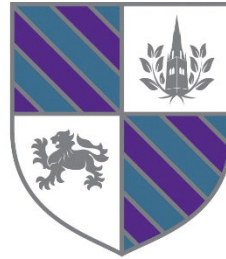


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: April 2025

Year 10

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

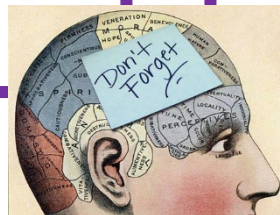
Determination – Integrity – Ambition – Humility – Compassion

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 three key vocabulary

<u>English Language</u> Optimistic Self-obsessed Naïve Easily Intimidated Unwelcoming Bewildered Astonished Concerned Overwhelmed Narrative	<u>English Literature</u> Covetous Novella Misanthropist Omniscient Miser Misanthropic Ominous Deftly Aspiration Phantom	<u>Maths - F</u> Data Bivariate data Ungrouped data Grouped data Frequency Correlation Interpret	<u>Maths - H</u> Data Bivariate data Frequency Correlation Interpret Cumulative Histogram	<u>Science - Biology</u> Biodiversity Deforestation Global warming Peat bog Recycling Decomposition Pollution Ecosystem	<u>Science-Chemistry</u> Atmosphere Sedimentary rock Greenhouse effect Greenhouse gases Photosynthesis Climate change Pollutant Carbon footprint Complete combustion
<u>Science – Physics</u> Newton’s second law Resultant force Mass Weight Acceleration Terminal velocity Stopping distance Braking distance Elastic deformation Hooke’s Law	<u>History</u> Manifest Destiny Counting Coup Scalping Abolitionism Policy of Concentration Buffalo Dances Indian Councils Warrior societies Chiefs	<u>Geography</u> Erosion Attrition Solution Abrasion Hydraulic Action Transportation Solution Suspension Saltation Traction	<u>French</u> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<u>Core RS</u> Adultery Civil partnership Cohabitation Contraception Divorce Extended family Faithfulness Family planning Gender equality Gender prejudice Gender discrimination	<u>GCSE RS</u> Design argument Theist Atheist Agnostic First cause argument (Cosmological) Impersonal Transcendent Miracle Proof Faith Enlightenment
<u>Business</u> Limited Liability Shareholders Sole Trader Private Limited Company (LTD) Franchising Royalties Business Plan Stakeholders Pressure Groups Bankrupt	<u>Child Development</u> Unoccupied play Solitary play Spectator/onlooker play Parallel play Associative play Co-operative play Locomotor play Creative play Sensory play Imaginative play	<u>Acting</u> Devising Audience Hook Style Performance Skills Stylistic quantities Purposes Inter-relationships Tension	<u>Musical Theatre</u> Accent Accumulation Actions Adagio Alignment Allegro Arabesque Attitude Beat Binary	<u>Art</u> Response Primary source Experiment Annotate Review Reflect Independent Formal elements Analyse Media	<u>Sociology</u> Material deprivation Cultural deprivation Cultural capital Labelling The self-fulfilling prophecy Banding/setting Subcultures Hidden curriculum Secondary socialisation Meritocracy
<u>Technology</u> A static load A dynamic load Tension Tensile Compression Compression strength Torsion Torsional strength Bending Shear	<u>iMedia</u> Visual Identity Visualisation Diagram Mind Map Moodboard Central Subject Node Topic Node Sub Node Connector/Branch/Line Conventions Concept sketches	<u>Hospitality and Catering</u> Contract caterer General manager Head chef/ executive chef Sous chef Chef de partie Commis chef Canteen/ buffet/ carvery Table service Vending service	<u>Music</u> Riff Hammer on Pitch bend Power chords Distortion Slap bass Fill Rim shot Belt Falsetto Syllabic	<u>Construction</u> Line pin Tingle plate String line Corner block Brick dimensions Mortar joint Block dimensions	<u>PE</u> Aerobic endurance Muscular endurance Muscular strength Speed Flexibility Body composition Power Agility Reaction time Balance Coordination

Year 10 English Language

Box 1. Vocabulary: to describe characters/ emotions

Term	Definition
Optimistic	Hopeful and confident about the future.
Self-obsessed	Excessively occupied with one's own life and circumstances; thinking only about oneself.
Naïve	Easily fooled; trusting; innocent; sincere; a lack of experience/ wisdom.
Easily Intimidated	Easily frightened; easily terrified; unnerved.
Unwelcoming	Unfriendly, having an inhospitable or uninviting quality.
Bewildered	Perplexed; very confused or puzzled.
Astonished	Greatly surprised or impressed; amazed.
Concerned	Worried; troubled; anxious.
Overwhelmed	Inundated; have a strong emotional effect on; overpowered.

Box 2. What is a narrative?

- A narrative is a **spoken** or **written account** of connected events; a story; an anecdote.
- There are **5 main parts** of a narrative: **opening, development, problem, reaction, resolution**.
- An effective narrative should span over a **short time period**.
- An effective narrative should be based on a **factual event**.
- A narrative should avoid certain topics to allow for **realism** : murders, deaths, crimes, aliens., drug-dealers.
- Sentences starts need to be varied throughout a piece of writing to add variety and to hold the reader's interest.

Box 3: Varying Sentence Starts:

Narrative/

Fiction Writing (C1):

- ☐ **When it happened,**
- ☐ **Where it happened,**
- ☐ **Adverb start,**
- ☐ **Pair of pairs,**
- ☐ **With a +action,**
- ☐ **Verb start,**
- ☐ **Simile start,**
- ☐ **No..... No.... No....., only....**
- ☐ **It wasn't just....., it was.....,**
- ☐ **Adjective start,**
- ☐ **So, so, so:**
- ☐ **Show three: tell one,**
- ☐ **Triple adjective: ...**

Box 4. How to structure a narrative:

- Write an **effective opening**: Open with dialogue OR a statement OR ask the reader a question. Introduce yourself as the narrator – give a little ***anecdote** to show what sort of a person you are. Explain the background to the story.
- **Develop** a narrative: set the scene where the problem happens (place, atmosphere, mood, relevant senses). Build up to the problem.
- Create a **problem**: describe what happens – 1 piece of action only. Hold the moment – describe your inner thoughts and feelings.
- Describe a **character's reactions**: describe your body's physical reaction. How do other people react? Was their reaction what you expected?
- Write an **effective ending**: describe your body's physical reaction. How do other people react? Was their reaction what you expected?

Year 10 English Language

Crib sheet for Component 1: Reading



Question 1: Retrieval

- Use **full sentences** for 6 responses;
- Begin sentence with **character's name** or **he/she + a verb**.



Question 2: Impressions [5 C-E chains]

- Use phrases beginning with these words to extend/explain comment: **at, towards, because**.
- Use phrases to address structure: **To begin with, the writer..., Next, the writer..., By the end, the writer....**

Question 3 & 4: **HOW** [10 C-E chains]

- Use phrases beginning with these words to extend/explain comment: **at, towards, because**.
- Use the phrase **when the writer describes how**.
- Use phrases to address structure: **To begin with, the writer..., Next, the writer..., By the end, the writer....**



Question 5: **How far do you agree...?** **HOW** [10 C-E chains]

- Use phrases beginning with these words to extend/explain comment: **at, towards, because**;
- Use the phrase **when the writer describes how**;
- Begin response with **I agree** (and how much);
- Use phrases to address structure: **To begin with,...**
Next, By the end, Use the phrase **I think** throughout response.



Year 10 — ‘A Christmas Carol’, by Charles Dickens: *Quotations and Analysis*

1. Key Quotations:

<i>‘Hard and sharp as flint [...] as solitary as an oyster’</i>	The adjectives ‘hard’ and ‘sharp’ imply Scrooge has a tough exterior, but the simile ‘as flint’ suggests if hit hard enough it could spark a fire inside to create change. The simile comparing him to an oyster emphasises this by focusing on a hard exterior that if cracked open, may hold a pearl (something of beauty).
<i>‘If they would rather die, they had better do it, and decrease the surplus population’</i>	Scrooge shows his callous, selfish attitude towards the poor by viewing them as better off dead and simply a ‘surplus’, viewing them in monetary terms as opposed to human beings.
<i>‘I wear the chain I forged in life...The chain was made up of cash boxes...ledgers...heavy purses’</i>	Marley’s Ghost tells Scrooge that unless he changes he will have a chain holding him to the earth, forged by his sins ‘boxes, ledgers, purses’ (money). This is used to scare Scrooge and make him realise where his sins lie.
<i>‘A solitary child, neglected by his friends is left there still – Scrooge sobbed’</i>	The Ghost of Christmas Past shows Scrooge his time as a child at school, and Scrooge shows a moment of emotion. The reader is given a reason to sympathise with Scrooge, and Scrooge is given a reminder of who he was and how he felt.
<i>‘I see a vacant seat. The child will die’</i>	The Ghost of Christmas Present shows Scrooge the effect he has on others around him due to his selfish and hateful attitude. The Ghost tells him that Tiny Tim will die as a result of his treatment of the Cratchits, leading Scrooge to analyse his actions.
<i>‘They are Man’s. This boy is ignorance. This girl is Want. Beware for I see that written which is Doom.’</i>	Dickens explains that Mankind’s ignorance and want has poisoned them, and that ignorance especially will cause ‘Doom’. This summarises his message to the upper class, that their ignorance will lead to the death of people and ultimately society.
<i>‘It was shrouded in a deep black garment...left nothing visible except one outstretched hand.’</i>	The Ghost of Christmas Yet to Come does not speak to Scrooge, as Scrooge must decide to change by himself and without guidance. He is dressed as the Grim Reaper to emphasise that ultimately Scrooge will end up dead and without mourners if he does not change.
<i>‘I will honour Christmas in my heart. I will live in the Past, the Present and the Future. I will not shut out the lessons that they teach’</i>	By Stave 5, Scrooge is a changed man and promises to keep the lessons of all three Ghosts in his heart. The repetition of ‘I will’ shows that he has changed and that he now has a more positive and charitable attitude in life.

2. Key Vocabulary:

Covetous	Having or showing a great desire to possess something belonging to someone else.
Novella	A short novel.
Misanthropist	A person who dislikes mankind.
Omniscient	All knowing.
Miser	A person who hoards money.
Misanthropic	Having or showing a dislike of other people; unsociable.
Ominous	Giving the worrying impression that something bad is going to happen; threateningly inauspicious (unpromising).
Deftly	In a way that is neatly skilful and quick in movement.
Aspiration	A hope or ambition of achieving something.
Phantom	A ghost.
Surplus	An amount of something left over when requirements have been met.
Shroud	A thing that envelops or obscures something.
Sage	Someone who has attained wisdom.
Jovial	Cheerful and friendly.

3. Key Themes

Christmas	The story is set at Christmas and demonstrates the compassion and generosity that is shared during this time.
Redemption	Scrooge must achieve redemption (the act of being saved from sin). The ghosts facilitate this through their visits.
Charity	Scrooge refuses to give to the charity collectors at the start of the novella. Dickens highlights how we should show compassion to those who are poor and destitute (e.g the Cratchits).
Isolation	Scrooge is described as ‘solitary as an oyster’, and his past demonstrates him as a lonely child. His own greed has kept him isolated from those around him.
Social Injustice	The children of Want and Ignorance symbolise how society has forgotten about the poor. Dickens states how this is a problem for all mankind.

4. Tackling the Essay Question:

You must answer two questions on A Christmas Carol. The second question is based on your entire knowledge of the novella. You have 30 minutes to complete it.	<ol style="list-style-type: none"> 1. Read the question carefully, highlight any key words in the question. 2. Bullet point at least three moments in the novella that link to the question. 3. Write a short opening statement that answers the question and provides a focus for the rest of your response. 4. Write at least three analytical paragraphs that explore how the moments you have picked link to the question, using quotes where you can and linking it to the points made in your thesis statement. Be sure to show your understanding of the play and continuously answer the question.
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Year 10 — English Literature 'A Christmas Carol', Charles Dickens

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2. Plot Summary:

Stave One	Scrooge refuses to give money to the two charity collectors. Scrooge is visited by the Ghost of Marley, his dead business partner. Marley tells Scrooge because of his sinful, greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him.
Stave Two	The Ghost of Christmas Past takes Scrooge into the past. Scrooge revisits: his childhood school days, his apprenticeship with Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much.
Stave Three	The Ghost of Christmas Present takes Scrooge to see the Cratchit family. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. The ghost also shows Scrooge two starved children, Ignorance and Want.
Stave Four	The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge learns the dead man is himself and is desperate to change his fate and promises to change his ways.
Stave Five	Scrooge is a changed man. He sends a turkey to the Cratchit house and goes to Fred's party. He treats Tiny Tim as if he were his own child and is kind, generous and warm.

4. Characters:

Ebenezer Scrooge	A selfish business man who transforms into a charitable philanthropist (a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.) Our protagonist.
Fred	Scrooge's nephew whose party invitation he declines. Represents forgiveness and family. Son of Fan.
Jacob Marley	Scrooge's dead partner who returns to warn Scrooge to change his ways.
Bob Cratchit	Scrooge's clerk. He loves his family and is shown to be happy and morally upright. He has love but not wealth.
Tiny Tim	Bob's son whose story plays a part in inspiring Scrooge's transformation. Represents the victims of poverty.
The Ghost of Christmas Past	A strange combination of young and old, wearing white robes and looking like a candle.
The Ghost of Christmas Present	A portly, jovial gentleman surrounded by a warm glow. He brings joy to the neediest.
The Ghost of Christmas Yet to Come	A robed and hooded spirit who confronts Scrooge with his own tombstone.
Fezziwig	Scrooge's ex-employer. A representation of a good employer and generosity of spirit.
Belle	Scrooge's fiancé as a young man. She breaks up with him because he has become too greedy and obsessed with money.
Fan	Scrooge's sister who is said to have died young. She is the mother of Fred.

5. Tackling the Extract Question:

You must answer two questions on A Christmas Carol. The first question is based on an extract from the novella and worth 20 marks. You have 30 minutes to complete it.	<ol style="list-style-type: none"> Read the question carefully, highlight any key words in the question. Read through the extract, highlighting/underlining at least five different parts of the extract that link to the question (and highlighted key word). Write a short opening paragraph making it clear where in the novella the extract is from, and then write an overarching thesis statement that answers the question and provides a focus for the rest of your response. Write analytical paragraphs that explore the language within the extract, unpicking the specific language and linking it to the points made in your thesis statement. Be detailed and think about the alternative analysis you might construct from the same phrase/word.
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Subject terminology - Statistics

Data	Information recorded for statistical purposes
Bivariate data	Data on each of two variables, where each value is paired with a value of the other variable. Usually used to investigate possible association between the variables
Ungrouped data	Data that has not been categorised
Grouped data	Data that has been sorted into categories based on the variable you are interested in
Frequency	The number of times an event or value occurs
Correlation	A mathematical relationship, if present it can be positive or negative
Interpret	To retrieve information from a chart or graph

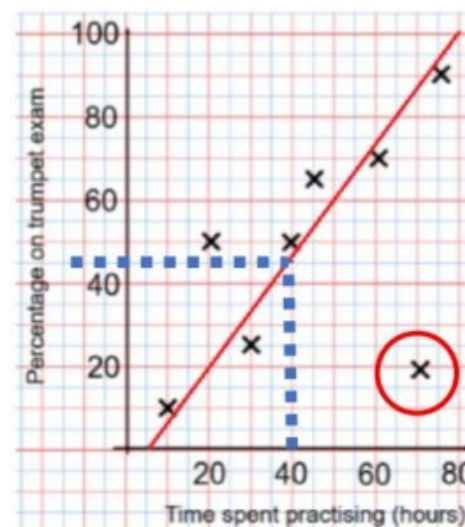
How to : estimate the mean from a grouped frequency table

Cost	Frequency	Midpoint	mp x freq
$0 < c \leq 4$	2	2	4
$4 < c \leq 8$	3	6	18
$8 < c \leq 12$	5	10	50
$12 < c \leq 16$	12	14	168
$16 < c \leq 20$	3	18	54
Totals	25		294

$$\text{Estimated mean} = \frac{294}{25} = 11.76$$

- 1) Find the midpoint (centre) of each group by adding the end points and dividing by 2
- 2) Multiply the midpoints by the frequencies
- 3) Sum the 'frequency' and the 'midpoint x frequency' columns
- 4) Divide the 'midpoint x frequency' total by the 'frequency' total
- 5) Check - does the mean fit within the data range?

Scatter graphs - Bivariate Data



A scatter graph is used to show a correlation, or lack of, between two variables.

The points are plotted as pairs of values, in this case how many hours a person practiced and their % score.

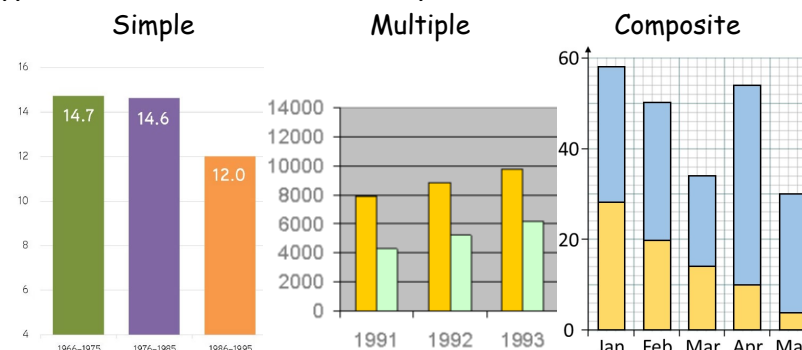
The circled value is an **outlier**, which does not fit the trend of the data.

The dotted line shows **interpolation**, which lets us estimate the value of one variable at a value of the other. Example; a student who studies for 40 hours is likely to score 45% in their exam, according to this data.

The red line is a **line of best fit**, which can help to interpolate from the graph. (Note, it does not have to pass through the origin, but it has to have approximately as many data points above as below the line).

Types of Bar Chart

Each type of Bar Chart has bars of equal width, that don't touch the y axis



Subject terminology - Statistics

Data	Information recorded for statistical purposes
Bivariate data	Data on each of two variables, where each value is paired with a value of the other variable.
Frequency	The number of times an event or value occurs
Correlation	A mathematical relationship, if present it can be positive or negative
Interpret	To retrieve information from a chart or graph
Cumulative	The sum of all frequencies at a given point in a frequency table
Histogram	A graph whereby the frequency is represented by the area of each bar.

Drawing a histogram

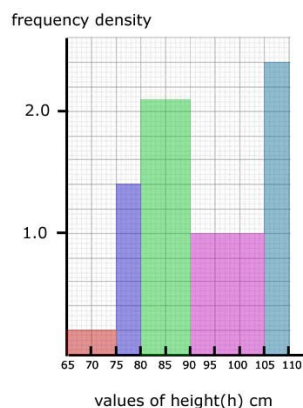
In a histogram, the area of the bar (and not the height) represents the frequency of the data.

To calculate the height of the bar, we use

$$\text{frequency density} = \frac{\text{frequency}}{\text{class width}}$$

Example:

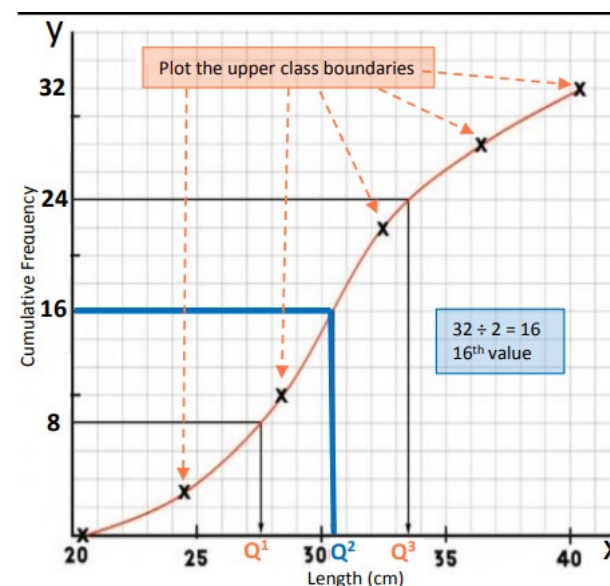
Height, h cm	Frequency	FD
$65 \leq h < 75$	2	$2 \div 10 = 0.2$
$75 \leq h < 80$	7	$7 \div 5 = 1.4$
$80 \leq h < 90$	21	$21 \div 10 = 2.1$
$90 \leq h < 105$	15	$15 \div 15 = 1.0$
$105 \leq h < 110$	12	$12 \div 5 = 2.4$

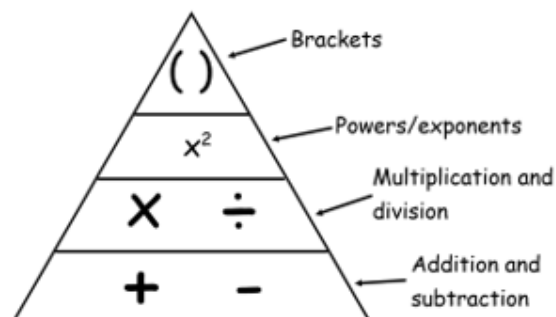


Drawing a Cumulative Frequency Curve

Length	Frequency	Cumulative Frequency
$20.5 < h \leq 24.5$	3	3
$24.5 < h \leq 28.5$	7	10 (= 3 + 7)
$28.5 < h \leq 32.5$	12	22 (= 3 + 7 + 12)
$32.5 < h \leq 36.5$	6	28 (= 3 + 7 + 12 + 6)
$36.5 < h \leq 40.5$	4	32 (= 3 + 7 + 12 + 6 + 4)

1. Complete the cumulative frequency table (as above)
2. Plot cumulative frequency on the y-axis and length on the x-axis
3. Plot each point at the upper-class boundary and connect with a smooth curve.
4. The median can be found by finding the halfway point on the y-axis ($32 \div 2 = 16$) drawing a line across until it intersects the curve and drawing a vertical line down to the x-axis
5. The interquartile range is found by splitting the curve into quarters and subtracting the LQ value from the UQ value



Order of Operations**Inverse Operations**

$$+ \longleftrightarrow -$$

$$\times \longleftrightarrow \div$$

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

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

Square Numbers

$$1 \times 1 \text{ or } 1^2 = 1$$

$$2 \times 2 \text{ or } 2^2 = 4$$

$$3 \times 3 \text{ or } 3^2 = 9$$

$$4 \times 4 \text{ or } 4^2 = 16$$

$$5 \times 5 \text{ or } 5^2 = 25$$

$$6 \times 6 \text{ or } 6^2 = 36$$

$$7 \times 7 \text{ or } 7^2 = 49$$

$$8 \times 8 \text{ or } 8^2 = 64$$

$$9 \times 9 \text{ or } 9^2 = 81$$

$$10 \times 10 \text{ or } 10^2 = 100$$

$$11 \times 11 \text{ or } 11^2 = 121$$

$$12 \times 12 \text{ or } 12^2 = 144$$

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)**

26×5

\times	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)

$186 \div 6$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \\ \underline{6} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

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

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

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

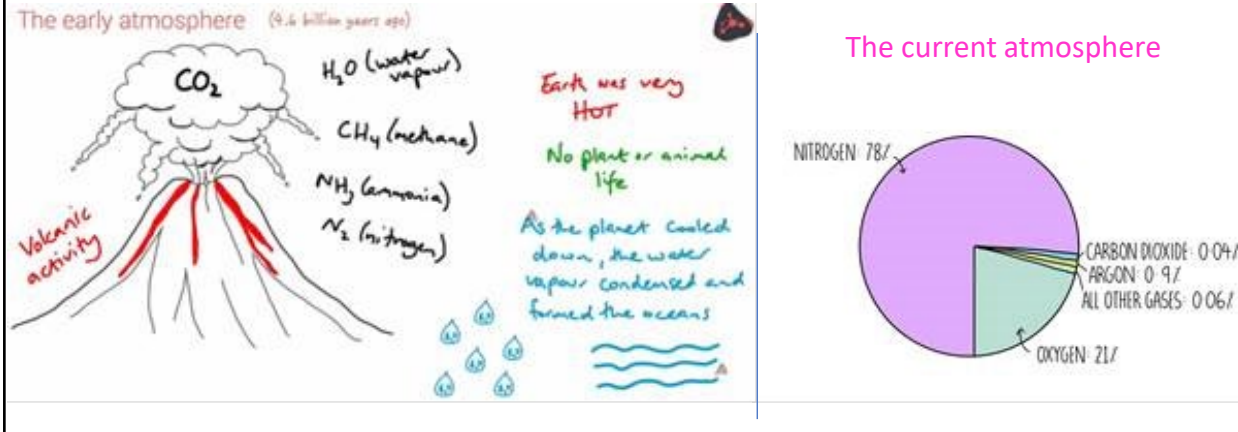
9+5=14
14 is more than 10!

Column Subtraction

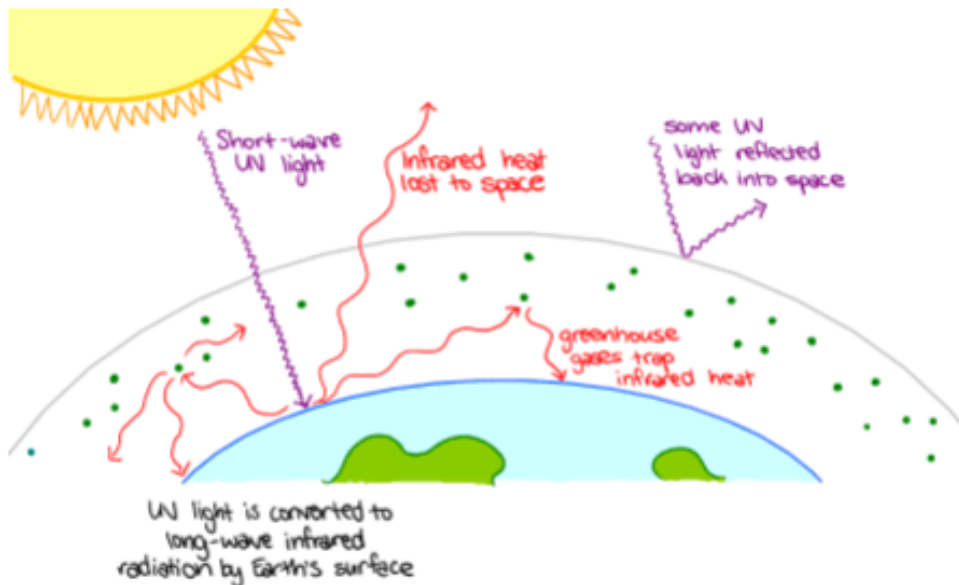
$$\begin{array}{r} 5 \cancel{6} 4 \\ - 27 \\ \hline 37 \end{array}$$

(10-4=14)

Changing atmosphere

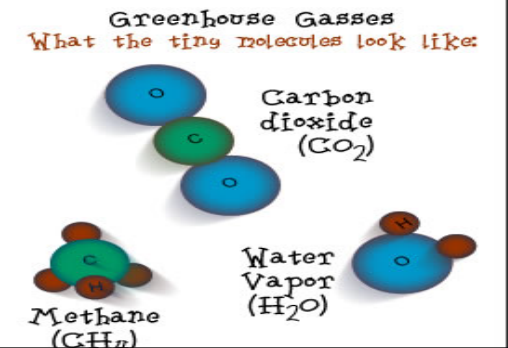


The greenhouse effect



Subject Terminology	Definition
Atmosphere	The layers of gases that surround the Earth. The important gases in the atmosphere are nitrogen, oxygen and carbon dioxide
Sedimentary rock	formed from sediments that have settled at the bottom of a lake, sea or ocean, and have been compressed over millions of years.
Greenhouse effect	The retention of heat in the atmosphere caused by the build-up of greenhouse gases.
Greenhouses gases	The gases responsible for global warming - carbon dioxide, methane, and water vapour.
photosynthesis	A chemical process used by plants to make glucose and oxygen from carbon dioxide and water, using light energy
Climate change	The long-term alteration of weather patterns.
pollutant	A toxic chemical or object that causes damage to the land, air or water.
carbon footprint	A measure of how much carbon is used through the activities of a person, company or country.
Complete combustion	Burning in a plentiful supply of oxygen or air. Complete combustion of a hydrocarbon produces water vapour and carbon dioxide.

The Earth's three main greenhouse gases



Investigating the effect of force on acceleration Required Practical

1

Equally spaced chalk lines (eg 20 cm apart)

Use the ruler to measure intervals on the bench and draw straight lines the bench at these intervals.

2

Toy car String Pulley Bench Weight stack

Attach one end of the string to the trolley, then pass the string over the pulley and attach to the 1N weight stack at the other end.

3

Release the toy car or trolley at the same time as you start the stopwatch.

4

Press the stopwatch (lap mode) at each line on the bench and for the final time at 100 cm.

5

Record the times in your results table.

6

light gate 0.00 2 Force / h Plot point

Total mass of trolley + weights = 1.5kg
Mass of each weight = 0.05kg (50g)

Applied force 3N

Take 20N off the weight stack and add it to the trolley and repeat steps 1-5.

A skydiver reaching terminal velocity

A

WEIGHT > DRAG FORCE

B

WEIGHT > DRAG FORCE

C

WEIGHT = DRAG FORCE

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THE SKYDIVER IS IN FREEFALL.
THEIR VELOCITY INCREASES DUE TO THE DOWNWARD FORCE OF THEIR WEIGHT.

THE INCREASE IN VELOCITY MEANS AIR RESISTANCE ALSO INCREASES AND ACCELERATION DECREASES.

EVENTUALLY THE SKYDIVER REACHES A VELOCITY WHERE THEIR WEIGHT EQUALS THE FORCE OF AIR RESISTANCE.
THEIR ACCELERATION IS 0.
THIS IS THE TERMINAL VELOCITY.

Mass vs Weight

Mass is a how much matter an object contains.

Mass is a constant for a body and does not change with location.

The kilogram is a unit of mass.

Weight is the force exerted on a mass by gravity.

Weight is not a constant. It changes from place to place.

The Newton is a unit of weight.

Weight

490 N

Mass

50 kg

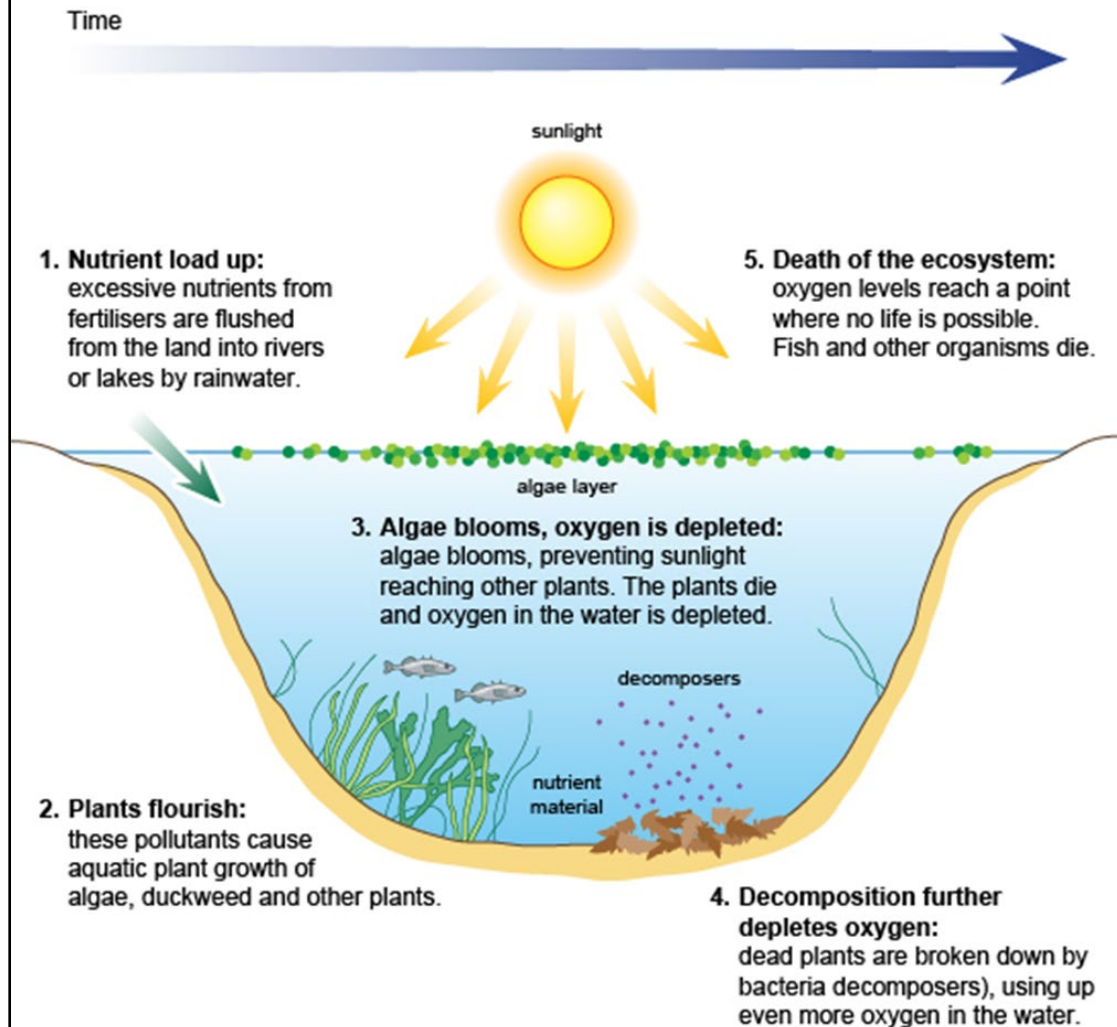
Weight

82 N

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Subject Terminology	Definition
Newton's second law	The acceleration of an object is proportional to the resultant force acting on it and inversely proportional to the object's mass
Resultant force	A single force which can replace all the forces acting on an object and have the same effect.
Mass	The amount of matter an object is made up of. Measured in kg. A scalar.
Weight	The force acting on an object due to gravitational attraction. Measures in Newtons. A vector.
Acceleration	The rate of change of velocity. Measured in m/s^2 . A vector.
Terminal velocity	Maximum speed of an object falling through a fluid, reached when the forces on the object are balanced
Stopping distance	Thinking distance + stopping distance.
Thinking distance	The distance travelled during a person's reaction time.
Braking distance	The distance taken to stop once the brakes are applied.
Elastic deformation	An objects returns to its original shape once the forces deforming it are removed.
Hooke's Law	The extension of a spring is directly proportional to the force applied as long as the limit of proportionality is not exceeded.
Elastic limit	The maximum amount that an object can be stretched or squashed before it is no longer able to return to its original shape.
Limit of proportionality	The point where force and extension are no longer directly proportional and Hooke's Law no longer applies.
Directly proportional	Shown on a graph by a straight line through the origin.
Elastic potential energy	The energy stored in a stretched, squashed or twisted object.
Spring constant	The measure of the stiffness of a spring. Measured in N/m

The use of fertilisers can lead to eutrophication

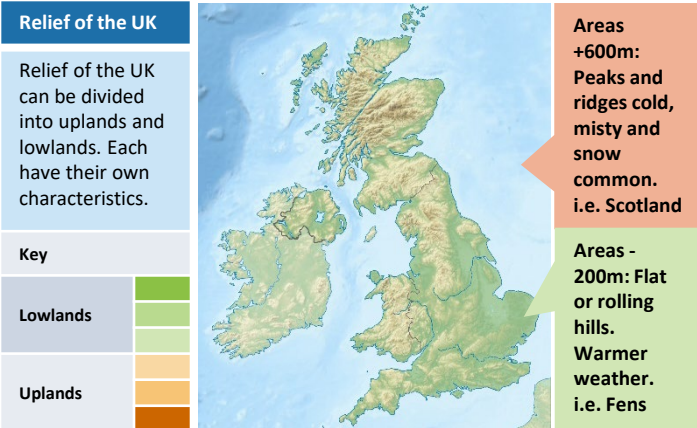


Subject Terminology	Definition
Biodiversity	The range of animals and plants in a given area.
Deforestation	The cutting down of trees and forests to allow a different land use.
Global warming	The rise in the average temperature of the Earth's surface.
Peat bog	Peat bogs are poorly drained areas made up of partially decomposed organic matter due to waterlogging.
Recycling	Reusing materials or reprocessing waste materials to produce new materials.
Decomposition	The process of breaking down material to release nutrients back into the soil.
Pollution	All of the members of a single species that live within a geographical area.
Ecosystem	The living organisms in a particular area, together with the non-living components of the environment.

Maintaining biodiversity

Scientists and concerned members of the public help maintain biodiversity by:

- breeding programs to help preserve **endangered species**, like the panda
- protection and development of new endangered **habitats**, often by making National Parks
- replanting hedgerows because there is higher biodiversity in them than the fields they surround
- reducing deforestation and the release of **greenhouse gases**
- recycling** rather than dumping waste in **landfill sites**



Types of Erosion

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

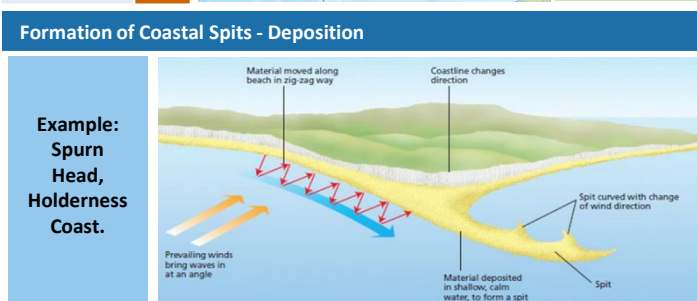
Types of Transportation

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

Mass Movement

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

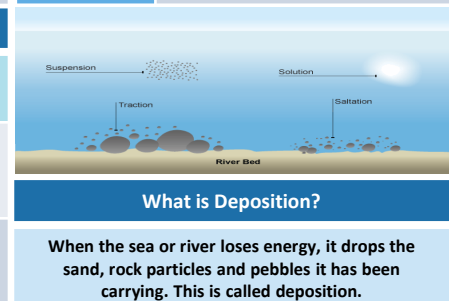
1	Rain saturates the permeable rock above the impermeable rock making it heavy.
2	Waves or a river will erode the base of the slope making it unstable.
3	Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.
4	The debris at the base of the cliff is then removed and transported by waves or river.



Types of Weathering

Weathering is the breakdown of rocks where they are.

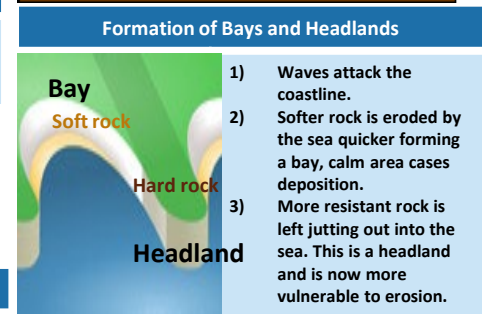
Carbonation	Breakdown of rock by changing its chemical composition.
Mechanical	Breakdown of rock without changing its chemical composition.



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

Unit 1c Physical Landscapes in the UK

AQA

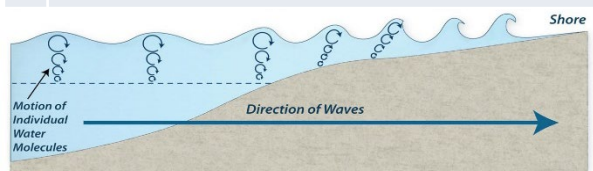


How do waves form?

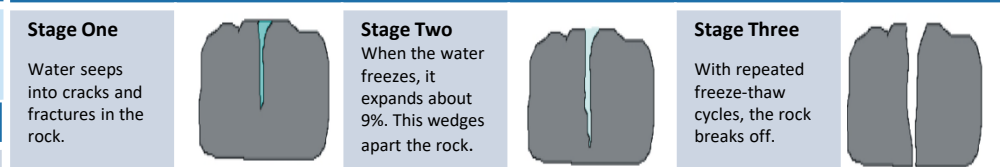
Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

Why do waves break?

- Waves start out at sea.
- As waves approach the shore, friction slows the base.
- This causes the orbit to become elliptical.
- Until the top of the wave breaks over.

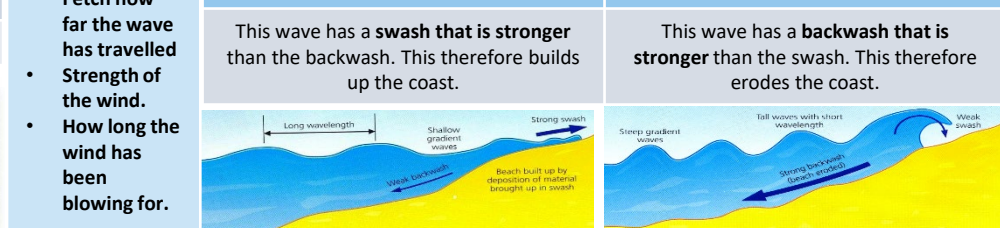


Mechanical Weathering Example: Freeze-thaw weathering

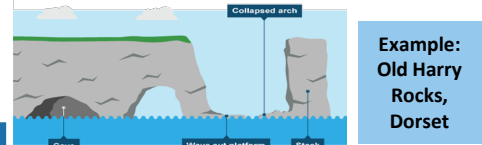


Size of waves

Types of Waves



Formation of Coastal Stack



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

Coastal Defences

Hard Engineering Defences			
Groynes	Wood barriers prevent longshore drift, so the beach can build up.	✓ ✗	Beach still accessible. No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave. Has a lip to stop waves going over.	✓ ✓ ✗	Long life span Protects from flooding Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	✓ ✓ ✗	Cheap Local material can be used to look less strange. Will need replacing.

Soft Engineering Defences			
Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	✓ ✓ ✗ ✗	Cheap Beach for tourists. Storms = need replacing. Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood & erode.	✓ ✓ ✗	Reduce flood risk Creates wildlife habitats. Compensation for land.

Case Study: Holderness Coast

Location and Background
Located on the coast of the East Riding of Yorkshire. It stretched from Flamborough Head in the north to Spurn Point in the south. It has a number of small towns and villages including Bridlington and Hornsea.

Geomorphic Processes

- The Holderness Coast experiences all of the coastal processes but most noticeably erosion. This is due to the boulder clay sediment that makes up the majority of the coast. This sediment easily eroded.
- There is also high levels of longshore drift which exacerbate the erosion issues.

Management

- Groynes are low walls built out into the sea, usually at right angles to the coastline. They help break the power of the incoming waves and slow down the process of longshore drift.
- Rock walls, stop waves removing sand and gravel from the beach.
- Sea wall are usually made of concrete and deflect the waves energy back out to sea.
- Beach building builds up beaches to reduce the power of the waves

Water Cycle Key Terms

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

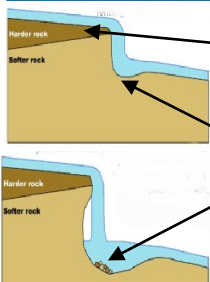
Physical and Human Causes of Flooding.

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

Upper Course of a River

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

Formation of a Waterfall



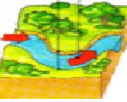
- 1) River flows over alternative types of rocks.
- 2) River erodes soft rock faster creating a step.
- 3) Further hydraulic action and abrasion form a plunge pool beneath.
- 4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
- 5) Waterfall retreats leaving steep sided gorge.

Middle Course of a River

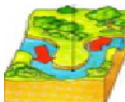
Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Formation of Ox-bow Lakes


Step 1




Step 2



Step 3



Step 4

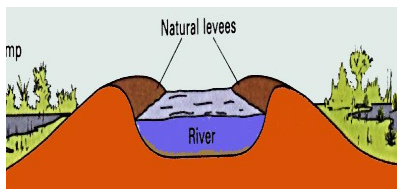


Lower Course of a River

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

Formation of Floodplains and levees

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



✓ Nutrient rich soil makes it ideal for farming.

✓ Flat land for building houses.

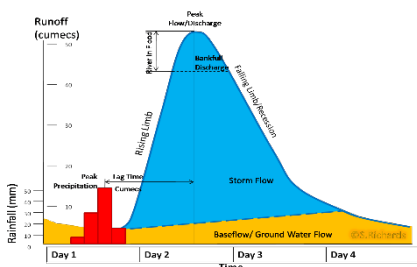
River Management Schemes

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

Hydrographs and River Discharge

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

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



Case Study: The River Tees

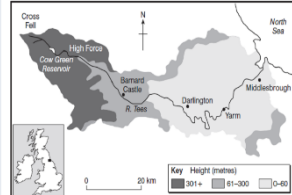
Location and Background
Located in the North of England and flows 137km from the Pennines to the North Sea at Red Car.

Geomorphic Processes

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

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

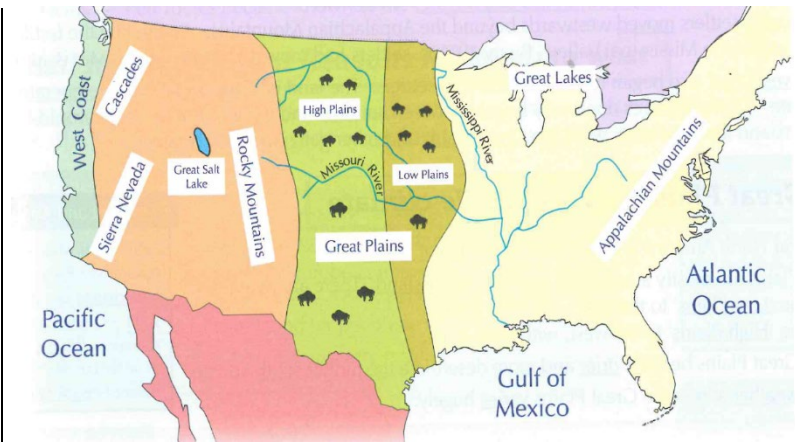
Lower – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.



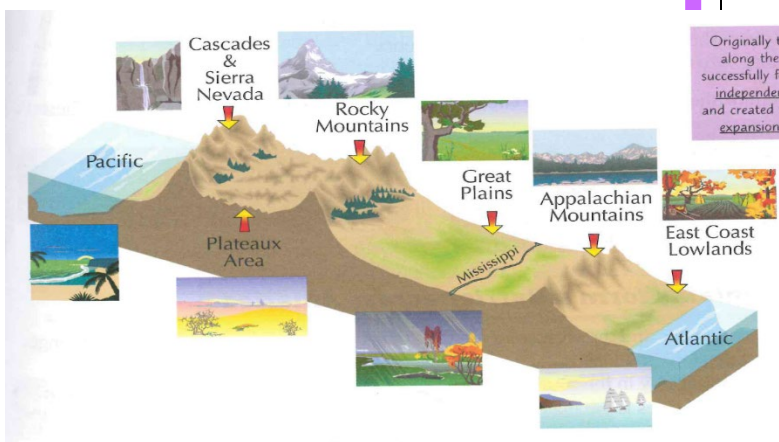
Management

- Towns such as Yarm and Middlesbrough are economically and socially important due to houses and jobs that are located there.
- Dams and reservoirs in the upper course, controls river's flow during high & low rainfall.
- Better flood warning systems, more flood zoning and river dredging reduces flooding.

Key Dates In the Expansion and Consolidation of America	
1830	The Indian Removal Act was passed
1846	Brigham Young decides the Mormons should move West to Salt Lake City (owned by Mexico at this time)
1846 – 48	The Mexican-American War . America won and gained lots of states from Mexico (including Salt Lake City)
1848	Gold was found at John Sutter’s sawmill in California
1849	Gold Rush , as tens of thousands of people made the journey to California hoping to make their fortune.
1850	Compromise of 1850 – Package of bills passed by US Congress to diffuse a political confrontation between Slave States and Free States due to the newly acquired territories.
1851	Indian Appropriation Act (provided government money to pay for moving Plains Indians onto reservations) and the Fort Laramie Treaty (Plains Indians guaranteed safe passage for white settlers and allowed roads and forts to be built in return they would keep their designated lands)



North America can be divided into several Geographical regions, all of which are quite different from each other.



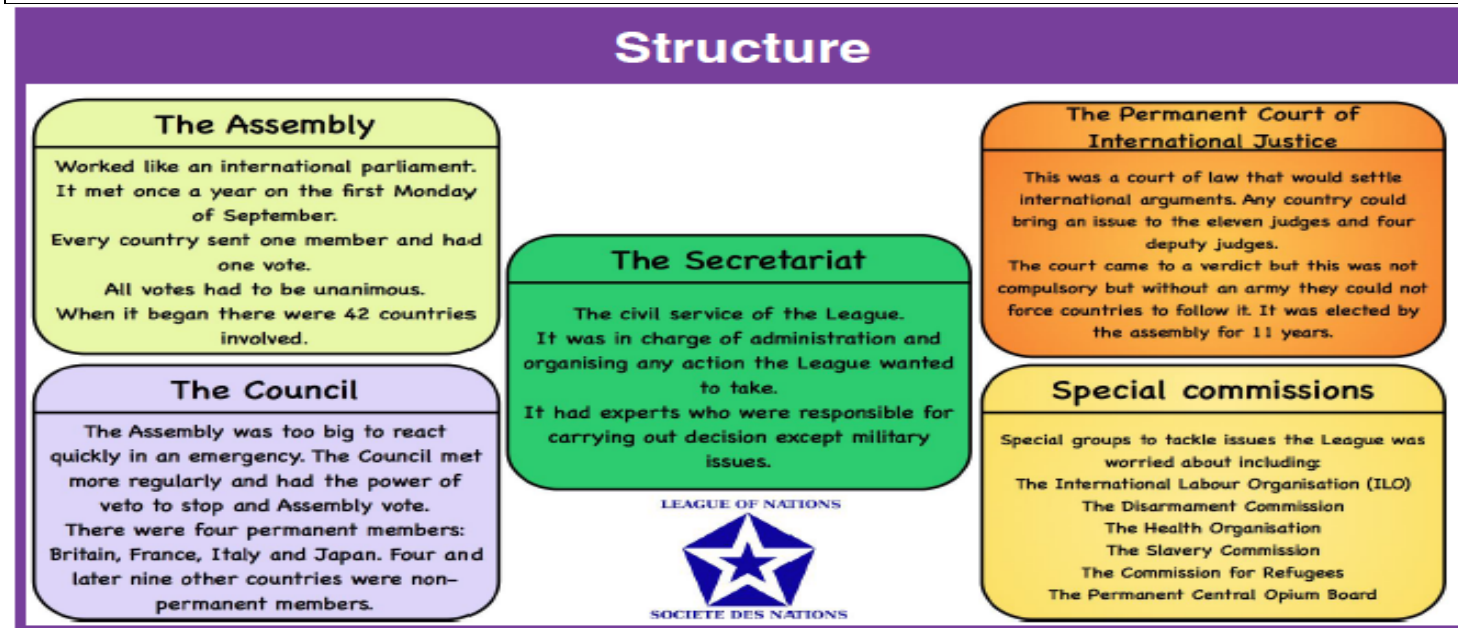
Over time, settler began to move West. Some went all the way to Oregon and California on the West Coast – but there were geographical barriers that people had to cross to get there.

TECHNICAL VOCABULARY	
Manifest Destiny	To many white Americans it was God’s will that they occupied the new land and they should take with them their ideas and beliefs of Christianity, freedom and Democracy.
Counting Coup	The Native American concept that it was braver to touch an enemy rather than kill them and it was foolish to fight if outnumbered.
Scalping	The Native American concept of taking an enemies scalp as a trophy from battle.
Abolitionism	The formal organised opposition to slavery which began as early as 1817 in the USA.
Policy of Concentration	The idea of containing Native Americans by agreeing which areas they could live in and hunt.
Buffalo Dances	A dance that would last for many days before a hunt, that would call upon the spirts to guide the Native Americans in their hunt
Indian Councils	The Council consisted of the most important men in the bands. The council would meet and make important decisions.
Warrior societies	All the men of the bands belonged to this. They were responsible for hunting, travelling and protection.
Chiefs	Most powerful men in the Indian Nation. They were elected because of their wisdom and skills as a warrior.

The Plains Indians	
Way of Life	Native Americans living on the Great Plains were often known as the Plains Indians. Most were Nomadic (moved from place to place) and followed the Buffalo herd. Most Native Americans lived in Tipi’s which could be set up and packed away quickly so they could follow the Buffalo easily.
Indian Government	Native Americans were divided into tribes known as Nations. Each nation was then divided into bands made up of around 100-500 Native Americans. Each band had a chief and a council for making important decision.
Indian Religion	The Native Americans believed in the spirit world and believed that a superior being, known as the Great Spirit was responsible for all things. They also believed that lesser spirits controlled different elements of the world. The Native Americans believed that land could not be possessed by mankind and we merely occupy it.

Early Pioneers			
Fur Trappers	Pioneer Farmers	Miners	Mormons
The first group of white Americans to travel West across the Great Plains and into the Rocky Mountains were fur trappers . Fur became fashionable in the Eastern United States and Europe in the 1820’s and 83’s and there was money to be made from it.	Thousdands of Pioneer Farmers travelled West in the 1840’s for a variety of reasons. For some it was the pull of good farming land, a better climate or simply the excitimnt of the new. Others were pushed by the Economic Depression of 1837 in the East.	Another group of white Americans to travel West were the Miners – the Forty-Niners. They sought wealth after the News spread of someone discovering gold in 1848. The population of California rocketed from 15,000 in 1848 to 250,000 by 1852.	Another group of settles were the Mormons – members of ‘The Church of Jesus Christ of Latter Day Saints’. Many US citizens disliked the Mormons and repeatedly drove them out of their homes. They didn’t agree with the Mormons practice of polygamy, feared expansion of the Mormon faith and felt threatened by their power. Brigham Young decided to move the Mormons WEST to create an independent Mormon state, where they could live freely.

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.



The League of Nations in the 1920's	
Success	Failures
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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.

Manchurian Crisis	Abyssinian Crisis
<p>In 1931, Kwantung Army was already posted in Manchuria to protect the Japanese owned South Manchurian railway.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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 in this situation but it was difficult as both countries were members of the League. Italy was also intent on war.</p> <p>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.</p> <p>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.</p>

Weaknesses 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 decisions made in the Assembly which meant all power laid with Britain, France, Italy and Japan.	This meant that not all the superpowers were involved in decision making.

Musical Theatre / Choreography (Musical Theatre – see also Music and Acting)

Accent: a movement or shape performed to give emphasis

Accumulation: one dancer performs a phrase, other dancers join in one after another until performing in unison

Actions: travelling, turning, elevation, leaps

Adagio: slow, flowing and graceful movements

Alignment: correct placement of body parts in relation to each other, important for health and safety

Allegro: fast, lively movements

Arabesque: standing on one leg, working leg is fully straight, extending long behind the dancer

Attitude: standing on one leg with the other lifted (front or back). The leg in the air is bent, usually to a 145 degree

Beat: rhythmic unit of time

Binary: structure of a dance, consisting of two parts **AB**

Book: the dialogue and storyline of the musical

Canon: choreographic device where dancers perform the same movement at different times, overlapping the previous one

Chorus: type of refrain, repeated between verses / group of performers

Contact Improvisation: creation of movement without planning, where working with another dancer, parts of the body must always be touching

Contraction: curving the spine forward, starting from hips

Contrast: movements or shapes with nothing in common

Duet: performance with two dancers

Dynamics: qualities of the movement based on speed, strength, flow

Episodic – choreography with several sections, linked by a theme

Improvisation: creation of movements without planning

Inversion: performing phrases or sections upside down

Isolations: movement which only involves one part of the body

Jukebox Musical: a musical with a plotline based around existing songs

Mirroring: two or more dancers perform the same movement while facing each other

Motif: a movement / phrase repeated in different ways

Narrative: the story of the dance

Phrase: a short sequence of linked movements

Posture: the way the body is held

Relationships: the way dancers interact

Repetition: repeating movements or motifs

Retrograde: reversing the actions of a phrase or sequence

Revue: a musical show without a narrative storyline

Ronde de Jambe: movement where the leg is moved in a circular motion

Rondo: structure, three or more sections, alternating between the main theme and additional ones – **ABACAD**

Solo: one dancer

Syncopation: movements which do not occur on the main beat

Tempo: the speed of the dance

Ternary: structure of a dance, in three parts – **ABA**

Transitions: movements linking phrases or sections

Unison: two or more dancers performing the same move at the same time





Key information about John Godber

Who?	John Godber is one of the most performed playwrights in the English language. Born in 1956, he is the son of a mining family who went on to be a drama teacher at the school he went to as a child. He joined Hull Truck theatre Company in 1984 and has since won many prestigious awards for his productions. He has written 17 plays and has directed all of their first performances.
Where?	Originally from Upton, a working class part of West Yorkshire, Godber has made his place of birth a focal point for his plays. One of his aims is to reflect the lives of the people around him and so his subject matter often surrounds the challenges that working class people face. He aims to appeal to a diverse audience, particularly working class people who traditionally don't go to the theatre.
When?	Godber wrote his first, and to date most successful play, 'Bouncers' in 1977 and continues to write and direct to the present day. Godber sets his plays at the time of writing as he aims to reflect life as he sees it around him and to attract contemporary audiences.

Influences

Godber claims that much of his influence comes from the world around him, his own experiences and the people that he meets and so the majority of his plays are set in the North West and are based around working class characters.

He was greatly influenced by his time as a drama teacher, this is evident in his play 'Teechers'.

He has felt like an outsider since he failed his 11+ exam and this is a theme which he often explores in his work.

Many conventions of Brecht can be seen in 'Teechers' – multi role-play, direct address, music, minimal set and props, changing characters on stage. These are designed to keep an active audience.

Conventions

His general performance style is heightened through the use of **stereotypes or 'stock' characters**, although his **language and dialogue** is largely realistic and **conversational**.

Direct address is used to engage the audience and involve them in the action of the play.

Multi role-play is used in some Godber plays and so actors need to use precise **vocal and physical skills** to portray distinctive characters that the audience can easily recognise.

Music is used to add atmosphere to a particular moment or to enhance the meaning of a scene.

Aims

Godber believes in **theatre for the masses** and so explores **universal themes** in his plays.

He believes in the theatre as an instrument of **social change** for the better.

Using **comedy to engage** the audience but also to **make them think**. He described 'Teechers' as a comedy that was 'deadly serious' as it made audiences laugh but then question the fairness of the education system.

Famous plays

April in Paris	Bouncers
Our House	Shakers
Teechers	Up 'n under

Demonstrating understanding: what will I need to do?

Give examples from the play 'Teechers' that demonstrate the influences evident on John Godber.

Give examples of how I have used some of Godber's conventions in my own work.

Identify Brechtian techniques in Godber's work.

Godber-esque

John Godber has developed a distinctive style of writing that appeals to a wide range of audiences. He creates worlds and characters that ordinary people can relate to. Godber writes with a fast paced and energetic style to keep audiences on their toes and intrigued about what's coming next. Although his work has varied throughout his extensive career, there are a number of recognised techniques and devices that John Godber uses, and his experimentation with theatrical convention has become a trademark. • Actors play multiple roles • Direct address to the audience • Social commentary veiled in humour • Quick paced scenes • Episodic structure • Frequent changes of direction • Use of different styles of text • Colloquial language John Godber enjoys playing with theatrical convention, in his introduction on to John Godber Plays: 1 (Methuen, 2001, UK), he says:

"I had become increasingly bored by the conventions of modern drama. Most of the plays I had read were set in realistic locations, and therefore fairly limiting in terms of how they could represent themselves to an audience. In some respects these plays amounted to nothing more than 'big telly' – true they had good stories and incisive characterisation, but in terms of their theatrical scope, the four walls of the box set seemed to limit their vision. Of course, I was not the first to recognise this: Berkoff, Edward Gordon Craig, Brecht, Artaud and sundry others had all identified this limitation, and had done work to counter the spread of this particular theatrical virus."



Popular music includes:

- POP
- ROCK
- RAP
- HIP HOP
- REGGAE

Plus many other genres, e.g. soul, ska, heavy metal, R&B, country, rock’n’roll.

FUSION: when two different styles are mixed together. This can be two styles of popular music e.g. ‘rap metal’, or could combine a popular music genre with other styles, folk-rock, gospel, world music, classical to create a new and interesting sound. **Jazz fusion** (jazz and pop) is a popular genre.

Instruments

- ELECTRIC GUITAR:**
- **Lead guitar:** plays the melody/ solos/riffs
 - **Rhythm guitar:** plays the chords/ accompaniment.

BASS GUITAR: plays the bass line.
DRUM KIT: provides the beat.
LEAD SINGER: the main vocalist.
BACKING VOCALS: singers who provide harmony.

Pop/rock groups may also include **acoustic** (not electric) instruments e.g. trumpet, trombone, saxophone and/or electronic keyboards/synthesizers.

Features and techniques found in popular music

Riff	A short, repeated pattern.
Hammer on	Finger brought sharply down onto the string.
Pitch bend	Altering (bending) the pitch slightly.
Power chords	A guitar chord using the root and 5 th note (no 3 rd).
Distortion	An effect which distorts the sound (creates a ‘grungy’ sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
A cappella	Voices singing without instrumental accompaniment.

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.
VERSE: same music but different lyrics each time.
CHORUS: repeated with the same lyrics each time (refrain).
MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.
BRIDGE: a link/transition between two sections.
OUTRO: an ending to finish the song (coda).
*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

*Strophic songs, 32 bar songs (AABA) and 12 bar blues are also found in popular music.

A typical rock ballad in verse-chorus form could follow the pattern:

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- MiddleEight
- Chorus
- Outro

Technology

Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speakers.
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g. looped, layered).
Reverb	An electronic echo effect.

Reading Rhythms

You need to be able to read all the different note lengths if you want to pass GCSE music. If you keep forgetting, look over them again!

RHYTHM & TEMPO

(The Patterns Of Note Lengths & Silences)

(The Speed Of The Music)

Working Out The Tempo

Tap your toe to the pulse of the music and think, 'how fast am I tapping'.

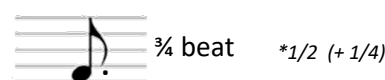
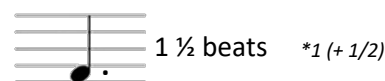
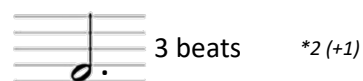
**If you tap your whole foot you might put off other pupils.*

Durations

Beats	Note	Rest	Name
4			Semibreve
2			Minim
1			Crotchet
1/2			Quaver
1/4			Semiquaver

Dotted Notes

If a dot is added to a note (or rest), add on half of what the note is already worth:



Pause

If this symbol is written, stop the pulse of the music & pause on the note.



Triplet

Three notes played evenly in the space of two notes:



Swung Rhythms **A main feature of Jazz*

Written rhythms are played differently to give a swing feeling.



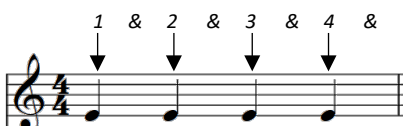
Tempo Markings

Marking	Meaning
Allegro / Vivace	Fast or Lively
Allegretto	Quite Fast (Not as fast as Allegro)
Moderato / Andante	Moderate / A Walking Pace
Adagio / Lento	Slowly
Accelerando	Gradually Speed Up
Ritardando / Rallentando rit. rall.	Gradually Slow Down
= 60 ^{*60bpm}	60 beats per minute (One every second)
= 120 ^{*120bpm}	120 beats per minute (Two every second)

Syncopation Playing off (or in-between) the beat / pulse

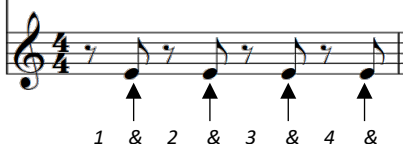
On The Beat

Playing on one of the beats that you would 'tap your toe' to



Off-beat

Playing in-between the beats you would 'tap your toe' to



Rubato **Translates as 'to steal time'*

Not sticking strictly to the tempo - to add feeling (*Romantic Period!*)

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

Observational drawing in different media.

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.

Use your own photos not pictures from the internet.

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

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.

Technical principles – Knowledge organiser

<u>What</u>	<u>Definition</u>	<u>What</u>	<u>Definition</u>
A static load	Does not move	<u>NET</u>	2D object which is cut scored and folded into a 3d. Cut lines shown as solid lines
A dynamic load	Moving	<u>Carbon footprint</u>	is the amount of carbon produced from its raw material being made to its product.
Tension	pulling force is applied to either end of a material Stretching	<u>Ecological and social footprint</u>	
Tensile	resist being pulled apart	<u>Folding and bending</u>	techniques can be used to improve the mechanical and physical properties of a material
Compression	occurs when a pushing force is applied to either end of a material	<u>Laminating</u>	bonding two or material to improve its strength, stability and flexibility.
Compression strength	the ability of a material to resist being compressed or squashed	<u>Fabric interfacing</u>	Used in textiles and garments to add support, strength and structure to areas that are needed. These are sewn in Collars in shirts - Peak in the baseball caps.
Torsion	when something is twisted two ends of the material rotate the opposite way.	<u>Folding and bending</u>	Materials manipulated through reshaping can gain many physical advantages
Torsional strength	is the ability of a material to resist being twisted	<u>Curves, arches and tubes</u>	can also be added to give more strength whilst using minimum material
Bending	occurs when both sides are under compression and tension.	<u>Ecological and social footprint</u>	This measures the impact of a persons life on the environment by quantifying the amount of Co2 that are being used.
Shear	occurs when a force applies on an object in a perpendicular to its length	<u>Safe working conditions</u>	In Britain we have employment protect laws that protect us workers. The law holds accountability to the company/ Boss!!! Heath and Safety Executive HSE
Strengthening and enhancing materials	To strengthen or enhance its strength you need to consider the forces that it will have upon it.	<u>Ecological issues in the design and manufacturing</u>	When products are made, natural resources are used, so designers and manufacturers have to make decisions which have a direct impact on the consumption of the earths resources
Webbing	Webbing is a strong fabric woven into strips from yarns, which are often made of synthetic fibres such as nylon or polyester, or even Kevlar Very light but strong and flexible	<u>Deforestation</u>	cutting down of trees
Stiffening Materials	Materials can be <i>laminated</i> to improve strength.	<u>Mining</u>	used to gather finite materials Surface and underground mining!
Interfacing	to stiffen a fabric	<u>Drilling</u>	getting oil and gas
Farming	A huge proportion of the earths crust is used as farmland. 11% - agriculture. 36% - growing crops		

Residential	Non- residential
NON PROFIT MAKING <ul style="list-style-type: none">Care homes- Beaumond HouseArmed forces- Army, navyPrisonsBoarding schools- Wellow Services provided- Accommodation, food and drink	NON PROFIT MAKING <ul style="list-style-type: none">Canteens in officesFood supplied in schools, nurseriesDay careMeals on wheels for the elderly Services provided- Food and drink only
Residential commercial	Non –residential- commercial
PROFIT MAKING <ul style="list-style-type: none">HotelsFarmhousesBed and breakfastsAir B & BHoliday parks Services provided- Accommodation, food, drinks, housekeeping, conference facilities	PROFIT MAKING <ul style="list-style-type: none">RestaurantsCafes and coffee shopsMobile vans- ice creamStreet food vendorsPubs 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
<ul style="list-style-type: none">Need to be reliable, deliver regularlyGuarantee good quality ingredientsCompatible market prices <p>There can be primary @ source- the grower or the farmer direct.</p> <p>Benefits-</p> <ul style="list-style-type: none">saves on packagingReduced carbon footprintAttractive to conscientious customersFresher produceKnow where it’s come fromCompetitive prices as there isn’t a middle man <p>There are Secondary @ wholesaler</p> <ul style="list-style-type: none">Can buy in bulk, cheaper, less packagingGood choiceOffer delivery serviceSpecialist ingredients <p>There are tertiary @ retailers/ cash and carry</p> <ul style="list-style-type: none">More expensiveGreat choiceMay not deliverShorter shelf life/ less fresh

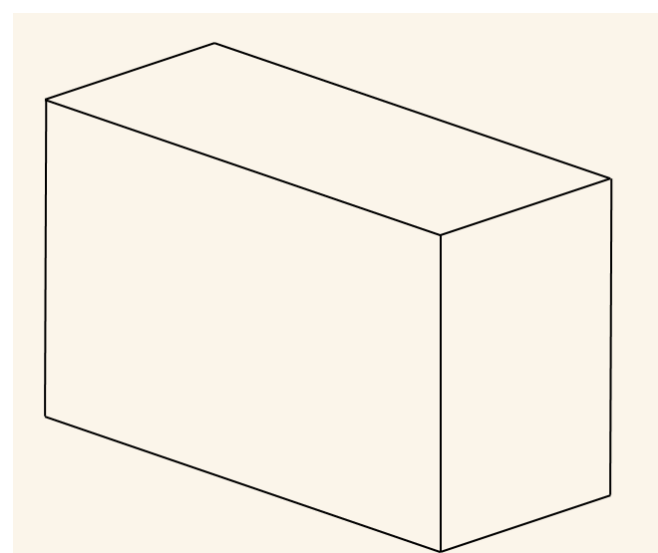
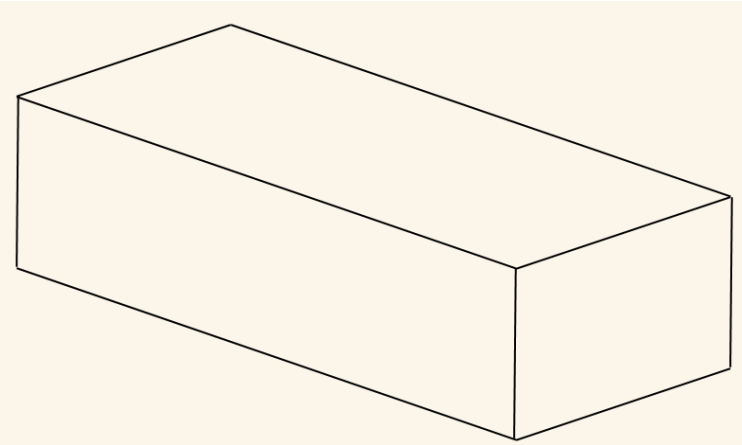
Standards ratings	Food hygiene standards
1 *star - open 7 days a week <ul style="list-style-type: none">A receptionBreakfastBar	0- Urgent improvement required 1- Major improvement necessary 2- Some improvement required 3- Standards generally satisfactory 4- Hygiene standards are good 5- Hygiene standards are excellent
2* Star- All of above with a higher standard	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? <ul style="list-style-type: none">Tourist boardsGuestsSocial media reviewsExpedia, trip advisorOrganisations like AA
3* Star- <ul style="list-style-type: none">DinnerRoom service	
4* Star- <ul style="list-style-type: none">24hr room serviceMore staffRestaurant	
5* Star- <ul style="list-style-type: none">Open all yearCustomer careSpa, gym, poolConcierge, valet parkingRestaurant open for all meals, often more than one.	

Brick dimensions

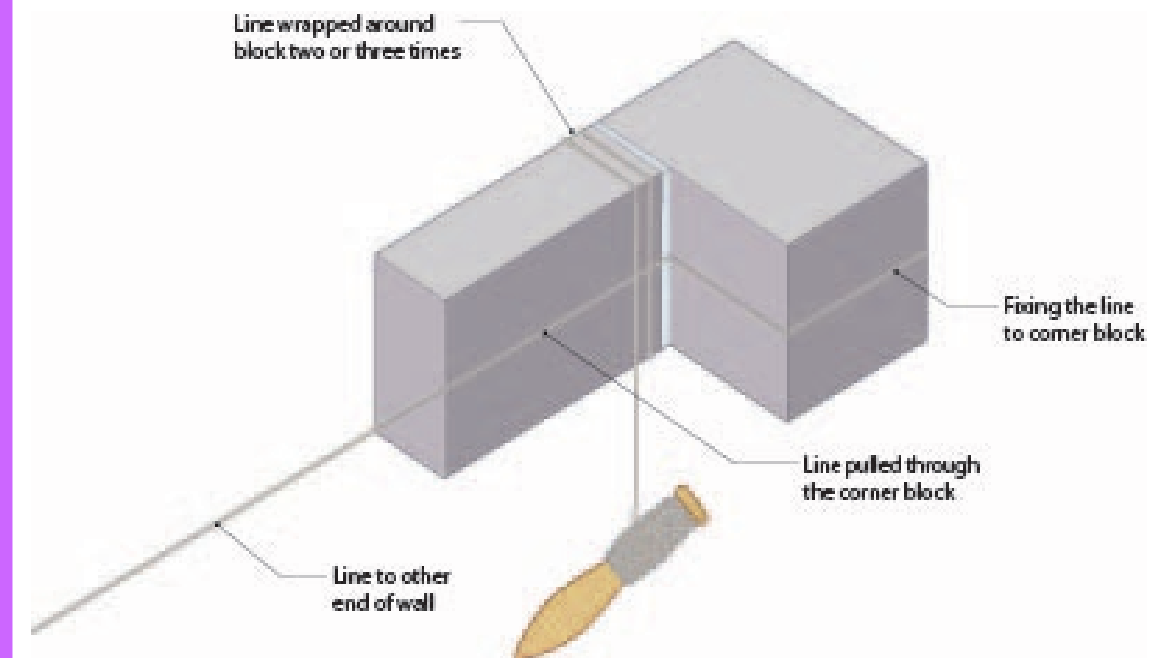
What is the length of a brick?
What is the width of a brick?
What is the depth of a brick?
How thick is a mortar joint?

Block dimensions

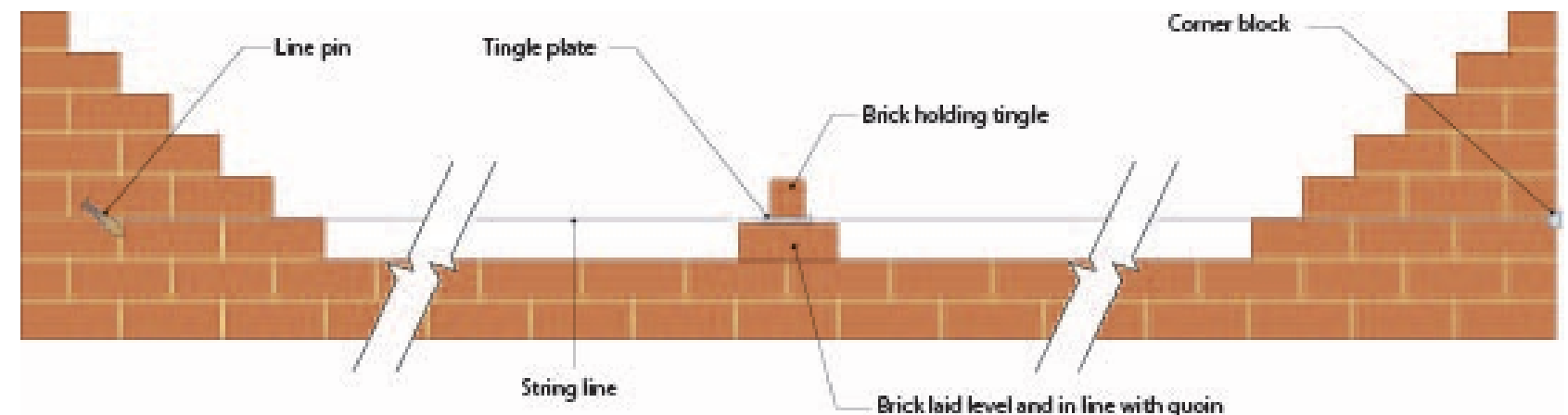
What is the length of a block?
What is the width of a block?
What is the depth of a block?



There are different methods of holding in place a string line so you can build to it.



- How does the tingle plate work?
- Why is it required?
- When would you use it?



CORE RE – Relationships and families HT5

What are Christian attitudes towards human sexuality?

Many Christians see heterosexual relationships as part of God’s plan for humans. Genesis says that a man and woman should be united and ‘increase in number.’ Therefore, some are against sex outside marriage, homosexuality and artificial contraception.

Some Christians are against homosexuality based on Leviticus 18 but some Christians argue about the meaning behind these texts. The Bible does not mention relationships between two women. The Catholic Church teaches that being a homosexual is not a sin, but homosexual sex is. The Church of England welcomes faithful committed homosexual couples but does not marry them in church. Other Christians believe that the Bible passages need to be interpreted in context and would marry homosexual couples, just like heterosexual couples.

GCSE Theme: Religion, Relationships and Family

What are Buddhist Attitudes towards Sex?

Buddhist attitudes vary, depending on the country and culture.

Buddhism teaches that sex is not wrong, and that people have desires and they shouldn’t be denied. However, sexual attraction leads to craving which can lead to craving which leads to suffering. Buddhists believe that their sexual behaviour should be guided by kindness, generosity, honesty and not causing harm to oneself or others.

Buddhist monks and nuns take a vow of celibacy. They avoid sexual activity as one aspect of a simple life.

The Buddha did not teach on homosexuality or same-sex relationships. Many Buddhists would say that the five moral precepts apply to all relationships. What matters is consent and respect.



What are Christian attitudes to Contraception and Family Planning?

All Christians believe that having children is a gift from God. Christianity also teaches that parents should be responsible and there may be times when bringing children into the world, because of economics or psychological reasons, is not sensible.

Christians disagree about the methods of limiting family size. The Catholic and Orthodox teach that artificial methods (condom) goes against God’s purpose of sex which is to express love AND allow the possibility of creating new life. To use contraception is to be selfish and prevent God’s plan. Any form of contraception should be natural (rhythm method). Some catholics disagree with this when considering the modern world.

Many Christians believe that sex is for creating new life OR express love and should make responsible choices about family life. Also contraception may be used to protect the mother’s health and to allow a time for the relationship to develop.

Some Christians will only use certain forms of contraception because some allow for the egg and sperm to meet (coil) and they see this as causing an early form of abortion and the ending of life that started at conception.

SUBJECT TERMINOLOGY	
Adultery	a married person having sex with someone other than their marriage partner
Civil partnership	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife.
Cohabitation	living together without being married
Contraception	intentionally preventing pregnancy from happening.
Divorce	Legal ending of a marriage
Extended family	A family which extends beyond the nuclear family to include grandparents and other relatives.
Faithfulness	staying with your marriage partner and having sex only with them.
Family planning	Using contraception to control how many children couples have and when they have them.
Gender equality	The idea that people should be given the same rights and opportunities regardless of whether they are male or female.
Gender prejudice	Unfairly judging someone before the facts are known ; holding biased opinions about an individual or group based on their gender.
Gender discrimination	Acting against someone on the basis of their gender; discrimination is usually seen as wrong and may be against the law
Nuclear family	mother, father and the children living as a unit
Procreate	Produce children
Human sexuality	How people express themselves as sexual beings
Heterosexual	Sexually attracted to members of the opposite sex
Homosexual	Sexually attracted to members of the same sex
Marriage	A legal union between two people as partners in a relationship
Polygamy	The practice or custom of having more than one wife or husband at the same time.
Re-constituted family	where two sets of children become one family when their divorced parents marry each other.
Re-marriage	marrying again after being divorced from a previous marriage.
Sex before marriage	Sex between two single unmarried people
Same sex marriage	Sex between partners of the same sex

What are Buddhist Attitudes to Contraception and Family Planning?

Buddhist traditions may differ about contraception because of when it is believed consciousness arises. Some may say at conception, some may say that it is continuous from life to life. Most Buddhists believe that it is acceptable to use a form of contraception that prevents fertilisation, but others would say something like the morning after pill is less acceptable as it may be seen as a form of killing and going against the first moral precept. If having the child might harm the life of the mother, the morning after pill may be seen as the lesser of two harms.

Having children is not a sacred duty in Buddhism and the Buddha did not recommend family life as a path to enlightenment. Buddhists can choose what to do but should be able to bring children up in a happy and safe environment.

What are Buddhist teachings on Marriage?

Marriage is a social contract and not a religious duty or sacred act. Marriage is a secular ceremony depending on the country but a Buddhist monk may bless the service.

Having children is not seen as the purpose of marriage and there is no obligation or pressure to have them. Because everything is interconnected a benefit of married couples is that it develops relationships which produce stronger communities.

Most ideas around sex before marriage are cultural but it is not forbidden but must be according to the five moral principles. The same is true of cohabitation. Most Buddhists would see adultery as wrong as it involved dishonesty and does not show kindness towards your partner. Same sex marriages are more likely to be accepted because of culture. Buddhism does not teach against them but teaches that in any relationship respect should be shown.

What are Buddhist teachings on Divorce?

Buddhism does not say that a couple cannot be divorced but does say that they should lead a life of implied duty and responsibility to one another so would not encourage it. Often ideas about divorce are also influenced by cultural values. By following the five moral precepts and trying to lead a life developing loving-kindness Buddhists are more skilful and would be encouraged to try and make their marriage work.

Buddhists are also likely to teach that hanging on to a broken relationship produces suffering and should be avoided. Buddhism accepts that divorce may well be a painful process, but every attempt should be made to make it as respectful as possible. Causing hurt will never make a person happy.

Buddhists also do not teach against remarriage as it may be a way to commit to a new relationship and find happiness.

What are Buddhist teachings on the nature and purpose of family life?

Buddhism is not a family-centred religion, there is no expectation to have children. The nature of the family, extended or nuclear, usually reflects the customs of the country they live in. The Buddha did not forbid polygamy but did say it may cause suffering for those involved. Same-sex parents are accepted as long as the relationship is respectful, Buddhist values are more important than gender.

Buddhism does not teach about family life apart from the general rules to be loving, caring and to remain faithful to each other. Parents are responsible for raising children and teaching them the faith. Buddhists will often have a shrine in the home and children are shown how to show respect to the Buddha.

In later life, children are expected to support their parents when old age or illness becomes an issue.

What are Christian Teachings about Marriage?

Society now recognises same-sex marriages as having the same legal status as non-same sex marriages. Many Christians are against this as they see marriage as being more than a committed relationship and somewhere that new life can be created. The law protects churches from having to marry same sex couples.

For many Christians marriage is seen as part of God's plan to unite couples. Some Christians see it as a sacrament which reflects the commitment made by God to humans. Marriage is a spiritual bond that reflects the love of God. For many Christians the purpose of marriage is to provide a stable, secure environment for family life.

Christians who are opposed to sex before marriage also oppose cohabitation. Many Anglican and Protestant Christians believe that marriage is best, but people may live together in a faithful, loving and committed way without being married.

What are Christian teachings on Divorce?

Some Roman Catholic Christians believe there can be no divorce because Jesus banned divorce. Also when you marry, you make a covenant with God which cannot be broken without God's consent. Therefore a couple can never be divorced according to God's law. Catholics do have Marriage Tribunals which can decide that a marriage never existed (annulment), but there can be no divorce and Catholics who have state divorces are not allowed to remarry.

Most Protestant Christians believe that if a marriage goes wrong and there is no chance of bringing the couple back together, then there can be a divorce. They believe this because God is always prepared to forgive sins if people are determined to live a new life, and in St Matthew's Gospel Jesus allows divorce for adultery.

What are Christian teachings on Family Life?

All Christians believe that children should be brought up in a family with a mother and father (unless one of them has died). Christian marriage services refer to founding a family and bringing children up in a Christian environment as a major purpose of marriage.

Christians see the family as the basis of society. Children are a gift from God and parents are expected to look after them properly (feeding, clothing, educating, etc) and help them to be Christians by having them baptised and taking them to church on Sunday. Christian children are expected to respect their parents (fifth commandment) and care for them when they are old.

Year 10 GCSE RE
Existence of God

Religious experience and belief in God

Religious experience means the ways in which people come into direct contact with God. It can be just a feeling you get when you are in a holy building or say your prayers, or even look up at the stars, and feel in the presence of something greater than yourself. This is called the numinous.

It can be a more definite feeling of God’s presence which makes you much more religious and changes your life (e.g St Paul on the road to Damascus). This is called a conversion experience.

It can be believing that a miracle has happened eg., when someone is cured of an incurable disease after prayers being said for them or after something else connected with religion.

It can be having a prayer answered e.g. someone prays for God to help them out of a problem and the problem disappears.

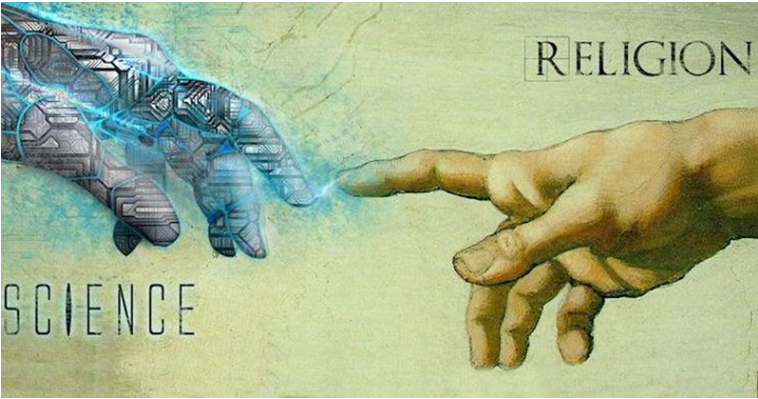
Any of these experiences are almost certain to lead the person who experiences them to believe in God.

The universe needs a cause:

- Science says everything has a cause or an explanation,
- Therefore, the universe itself must have a cause,
- Only God could be the cause of the universe,
- Therefore, God must exist.

Arguments against the First Cause Argument

- If everything needs a cause why doesn’t God?
- If God can be eternal why can’t the universe?
- The Big Bang was a random event not caused by God
- Religious creation stories are just myths



The universe seems to be designed:

- The way the universe works according to laws such as gravity;
- The way humans grow from a tiny blueprint of DNA etc
- The way the complex mechanism of the eye allows people to see;
- The way the Big Bang worked with the laws of science to produce a universe of order.

If something is designed, it must have a designer. The only possible designer of the universe is God, therefore, they believe, God must exist.

(Newton, Aquinas, Tennant)

Arguments Against the design Argument

- Because of natural selection design is a matter of chance over time.
- Why is there so much suffering if God is a good designer?
- The universe exists to support life, design is an illusion.

TECHNICAL VOCABULARY

Design argument	The argument that God designed the universe, because everything is so intricately made and its detail could not have happened by chance.
Theist	A person who believes in God
Atheist	A person who believes there is no God
Agnostic	Someone who thinks there is not enough evidence for belief in God
First cause argument (Cosmological)	An argument suggesting that God’s existence can be proved by logical argument and the evidence of a universal chain of causes and effects. Therefore, the universe requires an uncaused cause at the start, which must be God.
Impersonal	A characteristic of God; the belief that God is beyond human understanding.
Transcendent	A characteristic of God; the belief that God is outside space and time.
Miracle	An event that contradicts the laws of nature, and is usually thought to be impossible, (e.g. being raised from the dead).
Proof	Evidence that supports the truth of something
Faith	A commitment to something that goes beyond proof and knowledge, especially used about God and religion.
Enlightenment	A state of spiritual awakening and the gaining of a deeper understanding of reality.
General revelation	Indirect revelation; the idea of being able to see something of God through nature and scriptures which are readily available in everyday experience.
Immanent	A characteristic of God; the belief that God is present and involved in the world, (eg through special revelations/miracles).
Omniscient	All-knowing; believed by theists to be an attribute of God.
Omnipotent	All-powerful; believed by theists to be an attribute of God.
Special revelation	Direct revelation; God being revealed directly to an individual or group through experiences such as visions.

Child Development: Learning Through Play.



Physical Play	
What do children learn through physical play?	Spatial awareness Activities to stay healthy How to take care of yourself and self-care Gross motor skills Fine motor control
What activities and resources can we use for physical play and learning?	Role play of home life situations Food preparation, snack times and handwashing Bat and ball games Tricycles, bicycles, sit and ride toys Climbing frames, swings, slides Creative activities Playdough, sand and water activities Construction toys Baby gyms, push along toys, rattles.

Cognitive Play	
What learning is promoted through cognitive play?	Problem solving skills Creativity Use of imagination Listening and attention skills Numeracy skills Exploration of environments inside and outside Confidence using technology Understanding of others’ experiences
What activities and resources can we use for cognitive play?	Counters, weights, play money Shape sorters, puzzles, matching pairs Trips and visits Digging and building Computer games, apps, PCs, tablets Writing Small world toys

Social Play	
What learning is promoted through social play?	Development of friendships and relationships Emotional support networks Sharing, turn taking, compromise.
What activities and resources can we use for social play?	Team games and activities Group activities Role play Board games

TECHNICAL VOCABULARY	
Unoccupied play	Baby makes movements discovering how their body moves.
Solitary play	A child plays alone, not interested in playing with others.
Spectator/onlooker play	A child watches other children play but doesn’t join in with them.
Parallel play	A child plays alongside or near others but does not play with them.
Associative play	A child starts to interact with others during play but there is not a lot of interaction.
Co-operative play	A child fully interacts with others and is interested in the activity and other children, they create their own rules.
Locomotor play	Any type of physical activity using gross motor skills- enjoying movement.
Creative play	Freedom to explore resources, making something, trying new ideas.
Sensory play	Using the senses to explore, discover textures and functions.
Imaginative play	Children pretend in some ways, act out their experiences, role play and small world play.

Communication and language play	
What learning is promoted through communication and language play?	Listening skills Process of following instructions Vocabulary and literacy skills, speaking and questioning skills Expressing and discussing feelings Having conversations
What activities and resources can we use for communication and language play?	Books – lift the flap, textured, stories, talking books, story sacks. Role play Nursery rhymes, songs, dances Listening/action games.

Emotional Play	
What learning is promoted through emotional play?	Expression of feelings Promoting independence Improving confidence, esteem and awareness Building relationships
What activities and resources can we use for social play?	Puppets and dolls Role play activities Emotion faces Mirrors Circle time/carpet time

The Marxist perspective of education Marxists believe that at school students learn how to fulfil their future roles in the capitalist world of work. They do not see this as benefiting the whole of society, or individuals themselves, but only the capitalist class (bourgeoisie). <u>We learn to do this through The Hidden Curriculum:</u> <ol style="list-style-type: none">Hierarchy: The hierarchy in school can be seen to reflect the structure of society and in the workplace.Competition: School encourages competition between students e.g. sports, exam results.Social Control: Rules, regulations, obedience and respect for authority.Gender role allocation: teacher expectations and subject choiceLack of satisfaction: Preparing students for boring, meaningless and repetitive jobs is a similar experience to employees at work
The functionalist perspective of education <ul style="list-style-type: none">Schools prepare children for the same universalistic standards, the opposite of the particularistic standards from homelife.Schools promote a value consensus: encouraging students to achieve highly and providing rewards to encourage them to maximize their potential. Students are also competing on equal terms in the classroom.Meritocracy: student's achievements are based on their abilities and efforts, not on social class, gender or ethnicity.Role allocation: students are matched to the correct job based on their skills and knowledge.
The feminist perspective of education <ul style="list-style-type: none">There are inequalities in the education system between boys and girls.Education reinforces patriarchal views. For example, girls may be encouraged to study subjects like Health and Social Care and Home Economics; reinforcing the idea that a woman's role is in the family or in a caring capacity.Teachers may expect certain behaviours from boys but not tolerate them from girls, such as 'rowdy' or 'boisterous' behaviour; again encouraging girls to behave in certain ways because of traditional gendered expectations.The structure of the school also highlights patriarchal inequalities in society. Many of the top positions in schools are taken by men, whilst most of the serving and cleaning staff are women. This sends out a message that men should be in more powerful positions than women.

SUBJECT TERMINOLOGY: types of education	
Home education	teaching children at home using parents or tutors.
Vocational education	work-related qualifications and training.
Specialist schools	Raise standards of achievement based on their strengths e.g.
Faith Schools	Schools that are run with a religious ethos
Academies	Taken out of local authority control. Private sponsors can help to raise achievement.
Free Schools	Schools that can be set up and run by groups of parents, teachers, businesses etc.
Independent schools	Public and private schools (fee paying)
State schools	Free schools for all students regardless of ability
Grammar school	Selective schools with an entry test (usually the 11+)
Comprehensive school	Mixed ability schools, non-selective

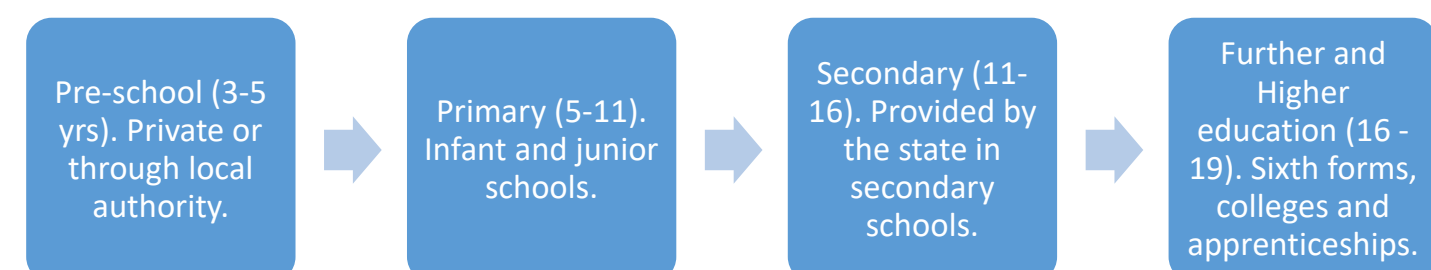
SUBJECT TERMINOLOGY: key terms	
Material deprivation	The lack of material resources due to lack of money. For example lack of equipment, uniform, money for trips, etc
Cultural deprivation	The incorrect values and attitude to succeed in education.
Cultural capital	The correct values and attitude to succeed in education.
Labelling	When a teacher applies a definition to a student based on their class, gender or ethnicity, not on factual information.
The self-fulfilling prophecy	When a student internalises the label applied to them by a teacher and 'lives up' to it.
Banding/setting	the way schools categorise students by ability for their learning
Subcultures	Groups of students who share the same values. These are often anti-school or pro-school.
Hidden curriculum	Lessons taught in school which aren't directly on the curriculum, such as punctuality.
Secondary socialisation	The process of learning which runs throughout our lives. Schools are an agent of secondary socialisation.
Meritocracy	The functionalist view that education provides opportunities for all students to succeed, regardless of their background.

Influences on educational attainment	Major points	Sociologists
Cultural factors	Working-class groups may not have the appropriate values, language codes and parental encouragement needed to succeed at school. They may be used to blame working-class groups and the way they are socialised. Some, such as Marxists, argue that the working class do not possess the cultural capital to succeed at school. This refers to economic and cultural factors such as language skills and interests, and knowledge of art, theatre and literature. Others argue that some working-class groups may not possess social capital . This refers to the ability to navigate the education system and to achieve success.	Hyman (1960s-70s) Bourdieu Becky Francis
Material factors	Some theories refer to money and the things that can be bought, which might help children to succeed, such as equipment, tuition and internet access. They also refer to the living conditions of the children such as housing, space to complete homework, heating, and adequate food and clothing. They affect where children can afford to live and the school they can attend; children who are without these necessities are said to be in material deprivation.	Noble Ball
School	The school children attend, the way it is organised, and resources they have access to may also affect achievement. Schools may have a middle-class ethos or irrelevant curriculum which may cause children to disengage from school. Teachers may attach labels to children which are often associated with social class, gender and ethnicity. Middle-class pupils are more likely to be labelled as ideal. Children may see themselves in the context of their labels and live up to them. Children may disengage from school and form anti-school subcultures. Some schools may have a patriarchal or racist culture.	Diane Reay Hargreaves Willis



<u>1944 Education Act</u> <ul style="list-style-type: none"> Equal chance to develop talents, free state run education Introduction of a meritocratic system in which children received an education based on their academic ability rather than the ability of their parents to pay. Introduction of the 11+ exam and the Tripartite System: <ul style="list-style-type: none"> ➢ Secondary Modern ➢ Secondary Technical ➢ Grammar 	<u>1965: The Comprehensive System</u> <ul style="list-style-type: none"> One school for everyone- all abilities and social classes. No labelling as a failure, seen as fairer. Each school has a specific 'catchment' 	<u>1988 Education Act</u> <ul style="list-style-type: none"> Introduction of the marketisation of education- consumer choice and competition. Focus on parental choice, funding based on student numbers and more freedom for schools. The introduction of the National Curriculum- core subjects for ages 5-16. Introduction of testing- GCSE examination. 	<u>1997 New Labour Educational Policy</u> <ul style="list-style-type: none"> Raising Standards: providing nursery places for 3-4 year olds, reducing class sizes, national literacy & numeracy schemes, 'special measures', 'value-added' feature on league tables. Reducing inequality: introduction of Educational Maintenance Allowance (EMA), Aim Higher Programme, The Sure Start programme and Connexions. Promoting Diversity & Choice- Introduction of specialist and faith schools. 	<u>Since 2010 policies</u> <ul style="list-style-type: none"> New style academies Free Schools Pupil Premium
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Arguments for vocational education	Arguments against vocational education
<ul style="list-style-type: none"> It will lead to a more skilled, better-qualified workforce that will make Britain more competitive Functionalists believe it shows the importance the education system has to provide skills and expertise needed by industry & the economy. 	<ul style="list-style-type: none"> The emphasis on skills training disguises the fact that the problem is not that young people lack necessary skills for work it's that there is no work for skilled young people. Marxists argue it is viewed as lower status compared to purely academic qualifications. Seen as replicating the Tripartite system



Topic Formula	
Revenue	Number of Sales x Price
Total costs	Total Fixed Costs + Total Variable Costs
Gross Profit	Sales revenue – Cost of sales
Net profit	Gross profit – Other expenses
Interest	$\frac{\text{Total repayment – borrowed amount}}{\text{Borrowed amount}} \times 100$
Break-even Point in units	$\frac{\text{Fixed Costs}}{(\text{Sales price – variable cost})}$

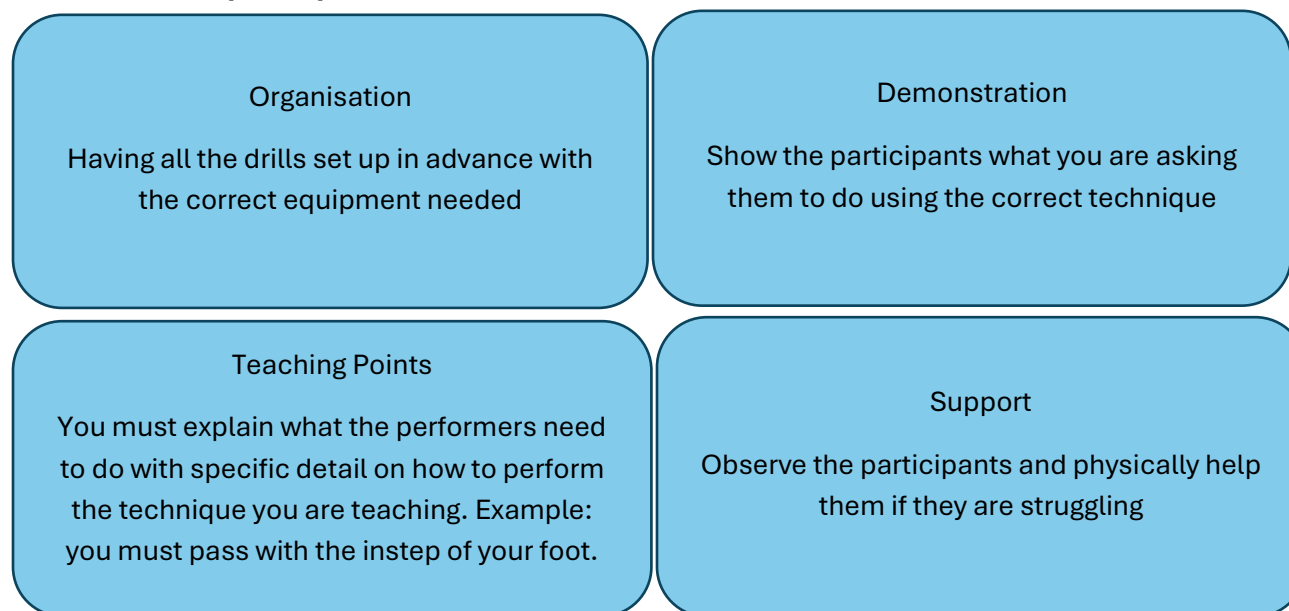
TECHNICAL VOCABULARY	
Limited Liability	The level of risk is limited to the amount of money that has been invested in a business or promised as an investment.
Shareholders	Investors who are part owners of a company
Sole Trader	A business run by one person; that person has unlimited liability for any business debts.
Private Limited Company (LTD)	A small family business in which shareholders enjoy limited liability.
Franchising	Paying a franchise owner for the right to use an established business name, branding and business methods
Royalties	Percentage of the sales revenue to be paid to the overall franchise owner.
Business Plan	A detail document setting out the marketing and financial thinking behind a proposed new business.
Stakeholders	All those groups with an interest in the success of a business
Pressure Groups	Organisations formed to put forward a particular viewpoint, such as promoting organic farming.
Bankrupt	When an individual is unable to pay their debts, even after all personal assets have been sold for cash.

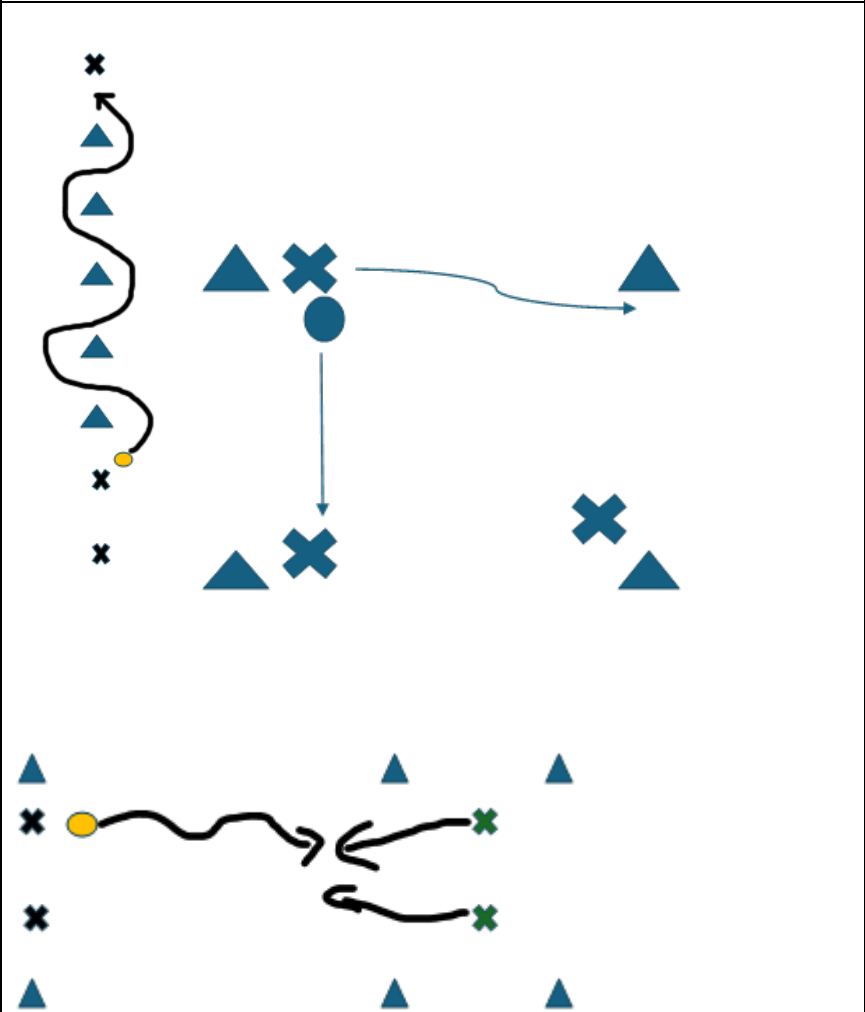
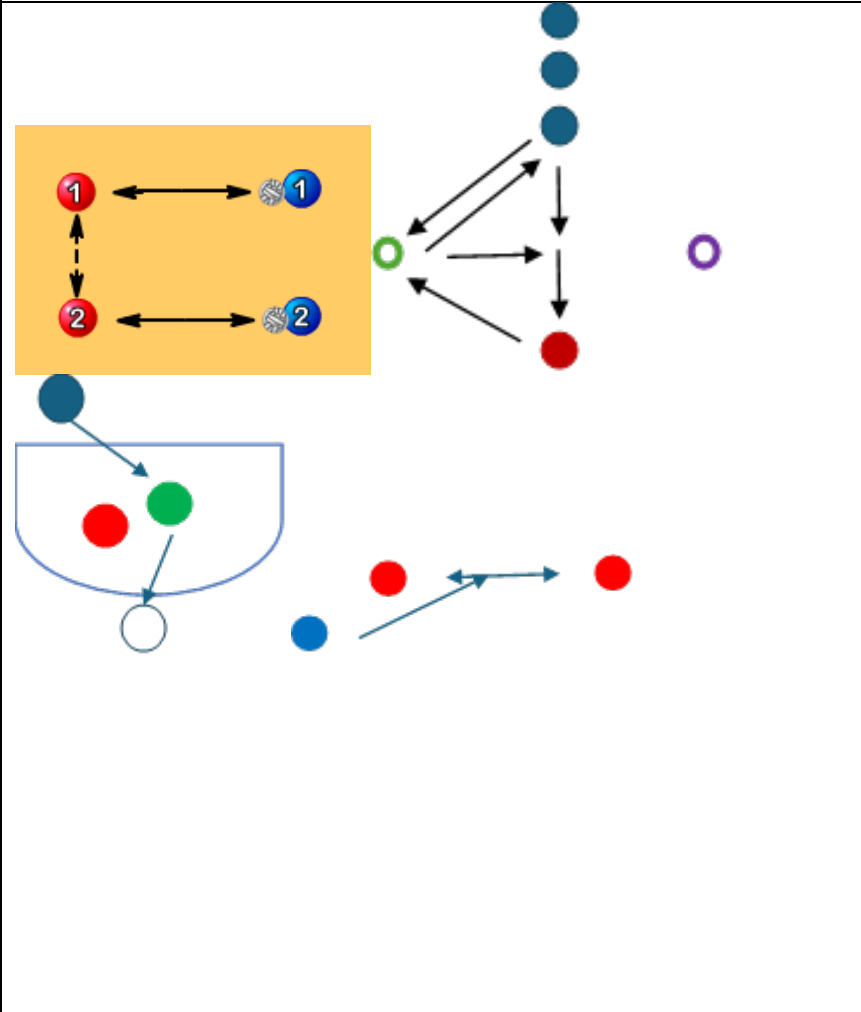


Type of ownership	Ownership	Control of business
Sole Trader	By one owner	By one owner
Partnership	2 or more owners	By partners, although senior partners may have more decision making power
Private limited company (LTD)	Shareholders – usually friends and family	By directors and paid managers. Some will have more control than others
Public limited company (PLC)	Shareholders	By directors and paid managers. Some will have more control than others
Franchise	Franchisee hold a licenced but only for a given period	Franchisee must operate in a framework set out by the franchisor

C1: Drills and Practices	
Unopposed stationary drills	These break down skills into their most basic form. They are practiced without moving. <i>Example: two people stood 5m apart passing a ball in netball.</i>
Drills with the introduction of travel	By adding movement such as walking or jogging you can now help performers develop more complex skills. <i>Example: Passing and moving in groups of 3 in football.</i>
Drills with passive opposition	This is where there is an opposition or obstacle, but they don't interfere with the drill. <i>Example: Dribbling in and out of cones in football.</i> <i>Example: Passing the ball over an opposition in netball.</i>
Drills with active opposition	These are drills with an opposition who is actively trying to disrupt the activity. This puts pressure on the performers and encourages them to think about decision making. <i>Example: 3v2 in netball or football.</i>

C2: Drills to improve performance



Examples of Football Drills	Examples of Netball Drills
 <p>The top football drill illustrates a player (yellow dot) dribbling past a line of defenders (blue triangles) and crossing the ball into the goal. The bottom drill shows a player (yellow dot) dribbling past a line of defenders (blue triangles) and passing the ball to a teammate (green dot) who is also being defended.</p>	 <p>The top netball drill shows a player (red dot) passing the ball to a teammate (blue dot) who is also being defended. The bottom drill shows a player (red dot) passing the ball to a teammate (green dot) who is also being defended.</p>