. Voluntary groups rely on donations from the Government and the public.



Negative: There is either a lack of support or ineffective support for the individual to access. This can lead to negative state of mind, anger, withdrawal or mental health issues. Ultimately the individual is unable to adapt both mentally and physically and the development of their PIES is impacted both in the short and long term.

You need to explain what support a person has, how the support works and how the support enables the person to adapt to the life event.

Graphics - Designer Research

<p>Give some general background information about the photographer/ artist. E.G: Date of birth/death, place of birth, nationality, age, influences.</p>	<p>The designer I am researching is... I have chosen this designer because... This designers work is based on... They always use this ...</p>	<p>Keywords</p> <p>Designer:- Advertising Marketing Packaging Illustrator Web/game Publications</p> <p>Brand Logo Layout Print</p> <p>Symbols Shapes Patterns Image Edit layer Digital</p> <p>Convey Content Purpose Point</p>
<p>What do you see? What is the style? Describe the photo/ artwork directly.</p>	<p>What makes their designs interesting is... The designers are... The designer has used... I would describe their style as ...</p>	
<p>What does it make you think/feel/realise? What do you think they are trying to communicate?</p>	<p>What the work reminds me of is ... The way they have... I think the way they have used ...</p>	
<p>How does the designer communicate this? Is it a clear message or is it hidden?</p>	<p>The way the designer has... The use of ... The designer has used... The idea behind ...</p>	
<p>How do you think it was designed? What do you like/dislike about the work?</p>	<p>The was designed on. The design combines.....</p>	
<p>What ideas can you take from this artwork? How will this influence your response to their work?</p>	<p>I am going to adapt ... I like the way ... I am going to try...</p>	

Graphics - Self Evaluation

What?	<u>Explain your work.</u> What did you do to respond to the brief/idea?	<i>This is a series of designs I created to...</i> <i>This is an experiment using...</i> <i>This is a drawing I...</i>
Why?	What is the purpose of your design? How did you communicate this? Explain what you included and why?	<i>I created this design for...</i> <i>I used... to appeal to the target audience.</i> <i>I experimented with...</i> <i>The style I used...</i>
How?	How did you create the design/photo? What did you use to create your design/photo? What tools did you use?	<i>I used Photoshop to...</i> <i>The tools I used are...</i> <i>I worked from a series of drawings to...</i>
WWW	<u>What went well?</u> What specific part of your design looks the best?	<i>The part that looks the best is...</i> <i>What went well was...</i>
EBI	<u>Even better if?</u> What could you improve on? What could you have done differently? How could you have done this? What tools would you have used? What was the least effective part of your design/ photo?	<i>My experiment would have been better if...</i> <i>I think ...</i> <i>I could have used...</i> <i>To improve...</i>

Keywords

Line
Shape
Tone
Colour
Space
Alignment
Size
Value
Design
Create
layout
Typography
style
Illustration
Photoshop
Imagery
Skill
Technique
Theory
Research
respond

Photography - Photographer Research

<p>Give some general background information about the photographer/ artist. (E.G: Date of birth/death, place of birth, nationality, age, influences.) Why did you choose this photographer?</p>	<p>The photographer I am responding to is..... They are a photographer Their work is based around... Their work links to my idea...</p>
<p>Take a look at their work. What do you see? What is the style? Describe the photo. How you see it.</p>	<p>The photograph is of.. They mainly work in... I would describe the colour as...</p>
<p>What does it make you think/feel/realise? What do you think they are trying to communicate?</p>	<p>When I look at the image ... I think they are trying to... The first thing I see...</p>
<p>How does the photographer communicate this? Is it a clear message or is it hidden?</p>	<p>The work is based around...</p>
<p>How do you think the photo was created? What do you like/dislike about the work?</p>	<p>The image uses... They composition of the image..</p>
<p>Tell me about your idea... before you begin. What ideas can you take from their work?</p>	<p>I am going to experiment I like the way the photographer uses I am going to try..... What I think is successful in their work is...</p>

Keywords

Style-

Digital
Documentary
Fashion
Portraiture
Journalism
Still life

Elements -

Shape
line
Form
Colour/ B&W
Scale

Looking at an image

Focal point
Lighting
Composition
Rule of thirds
Depth

Technique

Manipulation
Digital- photoshop
Layering
Contrast-

Photography - Self Evaluation

Write about your photos the way you talk about them.

What?	<u>Explain your work.</u> What did you do to respond to the idea?	<i>This is a series of photos I took of...</i> <i>This is an experiment using...</i> <i>This is a drawing I...</i>
Why?	How does this link to your photographer? What are you trying to achieve in your photo? Why did you take the photo this way?	<i>I created this design for...</i> <i>I used... to appeal to the target audience.</i> <i>I took the photo this way because...</i>
How?	How did you create the photo? What techniques did you use? What has	<i>I used Photoshop to...</i> <i>The tools I used are...</i> <i>I worked from a series of photographs to...</i>
WWW	<u>What went well?</u> What experiment do you think is your best? Why? Is it what you planned? Has your idea changed?	<i>The part that looks the best is...</i> <i>What went well was...</i>
Re-evaluate what you have done.	<u>Even better if?</u> What needs changing ? What could you improve on? What could you have done differently? How could you have done this? What tools would you have used? What was the least effective part of your design/ photo?	<i>My experiment would have been better if...</i> <i>I think if I had.....</i> <i>I could have used... to improve...</i> <i>To develop my idea ...</i> <i>This links to ...</i>

Keywords

Basics-

Contact sheet
Annotate
Develop
Focus

Looking at an image

Focal point
Lighting

- Studio
- natural

Composition
Rule of thirds
Depth of field

Technique

Manipulation
Adjustments -

- Contrast
- Brightness
- Hue
- Saturation

Digital- photoshop
Layering
Lasso/ magic wand
Edit
Crop

Sport

R185 | PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES

TOPIC AREA 1

Key components of performance

Skills and Techniques

Technique

The way in which a skill is performed.

Skills

Ability to use a combination of movements to produce a co-ordinated action.

Badminton techniques and skills:

- The grip
- Serving (backhand & forehand)
- Footwork/Stance
- Drop shot
- Clearing (backhand & forehand)
- Smash (backhand & forehand)

Stance

- Watch the shuttle
- Arm point to shuttle
- Knees slightly bent
- Racket up

Backhand serve

- Pinch shuttle
- Stand sideways
- Drop shuttle
- Flick racket

Creativity

Creativity

This is the ability to generate or react to a certain situation in a particular way. A performer's creativity will depend on what physical activity or sport is being performed. For example:

Creativity in badminton

Within badminton a player could be creative in games by changing the speed or direction of specific moves including disguise shots such as an overhead clear disguised as a drop shot. This can also mean a performer doing something different or unexpected. For example, a badminton player changing a way a shot is played by playing it across the court by a slight flick of the wrist rather than hitting it down the line.

Disguise overhead clear to a drop shot



Tactics/Strategies

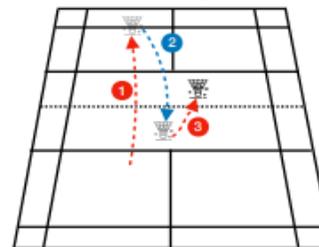
Tactic/Strategy

A tactic/strategy is an overall plan of how you'll win the game.

Movement pressure

This is a strategy that moves the player around the court to apply pressure in order for you to win the point.

For example:



1. Force your opponent to the back
2. They play a drop shot
3. You play a net shot to force them to the front

Other tactics in badminton

- Hitting the corners
- Deception
- Hitting an opponent's weakness

Decision making

Decision making

This requires the performer to choose the correct skill for a chosen situation. For example, a badminton player may choose to play a drop shot as they have seen the opponent at the back of the court.



Manage/Maintain

Ability to manage/maintain own performance

Performers will need to manage their emotions and anxiety levels during a performance as this will lead to poor performance. E.g. a badminton player losing a key point or a golfer missing an important putt. The player can get over anxious and angry during a performance.



Key Terms

■ **Technique** - The way in which a skill is performed.

■ **Skills** - Ability to use a combination of movements to produce a co-ordinated action.

■ **Creativity** - This is the ability to generate or react to a certain situation in a particular way.

■ **Tactics/Strategy** - A tactic/strategy is an overall plan of how you'll win the game.

■ **Disguise** - Pretending to play one shot but then playing another.

■ **Decision Making** - The performer choosing the correct skill for a chosen situation.

■ **Maintaining/Managing performance** - The ability to control emotions throughout the game so that performance isn't affected.

10 KEY QUESTIONS

Topic area 1 | Key components of performance

- 1 What is the definition of a skill?
- 2 What is the definition of a technique?
- 3 Name 5 skills in badminton.
- 4 What are the teaching points of the stance and the back hand serve.
- 5 Describe how to be creative in badminton.
- 6 What is a tactic or strategy?
- 7 Describe movement pressure.
- 8 Can you name and describe other tactics in individual sports?
- 9 What decision would you have to make as a badminton player?
- 10 Describe how a performer in an individual sport can maintain/manage their performance.

YEAR 10 DRAMA

Component 1



Exploring the Performing Arts

Learning Outcome A: Investigate how professional performance is created.

Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance work.

Stanislavski	Realism (Naturalism)	
 <p>1863 - 1938 Actor and Director</p>	<p>Realism investigated and spoke about real people in everyday situations, dealing with common problems.</p> <p>The actor uses their own experiences and memories to help them imagine how the character would be feeling and how they would act in a certain situation.</p>	
	Key Techniques of Stanislavski	
<p>Provided a guiding structure for actors to achieve meaningful and disciplined performances which reflected real life.</p>	<p>Visualisation</p>	<p>Actors can picture their surroundings accurately considering every detail - sight, sound, smell, taste and touch.</p>
	<p>Magic "IF"</p>	<p>Actors put themselves in the character's shoes, asking "What would I do if I was in this situation?"</p>
	<p>Seven Questions</p>	<p>A set of questions an actor can use to learn more about their character.</p>
	<p>Motivation</p>	<p>The reason why the character wants what they want in the play.</p>
	<p>Emotional Memory</p>	<p>Actors use their own experiences and memories to help them imagine how they would be feeling as the role.</p>

Berkoff	Total Theatre	
 <p>1937 - present Actor and Director</p>	<p>Total Theatre is a belief that all elements of theatre are equal and have the same contribution towards the effect on an audience.</p> <p>The theatre should be giving the audience an overwhelming experience.</p>	
	Key Techniques of Berkoff	
<p>Known for his experimental style, Berkoff believes in physical theatre techniques like Mime, exaggerated movement and improvisation so that actors' bodies should convey the story rather than relying on sets.</p>	<p>Stylised movement that can be robotic or in slow motion. Sometimes actor's bodies are used as objects on stage.</p>	
	<p>Exaggerated facial expressions to externalise emotions, so they are not missed by the audience.</p>	
	<p>Minimal set and props, so the audience can concentrate on the physical action of the actors.</p>	
	<p>Exaggerated vocal work, often as a Chorus, to reflect the mood of the story and express what the main characters say.</p>	
	<p>Non-naturalistic set and lighting.</p>	
<p>Use of traditional masks or heavy makeup to embellish the character and also dehumanize them.</p>		

Year 10 Drama



Physical Performance Skills
Gestures and actions
balance and use of weight
body language
posture
mannerisms
characterisation
communication
energy and flexibility
movement memory
reaction
spatial awareness
proxemics

Vocal Performance Skills
projection
pitch and pace
expression and emotion
breath control
accent
articulation and clarity
tone
remembering lines
use of pause

Brecht	Epic Theatre	
 1898 - 1956 Actor, Director, and Playwright	<p>Epic Theatre is totally non-naturalistic, using a distancing effect of making the audience feel separated from the characters on stage. This would make them more engaged with the message of the play rather than the story telling.</p> <p>Epic Theatre is very creative and expressive.</p>	
	Key Techniques of Brecht	
<p>He disagreed with the fact that an audience should be swept along with the emotion of the play. He wanted to make the audience think or learn something to make a change for the better as a result through challenging them and raising awareness.</p>	Multi-rolling	Actors can play more than one role in a single performance.
	Placards	Communication to the audience by holding up signs with text , rather than speaking to the audience.
	Direct Address	Actors speak directly to the audience to involve them.
	Choral Speech (Chorus)	Where two or more performers deliver the same song or script at the same time.
	Visible Tech	Lights costume and set are all visible. Moving and changing these things would be done in front of the audience.

