

YEAR 10



BHA's Knowledge Quest

Summer 2
(Jun- Jul)
2025-2026



How to use your Knowledge Quest Booklet

To support you in making progress in each of your lessons, your teachers have produced Knowledge Organisers which contain all of the main facts, knowledge and information that you need to know to be successful and make progress this half term. There are lots of ways to use these Knowledge Organisers, but the most important thing is that you are revising the knowledge and you are able to recall it in your lessons. Please see below details of how to use this booklet; what your half termly homework looks like and how to secure lots of positive Class Charts points!

English: 1 Seneca assignment set per week (alternating between Language and Literature). Sparx Reader will be used to accompany the reading of Literature set texts. Additional revision may be provided by individual class teachers.

Maths: 1 hour of Sparx Maths, individualised homework set every week. Pinpoint booklets provided following assessments and additional revision provided by class teacher, where appropriate.

Science: 1 hour of Seneca homework, set every week.

MFL: 1 hour of vocabulary / listening / reading practice on Language Nut, every week and 30 minutes of learning vocabulary, ready to be quizzed in the following lesson.

History: 1 hour Seneca assignment set by class teacher, every week. Recap content using Knowledge Organiser and, when provided, complete practice exam questions.

Geography: 1 hour Seneca, each week. 1 x Core vocabulary booklet, using OMG revision across the year.

DT: Engineering: Seneca - core knowledge recap, as well as flip learning resources, both printed and or on teams. Reading and comprehension tasks with booklets on teams. Hospitality and Catering: Yr 11- revision workbook, revision tasks set on Teams. Re-cap content using Knowledge Organiser.

Art: To complete/refine work for portfolio or set task projects when required.

Computer Science: 1 hour of Smart Revise and/or individualised homework set weekly, based around previously taught topics and current topics.

Sport: Year 11, 1 hour of exam revision from the revision guide & resources in Teams.

Child Development and Health & Social Care: Year 11, 1 hour of exam revision from the revision guide & resources

Enrichment and Intervention 2025-26 Summer Term

SUMMER TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
Lunch 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Basketball LG	MUGA Year 11 Library Year 10 Yr 8 Basketball LG	MUGA Year 10 Library Year 9 Yr 9 Basketball LG	MUGA Year 8 Library Year 8 Yr 10 Basketball LG	MUGA Year 7 Library Year 7 Yr 11 Basketball LG
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Open / MFL Subject Intervention Week 1: B Block Week 2: C Block Year 9 and 10 Football (Field) WT All years Chess Club – Room 9 MAG All Years Debate Mate Room 23 BED Sparx Maths Club – Room 15 DHY / RMI All years Basketball (Large Gvm) NK All years Girl's Netball (MUGA) JS/NW- New	Year 11 Science Intervention All years Rounders (MUGA) GH New All years Basketball (Large Gym) WT Year 7 and other beginners Latin Club Room 60 AA All years Cricket (Field) JS New All years Dance Club (Dance studio) CG All years <i>Hooked on Bristnall</i> Room 53 JW All years Beyond the Books (Reading Club) Room 24 FH All years Digital skills Room 30 MCA Basketfields Booster for Year 10 English Room 23 FBA Masterchef (SEND) Room 45 CCR/MSH/MCS SEND Y8 Reading Intervention ADI/LOM 33	Year 11 English and Maths Intervention All years Rounders (MUGA) KHA New All years Dodgeball (Large Gym) WT New All years Cricket (Field) NK New Year 7,8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR All years Board Game Club Room 55 AK All years The Rep Theatre – Performing Arts Club Room 16 All years Geography Club Room 2 SBW All years Ultimate Uno Club Room 23 QSM All years Scene Stealers Filmmaker Club Room 22 DLA All years Act Up! Drama Club Room 24 SBS Yr 10 GCSE Computer Science and I Media students only: Room 62 JM / Room 10 HA SEND Social Society CCR/CST Room 1 SEND WBA Multisports/Football LK SEND Homework Club – JRE/MPA Room 31 SEND Y10 Direct Instruction Lit – JPG Room 3	Year 11 Geography /History Intervention Year 7 and 8 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Pickleball (MUGA) JS New All years <i>The hook and pen society</i> Room 53 JW/LOM Year 7,8,9 Music Rock Band- Room 36 TW Russian Language Club for beginners Room 58 RMI	All years Dungeons and Dragons (MB) Room 5 Yr 10/11 Engineering coursework catch up intervention- By invitation only LN
Wednesday Friday 2.35pm – 3.35pm	All years Task Master Room 28 GEG All years Science Club Lab 49 BHO/HOB Yr9 and 10 Science Intervention SAM Year 7 – 9 Masterchef Room 45 (limited to 15 pupils only) CCR/MSH/PCR SEND Y7 Reading Intervention ADI/LOM Room 2				

	Creative	Physical	
Academic	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Latin Club (new and legacy cohorts) <input type="checkbox"/> Chess Club <input type="checkbox"/> Sparx Maths Club <input type="checkbox"/> Geography Club <input type="checkbox"/> Science Club Lab 49 <input type="checkbox"/> Debate Mate <input type="checkbox"/> 'Beyond the Books' Reading Club <input type="checkbox"/> Russian Language Club for Beginners <input type="checkbox"/> Any other subject intervention 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Scene stealers film maker club <input type="checkbox"/> Act up! Drama Club <input type="checkbox"/> Ultimate Uno <input type="checkbox"/> Hooked on Bristnall - Crochet club <input type="checkbox"/> The hook and pen society <input type="checkbox"/> The REP Theatre Performing Arts Club <input type="checkbox"/> Board Game Club <input type="checkbox"/> Dungeons and Dragons <input type="checkbox"/> Digital Skills <input type="checkbox"/> Rock Band <input type="checkbox"/> Masterchef 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Football <input type="checkbox"/> Basketball <input type="checkbox"/> Netball <input type="checkbox"/> Dodgeball <input type="checkbox"/> Cricket <input type="checkbox"/> Rounders <input type="checkbox"/> Dance

Dates to remember this half term:

June

July

Attendance record



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

Sparx Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the XRP score that you achieved for each subject. Your form tutor will award you additional CC points for the more XRP points you achieve in addition to the set points for each weekly homework.

	Sparx Reader Points:	Sparx Maths Points:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Total this half term:		

Seneca Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the titles of the assignments that you complete for each subject and your overall percentage scores. Your form tutor will award you additional CC points for the highest percentages you achieve in addition to the set points for each weekly homework.

	English Assignments:	Science Assignments:	History Assignments:	Geography Assignments:
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Total assignments completed this half term:				

Language Nut Check!

Remember to click:
'Login with Microsoft'
using your academy
email address and
password!

In the boxes below, write out what % you have achieved from your weekly homework. Your form tutor will award you additional CC points for the highest scores you achieve in addition to the set points for each weekly homework.

	MFL Homework:
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Total assignments completed this half term:	

Independent Study Check!

Your form tutor and your parent/carer will also check that you are completing your independent study within this booklet. Additional positive CC points will be awarded for beautiful presentation and your ability to demonstrate a strong recall of the knowledge within this booklet.

	End of Half term Form Tutor Check:	Parent/Carer Check:
Independent Study Completed?		
Beautiful Presentation?		
Recall of Knowledge?		

Personal Reflection: What are you most proud of within your Independent Study Booklet?

Look, Cover, Write, Check

Definitions to Key Words

Flash Cards

Self Quizzing

Mind Maps

Paired Retrieval

Step 1

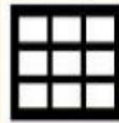
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



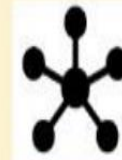
Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.



Create a mind map with all the information you can remember from your knowledge organiser.



Ask a partner or family member to have the knowledge organiser or flash cards in their hands.



Step 2

Cover or flip the knowledge organiser over and write down everything you remember.



Try not to use your knowledge organiser to help you



Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.



Answer the questions and remember to use full sentences.



Check your knowledge organiser to see if there were any mistakes with the information you have made.



They can test you by asking you questions on different sections of your knowledge organiser.



Step 3

Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.



Use your green pen to check your work.



Use a parent/carer or friend to help quiz you on the knowledge.



You can also use family to help quiz you. Keep self quizzing until you get all questions correct.



Try to make connections that links information together.



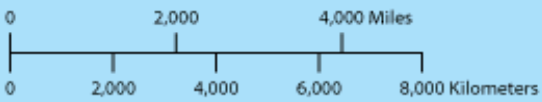
Write down your answers.



WORLD MAP



- | | | | |
|---------------------------|---------------------|-----------------------|----------------------------------|
| 1. Netherlands | 10. Austria | 20. Ghana | 29. Liechtenstein |
| 2. Belgium | 11. Hungary | 21. Togo | 30. Montenegro |
| 3. Luxembourg | 12. Serbia | 22. Benin | 31. Kosovo |
| 4. Switzerland | 13. Moldova | 23. Cameroon | 32. Palestinian Territories |
| 5. Slovenia | 14. North Macedonia | 24. Equatorial Guinea | 33. St. Vincent & the Grenadines |
| 6. Croatia | 15. Albania | 25. Rwanda | |
| 7. Bosnia and Herzegovina | 16. Cyprus | 26. Cambodia | |
| 8. Czechia | 17. Lebanon | 27. Panama | |
| 9. Slovakia | 18. Guinea-Bissau | 28. Malawi | |



LIBBY SCATT & REBECCA WEST COTT

CAN YOU SEE ME?

Expected to fit in. Proud to stand out.

Year 7+

J.K. ROWLING

HARRY POTTER and the Philosopher's Stone

Year 7+

THE HUNGER GAMES

SUZANNE COLLINS

Year 8+

THE GIVER

Seeing the flaws in a perfect world...

LOIS LOWRY

Year 7+

ANNE FRANK

THE DIARY OF A YOUNG GIRL

Year 7+

20 YEARS

ACTION ADRENALINE ADVENTURE

ALEX RIDER STORMBREAKER

THE SERIES THAT HAS RE-INVENTED THE SPY GENRE

JAY HOROWITZ

Year 8+

FRANKENSTEIN

MARY SHELLEY

Year 10+

A Good Girl's Guide to Murder

RYAN JACKSON

Year 10+

BHA'S

BEFORE 16

What have you read so far...?

THE PERKS OF BEING A WALLFLOWER

Stephen Chbosky

Year 11+

The GREAT GATSBY

FITZGERALD

Year 11+

'A MASTERPIECE!'

Angie Thomas, The Hate U Give

LONG WAY DOWN

JASON REYNOLDS

Year 9+

PERSEPOLIS

A FILM BY MARIJANE SATRAPI AND VINCENT PARONNAUD

Year 8+

LORD OF THE FLIES

WILLIAM GOLDING

Year 9+

ANIMAL FARM

GEORGE ORWELL

Year 9+

THE FAULT IN OUR STARS

JOHN GREEN

Year 10+

ANITA AND ME

MEERA SYAL

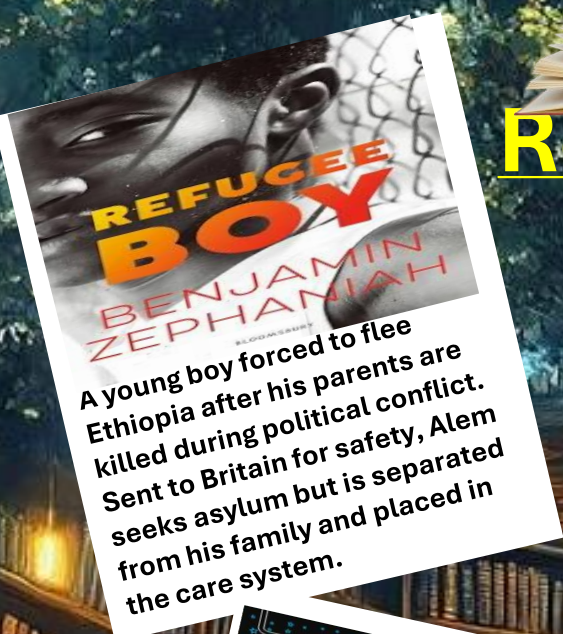
Year 11+

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YEAR 10

Recommended Reading



REFUGEE BOY
BENJAMIN ZEPHANIAH

A young boy forced to flee Ethiopia after his parents are killed during political conflict. Sent to Britain for safety, Alem seeks asylum but is separated from his family and placed in the care system.



THE DISAPPEARING SPOON
SAM KEAN

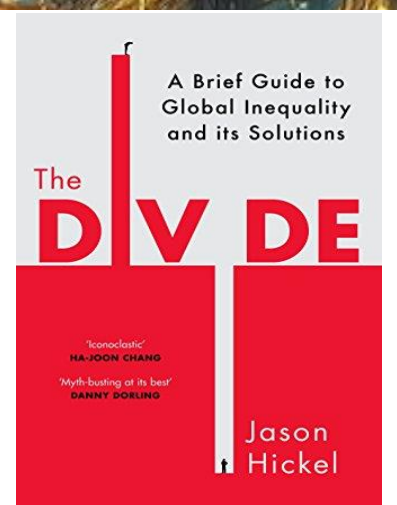
The Disappearing Spoon tells the story of the periodic table through a series of dramatic, often surprising true tales about the elements and the scientists who discovered them. Sam Kean explains chemical ideas using humour and storytelling, showing how elements have been involved in deadly poisons, medical breakthroughs, wars, and bizarre experiments.



ALEX FERGUSON
WITH MICHAEL MORITZ
LEADING

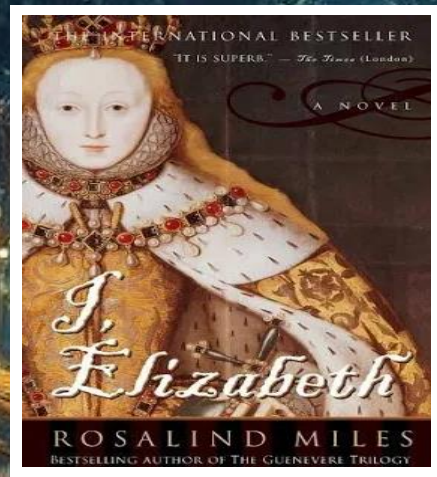
Legendary Manchester United manager Sir Alex Ferguson reflects on his 38 years in football to distil clear principles of effective leadership. Drawing on real experiences, from building winning teams to managing conflict and driving continual renewal, Ferguson emphasises the importance of discipline, high standards, adaptability and long-term vision.

Challenge yourself by reading these topic-related books for this half term!



The DIVIDE
A Brief Guide to Global Inequality and its Solutions
Jason Hickel

Jason Hickel's *The Divide* explains why, despite global economic growth, the gap between rich and poor countries continues to widen. He challenges the idea that poverty is mainly caused by corruption or lack of effort, arguing instead that historical factors like colonialism, trade rules, debt, and corporate power shape today's inequalities.



Elizabeth
ROSALIND MILES

Elizabeth is a historical novel told in the imagined first-person voice of Queen Elizabeth I. The story traces her life from a dangerous childhood at the Tudor court through her rise to the throne, exploring the political threats, personal sacrifices, and moral dilemmas she faces as a female ruler in a male-dominated world.



1 hour



GCSE Language Paper 1 Section A – Reading Explorations in creative reading and writing



This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Questions 1-4 are based on a fiction text and are worth 25% of your overall GCSE English Language grade (40 marks). Question 5 is a writing task where you will be instructed to write a fiction text. Again, it is worth 25% of your overall grade (40 marks).

15 Minutes Reading Time

Start by **reading the blurb** for of the text.

Read the source.

Identify the **GAP** of the source.

Read and highlight the key information in the questions.

5 Question 1 4

Four multiple choice questions

Make sure you're selecting from the right lines.

- Do not choose more than one answer
- Retrieve explicit or implicit information **directly from the text**

12 Question 2 8

Analyse the language that the writer has used and the impact that it has on the reader in the given extract.

Identify the key focus of the question and refer to it throughout.

Use short, embedded quotes.

Identify the method used and why it has been used. What is the effect?

World level rainbow analysis of key word. Why did the writer choose that word?

Method: PEZEL X3

Challenge: can you spot a pattern?

Tools to Plan and Analyse

STRUCTURE

WHAT

WHEN

WHY

SHIFT
Time Place Focus

BEGINNING MIDDLE END

Climax
Anti-climax

Exposition Denouement

ZOOM **LINK**

CYCLICAL

TURNING POINT

Question 3

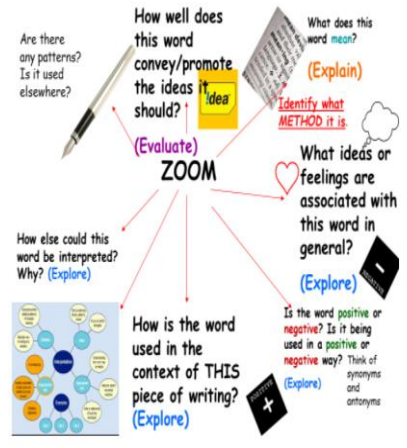
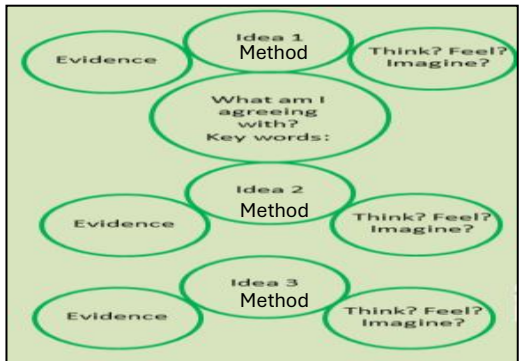
At this point in the source ...
Then the writer moves to ...
As the source develops ...
There is a change in tension/atmosphere when ...
The focus then shifts to ...
Readers are left questioning ...

This reveals to the reader...
The reader is left feeling...
This helps the reader understand...

You can also consider:
foreshadowing
in media res
juxtaposition
flashback
changes in pace or tone

BANNED PHRASES
This interests the reader ...
This makes the reader want to read on ...
This makes the reader want to find out what happened next ...

Q4 Planning and sentence starters



12 Question 3 8

This requires you to analyse the writer's use of structure to create specific effects: **Spot and highlight the question focus** (this could be **tone, atmosphere, setting or character**)

Embed a short, brief quotation.

Identify the structural method used and why it has been used. What do we learn/understand by placing it there?

There will always be a **shift** in mood/tone/atmosphere – aim to spot that and discuss why it happens.

25 Question 4 20

An opinion/statement about the text and you will be asked to **what extent** you agree with it.

Unpick the **key words** in the statement. 5 minutes to plan.

Use **SYNONYMS** of the key opinions in the statement.

Method: PEZEL X3. Look at both sides of the argument but have a final response that explicitly states how far you agree/disagree.

You can focus on **language AND structural** methods.

Embedded evidence to support.

Link every paragraph back to the statement in the question.



45 minutes



GCSE Language Paper 1 Section B - Writing Explorations in creative reading and writing



OPTION: Describe a picture OR write a STORY (it could be the start or ending of one). You are marked on SPAG (16 marks) and Content and Organisation (24 marks).

Question 5

- Identify the GAP of the writing task.
- Plan your response using one of the planning methods.
- Use a range of language devices.
- Link your start and end.
- Use a range of punctuation.
- Use a range of sentence types.
- Use structural devices from Q3 in your own writing.

Writing Checklist

- One sentence paragraph.
- One word sentence.
- Varied paragraph lengths.
- Ten different types of punctuation
- Start sentences with present continuous tense ('ing' verbs).
- Start sentences with adverbs (ly).
- Start sentences with prepositions (e.g. over time).

Tools to Plan

Planning Method	
Drop	Begin by dropping the narrative voice into the text. Establish the setting and weather.
Shift	Shift to another time, contrasting mood or alternative place based on the stimulus.
Zoom	Return to the original point in time or location and mood and/or zoom in on a tiny detail in a way that illuminates the character's feelings.
Link	Zooming out and leaving the location (like a bird's eye view).
Tips	
	Try to use a motif (a recurring element that has symbolic significance in a story) at least twice. It could be at the start of the end.
	Try to link your start and end together.
	Create contrast by having a different atmosphere at the start and end.

Ambitious Vocabulary

Sanguine: optimistic, especially in an apparently bad situation.	Amplify: to make larger, greater, louder.
Repugnant: ugly.	Discombobulate: confuse someone.
Formidable: inspiring fear or respect.	Conceal: keep from sight/hide.
Euphoric: intense excitement or happiness.	Warp: to become twisted bent, out of shape.
Crestfallen: sad and disappointed.	Epitomise: perfect example of/ give a summary of.
Incensed: very angry/enraged.	Bolster: to support or strengthen.
Monochromatic: containing/using one colour.	Explicate: develop a problem/explain.

ISPACED to help you vary sentence openers (Q5)

Try starting with:

- I** – an **'ing' word** such as 'Screaming . . .'
- S** – a **SIMILE** such as 'Like a thunderstorm, the issue . . .'
- P** – a **PREPOSITION** such as 'Behind the eyes of onlookers . . .'
- A** – an **ADVERB** ('ly' word) such as 'Savagely'
- C** – a **CONNECTIVE** such as 'Meanwhile . . .'
- E** – an **'ed' word** such as 'Panicked, I . . .'
- D** – **DIALOGUE** such as " 'Listen!' I screamed."

TiPToP

Start a new paragraph when there is a change in:

- TIME**
- PLACE**
- TOPIC**
- PERSON/SPEAKER**

Have you used ten types of punctuation?

? , ! " " ... - () : ;



1 hour



GCSE Language Paper 2 Section A - Reading

Writers' viewpoints and perspectives



English

This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Questions 1-4 are based on two non-fiction texts and are worth 25% of your overall GCSE English Language grade (40 marks). Question 5 is a writing task where you will be instructed to write a non-fiction text. Again, it is worth 25% of your overall grade (40 marks).

15 Minutes Reading Time

- Start by **reading the blurb** for each text.
- BUG** each question.
- Read** each source.
- Read and highlight** the key information in the questions.

5 Question 1

- Identify **the four** pieces of information, which are TRUE from the list.
- Read the statements carefully – it might not be obvious.
- Only shade in 4 answers.

10 Question 2

Compare and summarise what you learn from two texts about a particular topic.

- Highlight similarities/ differences
- Point, Evidence, Inference, Development (of inferences) - COMPARE
- Method: PEID-C-PEID x2**

Tools to Plan and Analyse

Q3 and 4 LAYERED ANALYSIS
*What are the connotations of the word?
 What does it reveal about the writer's thoughts and feelings?*



USE CONNECTIVES to compare

Contrasting	Adding
However	Furthermore
Whereas	In addition
On the other hand	Similarly
In contrast	Both

Acronym
Q1
Q2 PEID-C-PEID
Q3 PEZE
Q4 VEZE-C-VEZE
Q5 Intro Reason 1 ISPACE Reason 2 Shutdown Resolution

In Source A we are told _____: '**Q2**'. This suggests that the _____ (try to include a triple inference). However, in Source B we are told as it says '_____'. This suggests that the _____ (try to include a triple inference).

Adjectives to describe the writer's tone of voice

Authoritative	Nostalgic
Bored	Objective
Calm	Proud
Desperate	Questioning
Excited	Romantic
Friendly	Sombre
Grateful	Tired
Humorous	Uneasy
Indignant	Vehement
Joyful	Wistful
Kindly	Yearning
Light-hearted	Xenophobic
Mocking	Zealous

Q4
Both writers _____. **However**, in Source A the writer feels ____ about _____ as they say '_____'. The writer uses (method) in order to _____. The word '_____' has connotations of _____. Therefore, implying _____. **Whereas**, in Source B the writer is not as _____ as it says '_____'. The writer uses (method) in order to _____. The word '_____' has connotations of _____. Therefore, implying _____.

15 Question 3

Analyse the language that the writer has used.

- Spot and highlight the question focus.
- Embed a short, brief quotation.
- Identify the method used and why it has been used. What is the effect?
- World level rainbow analysis of key word. Why did the writer choose that word?
- Method: PEZE x3**
- Challenge: can you spot a pattern?

20 Question 4

Compare the writers' viewpoints or attitudes AND the **language/ structural methods**.

- Identify what both writers think about the subject.
- 3 quotations from each source that display the writers' viewpoints.
- Method: VEZE - C - VEZE x2**
- Comparative connectives



45 minutes



GCSE Language Paper 2 Section B - Writing

Writers' viewpoints and perspectives



You will be asked to write either a **letter, speech, leaflet** or **article**. You are marked on **SPAG** (16 marks) and Content and Organisation (24 marks).

Question 5

- Identify the **TAPS** of the writing task.
- Plan five-six points. Use the writing frame to help.
- Write five-six paragraphs.
- Use **DAFORREST**.
- Link your start and end.
- Use a range of punctuation.
- Use a range of sentence types.

Have you used DAFORREST?

- D**irect address
- A**lliteration/ anecdote
- F**act/ figurative language
- O**pinion
- R**hetorical question
- R**epetition
- E**motive language
- S**tatistic/simile/satire
- T**riple

Tools to Plan

Introduction: State whether you agree or disagree with the statement and why you believe the issue is important one in the 21st century.
Include:
 Triple adjective colon
 Rhetorical question
 Statistic
 X2 ambitious vocabulary
 State why it's an issue.

Reason 1: Explain your **FIRST** reason why you **AGREE** or **DIAGREE** with the statement.
Include:
 Metaphor
 Anecdote (personal story)
 X2 ambitious vocabulary
 State why it's an issue and why you agree or disagree.

Reason 2: Explain your **SECOND** reason why you **AGREE** or **DIAGREE** with the statement.
Include:
 Pick another reason.
 Expert at the door (a person linking to the topic)
 X2 ambitious vocabulary
 Direct address
 Emotive language

SHUTDOWN: Acknowledge what the **OPPOSING** point of view to yours and **SHUT IT DOWN** to show why it might be **WRONG**.
Include:
 Mention the opposing view.
 X2 ambitious vocabulary
 Simile
 Semi-colon

Solution: How could this issue be solved? Give clear examples and decide on at least **ONE** action that could be taken to help solve the problem.
Include:
 The solution
 Rhetorical question
 Alliteration
 X2 ambitious vocabulary

Conclusion: End your argument strongly and refer to what you wrote at the start of your piece.
Include:
 Link back to beginning.
 Use a dash (-)
 X2 ambitious vocabulary
 Triple
 Imperative sentence (command)

Argue/Persuade/Explain/Advise/Inform	Lang Paper 2 Section B: Writing to express an opinion	Letter/Speech/Article/Leaflet/Essay
<p>Imperative phrases</p> <p>Action must be taken.</p> <p>It is undeniably time for a change.</p> <p>We can no longer ignore this issue.</p> <p>Stand up and make your voice heard.</p> <p>Don't tolerate this any longer.</p> <p>Let's put a stop to this issue, once and for all.</p> <p>It is time to pay attention.</p>	<p>Experts to quote</p> <p>Prime Minister – Keir Starmer Health Secretary – Wes Streeting Education secretary – Bridget Phillipson Ofsted Chief Inspector – Sir Martyn Oliver A former USA President – Barack Obama Current USA President – Joe Biden Footballer and campaigner – Marcus Rashford Police Commissioner – Sir Mark Rowley Broadcaster, biologist and activist – David Attenborough Activist – Greta Thunberg</p>	<p>Structure for writing</p> <ol style="list-style-type: none"> Spell out your point of view clearly <i>I firmly believe that...</i> Give an anecdote that explains your feelings <i>I feel like this because...</i> Give at least three other reasons <i>There are other good reasons for my point of view.</i> Quote an expert <i>Don't just take my word for it.</i> Facts/statistics to support your point of view <i>It's the truth.</i> Relate the issue to the reader <i>It could affect you too.</i> Describe what needs to happen <i>So, we need to...</i> One-sentence paragraph, repeating your 1. <i>I firmly believe that...</i>
<p>Instead of 'important', say...</p> <p>Crucial Essential Vital Significant Urgent Critical Momentous</p>	<p>Instead of 'good', say...</p> <p>Outstanding Beneficial Superb Exceptional Worthy Magnificent Faultless</p>	<p>Instead of 'bad', say...</p> <p>Disastrous Dire Unacceptable Inadequate Harmful Invalid Shocking</p>
		<p>Rhetorical questions</p> <p>How much longer can we sit back and ignore this issue?</p> <p>Ask yourself this: how would you feel?</p> <p>Do you want your children to grow up in a world where this continues to happen?</p> <p>Have we not tolerated this for long enough?</p> <p>If not you, then who? If not now, then when?</p> <p>Are you ready to change the world?</p>

45 minutes – 5 minutes to plan, 35 minutes to write, 5 minutes to proof-read

ISPACED to help you vary sentence openers (Q5)

Try starting with:

- I** – an **'ing'** word such as 'Screaming . . .'
- S** – a **SIMILE** such as 'Like a thunderstorm, the issue . . .'
- P** – a **PREPOSITION** such as 'Behind the eyes of onlookers . . .'
- A** – an **ADVERB** ('ly' word) such as 'Savagely'
- C** – a **CONNECTIVE** such as 'Meanwhile . . .'
- E** – an **'ed'** word such as 'Panicked, I . . .'
- D** – **DIALOGUE** such as "'Listen!' I screamed."

<p>Vocabulary Bank 1: Disgusting</p> <p>revolting repulsive ghastly nauseating horrendous Atrocious</p>	<p>Vocabulary Bank 2: Wrong</p> <p>erroneous immoral depraved corrupt unethical flawed</p>	<p>Vocabulary Bank 3: Unfair</p> <p>Biased Prejudiced Imbalanced One-sided Misleading</p>
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Have you used ten types of punctuation?

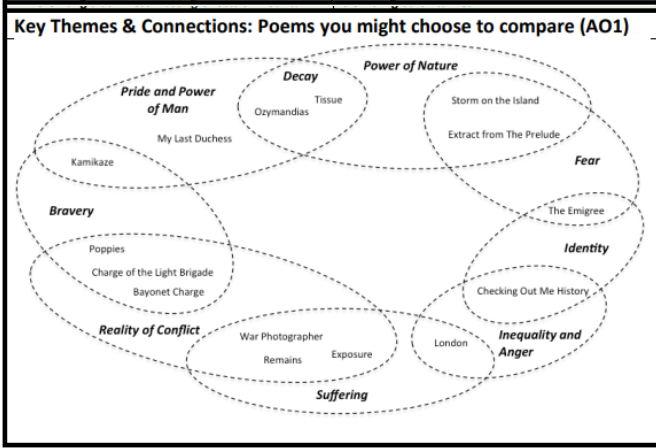
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Power & Conflict: Poetry Anthology – Knowledge Organiser (AO1, AO2, AO3)

Remains by Simon Armitage		War Photographer		Poppies by Jane Weir	
Themes: Conflict, Memory, Suffering, Reality of War		Themes: Conflict, Memory, Suffering, Reality of War		Themes: Conflict, Memory, Bravery, Reality of War, Suffering	
Tones: Tragic, Haunting, Anecdotal		Tones: Painful, Haunting, Angry		Tones: Tender, Tragic, Dreamy, Bitter	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind.” <i>Simon Armitage</i> -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. -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.”) 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -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”.
<p>Language</p> <ul style="list-style-type: none"> -“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 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. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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. 	<p>Language</p> <ul style="list-style-type: none"> -“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. -“running 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’re ambiguous – it could refer to readers or the wider world. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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. 	<p>Language</p> <ul style="list-style-type: none"> -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 dead son. -“I was brave, as I walked with you, to the front door”: different perspective of bravery in conflict. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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.
Charge of the Light Brigade by Alfred, Lord Tennyson		Bayonet Charge by Ted Hughes		Kamikaze by Beatrice Garland	
Themes: Conflict, Patriotism, Suffering, Reality of War		Themes: Conflict, Patriotism, Power, Reality of War, Nature, Bravery		Themes: Conflict, Patriotism, Power, Shame, Nature, Childhood	
Tones: Energetic, Tragic, Haunting		Tones: Bewildered, Desperate, Dreamy		Tones: Sorrowful, Pitiful	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -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 blunder’d”. -This was a controversial point to make in Victorian times when blind devotion to power was expected. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -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”) 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: “he must have wondered which had been the better way to die”.
<p>Language</p> <ul style="list-style-type: none"> -“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’ became a celebrated and prestigious group. -“shot and shell”: sibilance creates whooshing sounds of battle. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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 (HALF-a league / DUM-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. 	<p>Language</p> <ul style="list-style-type: none"> -“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 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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. 	<p>Language</p> <ul style="list-style-type: none"> -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. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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.
London by William Blake		The Emigree by Carol Rumens		Checking Out Me History by John Agard	
Themes: Power of the state, Inequality, Loss, Anger		Themes: Power of the state, Conflicts in identity, Protest, Bravery		Themes: Power of the state, Protest, Identity, Childhood	
Tones: Angry, Dark, Rebellious		Tones: Mournful, Defiant, Nostalgic		Tones: Defiant, Angry, Rebellious, Cynical	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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 determination 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. 	<p>Context</p> <ul style="list-style-type: none"> -The poem was published in 1794, and time of great poverty in 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. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -‘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 “sick with tyrants”. -Despite the cities problems, her positive memories of the place cannot be extinguished. 	<p>Context</p> <ul style="list-style-type: none"> -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 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -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. 	<p>Context</p> <ul style="list-style-type: none"> -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.
<p>Language</p> <ul style="list-style-type: none"> -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. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -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. 	<p>Language</p> <ul style="list-style-type: none"> -“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” 	<p>Form and Structure</p> <ul style="list-style-type: none"> -First person. -The last line of each stanza is the same (epitrophe): “sunlight”; reinforces the overriding positivity of the city and of the poem. -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. 	<p>Language</p> <ul style="list-style-type: none"> -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. 	<p>Form</p> <ul style="list-style-type: none"> -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.

Ozymandias by Percy Bysshe Shelley		My Last Duchess by Robert Browning		Tissue by Imtiaz Dharker	
Themes: Power of Nature, Decay, Pride, Status	Tones: Ironic, rebellious	Themes: Power, Pride, Control, Jealousy, Status	Tones: Sinister, Bitter, Angry	Themes: Power of Nature, Control, Identity	Tones: Gentle, Flowing, Ethereal
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.	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 when 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.	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 -' 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 structures 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.	Language -' Looking as if she was 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 whate'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.	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.

The Prelude by William Wordsworth		Storm on the Island by Seamus Heaney		Exposure by Wilfred Owen	
Themes: Power of Nature, Fear, Childhood	Tones: Confident > Dark / Fearful > Reflective	Themes: Power of Nature, Fear	Tones: Dark, Violent, Anecdotal	Themes: Conflict, Suffering, Nature, Reality of War, Patriotism	Tones: Tragic, Haunting, Dreamy
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.	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 letters 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.	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. -The first eight letters 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.	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.
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). -' Upread 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 21-31: (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' .	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.	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	Form and Structure -Contrast of Cold>Warm-Cold imagery covers Suffering>Delusion>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.



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 (AOs)**
- Ensure that your answer covers all of these areas:
- AO1**
 - 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.
 - AO2**
 - Comment on the effect of the language in your evidence, including individual words.
 - Identify any use of poetic techniques and explain their effects.
 - AO3**
 - 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 (AO2)

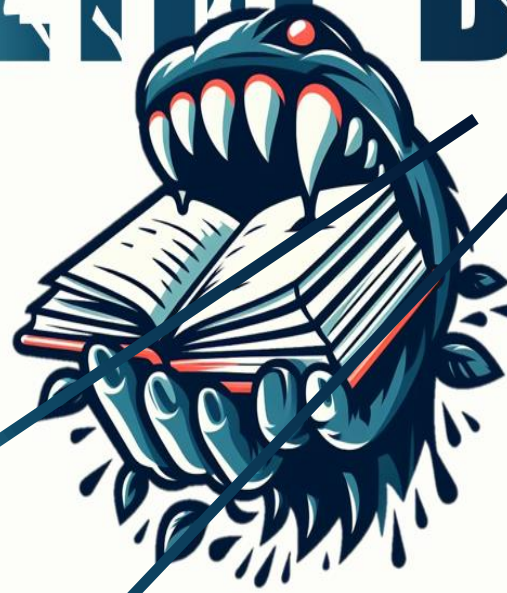
LANGUAGE

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.
Sibilance – the repetition of s or sh sounds.
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.
Anaphora – when the first word of a stanza is the same across different stanzas.
Epitrophe – when the final word of a stanza is the same across different stanzas.
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.

POETRY BITES



BEGINNING What ideas are introduced? Why might they be important?



STRUCTURE How is the text organised/shaped? How many stanzas are there and why? Is there any repetition? Why?



ENDING What are we left feeling when it ends? How does the ending connect with the beginning?



IMAGERY What is the clearest image in the poem? What does it reveal?



TITLE What is the significance of the title? How does it introduce us to the topic of the poem?



RECALL the selected BITES line for the poems below:

REMAINS

B
I
E

War Photographer

B
I
E

Poppies

B
I
E

Charge of the Light
Brigade

B
I
E

Bayonet Charge

B
I
E

Kamikaze

B
I
E

London

B
I
E

The Emigree

B
I
E

Checking Out Me History

B
I
E

Ozymandias

B
I
E

My Last Duchess

B
I
E

Tissues

B
I
E

The Prelude

B
I
E

Storm on the Island

B
I
E

EXPOSURE

B
I
E

Mathematics- Types of number & sequences

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand factors and multiples
 - Express numbers as a product of primes
 - Find the HCF and LCM
 - Describe and continue sequences
 - Explore sequences
 - Find the n th term of a linear sequence

Keywords

Factor: numbers we multiply together to make another number
Multiple: the result of multiplying a number by an integer
HCF: highest common factor. The biggest factor that numbers share
LCM: lowest common multiple. The first multiple numbers share.
Arithmetic: a sequence where the difference between the terms is constant
Geometric: a sequence where each term is found by multiplying the previous one by a fixed nonzero number
Sequence: items or numbers put in a pre-decided order

Maths

Multiples

The "times table" of a given number

All the numbers in this list below are multiples of 3

3, 6, 9, 12, 15, ...

This list continues and doesn't end

Non example of a multiple

4.5 is not a multiple of 3 because it is 3×1.5

Not an integer

Factors

Arrays can help represent factors

Factors of 10: 1, 2, 5, 10

Factors and expressions: $6x \times 1$ OR $6 \times x$

Factors of $6x$: $6, x, 1, 6x, 2x, 3, 3x, 2$

The number itself is always a factor

Prime numbers

- Integer
- Only has 2 factors and itself
- The only even prime number

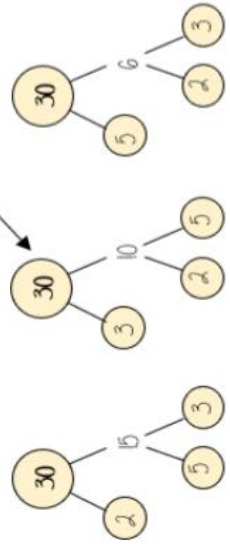
Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, ...

Product of prime factors

R

Multiplication part-whole models



All three prime factor trees represent the same decomposition

$30 = 2 \times 3 \times 5$ ← Multiplication of prime factors

Using prime factors for predictions

- eg 60: 30×2 or $2 \times 3 \times 5 \times 2$
- 150: 30×5 or $2 \times 3 \times 5 \times 5$

Finding the HCF and LCM

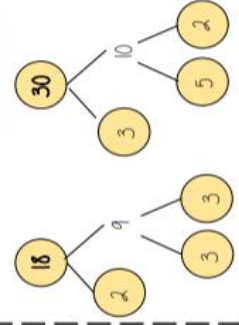
R

HCF – Highest common factor

HCF of 18 and 30

- 18: 1, 2, 3, 6, 9, 18
- 30: 1, 2, 3, 5, 6, 10, 15, 30

6 is the biggest factor they share

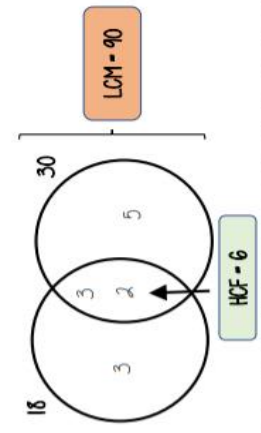


LCM – Lowest common multiple

LCM of 18 and 30

- 18: 18, 36, 54, 72, 90
- 30: 30, 60, 90

The first time their multiples match



Arithmetic/ Geometric sequences

Arithmetic Sequences change by a common difference. This is found by addition or subtraction between terms

Geometric Sequences change by a common ratio. This is found by multiplication/ division between terms

Term to term rule – how you get from one term (number in the sequence) to the next term

Position to term rule – take the rule and substitute in a position to find a term Eg Multiply the position number by 3 and then add 2

Other sequences

Fibonacci Sequence 1, 1, 2, 3, 5, 8 ... Each term is the sum of the previous two terms

Triangular Numbers – look at the formation



Square Numbers – look at the formation



Sequences are the repetition of a pattern

Finding the n th term

This is the 4 times table → 4, 8, 12, 16, 20, ...

$4n$

This has the same constant difference – but is 3 more than the original sequence

7, 11, 15, 19, 22

$4n + 3$

This is the constant difference between the terms in the sequence. This is the comparison (difference) between the original and new sequence

Mathematics- Indices & Roots

What do I need to be able to do?

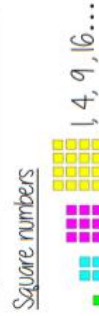
- By the end of this unit you should be able to:
- Identify square and cube numbers
 - Calculate higher powers and roots
 - Understand powers of 10 and standard form
 - Know the addition and subtraction rule for indices
 - Understand power zero and negative indices
 - Calculate with numbers in standard form

Keywords

- Standard (index) Form:** A system of writing very big or very small numbers
- Commutative:** an operation is commutative if changing the order does not change the result
- Base:** The number that gets multiplied by a power
- Power:** The exponent — or the number that tells you how many times to use the number in multiplication
- Exponent:** The power — or the number that tells you how many times to use the number in multiplication
- Indices:** The power or the exponent
- Negative:** A value below zero
- Coefficient:** The number used to multiply a variable

Maths

Square and cube numbers



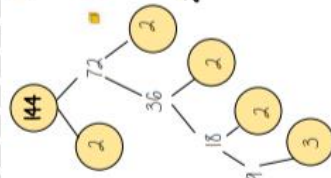
$$144 = 2 \times 2 \times 2 \times 2 \times 3 \times 3$$

$$= 2 \times 2 \times 3 \times 2 \times 3$$

$$= 12 \times 12$$

Prime factors can find square roots

$$\sqrt{144} = 12$$

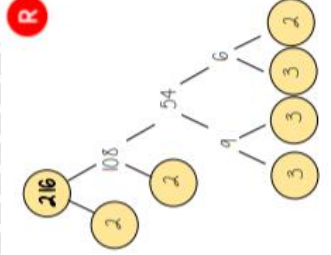


$$216 = 2 \times 2 \times 2 \times 3 \times 3 \times 3$$

$$= 2 \times 3 \times 2 \times 3 \times 2 \times 3$$

$$= 6 \times 6 \times 6$$

$$\sqrt[3]{216} = 6$$



Standard form

Any number between 1 and less than 10

$$A \times 10^n$$

Only integer

$$0.001 \quad | \times \frac{1}{1000}$$

$$10^1 \quad | \times 10^0$$

$$10^2 \quad | \times 10^{-2}$$

$$1000 \quad | \times 10^{-3}$$

Example

$$3.2 \times 10^4$$

$$= 3.2 \times 10 \times 10 \times 10 \times 10$$

$$= 32000$$

Non-example

$$0.8 \times 10^4$$

$$5.3 \times 10^{(7)}$$

Only value to the power 0 always = 1

Numbers in standard form with negative powers will be less than 1

$$3.2 \times 10^{-4} = 3.2 \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} = 0.00032$$

Negative powers do not indicate negative solutions

Other mental strategies for square roots

$$\sqrt{810000} = \sqrt{81} \times \sqrt{10000} \\ = 9 \times 100 \\ = 900$$

$$x^n$$

x — the base number

n — power (number of times multiplied by itself)

$$\sqrt[n]{x}$$

Finding the nth root of any value

Higher powers and roots

R

10	1	$\frac{1}{10}$	$\frac{1}{1000}$
10^1	10^0	10^{-1}	10^{-3}
10^2	1	0.01	0.001

Zero and negative indices

$$x^0 = 1$$

$$\frac{a^6}{a^6} = a^6 \div a^6$$

$$= a^{6-6} = a^0 = 1$$

Only number divided by itself = 1

Negative indices do not indicate negative solutions

$$2^2 = 4$$

$$2^1 = 2$$

$$2^0 = 1$$

$$2^{-1} = \frac{1}{2}$$

$$2^{-2} = \frac{1}{4}$$

Looking at the sequence can help to understand negative powers

Powers of powers

$$(x^a)^b = x^{ab}$$

$$(2^3)^4 = 2^3 \times 2^3 \times 2^3 \times 2^3$$

The same base and power is repeated. Use the addition law for indices

$$(2^3)^4 = 2^{12} \leftarrow a \times b = 3 \times 4 = 12$$

NOTICE the difference

$$(2x^3)^4 = 2x^3 \times 2x^3 \times 2x^3 \times 2x^3$$

The addition law applies ONLY to the powers. The integers still need to be multiplied

$$(2x^3)^4 = 16x^{12}$$

Standard form calculations

Addition and Subtraction

Tip: Convert into ordinary numbers first and back to standard form at the end

$$6 \times 10^5 + 8 \times 10^5$$

Method 1

$$= 600000 + 800000$$

$$= 1400000$$

$$= 1.4 \times 10^6$$

Multiplication and division

$$1.5 \times 10^5$$

$$0.3 \times 10^5$$

$$(1.5 \times 10^5) \div (0.3 \times 10^5)$$

$$15 - 0.3 \times 10^5 - 10^5$$

$$= 5 \times 10^4$$

Method 2

$$= (6 + 8) \times 10^5$$

$$= 14 \times 10^5$$

$$= 1.4 \times 10^6$$

$$= 1.4 \times 10^6$$

This is not the final answer

Division questions can look like this

For multiplication and division you can look at the values for A and the powers of 10 as two separate calculations

AQA Combined Science: Physics Topic 5 Forces and Motion

A scalar quantity has **magnitude** only. Examples include temperature or mass.

A vector quantity has both **magnitude** and **direction**. Examples include velocity.

Speed is the scalar magnitude of velocity.

A vector quantity can be shown using an **arrow**. The size of the arrow is relative to the magnitude of the quantity and the direction shows the associated direction.

Contact and Non-Contact Forces

Forces either **push** or **pull** on an object. This is as a result of its interaction with another object.

Forces are categorised into two groups:

Contact forces – the objects are touching e.g. friction, air resistance, tension and contact force.

Non-contact forces – the objects are not touching e.g. gravitational, electrostatic and magnetic forces.

Forces are calculated by the equation: **force (N) = mass (kg) × acceleration (m/s²)**

Forces are another example of a **vector quantity** and so they can also be represented by an **arrow**.



Gravity is the natural phenomenon by which any object with mass or energy is drawn together.

- The **mass** of an object is a scalar measure of how much matter the object is made up of. Mass is measured in **kilograms (kg)**.
- The **weight** of an object is a vector measure of how gravity is acting on the mass. Weight is measured in **newtons (N)**.

weight (N) = mass (kg) × gravitational field strength (N/kg)

(The gravitational field strength will be given for any calculations. On earth, it is approximately 9.8N/kg).

An object's **centre of mass** is the point at which the weight of the object is considered to be acting. It does not necessarily occur at the centre of the object.

The **mass** of an object and its **weight** are **directly proportional**. As the mass is increased, so is the weight. Weight is measured using a **spring balance (or newton metre)** and is measured in **newtons (N)**.

Resultant Forces

A **resultant force** is a single force which replaces several other forces. It has the same effect acting on the object as the combination of the other forces it has replaced.

The forces acting on this object are represented in a **free body diagram**.

The arrows are relative to the magnitude and direction of the force.

The car is being pushed to the left by a force of 30N. It is also being pushed to the right by a force of 50N.

The **resultant force** is **50N - 30N = 20N**

The 20N resultant force is pushing to the right, so the car will move right.

When a resultant force is not zero, an object will **change speed (accelerate or decelerate) or change direction (or both)**.

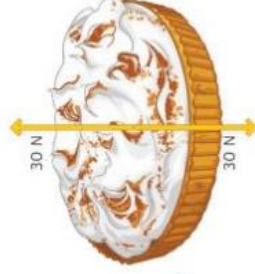
When an object is stationary, there are still forces acting upon it.

In this case, the **resultant force** is **30N - 30N = 0N**.

The forces are in **equilibrium** and are **balanced**.

When forces are balanced, an object will either **remain stationary** or if it is moving, it will continue to move at a **constant speed**.

When resultant forces act along the same line, you calculate the resultant force as shown below.



Resultant Forces

A **scale vector diagram** can be used to calculate **resultant forces** that are not acting directly opposite of one another, on a straight line.

Worked example 1:

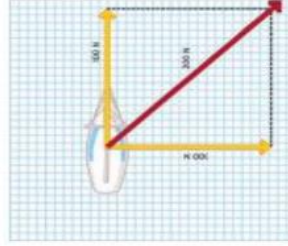
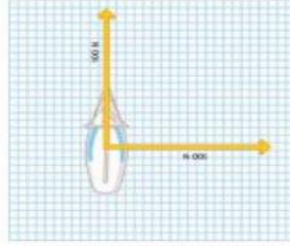
A boat is being pulled toward the harbour by two winch motors. Each motor is pulling with a force of 100N and they are working at right angles to one another.

To find the resultant force, you would first draw construction lines from the end of each arrow parallel to the other force arrow.

Remember that the size of the arrow is representative of the size of the force being exerted.

Where the construction lines intercept indicates the **direction** of the resultant force: from the centre of mass through the intercept.

The resultant force is the sum of the forces acting so in this example, that is 200N.



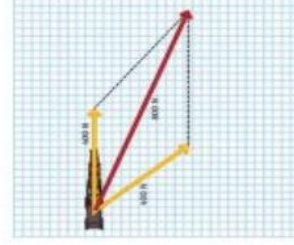
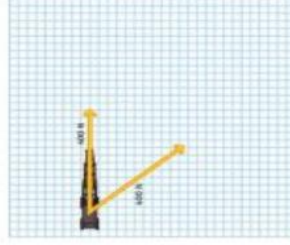
Measure the size of the arrows and make sure you draw your resultant force arrow to the correct scale so it represents the resultant force size.

Worked example 2:

A horse-drawn carriage is pulled by two horses at 400N each. One of the horses is pulling in a different direction to the other horse.

Show the resultant force and direction of the horse-drawn carriage.

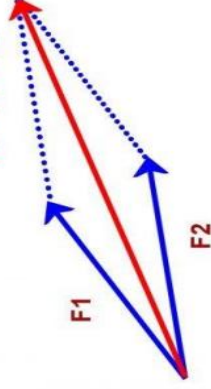
As before, you will need to draw construction lines from the end of each force arrow and parallel to the other one. The intercept represents the direction of the resultant force. The resultant force is the sum of the individual forces so in this example, it is 800N.



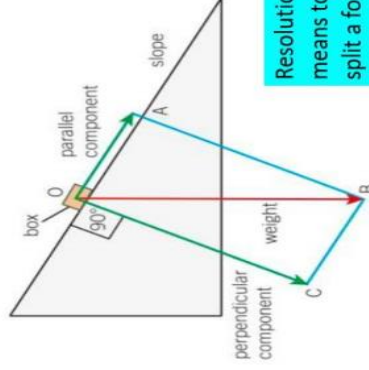
Higher Tier only

Parallelogram of Forces

$$F3 = F1 + F2$$



Resolution of forces

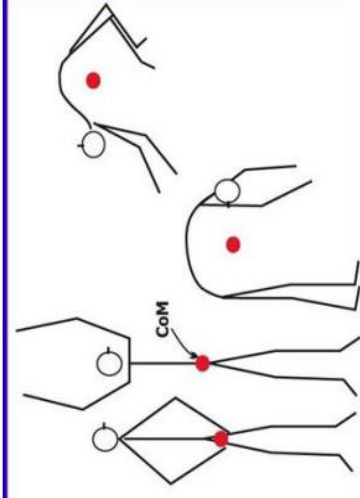


Resolution here means to separate or split a force into components.

Figure 2 Resolving a force

Centre of mass

- Mass is the amount of matter an object has.
- Every part of an object forms part of its overall mass.
- But when we try to **balance** an object on a point, there will only be **one place** where it will balance.
- The point where the mass of an object is concentrated is the **centre of mass**.
- The centre of mass is the point in which its **weight** acts.
- The **position** of the centre of mass depends on the **shape** of the body.
- The taller and thinner the body is, the higher the centre of mass.



Newton's Laws of Motion: Newton's First Law

If the resultant force acting on an object is zero...

- a stationary object will remain stationary.
- a moving object will continue at a steady speed and in the same direction.

100N resistance
(friction and air)

100N thrust



Inertia – the tendency of an object to continue in a state of rest or uniform motion (same speed and direction).

Newton's Laws of Motion: Newton's Second Law

The acceleration of an object is proportional to the resultant force acting on it and inversely proportional to the mass of the object

resultant force (N) = mass (kg) × acceleration (m/s^2)

Inertial mass – how difficult it is to change an object's velocity. It is defined as the ratio of force over acceleration.

Newton's Laws of Motion: Newton's Third Law

When two objects interact, the forces acting on one another are always equal and opposite.

For example, when a book is laid on the table, it experiences a reaction force from the table. The table pushes up on the book. The book also pushes down on the table. These two forces are equal and opposite.

Newton's Laws of Motion: Newton's First Law

If the resultant force acting on an object is zero...

- a stationary object will remain stationary.
- a moving object will continue at a steady speed and in the same direction.

100N resistance
(friction and air)

100N thrust



Inertia – the tendency of an object to continue in a state of rest or uniform motion (same speed and direction).

Required Practical Investigation Activity 6: Investigate the Relationship Between Force and Extension for a Spring

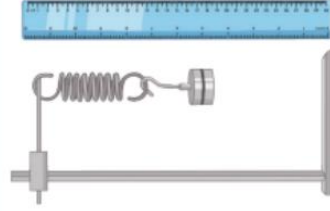
$F = k \times e$

force applied (N) = spring constant (N/m) × extension (m)

You should be familiar with the equation above and the required practical shown to the right.

The spring constant is a value which describes the elasticity of a material. It is specific to each material. You can carry out a practical investigation and use your results to find the spring constant of a material.

1. Set up the equipment as shown.
2. Measure the original length of the elastic object, e.g. a spring, and record this.
3. Attach a mass hanger (remember the hanger itself has a weight). Record the new length of the spring.
4. Continue to add masses to the hanger in regular intervals and record the length each time.

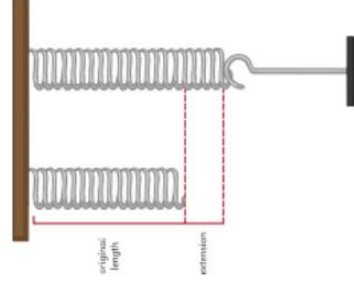


Once you have your results, you can find the extension for each mass using this formula: **spring length - original length**

The data collected is continuous so you would plot a **line graph** using the x-axis for extension (m) and the y-axis for force (N).

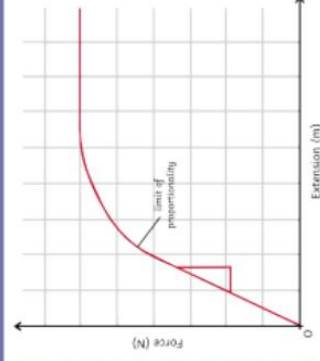
As a result of Hooke's Law, you should have a **linear graph**.

The **gradient of the graph is equal to the spring constant**. You can calculate it by rearranging the formula above or by calculating the gradient from your graph.



Spring Constant and Hooke's Law

Hooke's Law describes that the extension of an elastic object is **proportional** to the force applied to the object. However, there is a maximum applied force for which the extension will still increase proportionally. If the **limit of proportionality** is exceeded, then the object becomes **permanently deformed** and can no longer return to its original shape. This can be identified on a graph of extension against force when the gradient stops being linear (a straight line) and begins to plateau. The limit is shown on the graph above and this is the specific object's **elastic limit**.



Forces and Elasticity

When work is done on an elastic object, such as a spring, the energy is stored as elastic potential energy.

When the force is applied, the object changes shape and stretches. The energy is stored as elastic potential and when the force is no longer applied, the object returns to its original shape. The stored elastic potential energy is transferred as kinetic energy and the object recoils and goes back to its original shape.



Work Done: Elastic Objects

Work is done on elastic objects to **stretch** or **compress** them.

To calculate the work done (**elastic potential energy transferred**), use this equation:

$$E (J) = 0.5 \times k \times e^2$$

(elastic potential energy = 0.5 × spring constant × extension²)

You might need to use this equation also:
 $F = k \times e$

Worked example:

A bungee jumper jumps from a bridge with a weight of 800N. The elastic cord is stretched by 25m. Calculate the work done.

Step 1: find the spring constant using $F = k \times e$

$$\text{Rearrange to } k = F \div e$$

$$800 \div 25 = 32\text{N/m}$$

Step 2: use the value for k to find the elastic potential energy (work done) using

$$E (J) = 0.5 \times k \times e^2$$

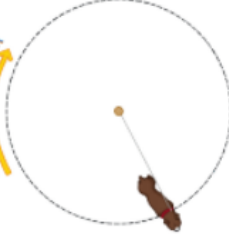
$$0.5 \times 32 \times 25^2$$

$$E = 10\,000\text{J}$$

Forces and Motion: Distance vs Displacement

Distance is a **scalar** quantity. It measures how far something has moved and does not have any associated direction.

Displacement is a **vector** quantity. It measures how far something has moved and is measured in relation to the direction of a straight line between the starting and end points.

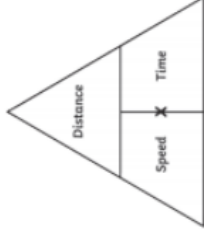


E.g. A dog is tethered to a post. It runs 360° around the post three times. Each 360° lap is 8m
 distance = $8 \times 3 = 24\text{m}$
 displacement = 0m (The dog is in the same position as when it started.)

Velocity

Velocity is a **vector** quantity. It is the **speed** of an object in a given **direction**.

$$\text{speed} = \text{distance} \div \text{time}$$



You should be able to use this equation and rearrange it to find the distance or time.

Worked example:

John runs 5km. It takes him 25 minutes. Find his average speed in metres per second.

Step 1: convert the units

$$\text{km} \rightarrow \text{m} \quad (*1000) = 5000\text{m}$$

$$\text{min} \rightarrow \text{s} \quad (*60) = 1500\text{s}$$

Step 2: calculate $s = d \div t$

$$s = 5000 \div 1500$$

$$s = 3.33\text{m/s}$$

Worked example 2:

Zi Xin has driven along the motorway. Her average speed is 65mph. She has travelled 15 miles. How long has her journey taken? Give your answer in minutes.

Step 1: calculate $t = d \div s$

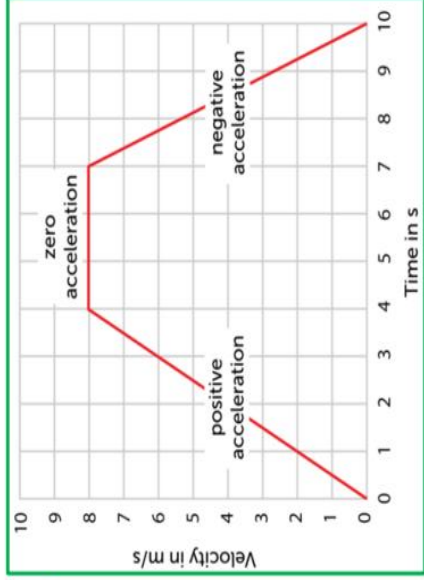
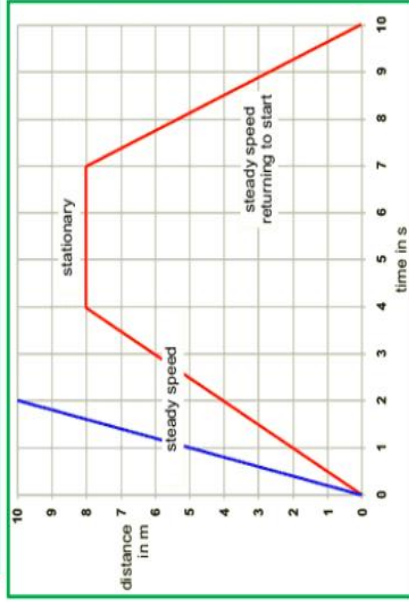
$$t = 15 \div 65$$

$$t = 0.23 \text{ (hours)}$$

Step 2: convert units

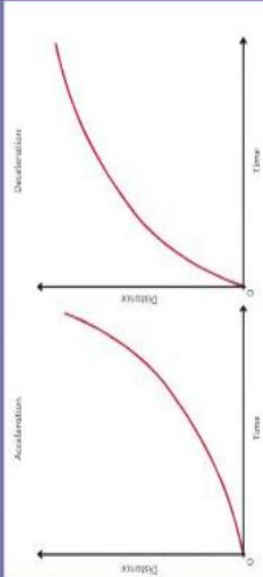
$$\text{hr} \rightarrow \text{min} \quad (*60) = 13.8 \text{ minutes}$$

Distance-Time and Velocity-Time Graphs



You should be able to understand what the features of the two types of graph can tell you about the motion of an object.

Changing Speed on a D-T Graph



When the graph is a **straight line**, it is representing a **constant speed**. A **curve** represents a changing speed, either **acceleration** or **deceleration**. The speed at any given point can be calculated by drawing a **tangent** to the curve and finding the **gradient** of the tangent.

Graph Feature	Distance-Time Graph	Velocity-Time Graph
x-axis	time	time
y-axis	distance	velocity
gradient	speed	acceleration (or deceleration)
plateau	stationary (stopped)	constant speed
uphill straight line	steady speed moving away from start	acceleration
downhill straight line	steady speed returning to the start	deceleration
uphill curve	acceleration	increasing acceleration
downhill curve	deceleration	increasing deceleration
area below graph		distance travelled

Acceleration

Acceleration can be calculated using the equation:

$$\text{acceleration (m/s}^2\text{)} = \frac{\text{change in velocity (m/s)}}{\text{time taken (s)}}$$

Worked example:

A dog is sitting, waiting for a stick to be thrown. After the stick is thrown, the dog is running at a speed of 4m/s. It has taken the dog 16s to reach this velocity. Calculate the acceleration of the dog.

$$a = \Delta v \div t$$

$$a = (4-0) \div 16$$

$$A = 0.25\text{m/s}^2$$

Changes in velocity due to acceleration can be calculated using the equation below. This equation of motion can be applied to any moving object which is travelling in a straight line with a **uniform acceleration**.

$$\text{Final velocity}^2 \text{ (m/s)} - \text{initial velocity}^2 \text{ (m/s)} = 2 \times \text{acceleration (m/s}^2\text{)} \times \text{displacement (m)}$$

or

$$v^2 - u^2 = 2as$$

Worked example:

A bus has an initial velocity of 2m/s and accelerates at 1.5m/s² over a distance of 50m. Calculate the final velocity of the bus.

Step 1: rearrange the equation: $v^2 - u^2 = 2as$

$$v^2 = 2as + u^2$$

Step 2: insert known values and solve

$$v^2 = (2 \times 1.5 \times 50) + 2^2$$

$$v^2 = (150) + 4$$

$$v^2 = 154$$

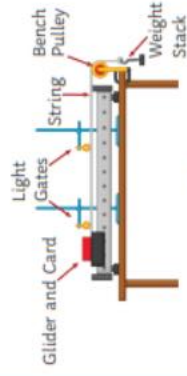
$$v = \sqrt{154}$$

$$v = 12.41\text{m/s}$$

Required Practical Investigation 7

Aim: to investigate the effect of varying the force on the acceleration of an object of constant mass.

You may be given any of the following apparatus set-ups to conduct these investigations:



or



or



Something is a **fair test** when **only** the independent variable has been allowed to affect the dependent variable.

The independent variable was **force**.

The dependent variable was **acceleration**.

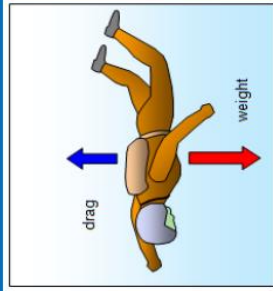
The control variables were:

- same total mass
- same surface/glider/string/pulley (friction)
- same gradient if you used a ramp

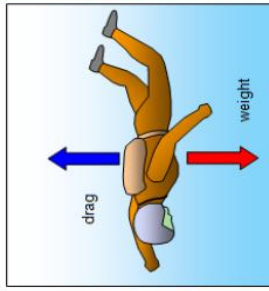
Terminal Velocity

When an object begins moving, the force **accelerating** the object is much greater than the force resisting the movement. A resistant force might be **air resistance** or **friction**, for example.

As the **velocity** of the object increases, the force **resisting** the movement also increases. This causes the acceleration of the object to be reduced gradually until the forces become **equal** and are **balanced**. This doesn't cause the object to stop moving. As the object is already in motion, balanced forces mean it will continue to move at a **steady speed**. This steady speed is the maximum that the object can achieve and is called the **terminal velocity**.



Just out of plane
Drag is less than weight
Parachutist accelerates downwards



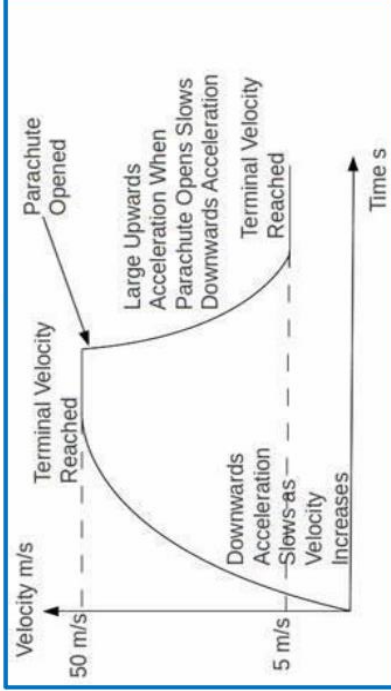
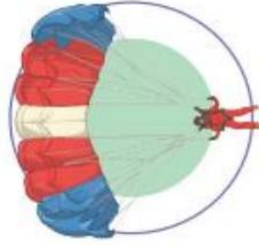
Some time later
Drag is equal to weight
Parachutist falls at constant speed – their terminal velocity

The terminal velocity of an object depends on its shape and weight. The shape of the object determines the amount of resistant force which can act on it. For example, an object with a large surface area will have a greater amount of resistance acting on it.

Consider a skydiver and his parachute. When the skydiver first jumps from the aeroplane, he has a small area where the air resistance can act. He will fall until he reaches a terminal velocity of approximately 120mph.



After the skydiver releases his parachute, the shape and area has been changed and so the amount of air resistance acting is increased. This causes him to decelerate and his terminal velocity is reduced to about 15mph. This makes it a much safer speed to land on the ground.



Braking Distance

The **braking distance** is the distance travelled by a vehicle once the **brakes are applied** and until it reaches a full stop.

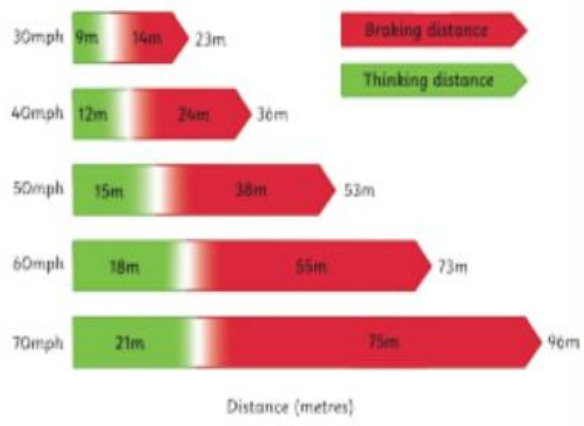
- Braking distance is affected by:
- **adverse weather conditions** (wet or icy)
 - **poor vehicle condition** (brakes or tyres)

When **force** is applied to the brakes, **work is done** by the **friction** between the car wheels and the brakes.

The work done reduces the **kinetic energy** and it is transferred as **heat** energy, increasing the **temperature** of the brakes.

- increased speed = increased force required to stop the vehicle
- increased braking force = increased deceleration

Large decelerations can cause a huge increase in **temperature** and may lead to the **brakes overheating** and the driver **losing control** over the vehicle



Stopping Distance

The **stopping distance** of a vehicle is calculated by:

stopping distance = thinking distance + braking distance

Reaction time is the time taken for the driver to respond to a hazard. It varies from 0.2s to 0.9s between most people.

Reaction time is affected by:

- **tiredness**
- **drugs**
- **alcohol**
- **distractions**

You can measure human reaction time in the lab using simple equipment: a metre ruler and stopwatch can be used to see how quickly a person reacts and catches the metre ruler. The data collected is quantitative and you should collect repeat readings and calculate an average result.

Stopping distance = thinking distance + braking distance

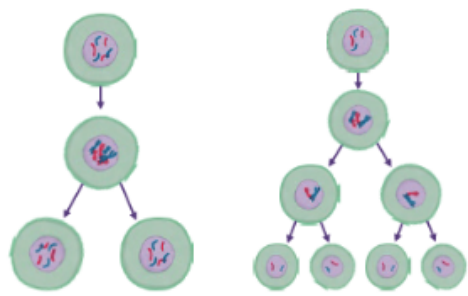
- 6 Factors affecting stopping distance:
1. **Mass** of vehicle
 2. **Speed** of vehicle
 3. Drivers **reaction time**
 4. State of the **brakes**
 5. State of the **road**
 6. Amount of **friction** between the tyre and the road surface.

- 5 Factors affecting reaction time:
1. **Age** of driver
 2. **Drugs** e.g. alcohol
 3. **Visibility**
 4. **Tiredness**
 5. **Distractions**

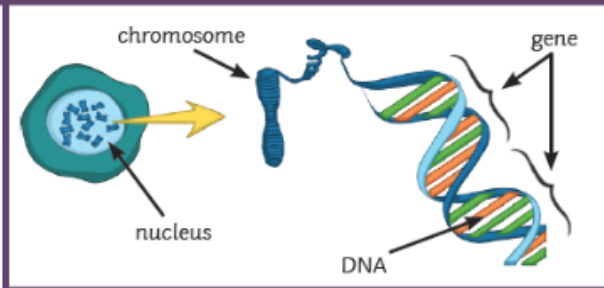
Inheritance, Variation and Evolution Knowledge Organiser

Keywords

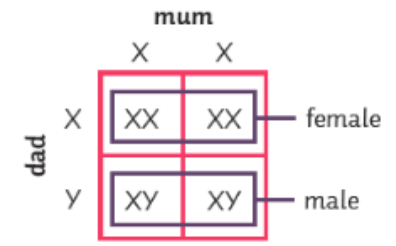
- allele** – An alternative form of a gene.
- asexual reproduction** – The production of offspring from a single parent by mitosis. The offspring are clones of the parent.
- chromosome** – Structures that contain the DNA of an organism and are found in the nucleus.
- cystic fibrosis** – A disorder of cell membranes that is caused by a recessive allele.
- DNA** – A polymer that is made up of two strands that form a double helix.
- dominant** – An allele that is always expressed, even if only one copy is present.
- fertilisation** – The fusion of male and female gametes.
- gamete** – Sperm cell and egg cell in animals; pollen and egg cell in plants.
- gene** – A small section of DNA that codes for a specific protein.
- genome** – The entire genetic material of an organism.
- genotype** – The combination of alleles.
- heterozygous** – A genotype that has two different alleles, one dominant and one recessive.
- homozygous** – A genotype that has two of the same alleles. Either two dominant alleles or two recessive alleles.
- meiosis** – The two-stage process of cell division that reduces the chromosome number of the daughter cells. It makes gametes for sexual reproduction.
- mutation** – A change in DNA.
- phenotype** – The characteristic expressed because of the combination of alleles.
- polydactyly** – Having extra fingers or toes. It is caused by a dominant allele.
- recessive** – An allele that is only expressed if two copies of it are present.
- sexual reproduction** – The production of offspring by combining genetic information from the gametes of two parents. Leads to variation in the offspring.



Mitosis	Meiosis
Produces two daughter cells.	Produces four daughter cells.
Daughter cells are genetically identical.	Daughter cells are not genetically identical.
The cell divides once.	The cell divides twice.
The chromosome number of the daughter cells is the same as the parent cells. In humans, this is 46 chromosomes.	The chromosome number is reduced by half. In humans, this is 23 chromosomes.
Used for growth and repair, and asexual reproduction.	Produces gametes for sexual reproduction.



Sex Determination



Females carry two X chromosomes. Males carry one X and one Y chromosome.

How to Complete a Punnet Square

	A	a
A		
a		

Step 1: Put the two alleles from one parent into the boxes at the top. This parent is a heterozygote. This means they have one dominant and one recessive allele.

	A	a
A		
a		

Step 2: Put the two alleles from the second parent into the boxes on the left. This parent is also a heterozygote.

	A	a
A	A	a
a	A	a

Step 3: Put the alleles from the first parent into the two boxes underneath them.

	A	a
A	AA	Aa
a	Aa	aa

Step 4: Put the alleles from the second parent into the two boxes to the right of them.

Probability

There are four possible combinations of gametes that offspring can inherit.

	male genotype		
	A	a	
female genotype	A	AA	Aa
	a	Aa	aa

One of these four has the genotype aa – that's $\frac{1}{4}$, 25% or 0.25.

The recessive phenotype has a ratio of 1:3 because only one combination will show the phenotype while the other three will not.

PARENT/ CARER QUIZ

Ask your parent or carer to quiz you on some of the knowledge from *Maths* and *Science*. Record your scores below and see if you improve each time.

Date	Subject	Score /10	Did you improve from last time?



Grade 9

phrases French

Reach for the stars

150 word wow phrases

Go through this booklet and pick out between 3-5 phrases in each section that you are going to use in your 150 word piece of writing no matter what the bullet points – learn them off by heart. In your exam write them down when you are planning to make sure you include them in your answers

Opinions

ça m’amuse (used for something funny)

ça me plaît (used for general liking)

ça m’a plu – I enjoyed it

ce qui m’inquiète c’est... - What worries me is

ce qui m’inquiétait c’était – what I found worrying was

je n’en ai pas envie – I don’t want to

j’apprécie (often used for comparing two likes)

je pense que - I think that

je crois que - I believe that

je dirais que I would say that

je suis d’avis que- I am of the opinion that

à mon avis – in my opinion

pour ma part – as for me

d’après moi/selon moi – according to me

quant à moi – In my opinion

j’ai l’impression que... – I get the impression that...

je dirais que - I would say that...

je dois avouer que... - I must admit that...

j’aurais dit/cru que - I would have said/believed that

je me suis rendu compte que - i realised that

d’un côté, j’aime ___ parce que...mais de l’autre côté, je n’aime pas ___ parce que - On one hand, i like ___ because...but on the other, don’t like___ because..

je ne crois pas que ce soit le cas – I don’t believe that that’s the case

cela peut être... - it can be...

A variety of adjectives

agaçant (annoying/irritating)

noïif - harmful

décevant (disappointing)

délicieux (delicious)

divertissant (entertaining)

émouvant (moving)

cauchemardesque – nightmarish

réussi (successful)

ridicule (ridiculous)

superbe (impressive, in a large scale)

serviable - useful

inouïable (unforgettable)

épouvantable – horrendous

Idioms (you only need 1 or 2)

Le revers de la médaille – on the other side of the coin

c'est le pied! – its great!

j'ai mangé comme quatre – I ate like a horse

les doigts dans le nez – hands down

je suis tombé sur les pommes – I fainted

ça me prend la tête – it bugs me

coûter les yeux de la tête – costs an arm and a leg

ce n'est pas ma tasse de thé – it's not my cup of tea

mon péché mignon – guilty pleasure

c'est n'est pas la mer à boire – it's not a big deal

ça ne mange pas du pain – it won't break the bank

Extending your sentence (Fancy connectives)

que/qui – which, that - use *que* if you are following with a pronoun eg. La Suisse est le pay **que** je préfère.

- Use *qui* if there is no pronoun eg. Mon frère, **qui est** grand.

ce que/ce qui – use at the beginning of sentences to express an opinion – Ce que j'aime c'est...

Ce qui est...

quand – when

d'ailleurs - Besides/Moreover/Furthermore

pendant que – while

en fait,... - In fact,...

au moment où – at the point when

néanmoins - nevertheless

puisque – since

pourtant,... – however,...

depuis que – since

dés que – as soon as

comme – as

des fois - sometimes

non seulement... mais de plus – not only...but also...

du coup -therefore

par exemple...ou bien – for example...or alternatively

de plus... - Furthermore...

par contre,... – on the other hand,...

A range of grammatical structures

Venir de + INF – to mean you have just done something.

Je viens de rentrer – I have just come back

Je venais de rentrer...quand elle est arrivée – I had just come back...when she arrived

si j'avais su... (+ conditional) - if I had known...

avant de (+ inf),... – Before (doing sth.),...

après avoir/être (+inf)... - After having (done something)...

quand j'étais...- when I was...

j'ai hâte de... - I cant wait

Introducing ideas

il s'agit de – this is about/ to do with

quant à – as for

pour comble de malheur – to cap it all

étant donné que – given that

vu que – considering that

en raison de – in view of

il me semble que – it seems to me that

qu'on ne s'y trompe pas – let there be no mistake about it

à tort ou à raison – rightly or wrongly

grâce à – thanks to

à cause de – because of

en effet – indeed, in fact

tout d'abord – First of all

The Subjunctive

Il faut que (to have to) and bien que (although) are followed by the subjunctive

Il faut que j'aille – I have to go

Bien que je (ne) sois (pas) – although I am (not)

Bien que ce (ne) soit – although it is (not)

Mes parents veulent que je fasse – My parents want me to do...

Autant que je sâche – as far as I know

French GCSE Retrieval words

Test each set of words twice 1st time French – English, 2nd time English to French

Connectives

et	and
aussi	also
mais	but
cependant	however
avec	with
sans	without
ou	or
où	where
puis / ensuite	then
après	after
en revanche / par contre	on the other-hand
donc	therefore
comme	like (for example)
parce que / car / vu que / puisque / étant donné que	because / since

Present and Past tense time markers

normalement	normally
généralement	generally
d'habitude	usually
en ce moment	at the moment
aujourd'hui	today
maintenant	now
actuellement	Currently
ce soir	this evening
ce week-end	this weekend
hier	yesterday
avant-hier	the day before yesterday
Il y a + time	...ago
la semaine dernière	last week
le week-end dernier	last weekend

Future tense and adverbs of frequency

demain	tomorrow
après-demain	the day after tomorrow
demain matin/après-midi/soir	tomorrow morning/afternoon/evening
le mois prochain	next month
plus tard	later
bientôt	soon
quelquefois	sometimes
parfois	sometimes
souvent	often
toujours	always
de temps en temps	from time to time
rarement	rarely
habituellement	usually

Opinions

J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je pense que	I think that
Je crois que	I believe that
À mon avis,	In my opinion
Selon moi,	According to me
D'après moi,	According to me
Je dirais que,	I would say that
Pour ma part,	For my part
Quant à moi,	According to me
Je suis d'avis que	I am of the opinion that
Je dois avouer que	I must admit that
J'ai l'impression que	I have the impression that

Present Tense

Use: to speak about what is happening now or regularly

e.g. I watch films on Saturday evenings

How: take away the infinitive ending (i.e. IR/RE/ER) and add the correct ending.

	IR	RE	ER
1. Je I	is	s	e
2. Tu You	is	es	es
3. Il/Elle One	it	-	e
4. Nous We	issons	ons	ons
5. Vous You (pl.)	issez	ez	ez
6. Ils/Elles They	issent	ent	ent

Examples in English:

- Usually, I go to the swimming pool with my sister.
- I like eating chocolate.
- Right now, I am drinking a coffee.

e.g.

Aimer → Aimer → Aim → Nous aim → Nous aim+ons = Nous aimons

Vendre → Vendre → Vend → Vous vend → Vous vend+ez = Vous vendez

Finir → Finir → Fin → Je fin → Je fin+is = Je finis

Perfect Tense – Have...

Use: to speak about something that has happened in the past, but is now over. e.g. I have eaten/I ate a cheese sandwich for lunch.

How: use present tense 'avoir/être' as an auxiliary and add the past participle (with correct agreement if using être).

1. Je I	ai	4. Nous We	avons
2. Tu You	as	5. Vous You (pl.)	avez
3. On One	a	6. Ils They	ont

1. Je I	suis	4. Nous We	sommes
2. Tu You	es	5. Vous You (pl.)	êtes
3. On One	est	6. Ils They	sont



Past Participle

ER – é
IR – i
RE – u

These verbs use Être

Devenir
Revenir
Monter
Rentrer
Sortir
Venir
Aller
Naître
Descendre
Entrer
Rentrer

Tomber
Rester
Arriver
Mourir
Partir

Agreements if using Être

Feminine – e
Plural – s

e.g.

Aimer → j'ai aimé → j'ai aimé → j'ai aimé + é = j'ai aimé

Aller → je suis allé → je suis allé → je suis allé + é = je suis allé(e)(s)

Imperfect Tense – Used to...

MFL

Use: to speak about something that used to happen regularly in the past, but it is now over. e.g. I used to walk to school, but now I take the bus.

How: use present tense, third person plural minus –ons and add the correct ending.

1. Je I	Present tense, third person plural (nous) minus –ons	ais	4. Nous We	Present tense, third person plural (nous) minus –ons	ions
2. Tu You		ais	5. Vous You (pl.)		iez
3. On One		ait	6. Ils They		aient

e.g.

Aimer → nous aimons → aim → on aim → on aim+ait = on aimait one used to like

Finir → nous finissons → finiss → ils finiss → ils finiss+aient = ils finissaient they used to finish

Near Future Tense – Going to...

Use: to speak about things in the very near future (this weekend, tonight)

e.g. tonight I am going to watch a DVD

How: use present tense 'aller' and add the infinitive.

1. Je I	vais am going	4. Nous We	allons are going
2. Tu You	vas are going	5. Vous You (pl.)	allez are going
3. On One	va are going	6. Ils They	vont are going



Infinitive

Jouer – to play
Faire – to do
Manger – to eat

REMEMBER! The infinitive is the basic form of the verb, before it is attached to a person or time. In French, the infinitive always ends in –RE/–IR/–ER. This is what you find in the dictionary. Some examples in English include 'play', 'run', and 'sleep'.

e.g.

Je vais + jouer = I am going to play

On va + faire = we are going to do

Nous allons + aller = we are going to go

Simple Future Tense – Will...

Use: to speak about will happen in the future. There is a nuance of certainty about this. e.g. I will go to university and I will study law.

How: use your infinitive (minus the final E for –RE verbs) and add the correct ending.

1. Je I	Infinitive	ai	4. Nous We	Infinitive	ons
2. Tu You		as	5. Vous You (pl.)		ez
3. On One		a	6. Ils They		ont

e.g.

Je jouer + ai = I will play

Nous manger + ons = we will eat

Ils pourr + ont = they will be able to

Example in English:

- She will play hockey at university.

Conditional Tense – Would...

Use: to speak about something that might happen in the future, but it is based on a condition.

e.g. I would like to go to university and I would like to study law.

How: use your infinitive (minus the final E for –RE verbs) and add the correct ending.

1. Je I	Infinitive	ais	4. Nous We	Infinitive	ions
2. Tu You		ais	5. Vous You (pl.)		iez
3. On One		ait	6. Ils They		aient

e.g.

Je jouer + ais = I would play

On manger + ait = we would eat

Ils écouter + aient = they would listen

Example in English:

- They would like to reduce car emissions.

Ways to practise vocabulary: 1. Look cover, write check 2. Log onto Memrise 3. Log onto Seneca Learning 4. Log onto language gym

Key Ideas

- Opinions positives/négatives des matières
- Opinions des professeurs
- Mon emploi du temps
- Sorties et voyages scolaires
- Règlements scolaires
- L'uniforme scolaire
- Les dangers de la cigarette/de l'alcool
- La vie saine et malsaine



Key Phrases

Il faut / il ne faut pas + infinitive	it is necessary to/it is not necessary to
on doit / on ne doit pas + infinitive	one must/one mustn't
Il est interdit de + infinitive	it is forbidden to
Je suis pour/contre l'uniforme scolaire etc...	I am for/against the school uniform because...
faire un effort	to make an effort
je suis fort(e) en...	I am good at...
je suis faible en...	I am weak at...
ma matière préférée, c'est...	my favourite subject is...
ça m'ennuie / ça m'intéresse	it bores me/it interests me
J'ai de bonnes notes/de mauvaises notes en français	I have good/bad marks in French
mes profs sont...	my teachers are...
les cours commencent/finissent a...	lessons start/finish at...
la récré/la pause-déjeuner dure...	break lasts/lunch-time lasts...
Je suis membre du club de musique c'était...	I am a member of the music club it was...
C'est bon/mauvais pour la santé	It's good/bad for your health
Pour garder la forme, il faut faire/manger/boire/éviter...	To keep fit, you have to do/eat/drink/avoid...
Le tabac cause... /L'alcool cause...	Tobacco/Alcohol causes...
Mon oncle a arrêté de fumer il y a six mois	My uncle quit smoking six months ago

Key Vocabulary

Les verbes

apprendre	to learn
comprendre	to understand
se droguer	to take drugs
enseigner	to teach
éviter	to avoid
étudier	to study
faire de son mieux	to do one's best
faire un régime	to be on a diet
fumer	to smoke
mâcher	to chew
se moquer de	to make fun of
passer un examen	to take an exam
porter	to wear
réussir	succeed

Les adjectifs

amusant(e)	fun/enjoyable
équilibré(e)	balanced
facile	easy
fatigué(e)	tired
gentil(le)	nice/kind
gras(se)	fatty
intéressant(e)	interesting
malsain(e)	unhealthy
obligatoire	compulsory
pénible	annoying
sain(e)	healthy
sucré(e)	sugary
serviable	helpful
stressant(e)	stressful
utile	useful
varié(e)	varied

Key Vocabulary

Les noms

l'alcool (m)	alcohol
l'alimentation (f)	the food
les bijoux	jewellery
le cours	the lesson
la drogue	the drugs
les devoirs	the homework
l'égalité	equality
la forme	fitness
l'harcèlement	bullying
l'instituteur /l'institutrice (f)	primary school teacher
les matières	the subjects
le maquillage	the make-up
la mode	fashion
l'obésité (f)	obesity
l'odeur (f)	the smell
la pause-déjeuner	the lunch break
la punition	the punishment
la récréation	the break
les règlements (m)	the rules
le repas	the meal
la retenue	the detention
la salle de classe	classroom
la santé	health
le sommeil	sleep
le tabac	tobacco
le tabagisme	addiction to smoking
le/la toxicomane	the drug addict
le trimestre	the term
l'uniforme scolaire	the school uniform

Theme 3 Current and future study and employment/Theme 2 Local, national, international and global areas of interest Unit 7 Au collège GCSE Foundation French Knowledge Organiser

Key Verbs

	Présent	Passé Composé	Imparfait	Futur
faire - to do	je fais; il/elle fait; nous faisons;	j'ai fait; il/elle a fait; nous avons fait	je faisais; il/elle faisait; nous faisions	je ferai; il/elle fera; nous ferons;
être - to be	je suis; il/elle est; nous sommes ;	j'ai été; il/elle a été; nous avons été ;	j'étais ; il/elle était; nous étions;	je serai; il/elle sera; nous serons
avoir - to have	j'ai; il/elle a; nous avons;	j'ai eu; il/elle a eu; nous avons eu;	j'avais; il/elle avait; nous avions;	j'aurai; il/elle aura; nous aurons;
aller - to go	je vais; il/elle va; nous allons;	je suis allé(e); il est allé, elle est allée; nous sommes allé(e)s;	j'allais; il/elle allait; nous allions;	j'irai; il/elle ira; nous irons;
fumer – to smoke	je fume; il/elle fume; nous fumons	j'ai fumé; il / elle a fumé; nous avons fumé	je fumais ; il/elle fumait ; nous fumions	je fumerai; il/elle fumera; nous fumerons
étudier – to study	j'étudie ; il/elle étudie ; nous étudions	j'ai étudié ; il/ elle a étudié ; nous avons étudié	j'étudiais ; il/elle étudiait ; nous étudions	j'étudierai ; il/elle étudiera ; nous étudierons

Key Questions – possible role-play, photocard, general conversation questions

- Ton collège est comment ? What is your school like?
- Tu étudies quelles matières ? Which subjects do you do?
- Quelle est ta matière préférée ? What is your favourite subject?
- Comment sont tes profs ? What are your teachers like?
- Comment était ton école primaire ? What was your primary school like?
- Décris les règlements scolaires. Describe the school rules.
- Tu as fait une sortie ou un voyage scolaire ? Have you been on a school trip?
- Quels sont les problèmes les plus graves au collège, a ton avis ? What are the most serious problems at school, in your opinion?
- Qu'est-ce que tu vas faire pour garder la forme ? Are you for against school uniform?
- Qu'est-ce que tu vas faire pour être en bonne forme ? What are you going to do to stay fit?
- Quels sont les dangers de la cigarette/de l'alcool ? What are the dangers of drugs and alcohol?

Tricky Spellings

Il faut	Make sure this is distinct from 'il fait'.
le cours	Check: masculine, with "s"
la cour (playground)	Check: feminine, no "s"
je préfère	Check the accents
préférée(e)	Check the accents
l'alcool	alcohol
équilibré(e)	balanced
nous mangeons	we eat
régulièrement	regularly
en retard	late
l'alimentation	food
le tabac	tobacco
fumer	to smoke
trop	too (much/many)
il faut	it is necessary to
j'étudie	I study
l'alcool	alcohol

Tricky Pronunciation

late	too (much/many)
food	it is necessary to
tobacco	I study
to smoke	alcohol

False Friends

- passer un examen to take an exam
- réussir un examen to pass an exam
- la journée scolaire the school day
- le conseil advice
- le directeur/la directrice headteacher
- la fumée smoke
- garder to keep



Useful Grammatical structures

- Remember that you need the le/la/les with the subject when giving your opinion but not with j'ai
- Use direct object pronouns to avoid repeating nouns.
- Examples: Je le déteste (I hate it/him (m)). Je la déteste (I hate it/her (f)). Je les aime (I like it/them (pl))
- Use the **infinitive** after these key constructions: **il faut** (you should); **il ne faut pas** (you shouldn't); **on doit / on ne doit pas** (one must/one mustn't); **il est interdit de** (it is forbidden to).
- Use **quantifiers** to quantify an adjective. Examples include: assez (quite); plutôt (rather); un peu (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: vraiment (really); très (very); particulièrement (particularly); totalement (totally); complètement (completely); si (so).
- Use **comparatives** to compare two or more items. Examples include: plus/moins/aussi sain que... (more/less/as healthy as...)
- Use **negatives** to negate a sentence. Place them around the verb, e.g. je ne joue pas au foot (I don't play football); je ne joue jamais au foot (I never play football); however je n'ai pas joué au foot (I didn't play football)
- Use the **imperfect** to talk about primary school and clubs you use to go to.
- Use the **simple future** to express how you will improve your lifestyle in the future.

Key Ideas



- Les matières, ton emploi du temps et tes opinions.
- Ce que tu étudies et ce que tu vas étudier dans le futur
- Points forts et points faibles
- Opinions des professeurs
- La journée scolaire et les installations dans ton collège
- Règlements scolaires.
- Les différences entre la vie scolaire en Angleterre et la vie scolaire en France.
- Ton opinion de l'uniforme scolaire
- L'importance d'une vie saine
- Les facteurs qui incitent à fumer / boire de l'alcool / se droguer
- Les dangers du tabagisme / de l'alcool / de la drogue.
- Les activités et les clubs (présent, passé, futur)
- Les aspects d'un échange scolaire.

Key Vocabulary

Les verbes		
abolir	to abolish	
améliorer	to improve	
apprendre	to learn	
assister à	to attend	
comprendre	to understand	
échouer	to fail	
empêcher	to get in the way of/ to prevent	
s'enivrer	to get drunk	
s'entraîner	to train	
enseigner	to teach	
être obligé(e) de + infinitive	to be obliged to	
étudier	to study	
s'exprimer	to express oneself	
faire de son mieux	to do one's best	
mâcher	to chew	
se moquer de	to make fun of	
porter	to wear	
perdre	to lose	
redoubler	to retake a year	
réussir	to succeed	

Les adjectifs

accro	addicted
alcoolique	alcoholic
dégoûtant(e)	disgusting
délabré(e)	dilapidated
démodé(e)	old-fashioned
déprimé(e)	depressed
inutile	useless
ivre	drunk
nocif	harmful

Key Phrases

Je suis d'avis que l'anglais est plus important que le commerce.
I am of the opinion that English is more important than business.

ça m'ennuie/ça m'intéresse/ça m'énerve
it bores me/it interests me/it annoys me

je suis fort(e) /faible en... I am good/weak at...

J'ai de bonnes notes/de mauvaises notes en français
I have good/bad marks in French

Je fais des progrès en physique mais j'ai peur d'échouer en maths.
I'm making progress in physics, but I'm frightened of failing in maths

les cours commencent/finissent à... lessons start/finish at...

je fais partie de l'équipe de natation... I'm part of the swimming team

il est interdit de + infinitive - it is forbidden to

j'ai le droit de + infinitive - I have the right to

je n'ai pas confiance en moi I have no confidence in myself

je me suis trompé(e) - I made a mistake

Certains boivent de l'alcool à cause de la pression du groupe / Certains boivent pour oublier leurs problèmes. Some people drink alcohol because of peer pressure/to forget about their problems.

obligatoire	compulsory
pénible	annoying/painful
serviable	helpful
Les noms	
les affaires (f)	belongings
les bijoux (m)	jewellery
le bruit	the noise
le comportement	the behaviour
le conseil	advice
la crise cardiaque	the heart attack
le cours	the lesson
les devoirs (m)	the homework
le directeur /la directrice	the headteacher
l'équipe	the team
le harcèlement	bullying
l'instituteur (m) / l'institutrice (f)	the primary school teacher
l'instruction civique (f)	citizenship
les langues vivantes (f)	modern languages
les matières	the subjects
le maquillage	make-up
la nourriture bio	organic food
la pause-déjeuner	the lunch break
la punition	the punishment
la récréation	the break
les règlements (m)	the rules
la rentrée	the start of the school year
la retenue	detention
le salle de classe	the classroom
la santé	health
le sommeil	sleep
le tabagisme	addiction to smoking
le/la toxicomane	the drug addict
le trimestre	the term
l'uniforme scolaire	the school uniform

Key Verbs

	Présent	Passé Composé	Imparfait	Futur	Conditionnel
faire - to do	je fais; il/elle fait; nous faisons; ils/elles font	j'ai fait; il/elle a fait; nous avons fait; ils/elles ont fait	je faisais; il/elle faisait; nous faisions; ils/elles faisaient	je ferai; il/elle fera; nous ferons; ils/elles feront	je ferais; il/elle ferait; nous ferions; il/elle ferait
être - to be	je suis; il/elle est; nous sommes; ils/elles sont	j'ai été; il/elle a été; nous avons été; ils/elles ont été	j'étais; il/elle était; nous étions; ils/elles étaient	je serai; il/elle sera; nous serons; ils/elles seront	je serais; il/elle serait; nous serions; ils/elles seraient
avoir - to have	j'ai; il/elle a; nous avons; ils/elles ont	J'ai eu; il/elle a eu; nous avons eu; ils/elles ont eu	j'avais; il/elle avait; nous avions; ils/elles avaient	j'aurai; il/elle aura; nous aurons; ils/elles auront	j'aurais; il/elle aurait; nous aurions; ils/elles auraient
aller - to go	je vais; il/elle va; nous allons; ils/elles vont	je suis allé(e); il est/ elle est allé(e); nous sommes allé(e)s; ils/elles sont allé(e)s	j'allais; il/elle allait; nous allions; ils/elles allaient	j'irai; il/elle ira; nous irons; ils/elles iront	j'irais; il/elle irait; nous irions; ils/elles iraient

Theme 3 Current and future study and employment/Theme 2 Local, national, international and global areas of interest Unit 7 Au collège GCSE Higher French Knowledge Organiser

Key Questions – possible role-play, photocard, general conversation questions

1. **Décris tes matières.** Describe your subjects
2. **Comment est ton collège en comparaison de ton école primaire ?** What is your secondary school like compared to your primary school?
3. **Comment sont tes professeurs ?** What are your teachers like?
4. **Qu'est-ce que tu fais pour rester en forme et en bonne santé ?** What do you do to stay fit and healthy?
5. **Quels clubs faisais-tu quand tu étais petit(e) ?** What clubs did you do when you were little?
6. **Qu'est-ce que tu voudrais étudier dans le futur ?** What do you want to study in the future?
7. **Si tu avais le choix, que changerais-tu au collège ?** If you had the choice, what would you change at school?
8. **Que penses-tu du tabagisme/de la drogue/de l'alcool ?** What do you think of smoking/drugs/alcohol?

Tricky Spellings

alcoolique	No 'h'
le cours	Check: masculine, with 's'
je préfère	Check the accents
préfér(e)	Check the accents
régulièrement	regularly

Tricky Pronunciation

en retard	late
alcoolique	alcoholic
le conseil	advice
la consommation	consumption/usage
le tabagisme	addiction to smoking

False Friends

passer un examen to take an exam
réussir un examen to pass an exam
avoir raison to be right
la journée scolaire school day
le conseil advice

Idiomatic phrases

c'est simple comme bonjour it's as easy as pie
c'est du gâteau it's a piece of cake!
j'en ai marre I am fed up with it



Advanced Grammatical structures

Use **relative pronouns** to link sentences together, e.g. **qui (who/which); que (that/which); dont (whose); où (where)**. Use **ce qui (which/that)** as the subject of a subordinate clause and **ce que (which/that)** as the object of a subordinate clause.

Use **negatives** to negate a sentence. Place them around the verb, e.g. **je ne joue pas au foot (I don't play football); ne... jamais (never); ne ... plus (no longer); ne... rien (nothing/anything); ne personne (anybody); ne... que (only); ne... ni... ni ... (neither); ne... aucun(e) (not a single)**. Be mindful of negative past tense: **je n'ai pas joué, je ne suis pas allé(e)**.

Use the **conditional** tense to say what you would do. Use the future tense stem and the imperfect endings: **j'aimerais; to aimerais; ti/elle/on aimerait; nous aimerions; vous aimeriez; ils/elles aimeraient**.

Use the **third person singular and plural of the verb (il/elle, ils/elles form)** to talk about others. Use **comparatives** to make comparisons. Examples: **plus...que (more than) moins...que (less than) and aussi...que (as...as..)**

Use **modal verbs** to express what you have to do. Examples: **il faut (you have to) il est interdit de (it is forbidden to)**

Use the **imperfect** to talk about primary school and clubs you use to go to. E.g. **Avant, j'allais au club de foot.**

Use the **simple future** to express how you will improve your lifestyle in the future. E.g. **À l'avenir, je ferai du sport tous les jours.**

Use the **pronoun 'on'** to refer to 'we' in all 3 time frames. It has the same verb endings as il/elle.

Ways to practise vocabulary: 1. Look cover, write check 2. Log onto Memrise 3. Log onto Seneca Learning 4. Log onto Language gym

Key Ideas

- Les emplois qui t'intéressent et pour quoi
- Les métiers de tes parents
- Tes ambitions pour le futur
- Comment postuler pour un travail
- Ton petit boulot et les tâches ménagères
- Comment postuler pour un emploi
- Ton stage en entreprise



Key Vocabulary

Les adjectifs	pleasant	monotone	monotonous
agréable	well organised	responsible	responsible
bien organisé(e)	utile	useful	useful
fatigant(e)	varifié(e)	varied	varied
mal/bien payé			

Key Phrases

J'ai décidé que je voudrais être professeur.
I have decided I would like to be a teacher.

Je voudrais devenir/travailler comme pompier/ère
I would like to become/work as a fireman/woman.

Mon père/Ma mère est électricien(ne) My dad/mom is an electrician.
Je voudrais faire un métier créatif. I would like to do a creative job

À l'avenir je rêve d'aller à la fac.
In the future I dream of going to university ...

J'espère visiter d'autres pays. I hope to visit other countries.
Mes parents me donnent dix livres par semaine.
My parents give me £10 a week.

J'ai fait mon stage en entreprise dans un petit bureau où j'ai fait des photocopies. C'était assez monotone. I did my work experience in a little office where I did photocopying. It was quite boring.



Les verbes

devenir	to become
être	to be
faire	to do
gagner	to earn
nettoyer	to clean
quitter	to leave
postuler	to apply
rêver	to dream
travailler	to work

Les noms

l'avenir	the future
une année sabbatique	a gap year
l'apprentissage (m)	the apprenticeship
le boulot	the job, work
le commerce	the business
le chômage	unemployment
l'entretien (m)	the interview
une formation	a training course
les horaires (m)	hours of work
le patron / la patronne	the boss
le permis de conduire	driving license
les qualités personnelles	personal qualities
le travail bénévole	voluntary work
le tour de monde	the world tour
le travail	work
l'université/la fac	university

Les métiers

avocat(e)	lawyer
caissier/-ère	cashier
coiffeur/-euse	hairdresser
comptable	accountant
créateur/-trice de mode	fashion designer
directeur/-trice	director
employé(e) de bureau	office worker
facteur/trice	postal worker
professeur(e)	teacher
infirmier/-ère	nurse
informaticien(ne)	computer scientist
ingénieur(e)	engineer
maçon(ne)	builder
mécanicien(ne)	mechanic
médecin	doctor
vétérinaire	vet

Les lieux de travail

dans un bureau	in an office
dans un commissariat	in a police station
dans un collège	in a school
dans un garage	in a garage
dans un hôpital	in a hospital
dans un magasin	in a shop
dans un salon de coiffure	in a hair dressers
dans une boulangerie	in a bakery
à bord d'un avion	on board a plane

Les boulots et les tâches ménagères

je passe l'aspirateur	I Hoover
je fais la vaisselle	I do the washing up
je lave la voiture	I wash the car
je tonds la pelouse	I cut the grass
je promène le chien	I walk the dog
je sers les clients	I serve clients
je remplis les rayons	I stack the shelves
je fais du babysitting	I do the baby sitting
je livre des journaux	I deliver newspapers

Theme 3 Current and future study and employment Unit 8 Bon Travail GCSE Foundation French Knowledge Organiser

Key Verbs

	Présent	Passé Composé	Futur	Conditionnel
faire - to do	je fais; il/elle fait; nous faisons	j'ai fait; il/elle a fait; nous avons fait	je ferai; il/elle fera; nous ferons	je ferais; il/elle ferait; nous ferions
être - to be	je suis; il/elle est; nous sommes	j'ai été; il/elle a été; nous avons été	je serai; il/elle sera; nous serons	je serais; il/elle serait; nous serions
travailler - to work	je travaille; il/elle travaille; nous travaillons	j'ai travaillé; il/elle a travaillé; nous avons travaillé	je travaillerai; il/elle travaillera; nous travaillerons	je travaillerais; il/elle travaillerait; nous travaillerions
vouloir - to want to	je veux; il/elle veut; nous voulons;	j'ai voulu; il/elle a voulu; nous avons voulu	je voudrai; il/elle voudra; nous voudrions;	je voudrais; il/elle voudrait; nous voudrions

Tricky Spellings

à l'étranger	Check the accents.
déjà	Check the accents.
le boulot	Check the vowels.

Tricky Pronunciation

travailler	to work
l'emploi (m)	job

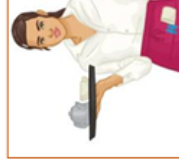
False

- Friends
- médecin
- doctor
- un stage
- a work experience
- l'emploi job
- le patron
- /la patronne boss



Key Questions – possible role-play, photocard, general conversation questions

- Tu as fait un stage en entreprise ?** Have you done work experience?
- Tu as un petit boulot ?** Do you have a part-time job?
- Quel métier aimerais-tu ? Pourquoi ?** What job would you like? Why?
- Que font tes parents dans la vie ?** What do your parents do?
- Quel est ton emploi idéal ?** What is your ideal job?
- Que voudrais-tu faire à l'avenir ? Pourquoi ?** What would you like to do in the future and why?



Advanced Grammatical structures

Personalise the opinions of other people, e.g. **d'après lui / elle** (according to him/her); **à son avis** (in his/her opinion).

Omit the article when saying which job you do, e.g. **mon père est serveur** (my dad is a waiter); **je voudrais devenir actrice** (I would like to become an actress).

Be clear on the differences between **male and female jobs**, e.g. **acteur / actrice ; musicien / musicienne ; boucher / bouchère ; coiffeur / coiffeuse**.

Use a **variety of verbs followed by the infinitive to express future plans**. Examples: **je veux** (I want); **j'espère** (I hope) **je voudrais** (I would like).

Use **qui** (who, which or that) to extend your sentences. Example: Le secteur qui m'intéresse c'est le commerce (the area that interests me in business)

Use the **future tense** to express future plans. Form the future tense by using the infinitive of the verb **plus** the following endings: **je passerai, il passera, elle passera, nous passerons, ils/elles passeront**.

Use a **variety of tenses when applying for jobs**.

Ways to practise vocabulary: 1. Look cover, write check 2. Log onto Memrise 3. Log onto Seneca Learning 4. Log onto language gym

Key Ideas

- Les secteurs qui t'intéressent / ne t'intéressent pas et pourquoi
- Les secteurs de travail et les orientations qui t'attirent
- Ton métier idéal et pourquoi
- Tes ambitions pour le futur
- Comment postuler pour un travail
- Ton petit boulot et les tâches ménagères
- Ton stage en entreprise



Key Vocabulary

Les adjectifs	Les verbes
affreux/euse	mal/bien payé
créatif/ive	monotone
enrichissant(e)	satisfaisant(e)
fatigant(e)	stimulant(e)
gratifiant(e)	stressant(e)
	to fancy
	to have the intention of
	to decide
	to become
	to get on with (people)
	to hope
	to be
	to be in the middle of
	to be passionate about
	to be busy/in charge of
	to do
	to earn
	to be interested in
	to wash
	to prefer
	to apply
	to mow
	to receive
	to fill in/ stack
	to dream
	to want to

Key Phrases

Ma mère est professeure et d'après elle c'est un travail gratifiant mais fatigant. My mum is a teacher and according to her it is a rewarding but tiring job.

Je voudrais être vétérinaire car je suis fort(e) en biologie et je préférerais travailler avec les animaux. I would like to be a vet because I am good at biology and I would prefer to work with animals.

Mon rêve serait de faire carrière dans... My dream would be to have a career in...

Lorsque j'étais plus jeune je rêvais d'être infirmier/ère. When I was younger I dreamed of being a nurse.

Mon ambition/ but est de trouver un poste dans... My ambition/aim is to find a job in...

Avant de continuer mes études j'ai envie de faire le tour de monde. Before continuing with my studies, I fancy touring the world.

Après avoir terminé mes examens, j'ai l'intention de faire du travail bénévole. After finishing my exams, I have the intention of volunteering.

Je rêve d'aller à la fac mais il faut que je fasse mes examens d'abord. I dream of going to university but I must do my exams first.

J'ai fait mon stage en entreprise dans un petit bureau où je m'occupais des photocopies. C'était assez monotone. I did my work experience in a little office where I was in charge of photocopying. It was quite boring.

Je suis en train de préparer mes examens de GCSE. I am in the middle of preparing for my GCSEs.

Les noms (continued)

une annonce	an advert
l'apprentissage	the apprenticeship
l'aspirateur	the Hoover
le baccalauréat	French exams at 18
le boulot	the job, work
le chômage	unemployment
le commerce	business
le concours	the competition
l'embauche (f)	the recruitment
l'entretien (m)	the interview
une formation	a training course
les horaires (m)	the hours of work
le patron / la patronne	the boss
la pelouse	the lawn
le permis de conduire	the driving licence
les qualités personnelles	the personal qualities
les rayons	the shelves (in a shop)
travail bénévole	voluntary work
le tour de monde	the world tour
le travail	the work
l'université/la fac	the university
la vaisselle	the dishes
Les métiers	
caissier/-ère	cashier
coiffeur/-euse	hairdresser
créateur/-trice de mode	fashion designer
directeur/-trice	director
employé(e) de bureau	office worker
facteur/trice	postal worker
la femme/l'homme (m)	housewife/househusband
au foyer	at home
fonctionnaire	civil servant
infirmier/-ère	nurse
informaticien(ne)	computer scientist
ingénieur(e)	engineer
maçon(ne)	builder
mécanicien(ne)	mechanic
médecin	doctor

Key Verbs

	Présent	Passé Composé	Imparfait	Futur	Conditionnel
faire - to do	je fais; il/elle fait; nous faisons; ils/elles font	j'ai fait; il/elle a fait; nous avons fait; ils/elles ont fait	je faisais; il/elle faisait; nous faisions; ils/elles faisaient	je ferai; il/elle fera; nous ferons; ils/elles feront	je ferais; il/elle ferait; nous ferions; il/elle ferait
être - to be	je suis; il/elle est; nous sommes; ils/elles sont	j'ai été; il/elle a été; nous avons été; ils/elles ont été	j'étais; il/elle était; nous étions; ils/elles étaient	je serai; il/elle sera; nous serons; ils/elles seront	je serais; il/elle serait; nous serions; ils/elles seraient
travailler - to work	je travaille; il/elle travaille; nous travaillons; ils/elles travaillent	j'ai travaillé; il/elle a travaillé; nous avons travaillé; ils/elles ont travaillé	je travaillais; il/elle travaillait; nous travaillions; ils/elles travaillaient	je travaillerai; il/elle travaillera; nous travaillerons; ils/elles travailleront	je travaillerais; il/elle travaillerait; nous travaillerions; ils/elles travailleraient
vouloir - to want	je veux; il/elle veut; nous voulons; ils/elles veulent	j'ai voulu; il/elle a voulu; nous avons voulu; ils/elles ont voulu	je voulais; il/elle voulait; nous voulions; ils/elles voulaient	je voudrai; il/elle voudra; nous voudrions; ils/elles voudront	je voudrais; il/elle voudrait; nous voudrions; ils/elles voudraient

Key Questions – possible role-play, photocard, general conversation questions

Tu as fait un stage en entreprise ? Have you done work experience?

Tu as un petit boulot ? Do you have a part-time job?

Quel genre de travail aimerais-tu ? What type of work would you like?

Que font tes parents dans la vie ? What do your parents do?

Quel est ton emploi idéal ? What is your ideal job?

Que voudrais-tu faire à l'avenir ? Pourquoi ? What would you like to do in the future and why?



Tricky Spellings

à l'étranger	Check the accents.
déjà	Check the accents.
je deviendrais	Check the vowels.
il / elle rêvait d'être	Check the accents/ apostrophes.

False Friends

médecin	doctor
stage	work experience
le patron/ la patronne	boss
travailler	to work
travail	a job

Idiomatic phrases:

voler de mes propres ailes



Theme 3 Current and future study and employment Bon Travail GCSE Higher French Knowledge Organiser

Advanced Grammatical structures

Personalise the opinions of other people, e.g. **d'après lui / elle** (according to him/her); **il / elle dirait que** (he/she would say that); **a son avis** (in his/her opinion).

Omit the article when saying which job you do, e.g. **mon père est serueur** (my dad is a waiter); **je voudrais devenir actrice** (I would like to become an actress).

Be clear on the differences between **male and female jobs**, e.g. **acteur / actrice**; **musicien / musicienne**; **boucher / bouchère**; **coiffeur / coiffeuse**.

Use the **future tense** to express future plans. Use the immediate future (**aller + infinitive**), or form the future tense by using the infinitive of the verb plus the future endings.

Use the **conditional** to express your wishes for the future.

Use the **subjunctive** to describe how your wishes may differ from your parents/carers. Example: elle veut que je devienne... (she wants me to become); ils disent qu'il faut qu'on soit mariés (they say we must be married); ils veulent que j'aille directement à la fac (they want me to go straight to university).

Use **après 'avoir/être de' + past participle** to say 'after having done something'. Example: Après avoir pris une année sabbatique (after having taken a gap year), après être allé(e) à la fac (after having been to university).

Use **'avant de' + infinitive** to express before doing something.

Exemple: Avant de continuer mes études... (before continuing with my studies)

Remember in the **perfect tense direct object pronouns go in front of avoir or être**. Example: Je l'ai appris (I learnt it).

When referring to the future use **'lorsque' / 'quand'** (when).

French	Meaning	First guess	Checked in a dictionary	After learning	Reviewed
à l'heure	On time				
l'an (m)/ l'année (f)	Year				
après-demain	After tomorrow				
l'après-midi	Afternoon				
aujourd'hui	today				
avant-hier	The day before yesterday				
bientôt	Soon				
demain	Tomorrow				
dernier/dernière	Last				
en ce moment	At the moment				
en retard	Late				
hier	yesterday				
il y a (2 mois)	...ago (2 months)				
le jour/ la journée	The day				
le lendemain	The day after				
le matin	On The morning				
la nuit	At night				
prochain(e)	next				
le soir	On the evening				

French		First guess	Checked in a dictionary	After learning	Reviewed
chaque	each				
d'habitude	Usually				
de temps en temps	From time to time				
déjà	already				
de nouveau	again				
en train de (faire)	In the process of				
encore une fois	Once more time				
une fois	once				
longtemps	longtime				
maintenant	now				
normalement	normally				
parfois	sometimes				
par mois	Per month				
par semaine	Per week				
quelquefois	sometimes				
rarement	rarely				
souvent	often				
toujours	always				
tous les jours	everyday				
tout de suite	Straigh away				

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

French		First guess	Checked in a dictionary	After learning	Reviewed
absolument	Absolutely				
ça dépend	It depends				
ça m'énerve	It annoys me				
ça me fait rire	It makes me laugh				
ça me plaît	It pleased me/ I like it				
ça m'est égal	I am not bothered				
ça ne me dit rien					
ça suffit	enough				
croire	To believe				
espérer	To hope				
étonner	To be surprised				
franchement	Franckly				
(s')intéresser à	To be interested in				
(en avoir) marre	To be fed up of				
(moi) non plus	Me neither				
penser	To think				
peut-être	Maybe				
sembler	To seem				
supporter	To support				
vraiment	Really				

French		First guess	Checked in a dictionary	After learning	Reviewed
affreux/affreuse	awful				
agréable	Pleasant				
amusant(e)	fun				
barbant(e)	Boring				
beau/belle	beautiful				
cher/chère	Expensive/dear				
chouette	cool				
compliqué(e)	complicated				
content(e)	happy				
désagréable	Unpleasant				
drôle	funny				
embêtant(e)	Annoying				
ennuyeux/ennuyeuse	Boring				
facile	easy				
faible	weak				
formidable	Great/formidable				
génial(e)	Great				
grave	serious				
habile	Able				
intéressant(e)	Interesting				

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

French		First guess	Checked in a dictionary	After learning	Reviewed
inutile	Useless				
incroyable	unbelievable				
inquiet/inquiète	Worried				
joli(e)	beatiful				
laid(e)	ugly				
marrant(e)	funny				
mauvais(e)	bad				
merveilleux/ merveilleuse	marvalous				
mignon/ mignonne	cute				
moche	ugly				
nouveau/ nouvelle	new				
nul/nulle	rubbish				
parfait(e)	perfect				
passionnant(e)	Exciting				
pratique	pratical				
ridicule	ridiculous				
rigolo	funny				
sage	wise				
sensass	Great				
utile	Useful				

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20



1. Creation of the Weimar Republic

- Germany loses WW1 (2 million dead, huge debt & 700,000 civilians starve) People VERY unhappy.
- Kaiser Wilhelm II abdicates and Weimar Republic created in Aug 1919.
- 11/11/1918 - Weimar Republic signs armistice ending WWI. Germans feel stabbed in the back and call Weimar the November Criminals.



3. The Treaty of Versailles

Weimar forced to accept Treaty of Versailles and the German people called it a '*Diktat*' and hated it.

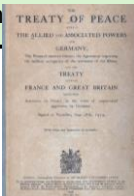
Land - lost 10% of land and 13% population. Ruins economy and rips up Germany, splits up population.

Army - 100,000 men, conscription banned, no air force, 6 battleships.

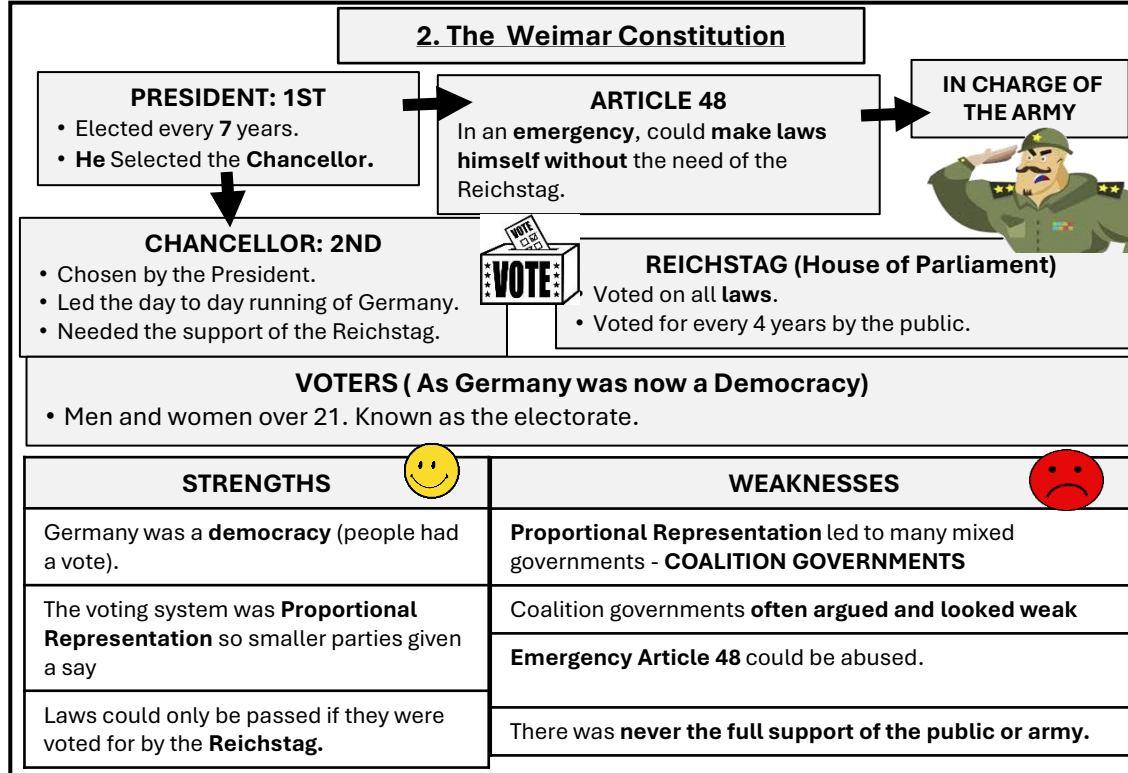
Money - Had to pay £6.6 billion in reparations.

Blame - Article 231: War Guilt Clause. Germany had to accept full blame for the war.

Caused intense hatred from Germans as they feel humiliated and believed treaty had destroyed Germany.



2. The Weimar Constitution



4. Challenges to the Weimar Republic

The Spartacist Revolt (LEFT WING)

Who? The German Communist Party (KPD) & Spartacist League.
Led by? Rosa Luxemburg (Red Rosa) and Karl Liebknecht.
Strength? They had money & support from Russia, 40,000 members, published 33 daily newspapers.
When? January 1919,
Why did they 'revolt'? Ebert sacked the police chief of Berlin.
What did they do? 100,000 workers protested & went on strike. Took over government newspapers. **How did the Weimar Government react?** Ebert sent in the **Freikorps** to stop the protests. The leaders were arrested and shot.

The Freikorps and Kapp Putsch (RIGHT WING)

Who were the Freikorps? Ex-WWI soldiers. Ebert organised them into a 'free-army' or Freikorps. 250,000 of them. Leader = Wolfgang Kapp.
So WHY did they challenge the Weimar Republic? Ebert needed them BUT they were getting too powerful - Ebert wanted to reduce their size.
When? March 1920
What did they do? They attempted a **putsch**. They marched on Berlin, took control and the Weimar government fled.
How did Ebert stop the take over? Told the workers of Berlin to go on strike and bring the country to a halt. They did and it proved to Kapp that he did not have enough support.

KEY TERMS:
CONSTITUTION - a set of rules about how the country is run.
REICHSTAG - An elected group of politicians. Equivalent to the House of Parliament - responsible for deciding on laws.
COALITION - More than one political party ruling the country.
DIKTAT - A dictated (forced) peace.
REPARATIONS - Fines
EBERT - Leader of the Weimar Republic.

5. The Ruhr Crisis

The German government was struggling to pay reparations to France and were unable to send them the coal from the Ruhr coalfields that had been promised in the TofV. So, the French sent in troops and confiscated the coal from the Ruhr.

How did the Weimar government react?

German workers went on **strike** as the Weimar government did not want any violence. This would stop France from being able to take supplies.

How did this affect Germany?

The French occupation **crippled Germany** as the Ruhr contained **80%** of all German **iron, coal and steel** reserves.

It led to more **debt**.

More Germans **lost jobs**... increasing unemployment.



6. Hyperinflation



Hyperinflation is when prices rise rapidly whilst value of money drops. This leads to prices rising: Bread was 1 mark in 1919, but it cost 200,000 billion marks in 1923.

What were the effects of this?

- 1. Normal living became impossible:** Workers paid twice a day to cope with the amount of money, **theft** increased as Germans could not afford the goods.
- 2. Shortages of food and goods:** Foreign countries did not want to **trade** with Germany so this led to even more shortages of food and other essential goods.
- 3. The rich and middle classes lost the value of their savings:** Those who had saved money found it was worth little.

Did anyone benefit? **Yes**

Foreign visitors could buy a very cheap holiday and buy a huge amount with their foreign money – the Germans hated being taken advantage of like this.

8. Weimar Culture and Society

Women:

- Now enjoyed equal rights in voting, marriage & work.
- Enjoyed social freedoms such as; fashion, smoking and drinking
- Wages were still below that of men.



Standard of living:

- Wages increase by 25% from 1925-1928 and working hours decreased.
- In 1925, the government supported the building of 37,000 new homes. There were 10,000 more homes in Berlin.
- Pensions were now paid to 750,000 war veterans and 400,000 war widows
- The number of students in higher education increased.
- Unemployment was still high, but it was decreasing.



Culture:

- No censorship under Weimar Republic, there was freedom of speech.
- Encouraged new architecture.
- Golden Age of German cinema.



7. Stresemann and German Recovery

Aug 1923, Gustav Stresemann made Chancellor and he engineers the recovery of Germany, known as the '**Golden Age**' or '**Golden Years**'.

How does he help the economy?

- **Dawes Plan, 1924:** Gains \$25 billion in loans for German industries from America.
- **Rentensmark:** Sets up a new bank and a new currency to end Hyperinflation and reset prices. Foreign governments would now trade with Germany again.
- **Young Plan, 1929:** Reduces reparations from £6.6 billion to £2.2 billion.
- **Ruhr Crisis:** ends Ruhr strike, France leaves and German industry starts again, which allows Germany to make reparations payments.



How does he improve international relations?

- **Signs Locarno Treaty 1925** with UK/FR/BL to accept TofV and improved relations.
- Joins **League of Nations** to improve reputation of Germany.
- Signs **Kellogg Briand Pact, 1928**, with 64 countries to work for peace.



Political Stability:

Gets coalitions to work together so decisions can be made, meaning the government can actually worknow. People begin to have more faith in the government.



What were the risks?

Germany **VERY** reliant on US loans/money, this would cause **HUGE** problems if something goes wrong (1929, Wall Street Crash!)

Unemployment never went away, Middle Class never recovered from hyperinflation.



Timeline:

British convicts sent to Australia for the first time .	1717
Population starts to grow, along with the number of crimes being committed.	1750
The first modern prison, Millbank, opened in London .	1816
Sir Robert Peel creates the Metropolitan Police Force.	1829
Most criminals were sent to prison rather than being executed.	1848
Only four crimes are now punishable by death – murder, treason, arson and piracy .	1861
Last public hanging in Britain takes place.	1868
By this time, 239 separate police forces have been set up.	1870
Criminal Investigations Department (CID) is set up in London.	1877

Punishments:

Hanging - the most severe punishment for serious offences. At the start of the Victorian Period, executions were still carried out in public.

Transportation - An alternative punishment to hanging. Convicted criminals were transported to British colonies to serve their prison sentences.

Hard Labour - Prisoners would do hard work as their punishment. Hard Labour was often carried out in a prisoner's cell or under guard in silence.

Prison Hulks - They were originally used as holding prisons for people waiting to be transported, but a shortage of prisons meant they were used to house ordinary prisoners.

What was Whitechapel like in the 19th Century?

Overcrowded: Some houses would often have more than 3 families in.

Pollution: The wind carried smoke and gas fumes through the streets, *smog*.

Maze-like streets: These streets would get very dark as there was little street lighting.



Housing: Many people stayed in lodging houses temporarily.

Alcoholism: Alcohol was often cheaper and easier to access than water.

Orphans: Life expectancy was low and so children would often be left to care for themselves.

Immigration: There was tension between different groups of people.

Problems in policing Whitechapel:

Prostitution

With very few jobs available to women, some turned to prostitution to survive. By 1888, approximately 1200 prostitutes, vulnerable to violence, worked in brothels or on the streets.

Alcohol

Drunkenness frequently fuelled violence. Many alcoholics turned to crime to feed their habit.



Gangs

Alongside individual petty thieves, large professional gangs of thieves and pickpockets operated.

Protection rackets

Gangs demanded 'protection money' to 'protect' people's businesses. Refusal led to property damage and violence. Fear of these gangs meant people very rarely reported them to the police.

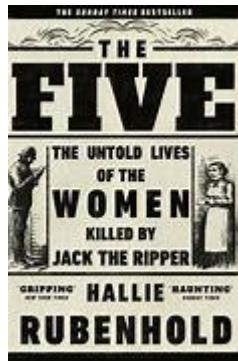
Jack the Ripper:

Jack the Ripper is the name given to a serial killer who murdered at least 5 women in the Whitechapel area in 1888.

Victims:

- May Ann 'Polly' Nichols
- Annie Chapman
- Elizabeth Stride
- Catherine Eddowes
- Mary Ann Kelly

Scholarship:



Hallie Rubenhold is an author, social historian and historical consultant.

In November 2019, her book *The Five: The Untold Lives of the Women Killed by Jack the Ripper* (2019) won the £50,000 Baillie Gifford Prize for Non-Fiction.

Problems with the media:

- 300 letters sent to the newspapers by men claiming to be the murderer.
- Illustrations of the events dramatized things.
- They sensationalised the events to whip up emotions, particularly fear.
- Newspapers often ridiculed and mocked the lack of police progress.

Police methods used in the Jack the Ripper investigation:

- Following up direct leads from the public.
- Using evidence from post-mortems and coroners' reports.
- Setting up soup kitchens.
- Going undercover in disguise.
- Using bloodhounds as sniffer dogs.



Physical Fieldwork Questions

- How do river characteristics change downstream?
- How does longshore drift affect beach profiles?
- What impact is erosion having at _____?
- Is flood management effective at _____?
- Does tourism has a positive impact on _____?

Human Fieldwork Questions

- Has regeneration being successful in _____?
- How does environmental quality vary in _____?
- How is traffic managed in _____?
- Do science parks have a positive impact in _____?
- Is there economic inequality between _____ and _____?

Types of data

	Primary Data Data you collect yourself	Secondary Data Data collected by someone else
PHYS	<ul style="list-style-type: none"> • River depth / width / velocity / discharge • Pebble size / beach gradient / pebble roughness • Photographs 	<ul style="list-style-type: none"> • Weather data • Erosion rates • OS maps – relief of the land / cliff locations
HUM	<ul style="list-style-type: none"> • Environmental quality survey • Questionnaires • Interviews • Traffic counts / Pedestrian counts • Photographs 	<ul style="list-style-type: none"> • Census data • House price data • Crime statistics • OS map – locations of services / houses / roads / buildings

Types of data

	Quantitative Data Data that is statistical / numbers	Qualitative Data Data that is descriptive
PHYS	<ul style="list-style-type: none"> • River depth / width / velocity / discharge • Pebble size / beach gradient • Weather data • Erosion rates 	<ul style="list-style-type: none"> • Photographs • Pebble roughness • OS maps
HUM	<ul style="list-style-type: none"> • Environmental quality survey • Traffic counts • Pedestrian counts • House price data • Crime statistics 	<ul style="list-style-type: none"> • Interviews • Questionnaires • OS maps • Photographs

River currents

Risk of powerful water and risk of slipping over.

All wore wellies and were told not to go in deep parts of the river. Stay in groups.

Uneven ground

Danger of falling over due to uneven footpaths.

All wearing sensible footwear. Not running and walking carefully over large rocks.

Weather

Wet weather is dangerous due to slippery groynes etc. Hot weather also poses the risk of dehydration.

Students advised to bring plenty of water and sun cream if the weather forecast is hot. If the weather forecast is wet, students are advised to bring appropriate clothing and footwear.

Unfamiliar areas

Getting lost in new environments.

Staying in groups. Carrying a phone and a map in case you do get lost.

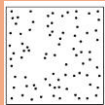
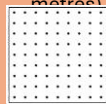

Traffic

Getting ran over by vehicles.

Use pedestrian crossings only when crossing the road.

Paper 3 Section B Unfamiliar Fieldwork (Paper

Sampling Strategies

	Advantages	Disadvantages
Random Sampling (Randomly choosing sites to collect data) 	<ul style="list-style-type: none"> • Not bias – each site has an equal chance of being picked. • Can easily be done with a large area. 	<ul style="list-style-type: none"> • Sites can get clustered together meaning data collection isn't representative. • May lead to sites that are inaccessible.
Systematic Sampling (picking sites every metres) 	<ul style="list-style-type: none"> • Gives a good representation of an area. • Easier to do than random sampling. 	<ul style="list-style-type: none"> • Can be time consuming. • Can be bias as not all sites have an equal chance of being selected. • May lead to sites that are inaccessible.
Stratified Sampling (picking sites by topic) 	<ul style="list-style-type: none"> • Flexible – fits with a lot of different enquiries. • Gives a good comparison of different areas. (Eg. Upper, middle and lower course). 	<ul style="list-style-type: none"> • Not suitable for something like a questionnaire. • Could lead to bias from the person picking the sites.

Enquiry Question

The question we were trying to answer by doing the fieldwork.

Data collection methods

The way in which we collected the data. EG. Measuring width, depth and velocity.

Data presentation methods

The type of graphs we used to present the data. EG. Bar, scatter, maps etc.

Accurate conclusions

When data is collected in the correct way that make what we find to be trustworthy.

Reliable conclusions

When there is enough data collected in an accurate way so we can trust the results.

Evaluating data collection methods

	Advantages	Disadvantages
River Data	Data is easy to compare downstream.	Current can make collection inaccurate.
Pebble data	See impacts of erosion.	Bias in selecting pebbles to measure.
Questionnaire	Understand people's opinions.	Timely to analyse People may lie.
Env Quality Survey	Gain info on a wide variety of factors. Number is easy to compare scores.	Subjective – based on your opinion so can be bias.
Counts (Traffic / pedestrian)	Understand how busy / popular an area is.	Can easily miscount by mistake if an area is really busy.

Improving data collection methods

Make it ACCURATE & RELIABLE (Enough data that we can trust what we find out)	Make it REPRESENTATIVE (Enquiry covers the whole area and not just a small part)
<ul style="list-style-type: none"> • Collect more data and generate an average – reduce the risk of anomalies. • Ask a wider variety of questions on a questionnaire. • If something is opinion based, consulting with other people to reduce bias. • Collect data at different times of day / year / weather conditions. 	<ul style="list-style-type: none"> • Collect data at more sites to cover a larger area – reduces the risk of anomalies. • Ask a lots of different people for a questionnaire to cover all ages / genders / ethnicities etc. • Collect data at different times of day / year / weather conditions.

Geography

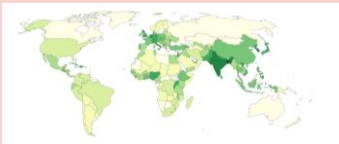
ANALYSING DATA

Mean	Add all data together and divide by the number of values.
Median	Put the data in numerical order and find the middle number.
Mode	Most common number.
Range	Highest number minus the smallest number.
Interquartile Range	Upper quartile value minus the lower quartile value. More accurate than the range as it removes the extreme values.

WHY?
 + Averages can remove the risk of anomalies skewing the data.
 + Easily see a general trend / what is most common in the data.
 + Easily compare changes between areas.

Choropleth Map

Uses different shades of colour / symbols to display different amounts.



Advantages: Easy to spot general trends.	Disadvantages: Not useful for showing total values.
--	---

Isoline map

Lines that join up values of the same value. (EG. Contour lines)



Advantages: Can easily compare areas of equal value.	Disadvantages: Can be difficult to read if lines are close together.
--	--

Dot Maps / Proportional Symbol Maps

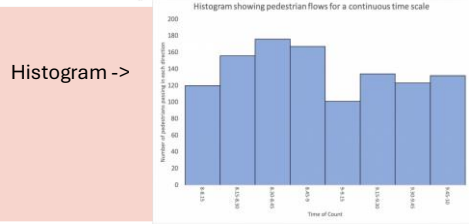
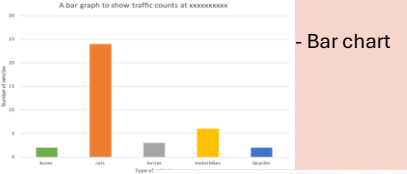
Dot maps show 1 dot per value. Proportional symbols are circles / symbols drawn at different sizes to represent different values.



Advantages: Easy to interpret general trends.	Disadvantages: Clustering can make them hard to read.
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Bar Chart / Histograms

Bar charts show continuous data whereas histograms show continuous data.

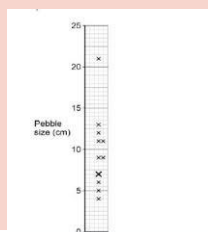


Advantages: Can see a clear comparison / trend.	Disadvantages: Does show the causes of trends.
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Paper 3 Section B Unfamiliar Fieldwork (Paper AQA)

Dispersion Graphs

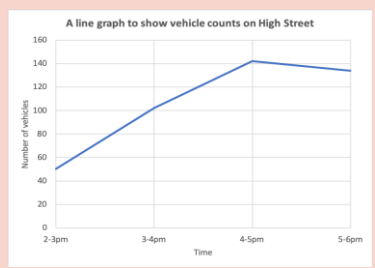
Takes a set of data and allows you to see if the data is grouped together or very different.



Advantages: Can easily spot anomalies in data.	Disadvantages: Can be time consuming to analyse.
--	--

Line Graph

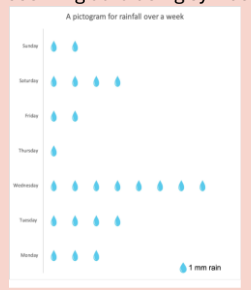
Line graph shows continuous data to show changes over time. There is always a dependent (the variable that isn't changed by other variables EG. time) and an independent variable (the variable that is changed by other variables (EG. The number of cars on the road)).



Advantages: Can show multiple sets of data.	Disadvantages: If too much data is plotted – hard to read.
---	--

Pictogram

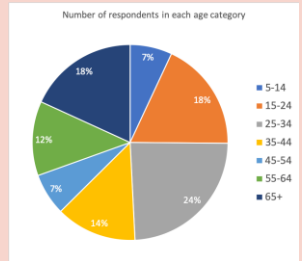
A way of presenting data using symbols.



Advantages: Easy to interpret / see trends.	Disadvantages: Not suitable for continuous data.
---	--

Pie Chart

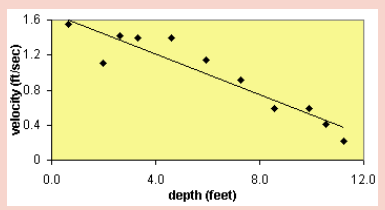
Divided circle useful for presenting a quantity that can be divided in to parts.



Advantages: Good to display parts of a whole.	Disadvantages: Can not be used to show trends.
---	--

Scatter Graphs

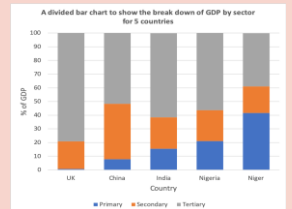
Investigated a link between 2 sets of data.



Advantages: Can draw a LOBF to see if there is correlation.	Disadvantages: Analysis of the correlation can be subjective.
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Divided Bar Chart

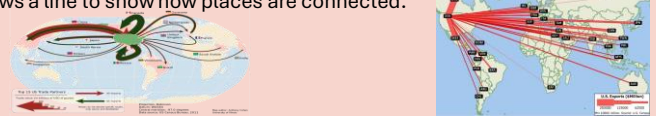
Columns of bar charts are sub-divided based on the information being displayed.



Advantages: Easy to see trends in large sets of data.	Disadvantages: Requires additional explanation.
---	---

Flow Line / Desire Line Maps

Flow lines show movement of something from one place to another. Desire lines shows a line to show how places are connected.



Advantages: Shows connections between places.	Disadvantages: Overlapping makes it hard to read.
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Geog your memory/ Hi-story Lane

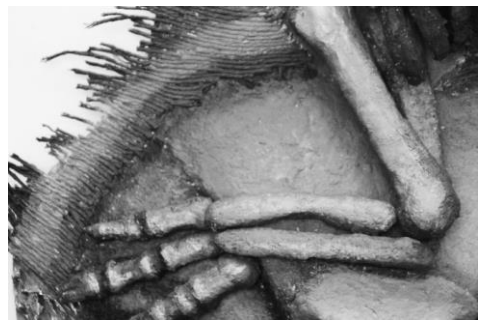
Use the LANES to recall key information about a particular topic, from from **History/ Geography**, without looking at the sheets. Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise. Continue this process until you can remember everything on the page.

SCULPTURE RELIEF – materials selection

AO2 – Experiment – explore a wide range of materials and techniques.

Demonstrate a very strong and sustained ability to experiment with a wide range of media, materials, techniques and processes.

Wire Mesh with tissue paper – light delicate forms.



Wire Mesh with Mod Roc.



Card Layering.



String Texture.



Paper Pulp – bold forms.

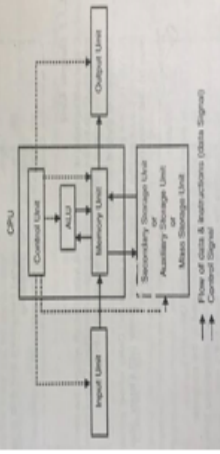


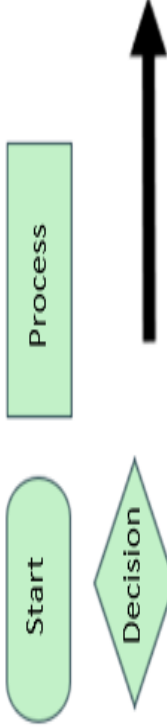
Paper Construction.

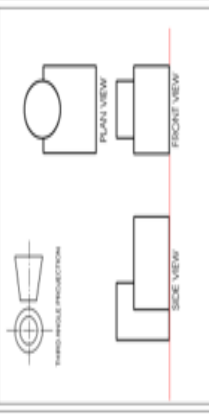
Design Communication

1	Isometric Drawing	Isometric drawings are a type of 3D representation of an object on a 2D surface, where all three axes (length, width, and height) are equally foreshortened.
2	Oblique Drawing	Oblique drawing is a simple type of 2D technical drawing used to represent 3D objects.
3	Orthographic Drawing	An orthographic drawing , also known as an orthographic projection, is a way to represent a 3D object in 2D by using multiple views.
4	Exploded View Drawing	An exploded view drawing is a technical illustration that shows the relationship and order of assembly of components within a product or system. Also known as an assembly drawing .
5	Free hand sketching	Freehand sketching is the art of drawing without relying on tools like rulers or stencils, using only your hand, pencil, and paper. Also known as a concept sketch .
6	Working Drawing	Working drawings are detailed, scaled technical drawings used in construction and manufacturing to guide the building or production process.

Diagram

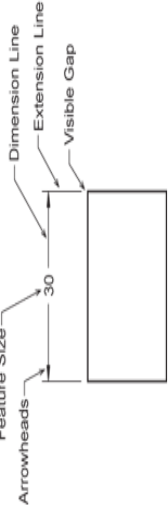
7	Block Diagram	 <p>Diagram that shows in schematic form the general arrangement of the parts or components of a complex system or process, such as an industrial apparatus or electron circuit.</p>
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8	Flow chart Symbols	
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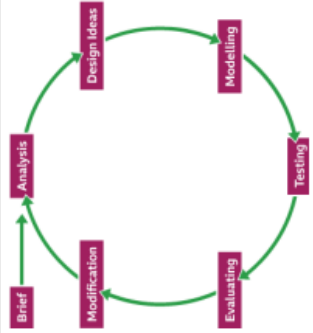
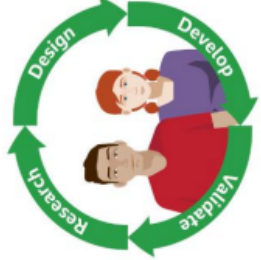

9	3 rd Angle Orthographic orientation	
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Keywords Vocabulary

10	Title Block	<p>Figure 2 Title block in compact form</p> <table border="1" data-bbox="1212 149 1336 1021"> <tr> <td>Responsible dept. ABC 2</td> <td>Technical reference Patricia Johnson</td> <td>Document type Sub-assembly drawing</td> <td>Document status Released</td> </tr> <tr> <td>Legal owner</td> <td>Created by Jane Smith</td> <td>Title, Supplementary title Apparatus plate Complete with brackets</td> <td>AB123 456-7</td> </tr> <tr> <td></td> <td>Approved by David Brown</td> <td></td> <td>Date of issue Rev. A 2002-05-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Leaving Sheet 1/5</td> </tr> </table> <p>Figure 3 Title block with person name fields on additional line</p> <table border="1" data-bbox="1357 149 1512 1021"> <tr> <td>Responsible dept. ABC 2</td> <td>Technical reference Patricia Johnson</td> <td>Created by Jane Smith</td> <td>Approved by David Brown</td> </tr> <tr> <td>Legal owner</td> <td>Document type Sub-assembly drawing</td> <td>Title, Supplementary title Apparatus plate Complete with brackets</td> <td>Document status Released</td> </tr> <tr> <td></td> <td></td> <td></td> <td>AB123 456-7</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Date of issue Rev. A 2002-05-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Leaving Sheet 1/5</td> </tr> </table>	Responsible dept. ABC 2	Technical reference Patricia Johnson	Document type Sub-assembly drawing	Document status Released	Legal owner	Created by Jane Smith	Title, Supplementary title Apparatus plate Complete with brackets	AB123 456-7		Approved by David Brown		Date of issue Rev. A 2002-05-14				Leaving Sheet 1/5	Responsible dept. ABC 2	Technical reference Patricia Johnson	Created by Jane Smith	Approved by David Brown	Legal owner	Document type Sub-assembly drawing	Title, Supplementary title Apparatus plate Complete with brackets	Document status Released				AB123 456-7				Date of issue Rev. A 2002-05-14				Leaving Sheet 1/5
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11	Dimensions	
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12	CAD- Computer aided Design	<p>Advantages</p> <ul style="list-style-type: none"> Competitively priced packages. Drawings can be produced and amended quickly. Most cad programs have online training to upskill. Range of programs that are available internationally. Files can be shared easily. CAD produces designs that can be rendered and viewed from a 360 degree. <p>Limitations</p> <ul style="list-style-type: none"> Requires high processing capacity so IT needs to be high quality- expensive. Initial training in complex programs is necessary. Can be time consuming to produce initial designs. Computers using the software are susceptible to software changes.
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Designing Processes	
1	<p>Linear design is a process that follows a step-by-step process .</p>
2	<p>Iterative design is a circular design process that models, evaluates and improves designs based on the results of testing.</p>
3	<p>Inclusive design is a design process that aims to create products, services, and environments that are accessible and usable by the widest range of people, including those with disabilities, diverse cultural backgrounds, and varying needs.</p>
4	<p>User-centred design (UCD) is a design philosophy and process that prioritizes the needs, goals, and feedback of the user throughout the entire design and development lifecycle.</p>
5	<p>Sustainable design is an approach to creating products, buildings, and systems that minimize environmental impact and promote social and economic well-being throughout their entire life cycle.</p>
6	<p>The ergonomic design discipline focuses on designing products and environments that are comfortable, efficient, and safe for humans to use.</p>
Diagram	
7	<div style="display: flex; justify-content: space-around;">   </div>
8	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>A- Chair Height B- Back Rest Height C- Viewing distance/ angle D- Height of human to table E- Height of chair</p> </div> </div> <p>When anthropometric data (measurements / statistics) is applied to a product, e.g. measurements of the hand are used to design the shape and size of a handle, this is ergonomics.</p>
9	<p>ACCESS FM</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A: Aesthetics, what does the product look like.</p> <p>C: Cost, how much does the product cost to buy?</p> <p>C: Customer, who would buy or use the product?</p> <p>E: Environment, where would the product be used or stored?</p> <p>S: Size, how big or small is the product?</p> <p>S: Safety, how safe during normal use?</p> </div> <div style="width: 45%;"> <p>F: Function, how does the product work?</p> <p>M: Material, what is the product made of?</p> </div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>ACCESS FM is a design tool used for product analysis and evaluation. It stands for Aesthetics, Cost, Customer, Environment, Size, Safety, Function, and Materials. This framework helps designers and students consider various aspects of a product during the design process.</p> </div>

Keywords Vocabulary

10	Anthropometrics	The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data.
11	Design brief	A set of instructions given to a designer by a client .
12	Design specification	Document containing details of a product's required characteristics, and all the processes, materials and other information needed to design the product.
13	Market Research	Market research is the process of collecting, collating and analysing data about the market.
14	Primary Research 1.Postal surveys – these have a high sample size but low response rate, relatively cheap 2. Telephone surveys – more expensive, higher response rate, can explain questions 3.Interviews – smaller sample size, higher response rate, may be interviewer bias 4. Focus groups – provide in-depth analysis, small sample size	Advantages <ul style="list-style-type: none"> • Fitness for purpose ; • Allows to target right segments; • Can explain difficult problems / concepts Disadvantages <ul style="list-style-type: none"> • Can be time consuming ; • Expensive ; • Some forms have low ; response rates.
15	Secondary Research 1.Census – provides information on all the households in the UK, updated every 10 years 2. Internet – can provide a wealth of information however need to check validity of data 3. Government statistics 4. Books and journals Company reports 5. MINTEL reports – these are often a good source of market information .	Advantages <ul style="list-style-type: none"> • Quick and easy; • Relatively cheap Disadvantages <ul style="list-style-type: none"> • May be out of date; • May not be relevant .
16	Projection Lines	Lines used to extend existing lines on a drawing and used to help create new geometry.
17	Projections	2D view of an object used to represent it in 3D.

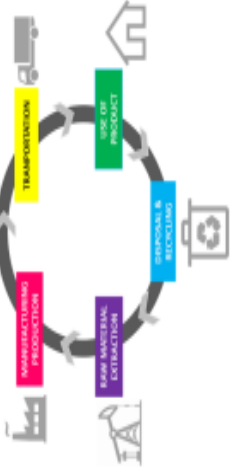





Commercial Production methods

1	Needs and wants	In design, needs represent fundamental requirements for a product or service to function as intended and fulfill a basic purpose, while wants are desires or preferences that enhance the user experience but are not strictly necessary. Needs are about functionality and usability, whereas wants focus on aesthetics, features, and emotional connections.	
2	Quantitative and qualitative criteria	Quantitative criteria rely on numerical data and statistical analysis to measure and quantify variables. Qualitative criteria, on the other hand, focus on descriptive, non-numerical data to understand experiences, perspectives.	
3	Scale of manufacture	One-off; One-off manufacturing, also known as job or bespoke production, involves creating a single, unique product tailored to a specific customer's requirements.	Batch; Batch manufacture, also known as batch production or process manufacturing, is a production method where goods are produced in discrete groups or sets, called batches.
			Mass; Mass manufacture, also known as mass production, involves producing large quantities of standardized goods, often on assembly lines, using specialized machinery and a division of labour.

Types of manufacturing processes:

4	Wasting	Wasting is a process that uses tools to remove material from a workpiece until the required component has been produced: wasting can be achieved by hand tools and machine tools. Examples, drilling, routing, chiselling, turning.	
5	Shaping	Shaping refers to the process that take raw materials and form them into final parts. Examples, casting, moulding, injection moulding and machining processes.	
6	Forming	Forming, pressing or press forming is where a pressing force is applied to a material to cause it to deform. Examples, die pressing, line bending, Vac forming, rolling.	
7	Joining	Joining processes are used to physically join two or more components. Examples, brazing, soldering, adhesives, bolts and rivets.	
8	Finishing	Finishing refers to the process of applying a decorative appearance, protective coating or other treatments to protect a surface material. Examples, painting, spraying, waxing, heat treating, dip coating.	
9	Assembly	Products with two or more components will have been designed to be assembled so they can function.	

Diagram

10	<p>Supply Chains-</p>  <p>THE SUPPLY CHAIN — is a network between a company and its suppliers to produce and distribute a specific product, and the supply chain represents the steps it takes to get the product or service to the customer. Left is an infographic to show the general supply chain of a product getting to market.</p>
11	<p>British Safety Institute</p>  <p>The British Standards Institution (BSI) is the UK's national standards body, dedicated to developing and publishing standards to improve the quality, safety, and reliability of products, services, and systems.</p>
12	<p>European safety symbol</p>  <p>The CE mark is a conformity marking required for many products traded in the European Economic Area (EEA). It indicates that the manufacturer has checked the product meets EU safety, health, and environmental requirements, and it allows the product to be sold freely within the EEA. The CE mark is not a quality mark or a guarantee of origin, but rather a declaration by the manufacturer that the product complies with applicable EU legislation.</p>
13	<p>British Safety Marks</p>  <p>The BSI Kitemark is a UK product and service quality certification mark, owned and operated by the British Standards Institution (BSI). It signifies that a product or service has been.</p> <p>The UKCA (UK Conformity Assessed) marking is a product marking used for goods being placed on the GB (Great Britain) market, replacing the CE marking for many products.</p>
14	<p>WEEE symbol</p>  <p>The WEEE symbol is a crossed-out wheeled bin, indicating that electrical and electronic equipment should not be disposed of with regular household waste. This symbol, mandated by the Waste Electrical and Electronic Equipment (WEEE) Regulations, signifies that the product needs to be recycled separately. The WEEE regulations aim to reduce the amount of electrical waste going to landfills and promote recycling and reused.</p>
15	<p>Aluminium Recycling symbol</p>  <p>The "ALU" symbol, in the context of recycling, represents recyclable aluminium. It typically appears as a circle of arrows with the letters "alu" inside, indicating that the product can be recycled and made into new aluminium items. This symbol is often found on aluminium cans, foil, and other packaging.</p>

Keywords Vocabulary

16	Tooling	Manufacturing equipment needed to produce a component, such as cutting tools, dies, gauges, moulds or patterns.
17	Deburring	Process to remove sharp or raised edges on a material caused by other processes.
18	Labour Costs	Costs associated with employees in a business, including wages, taxes and additional benefits.
19	Overheads	Expenses that need to be paid by the business, not including labour or materials but rent and utilities.
20	Subtractive process	The removal of material from a solid block by a machining process, such as milling, turning or drilling.
21	Consumables	Resources that assist manufacture and are used up during the process- for example, oil and lubricant used in machines.
22	Standard Forms	Made available in large quantities to the same specification- sheet metal, paper, timber sheeting.
23	Geometry	Shape of the object.
24	Automation	Using computer technology to operate equipment, rather than humans.
25	Turning	A machine operation that generates cylindrical and rounded forms with a stationary tool.

6 R's- Sustainable Approaches

26	Rethink	Can the designer rethink the way it is manufactured. Is the material being used the only option?
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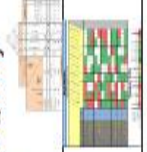


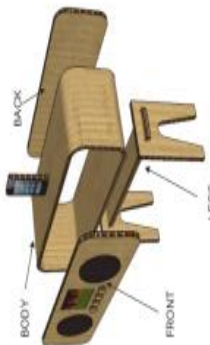


Engineering

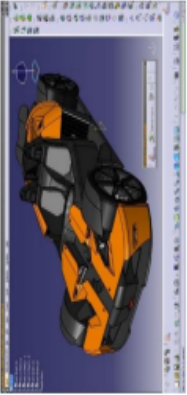



Designing Requirements

Year 10-11

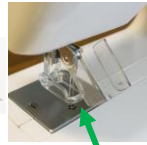
R038

27	Reuse	Is about reusing what you've already got rather than buying new items straightaway.
28	Recycle	From batteries to bubble wrap, you might be surprised by how much can be recycled.
29	Repair	Taking the time to repair broken items can extend their lifetime and avoid introducing new materials into the cycle.
30	Reduce	Consider how you can reduce your meat and dairy consumption, and buy new clothes only when you really need them by making do with what you've got before replacing them.
31	Refuse	Say no to single-use bags, packaging, cups, straws and so on, and get into the habit of bringing along your own reusable replacement.

Evaluation Models			
1	ACCESS FM	ACCESS FM is a design and technology framework used for analysing and evaluating products. It stands for represent?	
2	House of Quality (HOQ)	The House of Quality (HOQ) is a matrix-based tool used in Quality Function Deployment (QFD) to translate customer needs into technical requirements for product development.	
3	Pugh Chart	A Pugh chart , also known as a Pugh matrix or decision matrix, is a tool used to compare multiple options against a set of criteria, helping to identify the best choice.	
4	Quality Function Deployment (QFD)	Quality Function Deployment (QFD) is a structured method used to translate customer needs and expectations into specific engineering characteristics and design parameters for products or services	
5	Production Plan	A production plan , also known as production planning, is a comprehensive strategy that outlines how a company will manufacture its products or deliver its services.	
6	Gantt Chart	A chart in which a series of horizontal lines shows the amount of work done or production completed in certain periods of time in relation to the amount planned for those periods.	
7	Evaluation	In production, evaluation is the process of systematically assessing the performance and impact of a product, service, or process to determine its effectiveness, efficiency, and value.	
8	Product Testing	Product testing is the process of evaluating a product's performance, quality, and usability before its release to the market.	
Diagram			
9	Breadboard		A breadboard in electronics is a solderless platform used for prototyping and building temporary electronic circuits. It allows users to easily connect and disconnect components without soldering, making it ideal for experimenting with circuit designs and testing new ideas.
10	Card Modelling		Card modelling offers several benefits, including versatility, portability, ease of manipulation, and cost-effectiveness, making it a valuable tool for design exploration and prototyping. It allows designers to quickly and inexpensively create physical representations of their ideas, enabling better visualization, spatial understanding, and communication with stakeholders.
11	3D Printing		3D printing offers numerous benefits, including faster prototyping, design flexibility, cost-effectiveness, and on-demand production. It allows for the creation of complex geometries, customization, and reduced waste compared to traditional manufacturing methods. Furthermore, 3D printing can be more environmentally friendly and accessible.
12	Block Modelling		Blockboard is a great material for creating physical models of design ideas due to its strength, ease of working with, and relatively low cost. It's lightweight, making it easy to transport and handle, and its dimensional stability means models won't easily warp or bend. Additionally, blockboard can be cut, shaped, and joined using common woodworking tools, making it versatile.

13	CAD Modelling	 <p>CAD software offers numerous advantages for modelling ideas, including improved accuracy, faster design iterations, better visualization, enhanced collaboration, and cost reduction. It enables designers to create precise 2D and 3D models, simulate designs, and easily make changes, leading to more efficient design processes and higher quality products.</p>
14	Vernier Callipers	 <p>Source: Mitutoyo</p> <p>Vernier Caliper is a widely used linear measurement instrument with the least count of 0.02 mm. It is used to measure linear dimensions like length, diameter, and depth. It is a basic instrument of measurement, consisting of two types of scale. The main scale and the Vernier scale can slide along the main scale. Two types of measurement we can do, the first one is through the external jaw (measure external dimensions) and another one is the internal jaw (measure internal</p>
14	Micrometer	 <p>External Micrometer is also known as Outside Micrometer or External Micrometer. It is used to check the outside diameter of the circle by the means of the accuracy of 0.01 mm or up to 0.001 mm.</p>
15	Steel rule	 <p>A steel rule is a single piece linear measuring instrument. The steel scale indicates two units that are cm and inches, on cm division on one side and inches, on another side.</p>
Keywords Vocabulary		
16	Subjective Evaluation	Subjective evaluation refers to assessments or judgments based on personal opinions, feelings, interpretations, or preferences, rather than on objective facts or measurable criteria. It involves individual perspectives and can vary from person to person.
17	Objective Evaluation	Objective evaluation refers to assessments that are based on measurable, verifiable facts and data, rather than on personal opinions or biases. It emphasizes impartiality and consistency, aiming for judgments that would be similar regardless of who is making them.
18	Summative Evaluation	Summative evaluation is a method of assessment conducted at the end of a program, course, or project to measure its overall effectiveness and determine the extent to which objectives have been achieved.
19	Ranking matrix	In the context of design, a ranking matrix is a tool used to prioritize or rank different design options or features based on their importance or effectiveness according to specific criteria. It helps designers make informed decisions by systematically comparing and evaluating alternatives.
20	Qualitative data	Qualitative data is non-numerical information that describes characteristics and qualities. It focuses on concepts, opinions, and experiences, rather than numerical measurements or statistics. This type of data is often gathered through interviews, observations, and text-based sources, providing insights into the "why" and "how" behind phenomena.
21	Quantitative data	Quantitative data is numerical information that can be counted or measured, often used for statistical analysis to understand quantities, frequencies, and trends. It differs from qualitative data, which describes characteristics or qualities. Essentially, quantitative data provides numerical values that can be subjected to mathematical calculations and statistical analysis.

Using an Embellishing machine:



Needles Safety guard

Embellishing machine

Embellishing machines work by using needles to push the fibres through to the wrong side of the fabric. There is no thread on an embellishing machine.



GCSE Textiles - AO2
 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO2 – Next steps – design development
 Once you have completed a sample - what do you do next?
Here are some ideas:
 ~~~Cut the sample in half - keep one half as the original and develop the other half with a different technique.  
 ~~~Sketch an initial idea to show how you would use this sample in your work  
 ~~~Evaluate your sample to help you refine your ideas and techniques

**Patchwork:**



**Design Development – sketchbook pages**



# Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Understanding the importance of nutrition



## The importance of nutrition

Listed below are the macro-nutrients and micro-nutrients. You need to know their function in the body and know examples of food items for each. You need to know why they are needed in the diet and why there is a need for a balanced/varied diet.

### Macro-nutrients

**Carbohydrates** - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

**Fat** - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

**Protein** - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.
- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

### Micro-nutrients

#### Vitamins

- **Fat soluble vitamin A** - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- **Fat soluble vitamin D** - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- **Water soluble vitamin B group** - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- **Water soluble vitamin C** - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

#### Minerals

- **Calcium** - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- **Iron** - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- **Sodium** - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- **Potassium** - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- **Magnesium** - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.
- **Dietary fibre (NSP)** - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.
- **Water** - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs.



## Nutrition at different life-stages

### Adults:

- **Early** – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.
- **Middle** – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.
- **Elderly** – The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from disease by continuing to eat a healthy, balanced diet.

### Children:

- **Babies** – All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.
- **Toddlers** – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.
- **Teenagers** – The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can sometimes lead to anaemia due to not having enough iron in the body.

## Special Dietary needs

### Different energy requirements based on:

- **Lifestyles / Occupation / Age / Activity level**  
The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

### Medical conditions:

- **Allergens** – Examples of food allergies include milk, eggs, nuts and seafood.
- **Lactose intolerance** – Unable to digest lactose which is mainly found in milk and dairy products.
- **Gluten intolerance** – Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.
- **Diabetes (Type 2)** – High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.
- **Cardiovascular disorder** – Needing a balanced, healthy diet with low levels of salt, sugar and fat.
- **Iron deficiency** – Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit.

### Dietary requirements:

- **Religious beliefs** – Different religions have different dietary requirements.
- **Vegetarian** – Avoids eating meats and fish but does eat dairy products and protein alternatives such as quorn and tofu.
- **Vegan** – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.
- **Pescatarian** – Follows a vegetarian diet but does eat fish products and seafood.

# A to Z of...

Based on your **OPTION SUBJECT**, recall any key information from the current topic you have been studying.

|   |   |   |   |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |
| M | N | O | P |
| Q | R | S | T |
| U | V | W | X |
| Y | Z |   |   |

## TA1: The Different Sources of Media that Cover Sport

### Digital & Social Media

- **Social Networking:** This differs from traditional media such as magazines and newspapers because it is interactive and immediate, rather than delayed. Something could happen during a game, and it would take 30 seconds for someone to create a post about it and share it with the world.
- **Media Sharing Sites:** These are websites that allow users to distribute their video clips. Some sites charge a fee, but most are free.
- **Streaming:** This refers to an online broadcasting that is recorded and broadcast online at the same time. Viewers can watch from anywhere with a suitable internet connection. Sports clubs may stream an event (for a cost) through a specific website.
- **Websites:** These play a large part on how information is accessed by sports fans. They include official media sources such as BBC Sport, official National Governing Body (NGB's) websites such as England Athletics and official club websites.



### Broadcast Media

**Terrestrial TV:** Signals sent from a transmitter to an aerial or receiver. These are the original channels like BBC1, BBC2, ITV, Channel 4 and Channel 5. these are available on all TV's. As long as the household has a TV license.

**Free view:** Channels that come built into modern TV **sets** such as ITV2 and BBC News and can be watched for free with no subscription charges. These occasionally include some sports channels.

**Smart TV:** Internet connected TV that offers a range of online features. People could access sport through 'the red button' and apps such as YouTube and Netflix.

**Subscription channels:** These are channels which require a subscription at a monthly cost, with the price differing depending on the package that a customer subscribes to.

**Radio:** There are two main designated sports radio stations in the UK: BBC Radio 5 Live (dominates, 5 million listeners per week) and TalkSPORT (3 million). National radio stations broadcast virtually all major sporting events staged in the UK or involving British competitors, although rights restrictions means that some events may not be able to be covered live.

**Podcasts:** A podcast is a digital audio recording available to download. People can listen to them at their own leisure often whilst walking, driving, exercising etc. This makes them very convenient and accessible to people who have busy lives. Fans may chose to listen to a number of episodes in one sitting.



# Year 10 Dance: Musical Theatre

## Research the chosen work

### *This should include:*

- The original author, composer and choreographer and their intentions for the piece;
- Intended mood and genre;
- Themes and ideas of the work;
- What performance space did they use;
- Did the work have a purpose?
- Original target audience compared to your new target audience (using the brief to decide) .

## Reflective log

You need to keep a record of the following for your logbooks:

- Action planning
- Rehearsal preparation away from class e.g. learn lines, improve flexibility, jog to improve stamina etc;
- Responding to direction (what feedback was given, how did you use this?)
- Formations and spacing;
- Refining;
- How did you Follow health and safety.

## Character

Character is an essential element of musical theatre Performances

- Adapt your dance to the correct stylistic qualities required;
- Decide what emotions, opinions, mood is required for your character;
- Use the correct movement and gesture to portray the character;
- Interact with other characters in the scene;
- Use of voice; what accent, tempo, pitch is needed for your character?

## Skills needed for Musical Theatre

- Excellent communication skills;
- Teamwork skills;
- Listening skills so you can follow direction and feedback;
- Good fitness levels to keep up with demands of performance.

## Dance skills required

- Master the correct dance style;
- Rhythm is vital for a dancer and the beat in the music gives the timing of the song, listen to the music to know the tempo, climax, dynamics and phrases;
- Control: Strong dance foundation and their own spatial awareness;
- Musicality. How you interpret and dance to the music

## Musical theatre has three discipline areas:

- Singing
- Dancing
- Acting

**Safety Procedure:** set of actions that are done in a particular order.

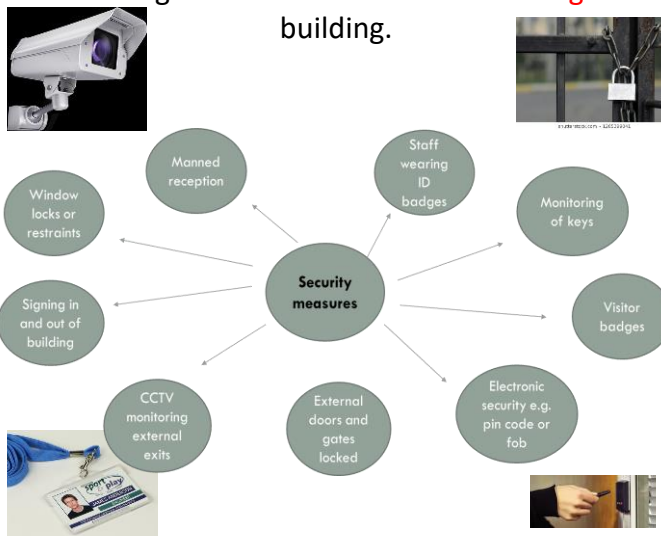
- Emergency procedures e.g. Fire evacuation
- Equipment considerations
- Moving and handling technique

**Safety Measure:** a specific action such as;

- Fire notices;
- Wet floor signs;
- Signalled fire doors;
- Fire extinguishers;
- Fire blankets.



**Security Measures:** Prevent strangers entering a building. Prevents services users leaving a building.



**Equipment consideration**

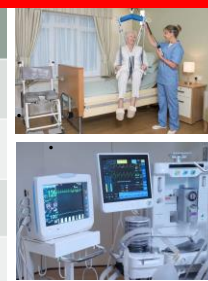
Training for staff on specialist equipment e.g. hoists.

Ensure equipment is fit for purpose and correct equipment is available .

Checked regularly for damage -

Have a reporting system for damaged/faulty equipment.

Replacement equipment if it is old or worn out.



**Key Points:**

- Training staff- ensures correct use and to provide dignity and respect for service user.
- Regular checks- ensures it is safe to use.
- Replace old/damaged equipment- reduces risk of accident to service user and service provider.



**Moving and Handling Techniques**

When Care Workers may use them:

- ❖ Assisting an elderly person with a disability out of bed/shower/bath;
- ❖ Transfer someone from bed to chair;
- ❖ Moving objects e.g. shopping bags;
- ❖ Use of hoists when getting out of bed or the bath.



**Risk Assessments**

They are carried out on a building/ activity/ trip to identify dangers such as:

- Potential accidents;
- Trip hazards;
- Risky activities.



**Carrying out Risk Assessment:**

- ❖ Look for hazards;
- ❖ Consider level of risk;
- ❖ Decide precautions to reduce risk;
- ❖ Make written record;
- ❖ Update to improve it.

**Reasons for Risk Assessments:**

- ❖ Legal requirement under HASAWA;
- ❖ Staff and service users protected from harm;
- ❖ To prevent illness, accidents and danger;
- ❖ To instil confidence in staff and service users.

**Emergency procedures**

Fire drill  
Evacuation



Procedures and measures are needed to:

- Control access;
- Provide guidance for quick action;
- Prevent injury;
- Reduce the risk of injury/contamination;
- Promote good practice.

| Protection for Care Workers                         | Protection for Service Users           |
|-----------------------------------------------------|----------------------------------------|
| Prevents injury.                                    | Improve comfort and maintains dignity. |
| Training will protect against allegations of abuse. | Instils confidence and trust.          |
| Environment and equipment will be risk assessed.    | Shows respect and prevents injury.     |

# Roll-a-dice Revision



Based on your **OPTION SUBJECT**, create questions for each square on the grid. Once you're done, take it in turns to roll two dice and answer the corresponding questions.

|   | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1 |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |

## Functional Areas



**Human Resources function:**  
Responsible for all aspect of managing individuals who work within a business.

**Functions include:**

- Recruitment and selection of employees;
- Training and development of employees;
- Performance management of employees;
- Responsible for health and safety in the workplace;
- Ensuring the compliance with employment legislation.



**Marketing Function:**  
Responsible for identifying the needs and wants of business customers and developing products/services to meet those needs.

- Market research;
- Developing a marketing mix (product, price, place and Promotion).

**Finance Function:**  
Managing the financial resources in a small business and reporting on financial performance:

- Organisation and allocation of financial resources;
- Financial performance reporting;
- Monitoring of cash flow.



**Operations Function:**  
Organising the process that turns inputs into outputs/finished goods that can be sold to customers

- Production planning;
- Producing the product or service;
- Quality control;
- Stock control;
- Logistics.

**Quality Assurance** - This looks at guaranteeing all stages in the production process leading to high quality products.  
The emphasis is on preventing mistake.

**Batch Production**

- Batch production is a method where they produce goods in batches;
- By pre-preparing dishes, it cuts down on cooking and waiting times, so that means that customers are more likely to be satisfied;
- Batch production is quicker than job production and more suited to a fast-food restaurant.

**Quality control** is the process of ensuring that products have standard or uniform quality. It aims to reduce any problems before a product reaches the end of the production cycle.



**Mass Production**

- Mass production lowers cost per unit;
- Large scale producers can employ techniques that are unable to be used by a small scale producer;
- Larger firms can use computers / technology to replace workers on a production line.

**Job Production**

- Job production means that orders are produced one at a time. Job production is suitable for one off products and is usually a more expensive method;
- Skilled labor is often used;
- Employees have to be versatile, and flexible tools and equipment are often used;
- Economies of scale are not possible.

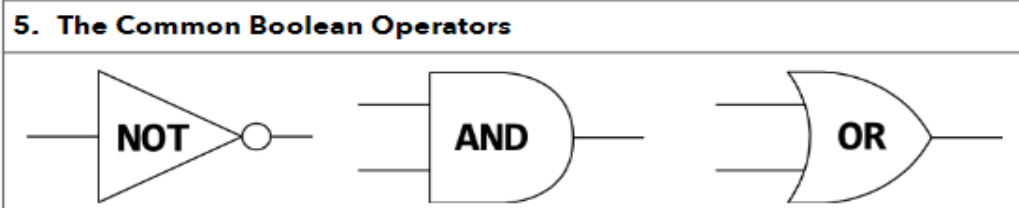
| 1. Key Terms |                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------|
| Variable     | A value stored in memory that can change while the program is running                                   |
| Constant     | A value that does not change while the program is running, and is assigned when the program is designed |
| Operator     | A character that represents an action, e.g. "+" is a mathematical Operator                              |
| Assignment   | Giving a variable or constant a value                                                                   |
| Casting      | Converting a variable from one data type to another                                                     |
| Input        | A value that is entered into the program after the program has started running                          |
| Output       | A value that produced by the program and either saved or displayed to the user                          |

| 2. Correct Use of Data Types |                                                                             |
|------------------------------|-----------------------------------------------------------------------------|
| Integer                      | A positive or negative whole number used when arithmetic will be required   |
| Real / Float                 | A positive or negative decimal number                                       |
| Character                    | A single alphanumeric                                                       |
| String                       | Multiple characters joined together [n.b. use this for credit card numbers] |
| Others                       | Some languages have others, e.g. date, picture...                           |

| 3. The Three Basic Programming Constructs |                                                                                                   |
|-------------------------------------------|---------------------------------------------------------------------------------------------------|
| Sequence                                  | Executing one instruction after another                                                           |
| Selection                                 | Program branching depending on a condition                                                        |
| Iteration                                 | sometimes called looping, is repeating sections of code. Condition controlled or count controlled |

| 4. Common Arithmetic Operators |                |
|--------------------------------|----------------|
| +                              | Addition       |
| -                              | Subtraction    |
| *                              | Multiplication |
| /                              | Division       |
| ^                              | Exponentiation |
| MOD                            | Modulus        |

| 5. Common Comparison Operators |                             |
|--------------------------------|-----------------------------|
| ==                             | Is equal to                 |
| !=                             | Is not equal to             |
| <                              | Is lesser than              |
| >                              | Is greater than             |
| <=                             | Is lesser than or equal to  |
| >=                             | Is greater than or equal to |



| 6. Basic String Manipulation (general) |                                                        |
|----------------------------------------|--------------------------------------------------------|
| string.length                          | Obtains the length of the string in characters         |
| string.upper                           | Converts the string to uppercase                       |
| string.lower                           | Converts the string to lowercase                       |
| string.left(n)                         | Gets the left-most n characters of the string          |
| string.right(n)                        | Gets the right-most n characters of the string         |
| string.substring(a,b)                  | Gets b characters of the string starting at position a |
| ASC(char)                              | Returns the numerical ASCII value of char              |

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

| 7. Basic File Handling Operations (OCR Reference Language) |                                                                                                                                                  |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| myFile=open("...")                                         | Open a file                                                                                                                                      |
| myFile.close()                                             | Close a file                                                                                                                                     |
| myFile.readLine()                                          | Read a line from a file                                                                                                                          |
| myFile.writeLine()                                         | Write a line to a file                                                                                                                           |
| myFile=("...")                                             | Create a new file                                                                                                                                |
| string.substring(a,b)                                      | Gets b characters of the string starting at position a                                                                                           |
| A Workflow                                                 | <pre>myFile = open ("sample.txt") while NOT myFile.endOfFile()     print (myFile.readLine()) endwhile myFile.write("Hello") myFile.close()</pre> |

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

## 1. Storing Data in Records

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Text Files       | <ul style="list-style-type: none"> <li>Stored on the secondary storage (hard disk/SSD/flash).</li> <li>Used to store data when the application is closed.</li> <li>Useful for small volumes of data. E.g. configuration files.</li> <li>Each entry is stored on a new line or separated with an identifier such as a comma or tab.</li> <li>Can require a linear search to find/read data which is slow (if there is no order to the data or record structure).</li> <li>Structured text files E.g. CSV, XML &amp; JSON are popular for storing and exchanging data between applications</li> </ul> |
| In Arrays and Lists | <ul style="list-style-type: none"> <li>Stored in RAM.</li> <li>Used to store data when a program is running.</li> <li>Useful for small volumes of data an algorithm is using.</li> <li>Can be single or multi-dimensional allowing for tables of data to be stored.</li> <li>Uses indexes to refer to data items.</li> <li>Efficient algorithms or linear searches can be used to find data</li> </ul>                                                                                                                                                                                              |
| In Databases        | <ul style="list-style-type: none"> <li>Often stored on remote servers.</li> <li>Often used to store data shared by many users, e.g. ticket booking system.</li> <li>Data is stored in records and fields.</li> <li>Uses advanced data structures to store data efficiently.</li> <li>Uses very efficient algorithms to search and sort data executed on the servers.</li> <li>More secure than text files.</li> <li>The order of the fields in the database is independent of the code</li> </ul>                                                                                                   |
| Record Structure    | <ul style="list-style-type: none"> <li>A collection of related fields.</li> <li>A field is a variable.</li> <li>Each field in a record can have a different data type.</li> <li>Note the dot syntax when using records: record&lt;dot&gt;Field e.g. car1.Make</li> </ul>                                                                                                                                                                                                                                                                                                                            |

## 2. SQL

|         |                                                                                      |
|---------|--------------------------------------------------------------------------------------|
| SELECT  | which fields to be returned. * can be used to indicate all fields                    |
| FROM    | which table. Databases can have more than one table, each with their own unique name |
| WHERE   | records meet a condition. LIKE and % can be used as a wildcard                       |
| Example | SELECT name, age, iq FROM person WHERE name LIKE 'FIS%'                              |

## 3. Arrays

|            |                                                                                                                                                                                                                                                                                                                                                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | An array is a series of memory locations - or 'boxes' - each of which holds a single item of data, but with each box sharing the same name. All data in an array must be of the same data type                                                                                                                                                        |
| Use        | <ul style="list-style-type: none"> <li>Indexes usually start at 0 for the first data item (known zero indexed).</li> <li>Arrays may be single or multiple dimensions.</li> <li>Visualise dimensions as a column (single dimension) or table (two dimension)</li> <li>In Memory two dimensional arrays are still stored in a linear fashion</li> </ul> |

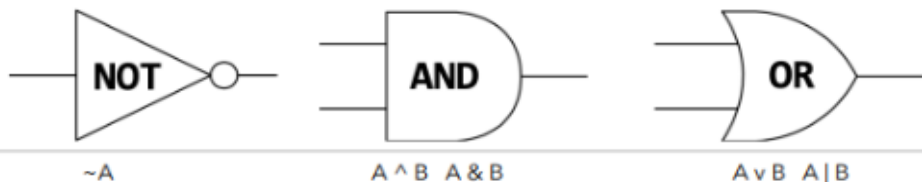
## 4. Sub programs

|              |                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why Use them | <ul style="list-style-type: none"> <li>Larger programs are developed as a set of sub-programs called subroutines.</li> <li>Structuring code into sub-programs makes the code easier to read and debug.</li> <li>Each sub-program can easily be tested.</li> <li>Sub-programs can be saved into libraries and reused in other programs</li> </ul> |
| Functions    | Functions return values and create reusable program components.                                                                                                                                                                                                                                                                                  |
| Procedures   | Procedures create a modular structure to a program making it easier to read. They do not return values                                                                                                                                                                                                                                           |

## 5. Random Numbers

|                        |                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deterministic          | Programs that run on computer systems are deterministic - with exactly the same inputs they should produce exactly the same outputs.                                                                                                                                                                                                          |
| Real World             | Randomness is easy to produce in the real world - spinning a wheel, rolling a dice and so on are millennia-old techniques but producing the same randomness in a computer program is actually rather tricky                                                                                                                                   |
| Computer               | <ul style="list-style-type: none"> <li>Computers do not produce random numbers at all</li> <li>They use complex mathematical techniques to produce a series of numbers that may appear random but are really only an approximation to randomness (called pseudo-random numbers)</li> <li>We refer to them as random numbers anyway</li> </ul> |
| OCR Reference Language | myVariable = random (1,6) will produce a random number between 1 and 6                                                                                                                                                                                                                                                                        |

### 1. Logic Gate Symbols



### 2. Truth Tables

| A | NOT A | A | B | A AND B | A | B | A OR B |
|---|-------|---|---|---------|---|---|--------|
| 0 | 1     | 0 | 0 | 0       | 0 | 0 | 0      |
| 1 | 0     | 0 | 1 | 0       | 0 | 1 | 1      |
|   |       | 1 | 0 | 0       | 1 | 0 | 1      |
|   |       | 1 | 1 | 1       | 1 | 1 | 1      |

### 4. Translators

|                           |                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assembler                 | Assembles assembly language into machine code. Translates the whole code before execution                                                                                                                                                                                                                         |
| Compiler                  | Translates source code from high-level languages into object code and then into machine code ready to be processed by the CPU. The whole program is translated into machine code before it is run.                                                                                                                |
| Compiler Advantages       | <ul style="list-style-type: none"> <li>No need for translation software at run-time, and no need to share original source code</li> <li>Speed of execution is faster because code is usually optimised.</li> </ul>                                                                                                |
| Compiler Disadvantages    | <ul style="list-style-type: none"> <li>You cannot compile the program if there are syntax errors anywhere in it which can make it tricky to debug.</li> <li>If you change anything you need to recompile the code</li> </ul>                                                                                      |
| Interpreter               | Translates source code from high level languages into machine code ready to be processed by the CPU. The program is translated line by line as the program is running.                                                                                                                                            |
| Interpreter Advantages    | <ul style="list-style-type: none"> <li>Easy to write source code because the program will always run, stopping when it finds a syntax error.</li> <li>Code does not need to be recompiled when code is changed, and it is easy to try out commands when the program has paused after finding an error.</li> </ul> |
| Interpreter Disadvantages | <ul style="list-style-type: none"> <li>Translation software is needed at run-time, so you need to share the original source code.</li> <li>Speed of execution is slower because the code is not optimised</li> </ul>                                                                                              |

### 3. Levels of Programming Languages

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Machine Code<br>1st Generation         | <ul style="list-style-type: none"> <li>Binary representation of instructions in a format that the CPU can decode and execute.</li> <li>Have an operation code (opcode) instruction and address or data to use (operand).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Low-Level Languages<br>2nd Generation  | <ul style="list-style-type: none"> <li>Written in Assembly language.</li> <li>Translated by an assembler into machine code.</li> <li>Used for embedded systems and device drivers where instructing the hardware directly is necessary.</li> <li>One instruction translated into one machine code instruction.</li> <li>The code works on one type of processor only.</li> <li>The programmer works with memory directly.</li> <li>Code is harder to write and understand.</li> <li>Memory efficient.</li> <li>Code is fast to execute.</li> </ul>                                                                                            |
| High-Level Languages<br>3rd Generation | <ul style="list-style-type: none"> <li>Source code is written in languages as Python, C++.</li> <li>Translated by a compiler or interpreter into machine code.</li> <li>Makes the writing of computer programs easier by using commands that are like English.</li> <li>One source code instruction translates to many machine code instructions.</li> <li>Code will run on different types of processors.</li> <li>The programmer has lots of data structures to use.</li> <li>Code is quicker and easier to understand and write.</li> <li>Less memory efficient.</li> <li>Code can be slower to execute if it is not optimised.</li> </ul> |

### 5. Integrated Development Environments

|                      |                                                                                                                                                                                                                                                                   |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Debugging Tools      | <ul style="list-style-type: none"> <li>Breakpoints - stopping at a line of code during execution.</li> <li>Stepping through lines of code one at a time.</li> <li>Tracing through a program to output the values of variables.</li> </ul>                         |
| Run Time Environment | <ul style="list-style-type: none"> <li>Output window.</li> <li>Simulating different devices the program can run on.</li> </ul>                                                                                                                                    |
| Usability Functions  | <ul style="list-style-type: none"> <li>Navigation, showing/hiding sections of code.</li> <li>Formatting source code often in different colours.</li> <li>Text-editor functions</li> <li>Illustrating keyword syntax and auto-completing command entry.</li> </ul> |
| Translator           | Some IDEs have an inbuilt translator to test the program and make small alterations before compiling the final program into an executable file for distribution                                                                                                   |

RSL Music Knowledge Organiser- Unit 204ta

Describe some of the capabilities and limitations of your own instrument voice or technology in terms of its range and characterising timbre.

Describe what types of ensemble your own instrument, voice or technology might be used in.

Describe how your own instrument, voice or technology is used in different genres.

Describe how your own instrument, voice or technology's use is influenced by context and culture.

Describe some of the capabilities and limitations of your own instrument voice or technology in terms of the techniques required to play it and any techniques specific to it.

| Key Word                 | Meaning                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clef</b>              | A number of musical symbols ( <i>including Treble, Bass, Alto, Tenor/C-clefs</i> ) placed at the left hand side of a musical staff, indicating the pitch of the notes written on it to the performer.                                                                                                                                   |
| <b>Concert Pitch</b>     | Refers to the pitch reference to which a group of musical instruments are tuned for performance. An internationally agreed standard is for the tuning of musical instruments, in which the note A above middle C has a frequency of 440 Hz .                                                                                            |
| <b>Descriptive Music</b> | Also called "Programme Music", descriptive music suggests visual images or "telling a story". The descriptive idea or story-line is known as the "programme". The opposite of descriptive music is "absolute music" which is music that doesn't attempt to describe something particular and is more concerned with form and structure. |
| <b>Elements of Music</b> | A number of different things which have often been called "the building bricks of music" and include: Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Attack and Decay and Silence. When a composer creates a piece of music, they use the elements of music to build it, just like a builder uses bricks .                 |
| <b>Ensemble</b>          | A group of musicians who perform together .                                                                                                                                                                                                                                                                                             |

Unit RO57 –Health and well- being for child development

Topic Area 3: Knowledge organiser

**Heart** – With a stethoscope they listen to the heart – sometimes this may show a heart murmur, this is when the heartbeat has an extra or unusual sound – this is quite common on babies and often is no cause for concern, in some cases it may need treatment.

**Feet** – check for 5 toes and webbing. The natural resting position will be checked to observe for club foot, abnormality of the feet in which the front of the foot turns in and down.

**Developmental needs:**

- Warmth;
- Feeding;
- Love and emotional security;
- Rest/sleep;
- Fresh air;
- Exercise;
- Stimulation;
- Cleanliness/hygiene;
- Shelter/home;
- Routine;
- Socialisation and play;
- Opportunities for listening and talking;
- Acceptable patterns of behaviour.

**Fontanelle (soft spot)** between the bones in the skull – this is because they have not yet fused together. They are visible until the bones fuse together at 18 months. A tough membrane, which can be seen pulsating, protects the brain.



**Testicles** – checking they have descended, during pregnancy these form inside the babies body and sometimes drop down a few months after birth. Sometimes treatment is needed to reduce fertility issues further in life.

**Eyes** – check movement and for cataracts. This involves shining a light into their eyes to check a reflex. Cataracts give a clouding over the eye.

**Fingers** – counted and checked for webbing. Palms are checked for two creases. A singular crease is sometimes associated with downs syndrome.

**Hips** – to check for DDA – which causes the hip joints not to form correctly, this can result in cause joint problems or a limp if not identified.

| Apgar Testing | 0                          | 1                                      | 2                         |
|---------------|----------------------------|----------------------------------------|---------------------------|
| Appearance    | Blue or pale arms and legs | Body pink and blue                     | Completely pink           |
| Pulse         | No pulse                   | Under 100 beats per minute             | Over 100 beats per minute |
| Grimace       | No response to stimuli     | Small movement or whimper to stimulus  | Vigorously crying         |
| Activity      | Limp and floppy muscles    | Some movement bending of arms and legs | Active/moving             |
| Respiration   | absent                     | Slow and irregular                     | Breathing well            |

Unit RO57 Health and well- being for child development

Topic Area 4: Childhood illnesses and a child safe environment: Knowledge organiser



**CE symbol**

Symbol shows that toy is tested for compliance with EU standards and meets safety requirements.

Most common toy label. By law it has to be on all toys sold in EU.

E.g. toy car, puzzle, books, soft toy



**Age Advice symbol**

Indicates that item is not suitable for under 3 years/36 months. That could be a choke hazard due to small parts.

E.g. Small figure toys, board games with small pieces, Lego



**Lion Mark symbol**

Around 95% of toys in UK have this symbol.

Appears on toys made by a member of the British Toy and Hobby Association and Toy Fair.

E.g. puzzles, board games, soft toys



**British Standards Institution symbol / Kitemark**

British Standards Institution, a UK product quality certification mark.

Identifies products where safety is paramount assuring safety and reliability.

E.g. Bike helmet, high chair, pram, car seat



The law requires that all nightdresses and dressing gowns should be made of a material that does not flare up or burn easily. Labels must be permanent and sewn in.

Pyjamas, baby clothes and cotton terry towelling bathrobes that claim to meet flammability regulations must include a label with one of the following:

- **LOW FLAMMABILITY TO BS 5722** in black lettering plus KEEP AWAY FROM FIRE for compliant with BS 5722 standards.



**Green cross code**

**1. Think**

Find a safe place to cross the road. If you can't see a crossing, remember to cross where you can see in all directions and where drivers will see you.

**2. Stop**

Stand on the pavement near the kerb and make sure that you can see the traffic. DO NOT step on to the road.

**3. Look and listen**

Look all around you for traffic. Make sure that you listen carefully for traffic that you can't see.

**4. Wait**

If traffic is coming, let it pass.

**5. Look and listen again**

When it is safe and there is no traffic, walk straight across the road. Keep looking and listening while you cross the road.

**6. Arrive alive**

Look and keep looking while you cross the road



[LINK](#)



[LINK](#)



[LINK](#)



[LINK](#)

1: Multipage Websites

**Websites** and the Internet are part of everyday life. They are used for a number of different **purposes** by many different people. Their main uses are for tasks such as accessing **information** or **services** provided **online**.

Most websites are in the **public domain** which means they are available to all.

This unit looks at **multipage** websites and you will be required to **investigate, design, create** and **review** a multipage website. They can have many different **features** and purposes.

We can also access multiple websites from a variety of **devices**.

2: Purposes of Websites

Websites are made for a variety of different purposes depending on the content they choose to include, the main examples are:

- **For Education** - These are websites purely focused on giving information that will educate people such as BBC Bitesize or Heggerty Maths.
- **For Online Retail** - These are websites that are selling goods or services online such as Amazon, eBay or Gumtree.
- **To Give Information** - These websites are often used to gain information as part of research or for daily updates such as BBC News, Gov.uk or Wikipedia.
- **To Promote/Advertise** - These websites usually focus on advertising or promoting a particular product or brand such as Ferrari, Gucci or Apple.
- **For Entertainment** - These are websites that often provide some sort of **interactive** element such as videos, sounds or games, website examples include, Youtube, Netflix or Spotify.

3: Website Features

**Websites** are made up of various **features** in order to make them both more **attractive** and easier to use, some examples are:

- **House Style**
  - **Logo**
  - **Banner**
  - **Navigation Bar**
  - **Hyperlinks**
  - **Search Bar**
  - **Footer**
  - **Shopping Basket**
  - **Images**
  - **Videos**
  - **Sounds**
  - **Maps**
- And many more!

House Style for Coca Cola



4: Target Audience

Websites can appeal to all ages but the **content** that the websites include will determine what age range it is most suitable for.

However when thinking about the **target audience** for a website you should always consider the amount of text used, the **complexity** of the text, the use of images, videos and sounds along with the type of content they are showing.

**Categories:**

- Age – need to be clear about the age group. (E.G. 6-12, 12-18, 18-40, 40+)
- Gender
- Location – local, national, international
- Ethnicity – background, culture, race, religion, language
- Income – low, middle, high

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[LINK](#)

5: Devices Used to Access Websites

- Many different devices can be used to access websites and all have their pros and cons:  
Devices used to access websites:
- **Personal computers** - Easy to access websites with a keyboard and mouse and displayed well on a large screen however they are not portable.
  - **Laptops** - Great for **portability** but can be harder to **navigate** without a proper mouse and a smaller screen.
  - **Smartphones and Tablets** - Great for portability but can be harder to navigate with just a touch screen and a smaller screen, not all websites are mobile friendly.
  - **Game Consoles** - can be displayed on a large screen however using a games controller makes it harder to navigate through the website.
  - **Digital Television** - Similar to games consoles where it may be hard to navigate with a TV remote.
  - **Smart Watch** - Easy to access and easily portable but most websites will not display properly on a smart watch and having such a small screen will be an issue with reading and navigation.

6: Methods of Internet Connection

We can also connect to the internet in various different ways to access the content on them. This usually has to be taken into consideration for tasks that require more **bandwidth** such as downloading, **streaming** and online gaming.

- **Wired broadband** - Wired broadband is a direct wired connection to the **router**. It is the fastest way to connect and suffers the least **interference** however the speed will only be as good as the broadband connection is.
- **Wi-Fi** - Similarly to wired broadband this will connect you to the router but without a cable. This is not as fast as a wired connection and suffers from interference from other devices and obstacles like walls.
- **3G, 4G and 5G wireless broadband** - These connections are usually made from mobile devices and connect you to a **cellular** tower which allows you to access information via the internet. These can be quite fast however it does depend on the strength of the signal and what the mobile provider is willing to offer in terms of bandwidth.

1: Client Brief

2: Target Audience

3: Mind Maps and Moodboards



[LINK](#)

Extended reading



[LINK](#)

Video links



[LINK](#)

Revision techniques



[LINK](#)

When you are given the **client brief** you must read it carefully and decide what it is you are being asked to create and what it needs to include. For a **website** consider the number of pages, **media content**, information on each page, type of **navigation** and any additional **requirements**.

**Purpose of client requirements:**

- Provide the media developer with outline information and any constraints (timescale)
- Clear statement of what is to be produced

**Content of client requirements:**

- Statement of what media product is needed
- Purpose of the media product
- Target audience
- Content
- Timescale
- Restrictions
- House style

Once you have read the brief you either need to pick out or choose who the **target audience** will be, consider the content of the Website and include the information below in your explanation.

**Categories:**

- Age – need to be clear about the age group. (E.G. 6-12, 12-18, 18-40, 40+)
- Gender
- Location – local, national, international
- Ethnicity – background, culture, race, religion, language
- Income – low, middle, high

When initially planning your website and once you have read through the brief and decided on your audience you should use some of the **planning** techniques from R081.

**Client Brief and Target Audience:**  
Create a **mind map** detailing what the requirements of the brief are and who the target audience may be.



**Moodboard:**  
Create a moodboard to give an idea of what your websites style and design may be like.



4: Work Plan

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[LINK](#)

5: Storyboard/Visualisation Diagram

Once you have thought about the main ideas and target audience for your website you can then sketch out what each page will contain in a **storyboard**. This should always start with a **template** page that you can copy and paste for the other pages and just add content too.



6: Assets and Resources

When planning any of your work you should always keep a list of the **assets** you will use and what you will use them for,

Save the assets in a folder in LO2 and complete the assets table stating what type of asset it is, whether it is a **primary** or **secondary source**, what it will be used for, any **copyright** issues with the assets and a link to the original location.

You should also give a list of **resources** that your require in order to create your comic strip. You can write this up in a table or simply as paragraphs, state each resources you will need, why you will need it, what it will be used for and why it is better than any other **alternatives**.

**Purpose of a work plan:**

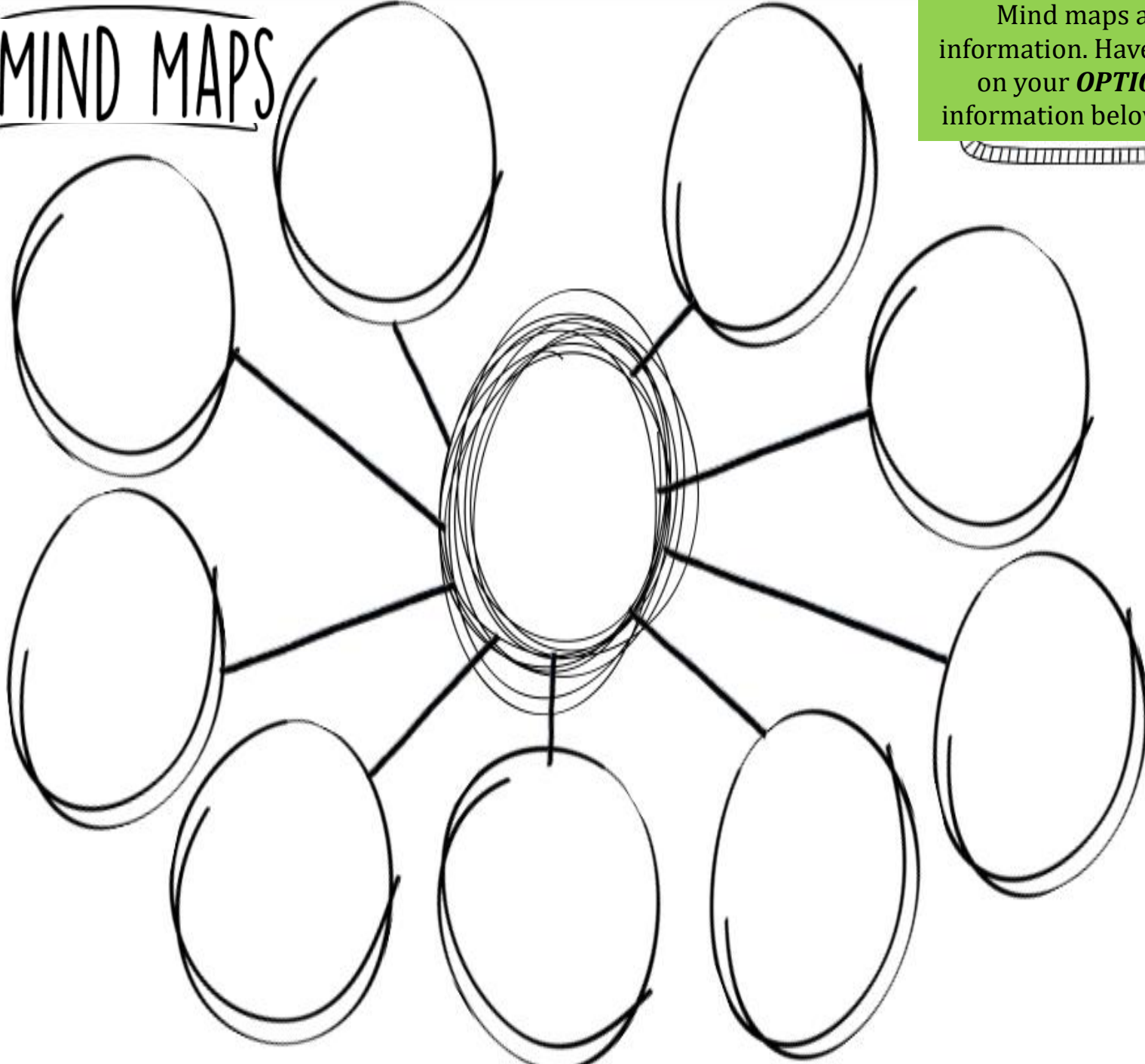
- Provide a timescale for the overall project to be completed
- To map out against time for all the different aspects of the project

**Content of a work plan:**

- Tasks
- Activities
- Durations – amount of time a task is expected to take
- Timescales – how long the project will take
- Milestones – key dates when a section is completed
- Deadlines – date when something has to be done by
- Resources – what is needed
- Contingencies – back up plan, extra time if needed

[Click Here to see some examples of Work Plans.](#)

# MIND MAPS



Mind maps are a great way to revise key information. Have a read through the information on your **OPTION SUBJECT** and then use the information below to help you create mind maps.

## HOW TO TAKE NOTES

## MIND MAPPING AND BRAINSTORMING





### ABOUT

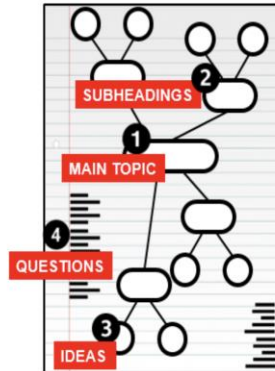
Mind Mapping and Brainstorming is a highly visual method of representing information

- ✓ Establishes links and relationships between ideas and concepts
- ✓ Can be used to take notes as part of the Cornell Method
- ✓ Effective when working from textbooks or written notes

### HOW

- This works far better on paper than as a digital method
- Make sure you start in the centre of the page

- 1  TOPIC
- 2  SUBHEADINGS
- 3  IDEAS
- 4  QUESTIONS



- 1 Determine the overall topic or theme  
Write this in the centre of your page and circle it  
If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.
- 2 You will need to add major facts (subheadings) that relate to your main topic
- 3 Each subheading will have at least one idea related to it  
Make sure that your ideas are visually distinct from your subheadings
- 4 Use the edges of your document to write questions  
These should relate to the ideas in your mind map  
You could also use these areas to expand on points that need additional clarification on the main mind map

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Fancy some additional Class Charts points? Impress your teachers with any of these BHAmazing pieces of vocabulary, and they will award you extra CC points.  
 Challenge: Can you use them in any sentences and show a member of the Senior Leadership Team?

| Word List 1                                                           | Word List 2                                                                                      | Word List 3                                                                    | Word List 4                                                                      | Word List 5                                                                 | Word List 6                                                                                                                      | Word List 7                                             |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Myriad</b> (adjective) – many                                      | <b>Caustic</b> (adjective) – mean / harsh                                                        | <b>Tension</b> (noun) – feeling of anxiety or nervousness                      | <b>Omniscient</b> (adjective) – all-knowing                                      | <b>Sentimental</b> (adjective) – emotional                                  | <b>Oppressed</b> (adjective) – subjected to cruel mistreatment                                                                   | <b>Metamorphosis</b> (noun) – a change / transformation |
| <b>Assert</b> (verb) – state a fact confidently or forcefully         | <b>Elucidate</b> (verb) – to make clear                                                          | <b>Oblivious</b> (adjective) – unaware                                         | <b>Gullible</b> (adjective) – believes things easily                             | <b>Bawdy</b> (adjective) – rude or vulgar                                   | <b>Subservient</b> (adjective) – obedient / submissive                                                                           | <b>Abhorrent</b> (adjective) – repulsive                |
| <b>Egregious</b> (adjective) – outstandingly bad                      | <b>Esoteric</b> (adjective) – likely to only be understood by a small number of people / obscure | <b>Naïve</b> (adjective) – Inexperienced / unaware                             | <b>Supercilious</b> (adjective) – arrogant                                       | <b>Hypermasculine</b> (adjective) – overly masculine                        | <b>Exploit</b> (verb) – to use someone for your own good                                                                         | <b>Abhor</b> (verb) – to hate                           |
| <b>Erroneous</b> (adjective) – wrong                                  | <b>Tenuous</b> (adjective) – weak or fragile                                                     | <b>Pretentious</b> (adjective) – arrogant                                      | <b>Tyrannical</b> (adjective) – a cruel dictator                                 | <b>Atavistic</b> (adjective) – has characteristics of an earlier generation | <b>Epiphany</b> (noun) – a sudden realization                                                                                    | <b>Abhor</b> (verb) – to hate                           |
| <b>Engender</b> (verb) – to cause                                     | <b>Perfunctory</b> (adjective) – carried out with minimal effort                                 | <b>Pompous</b> (adjective) – arrogant                                          | <b>Brazen</b> (adjective) – bold, shameless                                      | <b>Troglodytic</b> (adjective) – like a caveman                             | <b>Façade</b> (noun) – a front (to ‘wear a façade’ means you wear a metaphorical mask, covering your true emotions or character) | <b>Fate</b> (adjective) – destiny                       |
| <b>Employ</b> (verb) – to make use of                                 | <b>Moral</b> (noun) – a lesson                                                                   | <b>Privileged</b> (adjective) – having an advantage over other, usually wealth | <b>Elusive</b> (adjective) – mysterious                                          | <b>Apathetic</b> (adjective) – indifferent / lazy                           | <b>Ridicule</b> (verb) – to make fun of                                                                                          | <b>Integral</b> (adjective) – important                 |
| <b>Salient</b> (adjective) – most noticeable and important            | <b>Autonomy</b> (noun) – independence                                                            | <b>Compassionate</b> (adjective) – sympathetic                                 | <b>Chauvinistic</b> (adjective) – has an attitude of superiority to opposite sex | <b>Segregated</b> (adjective) – separated                                   | <b>Deride</b> (verb) – to mock                                                                                                   | <b>Demise</b> (noun) – a person’s downfall or death     |
| <b>Advantageous</b> (adjective) – providing an advantage / beneficial | <b>Assertive</b> (adjective) – confidence                                                        | <b>Vindictive</b> (adjective) – spiteful, cruel                                | <b>Materialistic</b> (adjective) – cares for objects and commodities             | <b>Misogynistic</b> (adjective) – hateful towards women                     | <b>Contempt</b> (noun) – hate                                                                                                    | <b>Ridicule</b> (verb) – to make fun of                 |
| <b>Galvanize</b> (verb) – to shock or excite someone into action      | <b>Conceited</b> (adjective) – excessively proud / vain                                          | <b>Duplicious</b> (adjective) – having two sides                               | <b>Prophetic</b> (adjective) – able to accurately predict                        | <b>Choleric</b> (adjective) – quick-tempered, angry                         | <b>Microcosm</b> (noun) – a smaller community which represents a larger one                                                      | <b>Deride</b> (verb) – to mock                          |
| <b>Substantiate</b> (verb) – to provide evidence                      | <b>Superior</b> (adjective) – better than                                                        | <b>Narcissistic</b> (adjective) – self-obsessed                                | <b>Impulsive</b> (adjective) – rash / careless                                   | <b>Secular</b> (adjective) – not religious                                  | <b>Aloof</b> (adjective) – stand-offish                                                                                          | <b>Contempt</b> (noun) – hate                           |
|                                                                       |                                                                                                  |                                                                                |                                                                                  |                                                                             | <b>Degenerate</b> (adjective) – disgusting                                                                                       | <b>Hysterical</b> (adjective) – uncontrolled emotion    |
|                                                                       |                                                                                                  |                                                                                |                                                                                  |                                                                             | <b>Depraved</b> (adjective) – immoral / evil                                                                                     |                                                         |
|                                                                       |                                                                                                  |                                                                                |                                                                                  |                                                                             | <b>Feral</b> (adjective) – wild                                                                                                  |                                                         |

## My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.