Student Name:

MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: September 2024

Year 10

"Wise men and women are always learning, always listening for fresh insights."
Proverbs 18:15 (The Message)

Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.

2. Look, Cover, Write, Check – the traditional way of learning spellings!

3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.

4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.

5. Write it out in full on a blank version of the same format.

6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.

7. Recreate the knowledge organiser as a series of images and words

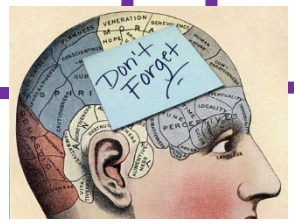
8. Write a set of test questions for yourself using the organiser.
    - Answer these without the organiser the next day.
    - Swap your questions with a friend to increase challenge.
    - Turn your questions in to a game by putting them on cards and playing with friends.

9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.

10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.

11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.

12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



Year 10 Half Term 1 Key Vocabulary

English Language	**English Literature**	**Maths (F)**	**Maths (H)**	**Science - Biology**	**Science-Chemistry**
Immense	Apparition	Power	Reciprocal	Pathogen	Atom
Condemn	Kinsman	Exponent	Highest Common Factor	Communicable disease	Ion
Unanimous	Prophecy	Roots	Lowest Common Multiple	Non-communicable disease	Allotrope
Defiance	Remorse	Base	Standard form	Culture	Intermolecular force
Exception	Valiant	Standard form	Indices	Binary fission	Electrostatic attraction
Dramatic	Hamartia	Ordinary form	Recurring decimal	Antibiotic	Delocalised electron
Exciting	Jacobean	Prime	Rational	Painkiller	Ionic bonding
Tone	Regicide	Product	Irrational	Antibodies	Covalent bonding
Structure	Equivocation	Highest Common Factor	Surd		Metallic bonding
Impression	Subvert	Lowest Common Multiple	Rationalise		Nano particle
Science – Physics	**History**	**Geography**	**French**	**Core RS**	**GCSE RS**
Alternating current	Unanimous	Resource	Actualités	Crime	Catholic
Direct current	Veto	Scarcity	L'argent	Punishment	Orthodox
Mains electricity	Civil Service	Poverty	Le centre sportif	Evil	Protestant Denomination
Step-up transformer	Mitigation	Irrigation	Chanter	Poverty	Holy
Step-down transformer	Refugee	Organic	Choisir	Mental illness Addiction	Omnipotent Benevolent
National Grid	Geneva	Water Stress	Rencontrer	Greed	Trinity
Double-insulated	Collective Security	Renewable	Le temps libre	Retribution Deterrence Reformation	The Word Incarnation
Power	Covenant	Sustainability	La promenade		
Current	Economic Sanctions	Food Miles	La piscine		
Potential difference	Moral Condemnation	Drought	Prendre		
Resistance					
Enterprise	**Child Development**	**Acting**	**Musical Theatre**	**Art**	**Sociology**
Bankruptcy	Growth	Forum Theatre	Character	Response	Sociology
Limited liability	Cell	Improvisation	Rhythm	Primary source	Research methods
Unlimited liability	Health visitors	Action	Style	Experiment	Culture
Enterprise	Head circumference	Relationship	Musicality	Annotate	Norms
Entrepreneur	Centile chart	Form	Fluidity	Review	Status
Social Mission	Hormones	Cross-cutting	Spatial Awareness	Reflect	Nature
SME	Nutrients	Marking the Moment	Vocal Technique	Independent	Nurture
Private sector	Holistic development	Thought Tracking	Interpretation	Formal elements	Feral children
Self-Employeed	Milestones	Hot seating	Intonation	Analyse	Cultural diversity
Second Income	Developmental norms	Narration	Projection	Media	Gender roles
Technology	**iMedia**	**Hospitality and Catering**	**Music**	**Construction**	**PE**
Crowd funding	Traditional Media	Hospitality	Conjunct	Plasterboard	Coaching points
Virtual	New Media	Catering	Disjunct	Masonry	Components
marketing	Product	Hazard analysis critical control point (HACCP)	Imitation	Sub-soil	Strengths
Cooperative	Sector	Environmental Health Officer (EHO)	Sequence	Polymers	Weaknesses
Fair trade	Digital Publishing	First in, First out (FIFO)	Arpeggio	Maintenance	Progressive
Renewable	Interactive Media	Control of Substances Hazardous to Health (COSHH)	Devices	Aggregates	Tactics
culture and society	Internet	culture and society	Diatonic	Disposal	Review
Technology Push	Print Publishing	Workflow	Chromatic	Recycle	Analyse
Market pull	Creative Roles	Charring	Form	Hard-core	Opportunities
Carbon off-setting	Technical Roles	Consumerism	Cadences	Rubble	Impact

Year 10 — Component 2 English Language

1. Tier 2 Vocabulary : Toughest Prison' and 'Notes for General

immense	A large amount; great; massive.
prolonged	Continuing for a long time or longer than usual; lengthy.
inflicts	Causes (something unpleasant or painful) to be suffered by someone or something.
immeasurably	To an extreme or extensive degree; immensely.
ghastly	Causing great horror or fear.
condemn	Express complete disapproval of; censure.
radiate	Diverge or spread from or as if from a central point.
dreary	Depressingly dull; repetitive.
prevails	Prove more powerful or superior.
melancholy	A feeling of pensive sadness, typically with no obvious cause.
exception	A person or thing that is excluded from a general statement or does not follow a rule.
slate	A flat plate of slate formerly used for writing on in schools.
substitute	A person or thing acting or serving in place of another.
interior	Situated on or relating to the inside of something; inner.
humanity	The quality of being humane; benevolence.

3a. Subject Terminology:

Term	Definition
Dramatic	(Of an event or circumstance) sudden and striking.
Exciting	Causing great enthusiasm and eagerness.
View	Regard in a particular light or with a particular attitude.
Effects	A change which is a result or consequence of an action or other cause.

2. Tier 2 Vocabulary: 'Whales Under Threat' and 'Aboard a Whaling Ship, 1850'

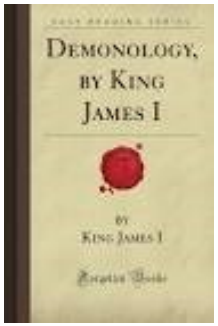
Term	Definition
commercial	making or intended to make a profit.
defiance	open resistance; bold disobedience.
laboratories	a room or building equipped for scientific experiments, research, or teaching, or for the manufacture of drugs or chemicals.
unanimous	(of two or more people) fully in agreement.
exploit	make full use of and derive benefit from (a resource).
confrontation	a hostile or argumentative situation or meeting between opposing parties.
massacred	deliberately and brutally kill (many).
ruthlessly	without pity or compassion for others.
weary	reluctant to see or experience any more of; tired of.
harpoon	a barbed missile resembling a spear that is attached to a long rope and thrown by hand or fired from a gun, used for catching whales and other large sea creatures.
hardiest	capable of enduring difficult conditions; robust.

3b. Subject Terminology:

Term	Definition
Tone	The writer's use of words and writing style to convey his or her attitude towards a topic.
Structure	The arrangement of and relations between the parts or elements of something complex.
Impression	An idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence.

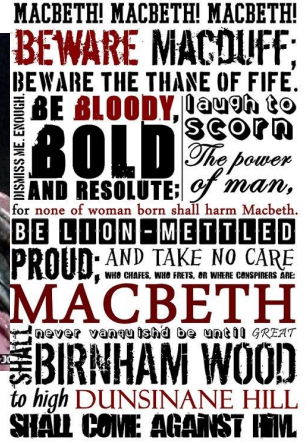
Year 10 — *'Macbeth', by William Shakespeare*

1. Context	
1606	This was when the play was written. This was during the Jacobean Era.
King James 1	James became King of England in 1603 after the death of Elizabeth 1. It was the first time that Scotland and England had been united by a monarch.
Demonology	This was the title of the book written by King James 1 in 1597 which stated how to spot witches and what should be done to stop the supernatural.
Supernatural	A manifestation or event attributed to some force beyond scientific understanding or the laws of nature. In the Jacobean era, people believed in the supernatural.
The Gunpowder Plot	This was an attempt to assassinate King James and destroy Parliament by a group of Catholic conspirators including Guy Fawkes. This took place in 1605.

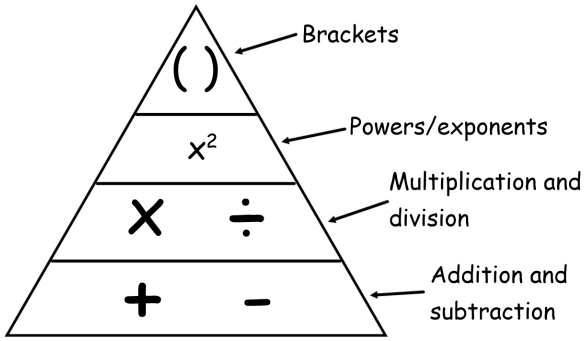


2. Macbeth — Characters	
Macbeth	Starts the play as Thane of Glamis, becomes Thane of Cawdor and later King of Scotland.
Lady Macbeth	Plots the murder of Duncan. Later, she kills herself after going mad
King Duncan	King of Scotland who is murdered by Macbeth.
Malcolm	Duncan's eldest son who flees to England after his father's murder. He
Donaldbain	Duncan's youngest son who flees to Ireland.
Banquo	Soldier in the army and Macbeth's friend. He is told by the witches that his children will be kings. He is murdered by assassins hired by Macbeth.
Fleance	Banquo's son who escapes the assassination.
The Witches	Macbeth meets these after the battle and they give him prophecies.
Macduff	Thane of Fife. He goes to England and joins Malcolm when he learns his family have been murdered. He kills Macbeth in the end.
Lady Macduff	Macduff's wife who is murdered along with her children on the orders of Macbeth.
Ross	He is the messenger who tells Macduff that his family have been murdered on Macbeth's orders.
Hecate	The Goddess of witchcraft who only appears in a few scenes with the witches.

3. Plot Vocabulary	
Apparition	A ghost/ ghost-like image of a person. *The apparition of Banquo appears at the banquet.*
Kinsman	A relative/ blood relation. *Duncan describes Macbeth as his kinsman as they are distant cousins.*
Regicide	The killing of a monarch (King or Queen). *Macbeth commits regicide.*
Prophecy	A prediction of what will happen in the future. *The witches give Macbeth and Banquo prophecies.*
Remorse	A deep regret or guilt for a wrong committed. *Lady Macbeth has remorse when she is mad in Act 5, but she is remorseless when she first commits the murder of Duncan.*
Hamartia	The fatal character flaw of the tragic hero. *For Macbeth, this is his ambition.*
Thane	A man who holds land granted by the king or by a military nobleman. *Macduff is Thane of Fife whereas Macbeth begins the play as the Thane of Glamis.*
Valiant	Possessing or showing courage or determination. *Macbeth is valiant in battle.*



Order of Operations



Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

$\square^2 \longleftrightarrow \sqrt{\square}$

$\square^3 \longleftrightarrow \sqrt[3]{\square}$

Square Numbers

1×1 or $1^2 = 1$
2×2 or $2^2 = 4$
3×3 or $3^2 = 9$
4×4 or $4^2 = 16$
5×5 or $5^2 = 25$
6×6 or $6^2 = 36$
7×7 or $7^2 = 49$
8×8 or $8^2 = 64$
9×9 or $9^2 = 81$
10×10 or $10^2 = 100$
11×11 or $11^2 = 121$
12×12 or $12^2 = 144$

Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Written methods

Multiplication (Grid method)

26 x 5

×	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, 100 + 30 = 130.

Division (Bus stop)

186 ÷ 6

$$6 \overline{)\,1\,^{1}8\,6} = 0\,3\,1$$

6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

Multiplying Integers

If the signs are the same, the result is positive.

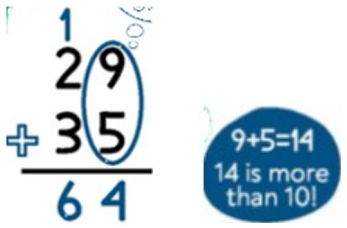
$+ \times + = +$ $- \times - = +$

$+ \times - = -$ $- \times + = -$

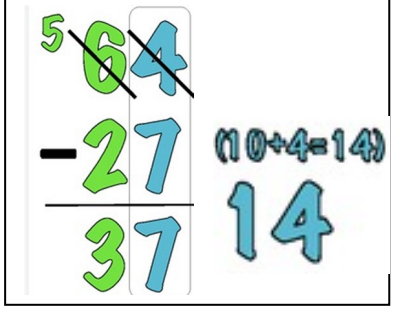
Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. 3 + 5 = 8
+ add −	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + - 5 = -2
- add -	Add the integers; end result is a negative -3 + -5 = -8

Column Addition



Column Subtraction



Rounding (to different degrees of accuracy)

* 5 and above rounds up *

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

Half term 1

Mathematics and Numeracy

Number

Powers and Roots

Squares	Roots
$\pm 1^2 = 1$	$\sqrt{1} = \pm 1$
$\pm 2^2 = 4$	$\sqrt{4} = \pm 2$
$\pm 3^2 = 9$	$\sqrt{9} = \pm 3$
$\pm 4^2 = 16$	$\sqrt{16} = \pm 4$
$\pm 5^2 = 25$	$\sqrt{25} = \pm 5$
$\pm 6^2 = 36$	$\sqrt{36} = \pm 6$
$\pm 7^2 = 49$	$\sqrt{49} = \pm 7$
$\pm 8^2 = 64$	$\sqrt{64} = \pm 8$
$\pm 9^2 = 81$	$\sqrt{81} = \pm 9$
$\pm 10^2 = 100$	$\sqrt{100} = \pm 10$
$\pm 11^2 = 121$	$\sqrt{121} = \pm 11$
$\pm 12^2 = 144$	$\sqrt{144} = \pm 12$
$\pm 15^2 = 225$	$\sqrt{225} = \pm 15$
$\pm 20^2 = 400$	$\sqrt{400} = \pm 20$

Cubes	Roots
$1^3 = 1$	$\sqrt[3]{1} = 1$
$2^3 = 8$	$\sqrt[3]{8} = 2$
$3^3 = 27$	$\sqrt[3]{27} = 3$
$5^3 = 125$	$\sqrt[3]{125} = 5$
$10^3 = 1000$	$\sqrt[3]{1000} = 10$

Subject Terminology

Powers/Exponents	How many times a number is multiplied by itself
Roots	A factor of a number that, when multiplied by itself, gives the original number
Base	The number that gets multiplied by the exponent
Standard form	Numbers written as a number between $1 \leq A < 10$ multiplied by base 10 with different exponents
Ordinary form	Numbers that are not written in standard form
Prime number	A number that is divisible by only itself and 1
Highest Common Factor	The highest number that can be divided exactly into each of two or more numbers
Lowest Common Multiple	The lowest number that is a multiple of two or more numbers

HCF and LCM

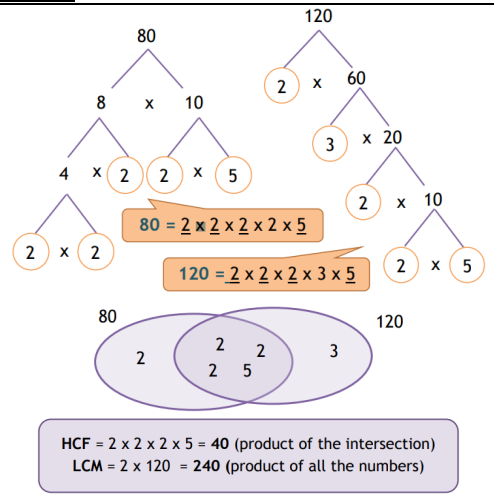
Write each number as a product of primes

Write each product on a Venn Diagram

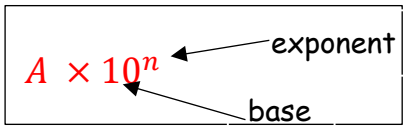
HCF is the product of the intersections

LCM is the product of all the numbers

E.g., What is the HCF and LCM of 80 and 120?



Standard Form



Convert 3500 to standard form

1) Write the first non-zero digit in the unit's column. Then write all digits left after the decimal place.

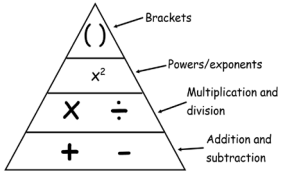
2) Find n by counting how many multiples of 10 you have moved the decimal place

Convert 2.37×10^5 to ordinary form

1) Move the first digit away from the units place value column n steps

2) Write all the other digits and fill in the rest of the place value with zeros

Order of Operations



Subject terminology	
Irrational	A number that can NOT be made by dividing two integers
Surd	The irrational root of an integer
Rationalise	Eliminating any surds from the denominator of a fraction by multiplying
Segment	The portion of a line between any two points
Subtended	When an angle is created by lines extending from the ends of an arc or curve
Common denominator	When two or more fractions have the same denominator (the bottom number of the fraction)
Terminating decimal	A decimal number that contains a finite number of digits after the decimal point
Recurring decimal	A decimal number that repeats forever

How to: Convert recurring decimals to fractions

Convert $0.\dot{5}$ to a fraction.

Let $x = 0.\dot{5}$,

$10x = 5.\dot{5}$

$10x - x = 5$

$9x = 5$

$\div 9$

$x = \frac{5}{9}$

$10x - x$

$5.555555\ldots$

$-\ 0.555555\ldots$

5.0

Rationalising a denominator - If the denominator has just one term that is a surd, the denominator can be rationalised by multiplying the numerator and denominator by that surd

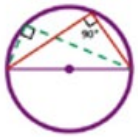
If the denominator of a fraction includes a rational number, add or subtract a surd, swap the + or – sign and multiply the numerator and denominator by this expression.

Example: Rationalise the denominator of $\frac{\sqrt{8}}{\sqrt{6}}$,

$$\frac{\sqrt{8}\times\sqrt{6}}{\sqrt{6}\times\sqrt{6}} = \frac{\sqrt{48}}{6} = \frac{\sqrt{(16\times 3)}}{6} = \frac{4\sqrt{3}}{6} = \frac{2\sqrt{3}}{3}$$

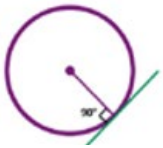
Circle Theorems

The angle at the centre is twice the angle at the circumference



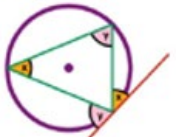
The angle from a diameter is 90°

Angles in the same segment are equal



The angle between a tangent and a radius is 90°

Opposite angles in a cyclic quadrilateral add to 180°



The angle between a tangent and a chord is equal to the angle in the alternate segment

A **pathogen** is a microorganism that causes a disease. There are four main types of pathogen:

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

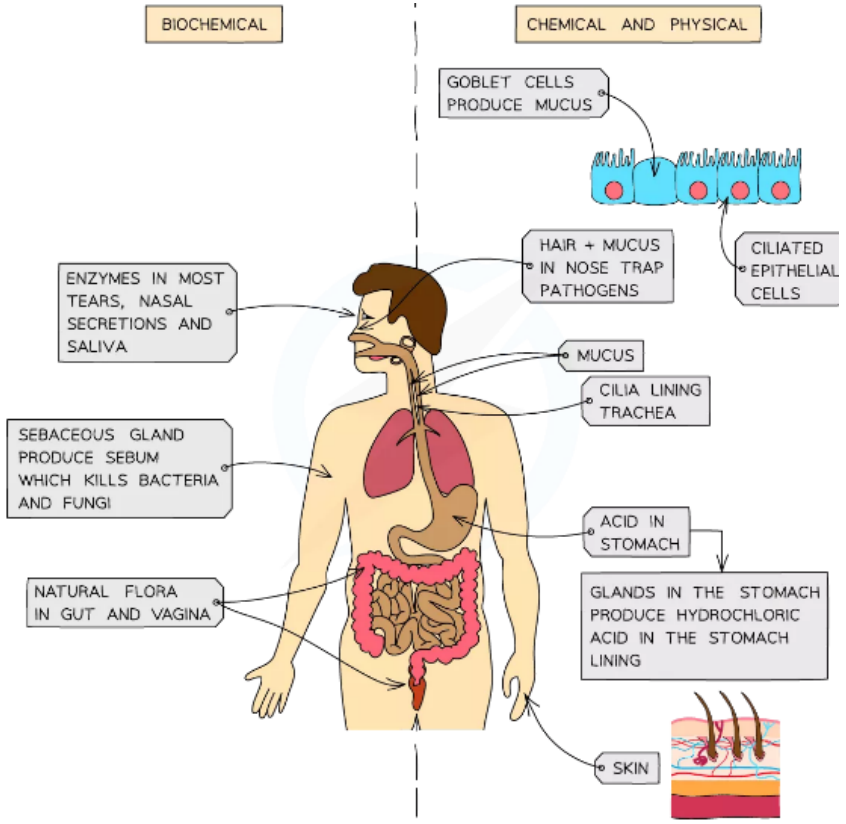
Subject Terminology	Definition
Pathogen	A microorganism which can cause a communicable illness; bacteria, virus, protest and fungi.
Communicable disease	A disease which can be transmitted between organisms and is caused by a pathogen.
Non-communicable disease	A disease which cannot be transmitted between organisms and is not caused by a pathogen.

Transmission can occur in a number of important ways, as shown in the table below.

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

The **non-specific defence systems** of the human body against pathogens include:

- The skin
- The nose
- The trachea and bronchi
- The stomach



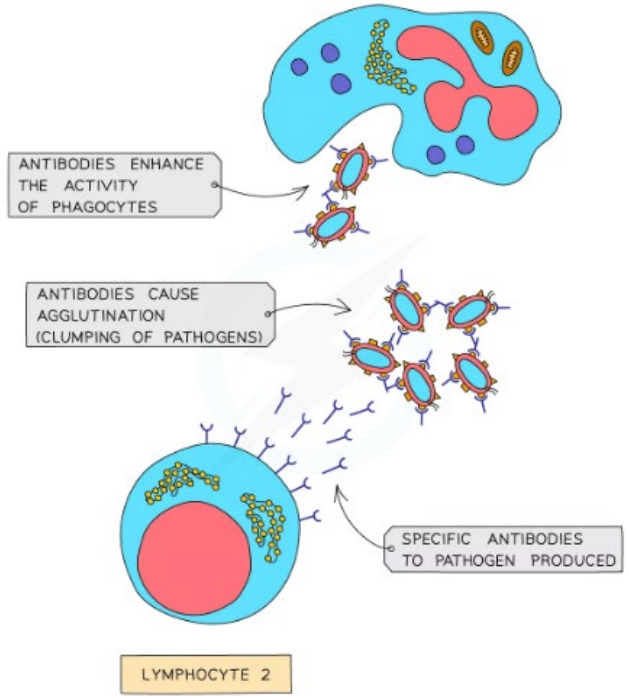
Subject Terminology

Key Word	Definition
Vaccination	An injection of a dead or weakened form of a pathogen which causes an immune response and immunity to a communicable illness.
Antibiotic	A drug used to cure bacterial illnesses and diseases.
Painkiller	A drug used treat the symptoms of disease and illness.
Double-blind trial	A drug trial in which neither the doctor nor the patient knows who has been administered the real drug or the placebo.
Antibodies	Proteins produced by white blood cells which bind to and destroy pathogens.
Macrophage	A type of white blood cell which takes part in phagocytosis (engulfing and breaking down a pathogen to destroy it).

Phagocytosis

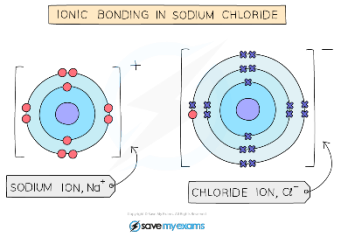
•Phagocytes engulf and digest pathogens, this can be non-specific or helped by antibodies which cause **agglutination** (clumping) of pathogens

•The phagocyte surrounds the pathogen and releases enzymes to digest and break it down to destroy it



Paper 1 Subject: Science - Chemistry Topic: C3 Structure and Bonding

Ionic Bonding

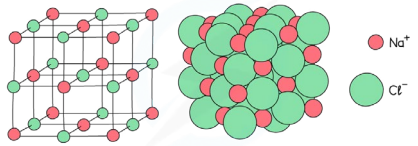


The **metal** atom will lose electrons and become a positively charged ion.

The **non-metal** will gain electrons and become a negatively charged ion.

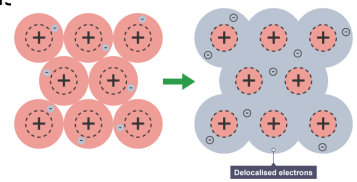
An ionic bond is the strong **electrostatic** force of attraction between oppositely charged ions.

Ionic compounds have regular structures, called giant **ionic lattices**.



Metallic Bonding

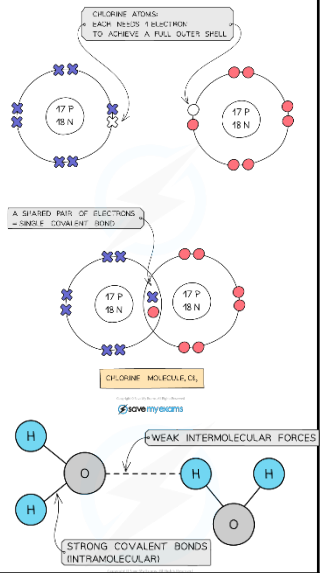
A metallic bond is the strong **electrostatic** forces of attraction between **delocalised** electrons and metal ions



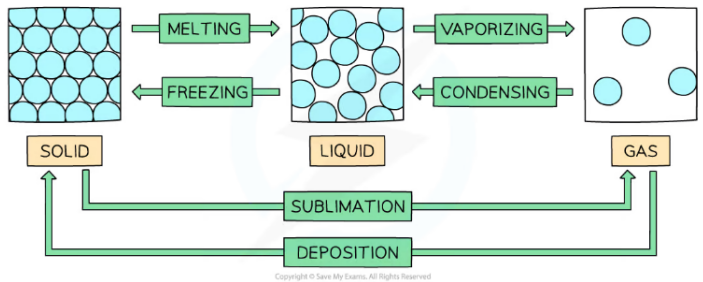
Covalent Bonding

Two or more **non-metal** atoms will share electrons to fill their outer shell.

Covalent bonds between atoms are very **strong.** When two or more atoms are covalently bonded together, they form 'molecules'.
Weak **intermolecular forces** exist between individual molecules



States of Matter



Melting is when a solid changes into a liquid
It occurs at a specific temperature known as the **melting point** which is unique to each pure solid.

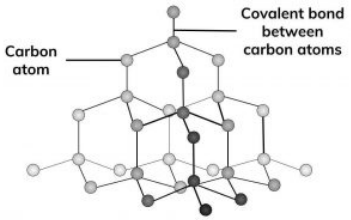
Freezing is when a liquid changes into a solid
This is the reverse of melting and occurs at exactly the **same temperature** as melting

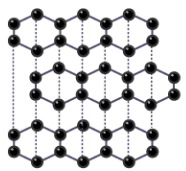
Key Word	Definition
Atom	The smallest part of an element.
Ion	A charged particle produced by the loss or gain of electrons
Allotrope	Different forms of the same element – for example carbon.
Intermolecular force	The weak force of attraction found between separate molecules of covalently bonded substances
Electrostatic attraction	The strong force of attraction between oppositely charge substances.
Delocalised electron	An electron that is no longer associated with a particular atom, it is free to move.

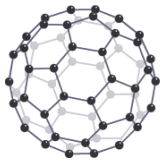
Fullerenes

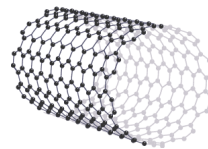
Giant covalent structures:

- **Diamond**: each carbon atom is joined to 4 other carbon atoms by strong covalent bonds.
- **Graphite:** each carbon atom forms 3 covalent bonds with other carbon atoms. The carbon atoms form layers of hexagonal rings.
- **Buckminsterfullerene:** molecules are made up of 60 carbon atoms joined together by 3 strong covalent bonds.
- **Nanotube:** a layer of graphene, rolled into a cylinder. Nanotubes have high **tensile strength**, so they are strong in **tension** and resist being stretched.





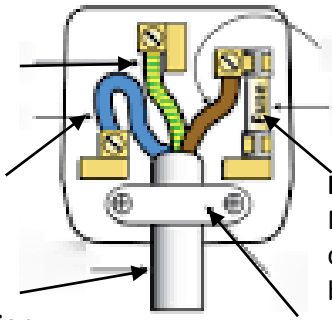




Paper 1 Subject: Science - Physics Topic: P5 Electricity in the Home

Equations to learn	
Symbol equation	**Word equation**
P = I V	Power = current x potential difference
$P = I^2 R$	Power = current^2 x resistance
Q = I t	Charge flow = current x time
E = P t	Energy = power x time
V = I R	Potential difference = current x resistance
E = Q V	Energy = charge flow x potential difference

Units to learn	
Power	Watts, W
Current	Amps, A
Potential Difference	Volts, V
Charge	Coulombs, C
Time	Seconds, s
Resistance	Ohms, Ω
Energy	Joules, J



Earth Wire
Green and Yellow
Prevents the appliance becoming live.

Neutral Wire
BLue to the **L**eft
Completes the circuity.

Outer insulation

Live Wire
BRown to the **R**ight
Provides the AC potential difference.

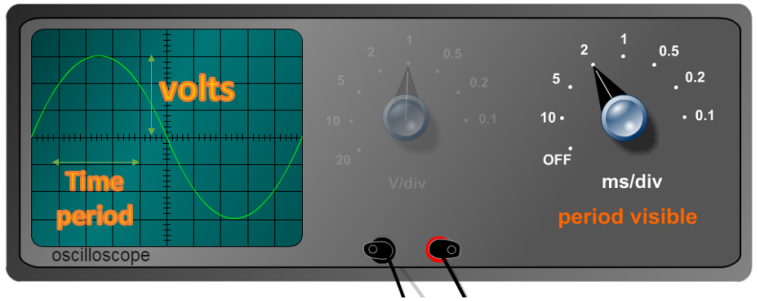
Fuse
Melts when the current is too high, breaking the circuit.

Cable grip

How to read an oscilloscope

To find potential difference:
1. Look at the V/div dial to see what each square represents.
2. Count how many squares the height of the wave is.
3. Multiply nº squares x nº on the dial.
4. This is your potential difference (volts)

To find the time period:
5. Look at the s/div dial to see what each square represents
6. Count how many squares the wavelength is.
7. Multiply nº squares x nº on the dial.
8. This is your time period



To find frequency:
9. Use the equation frequency = 1÷ time period

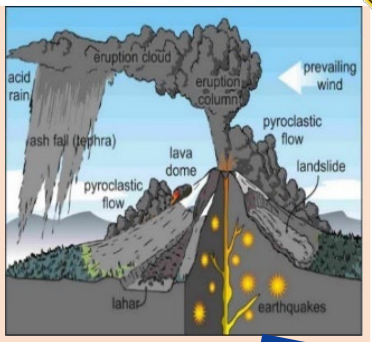
Subject Terminology	
Alternating current	The potential difference changes direction.
Direct current	The potential difference is always in the same direction.
Mains electricity	The frequency is 50Hz the potential difference is 230V alternating current.
Step-up transformer	Increases the potential difference, decreases current, increases efficiency in cables.
Step-down transformer	Decreases the potential difference to make it safe for the consumer.
National Grid	A system of cables and transformers linking power stations to consumers.
Double-insulated	Appliances that are double-insulated do not have an Earth wire as the case is made from plastic and cannot become live.

The structure of the Earth

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become less dense and slowly rise.
3	As they move towards the top they cool down, become more dense and slowly sink.
4	These circular movements of semi-molten rock are convection currents
5	Convection currents create drag on the base of the tectonic plates and this causes them to move.

LIC -CS: Haiti Earthquake 2010

Causes
On a conservative plate margin, involving the Caribbean & North American plates.
The magnitude 7.0 earthquake was only 15 miles from the capital Port au Prince. With a very shallow focus of 13km deep.

Effects
230,000 people died and 3 million affected. Many emotionally affected.
250,000 homes collapsed or were damaged. Millions homeless.
Rubble blocked roads and shut down ports.

Management
Individuals tried to recover people.
Many countries responded with appeals or rescue teams.
Heavily relied on international aid, e.g. $330 million from the EU.
98% of rubble remained after 6 months.

Earthquake Management

PREDICTING

Methods include:
- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:
- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

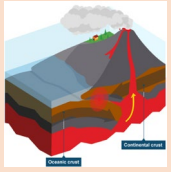
Unit 1a

The Challenges of Natural Hazards

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to melt and become molten magma. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for devastating earthquakes.



Constructive Plate Margin

Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge.

Conservative Plate Margin

A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	These are hazards caused by weather and climate.

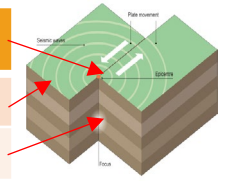
Causes of Earthquakes

Earthquakes are caused when two plates become locked causing friction to build up. From this stress, the pressure will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of seismic waves, to travel from the focus towards the epicentre. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the FOCUS.



HIC - CS: L'Aquila, Italy 2009

On 6th April 2009 an earthquake measuring 6.3 on the Richter scale struck L'Aquila in the Abruzzo region of Italy.
The earthquake's epicentre was seven kilometres northwest of L'Aquila.

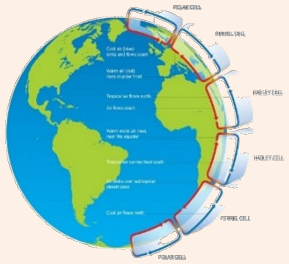
Effects
As a direct result of the earthquake, an estimated 308 people were killed, 1,500 were injured and 67,500 were made homeless.
many churches, medieval buildings and monuments with considerable cultural value were destroyed

Responses
For those made homeless, hotels provided shelter for 10,000 people and 40,000 tents were given out. Some train carriages were used as shelters.
Homes took several years to rebuild and historic centres are expected to take approximately 15 years to rebuild.

Global pattern of air circulation

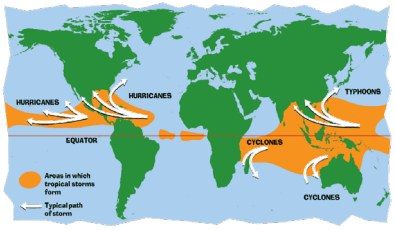
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.



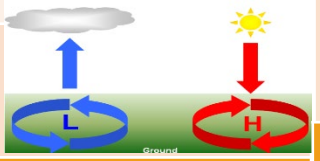
Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	Caused by cold air sinking. Causes clear and calm weather.



Formation of Tropical Storms

1	The sun's rays heats large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots
2	Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin.
4	When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm.
6	When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

HURRICANE EVACUATION ROUTE

Protection Preparing for a tropical storm may involve construction projects that will improve protection.	Aid Aid involves assisting after the storm, commonly in LIDs.
Development The scale of the impacts depends on the whether the country has the resources cope with the storm.	Planning Involves getting people and the emergency services ready to deal with the impacts.
Prediction Constant monitoring can help to give advanced warning of a tropical storm	Education Teaching people about what to do in a tropical storm.

Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole communities, buildings and communication networks.
- As well as their own destructive energy, the winds can generate abnormally high waves called storm surges.
- Sometimes the most destructive elements of a storm are these subsequent high seas and flooding they cause to coastal areas.

Secondary Effects of Tropical Storms

- People are left homeless, which can cause distress, poverty and ill health due to lack of shelter.
- Shortage of clean water and lack of proper sanitation makes it easier for diseases to spread.
- Businesses are damaged or destroyed causing employment.
- Shortage of food as crops are damaged.

Case Study: Typhoon Haiyan 2013

Causes

Started as a tropical depression on 2rd November 2013 and gained strength. Became a Category 5 "super typhoon" and made landfall on the Pacific islands of the Philippines.

Effects

- Almost 6,500 deaths.
- 130,000 homes destroyed.
- Water and sewage systems destroyed had caused diseases.
- Emotional grief for dead.

Management

- The UN raised £190m in aid.
- USA & UK sent helicopter carrier ships deliver aid remote areas.
- Education on typhoon preparedness.

Case Study: UK Heat Wave 2003

Causes

The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.

Effect

- People suffered from heat strokes and dehydration.
- 2000 people died from causes linked to heatwave.
- Rail network disrupted and crop yields were low.

Management

- The NHS and media gave guidance to the public.
- Limitations placed on water use (hose pipe ban).
- Speed limits imposed on trains and government created 'heatwave plan'.

What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than 0.6°C since 1950.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.

Enhanced Greenhouse Effect

Recently there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing less to be reflected. As a result, the Earth is becoming warmer.

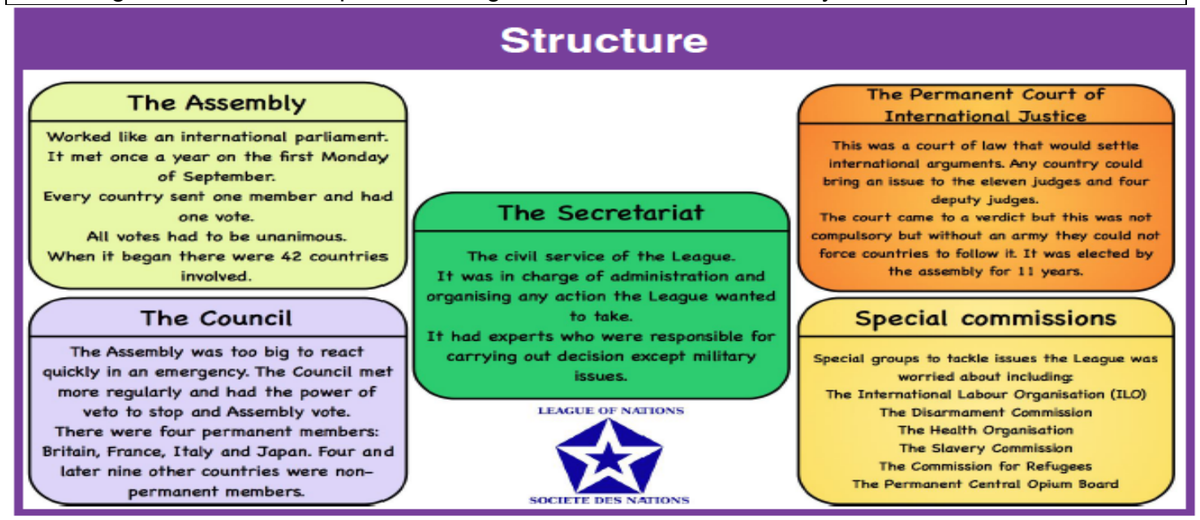
Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases. These can block sunlight and results in cooler temperatures.

Managing Climate Change

Carbon Capture This involves new technology designed to reduce climate change.	Planting Trees Planting trees increase the amount of carbon is absorbed from atmosphere.
International Agreements Countries aim to cut emissions by signing international deals and by setting targets.	Renewable Energy Replacing fossil fuels based energy with clean/natural sources of energy.

The League of Nations was a vision for bringing the world together in peace. It was to be a group of countries that would work together and solve problems, like a world parliament.
Four Aims of the League: Countries would work together to stop war from breaking out again, encourage disarmament, improve working conditions and tackle deadly diseases.



TECHNICAL VOCABULARY	
Unanimous	Fully in agreement
Veto	The right to reject a decision
Civil Service	The service responsible for the public administration of the government of a country
Mitigation	The action of reducing the severity, seriousness or painfulness of something.
Refugee	A person who has been forced to leave their country in order to escape war, persecution or natural disaster.
Geneva	Geneva is a global city, a financial centre and a worldwide centre for diplomacy in Switzerland.
Collective security	The co-operation of several countries in an alliance to strengthen the security of each.
Covenant	A set of rules each member country of the League of Nations agreed to abide by. Under the covenant, countries agreed not to declare war. Instead they would take the issue to the League and wait for them to rule a decision.
Economic Sanctions	Deciding not to trade with a country as a punishment
Moral Condemnation	Shaming a country into seeing that it is in the wrong.

The League of Nations in the 1920's	
Success	**Failures**
• The first attempt at collective security • The first World Parliament and step towards peaceful solutions for international affairs. • The covenant forbade the use of aggression. • The League resolved the dispute between Finland and Sweden in 1921 over the Aaland Islands. • In 1925 Greece invaded Bulgaria. The League demanded a withdrawal which Greece did.	• The Polish army took control of the city of Vilna in Lithuania in 1920 as it had many Polish living there. Lithuania asked the League for help but France and Britain did nothing as they saw Poland as an ally. • In 1923 Corfu was attacked by Italy claiming Greece had killed its surveying team. The League did not condemn Italy and even made Greece pay it compensation for deaths. • In 1929 the Wall Street Crash led to a worldwide economic depression. The League of Nations was powerless to do anything.

Manchurian Crisis	Abyssinian Crisis
In 1931, Kwantung Army was already posted in Manchuria to protect the Japanese owned South Manchurian railway. On 18th September 1931, the Kwantung exploded a bomb on the railway. The Japanese claimed the train had been attacked by the Chinese soldiers. Chinese denied this and claimed their soldiers were asleep at the time.	On Mussolini's order in Dec 1934, Italian soldiers clashed with Abyssinians at Wal Wal, an oasis on the border between Abyssinia and Somaliland. In the initial conflict, 150 Abyssinians and 2 Italians were killed. The League tried to intervene is this situation but it was difficult as both countries were members of the League. Italy was also intent on war.
The Kwantung Army used the events **as an excuse to take over Manchuria.** **People in Japan were delighted with the invasion and celebrated on the streets.** The Government wasn't happy but went along with it. **By 1937, Japan had taken over large parts of China with no action taken by the League.**	On 30th June 1935 Haile Selassie, the Abyssinian emperor, addressed the League in Geneva; warning of the effects failing to address Mussolini's actions would have. Despite moral condemnation from the League, Mussolini's troops entered Abyssinia on 3rd October 1935. Italy was a modern and advanced country with a large army and the latest technology.
Officials from the League sailed to Manchuria to assess the legality of the invasion. This was known as the Lytton Council. By Sept 1932, **the report was presented which stated that Japan had invaded illegally.** Instead of withdrawing, Japan decided to try and invade more of China. **Japan left the League 27th March 1933.** The remaining powers in the League were powerless to punish or stop Japan with the USA. The crisis highlighted how defenceless the league of Nations was.	The Italians bombed the tribal villages of Abyssinia and used chemical weapons to terrorise people into surrendering. The only resistance they met was the small Abyssinian army and some soldiers were armed with merely spears. The League did nothing to help and failed to prevent another one of its members from violating the Covenant.

Weaknessess of the League of Nations			
No Army	**USA not a member**	**Slow to react**	**Germany and the USSR not allowed to join**
Britain reluctant to give up own troops as they needed them to protect their own empire. This meant that the League of Nations could not threaten anyone who broke the rules. Meant LON could impose Trade Sanctions or Moral Condemnation only.	This meant any trading sanctions could be undermined. Britain and France now had to lead the League. They were more interested in their own interests.	To make a decision, the League had to vote within the Assembly. This only met once a year which meant decision took a long time. The council could also undermine the decions made in the Assebmly which meant all power laid with Britain, France, Italy and Japan.	This meant that not all the superpowers were involved in decision making.

Conflict and Tension: The Interwar Years

Historical Substantive Concepts

Monarchy

In 1917, against a backdrop of changing political and social ideology Tsar Nicholas II abdicated the Russian throne. Defeat in 1918 for Germany led to Kaiser Wilhelm II's abdication, a republic being formed and a new constitution. Karl I, Emperor of Austria issued a proclamation in which he recognized the rights of the Austrian and Hungarian people to determine their form of government.

Religion

The Catholic Church used the war as a way to preach peace, mediate international conflict and commit humanitarian works. The greatest obstacle was the nationalism that spread through the War era.

Invasion

Invasion of the Ruhr (1923) when France sent troops into the area to collect the money they were owed by Germany.
Aggressive nationalism is best represented by Japan's invasion of China in 1931/32 and Italy's invasion of Abyssinia in 1935.
Germany invaded Poland in 1939 to lead to WW2.

Political Reform

The creation of the League of Nations represented an effort to break the pattern of traditional power politics.
This era also saw the rise of communism, starting in Russia.

Ideology

The aim of the Treaty of Versailles was to ensure peace and avoid another war like World War One. The League of Nations was established to ensure World Peace.

Conflict

During the 1920's the League of Nations had a mixture of success es and failures when dealing with conflict.
Success – Aaland Islands – Sweden and Finland accepted the LON negotiation to give the Aaland Islands to Finland.
Failure – Poland – The Poles invaded Vilna. LON ordered Poland to withdraw, and they refused. The League could do nothing.
However, in the 1930's aggressive nations and economic depression led to many failures.

Revolution

Between 1917 and 1923 a revolutionary wave of political unrest and revolts sprung up around the world, inspired by the success of the Russian Revolution and the disorder created by the aftermath of World War One. The uprising were socialist or anti-colonial.

Tax & Economy

The Central Powers were punished severely by the war's concluding treaties and the reparation payments that were imposed were considered impossible to meet. This led to hyper-inflation occurring in Germany in 1921-1923
The European Allies had their own financial problems. They ended the war deeply indebted to the United States.

Year 10 HT3 French – Free time activities – Qu'est-ce que tu fais pendant ton temps libre?

Opinion Phrases				
Opinion	**Infinitive**	**Nouns**	**Connective**	**Adjective**
J'adore = I love	jouer = to play	au football = football	parce que c'est = because it is	amusant = fun
J'aime beaucoup = I really like		au basket = basketball		(des)agréable = (un)pleasant
J'aime = I like	aller = to go	au cinéma = to the cinema		divertissant = entertaining
Je m'intéresse à = I am interested in		au centre sportif = to the sports centre		animé = lively
Je suis fasciné par = I am fascinated by	manger = to eat	le fastfood = fast food		drôle = funny
Je m'en fiche de = I don't care about		la nourriture saine = healthy food		difficile = difficult
Ça me dérange de = It annoys me	faire = to do	mes devoirs = my homework	car c'est = because it is puisque c'est = because it is	facile = easy
Je n'aime pas = I don't like		de l'escalade = climbing		génial = great
Je n'aime pas du tout = I really don't like	regarder = to watch	un film d'action = an action film		cool = cool
Je déteste = I hate		un film d'amour = a romantic film		fantastique = fantastic
Je ne supporte pas = I can't stand	sortir = to go out	avec mes cousins = with my cousins		reposant = relaxing
		avec mes copains = with my friends		ennuyeux = boring
				embêtant = annoying

Present tense							
Verb	**Time expression**	**Nouns**	**Connective**	**Noun**	**Verb**	**Infinitive**	**Nouns**
Je joue = I play	toujours = always	aux échecs = chess aux cartes = cards	mais = but	je = I	préfère = prefer	jouer = to play	au tennis de table = table tennis
	presque toujours = almost always			mon frère = my brother			aux fléchettes = darts
Je vais = I go	normalement = normally	à la galerie = to the gallery au musée = to the museum	cependant = however	ma mère = my mum	préfère = prefers	aller = to go	au théâtre = to the theatre
	souvent = often			mon père = my dad			au concert = to the concert
Je sors = I go out	généralement = generally	avec mes amis = with my friends avec ma petite amie = with my girlfriend	pourtant = however	ma cousine = my cousin (f)		manger = to eat	la nourriture indienne = Indian food
	en général = in general			mon frère et moi = my brother and I	préférons = prefer		la nourriture chinoise = Chinese food
Je fais = I do	quelquefois = sometimes	des arts martiaux = martial arts les tâches ménagères = household chores	en revanche = on the other hand	mon grand-père et moi = my grandpa and I		faire = to do	les courses = shopping
	parfois = sometimes			mon père et moi = my dad and I			les lits = the beds
Je regarde = I watch	de temps en temps = from time to time	un film d'action = an action film un film d'amour = a romantic film	tandis que = whereas	mes parents = my parents	préfèrent = prefer	regarder = to watch	un film d'aventure = an adventure film des series = TV series
	rarement = rarely			mes grands-parents = my grandparents			
	ne…jamais = never		alors que = whilst			sortir = to go out	avec mes grands-parents = with my grandparents avec mes copains = with my friends

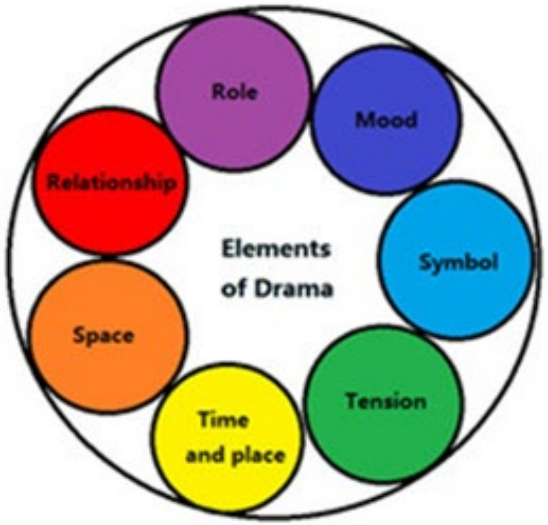
Future Tense – If Clauses						
If clause starter	**Verb**	**Noun**	**Connective**	**In my opinion**	**I think that it is**	**Adjective**
Si j'ai beaucoup d'argent = If I have a lot of money Si j'ai assez d'argent = If I have enough money Si j'ai de la chance = If I am lucky Si j'ai l'occasion = If I have the opportunity Si je peux = If I can Si j'ai beaucoup de temps = If I have lots of time	je jouerai = I will play	au foot = football au rugby = rugby au basket = basketball	parce que car puisque	à mon avis selon moi pour moi en ce qui me concerne	je pense que c'est je considère que c'est je crois que c'est il me semble que c'est ce sera = it will be ce ne sera pas = it will not be ce serait = it would be ce ne serait pas = it would not be	génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying important = important
	j'irai = I will go	au café = to the café au centre commercial = to the shopping centre au centre-ville = to the town centre				
	je ferai = I will do	des courses = the shopping du sport = sport de l'équtation = horse riding de la natation = swimming				
	je regarderai = I will watch	un film d'action = an action film un film d'amour = a romantic film				
	je sortirai = I will go out	avec mes amis = with my friends avec ma petite amie = with my girlfriend				
Si j'avais beaucoup d'argent = If I had a lot of money Si j'avais assez d'argent = If I had enough money Si j'avais de la chance = If I was lucky Si j'avais l'occasion = If I had the opportunity Si je pouvais = If I could Si j'avais beaucoup de temps = If I had a lot of time	je jouerais = I would play	au foot = football au rugby = rugby au basket = basketball				
	j'irais = I would go	au café = to the café au centre commercial = to the shopping centre au centre-ville = to the town centre				
	je ferais = I would do	des courses = the shopping du sport = sport de l'équtation = horse riding de la natation = swimming				
	je regarderais = I would watch	un film d'action = an action film un film d'amour = a romantic film				
	je sortirais = I would go out	avec mes amis = with my friends avec ma petite amie = with my girlfriend				

Past tense – Imperfect and Perfect						
Time Expression	**Verb**	**Noun**	**Connective**	**Verb**	**Qualifier**	**Adjective**
Hier = Yesterday Avant-hier = The day before yesterday Hier matin = Yesterday morning Hier soir = Yesterday evening La semaine dernière = Last week Le week-end dernier = Last weekend L'année dernière = Last year Il y a deux mois = Two months ago	j'ai joué = I played	au foot = football au rugby = rugby au basket = basketball	et = and mais = but cependant = however pourtant = however en revanche = on the other hand toutefois = however néanmoins = nevertheless	c'était = it was je trouvais que c'était = I found that it was je pensais que c'était = I thought that it was je croyais que c'était = I believed that it was je considérais que c'était = I considered that it was ce n'était pas = it was not	trop = too très = very un peu = a bit assez = quite vraiment = really extrêmement = extremely	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying rapide = fast lent = slow cool = cool génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining
	je suis allé = I went	au café = to the café au centre commercial = to the shopping centre au centre-ville = to the town centre				
	je suis sorti = I went out to	avec mes amis = with my friends au cinéma = to the cinema au centre sportif = to the sports centre				
	j'ai fait = I did	des courses = the shopping du sport = sport de l'équtation = horse riding de la natation = swimming				
	j'ai regardé = I watched	un film d'action = an action film un film d'amour = a romantic film				
	j'ai écouté = I listened	de la musique rock = to rock music de la musique classique = to classical music de la musique pop = to pop music				

Year 10 Subject: Level 1/2 Vocational Award in Performing Arts Topic: Elements of Drama

An Explorative Strategy is a *technique to explore and deepen understanding* of the drama you create. Used to understand characters, to explore scenes and to experiment with characterisation.

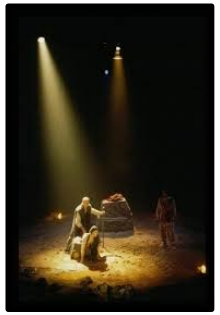
- Role Play is the basis of all dramatic activity. The ability to suspend disbelief by stepping into another character's shoes by adopting a role, becoming and acting like another person.
- Thought Tracking (also called thought tapping) is a quick-fire strategy enabling actors to verbally express their understanding of the characters and their situations without the need for rehearsal. It is letting the audience know how the character is thinking and feeling.
- Hot Seating is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. Before engaging in this strategy, prepare the person or people who will be in the hot seat to successfully take on their role.



Subject Vocabulary	
Forum Theatre	Encourages audience interaction and explores different options for dealing with a problem or issue
Improvisation	Is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.
Action	Consists in the events that the characters take part in as they act the play.
Form	Is the way that the story is told, the way the characters play their parts, and/or the way the themes are explored.

- Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'.
- Cross-Cutting is a drama technique borrowed from the world of film editing, where two scenes are intercut to establish continuity. In drama and theatre, the term is used to describe two or more scenes which are performed on stage at the same time (Juxtaposition – Contrast).

- Marking the Moment: is a dramatic technique used to highlight a key moment in a scene or improvisation. This can be done in a number of different ways: for example, through slow-motion, a freeze-frame, narration, thought-tracking, lighting or music.
- Flash Forward: (more formally known as prolepsis) is a scene that temporarily takes the narrative forward in time from the current point of the story in literature, film, television and other media.
- Flash Backwards: is an interjected scene that takes the narrative back in time from the current point in the story. Flashbacks are often used to recount events that happened before the story's primary sequence of events to fill in crucial backstory.



Year 10 Subject: Level 1/2 Vocational Award in Performing Arts Topic: Musical Theatre 1

Musical Theatre - Context and Background Facts

Musicals use singing, dancing, and talking to tell stories. They are meant to be entertaining and are usually lighter and funnier than opera. They have easy melodies - audiences could sing along.

They usually have an orchestra to accompany the singers, but many musicals today also have rock instruments such as electric guitars, synthesisers and drumkits.

Early musicals were influenced by jazz and swing music while lots of musicals from the 1970s onwards used rock music.

The types of musicals that are around today began in the 1920s and developed into the 21st Century.

The genre started out on Broadway, a famous theatre street in New York. Later ones were shown in London's West End.

Some songs from Musicals have hit the charts such as Evita's "Don't Cry For Me Argentina" and "Memory" from Cats.

Many musicals have been made into popular musical films; The Sound of Music, Hairspray, Grease, Billy Elliot, Mamma Mia and Les Miserables, Rent, Annie and West Side Story are just a few.

Musicals are usually written in the styles of the popular music that is around at the time. For example, Hamilton, which premiered in 2015, draws on elements of hip hop, as well as R&B, pop, soul, and traditional-style show tunes.

Types of Musicals:
Book Musical (A musical with a story), **Concept Musical** (the idea or concept is more important than the plot - A Chorus Line), **Jukebox Musical** (Popular songs by one artist; We Will Rock You, Mamma Mia), **Rock Musical** (uses rock music).

Voice Types

There are 4 main different voice types we need to be able to recognise. Each voice type is based on how high or low the singer can sing.

Soprano - a HIGH female voice.

Alto - a LOW female voice.

Tenor - a HIGH male voice

Bass - a LOW male voice.

Subject Vocabulary

Character	A person portrayed in a drama, novel, or other artistic piece.
Rhythm	Rhythm is the organisation of sound into a pattern. In dance, this pattern is created by the coordination of movement with the musical beats.
Style	Characteristic way of dancing.
Musicality	The ability to make the unique qualities of the accompaniment evident in performance.
Fluidity	Fluidity refers to the seamless, continuous flow of movement from one step to the next.
Spatial Awareness	Consciousness of the surrounding space and its effective use
Vocal Technique	The five vocal techniques—pitch control, tone quality modulation, resonance control, dynamics and volume adjustment, and precise articulation—enable individuals to expand their vocal versatility, adapt to various styles, emotions, and contexts, and convey their messages or expressions effectively.
Interpretation	Finding the meaning that is in the movement or finding the movement that is in the idea.
Intonation	Rising and falling of voice in speech.
Projection	Directing the voice out of the body to be heard clearly at a distance.

Important Composers and their Musicals: Gilbert & Sullivan 1842-1900 (The Mikado, HMS Pinafore), **Cole Porter** 1891-1964 (Anything Goes, Kiss Me Kate), **Rodgers & Hammerstein** 1895-1960 (Sound of Music, Oklahoma, Carousel), **Leonard Bernstein 1918-1990** (West Side Story) **Stephen Sondheim** 1930 (Sweeney Todd, Into the Woods), **Jerry Herman** 1931-2019 (Hello Dolly), **Schonberg & Boublil** 1941 (Les Misérables, Miss Saigon) **Andrew Lloyd Webber** 1948 (Joseph & the Amazing Technicolor Dreamcoat, Evita, Cats, Phantom of the Opera) **Alan Menken** 1949 (Little Shop of Horrors) **Stephen Schwartz** 1948 (Godspell, Wicked) **Lin-Manuel Miranda** 1980 (In the Heights, Hamilton, Moana, Encanto, Bring it on: The Musical).

Half-Term 1 | Year 10 **Music** | **Introduction to GCSE**

INSTRUMENTATION

Instrumental Ensembles:

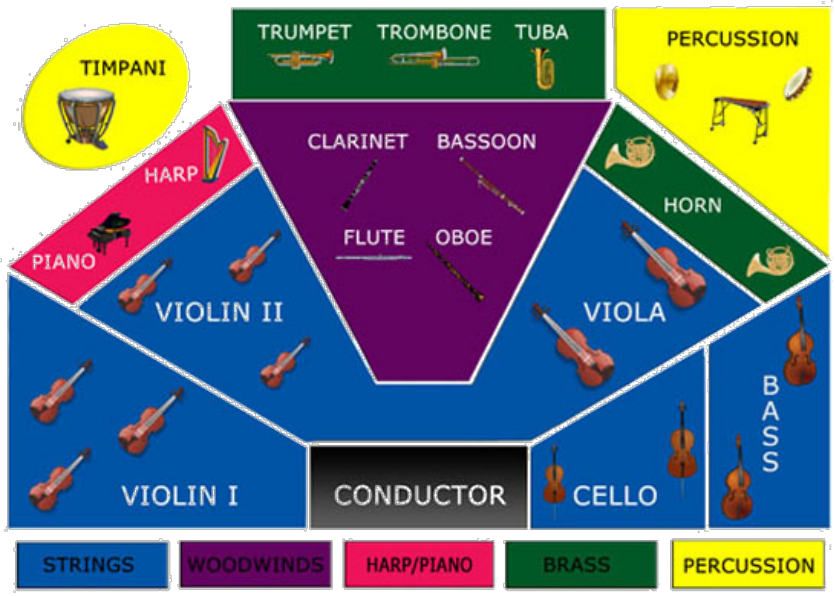
Solo	- 1 performer
Duet	- 2 performers
Trio	- 3 performers
Quartet	- 4 performers

Types Of Voices

Soprano	(Female)	HIGH
Treble	(Boy)	
Alto	(Female)	
Countertenor	(Male Alto)	
Tenor	(Male)	
Bass	(Male)	LOW

**SATB Choir: Soprano, Alto, Tenor & Bass*

Instruments Of The Orchestra



Rock & Pop Instruments

Electric Guitar

Acoustic Guitar

Singers

Bass Guitar

Keyboard / Synthesizer

Drum Kit

Saxophone

Trumpet

**Lead instrument = Often an electric guitar ('lead guitar'). Plays melody or harmonises with the singer & often has a solo.*

Jazz Instruments

Rhythm Section

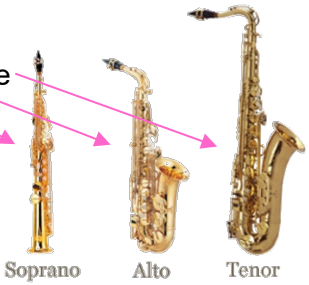
Backup / Accompaniment for the melody. Sometimes still improvise and get solos.

*The Groove: Double Bass
*The Beat: Drum Kit
*The Chords: Piano
(Sometimes Guitar)

Front Line Instruments

Instruments that play melodies / improvise. Stand in front of the rhythm section.

*Trumpet
*Trombone
*Saxophone



Musical Periods

Baroque Period (1600-1750)

*Small orchestra - Mostly Strings + Basso Continuo
*Basso Continuo - The part given to instruments playing the bass line & chords accompanying the melody. *(Harpsichord, bass viol, organ, lute…)*

Classical Period (1750-1810)

*Basso Continuo gradually stopped being used
*Pianoforte introduced & Clarinet invented
*String Quartet very popular *(Violin x2, Viola, Cello)*

Romantic Period (1810-1910)

*Piano music very popular *(Instrument further improved)*
*Large Orchestra
*Tone / construction of instruments improved

Instrumental Techniques - The way you play / use an instrument.

Some Examples

String Instruments

*Pizzicato *(Pizz.)* - Plucking the strings
*Arco / Bowed - Using a bow on the strings
*Double Stopping - Playing two strings at the same time

String & Brass Instruments

*Con Sordino *(Con Sord.)* - Playing with a mute *(changes the sound produced)*
*Tremolo - Quickly repeating the same note *('trembling')*

Voices

*Falsetto - A technique used by men to sing at a much higher pitch

Voices, Brass, Woodwind and String Instruments

*Vibrato – Make the note waver up and down to add expression

Other Vocal Terms

Acapella

Singing without any accompanying instruments.

Chorus

Music written for a choir.

Backing Vocals

Sing harmonies / support the lead singer.

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

Baroque era (1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- Small orchestra (mostly strings, plus some wind)
- Suite, sonata, oratorio, chorales, trio sonata
- **Bach, Handel, Vivaldi**

Classical era (1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- Symphony, solo sonata, solo concerto
- Balanced, regular phrases
- **Haydn, Mozart, Beethoven**

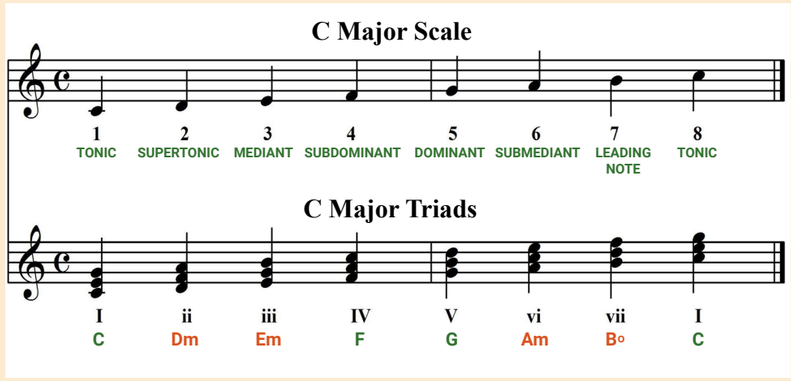
Romantic era (1810-1910)

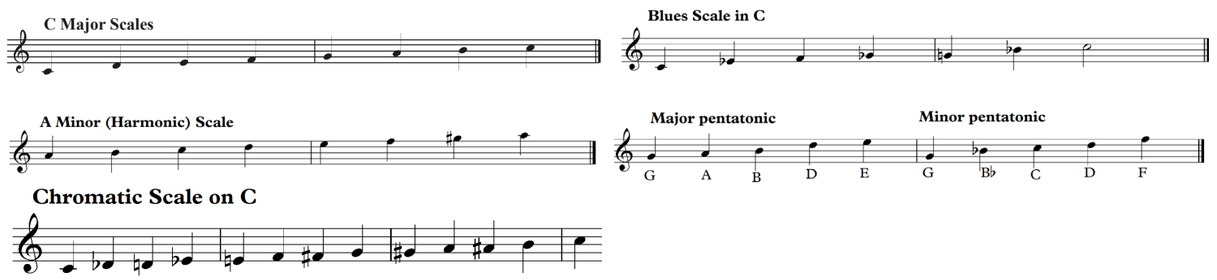
- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- Programme music
- Opera symphony
- **Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner**

Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/ PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V
Secondary chords ii, iii, vi, vii





Form and structure

BINARY **A B**

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY **A B A**

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO **A B A C A**

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

MINUET AND TRIO **II: AB: II II:CD :II AB**

The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat).

VARIATIONS **A a A A A**

The main theme (tune) is repeated and developed a number of times in a variety of different ways.

STROPHIC **A A A**

A simple form where the song uses the same melody over and over.

Devices

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Cadences

The two chords at the end of a phrase

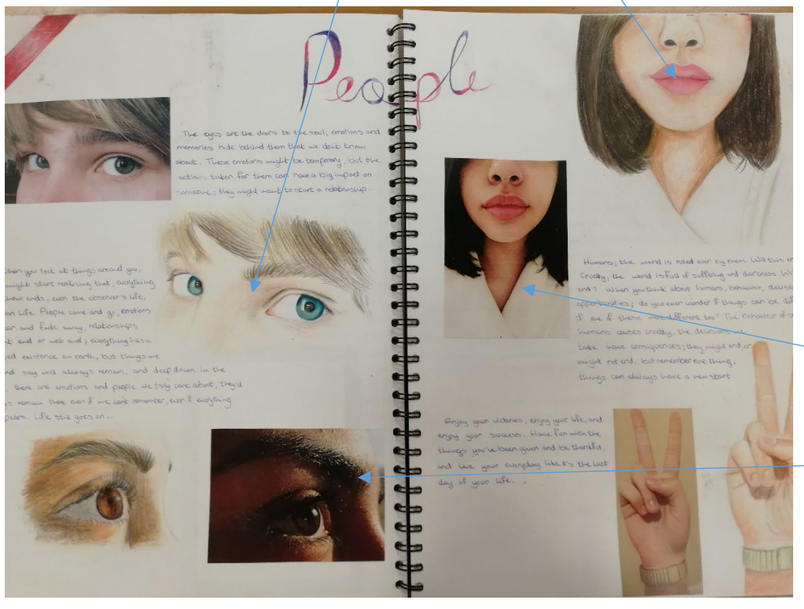
Perfect	**V-I**	Strong ending – sounds 'finished'; a musical full stop.
Plagal	**IV-I**	Sounds finished but 'softer'; Amen.
Imperfect	**I-V, ii-V, vi-V**	Sounds unfinished.
Interrupted	**V-vi**	Moves to an unexpected chord; 'surprise'.

Half-Term: HT1 +2 Y10 Coursework Project Subject: KS4 Art Threshold Concept Link(s): Draw from observation and use a range of tone and media

Assessment Taxonomy					
LIMITED	BASIC	EMERGING COMPETENT	COMPETENT & CONSISTENT	CONFIDENT & ASSURED	EXCEPTIONAL
Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
1-12 marks	16-24 marks	28-36 marks	40-48 marks	52-60 marks	64-72 marks

TECHNICAL VOCABULARY	
Response	A reaction (to the work of an artist)
Primary source	Observed first hand
Experiment	To test (with different art media)
Annotate	Explanatory notes
Review	Evaluate
Reflect	Reconsider and modify
Independent	On your own
Formal Elements	The Formal Elements are the parts used to make a piece of artwork. They should be commented on when discussing your own work
Analyse	To examine in detail
Media	Different art equipment like paint

Observational drawing in different media.



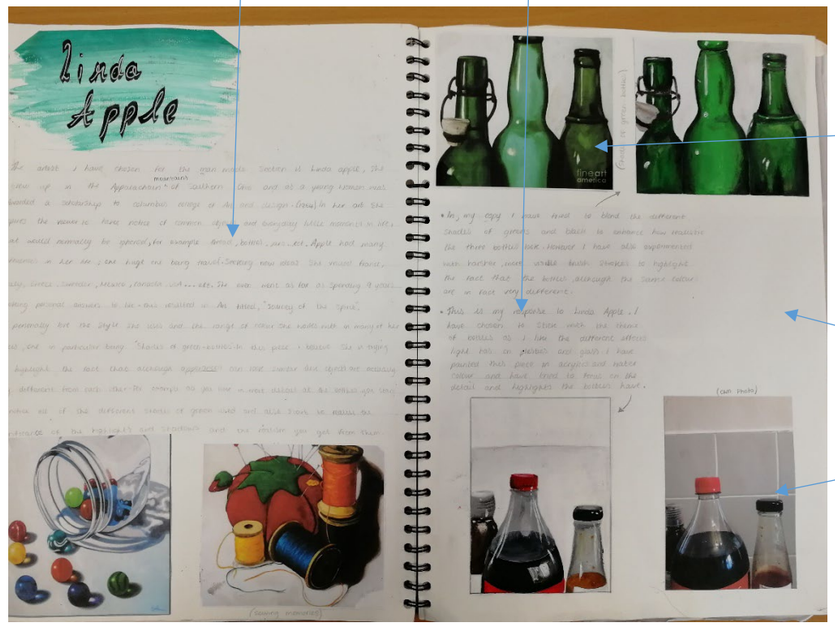
Use your own photos not pictures from the internet.

Initial research

Research will cover the 4 different themes of; man-made, people, environment and natural world. For each theme you will produce a double page of primary resources and research an artist, produce a copy of their work and then a response to their work. This will cover another double page.

Research on chosen artist

Annotation explains links to artist and reflects on use of media



Copy of chosen artist.

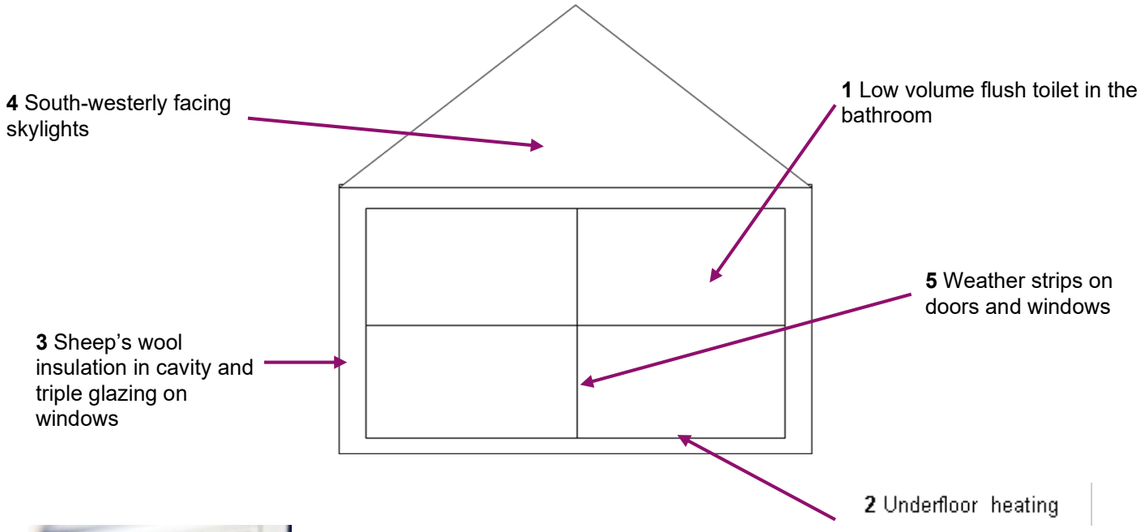
Response to chosen artist using own photo to draw from.

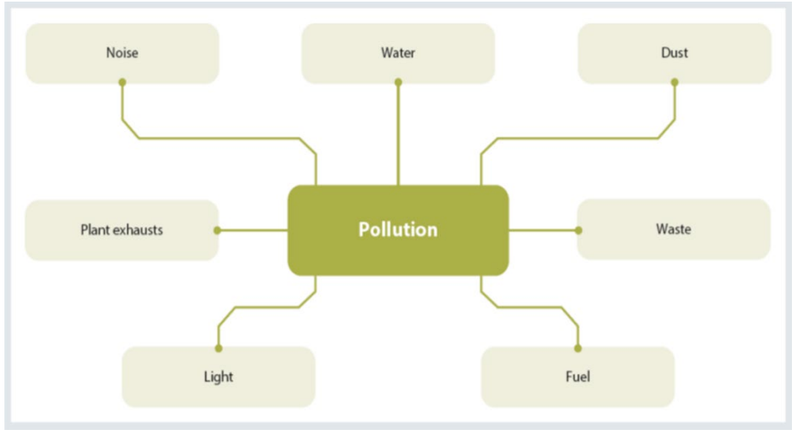
Emerging Technologies– Knowledge organiser

What	***Definition***	***What***	***Definition***
Enterprise	An idea that has been made into a business and is commercially viable.	**People culture and society**	People have different needs and tastes and vary from country to country.
Start-up business	An idea that has a potential to grow into a profit making business.	**Consumer choice**	The global manufacturing over the last 100 years has increased rapidly and shipped all over the world. The internet has helped to create a global market. This has led to a huge increase in choice and also kept prices low.
Crowd funding	is an internet based way to gain small contributors from many investors who believe in its future	**Technology Push**	
Virtual marketing	and virtual retail includes websites on social media and email Facebook and YouTube have become huge platforms to promote businesses and ideas.	**Market pull**	Consumer demands something an idea/ product/ invention/ solution but technologies isn't there to deliver it!
A cooperative	is an enterprise that is commonly owned and run by its members. Cooperatives are set up to protect the rights of its members to ensure everything is fair.	**Culture**	This is social behaviours from groups of people. This manifests its self through ritual, art and fashion. Designers need to be aware of the society around them to try and understand their culture.
Fair trade	Better prices, decent working conditions and fair terms of trade for farmers and workers in less economic development countries.	**Fashion and trends**	This basically means the latest thing? People want to be a part of a group and fit in or buy into a particular life style!
Environment	Using only renewable materials Using renewable energy Using recycled materials Designing a product to be easily repaired. Product having fewer components Designing a product to be upgraded	**Faith and beliefs**	A designer has to be responsible to be thoughtful in creating a design that does not hurt or offend possible customers and supporters of a product.
Negative environment	Over use of the finite and non-recycled materials. Use lots of components in a product. Use fossil fuels to power a factory to make the product. Products that have a built in obsolesce Component parts which travel long distances and are shipped globally.	**Designing for the disabled and elderly**	Developing countries are becoming and striving to become more inclusive and to cater for elderly and disabled. Emerging technologies have allowed designers and manufacturers to create products ranging from simple tools, equipment and gadgets, to transport methods and accessing building. This makes these group of people feel part of the community and not excluded and different.
Efficient working	This is a simple concept where a trained member of staff goes around turning off unnecessary lightening, lighting and other appliances. This lowers C)2.	**Pollution**	Usually done through getting the raw material and manufacturing of a product. To reduce it a Life cycle assessment is needed to reduce the impact.
Global warming	Extreme levels of CO2 released into the atmosphere and other green house gases.	**Carbon off-setting**	Carbon credits are given to some companies to help reduce CO2 emissions. The money raised is invested in planting tress, and forest regeneration.

Half-Term 1 - Sustainability

Material	At which stage of the construction process can it be wasted?	How is it wasted?	Destination
Plasterboard	Construction	Off-cuts	Recycle
Masonry	Demolition	Rubble	Recycle as hardcore
Sub-soil	Excavation	Spoil	Re-use
Plastics	Packaging materials	On delivery, once unwrapped	Disposal at landfill or incinerator
Water	Operation and maintenance	Leakage through pipes	Unknown until rectified





Subject - Construction

Material	Does it use up energy or water?	During which stage of the development cycle does this use occur?	What is the environmental/ economic impact?	How can you minimise this impact?
Cement	*Energy*	*Pre-construction*	*Environmental impact: pollution from greenhouse gas emissions*	*Use a gasification process that converts the carbon in the coal and fly ash to heat energy*
Timber	Energy (cost of transporting)	Pre-construction	Pollution from traffic emissions	Use locally sourced timber
Aggregates	Energy (cost of transporting)	Construction	Pollution from traffic emissions	Greater use of recycled and secondary aggregates
Steel	Energy (off-cuts)	Construction	Cost of transporting steel to recycle	Use of pre-fabricated steel members
Inadequate drainage systems	Water	After construction	Flooding	Use of Sustainable Drainage Systems (SuDS)
Waste water system	Water	After construction	Wastage of water	Install grey water harvesting system

Residential	Non- residential
NON PROFIT MAKING • Care homes- Beaumond House • Armed forces- Army, navy • Prisons • Boarding schools- Wellow **Services provided- Accommodation, food and drink**	**NON PROFIT MAKING** • Canteens in offices • Food supplied in schools, nurseries • Day care • Meals on wheels for the elderly **Services provided- Food and drink only**
Residential commercial	**Non –residential- commercial**
PROFIT MAKING • Hotels • Farmhouses • Bed and breakfasts • Air B & B • Holiday parks **Services provided- Accommodation, food, drinks, housekeeping, conference facilities**	**PROFIT MAKING** • Restaurants • Cafes and coffee shops • Mobile vans- ice cream • Street food vendors • Pubs and bars **Services provided- Food and drink only to eat in or take away**

TECHNICAL VOCABULARY

Contract caterer	Supply food and drink at facilities as well as staff where it is not already provided.
General manager	Responsible for the day to day running of the business
Head chef/ executive chef	In charge of kitchen, menu planning, Work rotas, ordering food and training staff
Sous chef	Day to day running of the kitchen, directly in charge of food production, covers for the head chef on holidays or if off sick
Chef de partie	Responsible for a particular section, the larger the kitchen, the more sections it has. Vegetables, sauces and soups, desserts.
Commis chef	Trainee sous chef, assists the head chef, takes on easier tasks
Canteen/ buffet/ carvery	Help yourself, can choose what you want, informal, quick, value for money, less staff, less skill, pre-prepare- Poor portion control
Table service	Orders are taken at the table, less choice, more staff required, more skilled chefs. More overheads
Vending service	24/7 limited choice, accurate portion control, no staff required. cheap

LO1 – (1.1)

Suppliers

- Need to be reliable, deliver regularly
- Guarantee good quality ingredients
- Compatible market prices

There can be **primary @ source**- the grower or the farmer direct.

Benefits-

- saves on packaging
- Reduced carbon footprint
- Attractive to conscientious customers
- Fresher produce
- Know where it's come from
- Competitive prices as there isn't a middle man

There are Secondary @ wholesaler

- Can buy in bulk, cheaper, less packaging
- Good choice
- Offer delivery service
- Specialist ingredients

There are tertiary @ retailers/ cash and carry

- More expensive
- Great choice
- May not deliver
- Shorter shelf life/ less fresh

Standards ratings

1 *star - open 7 days a week
- A reception
- Breakfast
- Bar

2* Star- All of above with a higher standard

3* Star-
- Dinner
- Room service

4* Star-
- 24hr room service
- More staff
- Restaurant

5* Star-
- Open all year
- Customer care
- Spa, gym, pool
- Concierge, valet parking
- Restaurant open for all meals, often more than one.

Food hygiene standards

0- Urgent improvement required
1- Major improvement necessary
2- Some improvement required
3- Standards generally satisfactory
4- Hygiene standards are good
5- Hygiene standards are excellent

Restaurant standards

Michelin star- Top restaurants only
1- Very good
2- Excellent
3- Exceptional

AA Rosette – Scored 1-5
1= good, better than the local competition
5= Comparative to the best in the world

Who rates establishments?

- Tourist boards
- Guests
- Social media reviews
- Expedia, trip advisor
- Organisations like AA

HT1 Subject **Child Development: Growth and Development Y10a.**

Growth	
What is growth a major feature of?	Childhood.
Why does growth take place?	Certain cells in the body keep dividing.
What does a division in cells in children mean?	Increases in height and weight, bones become longer and skeleton changes, development of muscles as well.
Who measures children?	Health visitors.
What measurements are plotted on a centile chart?	Height, weight and head circumference.
If children are not growing as expected what can this be a sign of?	Possible medical problems or a sign that the child is not eating the right quantity or type of food.
How can heredity affect growth?	Some medical conditions affecting growth can be inherited.
Why do bodies need nutrients?	Bodies need these in order for muscles, bones and organs to keep healthy and grow.
How much sleep do children need?	Babies need between 12-14 hours a day, young children need 10-12 hours.
How can emotional influences affect child's	If children have long periods of unhappiness, they are less likely to sleep or eat well- more likely to be ill.

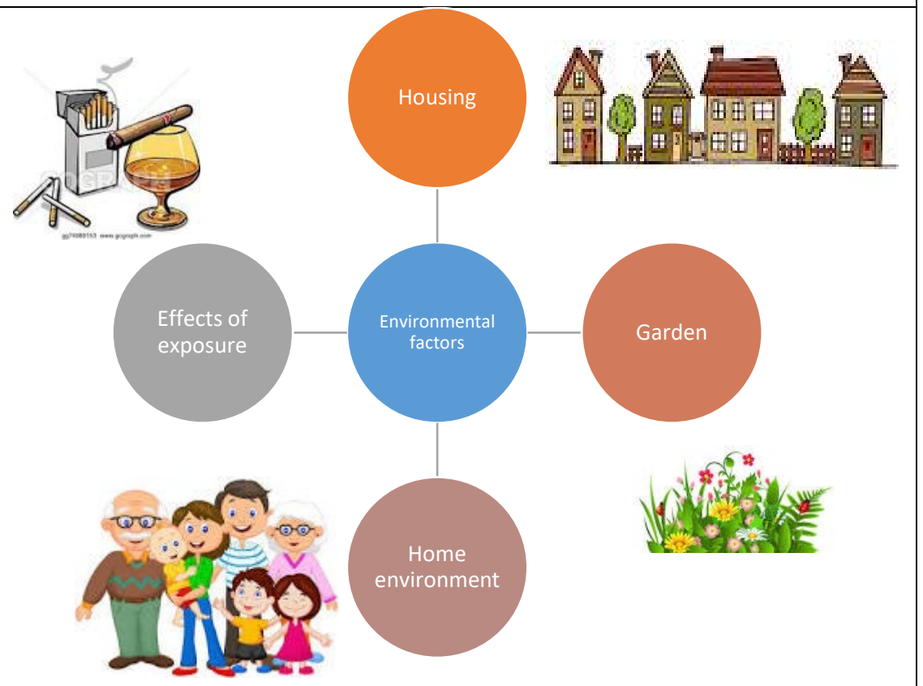
Development	
What is development?	The skills and knowledge we gain over time.
Do children develop at an even pace across all areas?	No some may have good language skills but not be able to kick a ball.
Why is it important to know the milestones for the different ages?	Can help you plan activities and spot any child that may need more support.
What are the 5 key development areas?	Physical, Cognitive, Communication and Language, Emotional and Behavioural and Social.
What's the difference between gross and fine motor movements?	Gross are large movements of the arms and legs, fine are small movements usually of the hands.
What are fine manipulative movements?	Complex or intricate movements of the hands- turning the lid of a bottle, tripod grasp.
What is perception?	The ability to become aware of something using the senses.
Which development area and skills are used in reading a	Communication and language- reading it. Physical- turning the page.
Which development area and skills are used in playing	Physical- drawing the noughts or crosses. Cognitive- deciding where to play.
Why are role models important?	Children copy skills and attitudes from them.

TECHNICAL VOCABULARY	
Growth	The division of cells.
Cell	A tiny part of the body.
Health visitors	Health professionals who advise families with children.
Head circumference	Measurement of the head from above the eyebrows to around the back of the head.
Centile chart	A chart on which measurements are marked and compared with those of other children of the same age.
Hormones	Chemicals that can trigger cell division, creating subsequent growth.
Nutrients	Substances found in food that are essential for health and growth.
Holistic development	The development of a child, taking into account all aspects of what they can do, not just one single area of development.
Milestones	Skills or pieces of knowledge that a child has acquired.
Developmental norms	The milestones that are associated with a particular age group.

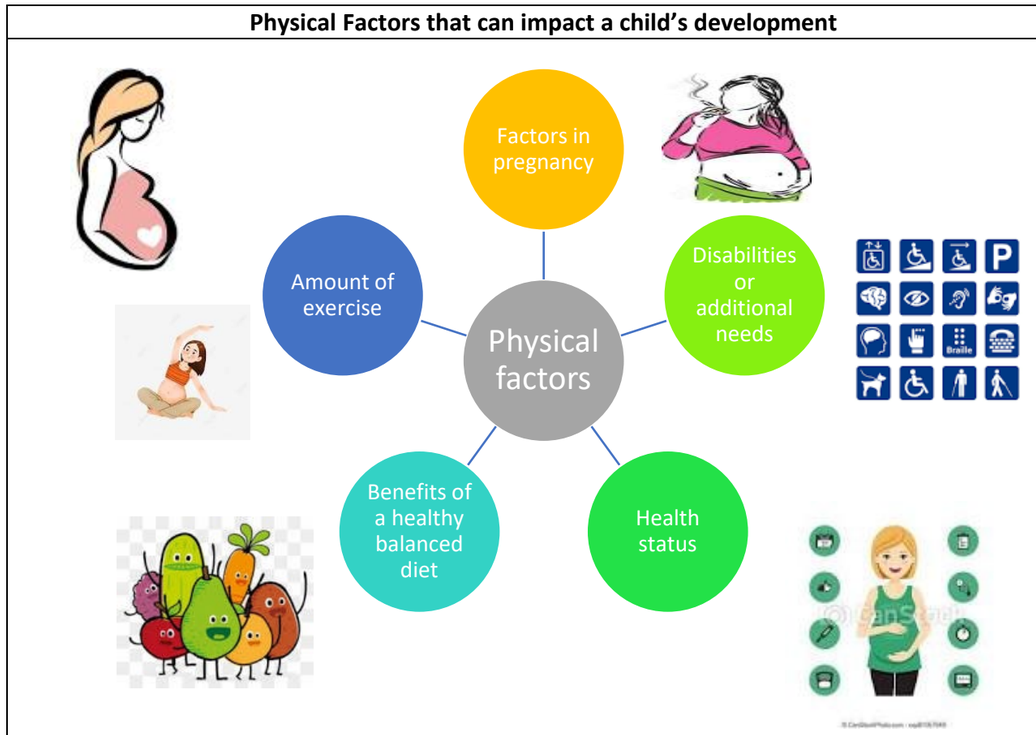
Development of different ages across the development areas			
	0- 18 months	18 months – 3 years	3 years -5 years
Physical	**3m** reflexes disappear; lift head + shoulders; watches fingers. **6m** rolls + turns; sits with support; holds a toy. **9m** sits; crawls; stands; passes toys; drinks cup. **12m** walks with handheld; pincer grasp; finger feeds. **15m** walks alone, grasps crayons and scribbles.	**18m** walks steadily; stops safely; climbs stairs; rides a balance bike and sit + ride toys. **2y** runs; throws a ball; walks up and down stairs; holds chunky pencils; draws circles and lines. **2y 6m** jumps from a small step; kicks a large ball and copies lines.	**3y** walks on tip toe; balances; rides a trike; catches and kicks a large ball; tripod grasp; cuts paper with scissors. **4y** runs and avoids obstacles; good balance; copies letters; draws a person. **5y** runs, climbs, skips, hops; likes ball games; good pencil control.
Cognitive	**3m**– attention span increase; recognises routines. **6m** recognise familiar objects/people. Respond to carers voice; explores objects; weaning. **9m** smiles at own face (mirror); looks for dropped toys; likes peekaboo, songs+ rhymes. **12m** knows own name; imitates actions.	**18m** knows name; can point to body parts; curious; knows where things belong. **2y** recognises pictures in a book; enjoys simple make-believe play. **2y 6m** knows full name; asks the names of people and objects.	**3y** matches + names colours; sorts objects; understands time passing; can 'write' (mark make on paper). **4y** counts to 10; repeats songs + rhyme; simple problem solving. **5y** concentrates longer; writes own name; recognises own name; simple sums; interested in reading + writing.
Communication and Language	**6 weeks** smiles **3m** stops crying when picked up **6m** babbles; laughs; vocalises. **9m** tuneful; joins in pat a cake; dada, mama. **12m** first words; pointing; copies; understands.	**18m** says words; gestures; understands more; repeats. **2y** says over 50 words; 2 words joined; enjoys books. **2y 6m** says 200 words; learns new words quickly; simple sentences.	**3y** clear speech; asks why? Uses personal pronouns and plurals; listens to stories; understands most instructions. **4y** talks about past and future; tells stories; likes jokes; asks questions; listens. **5y** fluent speech; grammatically correct; wide vocabulary; understand complex instructions.
Social	**3m** likes attention + cuddles. **6m** familiar people + strangers **9m** cries without their carers **12m** likes games peekaboo **15m** watches others playing.	**18m** understands 'you' 'me' 'mine'. Imitates household tasks. **2y** undress and dress with help; toilet training; more independent. **2y 6m** eats with a spoon; plays with others; does not share.	**3y** plays with others; starting to share and take turns. **4y** shows sensitivity; independent; good sense of humour. **5y** choses friends; understands rules; enjoys team games.
Emotional	**3m** like care routines **6m** recognises emotions **9m** specific attachment **12m** curious; explores **15m** some independence; jealousy.	**18m** mood swings dependent-independent **2y** cannot wait, wants demands met asap; can be distracted from tantrums. **2y 6m** self-identity; coping with emotions; tests boundaries from adults.	**3y** can wait; more co-operative; uses language to express feelings; makes requests. **4y** confident; self-assured; personal care; turns to adult for comfort when hurt or ill. **5y** close friendships; copes with emotions; resilient; adults need to sort conflicts.

HT1 Subject **Child Development: Factors that can impact development Y10b.**

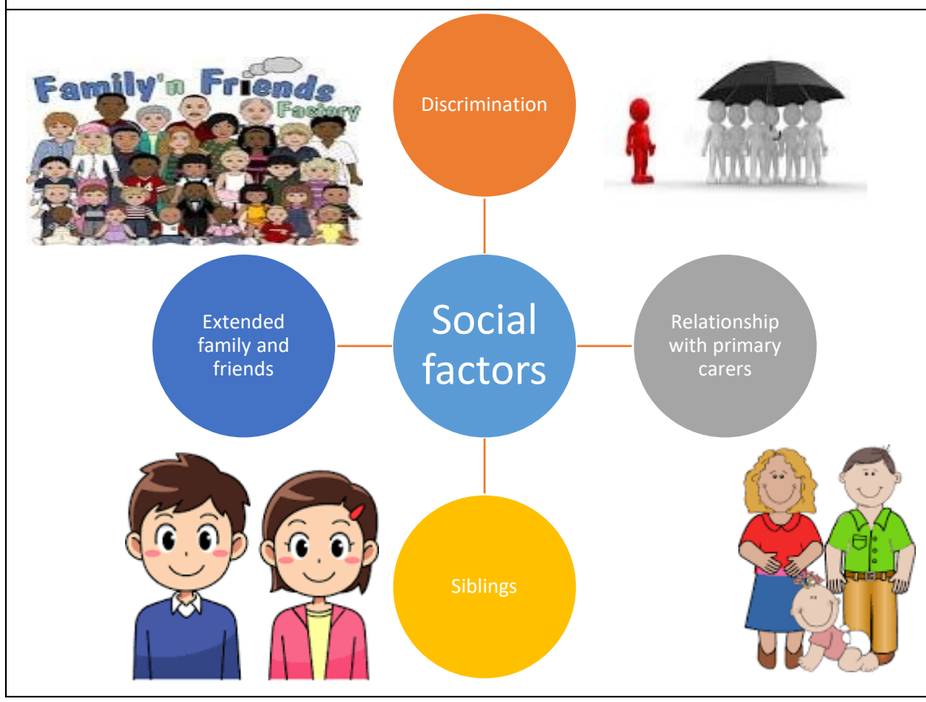
Environmental Factors that can impact a child's development



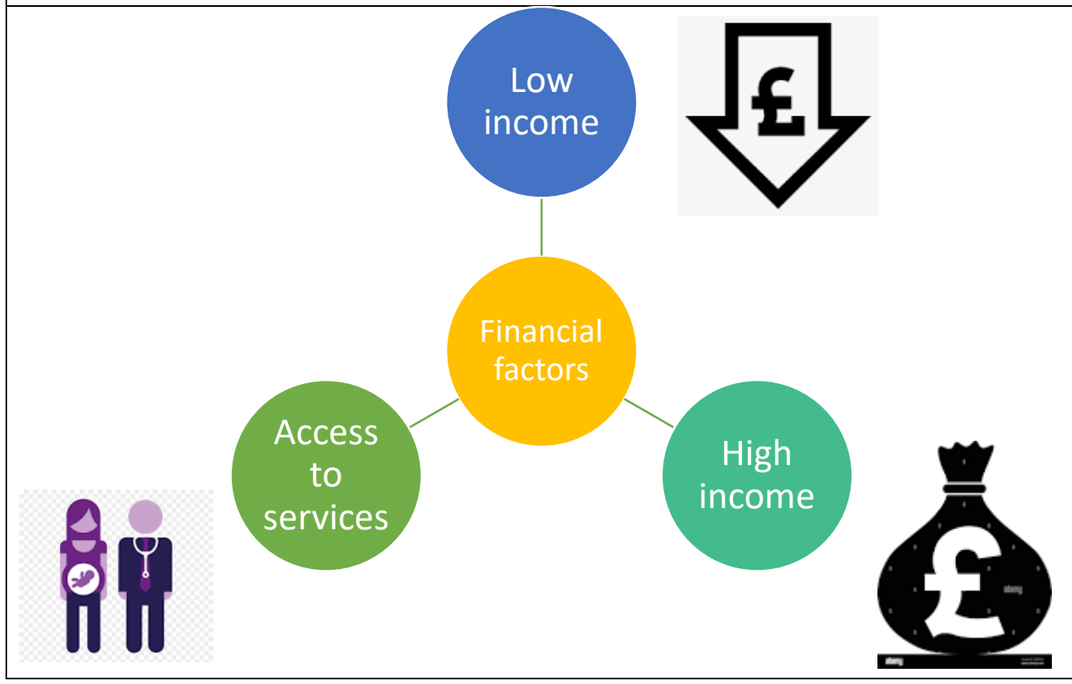
Physical Factors that can impact a child's development



Social Factors that can impact a child's development



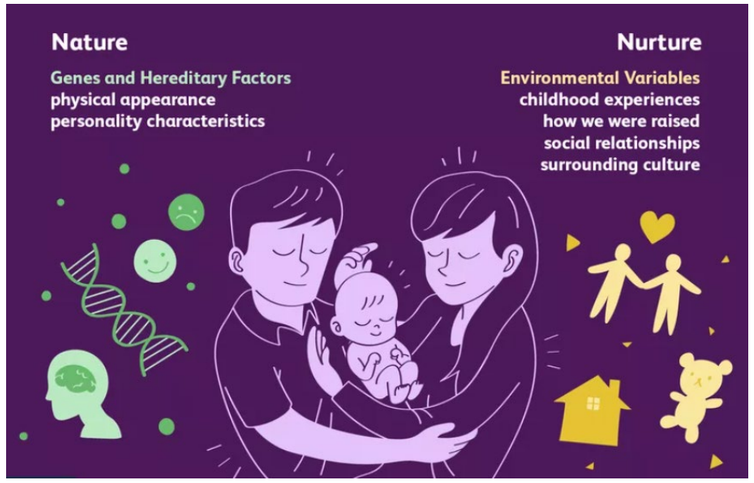
Financial Factors that can impact a child's development



HT 1 Subject **Sociology** Threshold Concept Link(s) **Key Concepts and Processes**

KEY SOCIOLOGICAL CONCEPTS: IDENTITIES

Identities are how people see themselves in society. Sociologists argue that identities are socially constructed, which means they are created and defined by societies.	**SOCIAL CLASS** Social class refers to the way people have status and roles based on their wealth and/or occupation. There are three main "traditional" classes in the UK, described in sociology: upper, middle and working (lower) class. Each class has its own culture, and therefore norms, values, beliefs and worldviews.
ETHNICITY Ethnicity is the name for the group that a person identifies with, based on cultural factors such as religion, language, customs and way of life. This is different to race, which refers solely to a person's physical appearance such as skin colour. Sociologists nowadays focus on ethnicity instead of race, as race is a superficial categorisation.	**GENDER** Gender is the concept whereby society says certain norms are "masculine" or "feminine". This is different to biological sex; usually determined by genitalia and chromosomes. Gender roles are the expectations of males and females to conform to these norms. Gender role socialisation is the idea that boys and girls are socialised to be masculine and feminine based on their biological sex.



Nature Vs Nurture

Nature = our behaviour is mostly determined by our genetic make-up and what we inherit from our parents. Just as children inherit hair and eye colour, some behaviours such as musical ability and temper can be passed on from parents to children.

Nurture = behaviour is learned. Individuals are socialised into the culture of their family and their society and taught how to live by the agents of social control (peers, family, media, religion, etc)

Do you think the below are mostly controlled by nature or nurture?

Music taste, hobbies and interests, height, temperament, sexual orientation and intelligence.

TECHNICAL VOCABULARY	
Sociology	The study of society and social behaviour.
Research methods	How sociologists collect data. For example, a research method could be a questionnaire which is sent out to find out people's opinions on a topic.
Culture	A shared way of life of a society or group within a society.
Norms	Expectations or unwritten informal rules surrounding how someone should behave in a particular situation.
Values	What is considered worthwhile and worth working for in society.
Status	The position a person has in society and the amount of respect a position has.
Roles	The 'parts' we play in our daily lives e.g mother, friend, teacher
Nature	A belief that our behaviour is determined by out genetic makeup and what we biologically inherit from our parents
Nurture	A belief that our behaviour is learned from those around us. Influences are friends, work, religion, family, etc, not just out genetics.
Feral children	Children who have been removed from human contact and missed out on the normal processes of human socialisation
Socialisation	The process by which individuals learn the culture of their society. They are socialised into the norms, values, roles and so on of their society and learn how to live in that society.
Cultural diversity	Differences in culture. Norms, values and customs vary considerably between different cultures.
Gender roles	The characteristics and behaviour that are considered appropriate for males and females in society.

WHAT IS SOCIALISATION?	Socialisation is the process of learning the culture of a society. There is primary socialisation by families and secondary socialisation by schools, peers , the media and other institutions.	Primary socialisation is a person's first stage of learning the culture of their family. This includes learning the norms, values and language of their family's culture. Secondary socialisation teaches the wider culture of society through schools, media, peers and religion. Here you learn the norms, values and language needed to thrive and be successful.	Social control is maintained through using sanctions. Sanctions are ways agents of social control make you conform through punishments and rewards. Control can be formal or informal. Formal control: Based on the law; Exercised by police, courts & government; Sanctions through fines and prison Informal control: Based on norms; Exercised by families, schools & peers; Sanctions based on shame and ridicule	Agents of socialisation are people and institutions which carry out the process of socialisation by teaching norms. Agents of social control are people and institutions which enforce norms, these can sometimes be the same as agents of socialisation.

HT1 Y10 Subject **RS core** Theme E **Crime and Punishment** Christianity

Religion, crime and punishment and reasons for crime	
In the UK who do the police arrest?	Police arrest people who are suspected of having broken the law by committing crimes.
If the police question someone and believe they committed a crime what happens?	If the police are confident that they have the right person, then the person will be charged with that offence.
What happens to a person charged with a serious crime in the UK?	Suspected offenders face a hearing in front of a local magistrate before going to Crown Court before a judge and a jury of 12 people.
What do most serious offences carry?	A life sentence in prison although this doesn't mean people stay in prison until they die. A life sentence is usually 25 years.
Can a UK court impose a sentence of physical harm or death?	No UK court can impose physical harm or death in some countries the death penalty is allowed.
What is Civil Law?	Civil law concerns disputes between individuals or groups – landlords/tenants etc…
What do the teachings in the Bible warn against?	They warn against having any evil or wrong thoughts or intentions.
In a religious sense who can evil be linked to?	Evil can be linked to the devil (Satan) who is the source of all that is considered evil.
Do Christians believe that people are evil?	Many would say there is no such thing as an evil person. Human beings are imperfect and suffer from an original sin.
What are some reasons for committing crime?	Poverty; opposition to unjust laws; hate; greed; addiction; mental illness and upbringing.

Christian attitudes	
What are the general Christian attitudes to lawbreakers?	Christians are against people breaking the laws of their country as laws are there to protect the rights and security of all citizens.
What do Christians believe about lawbreakers?	Some believe that a punishment should be as severe as the crime committed; others believe that the lawbreaker should be helped so that they do not re-offend. They hate the crime but not the person.
What are Christian attitudes to how lawbreakers should be treated?	Lawbreakers have rights and these should be protected, even whilst they are being punished. Christians believe that inhumane treatment of offenders is wrong. Jesus said prisoners should be treated well.
What are Christian attitudes to different types of crime?	Christians condemn hate crimes and murder as all people are created with equal value and none should get inferior treatment.
What are Christian attitudes to suffering?	Christians should try and help those who are suffering; they should follow the example of Jesus who helped people in need.
Can we blame God for suffering?	Christians believe that God gave humanity the free will to behave as they choose. Teachings of Jesus give guidance to help.
If they cause suffering what should Christians do?	Christians should be honest to themselves; to other people and to God and work hard at repairing any damage they have caused so that relationships can be restored.
When should prison be used?	Most Christians agree that prison should be used as a punishment for serious crimes.
Would a Christian agree with corporal punishment?	Christians do not agree with this, they focus on positive sanctions that help rehabilitate offenders, they believe in following Jesus' example of treating all people with respect.

TECHNICAL VOCABULARY	
Crime	An offence which is punishable by law – stealing; murder etc.
Punishment	Something legally done to somebody as a result of being found guilty of breaking the law.
Evil	The opposite of good; a force or the personification of a negative power that is seen as destructive and against God.
Poverty	Being without money, food or other basic needs of life (being poor)
Mental illness	A medical condition that affects a person's feelings, emotions or mood and perhaps their ability to relate to others.
Addiction	Physical or mental dependency on a substance or activity which is very difficult to overcome.
Greed	Wanting to possess wealth, goods or items of value which are not needed.
Retribution	An aim of punishment -to get your own back 'an eye for an eye.'
Deterrence	An aim of punishment- to put people off committing crime.
Reformation	An aim of punishment to change someone's behaviour.
Free will	The ability of people to make decisions for themselves.
Corporal punishment	Punishment of an offender by causing them physical pain – illegal in the UK.
Forgiveness	Showing mercy and pardoning someone for what they have done wrong.

Aims of punishment and the Death Penalty	
What is retribution?	This means to get your own back; in the Old Testament this is called lex talionis and means criminals should receive the same injuries and damage they caused their victim.
What is deterrence?	If offenders are seen to be punished for their actions it is hoped that the threat of this will put others off committing crimes.
In the past what punishments were used as deterrents?	Being punished in public – public floggings and executions.
What is reformation?	This is the punishment that most Christians prefer as it seeks to help offenders by working with them to help them understand why their behaviour is harmful.
Should Christians seek revenge?	No Christians should seek and show compassion.
Is there a limit to forgiveness?	No there is no maximum amount of times a person should be forgiven. God's love is infinite so there can be no limit to forgiveness.
What do Christians think about the death penalty?	Some agree with it and use teachings from the Old Testament to support their views: 'Whoever sheds human blood, by humans shall their blood be shed.' Genesis 9:6 and 'Life for life; eye for eye; tooth for tooth.' Exodus 21:23-24.
Why do some Christians oppose the death penalty?	They do not believe that taking another life is right – only God has the right to take life.

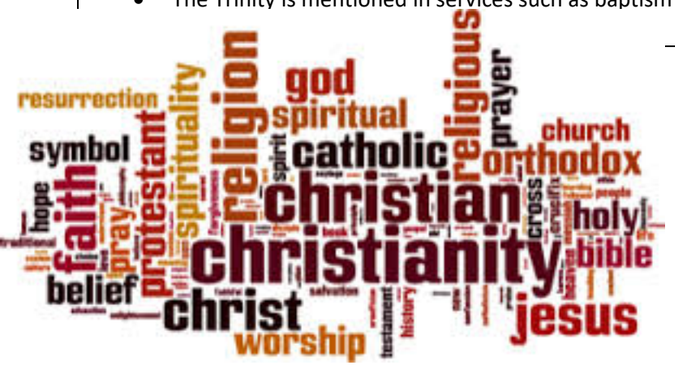
Year 10 Christian Beliefs

God as omnipotent

- This means all-powerful, not that he can do anything – even against his nature.
- This can be seen in the creation and wonders of the universe.
- Miracles performed by God and Jesus (Jesus is God in human form)
- What it means for Christians is they believe nothing can overcome God's powers.

The Oneness of God and the Trinity

- Christianity is a monotheistic faith – they believe in one God
- But God has been revealed as Father (creator), Son (Jesus the saviour) and Holy Spirit (source of strength and guidance)
- When Christians speak of the three persons of the trinity they do not mean three people just as being known in three ways.
- They support this belief because they say God's nature is beyond our understanding and this is an attempt to make sense of what the Bible says.
- The Trinity is mentioned in services such as baptism and as part of blessings.



God

The Incarnation

- The word literally means 'embodiment' and refers to the idea that God took on human form in Jesus (John 1:14)
- Christians believe that Jesus was fully God (the Word) and fully human (born of Mary)
- This is hard to explain but describes the disciples experience of Jesus
- Throughout the New Testament it states that Jesus is the Son of God, Mary conceived from the Holy Spirit and was a virgin.
- The virgin birth is seen by some as literal, emphasising the divine nature of Jesus, other metaphorical highlighting his unique human nature.
- Jesus speaks of not knowing all things – like the time of the end of the world – so people question how he is fully divine.
- Early Christians believed that Jesus, as God, fully took on human form in order to redeem humanity
- Christians are supposed to live their lives in the same submission to God the Father showing selfless love – even to the point of death.

SUBJECT TERMINOLOGY	
Catholic	a branch of Christianity, based in Rome and led by the Pope
Orthodox	a branch of Christianity mainly, but not entirely, practiced in Eastern Europe
Protestant	a branch of Christianity that became distinct from the Catholic Church at the time of the Reformation
Denomination	a distinct group within the Christian faith, with its own organisation and traditions
Monotheistic	a religion that believes there is only one God
Holy	separate and set apart for a special purpose by God
Omnipotent	almighty, having unlimited power; a quality of God
Benevolent	all-loving, all-good; a quality of God
Justice	bringing about what is right and fair, or making up for a wrong that has been committed.
Trinity	the belief in God as one in three forms, Father, Son and Holy Spirit
Son of God	a title used for Jesus, the second person of the Trinity; denotes a special relationship between Jesus and God the Father
Creation	the act by which God brought the universe into being
The Word	a term used at the beginning of John's Gospel to refer to God the Son.
Incarnation	God becoming a human being, being born as Jesus
Holy Spirit	The third member of the Trinity

<u>Beliefs about Creation</u>

- Christians believe that God created the world
- The Nicene Creed states that Christians believe in God the Father, creator…
- Genesis 1:1 also states 'in the beginning God created the heavens and the earth
- John's Gospel also states that Jesus (the Word) was also there and was part of this creation.
- Genesis 1 also speaks of the Spirit of God moving over the waters changing chaos into order
- THE TRINITY IS SEEN AS ACTING IN CREATION

The Crucifixion

What happened:

Being fully God but also fully human, Jesus suffered pain. A centurion accepted that Jesus was the Son of God.

The guards made sure Jesus was dead. His body was put in a cave before the Sabbath day.

Why is it important?

- It shows that **Christians will be forgiven for their sins** if they are truly sorry.
- **God understands human suffering** because of the suffering of his son, Jesus.
- **Suffering is a part of human** life, just as it was part of Jesus' life.
- It shows that Jesus was **fully God and fully man.**
- It teaches Christians that forgiveness is possible- Criminals on the cross.
- Teaches Christians that God loves them

Christ as Saviour

- John 3:16 says that God loved the world so much he gave his son as an atonement
- Jesus bore humanity's sin on the cross
- God took the initiative when humanity couldn't
- It inspires others to take the initiative in reconciliation in the world today and to dedicate their lives to the way of God

The Resurrection

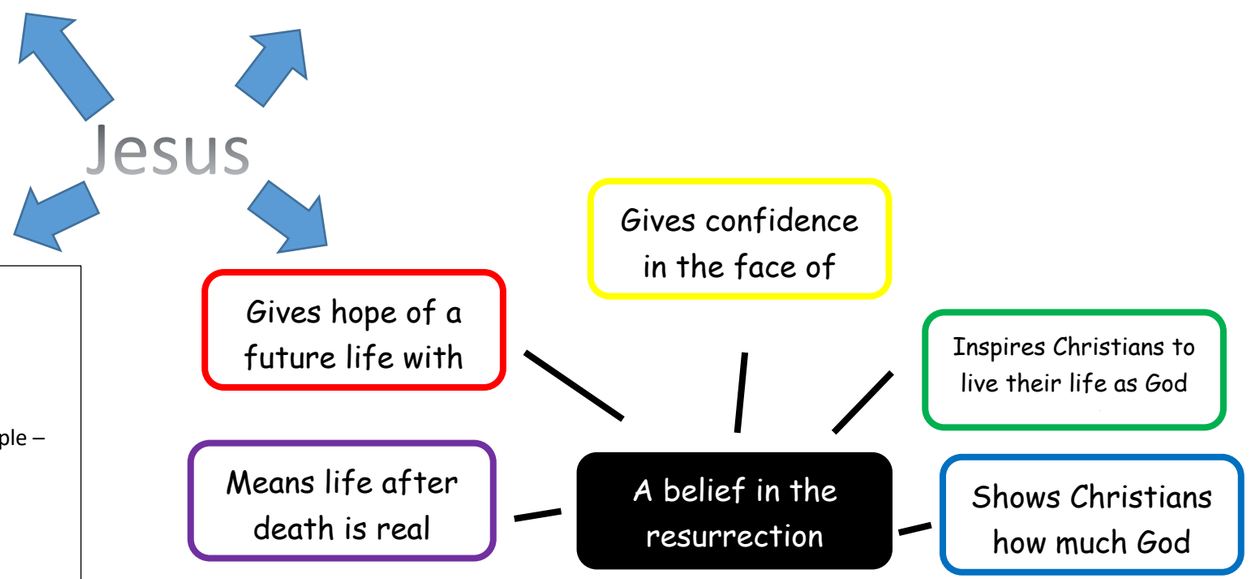
- The New Testament says that a man named Joseph was given permission to bury Jesus in a rock tomb
- The Sabbath was about to start so the women were not able to prepare the body properly
- A huge bolder was put in front of the tomb
- Early Sunday the women went to attend to the body but the stone had been moved
- The Gospels vary about what happened next but the body was missing
- According to Mark a man in white told the women to go back to the disciples and wait for him there.
- All reports stress the physical nature of his visits to show it wasn't a ghost
- This idea is important because it shows that God has overcome the power of death.

The Ascension

- After meeting with his disciples and asking them to do his work, Jesus left them for the last time.
- This was 40 days after the resurrection.
- When Jesus ascended into Heaven the Holy Spirit came to the disciples.
- This was known as Pentecost. The Holy Spirit gave the disciples the gifts to spread the word for example – Speaking in tongues.

This is significant because…

- Shows that Jesus is with God in heaven.
- Prepare for God to spend the Holy spirit to provide comport and guidance.



HT 1 – Contemporary Issues in Sport | Subject: **Y10 CNAT L2 Sports Studies** | Threshold Concept Link(s):

The different user groups who may participate in sport	
Ethnic minorities	Any ethnic group who are not white British.
Retired people/people over 50	Anyone who is retired from employment or over the age of 50 years.
Families with young children	Families who have children under 18, meaning they are still caring for them daily.
Single parents	A mother or father who is looking after their child/children on their own.
Children/Teenagers	Anyone under the age of 18 who can participate in youth sport.
Disabled	Someone who has a physical or learning disability that can limit their movement or their senses.
Unemployed/economically disadvantaged	Someone who is not in full time employment and therefore may not have a stable income.
Working singles and couples	People who are in full time employment who may not have children.

The possible barriers which affect participation in sport	
Employment/time	If people work long hours, they may not have enough time to participate in sport.
Family restrictions	Parents or carers may not have time to participate in sport as they are looking after family members.
Disposable income	Certain sports sessions cost money so if people cannot afford to pay, they will not be able to play.
Accessibility of facilities/equipment	If you do not have access to transport to get to sports sessions, then you may not be able to participate. If you are in a wheelchair, you may not be able to access the equipment if it is not specifically designed.
Lack of role models	There may not be many role models (lack of ethnic minority role models or female role models) which means there may be a lack of inspiration for that user group.
Awareness of activity provision	If people are not aware of certain provisions that are in place or local to them then they will not be engaging with these sessions.

The factors which can impact upon the popularity of sport in the UK	
Participation	Sports like football are popular because of the amount of people who participate due to the ease and accessibility.
Provision	If there is not much of a provision in place, then sports become less popular (not many baseball pitches in UK so not a popular sport)
Environment/climate	Sports that must be played in certain climates are more popular in those climate zones compared to other climate zones (snowboarding is more popular in snowy climates).
Spectatorship	If spectators can easily watch a sport, then it becomes more popular (rugby is easily accessible to spectate so has a high popularity in the UK).
Media coverage	Sports that gain more media coverage are more popular as people are more exposed (Wimbledon is free to air on the BBC whereas the Ashes requires a paid subscription).
Success	Sporting success increases its popularity (Sir Chris Hoy's success increased the popularity of cycling).
Role models	High presence of role models would increase popularity but if specific user groups are lacking role models (lack of British Asian Premier League Footballers) then it will be less popular amongst these groups.
Acceptability	Some people may not 'accept' a sport as they do not agree with its purpose (boxing can be seen as a violent sport so certain people refuse to watch it) so it becomes less popular.

The solutions to barriers which affect participation in sport	
Provision	Planning sessions that are specific to user groups (planning a disability session, over 50's session etc.)
Promotion	Targeting specific user groups with appropriate promotion of sessions or events. Using role models to promote sessions.
Access	Ensuring sports sessions and events have good access (ramps for wheelchairs, car parks, hoists etc.)

Creative iMedia R093 – Topic 1 - Knowledge Organiser - Media Industry Sectors

Traditional Media

Forms of media prior to the Internet. Although most have now been adapted to be shared over the internet.

- Film
- Radio
- Print
- TV

New Media

The different forms of digital media, these are commonly provided and distributed using the internet.

- Games
- Digital
- Internet
- Interactive

Print publishing includes:

- Newspapers
- Magazines
- Leaflets
- Posters
- Brochures
- Comics / graphic novels.

Internet includes:

- Websites.
- Social media
- Streaming services
- Communication like email, VoIP etc.

Interactive media includes:

- Websites
- Information kiosks
- Apps
- Interactive multimedia
- Blu-ray feature menus
- Learning resources
- Quizzes

It enables the user to interact with it.

Digital Publishing includes:

- Web graphics
- Animations
- Podcasts / video podcasts
- eBooks
- Blogs / Vlogs
- Slide show of images

Media Product	Media Sector
Video	Film, TV
Audio	Radio
Music	Radio
Animation	Digital Publishing
SFX/VFX	Film, TV
Digital Graphics	Print & Digital publishing
Social Media	Internet
Digital Games	Computer Games
Comics and graphic novels	Print publishing
Websites	Interactive media, Internet
Multimedia	Interactive media, Internet
eBooks	Digital publishing
AR/VR	Interactive media

Year 10 — Business Studies— Enterprise and Entrepreneurship

The Dynamic Nature of Business

Why new business ideas come about:	
Changes in technology	As technology develops, new opportunities arise that businesses can take advantage of. Technological advancements can also help a business to become more efficient in terms of production.
Changes in what consumers want	The needs of customers are constantly changing. Businesses must adapt their products in line with demand to ensure they are meeting these needs and to prevent customers going to competitors.
Products and services becoming obsolete	A product becomes obsolete when it ceases to meet customers' need.
New business ideas come about through:	
Original ideas	
Adapting existing products, services and ideas	

The Role of Entrepreneurship

An entrepreneur is someone who starts and runs their own business. They need to demonstrate the following skills:

Organise resources	An entrepreneur must manage different resources. These include human resources (employees) and capital (finances).
Make business decisions	Decisions are not always easy to make. If entrepreneurs are not decisive, they may miss opportunities.
Take risks	Running a business venture is risky, but to be successful an entrepreneur must be able to acknowledge and evaluate these risks.

Risk and Reward

Risks	
Business failure	The ultimate risk that an entrepreneur faces when starting a business is failure. A lot of businesses will fail because they will run out of funds and therefore cannot pay for everything they need to.
Financial loss	Businesses risk losing any capital investment that the owner has put in personally if it were to fail.
Lack of security	When an individual sets up a business, they do not have a guaranteed regular income. These also will not benefit from sick, holiday or maternity pay.
Reward	
Profit	A business will make a profit when its revenue exceed the total costs over a period of time. This would be the financial reward that most entrepreneurs will seek in return for the risks they take.
Business success	Success comes in different ways for different entrepreneurs. It can be financial but could be non-financial such as the personal satisfaction of running a business, doing good for society or gaining recognition through awards.
Independence	Many entrepreneurs will value working for themselves and benefitting from the freedoms that this may bring such as choosing working hours.

The Role of Business Enterprise

A business must provide what its customers want or need. They will do this by producing goods or services (or sourcing them).

Adding value is the difference between the variable cost of the product and the price that customers are willing to pay for it.

Convenience	A product that saves a customer time is one that may meet their needs better.
Branding	Building a strong brand name will give a business a good reputation and make its product more sought after.
Quality	A product that is high quality will be able to sold at a higher price.
Design	A product that is more aesthetically pleasing (appearance) will help it stand out from rival products.
USP	A USP (unique selling point) is a characteristic or feature of a product that makes it different from all other products in the market.