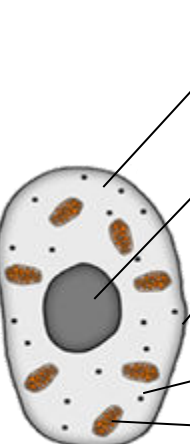




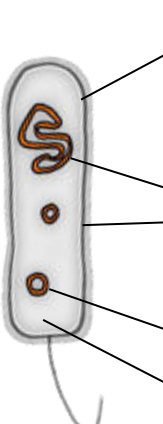
Year 10

Knowledge Organiser

Term 1: 2019



cytoplasm	<i>site of chemical reactions in the cell</i>	gel like substance containing enzymes to catalyse the reactions
nucleus	<i>contains genetic material</i>	controls the activities of the cell and codes for proteins
cell membrane	<i>semi permeable</i>	controls the movement of substances in and out of the cell
ribosome	<i>site of protein synthesis</i>	mRNA is translated to an amino acid chain
mitochondrion	<i>site of respiration</i>	where energy is released for the cell to function



cell membrane	<i>site of chemical reactions in the cell</i>	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	<i>not in nucleus floats in the cytoplasm</i>	controls the function of the cell
cell wall	<i>NOT made of cellulose</i>	supports and strengthens the cell
plasmid	<i>small rings of DNA</i>	contain additional genes
cytoplasm	<i>semi permeable</i>	controls the movement of substances in and out of the cell

Bacterial cells are much smaller than plant and animal cells

animal cell

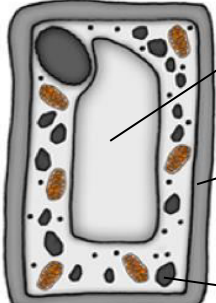
plant cell

Eukaryotes complex organisms

AQA Cell Structure




Prokaryotes simpler organisms

contains all the parts of animal cells plus extras



permanent vacuole	<i>contains cell sap</i>	keeps cell turgid, contains sugars and salts in solution
cell wall	<i>made of cellulose</i>	supports and strengthens the cell
chloroplast	<i>site of photosynthesis</i>	contains chlorophyll, absorbs light energy

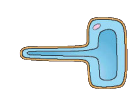

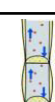
Specialised cells

specialised animal cells	nerve		<i>carry electrical signals</i>	long branched connections and insulating sheath
	sperm		<i>fertilise an egg</i>	streamlined with a long tail acrosome containing enzymes large number of mitochondria
	muscle		<i>contract to allow movement</i>	contains a large number of mitochondria long

how a cell changes and becomes specialised
Undifferentiated cells are called **STEM** cells

Cell differentiation

Microscopy

specialised plant cells	root hair		<i>absorb water and minerals from soil</i>	hair like projections to increase the surface area
	xylem		<i>carry water and minerals</i>	TRANSPIRATION - dead cells cell walls toughened by lignin flows in one direction
	phloem		<i>carry glucose</i>	TRANSLOCATION - living cells cells have end plates with holes flows in both directions

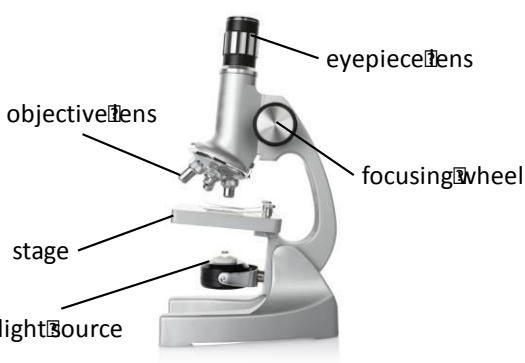
animal cell differentiation

plant cell differentiation

early stages of development only for repair and replacement

all stages of life cycle the stem cells are grouped together in meristems

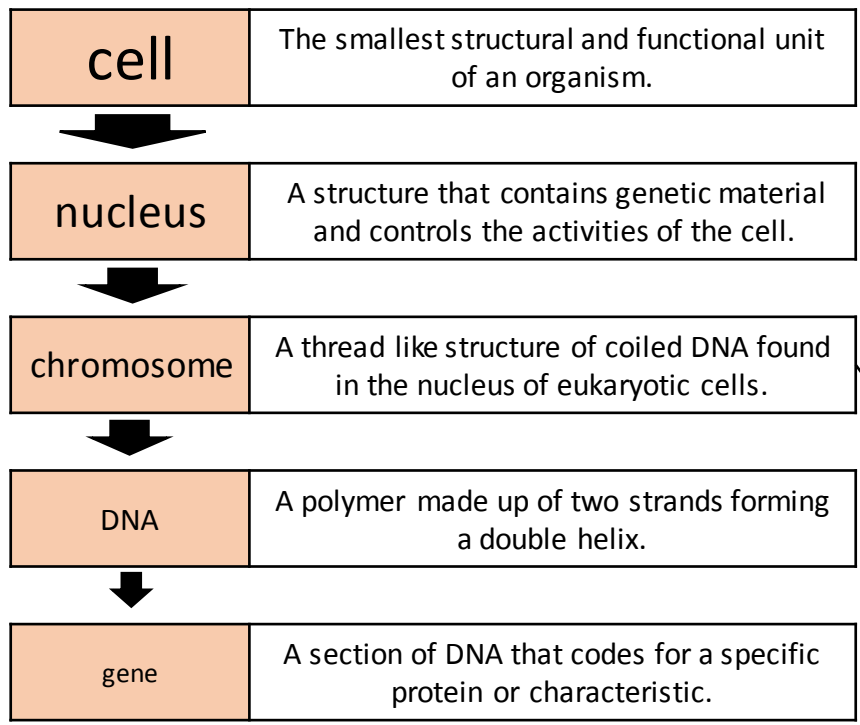
magnification $M = \frac{\text{size of image}}{\text{real size of the object}}$



Feature	Light (optical) microscope	Electron microscope
Radiation used	Light rays	Electron beams
Max magnification	~ 1500 times	~ 2 000 000 times
Resolution	200nm	0.2nm
Size of microscope	Small and portable	Very large and not portable
Cost	~£100 for a school one	Several £100,000 to £1 million plus

PREFIXES		
Prefix	Multiple	Standard form
centi (cm)	1 cm = 0.01 m	$\times 10^{-2}$
milli (mm)	1 mm = 0.001 m	$\times 10^{-3}$
micro (µm)	1 µm = 0.000 001 m	$\times 10^{-6}$
nano (nm)	1nm = 0.000 000 001 m	$\times 10^{-9}$

largest
↑
smallest



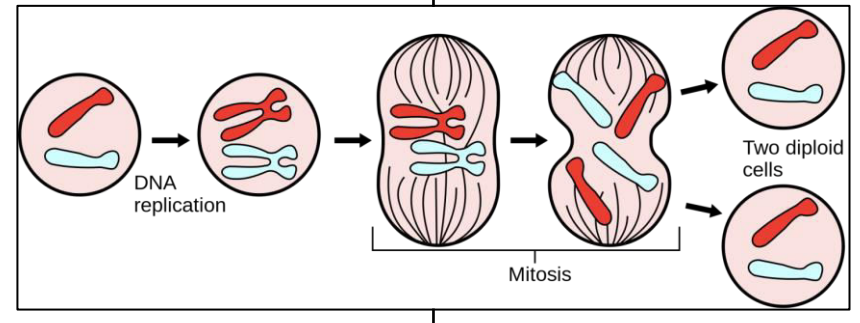
Small intestines	<i>Villi – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Lungs	<i>Alveoli– increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Gills in fish	<i>Gill filaments and lamella – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Roots	<i>Root hair cells - increase surface area.</i>
Leaves	<i>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O₂ and CO₂ in and out.</i>

ADAPTATIONS FOR DIFFUSION The greater the difference in concentrations the faster the rate of diffusion.

Cells divide in a series of stages. The genetic material is doubled and then divided into two identical cells.

MITOSIS AND THE CELL CYCLE

Stage 1	Growth	Increase the number of sub-cellular structures e.g. ribosomes and mitochondria.
Stage 2	DNA Synthesis	DNA replicates to form two copies of each chromosome.
Stage 3	Mitosis	One set of chromosomes is pulled to each end of the cell and the nucleus divides. Then the cytoplasm and cell membranes divide to form two cells that are identical to the parent cell.



Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals.

AQA Cell Biology 2

Cell division

STEM CELLS

Undifferentiated cell of an organism

Divides to form more cells of the same type, and can differentiate to form many other cell types.

Transport in cells


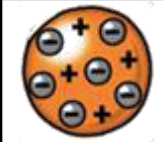
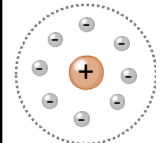
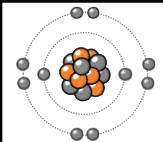
Diffusion <i>No</i> energy required	<i>Movement of particles in a solution or gas from a higher to a lower concentration</i>	E.g. O ₂ and CO ₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
Osmosis <i>No</i> energy required	<i>Movement of water from a dilute solution to a more concentrated solution</i>	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
Active transport ENERGY required	<i>Movement of particles from a dilute solution to a more concentrated solution</i>	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

Human Embryonic stem cells	<i>Can be cloned and made to differentiate into most cell types</i>	Therapeutic cloning uses same genes so the body does not reject the tissue. Can be a risk of infection
Adult bone marrow stem cells	<i>Can form many types of human cells e.g. blood cells</i>	Tissue is matched to avoid rejection, risk of infection. Only a few types of cells can be formed.
Meristems (plants)	<i>Can differentiate into any plant cell type throughout the life of the plant.</i>	Used to produce clones quickly and economically, e.g. rare species, crop plants with pest /disease resistance

Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds

Atoms, elements and compounds

Atom	<i>The smallest part of an element that can exist</i>	Have a radius of around 0.1 nanometres and have no charge (0).
Element	<i>Contains only one type of atom</i>	Around 100 different elements each one is represented by a symbol e.g. O, Na, Br.
Compound	<i>Two or more elements chemically combined</i>	Compounds can only be separated into elements by chemical reactions.

Pre 1900		<i>Tiny solid spheres that could not be divided</i>	Before the discovery of the electron, John Dalton said the solid sphere made up the different elements.
1897 'plum pudding'		<i>A ball of positive charge with negative electrons embedded in it</i>	JJ Thompson 's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).
1909 nuclear model		<i>Positively charge nucleus at the centre surrounded negative electrons</i>	Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913 Bohr model		<i>Electrons orbit the nucleus at specific distances</i>	Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.

Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Electronic shell	Max number of electrons
1	2
2	8
3	8
4	2

Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Electronic structures

The development of the model of the atom

James Chadwick	<i>Provided the evidence to show the existence of neutrons within the nucleus</i>
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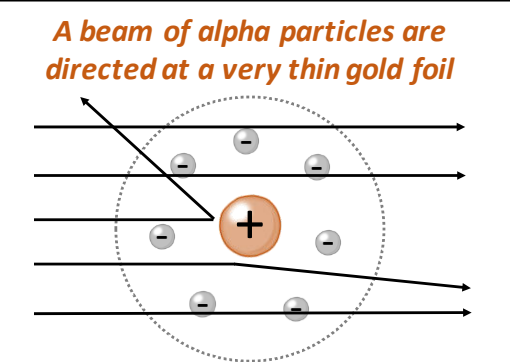
Relative electrical charges of subatomic particles

Mass number	<i>The sum of the protons and neutrons in the nucleus</i>	
Atomic number	<i>The number of protons in the atom</i>	Number of electrons = number of protons

7
Li
3

AQA GCSE Atomic structure and periodic table part 1

Rutherford's scattering experiment



A beam of alpha particles are directed at a very thin gold foil

Most of the alpha particles passed right through. A few (+) alpha particles were deflected by the positive nucleus. A tiny number of particles reflected back from the nucleus.

Mixtures	<i>Two or more elements or compounds not chemically combined together</i>	Can be separated by physical processes.
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Chemical equations	<i>Show chemical reactions - need reactant(s) and product(s) energy always involves and energy change</i>	Law of conservation of mass states the total mass of products = the total mass of reactants.
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Method	Description	Example
Filtration	<i>Separating an insoluble solid from a liquid</i>	To get sand from a mixture of sand, salt and water.
Crystallisation	<i>To separate a solid from a solution</i>	To obtain pure crystals of sodium chloride from salt water.
Simple distillation	<i>To separate a solvent from a solution</i>	To get pure water from salt water.
Fractional distillation	<i>Separating a mixture of liquids each with different boiling points</i>	To separate the different compounds in crude oil.
Chromatography	<i>Separating substances that move at different rates through a medium</i>	To separate out the dyes in food colouring.

Word equations	<i>Uses words to show reaction</i> reactants → products magnesium + oxygen → magnesium oxide	Does not show what is happening to the atoms or the number of atoms.
Symbol equations	<i>Uses symbols to show reaction</i> reactants → products 2Mg + O ₂ → 2MgO	Shows the number of atoms and molecules in the reaction, these need to be balanced.

Relative atomic mass

Isotopes	<i>Atoms of the same element with the same number of protons and different numbers of neutrons</i>	³⁵Cl (75%) and ³⁷Cl (25%) Relative abundance = (% isotope 1 x mass isotope 1) + (% isotope 2 x mass isotope 2) ÷ 100 e.g. (25 x 37) + (75x 35) ÷ 100 = 35.5
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Alkali metals: 1, 2
 Halogens: 3, 4, 5, 6, 7
 Noble gases: 0

H	Transition metals																He
Li	Be											B	C	N	O	F	Ne
Na	Mg											Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	?	?	?						

Elements arranged in order of atomic number

Elements with similar properties are in columns called groups

Elements in the same group have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.

The Periodic table

Development of the Periodic table

Before discovery of protons, neutrons and electrons	Elements arranged in order of atomic weight	Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order atomic weights was followed.
Mendeleev	Left gaps for elements that hadn't been discovered yet	Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.

Metals to the left of this line, non metals to the right

Metals	To the left of the Periodic table	Form positive ions. Conductors, high melting and boiling points, ductile, malleable.
Non metals	To the right of the Periodic table	Form negative ions. Insulators, low melting and boiling points.

Metals and non metals

Group 7

AQA GCSE Atomic structure and periodic table part 2

Group 1

Alkali metals	Very reactive with oxygen, water and chlorine	Only have one electron in their outer shell. Form +1 ions.
	Reactivity increases down the group	Negative outer electron is further away from the positive nucleus so is more easily lost.

Halogens	Consist of molecules made of a pair of atoms	Have seven electrons in their outer shell. Form -1 ions.
	Melting and boiling points increase down the group (gas → liquid → solid)	Increasing atomic mass number.
	Reactivity decreases down the group	Increasing proton number means an electron is more easily gained

Group 0

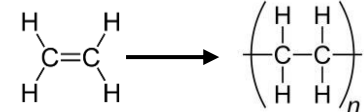
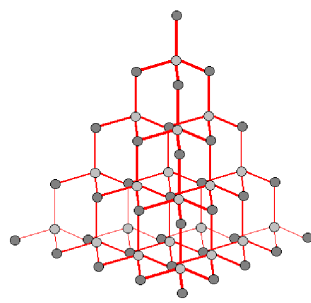
Transition metals (Chemistry only)

With oxygen	Forms a metal oxide	Metal + oxygen → metal oxide	e.g. $4\text{Na} + \text{O}_2 \rightarrow 2\text{Na}_2\text{O}$
With water	Forms a metal hydroxide and hydrogen	Metal + water → metal hydroxide + hydrogen	e.g. $2\text{Na} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{H}_2$
With chlorine	Forms a metal chloride	Metal + chlorine → metal chloride	e.g. $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$

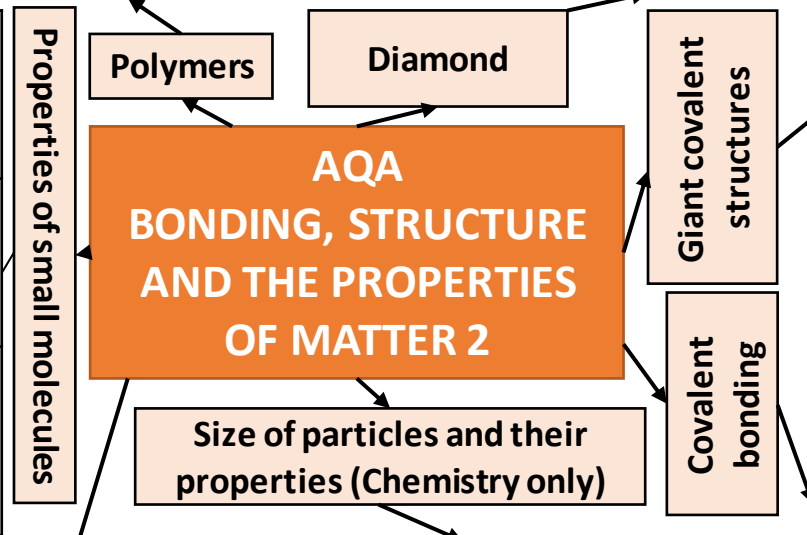
With metals	Forms a metal halide	Metal + halogen → metal halide e.g. Sodium + chlorine → sodium chloride	e.g. NaCl metal atom loses outer shell electrons and halogen gains an outer shell electron
With hydrogen	Forms a hydrogen halide	Hydrogen + halogen → hydrogen halide e.g. Hydrogen + bromine → hydrogen bromide	e.g. $\text{Cl}_2 + \text{H}_2 \rightarrow 2\text{HCl}$
With aqueous solution of a halide salt	A more reactive halogen will displace the less reactive halogen from the salt	Chlorine + potassium bromide → potassium chloride + bromine	e.g. $\text{Cl}_2 + 2\text{KBr} \rightarrow 2\text{KCl} + \text{Br}_2$

Noble gases	Unreactive, do not form molecules	This is due to having full outer shells of electrons.
	Boiling points increase down the group	Increasing atomic number.

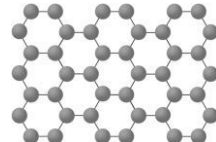
Compared to group 1	<ul style="list-style-type: none"> Less reactive Harder Denser Higher melting points 	<ul style="list-style-type: none"> Cu^{2+} is blue Ni^{2+} is pale green, used in the manufacture of margarine Fe^{2+} is green, used in the Haber process Fe^{3+} is reddish-brown Mn^{2+} is pale pink
Typical properties	<ul style="list-style-type: none"> Many have different ion possibilities with different charges Used as catalysts Form coloured compounds 	

Very large molecules	<i>Solids at room temperature</i>	Atoms are linked by strong covalent bonds.		<i>Each carbon atom is bonded to four others</i>		Very hard.	Rigid structure.
						Very high melting point.	Strong covalent bonds.
						Does not conduct electricity.	No delocalised electrons.

Usually gases or liquids	<i>Covalent bonds in the molecule are strong but forces between molecules (intermolecular) are weak</i>	Low melting and boiling points.	Due to having weak intermolecular forces that easily broken.
		Do not conduct electricity.	Due to them not having an overall electrical charge.
		Larger molecules have higher melting and boiling points.	Intermolecular forces increase with the size of the molecules.



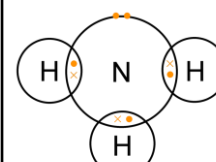
Diamond, graphite, silicon dioxide	<i>Very high melting points</i>	Lots of energy needed to break strong, covalent bonds.
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Graphene	 <i>Single layer of graphite one atom thick</i>	Excellent conductor.	Contains delocalised electrons.
		Very strong.	Contains strong covalent bonds.

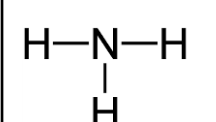
Nanoparticles	<i>Between 1 and 100 nanometres (nm) in size</i>	1 nanometre (1 nm) = 1×10^{-9} metres (0.000 000 001m or a billionth of a metre).
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Atoms share pairs of electrons

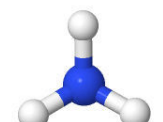
Can be small molecules e.g. ammonia



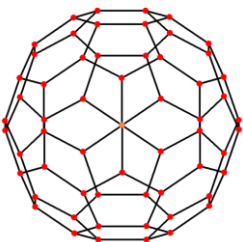
Dot and cross :
+ Show which atom the electrons in the bonds come from
- All electrons are identical



2D with bonds:
+ Show which atoms are bonded together
- It shows the H-C-H bond incorrectly at 90°



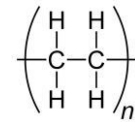
3D ball and stick model:
+ Attempts to show the H-C-H bond angle is 109.5°

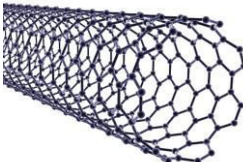
Fullerenes		Buckminsterfullerene, C ₆₀ First fullerene to be discovered.	Hexagonal rings of carbon atoms with hollow shapes. Can also have rings of five (pentagonal) or seven (heptagonal) carbon atoms.
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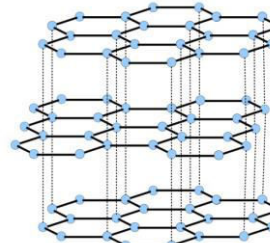
Use of nanoparticles

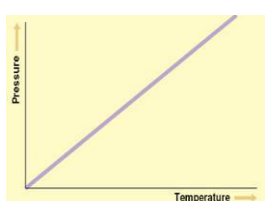
Healthcare, cosmetics, sun cream, catalysts, deodorants, electronics.

Nanoparticles may be toxic to people. They may be able to enter the bloodstream and cause harm.

<i>Can be giant covalent structures e.g. polymers</i>	
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Carbon nanotubes	 <i>Very thin and long cylindrical fullerenes</i>	Very conductive.	Used in electronics industry.
		High tensile strength.	Reinforcing composite materials.
		Large surface area to volume ratio.	Catalysts and lubricants.

<i>Each carbon atom is bonded to three others forming layers of hexagonal rings with no covalent bonds between the layers</i>		Slippery.	Layers can slide over each other.
		Very high melting point.	Strong covalent bonds.
		Does conduct electricity.	Delocalised electrons between layers.



Pressure of a fixed volume of gas increases as temperature increases (temperature increases, speed increases, collisions occur more frequently and with more force so pressure increases).

Temperature of gas is linked to the average kinetic energy of the particles.

If kinetic energy increases so does the temperature of gas.

No kinetic energy is lost when gas particles collide with each other or the container.

Gas particles are in a constant state of random motion.

$$P = m \div V$$

$$\text{Density} = \text{mass} \div \text{volume.}$$

Density *Mass of a substance in a given volume*

State	Particle arrangement	Properties
Solid	Packed in a regular structure. Strong forces hold in place so cannot move.	Difficult to change shape.
Liquid	Close together, forces keep contact but can move about.	Can change shape but difficult to compress.
Gas	Separated by large distances. Weak forces so constantly randomly moving.	Can expand to fill a space, easy to compress.

	Units
Density	Kilograms per metre cubed (kg/m³)
Mass	Kilograms (kg)
Volume	Metres cubed (m³)
Energy needed	Joules (J)
Specific latent heat	Joule per kilogram (J/kg)
Change in thermal energy	Joules (J)
Specific heat capacity	Joule per kilogram degrees Celsius (J/kg°C)
Temperature change	Degrees Celsius (°C)
Pressure	Pascals (Pa)

Kinetic theory of gases

Particle model

Pressure

PHYSICS ONLY: when you do work the temperature increases e.g. pump air quickly into a ball, the air gets hot because as the piston in the pump moves the particles bounce off increasing kinetic energy, which causes a temperature rise.

Reducing the volume of a fixed mass of gas increases the pressure.
Halving the volume doubles the pressure.

$$PV = \text{constant.}$$

$$P_1V_1 = P_2V_2$$

AQA PARTICLE MODEL OF MATTER

Specific Heat Capacity
Energy needed to raise 1kg of substance by 1°C
Depends on:
• Mass of substance
• What the substance is
• Energy put into the system.

Change in thermal energy = mass X specific heat capacity X temperature change.

$$\Delta E = m \times c \times \Delta \theta$$

Internal energy and energy transfers

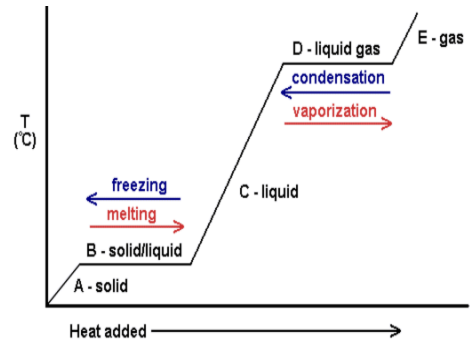
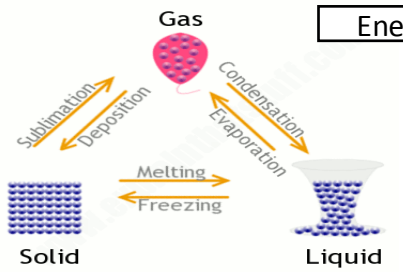
Internal energy
Energy stored inside a system by particles
Internal energy is the total kinetic and potential energy of all the particles (atoms and molecules) in a system.
Heating changes the energy stored within a system
Heating causes a change in state. As particles separate, potential energy stored increases. Heating increases the temperature of a system. Particles move faster so kinetic energy of particles increases.

Change of state

Specific Latent Heat	<i>Energy needed to change 1kg of a substance's state</i>
Specific Latent Heat of Fusion	<i>Energy needed to change 1kg of solid into 1 kg of liquid at the same temperature</i>
Specific Latent Heat of Vaporisation	<i>Energy needed to change 1kg of liquid into 1 kg of gas at the same temperature</i>

$$\text{Energy needed} = \text{mass} \times \text{specific latent heat.}$$

$$\Delta E = m \times L$$



Freezing	Liquid turns to a solid. Internal energy decreases.
Melting	Solid turns to a liquid. Internal energy increases.
Boiling / Evaporating	Liquid turns to a gas. Internal energy increases.
Condensation	Gas turns to a liquid. Internal energy decreases.
Sublimation	Solid turns directly into a gas. Internal energy increases.
Conservation of mass	When substances change state, mass is conserved.
Physical change	No new substance is made, process can be reversed.

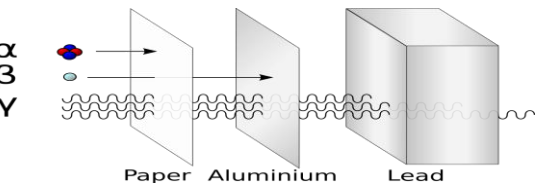
Radius of an atom
1 X 10⁻¹⁰m



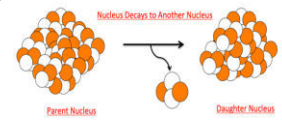
Electrons gained
Negative ion

Electrons lost
Positive ion

Decay	Range in air	Ionising power	Penetration power
Alpha	Few cm	Very strong	Stopped by paper
Beta	Few m	Medium	Stopped by Aluminium
Gamma	Great distances	Weak	Stopped by thick lead



Atom	Same number of protons and electrons
Ion	Unequal number of electrons to protons
Mass number	Number of protons and neutrons
Atomic number	Number of protons



Particle	Charge	Size	Found
Neutron	None	1	In the nucleus
Proton	+	1	
Electron	-	Tiny	Orbits the nucleus

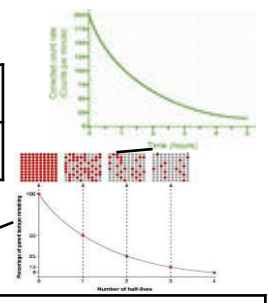
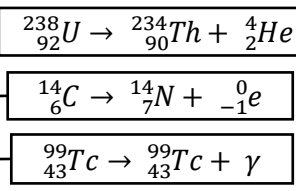
Atom structure

Isotope	⁶ ₃ Li		⁷ ₃ Li	
Different forms of an element with the same number of protons but different number of neutrons				

Discovery of the nucleus

Radioactive decay	Unstable atoms randomly emit radiation to become stable
Detecting	Use Geiger Muller tube
Unit	Becquerel
Ionisation	All radiation ionises

Decay	Emitted from nucleus	Changes in mass number and atomic number	
Alpha (α)	Helium nuclei (⁴ ₂ He)	-4	-2
Beta (β)	Electron (⁰ ₋₁ e)	0	+1
Gamma (γ)	Electromagnetic wave	0	0
Neutron	Neutron	-1	0



Atoms and Isotopes

Atoms and Nuclear Radiation

Contamination	Unwanted presence of radioactive atoms
Irradiation	Person is in exposed to radioactive source

AQA
ATOMIC
STRUCTURE

PHYSICS ONLY: Hazards and uses of Radioactive emissions and of background radiation

Half life	The time taken to lose half of its initial radioactivity
Sievert	Unit measuring dose of radiation
Background	Constant low level environmental radiation, e.g. from nuclear testing, nuclear power, waste

Democritus	Suggested idea of atoms as small spheres that cannot be cut.
J J Thomson (1897)	Discovered electrons—emitted from surface of hot metal. Showed electrons are negatively charged and that they are much less massive than atoms.
Thomson (1904)	Proposed 'plum pudding' model—atoms are a ball of positive charge with negative electrons embedded in it.
Geiger and Marsden (1909)	Directed beam of alpha particles (He ²⁺) at a thin sheet of gold foil. Found some travelled through, some were deflected, some bounced back.
Rutherford (1911)	Used above evidence to suggest alpha particles deflected due to electrostatic interaction between the very small charged nucleus, nucleus was massive. Proposed mass and positive charge contained in nucleus while electrons found outside the nucleus which cancel the positive charge exactly.
Bohr (1913)	Suggested modern model of atom—electrons in circular orbits around nucleus, electrons can change orbits by emitting or absorbing electromagnetic radiation. His research led to the idea of some particles within the nucleus having positive charge; these were named protons.
Chadwick (1932)	Discovered neutrons in nucleus—enabling other scientists to account for mass of atom.

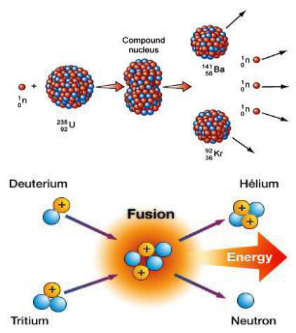
Nuclear fission and fusion

PHYSICS ONLY:
Nuclear energy

Uses	Different isotopes have different half lives	Short half-lives used in high doses, long half lives used in low doses.
Tracers	Used within body	Isotope with short half life injected, allowed to circulate and collect in damaged areas. PET scanner used to detect emitting radiation. Must be beta or gamma as alpha does not penetrate the body.
Radiation therapy	Used to treat illnesses e.g. cancer	Cancer cells killed by gamma rays. High dose used to kill cells. Damage to healthy cells prevented by focussed gamma ray gun.

Fuel rods	Made of U-238, 'enriched' with U-235 (3%). Long and thin to allow neutrons to escape, hitting nuclei.
Control rods	Made of Boron. Controls the rate of reaction. Boron absorbs excess neutrons.
Concrete	Neutrons hazardous to humans – thick concrete shield protects workers.

Nuclear fission	One large unstable nucleus splits to make two smaller nuclei	Neutron hits U-235 nucleus, nucleus absorbs neutron, splits emitting two or three neutrons and two smaller nuclei. Process also releases energy.	Process repeats, chain reaction formed
Nuclear fusion	Two small nuclei join to make one larger nucleus	Difficult to do on Earth – huge amounts of pressure and temperature needed.	Used in nuclear power stations
			Occurs in stars



Concept	Remember	Definition	Example related to topic
Components of fitness			
Aerobic endurance	Athletes	The ability of the cardiorespiratory system to work efficiently, supplying oxygen and nutrients to the working muscles during sustained physical activity .	Sustained physical activity - exercise at moderate to high intensity for 30 minutes or longer . Eg Long-distance runners, games players (football, rugby, hockey, netball); swimmers, cyclists.
Body composition	Build	The ratio of fat mass to fat-free mass. Fat-free mass includes heart, lungs, muscle tissue and bone.	Long distance runners-small muscles and very little body fat so they carry less weight. Gymnasts- lots of muscle and little body fat, they need to be light but also powerful. Shot putter- high levels of muscle to create power, often have excess body fat.
Muscular endurance	Muscle	Where a muscle can continue contracting over a period of time against a fixed resistance or load.	Rugby-keep pushing in a ruck or scrum. Rowing- to keep stroke rate high. Football- keep kicking the ball hard. Netball to keep moving at speed.
Flexibility	For	The range of movement around a joint and ability to move a joint fluidly through its complete range of movement.	Gymnasts, athletes, games players (football, rugby, hockey, netball); martial arts competitors
Speed	Speed	The distance travelled, divided by the time taken. How quickly a distance can be covered, or an action performed.	Athletes; games players (football, rugby, hockey, netball), whilst sprinting to get a ball or intercept a pass. Striking/hitting, how quickly you can swing the bat or racquet to hit an object.
Power	Power	The ability to undertake strength performances quickly – SPEED x STRENGTH	Most sports require an element of power, the force applied can be into our own body, into someone else or into an object.
Strength	And Strength	The maximum force (in Kg or N) that can be generated by a muscle or group of muscles.	Related to how much muscle mass a person has. The more muscle the more force they can produce. Rugby players and weight lifters.
Fitness testing			
		To test a person's components of fitness to determine strengths and areas for development in a training programme.	For each test there will be a specific protocol (exactly how the test is carried out). A warm-up should be conducted before the test,
Normative data		What is usually expected for a specific population.	Normative tables are available for different groups of the population: Girls and boys (14-16), men and women, elite performers and older people 65+
Reliability		The repeatability of results	If the test is repeated in exactly the same way, the same results should be achieved
Cooper's 12m Run	Aerobic endurance	Protocol: You run a set course for 12 mins and measure your distance covered to the nearest 10 metres.	It tests your aerobic endurance, the ability of the respiratory system to work efficiently, supplying oxygen and nutrients to the working muscles). As a running test, it is a less effective measure for cyclists and swimmers.
One Minute Sit Up Tests	Muscular endurance	Protocol: Perform each sit up with correct technique. Complete as many sit-ups within one minute, record score.	Tests muscular endurance in abdominal muscles, which is not necessarily a good indicator for other muscles in the body. Requires a high degree of motivation to push for as many as you can.
Hand grip dynamometer test	Strength	Protocol: With your arm hanging by your side, squeeze a hand grip dynamometer with your dominant hand for 5 seconds.	This tests muscular strength in your hand and forearm. This is not always indicative of the strength of other muscles in your body.
Sit and Reach Test	Flexibility	Protocol: You sit with your feet against a bench and your legs straight. You reach forwards and a partner measures how far in front of your toes you can reach with your fingers.	This measures the flexibility of the muscles at the backs of your legs, (your hamstrings). A person may have better flexibility in other muscles. Results are also dependent on your warm up.
Sargent Jump Test	Power	Protocol: The Sergeant jump is done by jumping upwards. You chalk your fingers and leave a marker on a wall as high as you can. You then jump up as high as possible and touch the wall again leaving another mark. Your partner measures the difference between the 2 marks.	Tests power in the legs.
30- metre sprint test	Speed	Protocol: From a standing start, on 'Go', sprint 30m as fast as you can.	The surface the test takes place on can affect results eg if it is bumpy or slippery.

	Sport-related advantage	Examples of related sports	Equipment related advantage	Other advantages	Sport-related disadvantage	Equipment related disadvantage	Other disadvantages
Training methods to improve aerobic endurance.							
Continuous training	For sports with constant work rate /intensity	10k running, open water swimming, rowing	Very little equipment needed Other than that for the sport eg bike for cycling. Mostly done outdoors so nothing other than space to train is required. It can be done indoors on a treadmill, exercise cycle or rower.	Can be done on your own whenever you like	Very few sports are at a constant pace the whole time	These types of training are often outside and therefore the weather can impact on performance. Heat can increase fatigue. Cold and wet weather may put people off training.	People may find it boring. Injury risk running on a hard surface. Takes at least 30mins so some people may find it difficult to make time regularly.
Fartlek training	Good for sports with varied intensity (running + sprinting)	Cross-country running Mountain biking		Can control your own pace so can change intensity as needed and to reduce tedium			
Interval training	Good for sports that have varied intensity with recovery periods	Team sports such as hockey- having to sprint for the ball then jog or walk back to position.		Helps to plan for progression in the training programme by increasing the intensity of the work periods or decrease the rest periods			
Training methods to improve muscular endurance.							
Circuit training	Stations can be designed for specific activities and muscle groups and also include sport specific skills	Team sports such as volleyball, hockey, football and individual sports such as squash	A wide range of equipment or bodyweight can be used as a form of resistance, so the cost can be minimal	The stations can be varied, and the time spent on each station can be changed so this is good for avoiding boredom	None	Usually, a card or sign shows what is to be done at each station. Stations need to be organised so you use different muscles at each station	This type of exercise is usually performed as a group. This is more sociable but does restrict when you can do it.
Core stability training	Core stability is required for all sports and activities to maintain posture and reduce back injury	All sports	No equipment is needed as most core stability exercises use only bodyweight. A stability ball is low cost	Can be carried out by an individual at times that fit in with their own commitments	None	None	None
Training methods to improve strength.							
Free weights	Increase strength over a large range of movement	Specific muscles and groups can be targeted to increase strength in these areas eg chest for breast stroke swimmer	Can be stored and used at home and used for a range of muscles		Movements with weights don't exactly replicate the action in sport. Strength will increase but range of motion may not.	Cost to buy barbell/dumbbell Spotter needed	If you had no spotter you may injure yourself
Resistance machines	Increase strength of target muscles for specific sport						
Training methods to improve flexibility							
Static stretching	Help to increase flexibility in specific areas required for specific sports	Increased range of movement at shoulders for a swimmer performing butterfly or increase hip mobility to get low across the hurdle to increase speed	No equipment needed, so no costs or time needed to set up equipment		None	None	None
Dynamic stretching							
Proprioceptive neuromuscular facilitation (PNF) stretching							
Training methods to improve power							
Plyometrics	Can be specific to the muscles that need power	High jump, long jump, basketball, gymnastics	Equipment is cheap and relatively easy to set up	Can be carried out on own at times to suit the individual	None	Benches and bars need to set up to on/off or over	Can cause injury, muscles experience great stress
Anaerobic hill sprints	Good for high intensity running sports	Cross country running	No setting up or cost required		Only specific to sports that require running	Access to a hill is required	Requires high intensity of work, not for the unfit
CrossFit	Can be made sport-specific	Sprinting, shot put, gymnastics	Equipment relatively cheap and not much to set up	Intensity can be varied to cater for different ability levels	None	A range of equipment is required	
Training methods to improve speed							
Interval training	Good for sports that have varied intensity with recovery periods	Team sports where you sprint for the ball then walk or jog back to position	Very little equipment needed Other than that for the sport. Mostly done outdoors so nothing other than space to train is required.	Helps to plan for progression in the training programme by increasing the intensity of the work periods or decrease the rest periods	Does not always replicate the movements from sports as it does not always use sport specific equipment for training	None	This type of exercise if usually performed as a group. This is more sociable but does restrict when you can do it.
Sprint training	Good for sports that require speed	Speed in a straight line eg 100m or the long jump	Inexpensive parachute or bungee ropes can increase resistance	These types of training can use different types of equipment which can reduce boredom	Only useful for straight sprint	Not much equipment, but needs to be bought and stored	
Sport specific training (SAQ) Speed, agility, quickness	Can be sport specific- such as running and dribbling	Good for sports requiring agility eg rugby, basketball or hockey	Can use cones, hurdles and ladders to move around at pace		None	Not much equipment, but needs to be set up before use	

Drama Knowledge Organiser – BTEC Component 2

Learning Aims: To develop skills and techniques for performance. To apply skills and techniques in rehearsal and performance. To review own development and performance

Key Skills	Definition
Facial Expression	Using your face to communicate emotion
Body Language	Using your body and movement to communicate attitudes and feelings
Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Voice	Speaking in a way that is suitable to your character and changing your voice to communicate emotion.

Skills for this topic	Definition
Communication	The ability to share ideas with your classmates and listen to theirs in order to create a collaborative performance.
Mannerism	Performing a habitual gesture or way of speaking or behaving to communicate character
Posture	A position in which someone holds their body when sitting or standing.
Projection	Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly. It is a technique employed to command respect and attention but is also important to ensure the audience can hear a performer.
Clarity and articulation	Speaking in a way that is clear and easy to understand.
Accent	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.
Status	Relative social or professional position; standing. Status also refers to how important a person is. Levels on stage can show status.
Accuracy	The quality or state of being accurate and precise when moving or speaking.
Co-ordination	The organisation of the different elements of a complex body or activity to enable them to work together effectively.
Posture	A position in which someone holds their body when sitting or standing.

Energy	Energy refers to the strength and vitality required for sustained physical or mental activity.
Movement Memory	The ability to memorise movements or the blocking of a performance.
Spatial awareness	Spatial awareness is the ability to be aware of oneself in space. It is an organised knowledge of objects in relation to oneself in that given space. Spatial awareness also involves understanding the relationship of these objects when there is a change of position.
Characterisation	The act of changing voice, body language, movement, gesture etc. when in role is called characterisation. The actor must use their skills to portray a character consistently throughout their performance.

Projection	Raising your voice so it is loud and clear enough for the audience to be able to hear the dialogue.
Pace	The speed the performer speaks or moves.
Relaxation	Being calm and collected in order to get into character.
Reaction/interaction with others	The ability to respond appropriately to the other performers on stage.
Use of breath	Using your breathing when speaking to ensure you can sustain your lines, but also to portray a character that is different to yourself.
Remembering lines	The ability to memorise and recall the lines of a script.
Intonation	The rise and fall of pitch in the voice.
Rhythm and Tempo	Rhythm is a strong, regular repeated pattern of movement or sound. Tempo refers to the speed an actor moves or speaks.
Giving and responding to feedback	The ability to identify strengths and weaknesses in your own and others work, and work on your weaknesses.

Stanislavski and realism skills	Definition
The Magic If	Putting yourself in a characters shoes and imagining what you would do in their situation
Subtext	The real meaning behind the words.
Objectives and Super objectives	Objectives is what the character wants to achieve by the end of the scene. Super objectives is what they want to achieve by the end of the play.
Belief	Truly believing that you are the character you are playing.
Truth	Rather acting, the performer must conjure real emotions so that everything happening on stage is real and true.
Emotional Memory	Remembering a time you felt the same emotions as your character and thinking about it when you perform to create truth on stage.

THE ELIZABETHAN AGE

1558-1603

KNOWLEDGE ORGANISERS

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	<i>Required Content</i>
<u>Elizabethan government</u> How successful was the government of Elizabeth I?	<i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</i>
<u>Lifestyles of rich and poor</u> How did life differ for the rich and poor in Elizabethan times?	<i>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i>
<u>Popular entertainment</u> What were the most popular types of entertainment in Elizabethan times?	<i>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</i>
<u>The problem of religion</u> How successfully did Elizabeth deal with the problem of religion?	<i>Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way', Acts of Supremacy and Uniformity; reactions to the Settlement</i>
<u>The Catholic threat</u> Why were the Catholics such a serious threat to Elizabeth?	<i>Early toleration; excommunication in 1570; recusancy; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</i>
<u>The Spanish Armada</u> How much of a threat was the Spanish Armada?	<i>Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</i>
<u>The Puritan threat</u> Why did the Puritans become an increasing threat during Elizabeth's reign?	<i>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</i>

ELIZABETH 1: Elizabethan Government				KPI 2	Examples of success	Examples of failure
1558	Mary I dies with £227,000 debt; Elizabeth I becomes queen			QUEEN ELIZABETH The monarch was sovereign , meaning Elizabeth had complete power over England. However, in order to avoid challenges to her rule she needed to stay popular with her people.	<ol style="list-style-type: none"> Elizabeth's coronation showed off her power In 1559, Elizabeth took part in three days of celebrations, including taking a barge down the Thames. She was carried through the crowded streets to Westminster Abbey on a litter. There was a banquet for 200 guests. Royal Portraits always showed Elizabeth at her best Portraits projected royal power. After catching small pox in 1562, Elizabeth's was scarred, but the portraits did not show this. They were a type of propaganda, creating an image of a powerful, ageless monarch. Royal progresses generated loyalty For 10 weeks each summer, Elizabeth went on royal progress, touring the countryside and staying with nobles. This ensured that Elizabeth was seen by her people. No marriage Elizabeth refused to marry because she did not want a husband to take over the running of the country. 	<ol style="list-style-type: none"> Elizabeth's grandeur was expensive Elizabeth spend £16,000 on her coronation. Progresses were also expensive for nobles who had to host the Queen and her court Elizabeth had no heir No husband meant no heir to the throne. Many people worried that Elizabeth's death would cause a crisis because it was not clear who should succeed her. No visits to Wales or the North Elizabeth's progresses moved very slowly and she never reached Wales or the North of England. These areas were less loyal to Elizabeth.
1559	Elizabeth's coronation					
1576	Peter Wentworth MP imprisoned					
1587	Elizabeth stops Parliament discussing religion					
1599	Earl of Essex fired for disobeying Elizabeth in Ireland					
1601	Earl of Essex executed for rebelling					
KPI 1 Problems facing Elizabeth in 1558						
Gender 16 th Century England was a patriarchy . People thought that queens were weak and would only do what their husbands wanted. Elizabeth's older sister Mary had been unpopular because people thought her husband - Philip of Spain - controlled everything that she did.	Debt Mary I had run up a debt of £227,000 fighting wars. Elizabeth inherited this debt when she became Queen in 1558. Elizabeth needed to pay this back but also make sure she had enough money to raise an army to defend England.	Religion England had experienced huge religious change in the 16 th Century. Elizabeth's father and brother - Henry VIII and Edward VI - had introduced Protestantism only for her sister, Mary I, to bring back Catholicism . Elizabeth was Protestant but many English people and powerful foreign countries like France and Spain were Catholic .	Legitimacy Monarchs were legitimate if they were related to previous monarchs. Many English people - especially Catholics - claimed that Elizabeth was illegitimate because Henry's marriage to Anne Boleyn was not accepted by the Catholic church.	THE ROYAL COURT The Royal Court was the group of people who surrounded the Queen. The Court was based in London but accompanied Elizabeth on progress .	<ol style="list-style-type: none"> Elizabeth used the court to show off her power The court hosted dancing, plays, hunts, feasts and jousting tournaments Elizabeth always had her advisors with her Because the Court travelled with Elizabeth she always had key advisors on hand Patronage kept nobles loyal The Queen ensured the loyalty of her court through a system of patronage. Loyal nobles were rewarded with important positions. Nobles were supportive because they knew that power depended on the Queen. If a noble did something to annoy Elizabeth, she could take away his position at court. 	<ol style="list-style-type: none"> The Royal Court was split into factions The patronage system created rivalries between different groups of nobles, or factions, who competed for the Queen's favour. This was a problem for Elizabeth because her government often was divided and advisors were sometimes more interested in serving their faction than giving the best advice.
				THE PRIVY COUNCIL The Privy Council was a group of advisers appointed by the Queen. They advised the Queen on policy and ran her government.	<ol style="list-style-type: none"> Elizabeth's attempted to control the Privy Council Elizabeth limited the Privy Council to 19 members and made sure to appoint councillors with different viewpoints William Cecil was the most loyal Privy Councillor Cecil served as Secretary of State for 40 years, protecting Elizabeth's interests and giving good advice. She nicknamed him her "Spirit". Francis Walsingham was Elizabeth's spymaster Walsingham ran the secret service and uncovered Catholic plots against Elizabeth 	<ol style="list-style-type: none"> Faction divided the Privy Council Cecil led a Protestant faction opposed to foreign wars. His great rival was Robert Dudley, a Puritan who wanted to fight the Catholic powers. Many Privy councillors were Puritans Walsingham and Dudley were Puritans and pushed for religious change The Earl of Essex tried to rebel In 1601, one of Elizabeth's privy councillors - the Earl of Essex - was executed for trying to rebel against Elizabeth
Catholic Christian who follows the Pope Coronation Ceremony crowning a new king or queen County A part of England Faction A group of politicians Heir Someone to come to the throne after you Illegitimate Not the right and proper ruler of a country Litter A chair carried by servants MP Member of Parliament Noble Wealthy landowner Parliament Partly elected body set up to debate new laws Patriarchy Society where men have power Prorogue Close Parliament Patronage Giving rewards/jobs in return for loyalty Protestant Christian who rejects the Pope Puritan An extreme Protestant Sovereign Having complete power				PARLIAMENT Parliament had the power to propose new laws and grant taxes. There were 450 MPs, elected by wealthy landowners.	<ol style="list-style-type: none"> Elizabeth had control over Parliament Parliament could only meet if Elizabeth called it. Elizabeth could also decide what topics Parliament was allowed to debate. For example, Elizabeth banned discussion of religion and her marriage. She could prorogue (close) Parliament at any point. Parliament only met 13 times in her 45 year reign. William Cecil controlled debate Elizabeth made sure Cecil and other privy councillors sat in Parliament to help control debates 	<ol style="list-style-type: none"> Parliament was needed to raise taxes Elizabeth's main income was from tax. This gave Parliament some power over her MPs wanted freedom of speech MPs wanted to discuss issues that Elizabeth had banned. In 1576, she imprisoned the MP Peter Wentworth for demanding freedom of speech Some MPs were Puritans Puritan MPs used Parliament to demand religious change. Puritan MP William 'the Stinger' Strickland was famous for his fiery speeches.
				LOCAL GOVERNMENT Elizabeth employed a trusted system of officials to maintain law and order	<ol style="list-style-type: none"> A Lord Lieutenant ran each region They kept the Queen informed about what was happening in their area and controlled the Justices of the Peace. Usually a local noble. The Justices of the Peace ran day-to-day local government There were 30-60 JPs in each county. They were responsible for the law courts and administering the Poor Law 	<ol style="list-style-type: none"> Parish constables were amateur and unpaid Parish constables patrolled the streets and punished criminals. They usually had a day-job as well so they weren't always on duty. Too much power to Lord Lieutenants In 1599 the Earl of Essex was made Lord Lieutenant of Ireland but had to be fired when he made decisions without the queen's permission

ELIZABETH 2: Rich and Poor

Key question: How did life differ for the rich and the poor?

KPI 3 Social Structure			The Rich	The Poor
The Rich	The Monarch Used patronage to keep nobles loyal	KPI 4 Homes	<ul style="list-style-type: none"> The rich used their wealth to build grand mansion houses, such as Hardwick Hall in Derbyshire. Historians have called this period 'The Great Rebuilding' New building styles became fashionable, such as chimneys decorated with a twisted pattern of bricks At the centre of the new mansions was the Great Hall, where people ate and worked. Above was the Long Gallery, which was used for music and dance <ul style="list-style-type: none"> Mansions also had landscaped gardens for walking in 	<ul style="list-style-type: none"> A poor man's cottage had one room with an earth floor, walls made of wattle and daub, and a thatched roof <ul style="list-style-type: none"> Animals often lived in the house as well The fire was always lit and used for heat, light, and cooking Candles were expensive so the interior was often gloomy Those who earned a little money and became yeomen could add separate bedrooms, brick chimneys, and glazed windows.
	Nobles and Lords About 50 families owning 17% of cultivated land.			
The Gentry	Gentry Smaller landowners	KPI 5 Fashion	<ul style="list-style-type: none"> The rich chose their outfits to show off their wealth and status. They would have a set of clothes for each occasion, usually changing clothes during the day. The rich wore clothes made from the finest materials such as silk, linen, and velvet, Nobles and their wives often wore clothes studded with jewels. <ul style="list-style-type: none"> Jewellery such as bracelets, earrings, and rings helped to project status. 	<ul style="list-style-type: none"> The poor usually owned just one set of clothes due to their poverty Clothes were made from cheap, hard-wearing materials such as leather, felt, and fustian
	Wealthy Merchants and Professionals Businessmen and middle-class professionals including lawyers and teachers.			
	Yeomen and Tenant Farmers Farmers who owned or rented a small amount of land.			
The Poor	Landless Unskilled Labourers Seasonal workers, unemployed during certain times of year. 30% of the population were close to starvation.	KPI 6 Lifestyle	<ul style="list-style-type: none"> Most rich nobles made their money from collecting rent so they had lots of time for entertainment Listening to music and dancing were popular. Men also engaged in sports like hunting and hawking. Large banquets with dozens of guests were frequently held. The sons of the wealthy were educated at home by visiting tutors, learning foreign languages and classical languages such as Greek and Latin 	<ul style="list-style-type: none"> Farmers and labourers worked long hours, from 5am to 5pm The lower classes received little or no education. The poor could not generally afford to send their children to school What little leisure time they had was spent in the inn or tavern, gambling or playing cards or dice. Fishing and archery, as well as watching plays performed by strolling players, were other common pastimes.

KPI 7 Main causes of poverty in Elizabethan England			KPI 8 Vagrancy		<table border="1"> <tr><td>Cultivated land</td><td>Land that could be farmed</td></tr> <tr><td>Fustian</td><td>A poor quality material</td></tr> <tr><td>Harvests</td><td>When the food is collected from the fields</td></tr> <tr><td>House of Correction</td><td>Place where vagrants were punished</td></tr> <tr><td>Inflation</td><td>Price rise</td></tr> <tr><td>Monasteries</td><td>Places where monks lived</td></tr> <tr><td>Overseer of the Poor</td><td>Local officials who administered poor relief</td></tr> <tr><td>Parish</td><td>The area around a town / part of a city</td></tr> <tr><td>Poor Law</td><td>A system for dealing with the poor</td></tr> <tr><td>Poor rate</td><td>A tax raised to pay for poor relief</td></tr> <tr><td>Relief</td><td>Money for the poor, benefits</td></tr> <tr><td>Tavern</td><td>Pub</td></tr> <tr><td>Vagrant</td><td>A homeless unemployed person</td></tr> <tr><td>Vagabond</td><td>A homeless unemployed person</td></tr> <tr><td>Wattle and daub</td><td>Mud and straw used to build walls</td></tr> <tr><td>Yeomen</td><td>Farmers who owned a bit of land</td></tr> </table>	Cultivated land	Land that could be farmed	Fustian	A poor quality material	Harvests	When the food is collected from the fields	House of Correction	Place where vagrants were punished	Inflation	Price rise	Monasteries	Places where monks lived	Overseer of the Poor	Local officials who administered poor relief	Parish	The area around a town / part of a city	Poor Law	A system for dealing with the poor	Poor rate	A tax raised to pay for poor relief	Relief	Money for the poor, benefits	Tavern	Pub	Vagrant	A homeless unemployed person	Vagabond	A homeless unemployed person	Wattle and daub	Mud and straw used to build walls	Yeomen	Farmers who owned a bit of land
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Monasteries	Places where monks lived																																				
Overseer of the Poor	Local officials who administered poor relief																																				
Parish	The area around a town / part of a city																																				
Poor Law	A system for dealing with the poor																																				
Poor rate	A tax raised to pay for poor relief																																				
Relief	Money for the poor, benefits																																				
Tavern	Pub																																				
Vagrant	A homeless unemployed person																																				
Vagabond	A homeless unemployed person																																				
Wattle and daub	Mud and straw used to build walls																																				
Yeomen	Farmers who owned a bit of land																																				
Cause	Detail	How did it cause poverty?	The increase in poverty led to the rise of vagrancy . Vagrants or vagabonds were unemployed homeless people who wandered from town to town. There were several different types of vagrant , eg: <ul style="list-style-type: none"> Abraham men: pretended to be mad to get charity and sympathy Hookers: used a hooked stick to steal valuables 	Vagrants were seen as a threat to society because: <ol style="list-style-type: none"> The fear that vagrants would commit crimes Wandering vagrants could spread disease rapidly Villages with large numbers of vagrants would need to pay a high poor rate Vagrants were seen as people who might be persuaded to join a rebellion against Elizabeth 																																	
Population increase	Population rose from 2.7m in 1540 to 4.1m in 1601	There were more people but the same amount of food and jobs	KPI 9 Government attempts to deal with poverty and vagrancy	1601 Poor Law The 1601 Poor Law was the first attempt by the government to put in place a complete system for dealing with the poor. It remained in place for over 200 years. The Poor Law stated that: <ul style="list-style-type: none"> Four Overseers of the Poor be appointed in each parish to help JPs deal with the poor Everyone should pay a poor rate to pay for dealing with the poor Begging and vagrancy were made illegal The deserving poor were provided with tools to work. Children were given apprenticeships The undeserving poor were sent to the House of Correction 																																	
Inflation	Price of wheat increased by 250%	Wages did not increase at the same rate as prices so people could not afford food																																			
Bad harvests	Bad harvests in 1596-7	Not enough food was produced, causing prices to increase rapidly																																			
Sheep Farming	Landowners began to rear sheep for their wool	With more sheep, less land was used for growing food so prices rose																																			
Dissolution of the Monasteries	Henry VIII shut down the monasteries 1536-1540	Monasteries had provided poor relief and care for the sick. Now the poor had to fend for themselves.																																			

ELIZABETH 3: Popular Entertainment		KPI 10 Cruel Sports		KPI 11 Entertainment enjoyed by the rich		KPI 12 Development of the Elizabethan Theatre	
1572	Ban on strolling players without licence	<p>Cruel sports or ‘blood sports’ were watched by both rich and poor and attracted large audiences, many of whom placed bets on the fights.</p> <p>Bear- and Bull-baiting Bear-baiting involved dogs attacking a chained bear in a large arena. Spectators could bet on which dog would survive the longest. The most popular arena was the ‘Bear Garden’ in London, which could sit over 1000 people. The Queen enjoyed bear-baiting and stopped MPs from banning it in 1585. A bull was often used in place of a bear.</p> <p>Cockfighting Cockfighting involved spectators betting on a fight between two cockerels. Most towns had a cockfighting pit.</p>	<p>Hunting Wealthy nobles had their own deer parks and deer hunting on horseback was very popular. Great hunt picnics were often arranged.</p> <p>Hawking Hawking involved training a hawk to kill rabbits and pigeons and then return. The upper classes were the only people allowed to breed hawks. The poor used kestrels.</p> <p>Archery Men over 24 were expected to practice archery on a Sunday afternoon using a long bow or crossbow.</p> <p>Dancing The rich employed musicians to play foreign dance tunes such as the slow paven or gavotte.</p> <p>Ball Games Tennis became very popular amongst the rich, played with either a racket or hand. The lower classes played a popular rough game: football. There was no pitch and no limit on the number of players. Fights and deaths were common.</p>	There were no theatres in England in 1558. By 1603, Elizabeth’s death, there were theatres across the country.			
1576	James Burbage opens The Theatre			UNTIL 1572: BANDS OF STROLLING PLAYERS Before Elizabeth’s reign, groups of actors toured the country, performing in inns and market squares. Rich families sometimes had private showings at home. A common theme was the adventures of Robin Hood because it showed the poor triumphing over the rich.			
1583	The Queen’s Men set up			1572- 1576: FORMATION OF THEATRE COMPANIES The authorities feared strolling players spreading popular unrest and that large gatherings at plays spread disease. In 1572 strolling players without a licence from the Lord Chamberlain were banned. This led to the formation of more organised theatre companies such as The Queen’s Men (1583) and The Lord Chamberlain’s Men (1594).			
1585	Queen stops MPs banning bear-baiting			AFTER 1576: BUILDING THE FIRST THEATRES As plays became popular, inns became too small to stage them. In 1576 James Burbage, an actor, built the first theatre, called The Theatre, in London. Other theatres followed, including the Globe Theatre in 1599. Theatres were built just outside London because of worries about public health.			
1589	Marlowe writes Doctor Faustus						
1594	The Lord Chamberlain’s Men set up						
1595	Shakespeare writes Romeo and Juliet						
1598	Edward Alleyn retires from acting						
1599	The Globe Theatre opens						
1601	Elizabeth watches <i>Twelfth Night</i>						
Authorities	The government	KPI 13 Elizabethan Actors		KPI 13 Elizabethan Playwrights			
Comedies	Funny humorous plays	<p>Professional actors were expected to play multiple parts, sing, dance, and play musical instruments. Women were not allowed to act so men played female parts.</p> <p>Richard Burbage Son of theatre-builder James Burbage. A tragic actor, he played leading roles in many of Shakespeare’s plays.</p> <p>Thomas Pope A member of The Lord Chamberlain’s Men. A great comedian and acrobat who worked closely with Shakespeare.</p>	<p>The building of theatres required new plays to be written. Elizabeth’s reign has come to be seen as a ‘Golden Age’ of English drama.</p> <p>William Shakespeare The most important playwright of Elizabeth’s reign. He wrote 37 plays in a variety of styles: comedies, tragedies, and historical dramas. Shakespeare’s plays were popular with ordinary people and with the Queen. His most popular plays were <i>Romeo and Juliet</i> (1595), <i>Hamlet</i> (1599), and <i>Twelfth Night</i> (1601).</p> <p>Christopher Marlowe Marlowe played a leading role in the development of the ‘tragedy’ play. His most famous play was <i>Doctor Faustus</i> (1589). In 1593 Marlowe was stabbed to death in a pub brawl.</p>	KPI 14 Theatre Design			
Cruel sports	Betting of fighting animals			Theatres were round with an open space in the centre containing a raised stage. The back of the stage was finely painted but apart from that there was no set. To the audience, the stage mirrored the universe: beneath the stage, through a trap door, was hell; the stage was the real world; and above the stage was a canopy representing heaven. There were no lights so plays were in the afternoon. Prices were low so the poor could afford to stand in the yard ; a few pennies more could buy a seat in the gallery , under cover. A flag above the theatre indicated which play was showing.			
Gallery	Covered part of the theatre			KPI 15 Attitudes to the Theatre			
Gavotte	A popular dance			Support for the theatre		Opposition to the Theatre	
Inns	Pubs			Elizabeth was a lover of the theatre and enjoyed the plays of Marlowe and Shakespeare, watching <i>Twelfth Night</i> in 1601.		The authorities opposed the theatre because it attracted large crowds. Large crowds meant crime and the possibility of unrest. As a result, they objected to theatres in the city centre.	
Licence	Permission from government			The theatre was also popular amongst ordinary people because playwrights produced gripping dramas and colourful characters.		The Puritans - a growing religious group - also opposed the theatre, considering it to be the work of the devil. They wanted plays to be banned because they distracted people from living simple, pure religious lives. They thought actors were villains.	
Lord Chamberlain	Royal official in charge of the royal household			The authorities also used plays as propaganda. <i>The Alarum for London</i> , for example, showed Catholic Spanish soldiers killed Protestants and was designed to encourage anti-Spanish feeling during times of war.			
James Burbage	Actor who built first theatre						
Professional	People paid for their job						
Playwrights	People who write plays						
Slow paven	A popular dance						
Strolling players	A wandering group of actors						
Tragedies	Sad, dramatic plays						
Yard	Area in the centre of the theatre where the poor stood to watch plays						

ELIZABETH 5: The Catholic Threat		KPI 21 Early Toleration		KPI 22 Stricter responses to recusancy			KPI 26 Mary, Queen of Scots		
1559	Elizabeth's religious settlement	Elizabeth's 1559 religious settlement was tolerant towards Catholics because she did not want to cause a rebellion. Fines for recusancy were not strictly enforced.	From the late 1560s onwards, Elizabeth was forced to abandon her policy of toleration in response to two threats: 1. Seminary Priests trained by William Allen in Flanders were sent to England to restore Catholicism 2. Jesuits led by Edward Campion began to arrive in England in 1580. They swore to destroy Protestantism. Elizabeth's response to recusancy grew stricter: 1581: Recusancy fine increased to £20 and converting people now treason 1581: Edward Campion tortured and hanged in the Tower of London 1585: All Jesuits and Seminary Priests must leave the country or be killed 1591: Catholics forbidden from moving more than 5 miles from home			As Elizabeth's cousin and a devout Catholic, Mary posed a significant threat to Elizabeth. Mary sent to France Mary's father died when she was a few days old and she was crowned Queen of Scotland, advised by her mother. She was sent to be educated as a Catholic in France. She married King Francis II of France. Mary returns to Scotland In 1560 Francis died. Mary returned to Scotland. However, in her absence, Protestant nobles had rebelled against her mother and Mary had to go along with their rule, following a Protestant policy.			
1568	Mary, Queen of Scots arrives in England								
1568	Seminary college set up in Doau								
1569	Rebellion of the Northern Earls								
1570	Pope issues Papal Bull								
1571	Treason Act								
1571	The Ridolfi Plot								
1581	Edward Campion executed								
1581	Recusancy fine increased to £20	KPI 23 The Rebellion of the Northern Earls, 1569			KPI 24 Excommunication, 1570		Mary and Bothwell In 1567, Darnley was found dead and Bothwell was accused of his murder. Three months later, Bothwell was found not guilty and married Mary.	Mary and Darnley Mary married, Lord Darnley in 1565 but the marriage was not happy. When Darnley fell ill, Mary nursed him although she had a new lover: the Earl of Bothwell.	
1583	The Throckmorton Plot	Causes Unmarried, Elizabeth had no Protestant heir. Catholic nobles the Earl of Northumberland and the Earl of Westmoreland wanted to replace her with Mary, Queen of Scots, who they planned to marry to the Duke of Norfolk . When Elizabeth heard of the scheme and summoned the earls to London, they refused and rebelled.	Events In Nov 1569, 4,600 rebels marched into Durham and held mass in the cathedral. They marched south but fled from the Queen's army led by the Earl of Sussex. The earls fled to Scotland in Jan 1570. Northumberland was executed in 1570 and Westmoreland fled to Flanders . Elizabeth executed over 800 rebels.	Reasons for Failure 1. Poor leadership: the rebel leaders lacked a clear plan 2. No foreign support: Philip of Spain was unwilling to support Mary because he feared she would support France, not him, if she became Queen 3. Elizabeth's popularity: few wanted Mary to replace Elizabeth or wanted the Pope to return as head of the church	The Papal Bull Pope Pius V issued a Papal Bull in February 1570 which excommunicated Elizabeth and called upon all Catholics to remove her. This provided a motive for rebellion and foreign invasion. Elizabeth's Response Elizabeth issued the 1571 Treason Act which: 1 Made it treason to declare that Elizabeth was not the lawful Queen, 2 Made it treason to publish the Papal Bull , 3 Allowed Elizabeth to confiscate property from Catholic exiles Elizabeth also set up a new Council of the North which reduced the powers of the northern earls.	Mary arrives in England Mary's marriage angered the Protestant nobles and they rebelled, forcing Mary's abdication in favour of her Protestant son, James VI. In 1568 she fled to England.	Elizabeth's options Mary's arrival posed several problems for Elizabeth: if she allowed her to go abroad to France or Spain, Mary might try to invade. If she helped Mary retake her throne or name her heir to the English throne, she would anger Protestants. However, if Elizabeth executed Mary or sent her back to Scotland to go on trial, France and Spain might attack. In the end, Elizabeth opted to imprison Mary in England, although there was a risk that Catholics might free her.		
1585	All Jesuits required to leave England								
1586	The Babington Plot								
1587	Mary, Queen of Scots executed								
1591	Catholics forbidden from gathering								
Abdication	A monarch giving up the throne	KPI 25 Catholic Plots			Mary's execution In 1586, Mary's involvement in the Babington Plot was discovered. However, Elizabeth refused to sign her death warrant . The Privy Council secretly had Mary executed in 1587. Elizabeth was furious.	Significance of Mary Queen of Scots <ul style="list-style-type: none"> Mary was Elizabeth's cousin so had a legitimate claim to the throne Mary was a figurehead for Catholics who wanted to replace Elizabeth As a Queen of France and Scotland, Mary provided a link between Catholics in England and foreign powers who also wanted to destroy Protestantism in England 			
Confiscate	Take away	Ridolfi Plot, 1571 Roberto Ridolfi, an Italian banker, hatched a plot with Philip of Spain to invade England, replace Elizabeth with Mary, and marry Mary to the Duke of Norfolk . However, William Cecil and Francis Walsingham discovered the plot. Norfolk was executed and Ridolfi was expelled from England. MPs wanted Mary executed but Elizabeth refused as she believed executing a queen went against God's will.	Throckmorton Plot, 1583-4 Francis Throckmorton organised a plan for French Catholic soldiers, backed by the Pope and Spain, to invade England and replace Elizabeth with Mary. However, Throckmorton was arrested and executed. Mary was banned from receiving visitors and all her mail was checked by Walsingham .	Babington Plot, 1586 In 1586 Walsingham discovered coded letters between Mary and Anthony Babington, a Catholic noble, plotting to overthrow Elizabeth with the help of a Spanish invasion. In August 1586, Babington, and six others were executed. Mary was executed in 1587.					
Council of the North	Group enforcing the Queen's authority in North of England								
Death Warrant	Authorization of execution								
Douai	Town in Flanders								
Duke of Norfolk	Powerful noble								
Durham	City in the North of England								
Earl	Type of powerful noble								
Excommunicate	Banish from Catholic Church								
Exiles	People who flee a country								
Flanders	Part of modern Belgium								
Heir	Next in line to the throne								
Intervene	Get involved in								
Jesuits	Anti-Protestant Catholic group								
Mass	Catholic church service								
Papal Bull	Public order from the Pope								
Philip of Spain	Very Catholic king of Spain								
Recusancy	Refusing to attend church								
Seminary	College for Catholic priests								
Tolerant	Not strict								
Treason	Going against the monarch								
Walsingham	Head of Elizabeth's spies								
William Cecil	Elizabeth's main advisor								

ELIZABETH 7: The Spanish Armada		KPI 30 Reasons for the Armada			KPI 33 The Course of the Armada								
1566	Dutch Protestants rebel against Spain	Philip II / Religion Philip II, the King of Spain, wanted to use the power of his empire to attack Protestantism across Europe. The 1570 Papal Bull meant he had a holy duty to attack Elizabeth. The death of Mary, Queen of Scots ended his plan of putting a Catholic ruler on the English throne and he planned a 'holy crusade' against Elizabeth.	War in the Netherlands In 1566, Protestants in the Netherlands rebelled against the Catholic rule of Spain. In 1567 Philip crushed the rebellion with an army of 10,000 men, arresting 18,000 rebels and burning thousands. Elizabeth was worried about having such a large Spanish army so near England. However, her Privy Council was split between William Cecil , who wanted to avoid war, and the Earl of Leicester , who wanted to intervene to help the Dutch . Elizabeth chose to provide unofficial support, supplying money and weapons. However, when war broke out again Elizabeth signed the 1585 Treaty of Nonsuch with the Dutch rebels, supplying 5,000 troops led by the Earl of Leicester. England and Spain were basically at war.		Privateering Elizabeth encouraged English privateers to attack Spanish treasure ships returning from the Spanish Main . In 1577, Elizabeth sent Francis Drake on a 3 year voyage around the world in his ship, the Golden Hind , to attack Spanish ships. He brought back £140,000 of treasure. Philip was furious but Elizabeth knighted Drake in 1581. By the 1580s, privateering was starting to have a serious impact on the Spanish economy.		Philip's Plan In 1586, Philip planned to build an armada of ships to sail north from Lisbon , defeat the English fleet, pick up the Duke of Parma's army from the Netherlands in huge barges, land in England, and overthrow Elizabeth.		Drake's attack on Cadiz In April 1587, Francis Drake attacked the Armada in Cadiz harbour. Drake destroyed 37 ships and burnt supplies of seasoned wood used to build waterproof barrels. Drake's attack delayed the Armada for a year.				
1567	Spanish army crushes Dutch rebellion												
1575	Dutch Protestants rebel again												
1585	Elizabeth signs the Treaty of Nonsuch												
1587	Execution of Mary Queen of Scots												
1587	Drake raids Cadiz												
1588	Spanish Armada 28 May Armada sets sail from Lisbon 19 Jun Forced to return to Corunna 21 Jul Leaves Corunna 27 Jul Sighted off English coast 6 Aug Anchors off Calais 7 Aug Lord Howard sends fireships 8 Aug Battle of Gravelines 9 Aug Elizabeth's speech at Tilbury Armada forced north by wind 12 Aug English fleet turns back						England prepares for invasion Warning beacons were set up on the coast. Unlike Parma's army, the English force of 20,000 men was inexperienced. Elizabeth stationed three armies: in the North, in Kent, and at Tilbury in Essex. Lord Howard , Drake, and John Hawkins led a fleet of 200 light and fast ships.		Changes to Philip's Plan Philip's plan was flawed: there were no large harbours in the Netherlands which made picking up Parma's army difficult. He had to force an unwilling Duke of Medina Sidonia to lead the Armada. A dreadful storm then forced the Armada to return to Corunna in June 1588.				
Armada Cadiz Calais Corunna Crescent Dutch Earl of Leicester Fireships Galleons Golden Hind Gravelines John Hawkins Knighted Lord Howard Netherlands Privateers Privateering Realm Seasoned wood Spanish Main Tilbury Treaty of Nonsuch Warning beacons William Cecil		A large force of armed ships Important Spanish port Important port in France Spanish port Half moon-shaped From the Netherlands Pro-war Privy Councillor Unmanned ships set on fire Large, heavily armed ships Francis Drake's ship French town, near Calais English sailor and slave trader Made a 'Sir' by the Queen Leader of English fleet Important part of Spanish Empire Private ships used by government Using private ships to raid Country Wood made waterproof Spanish territory in Americas Port in England Deal between Dutch and English Towers lit to signal danger Anti-war Privy Councillor		Key Individuals			The Armada enters the Channel With 130 ships including galleons , 30,000 men, and 1,900 cannons, the Armada entered the Channel in a crescent formation, with galleons protecting unarmed store ships. In July the English fleet pursued the Armada but they only sank two Spanish ships.		Calais and the Fireships The Duke of Parma was delayed by Dutch rebels and the Armada had to wait for a week off Calais . On 7 Aug, Lord Howard sent 8 unmanned burning ships into the Armada. The fireships caused the Spanish galleons to panic and they broke their crescent formation.				
				Philip II Ruled over huge Spanish empire, including Americas and Netherlands. Ex-husband on Mary I. Devout Catholic.			Duke of Parma Appointed to lead Spanish army in Netherlands. Experienced and feared general but failed to meet Armada.	Duke of Medina Sidonia Devout Catholic keen to destroy Protestantism but inexperienced at sea. Forced to lead Armada by Philip.	Francis Drake English pirate and privateer. Raided Spanish shipping in the Golden Hind and attacked the Armada at Cadiz in 1587. Vice-admiral of the English fleet.		The Battle of Gravelines, 8 August With the Armada scattered, the English fleet attacked. After 8 hours, the English had sunk 3 Spanish ships and killed 1,000 sailors. The English lost 50 sailors and no ships. It was now difficult for the Armada to join with Parma's army, although an invasion was still possible.		
				KPI 31 Reasons for Failure			KPI 32 Results of the Armada			Elizabeth's speech Fearing a Spanish invasion, delivered a rousing speech to her army on 9 th August: "I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King...and I think foul scorn that any prince of Europe should dare to invade my realm."		The Battle of Gravelines, 8 August With the Armada scattered, the English fleet attacked. After 8 hours, the English had sunk 3 Spanish ships and killed 1,000 sailors. The English lost 50 sailors and no ships. It was now difficult for the Armada to join with Parma's army, although an invasion was still possible.	
				1 English strengths: the English ships were faster and more manoeuvrable than the Spanish galleons . The leadership of Howard and Drake was crucial: the use of fireships was a turning point.			Some change: 1 Great celebrations in England, 2 No more Catholic plots after 1588 3 Increased anti-Catholic feeling in England But mainly continuity: 1 War with Spain continued until 1604 2 Philip soon built another 100-ship armada but it was driven back twice by storms 3 Conflict in the Netherlands continued with Elizabeth supporting Protestants against Parma 4 English privateers continued to attack Spanish ships			Pursuing the Armada On 9 th August, the wind changed and the Armada was blown north, pursued by the English fleet. The Armada could not sail back to Spain against the wind had to travel around Scotland and Ireland to get home. On 12 th August, the English fleet turned back due to a lack of food.		The Armada returns to Spain The Spanish had no maps of Scotland and Ireland. On the journey back to Spain 27 ships were wrecked and thousands of sailors drowned. Only 67 of the original 130 ships made it back to Spain in the autumn.	
				2 Spanish weaknesses: Spanish cannons were made of poor-quality iron. Leadership was poor: Medma Sidonia was inexperienced and Parma failed to turn up on time.									
				3 Weather: the wind forced the Spanish northwards and they had no maps for this route nor food and water for a long voyage.									

Elizabeth: Key Question Summary

1. How successful was Elizabeth's government?		2. How successful did the government deal with the problem of poverty?		3. How much support for the theatre was there in Elizabethan England?		4. To what extent did the 1559 Religious Settlement solve religious problems?	
Successful	Not Successful	Successful	Not Successful	Popular	Not Popular	Solved problems	Didn't solve problems
<ul style="list-style-type: none"> Elizabeth projected power her coronation and portraits Local government was run effectively by the Lord Lieutenant Elizabeth controlled what was debated in Parliament 	<ul style="list-style-type: none"> The Court and Privy Council were divided by factional rivalry between Cecil and Dudley MPs argued for Puritan religious change Parliament could refuse to raise taxes 	<ul style="list-style-type: none"> The 1601 Poor Law lasted for over 200 years Each Parish had 4 Overseers of the Poor to administer poor relief The deserving poor were provided with work and apprenticeships 	<ul style="list-style-type: none"> The government didn't understand the real causes of poverty, such as population growth Harsh punishments such as whipping and branding did not work 	<ul style="list-style-type: none"> Elizabeth loved the theatre Poor people could watch plays in the Yard Plays were so popular that theatres like the Globe had to be built to show them in 	<ul style="list-style-type: none"> The government opposed the theatre because they worried that crowds spread disease and crime Puritans believed the theatre distracted from God 	<ul style="list-style-type: none"> Created a Middle Way between Protestantism and Catholics Protestants liked English bibles and Elizabeth as Supreme Governor Little early opposition from Catholic powers 	<ul style="list-style-type: none"> Increase in recusancy 1570 Elizabeth excommunicated by the Pope Catholic plots in 1570s and 1580s Puritan challenges, including vestments controversy in 1566

5. How much of a threat were the Puritans to the Elizabethan Settlement?		6. How much of a threat were the Catholics to the Elizabethan Settlement?		7. How much of a threat was the Spanish Armada?	
Threat	Not a threat	Threat	Not a threat	Threat	Not a threat
<ul style="list-style-type: none"> MPs like Strickland used Parliament to argue for Puritan change Important pricy councillors like Dudley supported Puritans Puritans opposed the religious settlement, for example not wearing vestments 	<ul style="list-style-type: none"> Elizabeth controlled banned discussion of religion in Parliament Puritans were treated harshly, such as Stubbs and the Act Against Seditious Sectaries Puritans did not have foreign support, unlike the Catholics 	<ul style="list-style-type: none"> Mary Queen of Scots acted as a figurehead because she had a claim to the throne Plots such as Ridolfi and Throckmorton attempted to replace Elizabeth Powerful foreign powers such as France and Spain supported the plots and threatened invasion 	<ul style="list-style-type: none"> Elizabeth's spymaster, Francis Walsingham, uncovered all the plots Elizabeth put harsh penalties on Catholic recusants and executed leaders like Campion Most still supported Elizabeth so rebellions like the Northern Earls failed 	<ul style="list-style-type: none"> The Armada was a massive force: 130 ships including galleons Spanish tactics - crescent formation - worked at first The Spanish army in the Netherlands led by Parma was much more experienced than the English army 	<ul style="list-style-type: none"> English ships were lighter and more manoeuvrable than the Spanish galleons English leadership (Drake, Hawkins) was better than Spanish leadership (Medina Sidonia) leading to good tactics such as fire ships The weather forced the Armada off course

YR 10 Health and Social Care

KNOWLEDGE ORGANISER Component 1.



Self-esteem

Self-esteem is how much you like, accept and respect yourself. How much you value yourself

Self-esteem can change on a daily basis. Things that can affect self-esteem include:

- The attitude of parents, carers and families
- Success or lack of it at school or work
- The comments of friends



People with low self-esteem may believe they are worthless and that no one will like them.

Self-image

Is the mental picture we have of ourselves.



A person's positive or negative self-image is influenced by such things as:

- Personal appearance
- The media – televisions, magazines images of what is attractive and expected
- Comparison with other people
- The comments of other people

KEY WORDS

PHYSICAL
INTELLECTUAL
EMOTIONAL
SOCIAL

PERSON CENTRED APPROACH

GROWTH
DEVELOPMENT

INFANCY
CHILDHOOD

ADOLESCENCE

EARLY ADULTHOOD

MIDDLE ADULTHOOD

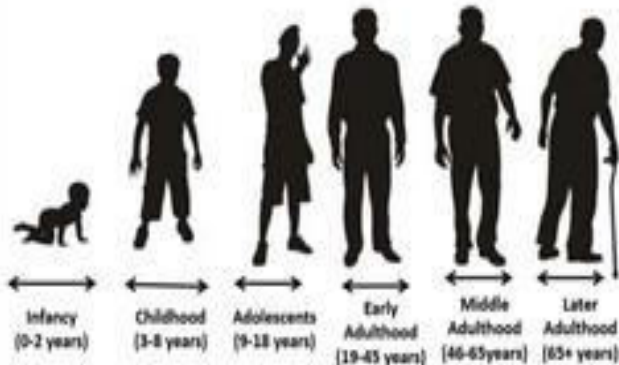
LATER ADULTHOOD

LIFE STAGES

SELF ESTEEM

SELF IMAGE

Life stages



Growth and Development

Growth is a change in size and weight and is easy to measure, for example height/ weight, where as development is different because it involves acquiring new skills and capabilities for example being able to count or write.



Health is about the whole body



PIES

YR 10 HOSPITALITY AND CATERING Level 1/2

KNOWLEDGE ORGANISER



Terms 1.1 and 1.2 - In Catering you are assessed on everything you do in class. There are 2 assessment objectives.

Assessment one (L01 Unit one) Understand the environment in which hospitality and catering providers operate.

You will be looking at the structure of the Hospitality and Catering industry; Analyse job requirements; Describe the working conditions of different jobs across the industry and explain the factors affecting the success of hospitality and catering providers.

Assessment two (L03 Unit two) Be able to cook dishes safely and hygienically

You will apply your knowledge of Personal, Food and Kitchen hygiene and safety to create dishes of high quality. You will use appropriate techniques, choose the correct equipment and be able to modify recipes in response to differing dietary and customer needs. You will use sensory words to describe appearance, aroma, texture and taste.

KEYWORDS AND KEY TERMS

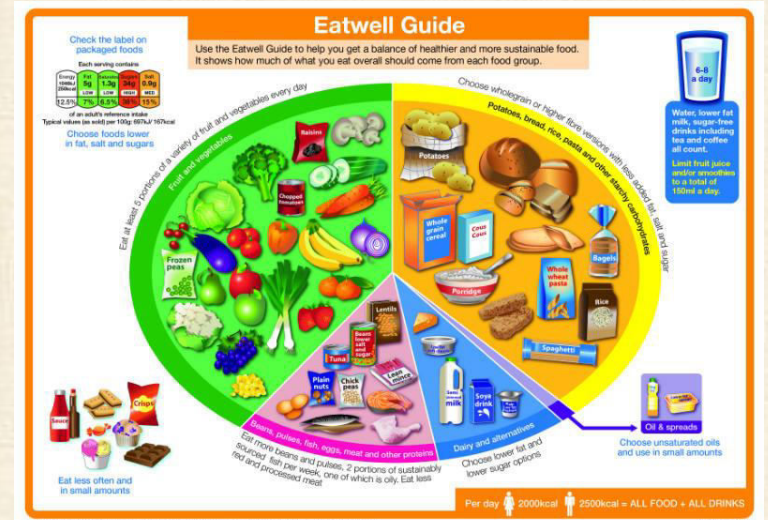
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|--|---|--|
| <input type="checkbox"/> Food safety | <input type="checkbox"/> Desserts | <input type="checkbox"/> Shortcrust pastry |
| <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Dietary needs | <input type="checkbox"/> Choux pastry |
| <input type="checkbox"/> Food Hygiene | <input type="checkbox"/> Coeliac | <input type="checkbox"/> Rough puff pastry |
| <input type="checkbox"/> Kitchen hygiene | <input type="checkbox"/> Lactose intolerant | <input type="checkbox"/> Laminating |
| <input type="checkbox"/> Ill-health | <input type="checkbox"/> Commodities | <input type="checkbox"/> Boning |
| <input type="checkbox"/> High risk foods | <input type="checkbox"/> Functions of nutrients | <input type="checkbox"/> Jointing |
| <input type="checkbox"/> Food poisoning | <input type="checkbox"/> Balanced diet | <input type="checkbox"/> Piping |
| <input type="checkbox"/> Hazards- HACCP | <input type="checkbox"/> Eatwell guide | <input type="checkbox"/> Melting |
| <input type="checkbox"/> Control measures | <input type="checkbox"/> Nutritional needs | <input type="checkbox"/> Whisking |
| <input type="checkbox"/> Food safety regulations | <input type="checkbox"/> Lanning menus | <input type="checkbox"/> Time plan |
| <input type="checkbox"/> Starter | <input type="checkbox"/> Environmental issues | <input type="checkbox"/> Dove-tail |
| <input type="checkbox"/> Main course | <input type="checkbox"/> Cake making methods | <input type="checkbox"/> Consumers |

Recipes:

Seasonal soup
Chicken chasseur & Kiev
Sweet & Sour chicken
Shortcrust pastry – Lemon meringue pie & Quiche Lorraine
Puff pastry – bacon & cheese turnover
Choux pastry – profiteroles
Flapjacks
Swiss roll
Victoria sandwich
Yeast doughs - Calzone
Sauces – Macaroni cheese

Useful websites to embed learning

- https://www.eduqas.co.uk/qualifications/hospitality-and-catering/WJEC-Level-1-2-Award-in-Hospitality-and-Catering-Unit-2-iSAM%20%20from%202016.pdf?language_id=1
- <https://www.jamieoliver.com/recipes/>
- <https://www.bbc.co.uk/food/recipes>
- <http://www.maryberry.co.uk/recipes/>






LEVEL 1 / 2 AWARD IN HOSPITALITY AND CATERING unit 1




AO1

Understand the environment in which hospitality and catering providers operate




What are the styles of food service?

-  Be able to state a variety of styles of service
-  Explain the main features of each style of service
-  Be able to compare suitability of styles of service for different establishments




What is the structure of the Hospitality and catering industry ?

-  Identify at least 5 different establishments
-  Explain 2 establishments in detail.
-  Compare establishments explaining their similarities and differences




Where do Hospitality and Catering establishments buy their supplies?

-  Be able to state different types of suppliers
-  Explain the different types of suppliers
-  Be able to explain the advantages and disadvantages of different types of suppliers




What are job roles in Hospitality?

-  Be able to state a variety of job roles
-  Explain the main requirements of each job
-  Be able to explain the qualities and training for each job

How are establishments rated and reviewed?

-  Be able to state different methods of ratings
-  Explain the differences between different methods of ratings
-  Be able to explain the advantages and disadvantages of different types of ratings

What makes an establishment successful ?

-  Be able to state some of the factors
-  Explain how the factors can affect the success of the establishment
-  Consider reasons affecting success or failure and identify ways of dealing with them

The learner can:	Assessment Criteria	Content unit 1
LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 Describe the structure of the hospitality and catering industry	Hospitality and catering industry <ul style="list-style-type: none"> • Types of provider • Types of service • Commercial/non-commercial establishment • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry
	AC1.2 Analyse job requirements within <u>the hospitality and Catering industry</u>	Requirements <ul style="list-style-type: none"> • Supply and demand • Jobs for specific needs • Rates of pay • Qualifications and experience, training • Personal attributes
	AC1.3 Describe working conditions of different job roles across the hospitality and catering industry	Working conditions <ul style="list-style-type: none"> • Different types of contract • Working hours • Rates of pay • Holiday entitlement, remuneration
	AC1.4 Explain factors affecting the success of hospitality and catering providers	Factors <ul style="list-style-type: none"> • Costs, profit, Economy • Environment • Emerging cooking techniques, technology • Customer demographics/lifestyle and expectations • Customer service • Competition • Trends, media, political factors

YR 10 HOSPITALITY AND CATERING Level 1/2

KNOWLEDGE ORGANISER



Terms 1.1 and 1.2 - In Catering you are assessed on everything you do in class. There are 2 assessment objectives.

Assessment one (L01 Unit one) Understand the environment in which hospitality and catering providers operate.

You will be looking at the structure of the Hospitality and Catering industry; Analyse job requirements; Describe the working conditions of different jobs across the industry and explain the factors affecting the success of hospitality and catering providers.

Assessment two (L03 Unit two) Be able to cook dishes safely and hygienically

You will apply your knowledge of Personal, Food and Kitchen hygiene and safety to create dishes of high quality. You will use appropriate techniques, choose the correct equipment and be able to modify recipes in response to differing dietary and customer needs. You will use sensory words to describe appearance, aroma, texture and taste.

KEYWORDS AND KEY TERMS

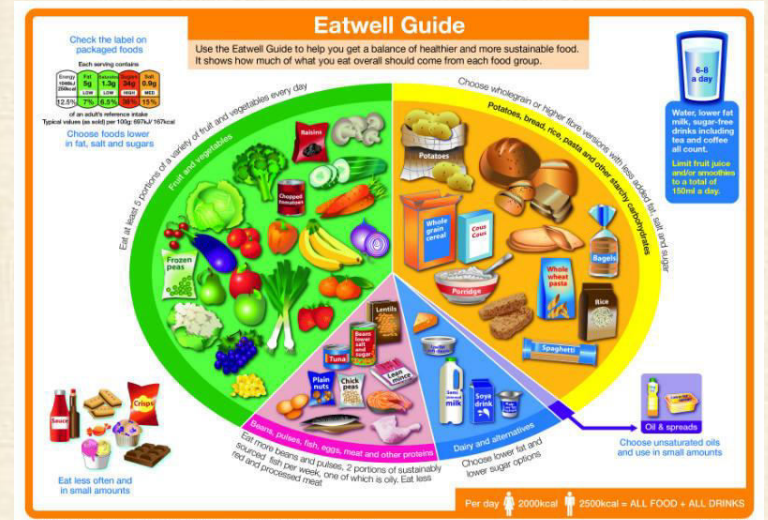
- | | | |
|--|---|--|
| <input type="checkbox"/> Food safety | <input type="checkbox"/> Desserts | <input type="checkbox"/> Shortcrust pastry |
| <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Dietary needs | <input type="checkbox"/> Choux pastry |
| <input type="checkbox"/> Food Hygiene | <input type="checkbox"/> Coeliac | <input type="checkbox"/> Rough puff pastry |
| <input type="checkbox"/> Kitchen hygiene | <input type="checkbox"/> Lactose intolerant | <input type="checkbox"/> Laminating |
| <input type="checkbox"/> Ill-health | <input type="checkbox"/> Commodities | <input type="checkbox"/> Boning |
| <input type="checkbox"/> High risk foods | <input type="checkbox"/> Functions of nutrients | <input type="checkbox"/> Jointing |
| <input type="checkbox"/> Food poisoning | <input type="checkbox"/> Balanced diet | <input type="checkbox"/> Piping |
| <input type="checkbox"/> Hazards- HACCP | <input type="checkbox"/> Eatwell guide | <input type="checkbox"/> Melting |
| <input type="checkbox"/> Control measures | <input type="checkbox"/> Nutritional needs | <input type="checkbox"/> Whisking |
| <input type="checkbox"/> Food safety regulations | <input type="checkbox"/> Lanning menus | <input type="checkbox"/> Time plan |
| <input type="checkbox"/> Starter | <input type="checkbox"/> Environmental issues | <input type="checkbox"/> Dove-tail |
| <input type="checkbox"/> Main course | <input type="checkbox"/> Cake making methods | <input type="checkbox"/> Consumers |

Recipes:

Seasonal soup
Chicken chasseur & Kiev
Sweet & Sour chicken
Shortcrust pastry – Lemon meringue pie & Quiche Lorraine
Puff pastry – bacon & cheese turnover
Choux pastry – profiteroles
Flapjacks
Swiss roll
Victoria sandwich
Yeast doughs - Calzone
Sauces – Macaroni cheese

Useful websites to embed learning

- https://www.eduqas.co.uk/qualifications/hospitality-and-catering/WJEC-Level-1-2-Award-in-Hospitality-and-Catering-Unit-2-iSAM%20%20from%202016.pdf?language_id=1
- <https://www.jamieoliver.com/recipes/>
- <https://www.bbc.co.uk/food/recipes>
- <http://www.maryberry.co.uk/recipes/>






LEVEL 1 / 2 AWARD IN HOSPITALITY AND CATERING unit 1




AO1

Understand the environment in which hospitality and catering providers operate




What are the styles of food service?

-  Be able to state a variety of styles of service
-  Explain the main features of each style of service
-  Be able to compare suitability of styles of service for different establishments




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What is development?

Development is the progress of a country in terms of economic growth, well-being and human welfare

Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Measuring development

These are used to compare and understand a country's level of development.

Economic indicators examples

Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.

Social indicators examples

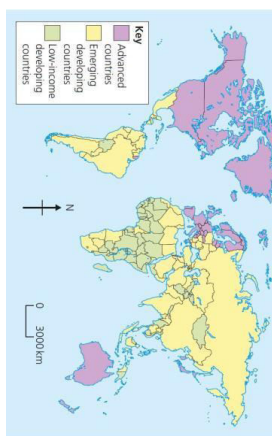
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.

Mixed indicators

Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.
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Variations in the level of development

LIcs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.



Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.

Unit 2b

The Changing Economic World



Physical factors affecting uneven development

Natural Resources <ul style="list-style-type: none"> Fuel sources such as oil. Minerals and metals for fuel. Availability for timber. Access to safe water. 	Natural Hazards <ul style="list-style-type: none"> Risk of tectonic hazards. Benefits from volcanic material and floodwater. Frequent hazards undermines redevelopment.
Climate <ul style="list-style-type: none"> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists. 	Location/Terrain <ul style="list-style-type: none"> Landlocked countries may find trade difficulties. Mountainous terrain makes farming difficult. Scenery attracts tourists.

Human factors affecting uneven development

Aid <ul style="list-style-type: none"> Aid can help some countries develop key projects for infrastructure faster. Aid can improve services such as schools, hospitals and roads. Too much reliance on aid might stop other trade links becoming established. 	Trade <ul style="list-style-type: none"> Countries that export more than they import have a trade surplus. This can improve the national economy. Having good trade relationships. Trading goods and services is more profitable than raw materials.
Education <ul style="list-style-type: none"> Education creates a skilled workforce meaning more goods and services are produced. Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. 	Health <ul style="list-style-type: none"> Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so there is little contribution to the economy. More money on healthcare means less spent on development.
Politics <ul style="list-style-type: none"> Corruption in local and national governments. The stability of the government can effect the country's ability to trade. Ability of the country to invest into services and infrastructure. 	History <ul style="list-style-type: none"> Colonialism has helped Europe develop, but slowed down development in many other countries. Countries that went through industrialisation a while ago, have now develop further.

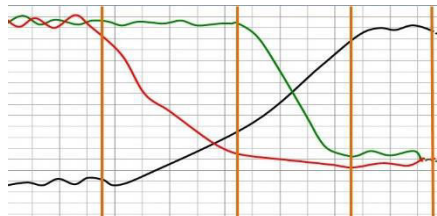
Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

Reducing the Global Development Gap

Microfinance Loans

This involves people in LICs receiving smalls loans from traditional banks.
 + Loans enable people to begin their own businesses
 - Its not clear they can reduce poverty at a large scale.



Aid

This is given by one country to another as money or resources.
 + Improve literacy rates, building dams, improving agriculture.
 - Can be wasted by corrupt governments or they can become too reliant on aid.

Foreign-direct investment

This is when one country buys property or infrastructure in another country.
 + Leads to better access to finance, technology & expertise.
 - Investment can come with strings attached that country's will need to comply with.

Debt Relief

This is when a country's debt is cancelled or interest rates are lowered.
 + Means more money can be spent on development.
 - Locals might not always get a say. Some aid can be tied under condition from donor country.

Fair trade

This is a movement where farmers get a fair price for the goods produced.
 + Paid fairly so they can develop schools & health centres.
 -Only a tiny proportion of the extra money reaches producers.

Technology

Includes tools, machines and affordable equipment that improve quality of life.
 + Renewable energy is less expensive and polluting.
 - Requires initial investment and skills in operating technology

EG: Tourism - Reducing the Development Gap In The Gambia

Location and Background

The Gambia is a LIC African nation. Location makes The Gambia an attractive place for visitors to explore the tropical blue seas, mangrove forests and historic slavery locations



Multiplier effect

Yes it does reduce the development gap

-In 2015, 2.12 million visited.
 -Tourism contributes 27% of GDP
 will increase to 38% by 2025.
 -130,000 jobs rely on tourism.
 -Global recession 2008 caused a decline in tourism. Now tourism is beginning to recover.



Jobs from tourism have meant more money has been spent in shops and other businesses.
 -Government has invested in infrastructure to support tourism.
 -New sewage treatment plants have reduced pollution.

No it doesn't reduce the development gap

Holiday companies like The Gambia Experience keep a large % of the profits. This is called 'leakage' of profits.

In 2014, the Ebola virus affected some countries in West Africa meant that people stopped visiting The Gambia.

The Gambia is still poor with 74% of the rural population living below the poverty line.

In 2016 the Gambian President) refused to step down after he was defeated This lead to rioting and 25,000 tourists were sent back to their home

Case Study: Economic Development in Nigeria



Location & Importance

Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments.
 Nigeria is the most populous and economically powerful country in Africa. Economic growth has been based on oil exports.



Influences upon Nigeria's development

Political

Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.

Social

Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts from groups such as the Boko Haram terrorists.

Cultural

Nigeria's diversity has created rich and varied artistic culture. The country has a rich music, literacy and film industry (i.e. Nollywood). A successful national football side.

Industrial Structures

Once mainly based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment opportunities.

The role of TNCs

TNCs such as Shell have played an important role in its economy.
 + Investment has increased employment and income.
 - Profits move to HICs.
 - Many oil spills have damaged fragile environments.



Changing Relationships

Nigeria plays a leading role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol from the EU, cars from Brazil and phones from China.

Environmental Impacts

The 2008/09 oil spills devastated swamps and its ecosystems. Industry has caused toxic chemicals to be discharged in open sewers - risking human health. 80% of forest have been cut down. This also increases CO² emissions.

Aid & Debt relief

+ Receives \$5billion per year in aid. + Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV.
 - Some aid fails to reach the people who need it due to corruption.

Effects of Economic Development

Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.

Case Study: Economic Change in the UK



UK in the Wider World

The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.



Causes of Economic Change

De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.

Towards Post-Industrial

The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.

Developments of Science Parks

Science Parks are groups of scientific and technical knowledge based businesses on a single site.
 • Access to transport routes.
 • Highly educated workers.
 • Staff benefit from attractive working conditions.
 • Attracts clusters of related high-tech businesses.

EG: Bristol and Bath Science Park

Sustainability
 200 m² of Solar panels installed 2,200m² of hedgerows have been retained
 The Metrobus stops outside the Science park
 The site only offers highly skilled jobs which are not suitable for the entire population of Bristol

Change to a Rural Landscape

Social

Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.

Economic

Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.

Improvements to Transport

A £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1,600 extra lanes. £50 billion HS2 railway to improve connections between key UK cities. £18 billion on Heathrow's controversial third runway. UK has many large ports for importing and exporting goods.

UK North/South Divide

- Wages are lower in the North.
 - Health is better in the South.
 - Education is worse in the North.
 + The government is aiming to support a Northern Powerhouse project to resolve regional differences.
 + More devolving of powers to disadvantaged regions.

Year 10 BTEC Creative Media Production

Term 1.1 and 1.2

Component 1: Learning Aim A

Keyword	Definition	Keyword	Definition
Sector: Audio/Moving Image	Media products that you listen to or watch. Examples include: film trailers, TV shows, music videos, animations, radio shows and podcasts.	Sector: Print/Publishing	Printed media products that you read or look at. Examples include: newspaper, magazines, comics, brochures, advertisements, books.
Sector: Interactive	Media products that require your input in order use them (clicking on buttons!). Examples include: websites, mobile apps, games, E-magazines, advertisements.	Purpose of media text: information	These are factual based media products. They may include video or picture evidence and expert knowledge and opinions. Examples: The news, documentaries, public information broadcasts, factsheets. Blue Planet, Newsround, The Guardian.
Purpose of media text: Entertainment	These are created to hold the attention and interest of an audience. Audiences find pleasure in consuming these types of media products. Examples: Reality TV, soap-operas, drama, gossip or TV magazines, comics. Love Island, Coronation Street.	Purpose of media text: Escapism	These media products contain events that wouldn't happen in real life. With your imagination, the aim is to take you away from what you might experience in everyday life. Examples: Sci-fi films and books, action / adventure/fantasy films, animations. Harry Potter books and films.
Purpose of media text: Profit	These media products are created to make money. The producers hope to generate more income than it cost to produce the text. This is an aim for many media products. Examples: Block buster films, magazines, music albums. The End Game.	Purpose of media text: Community benefit	Media products that benefit the community and respond to community needs; they are not provided for advertising purposes. They generate a low or negative financial return. Examples: Local free magazines and papers. The Mead BS10.
Purpose of media text: Raising awareness	Media products that aim to raise awareness want to increase the number of people who know about a cause. Examples: Adverts for organisations such as Cancer Research UK.	Purpose of media text: Critical acclaim	Media producers that hope to receive critical acclaim want people who compile reviews to offer enthusiastic praise or applause about the product and to make that review public. Examples: Films (Dunkirk), plays, books.
Purpose of media text: Inspiration	Media products that hope to encourage people to do something positive, as a result of engaging with the product. Examples: Campaigns such as This Girl Can and Race for Life.	Purpose of media text: Experimentation	Media texts that have not been made before or have not been made in a certain way before are made try something new. Examples: Social experiment TV shows such as Big Brother.

Component 1: Learning Aim A

Audience	A group of people who encounter a media text. This could be watching, listening, using or playing a media text. Media producers use audience research to find out as much as possible about their target audience and use that research to ensure their production will appeal.	Primary audience	The audience that the media producer has in mind for consuming the text. This is the audience they intend to target – e.g Children are the primary audience for Disney films.
Secondary audience	Audiences that engage with the product who are NOT who the media producer intends to target – e.g parents are the secondary audience for Disney films.	Demographics	The study of people and particular groups within the population.
Audience categorisation	Gender - the range of characteristics relating to, and differentiating between, masculinity and femininity. Age – usually split into age groups e.g. 30-40 years old. Ethnicity - belonging to a social group that has certain characteristics in common such as race, religion or cultural traditions.	Psychometric audience profile / lifestyle profiles.	These define an audience by how they think and by considering their values, attitudes and lifestyle (VALs). People can be classed as 1 of the following: The Aspirer -seeks status. The Explorer - seeks discovery. The Mainstreamers -seeks security. The Reformer - seeks enlightenment. The Resigned - seeks to survive. The Struggler - seeks to escape. The Succeeder - seeks control.
Qualitative data	This data type is non-numerical. It is collected through methods of observations, one-to-one interview, conducting focus groups and other similar methods. Useful for collecting opinions. For example: Which do you prefer and why?	Qualitative data	This data type is non-numerical. It is collected through methods of observations, one-to-one interview, conducting focus groups and other similar methods. Useful for collecting opinions. For example: Which of these do you prefer and why?
Analyse	Examine a media product in detail, in order to explain and interpret it. Explain the way a film has been constructed and the explain the effect	Evaluation	Make a judgement about a media product. For example explain how well a production technique has been used to create effect in a film.

SOCIO-ECONOMIC Groups - A method of dividing the population into groups usually based on income and occupation. They may also be categorised based on gender, age and education. You CAN change socio-economic group throughout your life.

Group Description and examples.

A Higher managerial, administrative, professional e.g. Chief executive, senior civil servant, surgeon

B Intermediate managerial, administrative, professional e.g. bank manager, teacher

C1 Supervisory, clerical, junior managerial e.g. shop floor supervisor, bank clerk, sales person

C2 Skilled manual workers e.g. electrician, carpenter

D Semi-skilled and unskilled manual workers e.g. assembly line worker, refuse collector, messenger

E Casual labourers, pensioners, unemployed e.g. pensioners without private pensions and anyone living on benefits

Yr 10 FRENCH TERM 1

Me, my family and friends

Physical descriptions

attirant attractive
barbe (la) beard
beau/belle/bel beautiful bouclé curly
les cheveux (m) hair
court short
frisé curly
gros/grosse fat
jeune young
joli pretty
laid ugly
long/longue long
mi-long medium length
ondulé wavy
raide straight
de taille moyenne medium height
vieux/vieil/vieille old
yeux les (m) eyes

Key nouns

la bague ring
le bouton spot, pimple
la carrière career
l'église
l'esprit mind
la famille nombreuse large family
le goût taste, interest
la liberté freedom
les lunettes (f) glasses
le mode de vie way of life
le nom name
le prénom first name
le rêve dream
la robe blanche white dress
la vie life

Character descriptions

aimable kind
amusant fun
bavard chatty/talkative
bête stupid, silly
charmant charming
compréhensif/compréhensive understanding
de mauvaise humeur bad tempered
désagréable unpleasant
drôle funny
égoïste selfish
étonnant amazing
étrange strange
fâché angry fier/fière proud
fidèle faithful
fou/folle mad, crazy
généreux/généreuse generous
gentil/gentille kind, nice
heureux/heureuse happy
jaloux/jalouse jealous
méchant naughty
mignon cute
paresseux/paresseuse lazy
pénible annoying
plein(e) de vie lively
sévère strict
sportif/sportive sporty
sympa kind, nice
timide shy
tranquille quiet, calm
travailleur/travailleuse hard-working
triste sad
vif/vive lively

Family and relationships

aîné(e) elder
l'amitié friendship
l'amour (m) love
le beau-père step-father
la belle-mère step-mother
cadet(te) younger
célibataire single
confiance la trust
le copain / la copine la friend, mate
le demi-frère half-brother
la demi-sœur half-sister
ensemble together
la femme wife/woman
les fiançailles (f) engagement
la fille (unique) daughter/girl (only child)
le fils (unique) son (only child)
la grand-mère grandmother
le grand-père grandfather
les grands-parents (m) grandparents
l'homme man
injuste unfair
jeunesse la youth
le jumeau / la jumelle twin
le mari husband
mort dead
la naissance birth
Le neveu nephew
les noces (f) wedding
le/la partenaire partner
le petit ami boyfriend
la petite amie girlfriend
la petite-fille granddaughter
le petit-fils grandson
les rapports (m) relationships
le sens de l'humour sense of humour
séparé separated
la tante aunt

Key verbs

s'appeler to be called
avoir to have
avoir...ans to be...years old
avoir l'habitude de to be used to
connaître to know (a person)
critiquer to criticise
être to be
faire confiance à to trust
dire to say, tell
discuter to discuss
épouser to marry
gâter to spoil
gêner to annoy
laisser to let
marre (en avoir) (to be) fed up
mépriser to despise
mourir to die
naître to be born
né(e) le... born on the...
partager to share
rendre to make (+adjective)
rigoler to have a laugh
se disputer to argue
s'entendre (avec) to get on (with)
se faire des amis to make friends
s'inquiéter to worry
s'intéresser a to be interested in
se marier to get married, marry
se mettre en colère to get angry
s'occuper de to look after
se parler to talk to each other
se rendre compte to realise
(se) séparer to separate
se traiter to treat each other
sortir to go out
vivre (en concubinage) to live (together)
li / elle m'énerve he/she gets on my nerves

Key verbs

acheter to buy
blogger to blog
chercher to look for
cliquer to click
connaître to know (someone)
contacter to contact
courir un risque
croire to believe
dire to say, to tell
effacer to delete
enregistrer to record
envoyer to send
exprimer to express
faire confiance à to trust
faire des achats to shop
faire de la publicité to advertise
imprimer to print
menacer to threaten
mettre en ligne to upload
montrer to show
passer du temps to spend time
permettre to allow
poster des commentaires to post comments
recevoir to receive
remplir to fill (in)
rester en contact
sauvegarder to save
séduire to seduce
se servir de to use
souffrir to suffer
surfer sur Internet to surf the internet
taper to type
tchater to talk online
télécharger to download

Year 10 FRENCH TERM 2 La technologie

Key nouns

l'avantage (m) advantage
le clavier keyboard
le compte account
la console de jeux games console
dangereux dangerous
le désavantage disadvantage
l'écran (tactile) (m) (touch)screen
le fichier file
le genre type, kind
l'imprimante printer
l'inconvénient (m) disadvantage/ drawback
l'internaute (m) internet user
le jeu game
le lecteur DVD/MP4 DVD/MP4 player
le logiciel software
en ligne online
le moniteur monitor
le mot de passe password
numérique digital
l'ordinateur (m) computer
l'ordinateur portable laptop
l'ordinateur tablette (m) tablet
la page d'accueil welcome
la pile battery
le portable mobile phone
le site internet/web website
la souris mouse
le texto text
la touche key (on a keyboard)
le traitement de texte word processing

Social networks

à domicile at home
anonyme anonymous
but aim
le cyber intimidation
déçu disappointed
désespéré desperate
une entreprise company
le forum (de discussion) internet forum
la fraude fraud
grâce à thanks to
isolé isolated
la réalité reality
le réseau social social network
le sondage survey
le sujet subject
virtuel(le) virtual
le vol d'identité identity theft

Mobile technology

accro hooked/addicted
l'agenda(m) diary
l'application application
le courrier électronique/ le mail email
en cas d'urgence in case of emergency
gratuit free (of charge)
illégalement illegally
sans without
le smartphone smartphone
le bienfait benefit
la carte map
le cerveau brain
le chercheur researcher
la chercheuse researcher
le compte bancaire bank account
la réunion meeting

Past infinitives

Après avoir + past participle
e.g. après avoir mangé, j'ai regardé la télé
after having eaten, I watched TV
après avoir dansé, j'ai bu un coca
after having danced, I drank a coke

Time markers

Normalement Normally
D'habitude Usually
Le weekend dernier Last weekend
Hier soir Last night
La semaine prochaine Next week
Demain Tomorrow

Regular present tense—er verbs

Je joue I play
Tu joues You play
Il/elle/on joue He/she/we play
Nous jouons We play
Vous jouez You play
Ils/elle jouent They play

Perfect tense rules

Present tense of
avoir + past participle
or e.g. joué (**er = e**)
être sorti (**ir = i**)
vendu (**re = u**)

Common irregular past participles
faire = fait, boire = bu voir = vu,

Yr 10 FRENCH TERMS 1 & 2

Possessive adjectives

	Masc.	Fem.	Plural
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses
our	notre	notre	nos
your	votre	votre	vos
their	leur	leur	leurs

ma mère my mum
 ton frere your brother
 ses parents his parents

avoir to have	être to be
Present tense	
J'ai <i>I have</i>	Je suis <i>I am</i>
Tu as <i>You have</i>	Tu es <i>You are</i>
Il a <i>He has</i>	Il est <i>He is</i>
Elle a <i>She has</i>	Elle est <i>She is</i>
On a <i>One/we have</i>	On est <i>One/we are</i>
Nous avons <i>We have</i>	Nous sommes <i>We are</i>
Vous avez <i>You have</i>	Vous êtes <i>You are</i>
Ils ont <i>They have</i>	Ils sont <i>They are</i>
Elles ont <i>They have</i>	Elles sont <i>They are</i>

Imperfect tense

J'avais <i>I had</i>	J'étais <i>I was</i>
Tu avais <i>You had</i>	Tu étais <i>You were</i>
Il avait <i>He had</i>	Il était <i>He was</i>
Elle avait <i>She had</i>	Elle était <i>She was</i>
On avait <i>One/we had</i>	On était <i>One/we are</i>

Adjective endings

Adjectives usually come after the noun and agree with it in gender and number.

un garçon bavard une fille bavarde
 des garçons bavards des filles bavardes

Some endings change in a different way

f – ve e.g. actif - active
 x – se e.g. paresseux - paresseuse
 r – se e.g. travailleur - travailleuse

Intensifiers and conjunctions

assez *quite* car *because*
 un peu *a bit* donc *so, therefore*
 si *so* en revanche *on the other hand*
 très *very* parce que *because*
 trop *too* par contre *however*
 vraiment *really* pourtant *however*
 toujours *always* puisque *as, since*
 quand *when*
 qui *who*

Depuis

Use the present tense with depuis to say how long something has been happening.

e.g. J'habite a Bristol **depuis** deux ans
 I've been living in Bristol **for** two years.

Infinitive phrases

Je vais...I am going...	aller to buy
Je voudrais...I would like..	avoir to visit
J'aimerais...I would like...	être to be
J'aime/ J'adore	faire to do
Je n'aime pas/ Je déteste	me marier to get married
Je peux I can /On peut you can	sortir to go out
Je veux I want	

Je vais avoir des enfants *I'm going to have children*
 Je voudrais me marier *I'd like to get married*
 Je peux être timide *I can be shy*

Disjunctive/Emphatic Pronouns

These pronouns are used: after a preposition; for emphasis; on their own without a verb; after **c'est** and **ce sont**; in comparisons

moi- me nous – us
 toi – you vous - you
 lui – him eux – them
 elle – her elles - them
 soi – one/you/us

Je m'entends bien avec elle. I get along with her.
 Je me dispute avec lui. I argue with him.
 C'est moi! It's me!

Articles

Remember!
 un/ une = a des = some
 le/ la/ l' = the les = the

Reflexive verbs

This type of verb needs another type of pronoun in front of it.

je <u>me</u> dispute	I argue
tu <u>te</u> disputes	you argue
il/elle/on <u>se</u> dispute	he/she/we argue
nous <u>nous</u> disputons	we argue
vous <u>vous</u> disputez	you argue
ils/elles <u>se</u> disputent	They argue

Je **m'**amuse *I enjoy myself*

Nous **nous** amusons *We enjoy ourselves*
(it is not a mistake that there are 2x nous in this sentence!)

Direct Object Pronouns

The words **le**, **la** and **les** mean 'the' when they are in front of a noun, but when they come **before** a verb they change meaning

le = it, him	le - l'	Before verbs beginning with a vowel
la = it, her	la - l'	
les = them		

Je **le** trouve embêtant – I find **him** annoying.
 Je **les** adore – I love **them**.
 Je **l'**ai regardé – I watched **it**

Paper 1.1: Systems Architecture

Keyword	Definition	Keyword	Definition
The Purpose of the CPU and function of the CPU			
CPU	To process, calculate, sort and search data.	Function of the CPU	FDE cycle: To fetch instructions from memory, decode and execute instructions.
Von Neumann Architecture			
Von Neumann Architecture	In the 1940s, John Von Neumann developed the concept of storing a program which can be run on a computer.	Registers	Registers are fast, short-term memory locations. They temporarily hold tiny bits of data needed by the CPU. They include: <ul style="list-style-type: none"> • Program Counter: Holds the memory address of the next instruction to be fetched. • MAR (Memory Address Register): Stores the address of the next instruction to be fetched from main memory. • MDR (Memory Data Register): Stores data that has just been fetched from main memory. • Accumulator: stores the results from the ALU.
CPU components	<ul style="list-style-type: none"> • ALU (Arithmetic Logic Unit): Does the calculations and logic operations (AND, OR, NOT) • Control Unit: coordinates activities carried out by CPU • Cache : fast short term memory that stores frequently used data, removing the need to go to the main memory. 	Characteristics affecting the performance of CPU	<ul style="list-style-type: none"> • Clock speed: The number of FDE cycles per second. • Cache: stores frequently used data, reducing need to fetch data from CPU, so quicker. • Number of cores: multiple cores means multi-tasking more tasks at once.
Embedded Systems			
Embedded systems	<ul style="list-style-type: none"> • A computer as part of a larger system. E.g. car, microwave, TV. 		

Paper 1.1: 1.2 Memory

RAM compared to ROM	<p>RAM: Random Access Memory. Volatile memory, which stores data temporarily when in use. When turned off, it loses the data.</p> <p>ROM: Read Only Memory Non-volatile memory. When turned off, the computer stores the data still. It is stored on the computer chip. It cannot be changed by the user. It stores the BIOS and Boot process to start the computer.</p>	The need for virtual memory	To increase the speed and efficiency of RAM, most machines allocate a small portion of the Hard Disk to VIRTUAL MEMORY. The contents of the RAM are moved between the slower Virtual Memory and RAM as and when they are needed.
Flash memory	Stores data when turned off, so it is non-volatile. It is solid state, which means there are no moving parts. It is expensive, however small and compact.	Primary Memory	Memory is where a computer remembers data. It is accessed directly by the CPU: <ul style="list-style-type: none"> • Registers • Cache • RAM • Virtual memory

Year 10 GCSE Computer Science

Term 1.1 and 1.2

Paper 2 and 3: Programming with Python

Keyword	Definition	Keyword	Definition
Python	A high level programming language that is easy to understand for humans as it contains words.	Programming Constructs	Three ways to write and build a program: Sequence, Selection, Iteration
Selection (Uses IF, ELIF, ELSE)	Used to make decision in programs. <pre>Age=input("your age") If myage> 17: print("old enough to drive") Elif myage == 17: print("one year!...") else: print("too young")</pre>	Iteration (Uses FOR or WHILE)	Repeating a program more than once. For loop (repeat a set number of times) Repeat code a set number of times for num in range (5): print(num) While loop (repeat until the condition is met) while answer != "quit": print(answer)
Data types	Data is stored as a type. <ul style="list-style-type: none"> • Integer (whole number) • Real/float (decimal) • Character (one letter) • String (text) • Boolean (True or False) • Casting (convert data type) 	Comments	Used by programmers to leave notes about the purpose of each section of code. <pre># Ask user a question Question=input("How are you?")</pre>
Arithmetic Operators	<ul style="list-style-type: none"> • + / - * • % Modulus (finds the remainder when two numbers are divided) • ** Exponent (finds a number to the power of another) 	Comparison operators	<ul style="list-style-type: none"> • == equal to • != not equal to • > greater than • >= greater than or equal to • < less than • <= less than or equal to
Variable	A value stored in memory that can be changed while the program is running. It is stored as a data type.	Input and Output	<pre>print("Hello World") Myage=input("Enter age") print("Your age:", Myage)</pre>
Validation	Check if the data input is sensible Check digit: The last digit is checked to see if all others are correct. Format check: checking format e.g. a date is dd/m/yyyy Length check: amount of characters. Presence check: data is entered. Range check: numbers fit into a specified range.	Errors	<ul style="list-style-type: none"> • Syntax error (error in the rules of the language e.g. missing comma) • Logic error (Program runs but doesn't work as planned e.g. wrong operator)

Year 10 – BTEC Music Component 1

Music Knowledge Organiser

The Elements of Music	Definitions
Pitch	The pitch is how high or low the sounds/notes are. For example: A scale of notes rises in pitch by step.
Tempo	The tempo is the speed of the music. For example: how fast or slow the music is being played.
Dynamics	The volume of the music. For example: how loudly or quietly the music is being played.
Duration	The length of notes. For example: a minim lasts for two beats.
Texture	The layers within a piece of music. For example: how thick or thin the music is and how the parts within the music relate to each other.
Timbre	The quality and type of sound produced by an instrument. For example: string, brass, percussion, woodwind, voice.
Silence	The absence of music sounds. For example: in music, rests are written to show where the player should be silent.

Stylistic music features (music theory)

Instrumentation	Instrument specific techniques, playing in an ensemble, manipulating electronic sounds
Scales and Modes	Major scales, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales
Harmony skills	Major triads, minor triads, power chords, 7 th chords, extended chords, suspensions, chord inversions, arpeggios/broken chords
Rhythmic skills	Metre, tempo/bpm, syncopation, swing, skanking, polyrhythms, hemiola
Melodic skills	Conjunct, disjunct, chromatic, diatonic, phrasing, pattern/sequence, ornamentation, canon (round), riffs/hooks, improvisation
Production Skills	Sampling, FX, looping, quantisation, automation, microphone selection/placement, MIDI, audio editing
Performance	Instrumentation, vocal ranges, timbre, FX, transposing, arrangements, ensemble skills, timing, sensitivity
Composition	Stimuli (starting points), repetition, developing and extending musical ideas

Key Performance & Rehearsal Skills

Rhythm and timing	Being able to play rhythms accurately and stay in time with other musicians, keeping the music together.
Accuracy of pitch	Being able to sing or play the correct notes, ideally from sheet music.
Intonation/tuning	Being able to stay in tune and not go sharp or flat when playing or singing.
Phrasing & breath control	Controlling your breathing so that you can sing or play through a phrase showing musical shape.
Learning songs & following an accompaniment	Being able to tackle a new song/piece of music and the ability to follow a live or pre-recorded accompaniment part.

Key Composition Skills

Creating chord sequences	Using major and minor triads from within a key to create patterns of chords.
Using musical starting points	Using a musical/visual stimuli to inspire continuation of an initial idea.
Exploring musical structures	Taking inspiration from other pieces of music or songs to create a structure that suits your idea. E.g. ABABA, popular song, variations on a theme.
Using rhythmic and melodic rhythms	Exploring and creating patterns of notes in certain orders to create playable rhythms for both accompaniment and for melodies (tunes)

Key Production Skills

Recording and editing audio (voice and instruments)	Exploring how to record using music technology musical instruments and voices. Also how to edit out errors and record multiple layers.
Exploring digital recording software and tools	Exploring how to use music technology equipment and computer software to create a music recording.
Using effects	Exploring the use of reverb, echo, delay, distortion and other vocal and instrumental effects.

Genres of music to research	Development of music technology to research
<p>Popular Music:</p> <ul style="list-style-type: none"> • 60s – 70s – Psychedelic, heavy metal, soul, Motown, punk, reggae • 80s– 90s – synth pop, Britpop, hip-hop, disco, rave, techno • 00s – present day – nu metal, pop punk, dubstep, K-pop, grime, acoustic 	<p>The Impact of technology on musical styles and genres:</p> <ul style="list-style-type: none"> • Phasing, Scratch techniques, fusion • Looping & multitracking • Instrumental techniques • Audio recording • Sampling • Distribution

Year 10 – BTEC Component 1 Music Knowledge Organiser

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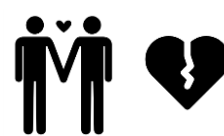
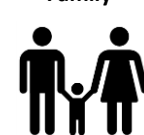

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AQA Religious Studies A – Theme A: Relationships and Families

Key Words

Adultery	Having sex with someone who is not your husband or wife, outside of marriage	Gender Prejudice	Holding biased opinions about people based on their gender
Artificial Contraception	Methods of preventing pregnancy e.g. condoms, the pill, the coil	Heterosexual	Sexual attraction to the opposite gender
Cohabitation	Living and starting a family with someone who you are not married to	Homosexual	Sexual attraction to the same gender
Divorce	The legal ending of a marriage	Marriage	A legal and religious ceremony joining two people together in love
Family Planning	Using a woman’s natural cycle of fertility to try and avoid pregnancy	Procreation	Bringing babies into the world
Gender Discrimination	Acting against people based on their gender	Remarriage	Marrying someone else after divorce

Key Ideas

Religious Views on Sexuality 	<p style="text-align: center;"><u>Sexual Orientation</u></p> <ul style="list-style-type: none"> - The Roman Catholic church teaches that sex between people of the same gender is ‘disordered’ - They argue that homosexual relationships are banned by the Bible - Liberal Christians teach that Jesus wanted people to love each other and show mercy and that we should be accepting of homosexuals - Gay marriage is banned in the Catholic Church and Church of England “Do not have sexual relations with a man as one does with a woman” – Leviticus 18:22 	<p style="text-align: center;"><u>Adultery and Sex Outside Marriage</u></p> <ul style="list-style-type: none"> - Roman Catholics argue that all sex before marriage and after a divorce is unacceptable. Sex should only take place inside a marriage which is a lifelong, loving relationship. - Adultery means the act of having sex with someone who is not your husband or wife. - It is prohibited by the Bible and Christians argue it is wrong as it undermines marriage involves lies and secrecy. “You shall not commit adultery” - Exodus 20:14
Artificial Contraception 	<ul style="list-style-type: none"> - Artificial contraception means using something to stop yourself from getting pregnant. This could be a condom, the pill or a device like the coil. - Family planning means using the natural cycle of fertility which women go through to predict when a woman would be least fertile. It is much less effective than artificial contraception. - God tells Adam and Eve (the first couple) to “<i>be fruitful and multiply</i>” (Genesis 1:2) which encourages them to have children. <input checked="" type="checkbox"/> The Catholic Church argues that all sexual acts inside marriage must be open to procreation (having babies) and that a baby is a gift from God. They may use family planning as it is a natural method. <input checked="" type="checkbox"/> The Church of England argues that contraception should be allowed so that couples can take time and consider if they want to have children. 	
Marriage and Divorce 	<ul style="list-style-type: none"> - Marriage is a religious and legal ceremony in which two people make vows (promises) in front of their friends and family and (if in a church) in front of God - During the ceremony you agree to be together for life saying “<i>til death do us part</i>” (Marriage Ceremony) - Divorce is the legal break-up of a marriage. It is legal in the UK and many marriages currently end in divorce. - Many Christians do not like it as it is seen to break the promises made in a marriage. <input checked="" type="checkbox"/> The Catholic Church do not support divorce. They believe that sex after divorce is a form of adultery and you cannot get remarried in a Catholic Church once you have been divorced. Jesus says “<i>if a man divorces his wife [...] he involves her in adultery</i>” (Matthew 5:32) <input checked="" type="checkbox"/> The Church of England accepts divorce, especially if it is for reasons of abuse but you have to receive special permission to get remarried in a church. They might see it as a merciful option. 	
Family 	<p style="text-align: center;"><u>Types of Family</u></p> <ul style="list-style-type: none"> - Nuclear Family is a family with a mother, father and children – some Christians argue this is the ideal - Extended Family is a family where grandparents and other relatives are involved - Single Parent Family this is a family where one parent brings up the child 	<p style="text-align: center;"><u>Purpose of the Family</u></p> <ul style="list-style-type: none"> - Procreation – the family should be for the purpose of having and bringing up children - Stability – the family should be for providing a secure, stable environment for children - Faith – the family should be a way of bringing children up as good Christians
Gender 	<ul style="list-style-type: none"> - Gender equality means that men and women should be equal and given the same rights and opportunities as each other - In the UK women can face gender prejudice and discrimination where they are not treated equality - The Catholic Church argues that women have a special role as mothers and they do not allow women to be priests - The Church of England has allowed women priests since 1994 	

Key nouns

el adolescente teenager
el amor love
el anciano old person
el anillo ring
el apellido last name
el apodo nickname
el beso kiss
la boda wedding
el casamiento wedding
la comprensión
understanding
el consejo advice
los demás other people
la disputa argument
la edad
el estado civil marital status
la felicidad happiness
el género gender
la gente people
el hogar home
el invitado guest
el jubilado OAP, pensioner
el nacimiento birth
el nombre name
el recuerdo memory
la reunión get-together
el sentimiento feeling

Physical descriptions

el aspecto appearance, looks
la barba beard
el bigote moustache
calvo bald
la cara face
castaño chestnut, brown
corto short
las gafas glasses
guapo good-looking
los ojos eyes
la oreja ear
largo long
liso straight (hair)
moreno dark (haired, skinned)
las pecas freckles
pelirrojo red-haired
el pelo hair
rizado curly
rubio blonde

Character descriptions

alegre happy
amable kind
amistoso friendly
animado lively
antipático unpleasant
atrevido cheeky, bold, daring
avaro mean, miserly

Character descriptions

callado quiet, reserved
cariñoso affectionate, tender
celoso jealous
cobarde coward
comprensivo understanding
cortés polite
cuidadoso careful
débil weak
deportivo sporty
educado polite
egoísta selfish
feliz happy
formal polite
fuerte strong
glotón greedy
gracioso funny
hablador talkative
honrado honest
loco mad
maduro mature
maleducado rude
orgullosos proud
perezoso lazy
rico wealthy
seguro de sí mismo self-assured
sensible sensitive
el sentido del humor sense of
humour
serio serious, responsible
simpático nice, kind, pleasant
torpe clumsy
travieso naughty, mischievous
triste sad
valiente brave, bold

Family and relationships

el abuelo grandfather
el bebé baby
casado married
el compañero friend, mate
el compromiso engagement
la confianza trust
enamorado in love
el esposo husband, spouse
el gemelo twin
el hermanastro stepbrother
el hombre man
el hijo (único) (only) child
el huérfano orphan
junto together
la juventud youth, young people
la madrastra stepmother
el marido husband
el matrimonio marriage, married
couple
el muchacho lad
la mujer wife, woman
el nieto grandchild
el niño child
el novio boyfriend
el padrastro stepfather
la pareja couple, partner
los parientes relatives
el primo cousin
el sobrino nephew
soltero single (not married)
solo alone
el tío uncle
el vecino neighbour
el viudo widower

Key verbs

aconsejar to advise
acordar to agree on
agradecer to thank
aguantar to bear, put up with
besar to kiss
casarse to get married
comprender to understand
comprometerse to get engaged
confiar to trust
conocer to know, get to know
cuidar to look after
cumplir años to have a birthday
disculpar(se) to apologise
enamorase to fall in love
encontrar(se) to meet with someone
fastidiar to annoy, bother
jubilarse to retire
llamarse to be called
llevarse bien/mal con to get on (well,
badly) with someone
llorar to cry
maltratar to mistreat, abuse
molestar to bother
nacer to be born
ocuparse de to look after
pelear(se) to fight
pasear to go for a walk
parecerse to look like
perdonar to forgive
relacionarse con to get on with
(people)
reírse to laugh
salir to go out
sonreírse to smile
tener ganas to feel like

Yr 10 SPANISH TERM 1 Me, my family and friends Vocabulary

Key nouns

el acoso bullying
el archivo file
arroba @
el buscador search engine
el buzón mail box
la canción song
la contraseña password
el correo basura spam
el correo electrónico email
el disco duro hard drive
el guión hyphen
el guión bajo underscore
la herramienta tool
la internauta Internet user
el marcador bookmark
el mensaje (de texto) text (message)
el móvil mobile/smart phone
el navegador browser
el ordenador computer
la pantalla screen
el periódico (digital) (digital) newspaper
la portada homepage
el portátil laptop
punto full stop, dot
el ratón mouse
la revista (digital) (digital/e-) magazine
el servidor de seguridad firewall
la tablet tablet
el teclado keyboard
el usuario user
el videojuego videogame

Key verbs

acceder to access
acosar to bully
adjuntar to attach
borrar to erase, delete
cargar load
chatear to chat online
colgar to put/post (photos on social media)
comunicarse to communicate
crear to create
desactivar to block (screen)
descargar to download
divertirse to have a good time
enviar to send
funcionar to work, to function
grabar to record, to burn a disk
guardar to save
hablar to speak, talk
mandar to send
navegar to surf
publicar to publish
recibir to receive
sacar fotos to take photos
sentir to feel
usar to use
utilizar to use

Regular present tense – ar verbs

Yo hablo I speak
Tú hablas You speak
Él/ella habla He/she speaks
Nosotros hablamos We speak
Vosotros habláis You speak
Ellos/ellas hablan They speak

Year 10 SPANISH TERM 2 La tecnología

Social networks

la conexión (inalámbrica) (wireless) connection
gratis free of charge
inalámbrico wireless
el inconveniente drawback, disadvantage
interactivo/a interactive
los medios sociales social media
la red network, internet
la red social social network
el riesgo risk
la sala de chat chat room
el/la seguidor/a follower
la tarjeta de crédito credit card
la ventaja advantage

Time markers

generalmente usually
hoy today
normalmente normally
anoche last night
ayer yesterday
el fin de semana pasado last weekend
el mes pasado last month
el año que viene next year
el mes próximo next month
mañana tomorrow
la semana que viene next week

Preterite tense – ar verbs e.g. hablar

Yo hablé I talked
Tú hablaste You talked
Él/ella habló He/she talked
Nosotros hablamos We talked
Vosotros hablasteis You talked
Ellos/ellas hablaron They talked

Infinitive phrases

Voy a I am going...	ir - to go
Me gustaría...I would like..	bailar to dance ser to be
Quisiera ...I would like...	hacer to do
Me gusta(n)/ me encanta(n)	vivir to live salir to go out
No me gusta(n)/ Odio	comer to eat
Puedo I can	beber- to drink
Quiero I want	

Voy a bailar con mis amigos I'm going to dance with my friends.
Me gustaría bailar con mis amigos I'd like to dance with my friends.
Puedo bailar con mis amigos I can dance with my friends.

tener <i>to have</i>	ser <i>to be</i>
Present tense	
Tengo <i>I have</i>	Yo soy <i>I am</i>
Tú tienes <i>You have</i>	Tú eres <i>You are</i>
El tiene <i>He has</i>	El es <i>He is</i>
Ella tiene <i>She has</i>	Ella es <i>She is</i>
Usted tiene (formal)	Usted es (formal)
Nosotros tenemos <i>We have</i>	Nosotros somos <i>We are</i>
Vosotros tenéis <i>You have</i>	Vosotros sois <i>You are</i>
Ellos tienen <i>They have</i>	Ellos son <i>They are</i>
Ellas tienen <i>They have</i>	Ellas son <i>They are</i>

Adjective endings

Adjectives usually come after the noun and agree with it in gender and number.

un chico tonto unos chicos tontos
Una chica tonta unas chicas tontas

Desde (hace)

Use the present tense with desde hace to say how long something has been happening.

e.g. Vivo en Bristol **desde hace** dos años
I've been living in Bristol **for** two years.

Disjunctive/Emphatic Pronouns

These pronouns are used: after a preposition; for emphasis or on their own without a verb.

mí- me nosotros – us
tí – you vosotros - you
él – him ellos – them
ella – her ellas – them

Usted – you (formal singular)
Ustedes you (formal plural)

Me llevo bien con ella. I get on with her.

Possessive adjectives

	Masc.	Fem.	Plural
my	mi	mi	mis
your	tu	tu	tus
his/her	su	su	sus
our	nuestro	nuestra	nuestros
your	vuestro	vuestra	vuestros
their	su	su	sus

mi madre my mum
tu hermano your brother
sus padres his parents

Reflexive verbs

This type of verb needs another type of pronoun in front of it.

yo <u>me</u> llevo	I get on
tu <u>te</u> llevas	you get on
El/ella <u>se</u> lleva	he/she/we get on
nosotros <u>nos</u> llevamos	We get on
vosotros <u>os</u> lleváis	You get on
Ellos/ellas <u>se</u> llevan	They get on

e.g. yo **me** llevo bien con mi hermano.
I get along well with my brother.

Direct Object Pronouns

The words **lo, la** mean 'the' when they are in front of a noun, but when they come **before** a verb they change meaning

lo = it, him

la = it, her

los/las = them

Lo encuentro molesto – I find him annoying.

Los odio – I hate them.

Intensifiers and conjunctions

bastante quite	porque because
un poco a bit	ya que so, therefore
así que so	En otro lado on
themuy very	other hand
demasiado too	sin embargo however
siempre always	realmente really
tan so	cuándo when

Imperfect tense

Tenía I had	era I was
Tenías You had	eras You were
Tenía he had	era He was
Teníamos we had	éramos We were
Tenáis you had	erais you were
Tenían they had	eran they were

e.g. Yo tenía el pelo largo. I had/used to have long hair.

Era muy tímida. She was/used to be very shy.

Yr 10 SPANISH TERMS 1 & 2
Me, my family and friends
Grammar and structures

YR 10 ART AND DESIGN KNOWLEDGE ORGANISER



IDENTITY AND PORTRAITURE

In Art, Design and GRAPHICS you are assessed on everything you do in class. There are 4 assessment objectives.

A01 LOOKING AT THE WORK OF ARTISTS - RESEARCH

In this project you will look at and analyse the work of a number of portrait artists including the Graphic illustrative style of Sheppard Fairey and the mixed media pieces of Teesha Moore.

A03 DRAWING AND RECORDING

You will learn a range of compositional techniques such as overlapping, cropping, repetition and layering. You will be shown how to manipulate positive and negative space to make images contrast.

A02 EXPERIMENTING WITH MATERIALS

You will be given the opportunity to experiment with materials and techniques. You will be expected to select appropriate resources, materials, techniques and processes.

A04 PRODUCING A FINAL PIECE

At the end of the project you will present a final piece of work. This may be a collage piece or a painting based on a self portrait or a family member.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

PORTRAIT DEFINITION

A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

MIXED MEDIA

Mixed media art refers to a visual art form that combines a variety of **media** in a single artwork. For example, if you draw with ink, then paint over it with watercolors, then add some highlights in coloured pencil - that's **mixed media**!

WEIGHT OF LINE – thick and thin lines gives depth

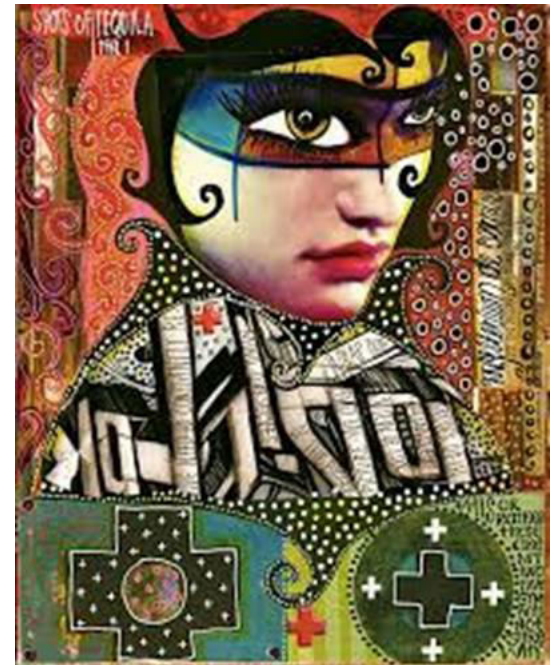
STYLISE - depict or treat in a mannered and non-realistic style. To draw in a specific style.

KEY ARTIST SHEPPARD FAIREY



KEY ARTIST TEESHA MOORE

MIXED MEDIA COLLAGE



YR 10 Engineering *KNOWLEDGE ORGANISER – Puzzle joint*

In Design & Technology you are assessed on both the Practical and Theory work.

R105: Design briefs, design specifications and user requirements

Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution.

R106: Product analysis and research

Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

R107: Developing and presenting engineering designs

Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software

R108: 3D design realisation

Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product

KEYWORDS AND KEY TERMS FOR THIS PROJECT

Design cycle

IDENTIFY - Brief, research, process planning

DESIGN – Specification, plan, manufacturing plan

OPTIMISE – Prototyping, error proofing

VALIDATE – Test, evaluate

Joints

Mark out, cut and finish accurately a Puzzle joint



How to develop **Design briefs**

How to write a **Specification**

How to carry out a **Product analysis**

Life cycle analysis of products

Be able to carry out a **risk assessment**

Understand the role of **modelling** when **prototyping** engineering products



Try square



Tenon saw



File

Knowledge Organiser: Year 10 BTEC Dance



Unit title: Developing skills and techniques in the Performing Arts

Learning Aims:

A: Develop skills and techniques for performance

B: Apply skills and techniques in rehearsal and performance

C: Review own development and performance

The four components to create and evaluate a dance

Actions

WHAT the body is doing

A movement

Six categories:

Jump

Turn

Balance/stillness

Gesture

Weight transference

Travel

Dynamics

HOW the body is moving

The force and speed of a movement

Examples of different dynamics:

Fast

Slow

Sharp

Mechanical

Explosive

Space

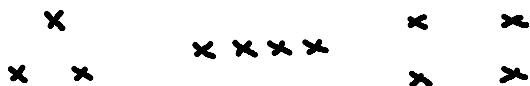
WHERE the body is moving

The area around a dancer. This could be personal or general space

Examples of space:

Levels: The height of the action. E.g. High, medium and low

Formations: Where the dancers stand in a shape.



Directions: Where the dancers goes. E.g. forwards, backwards, right, left, up, down and diagonally

Pathways: The patterns created on the floor.



Relationships

WITH WHOM you are dancing with

The interaction between a group of dancers

Examples of relationships:

UNISON - at the same time

CANON - one after each other

MIRROR IMAGE - dancers use the other side of the body to create a symmetrical effect

COMPLEMENTARY - movements that are similar but not exactly the same as your partner

CONTRAST - movements that have different dynamics or different shapes

CONTACT - where dancers lift, lean on or support one another
QUESTION AND ANSWER - movement response to another dancers' movement

COUNTERPOINT - dancers perform individual movement sequences at the same time

REPETITION - perform the original motif again

ACTION AND REACTION - a direct physical response/reaction to other dancers

RETROGRADE - perform the original motif backwards

FRAGMENTATION - an original motif is broken into separate parts and put into a random order

Performance skills

TECHNICAL SKILLS (to do with the body)

POSTURE	The way the body is held when sitting, standing or lying.
FLEXIBILITY	The range of movement around the joints
CONTROL	Performing the movements with strength to hold positions and not fall out of them
CO-ORDINATION	Moving two different body parts at the same time in opposite directions
MOVEMENT MEMORY	Remembering the order of the movements
SPATIAL AWARENESS	Knowing where you are in the space and not colliding with anyone
STAMINA	Being able to keep high energy throughout without tiring
STRENGTH	The force your muscles exert to hold a position for a long time
BALANCE	Put weight on a specific part of the body without falling or wobbling

EXPRESSIVE SKILLS (how you perform it)

FOCUS	Use of the eyes looking in a specific direction
PROJECTION	Extending the movement with energy
MUSICALITY	Being in time with the beat in the music and the other dancers
FLUIDITY	Smooth transitions from one movement to another to allow them to flow effectively together
FACIAL EXPRESSION	Using your face to communicate emotion
SENSE OF STYLE	The dancer trying to emulate the distinctive actions and qualities of the dance.

Key words

Choreography - the making of a dance. The dance

Choreographer - the creator of the dance

Motif - A series of dance actions put together to create a phrase

Improvisation - Making movements up on the spot

Action plan - a detailed plan outlining actions needed to reach one or more goals.

Target setting - the practice of giving people targets to achieve and of deciding what these targets should be

Contemporary dance - Tends to combine the strong but controlled legwork of ballet with modern that stresses on the torso. It also employs contract-release, floor work, fall and recovery, and improvisation characteristics of modern dance.

Start of Exam - 5mins

1. Read the glossary
2. Read the information box and underline:
 - Character
 - Setting
 - Place in Story
3. Read the passage WITHOUT looking at the questions. Focus on just understanding what is going on.



Q1- 5mins

Planning the answer:

4. Read the question and THINK.
5. On the question draw a box around which lines to focus on.
6. Draw a box around those lines on the insert.

When writing the answer:

7. Use full sentences
8. Only have one point per line.
9. Be careful not to repeat points.

Q2- 10mins



Planning the answer:

9. Underline the part of the question that tells you what you have to comment on. E.g. 'the strangeness of the city'.
10. Identify the mood/ tone/ feeling of the piece.
11. On the insert underline and label:
 - Words and phrases
 - Language features & techniques (Figurative language and imagery)
 - Sentence form (if aiming for top band)

When writing the answer:

12. Write an establishing sentence explaining the mood/tone linked to the question.
13. Write three BIG paragraphs (Evidence / Label/ Analysis)
 - Refer back to the establishing sentence (Overview, ELA, ELA, ELA) or (Overview, ELAAA)
 - Do this for each bullet point from the question.



Q3- 10mins

Planning the answer:

14. Draw a box around the phrase that says, 'on the whole of the source'.
15. On top of the insert write **Office Shift**
 - **O**pening
 - **F**ocus
 - **F**oreshadowing
 - **I**ntroduction
 - **C**ontrasting
 - **E**nding
 - **Shifts from:**
 - Out/in
 - Individual/group
 - Thought/action
 - Past/present/future



16. Label each paragraph of the extract with one or more of the **OFFICE SHIFT** points.

When writing the answer:

17. Write your points into at least 4 PLEA paragraphs. (Point / Label/ Evidence / Analysis)
18. Sentence stems:
 - Para 1: *The writer focuses us on ... in the opening of the extract...*
 - Para 2: *The writer builds/changes/shifts by... making the reader feel...*
 - Para 3: *The writer leaves us feeling ...*
 - Para 4: *A further structural technique use by the writer is...*

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*Explorations in
Creative Reading
and Writing
Language Paper 1
1h 45m*

Q4- 30mins

Planning the answer:

19. Draw a box around the phrase that says, 'Focus this part of your answer on...'
20. Draw a box around the PERSON who gives the opinion.
21. Draw a box around the section on the extract.
22. Underline the OPINION in the question. Annotate to understand.
23. IF THE STATEMENT IS POSITIVE YOU ARE GOING TO AGREE!
24. Rescan the passage. Underlining any additional language points linked to the focus of the question.
25. Write the word PLAN: at the top of the answer space.
26. In your plan put three points about the use language (add labels – simile, etc.)
27. In your plan put two points about sentence structure (add labels)

When writing the answer:

28. Write an opening sentences responding to the opinion in the question.
29. Write your 5 points from the plan into at least 5 PLEAL paragraphs (Point / Label / Evidence / Analysis / Link back to the statement)
30. Sentence stems:
 - *To some extent I agree with...PLEAL*
 - *I certainly agree that...PLEAL*
 - *However it could also be argued that...PLEAL*
 - *Overall I agree with the statement thatPLEAL*

45. PROOF READ your work (5mins)
 - Read backwards to find spelling errors.
 - Read forwards to find missing words and punctuation.
46. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.



Q5- 45mins

Miss Morgan

Planning the answer: 15mins

31. Decide which of the two questions you want to. We recommend, if there is the option, to do the picture one.
32. READ THE CONTEXT SENTENCE and the instruction.
33. Consider the atmosphere you want to create.
34. STEAL good vocabulary from the extract you have read and think of others.
35. Choose ONE event/moment in time (NOT DAYS OR YEARS)
36. Plan the shape of your description. OFFICE SHIFT. Zoom in OR zoom out?
37. Make sure you cover **CASSPIE** in your plan.

- **C**olour
- **A**djectives
- **S**ound/**S**mell
- **S**entence **S**tructure
- **P**unctuation
- **I**magery
- **E**motion



When writing the answer: 30mins

40. Write your description / story
41. Start each paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Preposition/Place word: 'on' / 'next to' / 'near' /
 - Adjectives: describing word
42. Remember to use a semi-colon (easiest way is to use where you what have used the word 'because'.
43. Remember to use a rhetorical question – this could make a good opening sentence.
44. Remember to use brackets to create an aside.

Start of Exam - 5 mins

1. Read the glossary
2. Read Source A **WITHOUT** looking at the questions. Focus on just understanding what is going on.



Q1- 5mins

1. Read the INSTRUCTIONS about how to shade VERY carefully (this is marked electronically and must be shaded right!)
2. Read ALL the statements BEFORE selecting.
3. Eliminate those you know are definitely wrong.
4. Re-read ALL of the sentence of the ones you think are correct – make sure.



After Q1 - 5 mins

1. Read the glossary
2. Read Source B **WITHOUT** looking at the questions. Focus on just understanding what is going on.



Q2- 10mins

Planning the answer:

9. On the question underline whether you are being asked to look for similarities or differences.
10. Underline the part of the question that tells you what you have to comment on. E.g. 'things to see and do'
11. On the sources underline quotations that link to the **focus** of the question.
12. Match the pairs of quotations that allow you to show the most inference. (3 pairs)



When writing the answer:

In Source A, we learn about/that (question focus) is ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.) **Comparative Phrase**
 In Source B, we learn about/that ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.)

Complete **MINIMUM** of two **REALLY** well (three if you can manage.)

AFORESTACK: Alliteration, Fact, Opinion, Rhetorical Question & Repetition, Emotive Language and Exaggeration, Statistics, Triplets, Personal Pronouns, Anecdotes, Conditional clauses, Keep repeating.

Writers' Viewpoints and Perspectives Language Paper 2 (1h 45m)

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Q3 - 15mins



Planning the answer:

MAKE sure you are writing about the right source and the right lines.

9. Underline the part of the question that tells you what you have to comment on. E.g. 'how does Dickens use language to make the reader feel part of the fair'
10. Identify the purpose of the language linked to the question (persuasive, descriptive, inclusive).
11. On the insert scribble a reminder of devices you'd expect to see:
 - Words and phrases
 - Language features (e.g. imagery or persuasive techniques)
 - Sentence form (if aiming for top band)



When writing the answer:

12. Write an establishing sentence explaining the mood/tone linked to the question.
13. Write three BIG paragraphs (Evidence / Label / Analysis)
 - Refer back to the establishing sentence (Overview, ELA, link phrase, ELA, link phrase, ELA) or (Overview, ELAAA)
 - Do this for each bullet point from the question. e.g. *In Source B, Dickens makes us feel part of the fair by using sensory imagery such as 'bellowing of speaking trumpets'. This allows the reader to more easily visualise themselves at the fair. The personification of 'the speaking trumpets' captures the liveliness of the scene. Coupled with the adverb 'gaily' in 'stalls lighted gaily' the readers' senses are awakened. The cumulative effect of the imagery evokes the lively atmosphere of the fair.*



Q4- 20 mins

Planning the answer:

19. Draw a box around the phrase that says, 'you need to refer to'. Make sure you know which lines from each source you are writing about.
20. Underline if you are being asked for differences or similarities.
21. Circle the attitude word (attitude/viewpoint/perspective/experience)
22. Draw a box around the focus: e.g. the fair
23. Split a section of your page into two. Label each side with the names of the writers
24. Note down ideas about each of the writers' attitudes about the topic
25. Underline quotations from each source to support the feelings from step 24
26. On your plan number the points in the order they appear in Source A



When writing the answer:

28. Write an opening sentence that clearly refers to the question
29. Write your 5 points from the plan into at least 5 PLEA C PLEA paragraphs (Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis **Comparative phrase** Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis)



Q5- 45mins

Miss Morgan

Planning the answer: 15mins

31. Underline the **form/audience/purpose** in the question.
32. Write the techniques for the purpose (explain, argue, persuade, instruct/advise) at the top of the paper.
33. Write the punctuation list at the top (!?, ,;-)
34. STEAL good vocabulary from the extract you have read and think of others
35. Bullet point/mind map your ideas and then number them in the order you are going to write them in. **Think about circular structure.**
36. If it is argue or persuade, open with a rhetorical question, controversial idea or emotive imagery and return to this at the end.

When writing the answer: 30mins

40. Write each paragraph with an idea of which techniques for the question purpose you are going to use.
41. At the end of the paragraph cross off the techniques and punctuation you have used
42. Remember to use a semi-colon (easiest way is instead of 'so' / 'because').
43. Start each paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Adjectives: describing word
 - Preposition/Place word: 'on' / 'next to' / 'near'
45. **PROOF READ** your work (5mins)
 - Read backwards to find spelling errors.
 - Read forwards to find missing words and punctuation.
46. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.



Q5 - LETTER	Q5 - ARTICLE	Q5 - Text for a LEAFLET	Q5 - Text of a SPEECH	Q5 - ESSAY
<ul style="list-style-type: none"> • Dear Sir/Madam or name • Addresses • Date • Paragraphs • Yours sincerely/faithfully 	<ul style="list-style-type: none"> • Clear/apt/original title • Strapline / subheading • Subheadings • Introductory paragraph 	<ul style="list-style-type: none"> • Clear/apt/original title • Organisational devices such as inventive subheadings or boxes • Bullet points 	<ul style="list-style-type: none"> • Clear address to audience • Rhetorical indicators that an audience is being addressed throughout • A clear sign off, e.g. 'Thank you for listening' 	<ul style="list-style-type: none"> • An effective introduction and conclusion.

Q5 - EXPLAIN	Q5 - ARGUE	Q5 - PERSUADE	Q5 - INSTRUCT / ADVISE
<ul style="list-style-type: none"> • AFORESTACK • range of reasons • range of appropriate detail • specific examples of different kinds to support explanation • range of responses to 'why' • range of responses to 'how' • different points expanded and linked 	<ul style="list-style-type: none"> • AFORESTACK • formal language • balanced sentences • people's opinions (real or made up) • specific examples of situations • range and variety of points • countering opposing points of view • a neat conclusion 	<ul style="list-style-type: none"> • AFORESTACK • emotive language • apparent balance • mixture of first, second and third person • some short sentences • identify with audience by using 'we' • perhaps some attempt to shock reader into agreement • varied choice of adverbs and adjectives • some 'literary' devices such as alliteration, groups of three 	<ul style="list-style-type: none"> • AFORESTACK • formal language • close relationship with audience providing reasons for a course of action • empathy with the audience's problem • several suggestions about what to do • use of modal verbs (e.g. might, could/should) • build the confidence of the reader • address the reader directly in the second person (you) • use imperatives (e.g. 'you should', 'make sure that you', 'be careful to') • raise questions and give answers • lead to a clear conclusion about action to be taken
Because ... Another reason ... Although ... Nevertheless ... Above all else ... The first thing to do is ... Consequently ...	The most important aspect... Firstly ... Secondly ... Nevertheless ... On balance ... Despite the view that ... Another factor to be considered is ... Opponents declare ... but ...	Some people think ... Do they really think that ... In my experience ... What would the consequences be ... Common sense dictates that ... All reasonable people think ... By far the best solution would be ... I have no doubt at all that ... There can be only one conclusion ...	You might be able to ... Think about ... Make sure that you ... You should be careful to ... Don't if you ... Then you could ... I understand that you feel ... Don't worry if ... One solution might be to ... Another possibility would be to ... If you don't then you could be careful to ... In order to avoid ... I think you should ... Be confident about ... If on the other hand, then ...

Year 10 Foundation Knowledge Organiser (Autumn)

KPI 1 – Algebra (Hegarty: 151-53, 155, 156-61 167-171, 780, 781, 221-224, 280-84)

Indices:

Multiplying Indices: Add the powers

$$a^x \times a^y = a^{x+y}$$

Dividing Indices: Subtract the powers

$$\frac{a^x}{a^y} = a^{x-y}$$

Anything to the power 0: always equals 1

Indices within Brackets: Multiply the powers

$$(a^x)^y = a^{xy}$$

Key words:

Solve: work out the value of the letter

Expand: multiply out brackets $2(x+3)=2x+6$

Factorise: put brackets back in $x^2-3x = x(x-3)$

Substitution: Exchanging letters for numbers.

Changing the subject: rearranging a formula, using balancing, to make another variable the subject.

KPI 2 – Equations, Inequalities and Sequences (176-183, 188-198, 218-220, 247, 261, 263, 264 265-72, 230, 234)

Key words:

Equation: is true for some particular value of x

Identity: is true for every value of x

Simultaneous Equations:

Linear eg $2x + 3y = 1$

$$3x - 5y = 11$$

Make y terms (or x) equal

Same Signs Subtract

Different Signs Add

Solving Quadratics:

First rearrange into $ax^2 + bx + c = 0$

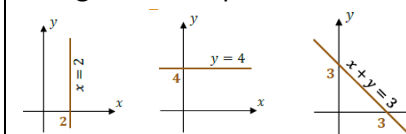
Factorise put into 2 brackets and one of the brackets must = 0

KPI 3 – Graphs (199-202, 205-214, 217)

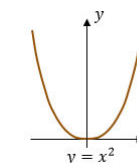
KPI 4 – Quadratic graphs (251-55, 257, 298-301)

Types of graph:

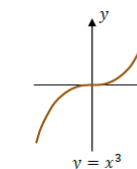
Straight Line Graphs



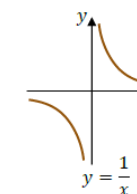
Quadratic Graph



Cubic Graph



Reciprocal Graph



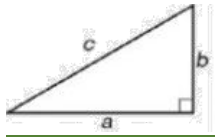
Year 10 Foundation Knowledge Organiser (Autumn)

KPI 5 – Right angled triangles (497-502, 508-515)

Pythagoras:

For a right-angled triangle

$$a^2 + b^2 = c^2$$

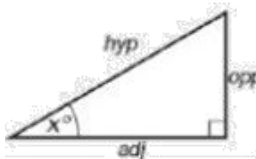


Trigonometry:

$$\sin x^\circ = \frac{OPP}{HYP}$$

$$\cos x^\circ = \frac{ADJ}{HYP}$$

$$\tan x^\circ = \frac{OPP}{ADJ}$$



Exact Trig Values:

θ°	$\sin\theta^\circ$	$\cos\theta^\circ$	$\tan\theta^\circ$
0	0	1	1
30	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{3}}{3}$
45	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{2}}{2}$	1
60	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$	$\sqrt{3}$
90	1	0	Undefined

Sequences:

Triangular number: counts dots arranged in an equilateral triangle

Fibonacci Sequence: Each number equals the sum of the two numbers before it. 0, 1, 1, 2, 3, 5, 8...

Inequalities:

Using the $>$, $<$, \leq and \geq

Equation of straight line graphs:

Equation of a Straight line:

$$y = mx + c$$

M is the **gradient**, **c** is the **y Intercept**

Gradient: $\frac{\text{Change in } y}{\text{Change in } x}$

To find the midpoint between:

(x_1, y_1) and (x_2, y_2) use the formula:

$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Year 10 Higher Knowledge Organiser (Autumn)

KPI 1 – Ratio & Proportion (Hegarty: 328-331, 332-334, 339-343, 342, 346)

Link between ratios and fractions:

Boys to girls in ratio 2: 3
 $\frac{2}{5}$ are boys, $\frac{3}{5}$ are girls

Multiplicative Reasoning:

Number of cookies	Costs
4	120
24	_____

KPI 2 – Algebraic proportion/proof (344, 345, 347, 348, 324-327)

Direct and Inverse proportion:

If x is directly proportional to y^n then:

$$x \propto y^n \text{ so } x = k \times y^n$$

If x is inversely proportional to y^n then:

$$x \propto \frac{1}{y^n} \text{ so } x = \frac{k}{y^n}$$

Proof:

n	A number
2n	An even number
2n + 1	An odd number
n, n+1, n+2 etc.	Consecutive numbers
2n, 2n+2, 2n+4 etc.	Consecutive even number
2n+1, 2n+3, 2n+5 etc.	Consecutive odd number

KPI 3 – Sampling (394-398)

Random Sampling: is where each member of a population is equally likely to be selected.

Stratified Sampling:

The frequency for a group in a stratified sample is:

$$\frac{\text{frequency of group}}{\text{total frequency}} \times \text{sample size}$$

KPI 4 – Fractions, Decimals, % (53, 54, 91, 92, 94, 95, 302, 800-811)

Fractions, Decimals and Percentages:

Percentage	Decimal	Fractions	Method
50%	0.5	$\frac{1}{2}$	Divide by 2
25%	0.25	$\frac{1}{4}$	Divide by 4
10%	0.10	$\frac{1}{10}$	Divide by 10
1%	0.01	$\frac{1}{100}$	Divide by 100
33.3%	0.33	$\frac{1}{3}$	Divide by 3
20%	0.20	$\frac{1}{5}$	Divide by 5
40%	0.40	$\frac{2}{5}$	Divide by 5, multiply by 2

Compound Interest:

The amount after n years is:
 Starting amount $\times (1 \pm \frac{r}{100})^n$

Percentage change:

$$\frac{\text{change}}{\text{original}} \times 100$$

Year 10 Higher Knowledge Organiser (Autumn)

<p>KPI 5 – Sequences (247-250, 262-264)</p> <p>Nth term of an <u>arithmetic</u> (linear) sequence is $bn + c$</p> <p>Nth term of a <u>quadratic</u> sequence is $an^2 + bn + c$</p> <p><u>Geometric Sequences</u> – multiply each term by a constant ratio</p> <p><u>Fibonacci Sequence</u> – make the next term by adding the previous two terms: 0, 1, 1, 2, 3, 5, 8...</p>	<p>KPI 6 – Surds (111-119)</p> <p>Surds are numbers left in square root form that are used when detailed accuracy is required in a calculation. General Rules:</p> $\sqrt{a} \times \sqrt{a} = a$ $\sqrt{a} \times \sqrt{b} = \sqrt{a \times b}$ $\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$	<p>KPI 7 – Perpendicular lines (214-216, 300-301, 897-902, 252-255, 298-299, 314-320, 778, 779)</p> <p><u>Equation of straight line graphs:</u></p> $y = mx + c$ <p>m is the gradient, c is the y intercept</p> $\text{Gradient} = \frac{\text{change in } y}{\text{change in } x}$ <p>Two lines are <u>parallel</u> if they have the <u>same gradient</u></p> <p>Two lines are <u>perpendicular</u> if the <u>product of their gradients is -1</u>.</p> <p>To find the midpoint between (x_1, y_1) and (x_2, y_2) use the formula:</p> $\left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2} \right)$ <p><u>Equation of a circle:</u></p> <p>$x^2+y^2=r^2$ is a circle with centre $(0, 0)$ and radius r.</p> <p>Eg. $x^2+y^2=25$ has centre $(0, 0)$ and radius 5</p>	<p>KPI 8 – Algebraic equations (225-228, 231-233, 235-239, 241, 242, 190-95, 218-220, 246)</p> <p><u>Simultaneous Equations:</u></p> <p>Linear Eg $2x + 3y = 1$ Make y terms (or x) equal $3x - 5y = 11$ Same Signs Subtract Different Signs Add</p> <p>Quadratic and Linear Make y (or x) the subject in the linear equation. Substitute into the quadratic equation and solve.</p> <p>Remember to work out the value of both letters</p> <p><u>Solving Quadratics:</u> First rearrange into $ax^2 + bx + c = 0$ then either: Factorise put into 2 brackets and one of the brackets must = 0</p> <p>Use the Formula $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$</p>
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