Student Name:



MAGNUS CHURCH OF ENGLAND ACADEMY

Knowledge Organiser: June 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.

- 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.
- 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.
- Chunk the knowledge into smaller bitesize sections of around
 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

Eng	lish	Maths - F	Maths - H	Science – Biology	Science – Chemistry
Enunciation		Area	Vertically Opposite angles	Resolution	Intermolecular forces
Pace		Volume	Corresponding angles	Transpiration	Electrostatic attraction
Pause		Surface area	Alternate angles	Communicable disease	Atomic mass
Gest	Tures	Substitute	Co-interior angles	Vaccine	Flectrolysis
Empl	hasis	Object	Transversal	Photosynthesis	Flectrolyte
Ever	ntact	Image	Congruent	Limiting factor	Oxidation
Powe	or of 3	Transformation	Similar	Diffusion	Beduction
Emotive		Scale factor	Scale Eactor	Alveoli	Exothermic reaction
Bhetorica	lauestion		Scale l'actor	Aiveoii	Endothermic reaction
Anec	dote				Lindotherinic reaction
Direct	address				
Exaggeration	(Hyperbole)				
Science – Physics	History	Geography	French	Core RS	GCSE RS
Repeatability	Field surgeon	Erosion	Noun	Nuclear family	General revelation
Reproducibility	Blood letting	Attrition	Adjective	Procreate	Immanent
Zero error	Anti-sentic surgery	Solution	Verb	Human sexuality	Omniscient
Bandom error		Abrasion	Connective	Heterosexuality	Omninotent
Anomalous result	Anaesthetic	Hydraulic Action	Opinion verb	Homosexuality	Special revelation
Non-renewable	Amputation	Transportation	Infinitive	Marriage	
renewable		Solution	Frequency expression	Polygamy	Theist
Tenewable	Compound fracture	Suspension	Conjugate	Re-constituted family	Atheist
	Blood transfusion	Saltation	Adjectival agreement	Re-marriage	Americ
	Skin graft	Traction	Wow phrase	Sex before marriage	First cause argument (Cosmological)
	Cautorisation	Traction	Exclamation	Samo cov marriago	
Business	Child Development	Dorform			Sociology
Globalisation	Linescupied play	Direct	addross	Analyse	<u>Sociology</u>
	Solitony play	Multir		Analyse	Gatakoapars
Exports	Solitary play	Nu li		Critical	Hypothesis
Domostically		lvit	usic store	Contoxt	Hypothesis
Domestically			didulers	Deview	Open questions
Idilli Drotostionist mossuro	Associative play	Top	sion	Review	Dilot study
Trading block		len Nar	sion	Independent	Phot Study
Marketing Mix				Formal Elements	POSILIVISIS
	Creative play	Solid Cuclical C	Structure	Formal Elements	Prindry udia
Aestiletics	Selisory play	Cyclical	Structure	Opinion	Qualitative data
		Licenitality and Cataving	Music	Construction	
<u>Technology</u>		Hospitality and Catering	Mananhania	Line nin	<u>PE</u> Aarabia anduranaa
A Static IOdu	Visualization Diagram	Contract Caterier	Homophonic	Line pin Tingle plate	Aerobic endurance
A uyllallic Iodu	Visualisation Diagram		Bolymbonic	Ctring line	Muscular strength
Tensile		Head chely executive chel	Polyphonic	String line	
Compression		Sous chef			Speed
Compression			Unison	Brick almensions	
Compression strength		Commis chef	Chordai		Body composition
I orsion	Sub Node	Canteen/ buffet/ carvery	Descant	BIOCK dimensions	Power
i orsional strength	Connector/Branch/Line		Counter melody		Agility
Bending	Conventions	Vending service	Round		Reaction time
Shear	Concept sketches		Canon		Balance
			Drone		Coordination

Year 10 English: Spoken Language

1.Presentatio	1.Presentation Techniques:		
Enunciation	To say or pronounce a word in a way that is understandable and audible.		
Pace	The speed at which you speak. By speaking quickly, you can indicate speed, urgen- cy or danger. By speaking slowly, you can suggest tension or fear.		
Pause	The deliberate use of silence as a technique to emphasise a point/give your listen- er a moment to process what you've said or to create tension.		
Gestures	A form of non-verbal communication either in place of, or at the same time as, speech. Gestures include movement of the hands, face, or other parts of the body.		
Emphasis	To make particular words or phrases stand out by using any of the above.		
Eye contact	Engaging the listener by confidently looking at them whilst addressing them.		

2. Persuasive Devices:

Power of 3	A list of three words or linked ideas.
Emotive Language	Powerful words that make the reader feel an emotion.
Rhetorical question	A question that doesn't need an answer, but makes the reader think.
Say it again	Repeat an idea/word/phrase.
Undermine the opposition	Present an opposing view before discrediting it.
Anecdote	A short story/example which illustrates your point or argument.
Direct address	You speak directly to the audience.
Exaggeration (Hyperbole)	Deliberately using over-the-top statements or expressions for emphasis.

3. Key Vocabulary

Speaking and Listening

- **Phrases to Illustrate a Point:** For instance, for example, specifically, in particular, namely, such as, like
- **Phrases to Introduce an Example:** For example, thus, as an example, in the instance of, in other words, to illustrate
- **Phrases to Make Suggestions:** To this end, keeping this in mind, for this purpose, therefore
- **Phrases to Transition Between Information:** Also, furthermore, additionally, besides that, equally as important, similarly, likewise, as a result, otherwise, however
- **Phrases to Contrast Points:** On the other hand, nevertheless, despite, in spite of, yet, conversely, instead, by the same token
- **Phrases for Conclusions and Summarizing:** With this in mind, as a result of, because of this, for this reason, so, due to, since, finally, in short, in conclusion

Year 10 — English Literature Paper 1 Revision

Macbeth, William Shakespeare		A Christmas Carol, Charles Dickens		An Inspector Calls, J. B. Priestley	
'For brave Macbeth well he deserves that name'	Macbeth is portrayed as a strong and loyal soldier, respected by others and the King. This is important as it inflates the tragedy of his downfall and emphasises how his ambition poisons him and turns him evil.	'Hard and sharp as flint [] as solitary as an oyster'	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	'The Titanic – she sails next weekand unsinkable, absolutely unsinkable.'	Mr Birling uses the titanic as a symbol of how capitalism is supreme, but Priestley uses dramatic irony as the audience is aware that it is hit by an iceberg and sinks. This is a metaphor for the family's future in the play, but also their selfish
'Stars, hide your fires; / Let not light see my black and deep desires, / The eye wink at the	This clearly identifies the contrast between light and darkness (good and evil) and how Macbeth is conflicted by his deep evil ambitions and the consequences of his actions both personally and religiously (stars being heaven).	'If they would rather die, they had better do it, and	a hard exterior that if cracked open, may hold a pearl (something of beauty). Scrooge shows his callous, selfish attitude towards the poor by viewing them as better off	"But these girls aren't cheap labour- they're people."	belief in capitalism, Sheila shows that unlike her father she is able to change and begins to see those in a lower class as people, not commodities.
'Come you spirits, that tend on mortal thoughts. Unsex me here, and fill me, from the crown to the toe, top-full of direst cruetty"	Lady Macbeth shows her own ambition to be less feminine and take on the role of her husband, asking spirits to fill her with evil and the ability to kill the King to achieve power. It shows her willingness to welcome evil into her life, and emphasises the link between the supernatural and	decrease the surplus population' 'I wear the chain I forged in lifeThe chain was made up of cash boxesledgersheavy	dead and simply a 'surplus', viewing them in monetary terms as opposed to human beings. Marley's Ghost tells Scrooge than unless he changes he will have a chain holding him to the earth, forged by his sins 'boxes, ledgers, purses' (manage). This is used to space Scrooge	"If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?"	Mr Birling's capitalistic attitude is conflicted by Priestley and Inspector Goole's belief that society should work as a community and take responsibility for one another. He views this as 'awkward'.
"Will all great Neptune's ocean wash this blood clean from my hand"	evil in the play. After killing Duncan, Macbeth is overcome with guilt, represented through the motif/symbol of blood in the play. Here he says that even all the reas source here his band, he will	purses' 'A solitary child, neglected by his friends is left there still –	and make him realise where his sins lie. The Ghost of Christmas Past shows Scrooge his time as a child at school, and Scrooge shows a mamort of amotion. The reader is given a	"Why shouldn't they try for higher wages? We try for the highest possible prices"	Eric, as part of the younger generation, is also different from his father, showing how the young can change and take responsibility for their actions.
'To be thus is nothing but to be safely thus'	forever feel it. After becoming King, Macbeth is still not content that his ambition is fulfilled. His paranoia has set in	Scrooge sobbed'	reason to sympathise with Scrooge, and Scrooge is given a reminder of who he was and how he felt.	"I'm sorry she should have come to such a horrible end. But I accept no blame at all"	Mrs Birling as part of the older more entrenched upper class is unable to take responsibility for her actions and the effect it has on others.
<i>"I am in blood, steeped in so far, that, should I wade no more, returning were as tedious as</i>	After killing Banquo and being haunted by his Ghost, Macbeth decides that his evil actions have taken him this far and to turn back would make his previous decisions pointless. To let go of his power	boy is ignorance. This girl is Want. Beware for I see that written which is Doom.'	want has poisoned them, and that ignorance are 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.	'The point is, you don't seem to have learnt anything.'	At the end, when the Inspector leaves and they begin to question his existence, Sheila tells them that they have not learned the lessons the inspector has tried to teach, that their capitalistic and selfish attitude has led to the death of a vulnerable woman.
go o er" "Will these hands ne'er be clean?'	Lady Macbeth is also overcome with guilt by Act 5, even after previously showing little regard for Duncan's death in Act 1 and 2. She sleepwalks, trying to clean her hands of the blood (guilt) that eventually leads ton her death.	deep black garment left nothing visible except one outstretched hand.'	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.	We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will	The repetition of 'we' emphasises how society needs to work as a collective, as 'one body'. Priestley uses dramatic irony again here as 'fire and blood and anguish' refers to the death and destruction of WW1 and WW2. By believing in socialism and not capitalism, Priestley is arguing that society can avoid future conflict and pain.
'dead butcher, and his fiend-like queen'	Malcolm's final words on Macbeth and Lady Macbeth as he takes back the crown of Scotland in the final scene of the play, emphasising the effect their ambition ultimately had on them.	'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'	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.	will not learn that lesson, then they will be taught it in fire and blood and anguish.	



Draw in your line then check the number to the right

Mathematics -

Subject terminology		
Area	The amount of space a 2-dimensional shape	
	takes up	
Volume	The amount of 3-dimensional space a solid takes	
	up	
Surface area	The total area of all faces of a 3-dimensional	
	shape	
Substitute	To replace variables in a formula with numbers	
Object	The starting shape, before transformation	
Image	The end shape, after transformation	
Transformation	The movement or manipulation of an object. The	
	four transformations we use are rotation,	
	reflection, translation and enlargement	
Scale factor	The number by which a quantity is multiplied to	
	give another (sometimes written s.f)	

Mensuration		
Area of a rectangle	A = width \times length	
Area of a triangle	A = $\frac{1}{2}$ × base × perpendicular height	
Area of parallelogram	A = base × perpendicular height	
Area of a trapezium	A = $\frac{1}{2}$ (a + b) × perpendicular height	
Volume of a prism	V = area of base × height	







Count from the centre of enlargement to each vertex of the object, multiply these by the s.f to draw in the image.



Move each vertex of the object by the vector instruction given, then draw in the image.

HT6	Mathematics
	Subject terminology -
Vertically	Angles that are opposite one another at a specific vertex
Opposite	and are created by two straight intersecting lines. Vertically
angles	opposite angles are equal to each other. These are
	sometimes called vertical angles.
Corresponding	Corresponding angles in parallel lines are angles that occur
angles	on the same side of the transversal line and are equal in
	size. They are either both obtuse or both acute.
Alternate	Alternate angles in parallel lines are angles that occur on
angles	opposite sides of the transversal line and have the same
	size.
Co-interior	Co-interior angles in parallel lines occur in between two
angles	parallel lines when they are intersected by a transversal.
	The two angles that occur on the same side of the
	transversal always add up to 180°.
Transversal	A line cutting two parallel lines in half
Congruent	The same shape and size, that can be flipped, slid, or turned.
Similar	A shape that can be reflected, rotated, and resized proportionately
Scale Factor	The ratio of sizes of two similar figures

• Co-interior angles add up to 180°:











Subject: Science - Biology



Topic: Biology Paper 1

Exchange surfaces and specialised cells

Specialised cell / exchange surface	Function	Adaptations
Alveoli	Gas exchange in the lungs. Oxygen moves into the blood and carbon dioxide moves out	Large surface area Short diffusion pathway Steep diffusion gradient
Root hair cells	To absorb water and minerals from the soil in plants	Large surface area Short diffusion pathway Steep diffusion gradient

Surface area to volume ration of a cube



- 1. Calculate the surface area of 1 side of the cube by using base x height
- 2. A cube has 6 sides so to calculate the total surface area x the surface area of one side by 6.
- 3. Calculate the volume of the cube by doing base x height x width
- 4. Now divide surface area by the volume to get the ratio

Key Word	<u>Definition</u>
Photosynthesis	The process by which plants make glucose using carbon dioxide and water and energy from light
Limiting factor	Anything that slows down the rate of photosynthesis
Diffusion	The movement of particles from an area of high to low concentration
Alveoli	Tiny air sacs found in lungs that maximise the rate of gas exchange

Photosynthesis key practical

- Set up a test tube rack containing a boiling tube at a distance of 10 cm away from the light source
- 2. Fill the boiling tube with the sodium hydrogen carbonate solution.
- 3. Place the piece of pondweed into the boiling tube with the cut end uppermost. Gently push the pondweed down with the glass rod.
- 4. Leave the boiling tube for 5 minutes.
- 5. Start the stop watch and count the number of bubbles produced in one minute
- 6. Record the results in a table
- 7. Repeat the count twice more so that the mean number of bubbles per minute can be calculated.
- Move the test tube rack to a distance of 20 cm from the light source and repeat steps 4–6.
- 9. Repeat using distances of 30 cm and 40 cm between the test tube rack and the light source.



Independent variable = Light intensity

Dependent variable = Number of bubbles per minute

Control variables = Temperature (L.E.D), concentration of sodium hydrogen carbonate solution, same pondweed cutting

Topic: Physics Combined Science Paper 1

	Subject: Science - Physics	Торі
	Electricity	
Investigating circuit compo	onents required practical	
	Swap the wires at the power supply to get negative readings.	
	A Variable resistor to get 5 current and potential difference readings.	
	Ammeter connected in series	
L _V -	Voltmeter connected in parallel	
o switch (open)		
o switch (closed)	fuse diode LDR Ligh	ıt-
_+ ⊢ cell	-v voltmeter -resistor As light inte	esistor ensity
As temperature increases resistance	A ammeter Variable resistor decrease	is, ce es
	LED (light emitting diode)	
	IV graphs for circuit components	
A resis This graph shows ter	ter at constant A filament lamp. A diode. mperature.	
a directly Current proportional relationship as the line of best fit	Current Current	

These are non-ohmic conductors as there

is not a directly proportional relationship.

is a straight line

This is an **Ohmic**

through the

conductor.

origin.

Equations to learn		
Symbol equation Word equation		
P = I V	Power = current x potential difference	
$P=I^2\;R$	Power = current ² x resistance	
Q = I t	Charge flow = current x time	
E = P t	Energy = power x time	
	Efficiency = $\frac{\text{useful energy output}}{\text{total energy input}}$	
V = I R	Potential difference = current x resistance	
E = Q V	Energy = charge flow x potential difference	
E _p = m g h	Gravitational potential energy = mass x gravitational field strength x change in height	
Floatsicity in the Home		

Electricity in the Home

Mains electricity is alternating current (AC). This means the potential difference changes direction.

Mains frequency = 50Hz Mains potential difference = 230V



Subject: Science - Physics

Topic: Physics Combined Science Paper 1

	Structure	Ionising Power	Stopped by
Alpha	2 protons 2 neutrons	Strong	Paper, skin
Beta	Fast moving electron	Moderate	A few mm of aluminium
Gamma	Electromagnetic wave	Weak	Thick lead or concrete

Radioactivity

<u>Rutherford's alpha scattering experiment</u> Disproved the plum pudding model

- 1. Alpha particles were fired at very thin gold foil
- They expected the alpha particles to pass straight through because the positive charge was evenly distributed through the atom.
- The actual result was that most went through the gold foil but some alpha particles were partially deflected, some particles bounced straight back.
- They decided there must be something dense and positive in the centre of the atom (the nucleus)



Ionisation vs Excitation

Ionisation: an electron is

removed from the atom.

incoming photon electron mo is absorbed by an electron in the atom



Half –life The time it takes for the activity/count rate/mass of a sample to halve. 80 70-(becquerels) The half-life of this sample is 2 60days. 50-The activity started at 80 Becquerel's and took 2 days to Activity decrease by half to 40 30-Becquerel's. 20-10-0 1 2 3 4 5 6 7 9 10 8 Time (days)

Energy stores

- Gravitational potential energy stored in objects raised off the Earth's surface (due to their position on Earth)
- Kinetic energy stored in a moving object
 Thermal energy – stored in bet object
- Thermal energy stored in hot objects
 Chemical energy stored in fuel, batteries, foods
- Elastic potential energy stored in objects that are stretched or squashed

Energy transfers

- Mechanical when an object is moved by a force
- Sound]
- Light By radiation/waves
- Electrical
 By heating

Subject Terminology						
Key Word	Definition					
Repeatability	Measurements are repeatable when repeated by the same person, using the same method and give similar results.					
Reproducibility	Measurements are reproducible if similar results are obtained by different investigators with different equipment.					
Zero error	Caused when equipment is not set to zero					
Random error	Results vary in unpredictable ways, reduce random error by taking repeats and calculating a mean.					
Anomalous result	A result that does not fit the pattern. Ignore anomalous results when calculating a mean.					
Non -renewable	An energy resource that cannot be replenished.					
Renewable	An energy resource that can be replenished.					

Arrangement and Behaviour of solids liquids and gases

Solid particles are : Tightly packed, regular pattern, most dense, vibrate around fixed positions, have the least internal energy, strong bonds between the particles Liquid particles are: Very close, random arrangement, dense, move freely over each other, have more energy than solids, less energy than gases, weak bonds between the particles

Gas particles are:

far apart, randomly arranged, least dense, move randomly in all directions, have the most energy, have no bonds between the particles





Coastal Defences		Water Cycle Key Terms				Lower Course of a River			
Hard Engineerin	g Defences		Precipitation Moisture falling from clouds as rain, snow or hail.		ow or hail.	Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.			
Groynes	Wood barriers	 Beach still accessible. No deposition further 	Interception	Vegetation prever	nt water reaching the	ground.	Formation of Floodplains and levees	Natural levees	
	longshore drift,	down coast = erodes	Surface Runoff	Water flowing ove	er surface of the land i	nto rivers	When a river floods, fine silt/alluvium is deposited		
	so the beach can build up.	faster.	Infiltration	Water absorbed in	nto the soil from the g	round.	on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.		
Sea Walls	Concrete walls	✓ Long life span	Transpiration	Water lost throug	h leaves of plants.		✓ Nutrient rich soil makes it ideal for farming.	River	
	break up the energy of the	 Protects from flooding Curved shape 	PI	Physical and Human Causes of Flooding.			 Flat land for building houses. 		
	wave . Has a lip to stop waves going over.	encourages erosion of beach deposits.	Physical: Prolong & H Long periods of rain of become saturated lea	neavy rainfall causes soil to ading runoff.	eavy rainfall Physical: Geology auses soil to Impermeable rocks causes surface ding runoff. runoff to increase river discharge.		River Management Schemes Soft Engineering	Hard Engineering	
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. X Will need replacing. 	<i>Physical:</i> Relief Steep-sided valleys ci to flow quickly into ri greater discharge. Upper Course of a Ri	channels water rivers causing impermeable. This prevents infiltration & causes surface runoff.		e are revents surface runoff.	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.	
Soft Engineering	; Defences		Near the source, the	river flows over ste	ep gradient from the	hill/mountains.			
Beach	Beaches built	✓ Cheap	This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.			ed vertically to	Hydrographs and River Discharge		
Nourishment up with sand, so waves have Image: A stars and		 Beach for tourists. Storms = need 	Formation of a Waterfall				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		
	to travel further before eroding cliffs.	replacing. X Offshore dredging damages seabed.	Harder rock	1) River flows	over alternative type	s of rocks.	1. Peak discharge is the discharge in a period of time	Runoff NonDanharge	
Managed	ged Low value ✓ Reduce flood risk		2) River erodes soft rock faster creating a step.		ating a step.				
Retreat	areas of the coast are left to flood & erode.	 ✓ Creates wildlife habitats. X Compensation for land. 		3) Further hydraulic action and abrasion form a plunge pool beneath.		asion form a	2. Lag time is the delay between peak rainfall and peak discharge. - »		
Case Study: Holderness Coast			Harder rock Softer rock	4) Hard rock above is undercut leaving cap rock which collapses providing more material for		ring cap rock Iterial for	3. Rising limb is the increase in river discharge. $\widehat{\mathfrak{g}}_{\underline{\mu}} \xrightarrow{\mathfrak{g}_{\underline{\mu}}} \widehat{\mathfrak{g}}_{\underline{\mu}} \xrightarrow{\mathfrak{g}_{\underline{\mu}}} \mathfrak{g}_{\underline{\mu}} \xrightarrow{\mathfrak{g}_{\underline{\mu}}} \xrightarrow{\mathfrak{g}_{\underline{\mu}}} \mathfrak{g}_{\underline{\mu}} \xrightarrow{\mathfrak{g}_{\underline{\mu}}} $		
Location and Bac Located on the c	ckground oast of the East Ridir gh Head in the porth	ng of Yorkshire. It stretched		erosion. 5) Waterfall retreats leaving steep sided gorge.		sided gorge.	 Falling limb is the decrease in river discharge to normal level. 	Day 1 Day 2 Day 3 Day 4	
has a number of Hornsea.	small towns and vill	ages including Bridlington and	Middle Course of a River				Case Study: The River Tees		
Geomorphic Processes - The Holderness Coast experiences all of the coastal processes		is all of the coastal processes	Here the gradient get gentler, so the water has less energy and moves r slowly. The river will begin to erode laterally making the river wide		ergy and moves mor g the river wider.	Location and Background Located in the North of England and flows 137km from the Pennines to the North Sea at Red Ca			
sediment th	at makes up the majo	prity of the coast. This sediment	Formation of Ox-bow Lakes				Geomorphic Processes		
- There is also	a. high levels of longsh	ore drift which exacerbate the	Step	1		Step 2	waterfalls. High Force waterfall drops 21m a	nd is made	
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.		Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.		Further hydraulic action and abrasion of outer banks, neck gets smaller.	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.				
-Rock walls, stop -Sea wall are usu back out to sea. -Beach building b	waves removing san ally made of concrete builds up beaches to r	d and gravel from the beach. e and deflect the waves energy reduce the power of the waves	Step 3 Step 4 Erosion breaks through neck, so river takes the fastest route, redirecting flow Evaporation and deposition cuts o main channel lear an oxhow lake		Step 4 Evaporation and deposition cuts off main channel leaving an oxbow lake.	Management -Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located thereDams 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.			

History

TI	EC	H	NI	C	٩L	V
TI	EC	H	NI	CA	٩L	V

Field surgeon	A surgeon who works on the
Blood letting	Removing blood from the bod
Anti-septic surgery	Destroying germs which come
Aseptic surgery	Trying to avoid germs coming
Anaesthetic	Something which makes a pa
Amputation	Removing a limb through surg
Invasive Surgery	Surgery which goes deep into
Compound fracture	An injury when a broken bone
Blood Transfusion	When lost blood is replaced
Skin graft	The transfer of skin from one
Cauterisation	Burning a wound shut, often w
Ligatures	A thread which is used to tie t
Anatomy	The knowledge of the body a
Dissection	Cutting up the body in order to

		<u>Modern (1900</u>
y. <u>r</u>	 Impact of World War One on Medicine Between 1914 and 1918 most of the countries in Europe were involved in WW1. New weapons such as mustard gas and grenades were developed, casing new injuries. 	Surgery – - <u>X-rays</u> were a and could be <u>more reliable</u> - Blood transf was discovered blood over a l - Harold Gillie to develop teo focused on sk - The army leg which held bro
	Impact of World War Two on Medicine-Between 1939 and 1945 most of the countries in Europe went to war againFurther weapons were developed during this period and medical technology developed with it.	Surgery - - Archibald Mcl his experimer Hospital in Lo - The logistics s more advance efficient, stori needed. - American surg shrapnel from

he three main problems in surgery were:

Pain – Pain relief was not discovered during the medieval period. Pain was a serious problem as it could cause people to o into shock and die. Main way to try and numb the pain was to give patients alcohol so they would not be conscious.

nfection – Germ Theory not understood in medieval period, therefore surgeons' areas were not kept clean and their ools would not be cleaned in-between patients. There overalls were often covered in the blood of previous patients which would have been spreading germs and causing infection. Many wounds became septic and patients died.

Blood Loss – In war, limbs were often amputated to avoid infection setting into the injury. The problem with amputation was how to control and stop the bleeding once the limb had been removed. A common way to stop the bleeding was to boil oil and ladle it over the wound or to use cauterisation, use a heated iron to burn and close.

	<u>Medieval (1250 – 1500) Surgery</u>
The Middle Ages was a <u>p</u>	eriod of intense warfare. This gave field surgeons the opportunity to practice and to develop
new theories and techniq	ues. However, because of the lack of effective antiseptics and anaesthetics, surgery remained
basic and a last resort.	
Surgical training:	Barber surgeons were surgeons who learned through apprenticeships and who didn't go to
	university. Many surgeons gained experience on the battlefield as field surgeons .
Available treatments:	Barber surgeons could perform minor surgery , such as bloodletting, removing small
	tumours or deal with dislocated limbs.
	Most ordinary people avoided surgery as much as possible.
	Battlefield surgery usually involved amputation although it did develop in some areas, such as removal of arrowheads.
Dealing with Pain:	Some herbal anaesthetics, such a mandrake, opium and hemlock were used.
	Dosage was difficult to get right, making their use dangerous.
	Usually the patient was held down and operations were performed as quickly as possible.
Dealing with infection:	Most medieval surgeons believed that pus was a sign of healing.
Dealing with blood loss	Most major wounds were closed using cauterisation which was extremely painful.
	Islamic surgeon, Abulcasis, began to use ligatures to tie vessels shut.

Renaissance (1500 – 1700) Surgery

The Renaissance was a period of frequent warfare. This gave many field surgeons the chance to practice and develop new techniques. However, during this period effective anaesthetics and anti-septic's were still unavailable. As a result for most ordinary people surgery remained basic and a last resort.

There was significant progress in anatomy and dissection due to the work of individuals such as Vesalius and Harvey.						
Many of the advances spread due to the printing press, which allowed books to be published quickly and cheaply.						
Andreas Vesalius – Professor of Surgery at the University	Ambroise Pare – French Royal surgeon who started his					
of Padua in Italy. Contributed to the development of	career as an apprentice in a hospital and a field surgeon.					
anatomy.						
Vesalius dissected humans and proved Galen wrong. He	Gunshot wounds were relatively new and treated with					
published a book called 'On the Fabric of the Human	boiling oil – 1537 Pare accidentally discovered a more					
Body' 1543 which used realism to accurately show the	effective way of treating them using egg whites, turpentine					
skeleton.	and rose oil.					
Many English surgeons were influenced by his books.	He promoted the use of ligatures to tie closed blood					
	vessels and he developed prosthetic limbs for the wounded					

				m
<u>C1</u>	<u>8th – C19th (1700 – 1900) Surg</u>	ery	Ν	N
Role of Individuals:	Effective Anaesthetics in the 19 th	Anti-Septic Surgery		
	Century			
<u>John Hunter – 1728 - 1793</u>	Anaesthetics existed before the 19 th	Joseph Lister read Pasteur's paper		
	century, but they were often	on Germ Theory and used it to		
 He was a physician and a 	dangerous or ineffective.	develop anti septic surgery.		
surgeon.	Even as effective anaesthetics were	Lister argued that it didn't matter if		
• He worked as a field surgeon.	developed some people objected to	wounds were exposed to air and		
He focused on advancing	their use.	oxygen, (questioned both miasma		
anatomical knowledge through		and spontaneous generation.)		
dissection.	<u>1842 – Ether used for a successful</u>	Instead, Lister argued that infection		
He wrote several different	tooth extraction. However, <u>Ether</u>	occurred when the skin was broken		T
books about anatomy and	was difficult to inhale, highly	and germs got into the wound.		_
disease.	flammable and could cause vomiting.	Lister discovered that using bandage	-	<u> </u>
 He experimented with ways to 		soaked in Carbolic Acid could stop	ł	g
avoid surgery by diverting	<u>1847: <mark>James Simpson</mark> was testing</u>	infections.		١.,
blood vessels.	different substances and accidently	Lister also proved that anti-septic	-	<u>.</u>
Demonstrated the importance	discovered Chloroform. Queen	methods could work in operating		to
of the scientific method	Victoria used it during the birth of her	theatres. The acid could be sprayed	'	W
	son in 1853 and she recommend it .	in the air, on the surgeons' hands,		~
		on bandages and on the		В

instruments.

Topic: Surgery – Medicine through Time.

OCABULARY

battlefield

ly to balance the four humours

e in contact with wounds.

into contact with wounds.

tient unconscious or causes insensitivity to pain. gery.

o the body, often involving vital organs.

e pierces the skin

area of the body to another.

with a hot iron.

blood vessels closed.

nd how it works.

o find out or explain how it works.

-) Surgery

already being used, but they were in hospitals unreliable. During the war, x-rays were made and mobile x-ray units were invented.

fusions were already possible but during WW1, it ed that Sodium Citrate could be used to store long period of time.

s (an army surgeon) worked with injured soldiers chniques for plastic surgery. In particular, he kin arafts.

g (The Thomas Splint) splint was developed, oken bones in place while they healed.

Indoe developed plastic surgery further through nts on the 'guinea pig club' at Queen Victoria's ondon.

surrounding **blood transfusion** became much ed. By 1945 the Blood Transfusion Service was ing blood and transporting it to where it was

geon Dwight Harken began removing bullets and hearts, pioneering the first heart surgery.

Kings would have had Royal Physicians attached to them. These Royal Physicians would have provided top levels of care and would have been paid well.

The Royal College of Physicians was established in 1518 by King Henry VIII. It played a key role in the development of medical practice and raising standards and shaping public health.

MONARCHY

In the medieval period the Church was very important in the development of medicine. The Church advocated the care of the "sick and needy". Furthermore, the majority of Schools and Universities were run by the Church so they were influential in teaching Medicine and Medical practice. Also, hospitals would have

been attached to religious buildings.

Religion

Throughout History there have been numerous invasions for a variety of reasons. Invasion led to developments in medicine through ideas being shared during the Crusades. Development in Penicillin was crucial to the allies invasion of Normandy (Operation Overlord) during World War Two.

INVASION

The government's attitude to public health changed over time and after several epidemics of disease such as cholera they began to realize that they must take further responsibility for public health.

From 1860's onwards the government began to take more action to improve living conditions in cities.

POLITICAL REFORM

Public Health– Medicine through Time HISTORICAL SUBSTANTIVE CONCEPTS

DEOLOGY

The ideas of the cause of disease was based on the ideas of Hippocrates and Galan, doctors from the Greek and Roman periods. The power of the Church continued to influence medieval thinking.

This meant that most people in the medieval period believed the Theory of the Four Humors, Miasma, God and supernatural.

CONFLICT

The majority of tasks for the King of England was to defend the country and keep it peaceful. He was not interested in Public Health.

REVOLUTION

Louis Pasteur and the Germ Theory – In 1861 French scientist Louis Pasteur came up with the Germ Theory which challenged the idea of Spontaneous Generation and finally led the way to understand the true cause of disease! A HUGE breakthrough!

TAX & ECONOMY

The government did not take any taxes to improve peoples health or medicine, so no money was spent to improve medicine.

Only during a crisis (the Black Death) did the government aim to tackle public health.

Qu'est-ce que tu aimes faire pendant les vacances ?

Opinions – Week 1							
Opinion	Infinitive	Because	In my opinion	Verb	Infinitive		
Ça me dérange de = I get annoyed	aller – to go				se reposer – relax		
Je suis fasciné par = It fascinates me	voyager – to travel	parce que	à mon avis		lire – read		
Je suis amusé par – I have fun	séjourner – <mark>to stay</mark>				prendre des photos – take photos		
Je suis déçu par – It disappoints me	nager – to swim				acheter des souvenirs – buy souvenirs		
Je m'en fiche de – I'm not bothered about	faire du ski– <mark>to ski</mark>	car	selon moi	je peux =	parler la langue- speak the language		
J'apprécie = I appreciate	voler – to fly			l can	faire du tourisme – go sightseeing		
Je préfère – I prefer	acheter – <mark>to buy</mark>	-			essayer des repas locaux- try local dishes		
Il vaut mieux – it's worth	se reposer – to rest	-			découvrir la culture – discover the culture		
J'en ai marre de – I'm fed up of	se bronzer – to sunbathe				envoyer les cartes postales – send postcards		
Je suis d'accord avec – I am in favour of	danser – to dance				manger la nourriture typique = eat typical food		

Present Tense – Week 2								
Verb	Time expression	Nouns	Connective	Noun	Verb	Infinitive	Nouns	
Je vais = <mark>I go</mark>	toujours = <mark>always</mark>	en Espagne = to Spain	mais = <mark>but</mark>	je = I	préfère =	aller = <mark>to go</mark>	en italie = to Italy	
		en France = to France			prefer		au Portugal = <mark>to Portugal</mark>	
Je voyage = I travel	presque toujours =	en avion = by plane		mon frère		voyager = to travel	en bateau = by boat	
	nearly always	en voiture = <mark>by car</mark>		ma sœur			en train = by train	
Je séjourne = I stay	normalement =	dans une caravane = in a caravan	cependant =	ma mère	préfère =	séjourner = to stay	dans un hôtel = <mark>in a hotel</mark>	
	normally	dans une tente = in a tent	however	ma famille	prefers		dans un auberge = in an inn	
Je nage = I swim	souvent = often	dans la mer = in the sea		mon père		nager = to swim	dans un lac = <mark>in a lake</mark>	
		dans une piscine = in an indoor pool		mon cousin			dans une piscine = in a swimming pool	
				ma grand-mère				
J'achète = I buy	généralement =	les souvenirs = souvenirs				acheter = to buy	un porte-clés = <mark>a keyring</mark>	
	generally	un postal = <mark>a postcard</mark>		mes parents et moi			un béret = <mark>béret</mark>	
				ma mère et moi			du fromage = some cheese	
Je me bronze = I	quelquefois =	à la plage = <mark>on the beach</mark>	pourtant =	ma grand-père et moi	préférons =	se bronzer = to	à la plage = <mark>on the beach</mark>	
sunbathe	sometimes	à côté de la piscine = next to the pool	however	mon frère et moi	prefer	sunbathe	à côté de la piscine = next to the pool	
Je visite = <mark> visit</mark>	parfois = sometimes	les monuments = the monuments		mon père et moi		visiter = to visit	le stade = the stadium	
		le château = the castle		mon oncle et moi			le musée = the museum	
		l'aquarium = the aquarium					le parc d'attractions = the theme park	
Je mange = I eat	rarement = rarely	les escargots = snails	alors que =	mes parents		manger = to eat	la nourriture typique = typical food	
		la tartiflette = cheesy potatoes	while	mes grands-parents			les repas locaux = local dishes	
Je bois = I drink	de temps en temps =	de la limonade = lemonade		mes amis	préfèrent =	boire = to drink	le vin rouge = <mark>red wine</mark>	
	from time to time	de l'eau minérale = water		mes cousins	prefer		la bière = <mark>beer</mark>	
Je lis = I read	en général = generally	un roman = <mark>a novel</mark>	tandis que =			lire = to read	un magazine = a magazine	
		un livre = <mark>a book</mark>	whilst				un journal = <mark>a newspaper</mark>	



Past tense – Imperfect and Perfect Week 3									
Time Expression	Verb	Noun	Connective	Verb	Qualifier	Adjective			
Hier = Yesterday	je suis allé = <mark>I went</mark>	au Portugal = to Portugal	et = <mark>and</mark>	c'était = <mark>it was</mark>	trop = too	drôle = <mark>funny</mark>			
Avant-hier = The day		aux Etats-Unis = to the USA				amusant(e) = <mark>fun</mark>			
before yesterday	j'ai voyagé = I travelled	en car = <mark>by coach</mark>	mais = <mark>but</mark>	j'ai trouvé que c'était = I found	très = <mark>very</mark>	(dés)agréable =			
Hier matin = Yesterday		en avion = by plane		that it was		(un)pleasant			
morning	j'ai bu = <mark>l drank</mark>	du coca = <mark>some coke</mark>	cependant = however		un peu = <mark>a bit</mark>	ennuyeux(se) = boring			
Hier soir = Yesterday		du jus de pomme = apple juice		j'ai pensé que c'était = I thought		ambitieux(se) =			
evening	j'ai lu = <mark>I read</mark>	un roman = <mark>energy</mark>	pourtant = however	that it was	assez = <mark>quite</mark>	ambitious			
La semaine dernière = Last		un journal = <mark>petrol</mark>				embêtant(e) = annoying			
week	j'ai visité = <mark>I did</mark>	le stade = the stadium	en revanche = on the other	j'ai cru que c'était = I believed	vraiment = really	rapide = <mark>fast</mark>			
Le week-end dernier =		le musée = the museum	hand	that it was		lent = slow			
Last weekend		le parc d'attractions = the theme park			extrêmement =	cool = cool			
L'année dernière = Last	je me suis bronzé = l	à la plage = <mark>on the beach</mark>	toutefois = however	j'ai consideré que c'était = l	extremely	génial = great			
year	sunbathed	à côté de la piscine = next to the pool		considered that it was		fantastique = fantastic			
Il y a deux mois = <mark>Two</mark>	j'ai mangé = <mark>l ate</mark>	une tarte tatin = caramelised upside-down	néanmoins = nevertheless			reposant = relaxing			
months ago		apple tart		ce n'était pas = <mark>it was not</mark>		merveilleux = great			
		un pain au chocolat = chocolate croissant				animé = <mark>lively</mark>			
	j'ai séjourné = <mark>I stayed</mark>	dans un hôtel = <mark>in a hotel</mark>				difficile = difficult			
		dans un auberge de jeunesse = in a youth				facile = <mark>easy</mark>			
		hostel				divertissant =			
						entertaining			

	Future Tense – If Clauses Week 4						
If clause starter	Verb	Noun	Connective	In my opinion	I think that it would be	Adjective	
Si j'ai beaucoup d'argent = If I have a lot of money Si j'ai assez d'argent = If I have enough money Si j'ai de la chance = If I am lucky Si j'ai l'occasion = If I have the opportunity Si je peux = If I can	j'irai = I will go je visiterai = I will visit je voyagerai = I will travel je voudrai = I will want je mangerai = I will eat	au Portugal = to Portugalaux Etats-Unis = to the USAles magasins locaux = the local shopsle parc d'attractions = the theme parken car = by coachen avion = by planedécouvrir la culture – discover the cultureparler la langue– speak the languageune tarte tatin = caramelised upside-down apple tart	car puisque	à mon avis selon moi pour moi	je pense que ce sera je considère que ce sera je crois que ce serait il me semble que ce	génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining amusant(e) = fun (dés)agréable = (un)pleasant	
Si j'avais beaucoup d'argent = If I had a lot of money Si j'avais assez d'argent = If I had enough money Si j'avais de la chance = If I was lucky Si j'avais l'occasion = If I had the opportunity Si je pouvais = If I could	j'irais = I will go je visiterais = I will visit je voyagerais = I will travel je voudrais = I will want je mangerais = I will eat	un pain au chocolat = chocolate croissantau Portugal = to Portugalaux Etats-Unis = to the USAles magasins locaux = the local shopsle parc d'attractions = the theme parken car = by coachen avion = by planedécouvrir la culture – discover the cultureparler la langue– speak the languageune tarte tatin = caramelised upside-down apple tartun pain au chocolat = chocolate croissant		en ce qui me concerne	serait	ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying important = important	

		Opinions – Week 1				
Opinion		Infinitive	Because	In my opinion	I think that it is	
Opinion Ça me dérange de = I get annoyed Je suis fasciné par = It fascinates me Je suis amusé par – I have fun Je suis déçu par – It disappoints me Je m'en fiche de – I'm not bothered about J'apprécie = I appreciate Je préfère – I prefer II vaut mieux – it's worth J'en ai marre de – I'm fed up of Je suis d'accord avec – I am in favour of	étudier = to study faire = to do aller = to go assister à = to attend	Infinitive Infinitive I'anglais = English le dessin = art I'espagnol = Spanish I'allemand = German le français = French les études commerciales = business studies le théâtre = drama la cuisine = food technology la biologie = biology la chimie = chemistry la physique = physics I'éducation religieuse = RE I'informatique= ICT I'histoire = history la musique = music la géographie = geography I'éducation physique = PE	Because parce que car	In my opinionà mon avisselon moipour moien ce qui meconcerne	I think that it isje pense que c'estje crois que c'estje considère que c'estil me semble que c'est	ennuyeux(bon(ne) = g amusant(e) obligatoire divertissan éducatif(ve génial(e) = intéressant passionnar important(facile = eas utile = usef inutile = us difficile = d phénomén fantastique
		la technologie = technology les sciences= science les maths = maths à l'école = to school				
		aux cours = to lesson				

		Week 2 – Present tense	
Days of the Week	Verb	Time expression	NOUN
Lundi	J'étudie = I study	toujours = <mark>always</mark>	à la bibliothèque = <mark>in the library</mark>
Mardi	Nous étudions = We study	presque toujours = almost always	beaucoup de matières = lots of subjects
Mercredi	J'écoute = I listen	normalement = normally	au professeur = to the teacher
Jeudi	Nous écoutons = We listen	souvent = often	de la musique = <mark>music</mark>
Vendredi	Je parle = I speak	quelquefois = sometimes	avec mes amis = with my friends
Samedi	Nous parlons = We speak	parfois = sometimes	avec mes copains = with my friends
Dimanche	Je regarde = I watch	rarement = rarely	un vidéo = <mark>a video</mark>
	Nous regardons = We watch	ne jamais = <mark>never</mark>	
	Je lis = I read		un livre = <mark>a book</mark>
	Nous lisons = We read		à la bibliothèque = in the library
	Je mange = I eat		à la cantine = in the canteen
	Nous mangeons = We eat		un sandwich = a sandwich
	Je bois = I drink		en classe = in class
	Nous buvons = We drink		à la laboratoire = in the laboratory
			l'eau minérale = water
	J'écris = I write		dans mon cahier = in my exercise book
	Nous écrivons = We write		dans mon agenda = in my planner

Infinitive

se) = boring good) = fun e = compulsory nt(e) = entertaining e) = educational great t(e) = interesting nt(e) = exciting (e) = important S**y** ful seless lifficult al(e) = great e = fantastic

	Past tense – Imperfect and Perfect Week 3									
Time Expression	Verb	Noun	Connective	Verb	Qualifier	Adjective				
Hier = Yesterday	j'ai étudié = <mark>I studied</mark>	le français = French	et = and	c'était = <mark>it was</mark>	trop = too	drôle = <mark>funny</mark>				
Avant-hier = The day		l'anglais = English				amusant(e) = <mark>fun</mark>				
before yesterday		les maths = Maths	mais = <mark>but</mark>	j'ai trouvé que c'était = I found	très = <mark>very</mark>	(dés)agréable =				
Hier matin = Yesterday	j'ai travaillé = <mark>I worked</mark>	à l'école = at school		that it was		(un)pleasant				
morning		aux cours = in lessons	cependant = however		un peu = <mark>a bit</mark>	ennuyeux(se) = boring				
Hier soir = Yesterday	j'ai parlé = <mark>I spoke</mark>	avec mes amis		j'ai pensé que c'était = I thought		ambitieux(se) =				
evening		avec le professeur	pourtant = however	that it was	assez = <mark>quite</mark>	ambitious				
La semaine dernière = Last	je suis allé = <mark>I went</mark>	à l'école = to school				embêtant(e) = annoying				
week		à la récré = <mark>to break</mark>	en revanche = on the other	j'ai cru que c'était = I believed	vraiment = really	rapide = fast				
Le week-end dernier =			hand	that it was		lent = slow				
Last weekend					extrêmement =	cool = cool				
L'année dernière = Last			toutefois = however	j'ai consideré que c'était = l	extremely	génial = great				
year				considered that it was		fantastique = fantastic				
II y a deux mois = Two			néanmoins = nevertheless			reposant = relaxing				
months ago			-	ce n'était pas = it was not		merveilleux = great				
Lundi = On Monday	j'ai bu = l drank	de l'eau minérale = water				animė = lively				
Mardi = On Tuesday		de la limonade = lemonade	-			difficile = difficult				
Mercredi = On Wednesday	j'ai écrit = l wrote	dans mon agenda = in my planner				facile = easy				
Jeudi = On Thursday		dans mon cahier = in my exercise book				divertissant =				
Vendredi = On Friday	j'ai mangé = I ate	un sandwich = a sandwich				entertaining				
Samedi = On Saturday		un pain au chocolat = chocolate croissant								
Dimanche = On Sunday	j'ai porté = <mark>l wore</mark>	mon uniforme scolaire = my school uniform								

		Future Tense – If Clauses	Week 4			
If clause starter	Verb	Noun	Connective	In my opinion	I think that it would be	Adjective
Si j'ai beaucoup d'argent = If I have a lot of money Si j'ai assez d'argent = If I have enough money Si j'ai de la chance = If I am lucky Si j'ai l'occasion = If I have the opportunity Si je peux = If I can	j'irai = I will go je voudrai être = I will want to be je travaillerai = I will work	à l'université = to university au lycée = to college médecin = a doctor avocat = a lawyer pompier = a firefighter agent de police = a police officer professeur = a teacher à l'étranger = abroad	parce que car	à mon avis selon moi	je pense que ce sera je considère que ce sera je crois que ce serait	génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining
Si j'ai le choix = If I have the choice Quand je serai plus âgé(e) = When I am older Si j'avais beaucoup d'argent = If I had a	je ferai = I will do j'irais = I would go	un stage = a work experience placement un emploi d'été = a summer job au Portugal = to Portugal	puisque	pour moi en ce qui me	il me semble que ce serait	amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious
lot of money Si j'avais assez d'argent = If I had enough money Si j'avais de la chance = If I was lucky Si j'avais l'occasion = If I had the opportunity Si je pouvais = If I could Si j'avais le choix = If I had the choice	je voudrais être = I would like to be je travaillerais = I would work	aux Etats-Unis = to the USA mécanicien = a mechanic maçon = a builder infirmier = a nurse facteur = a delivery driver plombier = a plumber à l'étranger = abroad		concerne		embêtant(e) = annoying important = important

Quand je serai plus âgé(e) = When I am	je ferais = <mark>I would do</mark>	un stage = a work experience placement		
older		un emploi d'été = <mark>a summer job</mark>		

Topic: Bouncers

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 their first performances.

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.

INFLUENCES

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

Many conventions of Brecht can be seen in 'Bouncers' – multi role-play, direct address, music, minimal set and props, changing characters on stage. These are designed to keep an active audience. The characters portrayed by the four actors change just as quickly as the scenes; the core characters of the bouncers become a group of girls celebrating a birthday, lads on a night out and other nightclub patrons. The use of multi role playing, along with the use of monologue and the actors directly addressing the audience, show the influence of other dramatists such as Bertolt Brecht, the intention being to reinforce the theatricality of the work and eschew the conventions of realism.

	Subject Terminology
Direct address	Direct address is used to engage the audience and involve them in the action of the play.
Multi role-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	Music is used to add atmosphere to a particular moment or to enhance the meaning of a scene.
Stock characters	His general performance style is heightened through the use of stereotypes or 'stock' characters, although his language and dialogue is largely realistic and conversational.
Inter-relationships	The way in which two or more things are related to each other.
Tension	As the audience anticipates certain outcomes in the plot, the tension builds . An obvious example of rising tension is in a mystery or whodunit.

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.

The first line of Bouncers, spoken by Lucky Eric, states "Ladies and Gentlemen, we present Bouncers". As such, the bouncers are the central characters and narrators of the play, although they also present all of the other characters.

HISTORICAL CONTEXT

Willy Russell's Blood Brothers, first performed in 1983, is set in Liverpool and explores themes of class, poverty, and fate. The play's historical context, especially relating to the social and economic conditions of Britain in the late 20th century, is crucial to understanding its themes and characters.

THEMES:

Class Inequality: One of the central themes of Blood Brothers is the divide between the working class and the upper-middle class. This reflects the stark class divisions in Britain during the 20th century, where people's lives and opportunities were often determined by the social class they were born into. The play contrasts the lives of the working-class Johnstone family and the middle-class Lyons family, showing how their class differences lead to dramatically different outcomes for the twins, Mickey and Eddie.

Social Mobility: During the 20th century, social mobility; the ability for individuals to improve their social status through education or employment, was often limited, especially for the working class. Blood Brothers highlights the lack of opportunity for working-class people, as seen in Mickey's life, where poor education, unemployment, and crime become unavoidable parts of his fate. Eddie, raised in a privileged environment, has access to better education and career prospects, reflecting the advantages of his middle-class upbringing.

Margaret Thatcher's Britain: The play was written and performed during the era of Margaret Thatcher's Conservative government (1979-1990). Thatcher's policies, which emphasised free-market economics, privatisation, and reduced government spending on social welfare, were seen by many as worsening the economic plight of the working class. Russell's depiction of the Johnstone family's hardships can be viewed as a critique of Thatcherism and the lack of support for the working poor.

	Subject Terminology
Narrator	Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'.
Soliloquy	A speech where on character reveals their thoughts to the audience.
Cyclical Structure	A cyclical structure refers to a narrative framework where the story follows a circular pattern, often beginning and ending at the same point.
Tension	As the audience anticipates certain outcomes in the plot, the tension builds . An obvious example of rising tension is in a mystery or whodunit.

THEMES:

Unemployment and Poverty: High unemployment rates in the 1970s and 1980s, especially in the north of England, left many working-class families in poverty. The Johnstone family in Blood Brothers is directly affected by these economic struggles. Mrs Johnstone, a single mother of seven children, works as a cleaner, struggling to make ends meet, while the lack of opportunities for her son Mickey ultimately leads him into a life of crime. This mirrors the real experiences of many working-class families during this time.

Fate and Superstition: Throughout the play, superstition plays a significant role, reflecting the belief in fate that was common in working-class communities at the time. Mrs Johnstone's belief that separating her twins will lead to disaster reflects a fatalistic view of life, where people's futures are determined by forces beyond their control. This theme of fate versus free will is explored throughout the play, particularly in how class and circumstances limit the characters' ability to shape their own destinies.

Music for ensemble

Area of study 2 - Eduqas GCSE Music

Texture

MONOPHONIC	A single melodic line.
HOMOPHONIC	A chordal style or melody and accompaniment: moving together.
	A more complex (contrapuntal) texture with a number of different lines.
FOLIFHONIC	T C C C C C C C C C C C C C C C C C C C
Melody and accompaniment	A tune with accompaniment (e.g. chords).
Unison	All parts play/sing the same music at the same time.
Chordal	The music moves in chords (e.g. like a hymn/ chorale).
Descant	A decorative, higher pitched line.
Countermelody	A new melody, combined with the theme.
Round	A short (vocal) canon.
Canon	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
Drone	Long held notes.
2-3-4 part texture	Textures which have 2/3/4 different lines.

Jazz and blues

Scat: vocal improvisation using wordless/ nonsense syllables.

Improvised: music made up on the spot.

Blue notes: flattened 3rd, 5^{ths}, 7^{ths}.

Syncopation: off-beat accents.

Call and response: a phrase played/sung by a leader and repeated by others.

Walking bass: bass line that 'walks' up and down the notes of a scale/arpeggio. Swing style: 'jazzy' rhythm with a triplet/ dotted feeling.

A jazz ensemble may contain:

Rhythm section

• Drums

- Bass (guitar or double bass)
- Piano/guitar

'Horn section'

- Trumpet
- Trombone
- Saxophone

Some groups use a wider range of instruments e.g. clarinet, violin.

12 bar blues Chords Ι Ι Т IV IV Τ I/V V IV Ι Example in C major С С С С F С G C/G С

Chamber music

Chamber music was music for a small ensemble, originally played in a small room in someone's home.

Baroque: The **trio sonata** featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).

Classical: String quartets (two violins, a viola and a cello) were popular. They had **four** movements, with the 1st movement usually in sonata form.

Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small 'chambers'.

A piece of music for:

DUET	2 performers
TRIO	3 performers
QUARTET	4 performers
QUINTET	5 performers
SEXTET	6 performers
SEPTET	7 performers
OCTET	8 performers



Musical theatre

Musical numbers may include:

Solo: a song for one singer.

Duet: a song for two singers.

Trio: a song for three singers.

Ensemble: a song sung by a small group. **Chorus:** a large group (usually the full company/cast).

Recitative: a vocal style that imitates the rhythms and accents of speech.

Overture: an orchestral introduction to the show, which usually uses tunes from the show.

The orchestra/band is used to **accompany** the voices and to **underscore**.

Voices

Soprano Alto Tenor Bass

The band/orchestra (sometimes called the 'pit' orchestra), may use **strings**, **woodwind** (sometimes called 'reeds'), **brass** and **percussion** and/or a rock/pop band, depending on the style. Most shows also use keyboards or synths.

(EAR 10 - TEF	RM 6 KNOWLED	GE ORG	ANISER.						
Western Class	ical Music					Jazz & Blues	*Swung rhythms	1 13	
Baroque Perio 1600-1750	od Classical P 1750-18	eriod 10	Romant 1810	ic Period -1910		*The 12 Bar Blues	*Extended chords: 7 th ,	9 th	
Bach, Vivaldi, Han	del Mozart, Haydn, E	Beethoven	Chopin, Schu	bert, Wagner			*Blue notes - 'bending	' some notes	
Ornaments	Balanced, regula	ar phrases	Use of the	e leitmotif	Minimalism	IV IV I I V IV I I/	but notes bending by a sem	itone	
Terraced Dynam	nics Alberti B	ass	Music more	e expressive	*Started in 20 th Century				
Major & Minor k	Keys Wider range of	dynamics	Huge range	of dynamics	*Composers - Philip Glass	*Improvisation - Perfor	mers make up music in the pe	erformance	
Harpsichord	Pianoforte int	roduced	Use of chro	matic chords	*Based upon Repetition	*Rhythm Section	- Drums, Double Bass, Piano	/Guitar	
Small Orchest	ra Wider range o	of mood	Unusual K	ey Changes	*Uses small motifs that	*Front Line Instrument	s - Saxophones, Trumpets, Tro	ombones	
(Mostly String	s) Orchestra go	t bigger	Large O	rchestra	gradually change	*Walking Bass - The bas	ss plays a steady rhythm & wa	alks up/down	
Basso Continu	• Elegant/Grace	eful style	Use of	Rubato	*Slow changing harmony	the not	the notes of the chord or scale.		
Fusion -Mixing	more than one style	e of music	together	Pop & R	ock Music		*Riff - A repeated pattern.	Can help	
For example				*Pop - Co	ommercial music which appeals to	lots of people	make the song mem	orable.	
Bhangra - Came	e to UK in 1980s. Mix	king tradit	ional	*Rock - G	Generally 'more aggressive' but als	o includes rock-ballads.	* - I		
India	n music & pop musi	с.		*Instrum	ents - (See instruments sheet!)		*Examples:		
Tempo	Structure	Melo	dy	·····					
	Vorse / Chorus	Quito ron	otitivo	Intro	The beginning. Sets the mood & style. U	Isually just instruments.	The Who Jimmy Hendrix	The Beatles	
Lively and Upbeat	structure	Simple. De	corated.	Verse	Tells the story. Lyrics change each time	but tune stays the same.			
Rhythm	Instruments	Techno	logy	Choru	S The main message of the song. Same we	ords and tune each time.	Pink Floyd The Sex Pistols	5 The Clash	
	Indian instruments	reenno		Bridge	e A section that links two other sections.				
Syncopation. 4 beats per bar.	(e.g. Dhol, Tabla, Sitar)	Drum ma Synths. Sci	chines. atching.	Middle	A contrasting section of new ideas – usu	ually 8 bars long.	AC/DC David Bowie	Queen	

Extra bit of music to finish off the song.

Outro

Film Music

*Genre - Action, Adventure, Horror, Romance, War, Sci-fi, Western...

*Composers - John Williams, James Horner, Jerry Goldsmith

& Pop Instruments

*Think, how do the musical features represent what is happening on-screen? e.g.

Car Chase: Fast tempo, loud dynamics, sudden changes in melody direction... WWII Film: Military instruments, fanfare, monophonic to represent isolation... Large Theme Park Scene: Big Orchestra, Loud Dynamics, Fast/exciting rhythms... Horror Scene: Dissonant chords and use of repeated pattern to build tension...

*Leitmotif - A short musical idea linked to a specific character / thing

Musical Theatre

- *A theatrical story told through music, singing, acting and dance
- *Types: Jukebox, Film-to-stage, Sung-through (no speaking), Disney...
- *Composers Andrew Lloyd Webber, Leonard Bernstein, Stephen Sondheim...
- *Overture The music played before the musical begins, usually featuring the musical's main themes.
- *Solo Song for one character
- *Duet Song for two characters
- *Chorus Song for usually the whole 'company' to sing
- *Recitative A song which does not have a memorable tune (more speech-like), often used to fill in the story if the show is all sung.

Half-Term: HT6 Subject: KS4 Art Threshold Concept Link(s): Analyse and write critically about the work of others demonstrating critical understanding

Written Annotation

Written annotation should clearly support your visual and practical work by being purposeful and informative, using suitable specialist vocabulary. It should demonstrate that you have:

- Critically analysed the work of others
- Critically analysed your own work
- Expanded on the idea behind the work
- Explained connections between images made and found





	TECHNIC
Analyse	To ex
Annotate	Expla
Critical	Judge
Context	The f
	that l
Review	Evalu
Reflect	Reco
Independent	On yo
Formal Elements	The F
	to ma
	be co
	work
Interpret	Expla
Opinion	Your

Mock Exa
You shou
artists. F
research
and AO3

Assessment Objectives

A01	AO2	AO3	AO4
Develop ideas through investigations, demonstrating critical understanding of sources	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

For the chosen artist you will need the following; Double page Reason for choice and further analysis Artist copy x 2

More examples of artists 'work

am

uld have researched 4 different From the 4 pick your favourite and further This will add to AO1, AO2

Technical principles – Knowledge organiser

<u>What</u>	Definition	<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	Ecological and social footprint	
Tensile	resist being pulled apart	Folding and bending	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	Laminating	bonding two or material to improve its strength, stability and flexibility.
Compression strength	the ability of a material to resist being compressed or squashed	Fabric interfacing	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.	Folding and bending	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</u> tubes	can also be added to give more strength whilst using minimum material
Bending	occurs when both sides are under compression and tension.	Ecological and social footprint	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</u> <u>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</u> <u>design and</u> <u>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	Deforestation	cutting down of trees
Stiffening Materials	Materials can be <i>laminated</i> to improve strength.	Mining	used to gather finite materials Surface and underground mining!
Interfacing	to stiffen a fabric	Drilling	getting oil and gas
Farming	A huge proportion of the earths crust is used as farmland. 11% - agriculture. 36% - growing crops		

Hospitality and catering Threshold Concept Link(s)

Structure of the hospitality Industry

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

	TECHNICAL VOCABU
Contract caterer	Supply food and drink at facilities a provided.
General manager	Responsible for the day to day run
Head chef/ executive chef	In charge of kitchen, menu plannir training staff
Sous chef	Day to day running of the kitchen, covers for the head chef on holida
Chef de partie	Responsible for a particular section sections it has. Vegetables, sauces
Commis chef	Trainee sous chef, assists the head
Canteen/ buffet/ carvery	Help yourself, can choose what yo money, less staff, less skill, pre-pre
Table service	Orders are taken at the table, less skilled chefs. More overheads
Vending service	24/7 limited choice, accurate porti

LO1 – (1.1)

Suppliers	Standards ratings
Need to be reliable, deliver regularly	1 *star - open 7 days a week
Guarantee good quality ingredients	A reception
Compatible market prices	Breakfast
There can be primary @ source - the grower or the farmer direct.	• Bar
Benefits-	
 saves on packaging 	
Reduced carbon footprint	2* Star- All of above with a higher standard
Attractive to conscientious customers	3* Star-
Fresher produce	
Know where it's come from	Boom sonviso
 Competitive prices as there isn't a middle man 	• Kooni service
There are Secondary @ wholesaler	4 Stal-
Can buy in bulk, cheaper, less packaging	2411 Toolin service More staff
Good choice	
Offer delivery service	• Restaurant
Specialist ingredients	5* Star-
There are tertiary @ retailers/ cash and carry	Open all year
More expensive	Customer care
Great choice	 Spa, gym, pool
May not deliver	Concierge, valet parking
Shorter shelf life/ less fresh	Restaurant open for all meals, often more than one.

JLARY as well as staff where it is not already nning of the business ng, Work rotas, ordering food and directly in charge of food production, ays or if off sick on, the larger the kitchen, the more s and soups, desserts. d chef, takes on easier tasks ou want, informal, quick, value for epare- Poor portion control s choice, more staff required, more cion control, no staff required. cheap

Foo	d hygiene standards
0-	Urgent improvement required
1-	Major improvement necessary
2-	Some improvement required
3-	Standards generally satisfactory
4-	Hygiene standards are good
5-	Hygiene standards are excellent
Re	estaurant standards
Michel	in star- Top restaurants only
1-	Very good
2-	Excellent
3-	Exceptional
AA Ros	ette – Scored 1-5
1= goo	d, better than the local competition
5= Corr	parative to the best in the world
Who ra	tes establishments?
•	Tourist boards
•	Guests
•	Social media reviews
•	Expedia, trip advisor
•	Organisations like AA

Half-Term 3 - Brickwork

Subject - Construction



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



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.

SAN	

SUBJECT T
a married person h partner
a legal ceremony g a husband and wife
living together with
intentionally preve
Legal ending of a m
A family which extended a grandparents and o
staying with your n
Using contraceptio when they have th
The idea that peop opportunities rega
Unfairly judging so opinions about an
Acting against som usually seen as wro
mother, father and
Produce children
How people expres
Sexually attracted
Sexually attracted
A legal union betw
The practice or cus the same time.
where two sets of parents marry each
marrying again afte
Sex between two s
Sex between partn

ERMINOLOGY

having sex with someone other than their marriage

giving a homosexual couple the same legal rights as fe.

thout being married

enting pregnancy from happening.

marriage

tends beyond the nuclear family to include other relatives.

marriage partner and having sex only with them.

on to control how many children couples have and hem.

ple should be given the same rights and ardless of whether they are male or female.

omeone before the facts are known ; holding biased n individual or group based on their gender.

neone on the basis of their gender; discrimination is rong and may be against the law

d the children living as a unit

ess themselves as sexual beings

I to members of the opposite sex

I to members of the same sex

ween two people as partners in a relationship

stom of having more than one wife or husband at

children become one family when their divorced choiced choice.

ter being divorced from a previous marriage.

single unmarried people

ners 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 is 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 is 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 accept 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. Buddhist 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

Subject <u>Religious Studies</u>

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.



	TECHNICA
Design argument	The argument everything is so happened by c
Theist	A person who l
Atheist	A person who l
Agnostic	Someone who God
First cause argument (Cosmological)	An argument s logical argume causes and effe uncaused caus
Impersonal	A characteristic understanding
Transcendent	A characteristic and time.
Miracle	An event that of thought to be i
Proof	Evidence that s
Faith	A commitment knowledge, esp
Enlightenment	A state of spirit understanding
General revelation	Indirect revelat God through n in everyday exp
Immanent	A characteristic involved in the revelations/mi
Omniscient	All-knowing; be
Omnipotent	All-powerful; b
Special revelation	Direct revelation or group throu

L VOCABULARY

that God designed the universe, because so intricately made and its detail could not have chance.

believes in God

believes there is no God

thinks there is not enough evidence for belief in

suggesting that God's existence can be proved by ent and the evidence of a universal chain of fects. Therefore, the universe requires an se at the start, which must be God.

ic of God; the belief that God is beyond human g.

ic of God; the belief that God is outside space

contradicts the laws of nature, and is usually impossible, (e.g. being raised from the dead).

supports the truth of something

t to something that goes beyond proof and pecially used about God and religion.

tual awakening and the gaining of a deeper of reality.

tion; the idea of being able to see something of ature and scriptures which are readily available perience.

ic of God; the belief that God is present and e world, (eg through special iracles).

elieved by theists to be an attribute of God.

believed by theists to be an attribute of God.

on; God being revealed directly to an individual ugh experiences such as visions.

Year 10 HT6 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	Development of friendships and relationships	
through social play?	Emotional support networks	
	Sharing, turn taking, compromise.	
What activities and resources can	Team games and activities	
we use for social play?	Group activities	
	Role play	
	Board games	



	TECHNICAL VOCABULARY
Jnoccupied play	Baby makes movements discovering
Solitary play	A child plays alone, not interested i
Spectator/onlooker play	A child watches other children play
Parallel play	A child plays alongside or near othe
Associative play	A child starts to interact with others of interaction.
Co-operative play	A child fully interacts with others ar other children, they create their ow
_ocomotor play	Any type of physical activity using g movement.
Creative play	Freedom to explore resources, mak
Sensory play	Using the senses to explore, discove
maginative play	Children pretend in some ways, act and small world play.

	Commu	nication and language
What learning is promoted	Lis	stening skills
through communication and	Pr	ocess of following inst
language play?	Vo	cabulary and literacy s
	sk	ills
	Ex	pressing and discussin
	Ha	aving conversations
What activities and resources	can Bo	ooks – lift the flap, text
we use for communication ar	d sa	cks.
language play?	Ro	ole play
	Nu	ursery rhymes, songs, o
	Lis	stening/action games.

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



e play

tructions skills, speaking and questioning

ng feelings

tured, stories, talking books, story

dances

ce esteem and awareness Subject Business Studies

Business and globalisation			
What has globalisation led to?	The growth of multinationals.		
What 3 ways does globalisation affect businesses?	Imports, exports and business locations.		
Give a positive and negative concerning imports in a country.	Positive – business may stock a larger range of products Negative – may be less demand for domestically produced goods.		
What are the benefits of exporting goods?	Provides domestic business with a wider target market and the opportunity to sell around the world.		
How does globalisation affect business locations?	Businesses can choose to locate offices/premises abroad due to the ease of international trade, communication and travel. Can open outlets abroad to enter new markets.		
What is international trade?	The buying and selling of goods and services between countries.		
What are the barriers that can prevent business from engaging in international trade?	Tariffs (tax that is imposed). Trading bloc – countries that agree to trade between themselves		
How do businesses complete internationally?	Using the internet and e-commerce. – allows businesses to trade 24/7.		
Why might businesses need to change elements of their marketing mix?	In order to compete internationally.		
What elements could change?	Price, place, promotion and product.		

Ethics, the environment and business			
What do ethical behaviours include?	Treating workers, suppliers + consumers fairly, ethical sourcing of materials, caring for the community and meeting government legislation		
What are the advantages for an ethical business?	Consumers will pay a higher price for ethically sourced products. Happier employees.		
What will a business that behaves unethically attract?	Negative media attention, damaged reputation and brand value.		
What is the trade-off between ethics and profits?	The actions taken to behave ethically can be negative on profits.		
What considerations must be taken into account regarding the environment?	Pollution, use of non-renewable resources, long term damage to the environment, waste disposal, reducing packaging and carbon footprint.		
What audit do large businesses usually carry out?	Green audit to assess their impact on the environment.		
What do some businesses that use wood have a policy of?	Planting a tree for every one that they cut down and use.		
Give examples of pressure groups	Greenpeace, the Fairtrade Foundation, Wold Wide Fund for Nature.		
What activities do pressure groups use?	Boycotts, social media campaigns, viral marketing, protests, petitions, media campaigns, lobbying.		
Why do pressure groups do the above?	Media attention to put pressure on a business's marketing mix.		

	TECHNICAL VOCABULAR
Globalisation	When businesses operate on an internation
	international influences or power.
Imports	The flow of goods and services into a co
Exports	The flow of goods and services out of a c
Domestically	At home or within a businesses' home c
Tariff	A tax imposed on imports or exports
Protectionist measure	An action taken by a government to red
	the country.
Trading block	A group of countries that agree to act to
	between themselves.
Marketing Mix	The 4 P's of marketing, which are produce
Aesthetics	The visual attractiveness of something.
Product portfolio	The range of goods and services offered



	The marketing mix
What are the 4 P's of the marketing mix?	Product, Price, Promotion a
What is a product?	Might be a physical item or
What is the key to a successful product?	To ensure it provides custor want.
What has to be considered in the design mix?	Function, aesthetics and fu
What do we mean when we say a product must be financially viable?	This means producing the p the business to make a prot
How can cost affect aesthetics?	You could use cheaper mate may make the product uglie
What are the 4 stages of a product's life cycle?	Initial introduction, growth, discontinuation or extensio
What are the two simplest extension strategies?	Lowering prices Increasing advertising
What is a more complex extension strategy?	A total rebrand of a produc and promotion campaign.
How can a business differentiate their products?	Ensure that it has unique fu Have a unique style or desig Create and use a distinctive Provide excellent customer Ensure the product is high o

RY

itional scale and gain

ountry from another country.

country to another country.

country.

luce the flow of imports into

ogether to promote trade

ict, price, promotion and place.

I by any one business.

and Place.

r a service.

mers with benefits that they

nction.

product for a cost that allows fit.

terials to lower costs but this er.

, maturity and decline and on.

ct, may need a new name, logo

unctions that rivals do not ign e brand r service consistently quality

Half-Term **4** Subject **Sociology**

Threshold Concept Link(s) Research Methods

Observations		Strengths	Weaknesses
Observation	A research method which involves watching social life as it happens in the groups' natural environment/ everyday life.	 Allows the researcher to witness first-hand people's behaviour Higher in validity than other methods due to being able to witness events for yourself You can build a relationship of trust with the participants which means they will be more honest with you 	 Can be very time consuming The 'Hawthorne effec't people act differently because they know they are being observed Being covert causes ethical problems If you are covert, you cannot take notes and may have to rely on you memory which may be inaccurate
Overt Observation	When you are honest with your participants and let them know you are watching them.		
Covert Observation	Observation where you go undercover, and participants are unaware you are watching them.		
Participant Observation	When you join in a group, and take part in activities as if you were one of them.		
Non Participant Observation	When you watch a group from a distance without getting involved and observe their behaviour.		
Outsider groups	Groups which are on the outside of society, like criminal gangs.		

Interviews		Strengths	Weaknesses
Interview Schedule	The list of questions a researcher asks their participants.	 You can collect a variety of qualitative and quantitative data You get to speak to participants first hand to ask for their views and opinions. You can build a relationship of trust with the participants which means they will be more honest with you. Structured interviews are high in reliability Structured interviews produce quantitative data which is easy to turn into graphs and tables. 	 They can be time consuming and costly Bias from the interviewe can lead to participants answer untruthfully Unstructured interviews take hours to analyse Unstructured interviews are unreliable.
Structured Interviews	Interviews where the interviewer sticks to the questions on the interview schedule only. Similar to reading out a questionnaire to the respondent and recording their answers.		
Unstructured Interviews	Interviews where the researcher has an idea of what they want to find out about, but not set questions. More like a conversation.		
Semi- Structured Interviews	The interviewer has a list of questions, but can go off topic if required to allow the participants to elaborate on points made.		
Interviewer Bias	When the characteristics of the researcher impact the answers given by participants.		
Rapport	Having/building a good relationship with participants.		
Standardised	Is the same for every single participant. This helps reliability and is achieved through structured interviews.		
Questionnaires		Strengths	Weaknesses
Questionnaire	A method which involves asking a respondent question, usually in a written format.	• They are a quick and	Postal questionnaires have
Survey	A type of questionnaire used for large scale research (thousands of people)	 cheap research method You can collect large amounts of quantitative data You can use the quantitative data to examine trends and patterns over time People can complete them anonymously which increases their validity. 	 very low response rates. Closed questioned questionnaires are reliable. Closed questions do not giv people a chance to expand
Self-Report	The type of questionnaire where the respondent fills it out by themselves. It is normally posted to them.		
Response rate	The number of responses you get back from participants.		on their answersThere may be no researched
Open Questions	Questions where participants can write a free response.		there to explain a question there is a misunderstanding
Closed Questions	Questions which have a set response, perhaps a YES or NO, a number or a position on a Likert scale.		



ETHICS are problems that relate to how moral your research or research method is.

DECEPTION The first consideration in ethics is deception. Deception is tricking or lying to people. This is obviously immoral, and if you are collecting information about people, you should not deceive your participants. This can be avoided by telling participants what you want to research, and asking them to give their full, **informed consent** (permission) to do research on them.

HARM The second consideration is harm. Your participants should not undergo any physical, emotional or psychological harm in your research, and you must plan and take care to prevent that from happening

ILLEGAL ACTIVITY Thirdly, research must not draw the participant or the researcher into illegal activity. This could cause a great deal of harm to a great number of people!

CONFIDENTIALITY AND PRIVACY Participants must remain anonymous and their data must be private. This means they should not be able to be identified from your research. Using pseudonyms (fake names) is a good way to do this. Any information and data a researcher collects must also be safely and securely stored so anyone who does not have permission to see it, cannot access it.

DEBRIEFING Participants should be given a debrief after any research to see how they feel and if they are comfortable with the next steps (being published in a journal/book). This also gives them a chance to discuss any concerns they have with the researchers from the study.

Evaluating Research Methods			
Validity	Valid research reveals a true, deep and accurate picture of what is being researched. Data that is high in validity tends to be qualitative and is often described as "rich". It seeks to provide the researcher with a deep, true understanding of their research object.		
Reliability	The reliability of a method means that if the study was to be repeated, would be likely to get the same results? If no, then some sociologists would say that the research is not good enough.		
Representativeness	entativeness simply means how much a researcher's sample reflects the wider population. The representative a sample is, the more reliable the research is likely to be. For example, if we he I was researching trees, and I only did research on the round tree, would it also apply to all other types of trees?		

Secondary Data: types and their usefulness		Strengths	Weaknesses
Official statistics	Statistics collected by the government or other official bodies. Examples of official statistics: death rates, marriage rates, crime rates, divorce rates, school attendance and exclusions.	 They are free to easy to access It saves the researcher time as they don't have to conduct their own research. 	 Some may not show the true extent e.g crime figures are the 'tip of the iceberg' You may not be able to find exact data on what you are trying to research
Documents	Documents are used to get an understanding of an issue/time period/event. Historical documents are useful for an insight into the past. For example, Anne Frank's diary.	 They are an in depth account of events Rich qualitative data It could be the only way we can access information from a historical event. 	 It would be time consuming to analyse They are often one- sided so may be biased.

	SUBJECT TERN
Closed questions	Questions that only allow fix
Gatekeepers	People that allow researche otherwise be difficult to stud researching school pupils.
Hypothesis	A statement or theory which
Longitudinal study	Research which follows a gro
Open questions	Questions that allow the res wish.
Pilot study	A trial run of research before
Positivists	Sociologists who follow the
Primary data	Data which a researcher has
Qualitative data	Research data that is in wor
Quantitative data	Statistical data that is in nun graphs/charts/percentages.
Representative sample	A sample that aims to have
Sampling frame	The list where a sample is ta
Secondary data	Data you use which has been
Value free	The idea that research is neu



MINOLOGY

xed responses such as yes or no

rs to access a sample of people who would dy. For example, a headteacher is a gatekeeper to

h can be tested.

oup of people over a long period of time.

spondent to answer in detail and as fully as they

e the full research is carried out.

scientific approach to studying society.

s collected themselves.

ds and has lots of detail, helping to give context.

mbers and can be presented as

the same mix of people as the target population.

aken from e.g a register

n collected by someone else.

utral and unbiased

A1: Components of physical fitness		
Aerobic endurance	The ability of the cardiorespiratory system to supply	
	oxygen and nutrients to the muscles to sustain low to	
	medium intensity work to delay fatigue.	
Muscular endurance	The ability of the muscular system to continue to contract	
	at a light to moderate intensity to allow repetitive	
	movements throughout a long event or game.	
Muscular strength	The maximum force that can be generated by a muscle or	
	muscle group to improve forceful movements within an	
	activity.	
Speed	Distance divided by time to reduce time taken to move the	
	body or a body part in an event or game.	
Flexibility	The range of motion possible at a joint to allow	
	improvements in technique.	
Body composition	The relative ratio of fat mass to fat-free mass in the body	
	allowing variation in body composition dependent on the	
	sport.	
A1: Components of skill-related fitness		
Power	The product of speed and strength to allow for explosive	
	movements in sport.	
Agility	The ability to change direction quickly to allow performers	
	to outmanoeuvre an opponent.	
Reaction time	The time taken between a stimulus and the start of a	
	response, useful in fast-paced sports to make quick	
	decisions about what to do.	
Balance	The ability to maintain centre of mass over a base of	
	support, useful to maintain positions in performance	
	sports (static balance) or when on the move in any other	
	sporting situation (dynamic balance).	

BTEC Sport HT6

Coordination	The ability to move two or more body parts at the same
	time smoothly and efficiently, to allow effective
	application of technique.

A2: Training Principles

Frequency How often a person trains. Normally measured over a weekly period.	Intensity How much effort someone puts into a training session. Measured using the Borg Scale of Percieved Exertion.
Time	Туре
How long each training session lasts. Not training for long enough won't provide enough benefits. Training for too long could cause injury.	Making sure you are using the correct type of training to meet your fitness goals. Someone wanting to build muscle would want to use weight training rather than endurance