



**Student Name** \_\_\_\_\_

**Form** \_\_\_\_\_

**Knowledge Organisers**  
**Block A – Year 10**

# How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

Finally, a reminder that prep completion is your responsibility.

If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email, a note in your planner, a 1:1 conversation with your teacher.

## Homework Timetables – Year 10

Monday	Tuesday	Wednesday	Thursday	Friday
English	Option A	Option B	Option C	Option D
Science		Maths		

Your Option A subject is the subject you have for 4 periods per week.

This is likely to be either History, Geography, Language or Intervention.  
It is the subject marked with an A on your timetable e.g. 10**A**/Hi

Your Option B subject is the subject you have for 4 periods per week. This could be History, Geography, Language or a creative arts subject.  
It is the subject marked with an B on your timetable e.g. 10**B**/Gg1

Your Option C subject is the subject you have for 3 periods per week.

Your Option D subject is the subject you have for 2 periods per week.

# Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



# Vocabulary Homework Examples

## SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

What I <b>K</b> now	What I <b>W</b> ant to Know	What I Want to <b>L</b> earn

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

## SELECT AND EXPLAIN – Key words in a text

Your teacher will give you something to read at home, fill in the table to show your understanding of the key words that you find in the text:

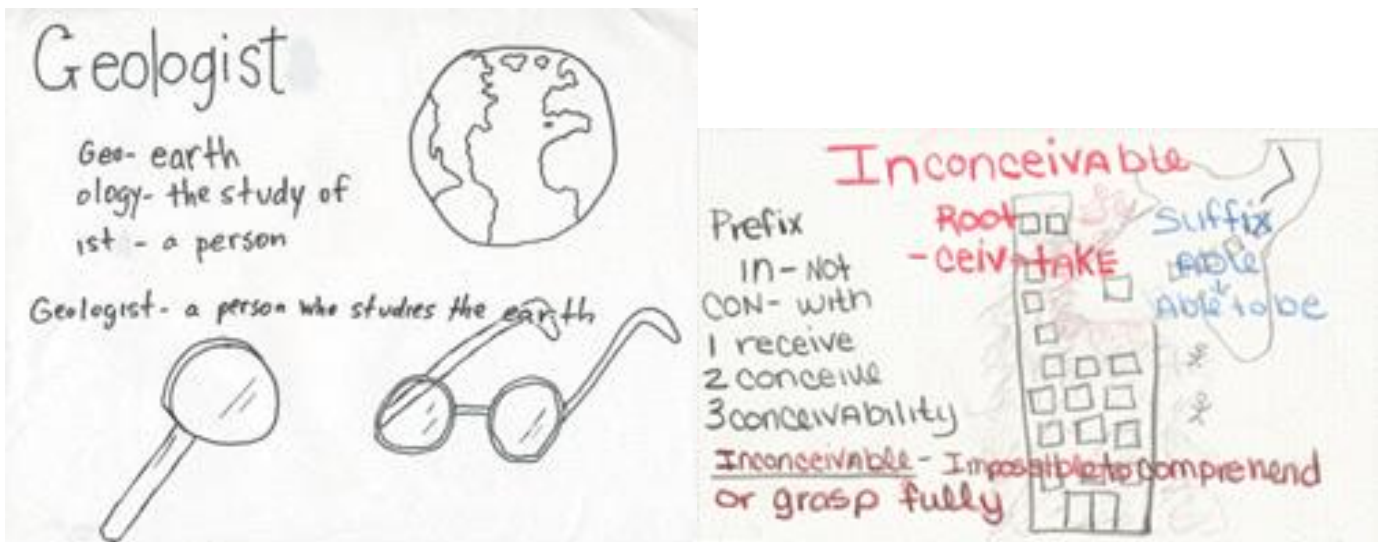
Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

## EXPLORE AND DISCOVER – Research it, transform it, use it!

<b>WORD:</b>  	<b>Transform it!</b> Transform the word into an image to help you remember it.  	<b>Use it!</b> Use the word in three different sentences that you can use in your own work:  1.  2.  3.
<b>Etymology</b> (Research the word origins)  	<b>Take It Further!</b> How does this word link to your current topic?  	
<b>Link It!</b> Can you link the word to any vocabulary you already know?  		

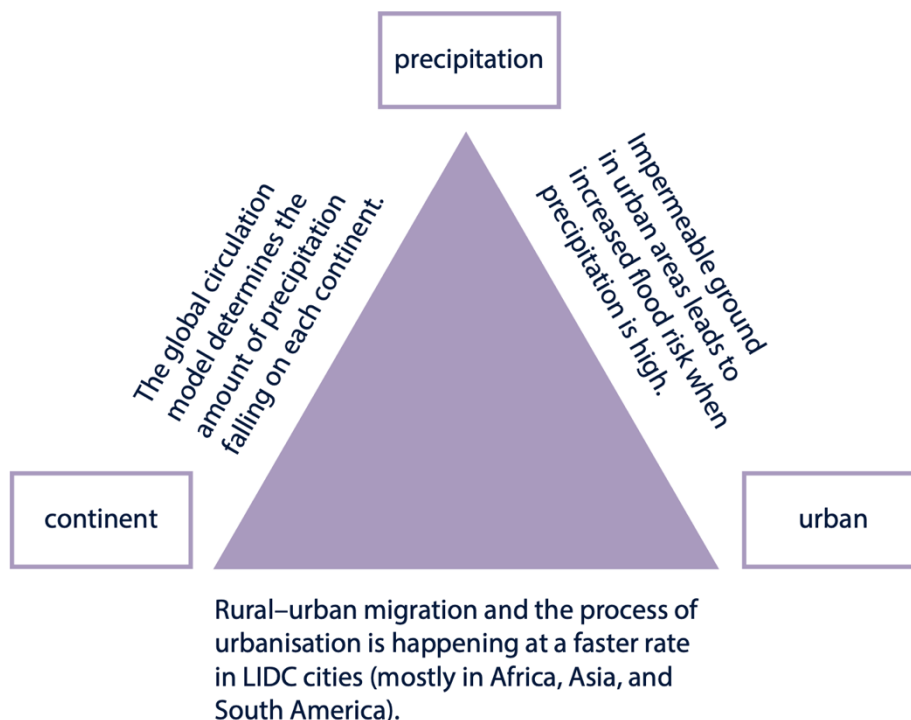
## CONSOLIDATE – Vocabulary concept cards

Create vocabulary concept cards to help you revise for your topic. You could include key information, diagrams, quotations, word parts – anything that will help you remember the words.



## CONSOLIDATE – Triangle Links

Your teacher will give you three key words. You need to put them into a triangle with the most important word at the top. Write a linking sentence along each of the sides of the triangle.



## Bolder Talk Roles for discussions in lessons

### Instigator

The person who starts the discussion.



#### **Will say:**

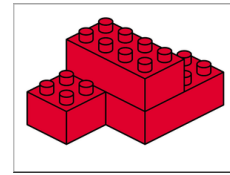
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

### Builder

Develops, adds to or runs with an idea.



#### **Will say:**

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

### Challenger

Disagrees with or presents an alternative argument.



#### **Will say:**

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

### Clarifier

Makes things clearer and simplifies ideas by asking questions.



#### **Will say:**

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

### Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



#### **Will say:**

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

### Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.



#### **Will say:**

"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."

# SPEAK STRONG AND WRITE BRAVELY!

## "I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

## Phrases to help you respond: BE STRONG

- I have another example of that...
- \_\_\_ said \_\_\_, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what \_\_\_ said,

## Fillers that I SHOULD NOT USE: BE KIND

Like  
isn't it that  
Literally  
basically  
obviously  
Innit  
yeah  
actually

These phrases are very informal and are not part of academic speech.

### How sure are you? BE BRAVE

### Statement of Claim - What point are you trying to make when you answer a question?

Almost certain!

It is certain that...  
It seems clear that...  
X is definitely...

I'm fairly sure...

It appears probable...  
It is usually the case that... In the majority of cases...  
The results suggest it is likely that...  
It is most likely that....

Hmm...

Conceivably,...  
It is possible that...  
Occasionally,...  
It may be the case that...  
The answer might be....however.....

Answering questions -  
**How sure are you?**

Try NOT to say:  
'I think that'  
'My answer is'  
'I don't know'

# SPEAK STRONG AND WRITE BRAVELY!

## Academic Verbs - these are very helpful when you are analysing

### Inference:

suggests implies indicates  
shows expresses demonstrates  
symbolises represents  
illustrates reveals signifies  
insinuates

### Writer's purpose:

establishes creates constructs  
devises develops epitomises  
outlines encapsulates

### Comparison:

contrasts contradicts  
juxtaposes reinforces refers  
alludes to opposes supports  
develops

## Discourse Markers - These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with...	Others might argue...	Many people believe...	Admittedly...	For instance, ...
In the first place...	Conversely...	In addition to this...	Certainly...	Such as...
First and foremost....	However...	Similarly...	In conclusion...	In the case of...
Primarily...	Although...	Equally...	Finally...	As illustrated by...
Firstly...	On the other hand...	Likewise...	Consequently...	As revealed by...
Secondly...	Whereas...	Also...	Subsequently...	This can be seen when...
Thirdly...	Contrasting with...	Moreover...	Therefore...	
Lastly...	On the contrary...	What's more...	Thus...	
Finally...	Nevertheless...	Furthermore...	We can conclude that...	This is/was demonstrated when...
After this it can be seen....	In comparison...	In the same way...	Finally, it can be seen...	Evidence of this can be found.....
	Nonetheless...	For example...	Above all....	
	Even though....	For instance...	Most of all....	
	In contrast....	Likewise...		



# How do we revise using knowledge organisers?

## RECORD IT

Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

## POST IT NOTES

Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

## FLASH CARDS

Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

## PRACTICE

Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

## RAG RATE

Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.  
RED – I need to revise the most.  
AMBER – I need to go over.  
GREEN – What I have mastered.

## LOOK, SAY, COVER, WRITE, CHECK

LOOK at your knowledge organiser and take the information in.  
SAY the facts and key words out loud.  
COVER your knowledge organiser.  
WRITE down everything you can remember on a blank piece of paper.  
CHECK what you know and did not know.

## REVISING EXAM QUESTIONS

**B**ox the question  
**O**bserve the marks available  
**L**ine key vocabulary  
**D**o your best (do not give up)  
**E**xtend your vocabulary  
**R**e-read your work and your answers

## READ ALOUD

Practice reading out facts, key words and information out loud – it really helps you to remember it.

## SKETCH IT

Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

## Q&A











Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

## TEACH IT

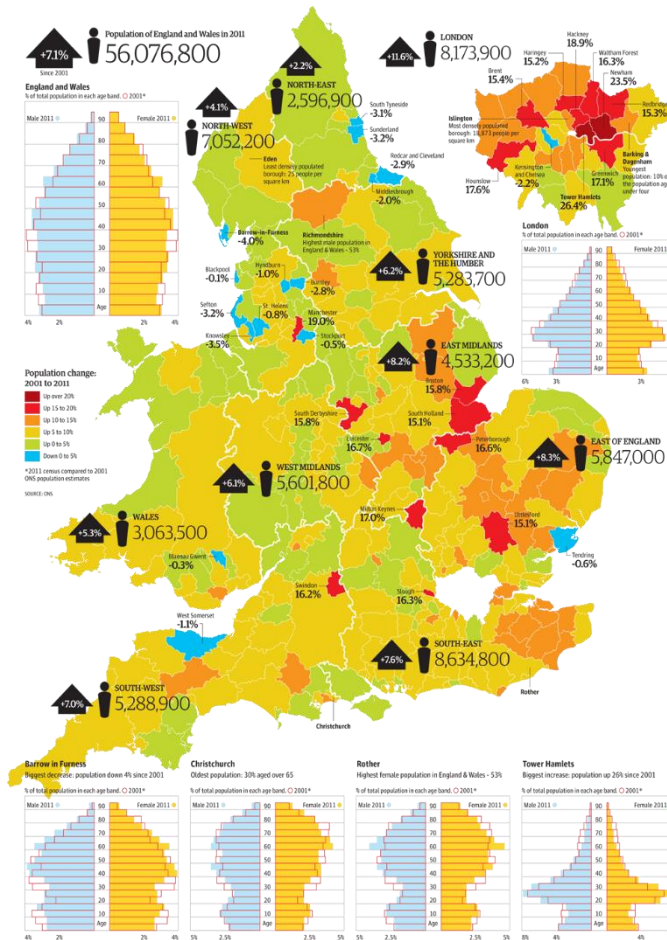
Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

# Citizenship: Theme A: Living Together in the UK

## TIER 3 VOCABULARY

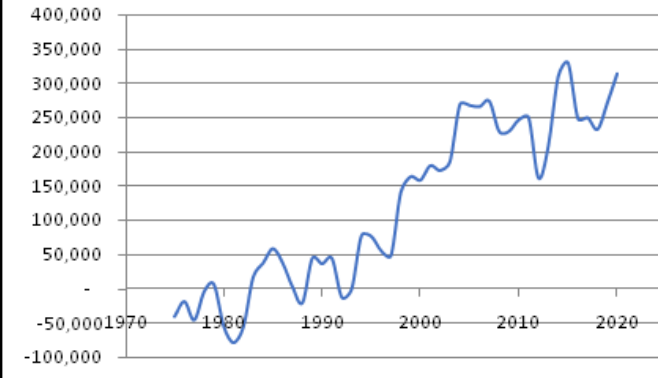
- 1  **Migration** – moving from one area to another.
- 2  **Immigration** – Coming to another country to live there.
- 3  **Community** – a group of people who are in close contact and who share common interests and values.
- 4  **Census** – an official count of the population to assess changes.
- 5  **Refugee** – a person who has been forced to leave their country due to war, persecution or a natural disaster.
- 6  **Asylum seeker** – someone who claims to be a refugee but has not been assessed.
- 7  **European Union** – A group of European countries that work together on trade, the environment, economic issues, and social issues.
- 8  **Commonwealth** – a group of countries, that typically ex-British colonies.
- 9  **United Nations** – an international organisation which encourages cooperation and peace.
- 10  **Magna Carta** – a charter of rights signed in 1215 by King John I and Barons.

## UK POPULATION DIAGRAM



## KEY DIAGRAMS

UK Net Migration - 1975 to 2020 (Source ONS data)



Numbers of people migrating to Britain from 1975-2020.

## How does local government work?

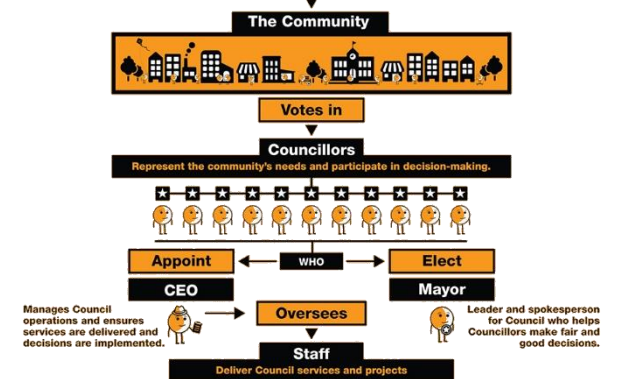


Diagram showing how local councils work.

# Citizenship: Theme A: Living Together in the UK

## TIER 2 VOCABULARY

- 1 **Minority** – a small part of a larger group of people.
- 2 **Tolerant** – open-minded/acceptant
- 3 **Diversity** – the range of groups that make up society.
- 4 **Economy** – all of the organisations and individuals that buy and sell goods, provide services.
- 5 **Identity** – who or what something is or who someone is.
- 6 **Discrimination** – treating someone less favourable because of their colour, religion, gender, ethnicity, or disability.
- 7 **Racism** – disliking someone for their race or origins.
- 8 **Convention** – an agreement (between governments).
- 9 **Declaration** – a document setting out aims and intentions.

## CHALLENGE

1. How could we encourage more community cohesion in our local community?
2. Should communities be forced to integrate; or be left alone?
3. Is Magna Carta still relevant today?
4. "Local councils have no real power, so we should abolish." Assess this view.

## THEME A KEY QUOTES

"My dream would be a multicultural society, one that is diverse and where every man, woman and child are treated equally. I dream of a world where all people of all races work together in harmony."  
Nelson Mandela, President of South Africa (1994-1999)



"All human beings are born with the equal and inalienable (cannot be taken away) rights and fundamental freedoms. The United Nations is committed to upholding, promoting and protecting the human rights of every individual." Universal Declaration of Human Rights.



**Want a challenge?** Why not read one of the following publications:

The Times  
Guardian  
The Spectator  
New Statesman  
Hounslow Herald



## DIG DEEPER

**Research - Follow the links to discover about:**

Migration:

<https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1>

Take a look at what Hounslow Borough Council are doing:

<https://www.hounslow.gov.uk/site/>

Magna Carta: <https://www.bl.uk/magna-carta/articles/magna-carta-an-introduction>

United Nations:

<https://www.un.org/en/about-us>

**Listen - Listen to the following podcasts:**

<https://play.acast.com/s/departures-400-years-of-emigration-from-britain>

<https://play.acast.com/s/talking-migration>

**Watch**

Citizenship videos:

<https://www.bbc.co.uk/bitesize/topics/zxhsr82/resources/1>

Theme A Revision Videos:

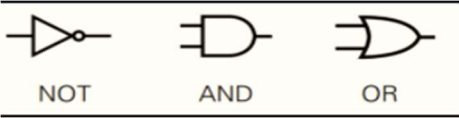
[https://www.youtube.com/playlist?list=P\\_L2qRqbAYCgSRf17-ixaSC\\_V1XzfW5i3IK](https://www.youtube.com/playlist?list=P_L2qRqbAYCgSRf17-ixaSC_V1XzfW5i3IK)



# BE STRONG - Knowledge Organiser

# Topic: Computing Block A (1-6)

(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Analyse</b> <b>E</b>	Break down in order to bring out the essential elements or structure. Identify parts and relationships, and interpret information to reach conclusions.	1	<b>Boolean</b>	A binary variable that can have one of two possible values (0, off) and 1 (on) <b>CQ1</b>
2	<b>Variable</b>	Not consistent, something that changes; In computing: a temporary storage location, containing a value that can change while the program is running. <b>constant</b> = the antonym	2	<b>Logic Gates</b> <b>AND (^)</b> <b>NOT (v)</b> <b>OR (~)</b>	A model of computation implementing a Boolean function. <b>CQ2</b> 
3	<b>Annotate</b> <b>E</b>	Add brief notes to a diagram, graph or code. E.g. in line 2 <b>selection is being used.</b>	3	<b>Truth Table</b>	A diagram in rows and columns showing the outputs from all possible combinations of inputs. <b>CQ2</b>
4	<b>Calculate</b> <b>E</b>	Obtain (give) a numerical answer showing the relevant stages in the working – e.g. <b>calculate the measurements for a given file.</b> <b>Marks will be awarded for method/working.</b>	4	<b>Algorithmic Thinking</b>	Creating a step by step solution to a problem. Algorithms are ways to represent this.
5	<b>Compare</b> <b>E</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	5	<b>Computational Thinking</b>	A set of problem solving methods (4 to know), to tackle problems and find a solution.
6	<b>Convert</b> <b>E</b>	Change the form, character, or function (the way something works) of something – e.g. <b>convert binary to denary</b>	6	<b>Flowchart</b> <b>cq3.</b>	A method of representing algorithms – each symbol has a specific purpose.
7	<b>Describe</b> <b>E</b>	Give a detailed account or picture of a situation, event, pattern or process. Typically 2 or 4 mark questions. State a fact and then add further detail. Aim for one sentence per mark.	7	<b>Data Type:</b> <b>String</b> <b>Integer</b> <b>Character</b> <b>Float</b> <b>Boolean</b> <b>cq1.</b>	A particular kind of data item, which is defined by the values that it can take. Multiple characters (e.g. text, sequence of numbers, punctuation etc.) A whole number positive or negative. A singular data item – letter, digit, symbol A decimal number As above – can take one of two possible values – e.g. True or False
8	<b>Design:</b> <b>E (likely to be algorithms)</b>	Produce a plan, simulation or model. e.g. draw a flowchart to represent a given scenario.	8	<b>Operator</b>	These are defined within programming language and behave generally like function. Common examples include arithmetic, comparison and logical operations. ( <b>+, !=, &gt;</b> )

**Key:** **E** – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question  
**Red text** is hints to help avoid misconceptions and remember the knowledge.



# BE STRONG - Knowledge Organiser

# Topic: Computing Block A (1-6)

(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

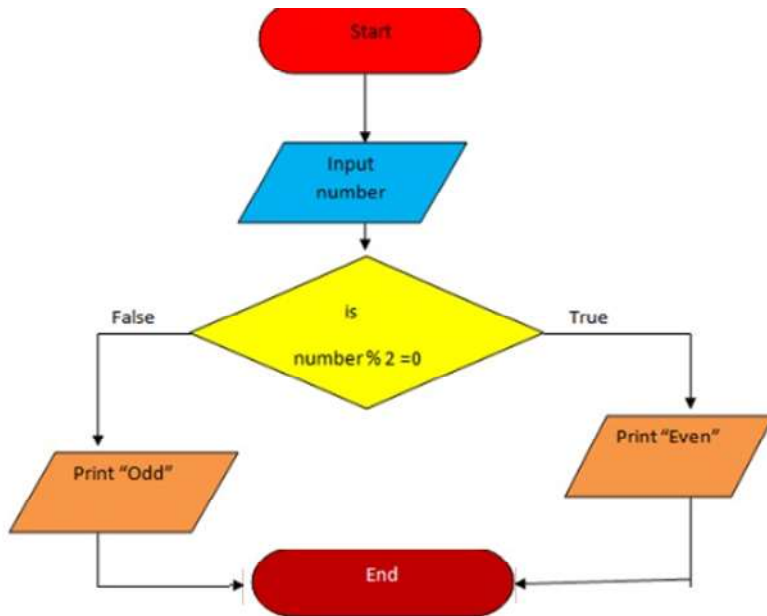
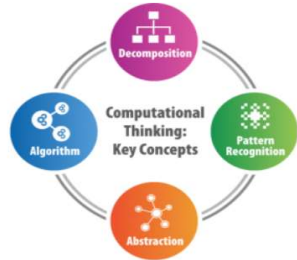
9	<b>Discuss:</b> <b>E</b>	Offer a considered and balanced review that includes a range of arguments. Opinions or conclusions should be presented clearly and supported by appropriate evidence.	9	<b>MOD</b> <b>cq3.</b> <b>DIV</b>	Gives the remainder part of division – represented with <b>%</b> .  Whole number (integer) division, ignores the remainder, represented with a <b>//</b> .
10	<b>Evaluate</b> <b>E</b>	Assess the implications and limitations. Make judgements about the ideas, works, solutions or methods in relation to selected criteria. <b>Typically longer answered questions.</b>	10	<b>String manipulation</b>	Applying a function to change or evaluate your string – e.g. string.lower() converts the typed data to lowercase. Further examples can be seen in the diagram below.
11	<b>Implications</b>	A conclusion that can be drawn from something stated, even if not <b>explicit</b> (directly mentioned)	11	<b>Programming constructs:</b>	These form the basis for all programs.
12	<b>Identify</b> <b>E</b>	Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature (recognizing something as different). <b>State or name mean similar. Shorter answers are normally required here.</b>		<b>Selection</b>  <b>Iteration</b>  <b>Sequence</b> <b>cq3.</b>	A decision is made between choices, shown in code with <b>if statements</b> .  Code <b>repeats</b> - using a for or a while loop  Code follows consecutively one instruction, after the other.
13	<b>Justify</b> <b>E</b>	Give valid reasons or evidence to support an answer or conclusion. <b>Use words such as because, as etc.</b>	12	<b>Units/ Measurements</b>	Binary digit – 1 or 0 4 bits 8 bits 1024 bytes 1024 KB 1024 MB 1024 GB
14	<b>Valid</b>	Reasonable and acceptable. Not to be confused with accurate.		<b>Bit</b> <b>Nibble</b> <b>Byte</b> <b>Kilobyte</b> <b>Megabyte</b> <b>Gigabyte</b> <b>Terabyte</b> <b>cq4.</b>	
15	<b>Representation</b>	The description/portrayal of something.			
16	<b>Decomposition</b>	One of the computational thinking techniques. The breaking down of a problem to smaller more manageable parts.	13	<b>Hexadecimal (hex = 16, dec = 10) cq4.</b>	A base 16 number system (0-9, A-F).
17	<b>Abstraction</b>	Focusing on just the relevant detail and ignoring data that's not important.	14	<b>[Extended] ASCII</b> <b>cq5</b>	Each character is represented by a 7 bit number with a 0 in front to make it up to a byte. Each character is represented by an 8 bit binary number. This gives 256 different possibilities.
18	<b>Generalisation</b>	Identifying patterns and applying to similarities.	15	<b>Unicode</b> <b>cq5</b>	Each letter is represented by a 16-bit or 32-bit binary number, giving twice as many character options as ASCII.
19	<b>State</b> <b>[E]</b>	In exam terms, to give an answer. A condition that something is in, in a given time (relevant to Boolean logic/ binary)	16	<b>Character Set</b>	the characters that are recognised or represented by a computer system

**Key:** **E** – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question  
**Red text** is hints to help avoid misconceptions and remember the knowledge.



Key Diagrams

Gate	Expression	Notation
NOT	NOT A	$\neg A$
AND	A AND B	$A \wedge B$
OR	A OR B	$A \vee B$



Challenge Questions/ Tasks

- 1 Write all the data types with several examples of each.
- 2 Draw each **logic gate** and write a Boolean expression for them. Then complete its **truth table**. Try to combine gates for a more challenging expression.
- 3 Looking at the flowchart in the image, identify its purpose. Convert the algorithm to **pseudocode** or a **high level language** of your choice. Can you identify where **selection, iteration** and **sequence** are used?
- 4 Choose some **denary** numbers. **Calculate** their values in binary and hexadecimal. Can you also convert them to different measurements – e.g. what is the value in **bytes, kilobytes, nibbles etc?**
- 5 Compare **ASCII** with **Unicode**.

Exam Style Questions

```

num = 7
for x = 1 to num
print x * num
next
    
```

Draw a flowchart version of this algorithm.

A programmer creates the following code:

```

01 input y
02 x = y MOD 5
03 if x == 0 then
04     print "True"
05 end if
    
```

How is the = sign on line 02 and line 03 used differently?

Complete the data type column on the below table to show the **most appropriate** data type for each:

Data recorded	Example data	Data type
Number of goals scored	2	
Training venue	Bycars Park	
Session completed (True / False)	True	
Best sprint time (seconds)	12.7	

# BE STRONG - Knowledge Organiser

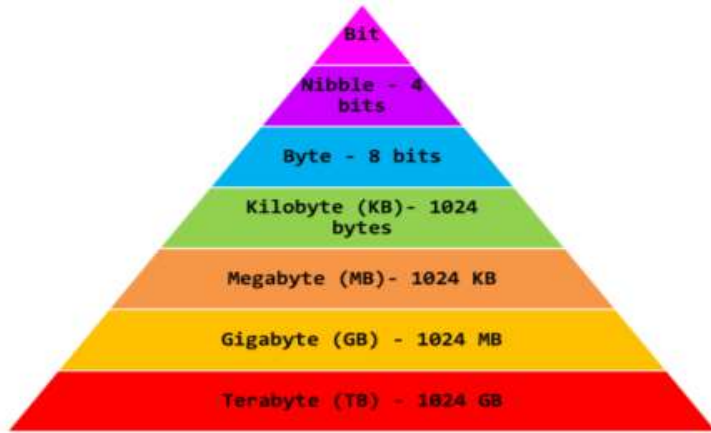
# Topic: Computing Block A (1-6)

(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

## Key Diagrams

## OCR Exam Style Questions

Function	Purpose
x.length	Gives the length of the string
x.upper	Changes the characters in the string to upper case
x.lower	Changes the characters in the string to lower case
x[i]	Gives the character in position i. Eg: x[2] = "r"
x.substring(a,b)	Gives the characters from position a with length b. Eg: x.substring(1,2) = or
+	Joins (concatenates) two strings together



1000 instead of 1024 could be used when doing your conversion calculations, because you will not be allowed a calculator in your exam.

Quantity	Bytes	Kilobytes	Megabytes	Gigabytes
4 minute MP3 audio file				
A page of ASCII text				
The name of a town				
A 45 minute DVD-quality movie clip				

- Convert the following **8-bit binary** values into **their denary** (base 10) equivalent. You must show your working out. 00110010, 10010011, 11000000, 00110001 (2 marks each calculation)
- The number 84 could be **represented** as either a **denary** value or a **hexadecimal** value. If 84 is represented as a hexadecimal, **calculate its denary** value (2 marks).
- The design of an **algorithm** comes from the **abstraction and decomposition** of a given problem. Explain how both these methods are used to **identify what algorithms** should be designed so that a problem can be solved (4 marks).
- Calculate how many **bytes** are in 8 **kilobytes** (1 mark).
- Explain a limitation of **ASCII** (2 marks).
- State and Describe 3 common built in functions (6 marks).
- Select the most appropriate **measurement** and complete the table in the diagram (bottom left) (4 marks)

(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers

Be  
Brave  
Kind  
And  
Strong

**Jeremy's Kubica: Computational Fairytales - found here:**

<http://computationaltales.blogspot.com/>

**OCR exam Specification:**

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Search 'OCR end of unit quiz followed by spec number e.g. 1.1' for sample questions!

**Recommended purchases:** *CGP OCR Computer Science Revision Guide*

**Revision websites:**

**Seneca learning:**

<https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2/section/65ac2e24-3b57-4598-b4dc-01e04eddee1b/session/start>

**bitsofbytes.co:**

<https://www.bitsofbytes.co/>

**BBC Bitesize:**

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

**YouTube:**

CraigNDave. CSUK, CrashCourse Computer Science



<b>Tier 2 Vocabulary (Exam Command Words)</b>			<b>Tier 3 Vocabulary</b>		
<b>1</b>	Analyse	Separate information into components to identify their characteristics.	<b>1</b>	Automation	The use of machinery to complete tasks that were previously done by humans.
<b>2</b>	Apply	Put into effect in a recognised way.	<b>2</b>	Robotics	The use of robot arm(s) in manufacture.
<b>3</b>	Argue	Present a reasoned case.	<b>3</b>	Crowdfunding	A method of funding a project or raising money from large numbers of people.
<b>4</b>	Compare	Identify similarities and differences.	<b>4</b>	Virtual media and Marketing	Includes promoting products online and sharing experiences, reviews and recommendations.
<b>5</b>	Contrast	Identify differences.	<b>5</b>	Cooperatives	A business owned by, governed and self-managed by its workforce.
<b>6</b>	Define	Specify meaning.	<b>6</b>	Fair Trade	A movement that aims to achieve fair and better trading conditions and opportunities that promote sustainability for developing countries.
<b>7</b>	Describe	Set out characteristics.	<b>7</b>	Sustainability	Meeting present-day needs without compromising the needs of the future.
<b>8</b>	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.	<b>8</b>	Non-Renewable Resources	Resources that will eventually run out (cannot be grown or replaced).
<b>9</b>	Evaluate	Judge from available evidence.	<b>9</b>	Renewable Resources	Resources that are found naturally and can be replaced (will not run out).
<b>10</b>	Explain	Set out purpose or reasons.	<b>10</b>	Technology Push	R&D of new technology or materials leads to designers using these to design new products.
<b>11</b>	Identify	Name or otherwise characterise.	<b>11</b>	Market Pull	Where products are produced and/or improved in response to customer needs.
<b>12</b>	Justify	Support a case with evidence.	<b>12</b>	Culture	The values, beliefs, customs, and behaviours used by groups and societies to interact with each other and the world.
<b>13</b>	Name	Give the correct title or term.	<b>13</b>	Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
<b>14</b>	Outline	Set out main characteristics.			
<b>15</b>	Which	Select/give the correct information.			



**Tier 3 Vocabulary**

<b>14</b>	Global Warming	A gradual increase in the overall temperature of the earth’s atmosphere generally due to the greenhouse effect.
<b>15</b>	CAD	Using computer software to draw, design and model on screen.
<b>16</b>	CAM	Manufacturing products designed by CAD>
<b>17</b>	FMS	Production is organised into cells of machines performing different tasks.
<b>18</b>	JIT	Materials and components are ordered to arrive at the product assembly point just in time for production.
<b>19</b>	Lean Manufacturing	Production focused on reducing waste in manufacturing to minimise costs and maximise efficiency.
<b>20</b>	Planned Obsolescence	Planning or designing a product to have a short life span.
<b>21</b>	Design for Maintenance	Designing products that are more durable and have spare parts available to maintain them.
<b>22</b>	Design for Disassembly	Designing products that can be taken apart so parts can be reused or recycled at the end of the product’s life.
<b>23</b>	Environmental Design	Making design decisions so that the product being designed has reduced impact on the environment.
<b>24</b>	Ethical Decisions	The impact hat design decisions have on people and the environment.

**Tier 3 Vocabulary**

<b>25</b>	Fossil Fuels	A natural fuel formed from the remains of living organisms.
<b>26</b>	Non-Renewable Energy	Coal, natural gas, oil, nuclear.
<b>27</b>	Wind Power	Wind turbines harness wind energy and convert it into electricity.
<b>28</b>	Solar Power	Use of solar panels to harness the Sun’s light energy and converting it into electricity.
<b>29</b>	Tidal Power	Relies on changing water levels of the tide to move turbines to generate electricity.
<b>30</b>	Hydroelectricity	Harnessing the flow of water from a reservoir to spin turbines that are connected to generators that generate electricity.
<b>31</b>	Biomass	Growing plants so that they can be burnt, or using decaying plant or animal materials to produce heat.
<b>32</b>	Kinetic Pumped Storage Systems	Used to generate electricity during high/peak demand times in the day.
<b>33</b>	Modern Materials	New materials developed to have properties that are useful when designing and making products.
<b>34</b>	Smart Materials	A material that changes its properties in response to changes in its environment.
<b>35</b>	Thermochromic Pigments	Changes colour in response to changes in temperature.
<b>36</b>	Photochromic Pigments	Changes colour in response to changes in light levels.


**Tier 3 Vocabulary**

<b>37</b>	Shape-Memory Alloys	Materials that can be bent/deformed and will return to their original shape when heated.
<b>38</b>	Composite Materials	Combination of two or more materials that combine their properties.
<b>39</b>	Technical Textiles	Textile materials and products that are manufactured for their technical and performance properties.
<b>40</b>	System Diagram	A diagram that breaks down an operation into its three main component parts: input, process, output.
<b>41</b>	Input Devices	Electrical and mechanical sensors that use signals from the environment and convert them into signals that can be passed into processing devices.
<b>42</b>	Process Devices	Takes the signal from the input stage of a system and act on it by changing it in some way.
<b>43</b>	Output Devices	Takes the signal from the process device of a system and turns it back into a physical (real world) signal.
<b>44</b>	Mechanism	A device that changes an input motion into a different output motion.
<b>45</b>	Linear Motion	Movement in a straight line.
<b>46</b>	Reciprocating Motion	Movement backwards and forwards in a straight line.
<b>47</b>	Rotary Motion	Movement round in a circle.
<b>48</b>	Oscillating Motion	Movement swinging from side to side.
<b>49</b>	Lever	A mechanism that moves around a fixed point.
<b>50</b>	1 <sup>st</sup> Class Lever	The fulcrum is between the load and effort.
<b>51</b>	2 <sup>nd</sup> Class Lever	The load is between the fulcrum and effort.

**Tier 3 Vocabulary**

<b>52</b>	3 <sup>rd</sup> Class Lever	The effort is between the fulcrum and load.
<b>53</b>	CAMS	Changes rotary motion into reciprocating motion.
<b>54</b>	Linkages	Used in mechanisms to transfer force and can change the direction of movement.
<b>55</b>	Reverse Motion Linkage	Changes the direction of input so that the output goes the opposite way.
<b>56</b>	Parallel Motion Linkage	The direction of movement and magnitude of the forces are the same.
<b>57</b>	Bell Crank Linkage	The direction of movement is turned through 90 degrees.
<b>58</b>	Crank and Slider Linkage	Changes rotary movement into reciprocal movement.
<b>59</b>	Treadle Linkage	Used rotary input to turn a crank on a fixed pivot.
<b>60</b>	Gear Train	A mechanism that transmits rotary motion and torque.
<b>61</b>	Torque	Turning force that causes rotation.
<b>62</b>	Simple Gear Train	The drive gear causes the driven gear to turn in the opposite direction.
<b>63</b>	Block and Tackle Pulley	A system of two or more pulleys that can be used in combination to reduce effort required to lift or move a heavy load.
<b>64</b>	Belt Drives	Transfer movement from on rotating pulley to another, each held on a shaft.

**Example Exam Questions**

<b>65</b>	State two reasons why prototyping is beneficial. (2 marks)
<b>66</b>	Explain why some people are in favour of renewable energy sources. (2 marks)
<b>67</b>	Explain why cams and followers are used. (1 mark)
<b>68</b>	Give 5 specification points for a children’s toy. (5 marks)
<b>69</b>	<p>The product below is a wind up torch used by people who hike.</p> <div style="text-align: center;">  </div> <p>Specification:</p> <ul style="list-style-type: none"> <li>• Lightweight.</li> <li>• Battery charged by winding the handle.</li> <li>• Waterproof.</li> <li>• Portable.</li> </ul> <p>Evaluate the torch in terms of:</p> <ol style="list-style-type: none"> <li>a. Suitability for the user. (4 marks)</li> <li>b. Aesthetics. (4 marks)</li> <li>c. Functionality. (4 marks)</li> <li>d. Ergonomics. (4 marks)</li> </ol>
<b>70</b>	What is fair trade and why do some people view it as more ethical? (2 marks)

**BE BOLD, DIG DEEP AND DISCOVER**

<b>71</b>	<p>Find out more about the AQA GCSE Design and Technology specification:</p> <p><a href="https://www.aqa.org.uk/qualifications/gcse/design-technology/specification">GCSE Design and Technology Specification Specification for first teaching in 2017 (aqa.org.uk)</a></p>
<b>72</b>	<p>Test your knowledge and revise using Seneca Learning:</p> <p><a href="https://www.senecalearning.com/">Seneca - Learn 2x Faster (senecalearning.com)</a></p>
<b>73</b>	<p>Test your knowledge and revise using Mr Hadley’s Quizlet Sets:</p> <p><a href="https://www.quizlet.com/">Learning tools and flashcards - for free!   Quizlet</a></p>
<b>74</b>	<p>Listen to some revision podcasts on apple podcasts:</p> <p><a href="https://podcasts.apple.com/gb/podcast/gcse-design-technology-revision-podcast/id1501111111">Revise - GCSE Design Technology on Apple Podcasts</a></p>
<b>75</b>	<p>Revise using BBC Bitesize:</p> <p><a href="https://www.bbc.com/education/gcse-design-technology">GCSE Design and Technology - AQA - BBC Bitesize</a></p>
<b>76</b>	<p>Practice your technical drawing skills using the Bolder D&amp;T YouTube channel. Go to the GCSE drawing skills playlist:</p> <p><a href="https://www.youtube.com/channel/UCxJbos3MpuHuC_r8YI2moWg">https://www.youtube.com/channel/UCxJbos3MpuHuC_r8YI2moWg</a></p>

For Component 1, Section A, you need to be able to answer multiple choice questions about how a theatre works, identifying theatre roles and the responsibilities of different theatre makers.

**THEATRE CREATORS**

<b>Playwright</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Writes the script of the play, including dialogue and stage directions.</li> <li>Prepares the script</li> </ul>
<b>Performer</b>	<p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Appears in a production, e.g. as an actor, dancer, singer.</li> <li>Learns lines and blocking</li> </ul> <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Creates a performance or assumes a role on stage in front of an audience.</li> <li>Appears before an audience and performs their role(s).</li> </ul>
<b>Understudy</b>	<p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Learns a part, including lines and movements.</li> <li>Learns the role(s) they are covering.</li> </ul> <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Takes over a role if there is a planned or unexpected absence.</li> <li>Is prepared to 'go on' in case of an absence.</li> </ul>

<b>Director</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Oversees the creative aspects of the production.</li> <li>Reads and studies the play – decides concept.</li> <li>Develops the 'concept' for the production.</li> <li>Casts performers.</li> <li>Liaises with designers &amp; stage manager.</li> </ul> <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Rehearses the performers – gives notes and agrees blocking.</li> <li>Rehearses performers.</li> </ul>
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**DESIGNERS**

<b>Set Designer</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Designs the set of the play and the set dressing (objects placed on the stage).</li> <li>Provides sketches and other design materials.</li> <li>Oversees the creation of the set.</li> </ul> <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Researches the play/context.</li> <li>Develops set design ideas.</li> <li>Ensures the set is built and operates correctly.</li> </ul>
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<b>Sound Designer</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Designs the sound required for the performance, this might include music and sound effects.</li> <li>Researches the play/context.</li> <li>Develops sound design ideas.</li> </ul> <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Considers if amplification e.g. microphones are needed.</li> <li>Creates plot sheets and cues for the sound.</li> </ul>
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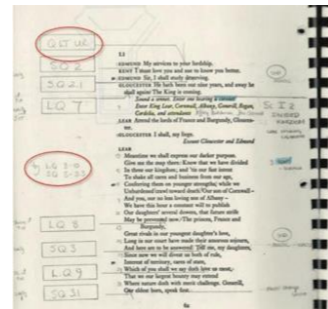


<b>Lighting Designer</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Designs the lighting effects and states that will be used.</li> <li>Understands the technical capabilities of the theatre.</li> <li>Creates the lighting plot.</li> </ul> <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Researches the play/context.</li> <li>Develops lighting design ideas.</li> <li>Creates plot sheets and cues for the lighting.</li> </ul>
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<b>Puppet Designer</b>	<p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Designs the puppets for a production.</li> <li>Researches the play/context.</li> <li>Develops puppet design ideas.</li> </ul> <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Considers the style of the puppets and how they will be operated.</li> <li>Makes and provides puppets for rehearsals.</li> </ul>
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**CREW**

<b>Stage Manager</b>	<p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Runs the backstage elements of the play and supervises the backstage crew.</li> <li>Organises the rehearsal schedule.</li> <li>Keeps a list of props and other technical needs.</li> <li>Creates a prompt book.</li> <li>Calls the cues for the performance.</li> </ul> <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Creates rehearsal schedules and props list.</li> <li>Notes blocking and creates prompt book.</li> <li>Ensures the smooth running of the show.</li> <li>'Calls' the show by announcing cues to cast and technicians.</li> </ul>
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<b>Technician</b>	<p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> <li>Operates the technical equipment, e.g. lighting and sound boards, during a performance.</li> <li>Run the technical elements during technical and dress rehearsals.</li> </ul> <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Operates the technical equipment, e.g. sound board.</li> </ul>
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**THEATRE STAFF**

<b>Theatre Manager</b>	<p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Runs the theatre building, including overseeing the Front of House staff.</li> <li>Oversees the operation of Front of House and box office.</li> </ul>
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<b>Front of House Staff</b>	<p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> <li>Box Office: where audience members can buy/collect their tickets.</li> <li>Ushers: look after the audience inside the auditorium.</li> <li>Sell programmes and show memorabilia.</li> <li>Show audience members to their seats.</li> <li>Assist audience members with any problems.</li> </ul>
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**Dig Deeper Questions**

Which roles do you think will have to work closely together?  
 Why are communication skills so important for each of these roles?  
 Which role do you think would be the most challenging role? Why?  
 Which role do you think is the most important? Why?

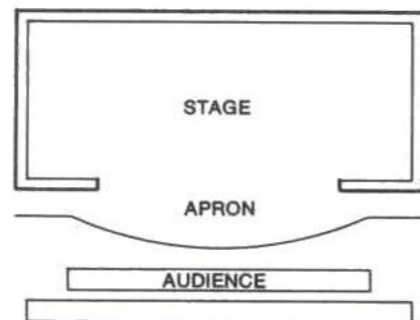


In Component 1, Section A you could be asked questions about different staging configurations. You may also find it useful when creating your Component 2 & 3 performances to experiment with staging types.

**Proscenium Arch:** Common in large theatres and opera houses. The proscenium refers to the frame around the stage; the area in front of the arch is called the apron. The audience faces one side of the stage directly and may sit at a lower height or on tiered seating.

**Advantages:**

- Stage pictures are easy to create, as the audience look roughly at the same angle.
- Backdrops and large scenery can be used without blocking sightlines.
- There is usually fly space and wings for storing scenery.
- The frame around the stage adds to the effect of a fourth wall; creating a self-contained world.



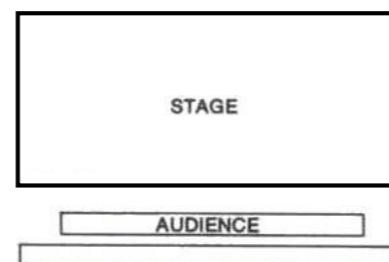
**Disadvantages:**

- Some audience members may feel distant from the stage.
- The auditorium could feel formal and rigid.
- Audience interaction may be more difficult.

**End On:** This is similar to proscenium arch, as the audience faces one side of the stage directly and may sit at a lower height or on tiered seating. However, it doesn't have the large proscenium or apron. Our studio is set up as end on.

**Advantages:**

- The audience all have a similar view.
- Stage pictures are easy to create.
- Large backdrops or projections may be used.



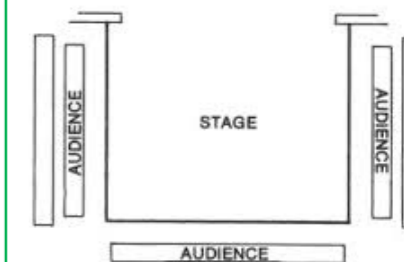
**Disadvantages:**

- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.

**Thrust:** When the stage in front of the proscenium protrudes into the auditorium, so that the audience are sitting on three sides. This is one of the oldest types of staging; Greek amphitheatres and Elizabethan theatres like Shakespeare's Globe are both types of thrust stages

**Advantages:**

- As there is no audience on one side of the stage, backdrops, flats and large scenery can be used.
- The audience might feel closer to the stage – there are 3 front rows.
- Fourth wall can be achieved while having the audience close to the action.



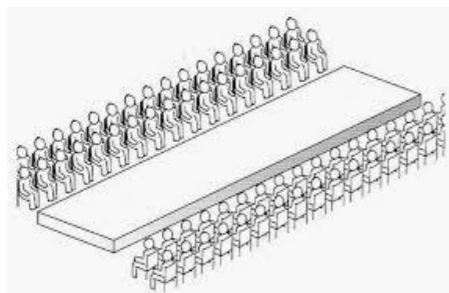
**Disadvantages:**

- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.

**Traverse:** The acting area is a long central space and the audience sits on two sides facing each other. This type of staging can feel like a catwalk show.

**Advantages:**

- The audience feel very close to the stage as there are two long front rows.
- Audience members can see the reactions of the other side of the audience.
- The extreme ends of the stage can be used to create extra acting areas.



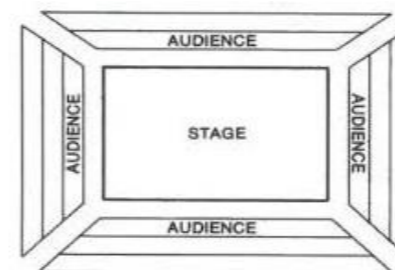
**Disadvantages:**

- Big pieces of scenery, backdrops or set can block sightlines
- The acting area is long and thin, which can make some blocking challenging.
- Actors must be aware of making themselves visible to both sides of the audience.

**In the Round:** The stage is positioned in the centre of the audience and the audience are seated around all areas of the stage. The stage/audience can either be curved (creating a circle), or more like a square or rectangle. There are usually several 'tunnel-like' entrances, these are called vomitories.

**Advantages:**

- The audience is close to the stage as there is an extended first row.
- The actors enter and exit through the audience which can make them feel more engaged.
- There is no easily achieved fourth wall separating the audience from the actors – it is easy to interact with them.



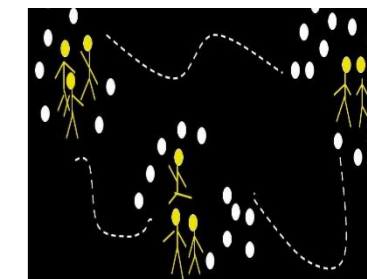
**Disadvantages:**

- Designers cannot use backdrops or flats as they would obscure the view of the audience.
- Stage furniture has to be chosen carefully so that audience sightlines aren't blocked.
- Actors must continually move around so that the audience can see them and critical interactions.

**Promenade:** The performance areas are set in various locations in a venue. Promenade means 'to walk' and the audience follows the action on foot, moving from one performance area to another. Promenade staging is often used in site specific performances (a performance in a location that is not a conventional theatre, e.g. a street, a warehouse)

**Advantages:**

- Interactive style of theatre where the audience feels involved.
- No set changes or need for movement of big bulky items.
- Enables audience to be more engaged as they move from one piece of action to the next.



**Disadvantages:**

- The audience may find moving around the space difficult or might get tired.
- Actors and or crew need to be skilled at moving the audience around and controlling their focus.
- There can be health and safety risks



GCSE Command words

Characteristics of Performance Texts

Tier 2 Word	Meaning
Analyse	Look at the information provided and break it down to identify and interpret the main points being raised.
Describe	Set out the characteristics of something.
Evaluate	Make a judgment from the evidence available.
Explain	Set out purposes or reasons.
How	State in what ways...
Name	Identify correctly.
What	Specify something.
Why	Give a reason or purpose.

Tier 3 Word	Meaning
Genre	The type of story being told, e.g. tragedy, comedy.
Structure	The way a piece of drama is put together.
Style	The way in which the drama is performed, e.g. naturalistic.
Form	A form is the method you select to tell your story and explore themes when presenting your work, e.g. mime, physical theatre.
Subtext	An underlying and often distinct theme in a piece of drama.
Dramatic climax	The most intense/ exciting part of something.
Interaction	Communication or direct involvement with someone or something.
Stage directions	an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.

**Dig Deeper Research**

**Theatre roles:**  
<https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1>

**Staging:**  
<https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1>

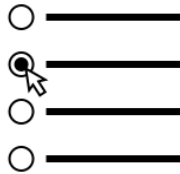
**Stage positioning:**  
<https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1>

**Stanislavski:**  
<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

**Brecht and Epic Theatre:**  
<https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

**Berkoff:**  
<https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/2>

**Physical theatre:**  
<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>



**Component 1 - Section A - Multiple choice questions**

**Q1 (1 mark)** Focuses on the **different theatre roles**. You will be asked to identify who would take on a specific role in the theatre.

**Q2 (1 mark)** Focuses on **suitable staging**. You will be asked to identify types of staging, their layout, or what they are used for.

**Q3 (1 mark)** Focuses on **types of stage**. You will be asked to look at an image and identify what type of stage is shown.


**Q4 (1 mark)** Focuses on **stage positioning of props and set**. You will be asked to look at an image and identify where a specific prop or item of set is positioned on stage.

**PERFORMANCE SKILLS**

For the GCSE course, you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/ have been used as well as being able to use them yourself.


**Components**  
1, 2, 3


**VOCALS**


**Pitch:** How high or low your voice is.  



**Pace:** The speed that you speak at.





**Pause:** A break in speaking; a period of silence.  



**Volume:** The loudness or quietness of your voice.  


**Diction:** The clearness of your voice - the audience being able to understand what you are saying.  



**Power:** The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.  


**Emphasis:** 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.  


**Accent:** The way words are pronounced in a local area or country. E.g. Liverpoolian, R.P. 'Jordie', Irish, American South.  



**Articulation:** The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.  



**PHYSICALITY**


**Direction:** The position you face or move in.  


**Pace:** The speed that you move at.



**Gait:** The way that you walk.  


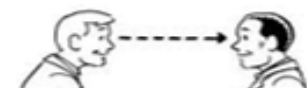
**Tension:** How tightly you are holding your muscles.  


**Control:** Being able to execute a specific and precise movement.  



**Gesture:** A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.  


**Facial Expression:** Using your face to show how a character is feeling.



**Eye Contact:** Choosing to look at a specific performer, object, audience member or direction.  






















**Posture:** The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.  


**Dig Deeper Questions**

How could you use vocal skills to communicate subtle changes to a character's emotions?  
 How could you use physical skills to communicate subtle changes to a character's emotions?  
 Which do you think is the most important vocal skill? Why?  
 Why do you need to change your characterisation depending on the style of the play?




How can eye contact change the meaning communicated?  
 How might adding a pause change the meaning of a line?  
 Which do you think is the most important physical skill? Why?  
 What makes a successful performance?

## Year 10 – English - Block A: *An Inspector Calls* by J. B. Priestley

Tier 2 key vocabulary			Tier 3 key vocabulary		Dramatic devices			
1	Responsibility 	being accountable or to blame for something.	1	socialism 	a theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community.	1	stage directions 	instructions in the script of a play that tell actors how to enter, where to stand, when to move, and how to speak etc.
2	hierarchy 	a system in which members of an organization or society are ranked according to relative status or authority.	2	capitalism 	an system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.	2	dramatic irony 	when the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.
3	conscience 	a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.	3	Bourgeoisie 	the capitalist class who own most of society's wealth and means of production.	3	cliff-hanger 	a shocking revelation at the end of a scene or act.
4	exploit 	treating someone unfairly in order to benefit from their work.	4	Collectivist 	the practice or principle of giving a group priority over each individual in it.	4	setting 	the time and place during which the play takes place.
5	social class 	the way that society is divided by money and occupation.	5	individualist 	someone who believes we are solely responsible for ourselves.	5	tension 	a growing sense of expectation within the drama.
6	vulnerable 	exposed to the possibility of being attacked or harmed, either physically or emotionally.	6	patriarchy 	a system of society or government in which men hold the power and women are largely excluded from it.	6	foreshadowing 	a warning or indication of a future event.



## Year 10 – English - Block A: *An Inspector Calls* by J. B. Priestley

7	prejudiced 	having or showing a dislike or distrust that is derived from prejudice; bigoted.	7	Omniscient 	All knowing.	7	Juxtaposition 	two things being seen or placed close together with contrasting effect.
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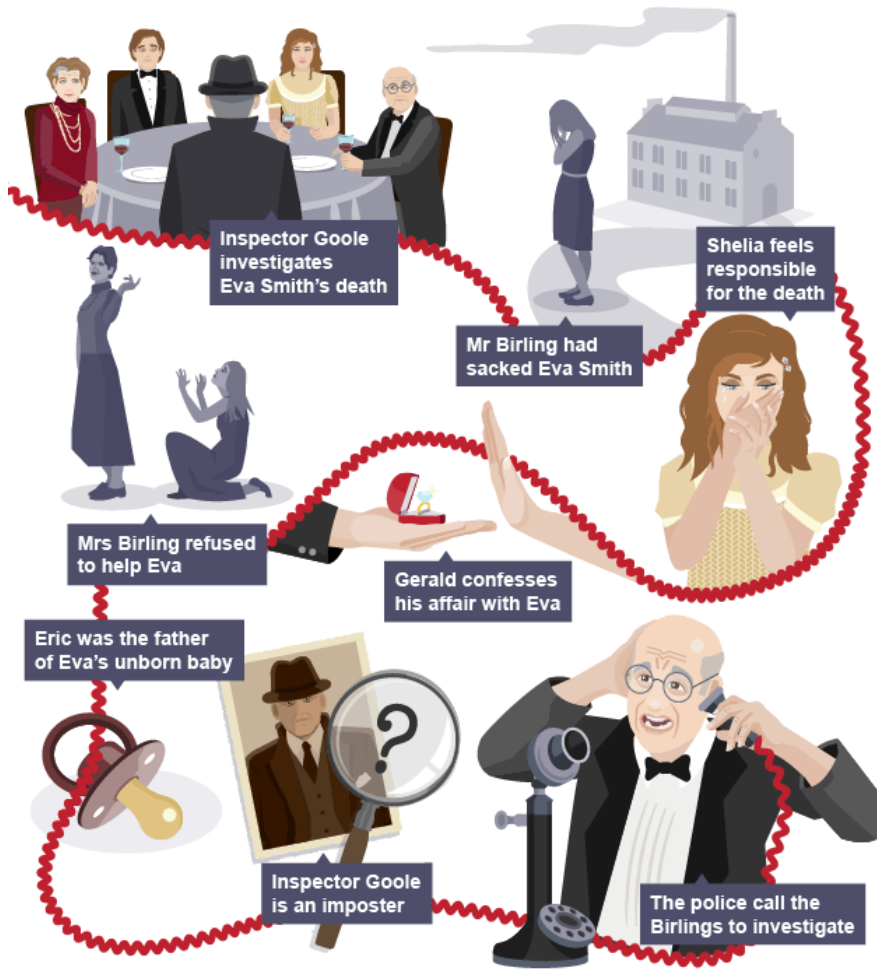
Characters	
<b>The Inspector</b>	Priestley's mouthpiece; advocates social justice
<b>Mr Birling</b>	Businessman, capitalist, against social equality
<b>Mrs Birling</b>	Husband's social superior, believes in personal responsibility
<b>Sheila</b>	Young girl, comes to change views and pities Eva, feels regret
<b>Eric</b>	Young man, drinks too much, regrets actions
<b>Gerald</b>	Businessman, engaged to Sheila, politically closest to Birling
<b>Eva</b>	Unseen in play, comes to stand for victims of social injustice

CHALLENGE TASKS	
1.	The play was written in 1945, but set in 1912. What is the significance of these dates?
2.	Which political system do you think is better for society? Socialism or Capitalism? Justify your answer.
3.	What influenced Priestley to write the play?
4.	'We are all responsible for one another.' Do you agree/disagree with this statement and why?
5.	Who is The Inspector?
6.	Why is the play a 'well-made' play?
7.	What does the ending of the play represent?

### KEY THEMES



**PLOT SUMMARY**



**BE BRAVE, DIG DEEP AND DISCOVER**

**EXPLORE:**

Visit <https://www.bl.uk/works/an-inspector-calls> and read the articles about J.B. Priestley and his play.



**WATCH:**

The BBC adaptation of the play:  
<https://www.bbc.co.uk/iplayer/episode/p02z80kq/an-inspector-calls>



**REVISE:**

Brush up on your knowledge and understanding of the play:  
<https://www.bbc.co.uk/bitesize/topics/zpr639q>



**CREATE:**

Re-write a 2021 version of the play!



**READ: Critical and Academic Reading Lists**

Broaden your knowledge of the play, context and characters.

<https://tinyurl.com/28f8ndfx>

<https://tinyurl.com/5fz5v6bx>



# GCSE Food and Nutrition Knowledge Organiser

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Cuisine</b>	Cuisine is a style of food characteristic to a particular country or region, where the food has developed historically using distinctive ingredients, specific preparations and cooking methods or equipment, and presentation or serving techniques	13	<b>Marketing</b>	is identifying consumers' needs and wants, and using that information to supply consumers with products that match their needs and wants. In addition, the food products need to generate sales and profits for food retailers. These are methods used to promote a food product to a consumer.
2	<b>Nutrition Labels</b>	Nutrition labels on food packaging are required by law in the UK. They are often displayed as a panel or grid on the back or side of packaging.	14	<b>The antioxidant vitamins</b>	ACE is a good way to remember the antioxidant vitamins, Vitamins A, C and E which protects the body
3	<b>A balanced diet</b>	A balanced diet provides all the nutrients in the correct amounts to meet individual needs.	15	<b>Vitamin A</b>	is an antioxidant vitamin and is found in the plant sources of vitamin A. These include: Carrots, Sweet potatoes, Tomatoes, Apricots, Mango, Broccoli
4	<b>The 5 segments of the Eatwell Guide</b>	The Eatwell Guide is divided into five segments: Fruit and vegetables 40% Potatoes, bread, rice, pasta and other starchy carbohydrates 38% Beans, pulses, fish, eggs, meat and other proteins 12% Dairy and alternatives 8% Oils and spreads 1%	16	<b>Vitamin C</b>	is an antioxidant vitamin and is found in: Citrus fruits (e.g. lemons, oranges, grapefruit) Blackcurrants, Tomatoes Broccoli, Lettuce, Red and green peppers All fresh fruit and vegetables in different amounts
5	<b>Emulsifiers</b>	Oil and water do not mix. When an emulsifier is added, they mix and do not separate. Emulsifiers are used in mayonnaise and ice cream. One important emulsifier is lecithin (E322)	17	<b>Vitamin E</b>	is an antioxidant vitamin and is found in: Sunflower oil, Wheatgerm, Nuts, Cereals and Eggs
6	<b>Biological raising agent</b>	Yeast is a biological raising agent. It is a living plant (a type of fungus).	18	<b>Food security</b>	Food security is about ensuring that all people, at all times, have access to enough safe and nutritious food required for an active, healthy life.
7	<b>Peeling</b>	Many fruit and vegetables are peeled before they processed into food products. A variety of mechanical methods are used. Tomatoes	19	<b>Extracting juice</b>	The fruit and vegetables are first finely chopped and then mashed into pulp. The pulp is then pressed and the juices may be filtered to remove solids bits. Chemicals will be

are scalded with boiling water or steamed to loosen their skins and then brushed to remove it. Acid solutions are used to remove and destroy enzymes that will make the fruit turn brown.

added to remove any cloudiness. The juice will then be pasteurized and sealed into cartons.

## Dig Deeper

Check out the following:

<https://www.bbc.co.uk/bitesize/topics/zrdsbk/resources/1>

## Resources

AQA GCSE Food Preparation and Nutrition Past Papers

[www.learnay.co.uk/food-preparation-and-nutrition/aqa/](http://www.learnay.co.uk/food-preparation-and-nutrition/aqa/)

QFL: What are nutrients and why do we need them?

The table below lists some common foods.

Tick the nutrient columns to show which nutrients each food contains a lot of.

Food	Carbohydrate	Protein	Water	Fats & Oils	Vitamins	Minerals	Fibre
bread							
cereals							
cheese							
chips							
eggs							
fish							
fruit							
meat							
milk							
pasta							
vegetables							

**Carbohydrates**

**Function:** Bread, cereal, pasta, rice, cake, potatoes

**Benefit:** Energy

Simple carbohydrates digest - fast releasing energy

Complex carbohydrates digest - slow releasing energy

**Fats and Oils**

**Function:** Meat, cheese, crisps, butter, oil

**Benefit:** Energy, insulation and support cell growth

They help control your organs and help keep your body warm

They help your body absorb some vitamins and produce health hormones

**Vitamins**

**Function:** Fruit, vegetables, fish, cereal

**Benefit:** Keeping body healthy, for growth and development

They help to build proteins, support your immune system, control food intake, and reduce cancer damage

- Vitamin A for healthy eyes
- Vitamin C for repairing the skin and for our immune system
- Vitamin B for our nerves



Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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## Y10 French Knowledge Organiser – Block A

### IDENTITY & CULTURE – Family Relationships



1. Tu vis avec qui?	You live with who ?	Who do you live with ?
2. Je vis avec ma mère et mon beau-père	I live with my mum and my handsome-dad	I live with my mum and my step-Dad
3. mes deux frères et ma sœur		my two brothers and my sister
4. Tu t'entends bien avec ta famille?	You yourself hear well with your family ?	Do you get on with your family?
5. Oui, je m'entends bien avec ma mère	Yes, I myself hear well with my mum	Yes, I get on well with my mum
6. parce qu'elle est plus gentille	because she is more kind	because she is kinder
7. que mon beau-père	than my handsome-dad	than my step-dad
8. qui est assez sévère		who is quite strict
9. surtout si je sors avec mes copains		especially if I go out with my friends
10. avant de faire mes devoirs.	before of to do my homeworks.	before doing my homework.
11. Je vois rarement mon père.	I see rarely my dad.	I rarely see my dad.
12. Je ne m'entends pas bien avec lui	I myself hear not well with him	I don't get on well with him
13. vu qu'il n'est pas très drôle.	seen that he is not very funny.	given that he is not very funny.
14. Je pense que mes frères sont plus agréables	I think that my brothers are more pleasant	I think my brothers are nicer
15. que ma sœur		than my sister
16. car je la trouve	as I her find	as I find her
17. un peu paresseuse.		a bit lazy.
18. Par exemple, elle ne fait jamais la vaisselle.	For example she does never the washing up.	For example she never does the washing up.
19. Et c'est quoi, un bon ami, pour toi ?	And it is what, a good friend, for you?	What is a good friend, for you?
20. Ma meilleure copine s'appelle Lucie	My best friend herself calls Lucie	My best friend is called Lucie
21. et on ne se dispute jamais	and one each other argues never	and we never argue with each other
22. étant donné qu'on se connaît	being given that on each other knows	given that we've known each other

23. depuis longtemps.	since long time	for a long time
24. Nous avons les mêmes goûts.		We have the same tastes
25. Par exemple, le weekend dernier	For example the weekend last	For example last weekend
26. nous sommes allées à un concert	we are gone to a concert	we went to a concert
27. et c'était vraiment sensass!		and it was really sensational!
28. Qu'est-ce que tu vas faire le weekend prochain ?	What is it that you are going to do the weekend next ?	What are you going to do next weekend?
29. Le weekend prochain je vais	The weekend next I'm going	Next weekend I'm going
30. faire de la natation avec mes copains.	to do some swimming with my friends	to go swimming with my friends

### **IDENTITY & CULTURE – Free Time activities**



31. Qu'est-ce que tu as fait ?	What is it that you have done ?	What did you do?
32. J'ai fait de l'équitation avec ma belle-sœur	I have done of the horse-riding with my beautiful-sister	I went horse-riding with my step-sister.
33. J'avais peur parce que l'année dernière je me suis tombée	I had fear because the year last I myself am fallen	I was scared because last year I fell off.
34. J'ai vu un dessin animé	I have watched a drawing animated	I watched a cartoon.
35. Je l'ai trouvé un peu enfantin	I it have found a bit childish	I found it a bit childish.
36. Je suis arrivé au cinéma en bus	I am arrived to the cinema in bus	I arrived at the cinema by bus
37. Après avoir fait du patinage*	after to have done some ice-skating	After having gone ice-skating
38. J'ai joué du violon dans un concert	I have played some violin in a concert	I played the violin in a concert.
39. Après être rentré du concert*	after to be returned from the concert	After having returned from the concert
40. j'ai nagé à la piscine pendant deux heures	I have swum to the pool during two hours	I swam in the pool for two hours.
41. Samedi, je suis allé au bord de la mer avec mes copains.	Saturday, I am going to the side of the sea with my friends	On Saturday, I went to the seaside with my friends
42. Normalement, je préfère la piscine, mais pour une fois on est allés au bord de la mer	Normally, I prefer the pool but for one time one is gone to the side of the sea	Normally, I prefer the pool, but for a change, we went to the seaside

43. C'était bien, j'ai joué au foot et au badminton sur la plage	It was well, I have played to the football and to the badminton on the beach	It was good, I played football and badminton on the beach
44. et, enfin, on s'est baignés aussi	and, finally, one himself is batheds also	and, finally, we swam as well.
45. Qu'est-ce que tu as fait dimanche ?	What is it you have done Sunday ?	What did you do on Sunday?
46. Dimanche, je suis allé au stade pour voir un match de rugby.,	Sunday, I am going to the stadium for to see a match of rugby ?	On Sunday, I went to the stadium to see a rugby match
47. Mon équipe préférée a fait match nul contre Toulouse	My team preferred has done match rubbish against Toulouse	My favourite team drew against Toulouse
48. alors on n'a pas gagné mais on n'a pas perdu non plus! Quel joli match!	so, one has not won but one has not lost no more. Which pretty match !	so, we didn't win but we didn't lose either. What a good match!
49. Le week-end prochain je vais faire des magasins à Bordeaux.	The weekend next I am going to do some shops to Bordeaux.	Next weekend, I am going to go shopping in Bordeaux
50. Ma copine va m'aider à choisir des cadeaux d'anniversaire pour ma mère et ma sœur.	My friend is going me to help to choose some presents of birthday for my mum and my sister.	My friend is going to help me to choose some birthday presents for my mum and my sister
51. Samedi, j'ai fait la grasse matinée	Saturday, I have done the fat morning	On Saturday, I had a lie in
52. Ensuite, j'ai rangé ma chambre et j'ai fait la lessive	Next, I have ranged my bedroom and I have done the laundry	Next, I tidied my room and I did the laundry
53. Tant pis, c'était marrant !	So much worse, it was funny!	Never mind, it was funny!
54. Dimanche, j'ai fini mes devoirs de maths, quelle barbe !	Sunday, I have finished my homework of Maths, what beard!	On Sunday, I finished my Maths homework, what a pain!
55. Nous avons promené le chien, comme d'habitude	We have walked the dog, like usual	We walked the dog, as usual
56. Le weekend, je n'avais pas le droit de sortir	The weekend, I did not have the right of to go out	At the weekend, I wasn't allowed to go out
57. à cause de mes mauvaises notes au lycée.	to cause of my bads grades to the school.	because of my bad grades at school.
58. J'ai dû rester à la maison	I have had to stay to the house	I had to stay at home
59. où j'ai feuilleté des BDs	where I have flicked through some BDs	where I flicked through some comic books.
60. La télé ne me dit rien.	The TV doesn't me say anything.	TV doesn't interest me.

→ The following is a guide to the sort of rubrics and instructions which will be used in **Section B of the Listening and Reading exams**.



- Attention !** Vous pouvez utiliser la même lettre plus d'une fois.
- C'est quelle personne ? Ecrivez le nom de la bonne personne.
- C'est qui ? Ecrivez le nom de la bonne personne.
- Choisissez (deux) phrases qui sont vraies.
- Choisissez la réponse correcte/la bonne réponse.
- Complétez la grille.
- Complétez le texte suivant avec les mots de la liste ci-dessous.
- Décidez si c'est Vrai (**V**), Faux (**F**) ou Pas Mentionné (**PM**). Ecrivez V, F ou PM.
- Donnez (**deux**) détails.
- Ecoutez ce passage/cette conversation/cette interview/ce reportage...
- Ecrivez la bonne lettre dans chaque case.
- Ecrivez les bonnes lettres dans les cases.
- Il n'est pas nécessaire d'écrire en phrases complètes.
- Mentionnez un aspect positif/négatif/avantage/inconvénient.
- Pour une opinion négative, écrivez **N**
- Pour une opinion positive, écrivez **P**
- Pour une opinion positive et négative, écrivez **P+N**
- Quelle est la réponse correcte ?

- **NB** You can use the same letter more than once.
- Which person is it? Write the name of the correct person.
- Who is it? Write the name of the correct person.
- Choose (two) correct sentences.
- Choose the correct answer.
- Complete the grid.
- Complete the following text with words from the list below.
- Decide if it is True (**V**), False (**F**) or Not Mentioned (**PM**). Write V, F or PM.
- Give (**two**) details.
- Listen to this passage/this conversation/this interview/this report...
- Write the correct letter in each box.
- Write the correct letters in the boxes.
- It is not necessary to write in full sentences.
- Mention one positive aspect/negative aspect/advantage/disadvantage
- For a negative opinion, write **N**
- For a positive opinion, write **P**
- For a positive and negative opinion, write **P+N**
- Which is the correct answer?



	<b>IMPERFECT</b> <i>was doing/ used to do</i>	<b>PERFECT</b> <i>did/ have done</i>	<b>PRESENT</b> <b>do/am doing</b>	<b>NEAR FUTURE</b> <i>am going to do</i>	<b>SIMPLE FUTURE</b> <i>will do</i>	<b>CONDITIONAL</b> <i>would do</i>	<b>**Subjunctive</b>
AIMER	j'aimais	j'ai aimé	<b>j'aime</b> <b>tu aimes</b> <b>il/elle aime</b> <b>nous aimons</b> <b>vous aimez</b> <b>ils/elles aiment</b>	je vais aimer	j'aimerai	j'aimerais	
ECOUTER	j'écoutais	j'ai écouté	<b>j'écoute</b>	je vais écouter	j'écouterai	j'écouterais	
JOUER	je jouais	j'ai joué	<b>je joue</b>	je vais jouer	je jouerai	je jouerais	
MANGER	je mangeais	j'ai mangé	<b>je mange</b>	je vais manger	je mangerai	je mangerais	
FINIR	je finissais	j'ai fini	<b>je finis</b>	je vais finir	je finirai	je finirais	
ATTENDRE	j'attendais	j'ai attendu	<b>j'attends</b>	je vais attendre	j'attendrai	j'attendrais	
ALLER	j'allais	je suis allé(e)	<b>je vais</b> <b>tu vas</b> <b>il/elle/on va</b> <b>nous allons</b> <b>vous allez</b> <b>ils/elles vont</b>	je vais aller	j'irai	j'irais	il est rare que j'aille
AVOIR	j'avais il y avait	j'ai eu	<b>j'ai</b> <b>tu as</b> <b>il/elle/on a</b> <b>il y a</b> <b>nous avons</b> <b>vous avez</b> <b>ils/elles ont</b>	je vais avoir	j'aurai il y aura	j'aurais	
ETRE	j'étais c'était	j'ai été	<b>je suis</b> <b>tu es</b> <b>il/elle/on est</b> <b>c'est</b>	je vais être	je serai ça sera	je serais ça serait	bien que ce soit...

			<b>nous sommes vous êtes ils/elles sont</b>				
FAIRE	je faisais il faisait	j'ai fait	<b>je fais tu fais il/elle/on fait nous faisons vous faites ils/elles font</b>	je vais faire	je ferai	je ferais	il faut que je fasse...
PRENDRE	je prenais	j'ai pris	<b>je prends</b>	je vais prendre	je prendrai	je prendrais	
VENIR	je venais	je <b>suis</b> venu(e)	<b>je viens</b>	je vais venir	je viendrai	je viendrais	
BOIRE	je buvais	j'ai bu	<b>je bois</b>	je vais boire	je boirai	je boirais	
VOIR	je voyais	j'ai vu	<b>je vois</b>	je vais voir	je verrai	je verrais	
LIRE	je lisais	j'ai lu	<b>je lis</b>	je vais lire	je lirai	je lirais	
DEVOIR	je devais	j'ai dû	<b>je dois</b>	je vais devoir	je devrai	je devrais	
POUVOIR	je pouvais	j'ai pu	<b>je peux</b>	je vais pouvoir	je pourrai	je pourrais	
VOULOIR	je voulais	j'ai voulu	<b>je veux</b>	je vais vouloir	je voudrai	je voudrais	

**Exclamations!**  
 Quelle surprise! (What a surprise!)  
 Quel dommage! (What a pity/shame!)  
 Quel cauchemar! (What a nightmare!)  
 Quel désastre! (What a disaster!)  
 Zut alors! (Oh no!)  
 Tant pis! (Tough luck!)  
 Ce n'est pas juste! (It's not fair!)  
 C'est la vie! - (That's life!)

**Opinions**  
 Je pense que - (I think that)  
 Je crois que (I believe that)  
 Je dirais que - (I would say that)  
 Je ne supporte pas - (I can't stand)  
 J'adore - (I love)  
 Je déteste (I hate)  
 Je dois dire que- (I must say that)  
 À mon avis - (From my point of view)

**Connectives**  
 Et (and)  
 Cependant (however)  
 Donc (Therefore/as a result)  
 Aussi (also)  
 Mais (but)  
 En plus (in addition)  
 Parce que (because)  
 Vu que (given that)

**Questions**  
 Et toi? (And you - informal?) Et vous? (And you - formal)  
 Est-ce que tu aimes...? - (Do you like...?)  
 Est-ce tu vas à ...? - (Do you go to?)  
 Qu'est-ce que tu en penses? - (What do you think about that?)  
 Tu dirais quoi? (What would you say)  
 C'est comment...? - (What is .... Like?)

**Use EQUATACO-  
 Speak more  
 fluently**

**Adjectives**  
**-ique = ic (English)**  
 athlétique (athletic)  
 artistique (artistic)  
 excentrique (eccentric)  
 fantastique  
 sarcastique  
 romantique

**-ent**  
 différent/e (different)  
 évident/e (evident)  
 excellent/e  
**-ant**  
 arrogant/e  
 élégant/e  
 Important/e

**Uber-cool Phrases**  
 Soyons honnêtes - (Let's be honest)  
 Mon ami dit que- (My friend says that)  
 J'ai toujours aimé- (I have always liked)  
 Comme tout le monde le sait- (As everyone knows)  
 Il est nécessaire d'être/d'avoir - It is necessary to be/to have

**Adverbs:**  
**ly in English = -ment in French**  
 Totalement: totally  
 Absolument: absolutely  
 Franchement: frankly/really  
 Normalement: normally  
 Actuellement: Currently  
 (Mal)heureusement: (un)fortunately

**Tenses**

Diagram: Past — Present (Now) — Future

**PAST** Je suis allé(e) a + infinitive (I went to + inf)  
**PRESENT** J'aime + infinitive (I like + inf)  
**FUTURE** Je vais + infinitive (I'm going to + inf)

**GCSE-style Challenge Questions: Answer in French**

1. Aimerais-tu passer plus de temps en famille? Pourquoi?
2. Pensez-vous qu'il est important d'avoir des frères et sœurs? Pourquoi?
3. Que préfères-tu faire dans ton temps libre?
4. Tu t'entends bien avec ta famille? Pourquoi?
5. Aimerais tu te marier? Pourquoi?

**(Be brave, dig deep and discover)**

**Recommended texts/websites/writers**

**French Vocabulary Learning:**

- Senecalarning.com → French KS4 → French AQA (For Bilingual students and Challenge)
- Quizlet.co.uk
- <https://www.duolingo.com> Select **French** as the language you want to learn → The app is also available
- <https://www.memrise.com/courses/english/french/>

**French culture:**

- [https://www.britishcouncil.org/sites/default/files/the\\_grat\\_french\\_language\\_challenge.pdf](https://www.britishcouncil.org/sites/default/files/the_grat_french_language_challenge.pdf)
- <https://lyricstraining.com/fr> → The app is also available
- <https://www.culturetheque.com/exploitation/GBR/accueil-portal.aspx> → **LOTS AND LOTS** of **FREE** French magazines, comic, audio books, articles and film guides.

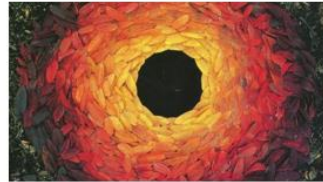
Logos: SENECA, Quizlet, duolingo, BRITISH COUNCIL, lyricstraining, INSTITUT FRANÇAIS ROYAUME-UNI, CULTURETHEQUE, MEMRISE.



# GCSE and NCFE Art Knowledge Organiser – Year 10 – Block A

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Expressive</b>	Effectively conveying thoughts or feelings. Where the process and style of creation is emphasised rather than the final product. Expression in art might be seen in bold colour, or gestural mark making.	13	<b>Monochromatic</b>	Having only one colour. Descriptive of work in which one hue, perhaps with variations of value and intensity, predominates.
2	<b>Genre</b>	Often refers to different types of art work having a particular form, content, technique ie still life genre, a realistic style of painting using everyday life as subject material	14	<b>Avant-Garde</b>	Avant-garde ideas, styles, and methods are very original or modern in comparison to the period in which they happen.
3	<b>Perspective</b>	Refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting.	15	<b>Chiaroscuro</b>	An Italian term which refers to the use of the dramatic contrast of light and dark in a painting.
4	<b>Stylised</b>	To conform you're working process to a particular style. To work only in a manner that has a particular identity.	16	<b>Conceptual</b>	An art form in which the underlying idea or concept and the process by which it is achieved are more important than any tangible product.
5	<b>Analyse</b>	To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something.	17	<b>En Plein Air</b>	The French term for paintings completed out of doors.
6	<b>Apply</b>	To use knowledge, skills and understanding and to employ appropriate techniques when developing and progressing ideas.	18	<b>Frottage</b>	The process of making rubbings through paper of objects or textures underneath.
7	<b>Demonstrate</b>	To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.	19	<b>Sgraffito</b>	(in Italian "to scratch") A decorating pottery technique produced by applying layers of colour or colours to leather hard pottery and then scratching off parts of the layer(s) to create contrasting images, patterns and texture and reveal the clay colour underneath.
8	<b>Identify</b>	To recognise links and associations between things such as sources and connections with personal work, accounting for choices and decisions made.	20	<b>Installation Art</b>	A term used to describe large scale assemblages or constructions of mixed media, often designed for a specific site or space.
9	<b>Refine</b>	To improve, enhance and change elements of your work for the better.	21	<b>Maquette</b>	A small scale model or rough draft of an unfinished sculpture.

10	<b>Develop</b>	To take forward, change, improve or build on an idea, theme or starting point.	22	<b>Minimalism</b>	A style that uses pared-down design elements (uncomplicated, kept purposefully simple).
11	<b>Research</b>	To study in detail, discover and find information out.	23	<b>Dadaism</b>	An art movement formed during the First World War in reaction to the horrors and folly of the war, in which the work produced is often satirical and nonsensical.
12	<b>Response</b>	To produce personal work generated by a subject, theme, starting point, or design brief.	24	<b>Cubism</b>	A movement in modern art that emphasised the geometrical depiction of natural forms.
13	<b>Annotation</b>	Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.	25	<b>Photorealism</b>	A genre of art that encompasses painting, drawing and other graphic media, in which an artist studies a photograph and then attempts to reproduce the image as realistically as possible in another medium.
<p><b><u>Challenge Questions</u></b></p> <p>In response of an artist's work:</p> <ol style="list-style-type: none"> <li>1. Why do you suppose the artist made this painting? What makes you think that?</li> <li>2. In what ways would you render the subject differently?</li> <li>3. What is your opinion of the artwork? Why?</li> <li>4. What do you think other people would say about this artwork? Why?</li> <li>5. How does it inspire you? Does it remind you of anything? How might you respond to it through photography or art?</li> </ol>			26	<b>Post Impressionism</b>	An art movement at the end of the nineteenth century that followed on from Impressionism and included Cezanne, Gauguin and van Gogh.
			27	<b>Realism</b>	Representing a person, location or thing in a way that is accurate and true to life.
			28	<b>Still Life</b>	One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead.
			29	<b>Surrealism</b>	A movement in art and literature that flourished in the early twentieth century. Surrealism aimed at expressing imaginative dreams and visions free from conscious rational control.
			30	<b>Vorticism</b>	An art movement formed by British artists in 1914 in response to the ideas of the modern world originally developed by the Futurists.



**GEORGIA O' KEEFE**



**KARL BLOSS-FELDT**



**ANDY GOLDSWORTHY**



**LIAM BRAZIER**

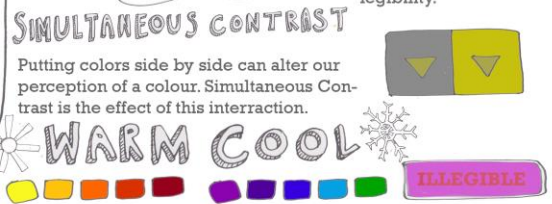
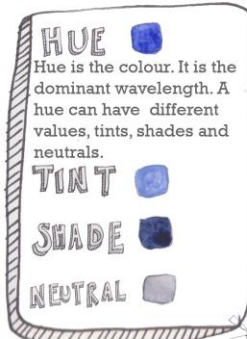


# COLOR THEORY

## THE COLOR WHEEL

**RGB** adds light to a colour for it to be seen. It is used for computer monitors and is also the color spectrum used by our eyes. Red, green & blue are the primary colours for RGB but are secondary to CMYK.

**CMYK** is subtractive. It takes away light by adding ink and is used for active print. The primary colours are cyan, magenta, yellow & black. C,M&Y are the secondary colours to RGB.



Artists inspired by natural forms:  
[Artists Inspired By Nature - Secrets of Green - A Destination for Urbanists](#)  
[9 Amazing Artists to Inspire Nature-Related Art Projects - The Art of Education University](#)

## Dig Deeper

Galleries and exhibitions will be a crucial source of ideas and inspiration. Check out the following:

[Art and Artists | Tate](#)

[Home - National Portrait Gallery \(npg.org.uk\)](#)

[Paintings | The National Gallery, London](#)

[What's on | Kew](#)

[Wildlife Photographer of the Year 56 exhibition | Natural History Museum \(nhm.ac.uk\)](#)

[What's On · Exhibitions, Events & Courses · V&A \(vam.ac.uk\)](#)

## Resources

[Using annotation - Annotating your work - GCSE Art and Design Revision - BBC Bitesize](#)

This padlet will be updated week by week and invite you to interact with your learning and support your sketchbook research.

[KS4 Art and Design Knowledge Organiser \(padlet.com\)](#)



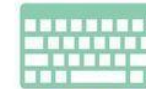
# 6 SIMPLE STEPS FOR ARTIST RESEARCH

You will gain valuable marks by producing high quality artist research for each of your art projects



## 1 CHOOSE AN ARTIST RELEVANT TO YOUR PROJECT

Your chosen artist may be linked to your project through **subject matter, materials or ideas**. Make sure you explain the connection in your research pages.



## 2 USE THE INTERNET, BOOKS & VISITS

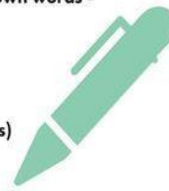
Use a variety of sources for your research if possible: magazines and books as well as visits can support your research. Remember to put your research into your own words - **no copying!**



## 3 ARTIST'S INFORMATION

Include information on:

- when the artist lived or was born (dates)
- where the artist worked or works
- what kind of art they made or make
- any other facts that help you understand their artwork



## 4 ANALYSIS OF IMAGES

Make notes on at least one of the artworks by your chosen artist. **Think** about how they have used:

- line, tone, shape, texture, colour
- composition, repetition
- position (is it a site specific work?)
- scale (how big it is in reality)
- mood (how it makes the view feel)
- subject matter



## 5 YOUR OWN OPINION

Use key **vocabulary** to explain your own thoughts on the artists work (don't just say 'I like it')



## 6 YOUR OWN PRACTICAL RESPONSE

Create your own **high quality** practical response to the artist's work



# ART VOCABULARY

Words to make your writing about art zing!

**Adjectives**

Crisp  
Contrasting  
Fluid  
Delicate  
Grainy  
Complimentary

Subtle  
Pale  
Relaxed

Symmetrical  
Bleached  
Formless  
Balanced  
Faint  
Indistinct  
Flowing  
Slender  
Wobbly  
Horizontal  
Robust  
Curvy  
Busy  
Rough  
Monochrome  
Tranquil

Uniform  
Harsh  
Earthy  
Saturated  
Geometric

Dismal  
Minimal

Miniature  
Intense  
Vivid

Ambiguous

Scratchy  
Repeated  
Distorted

Unique  
Bold  
Abstract

Mellow  
Pronounced  
Dazzling  
Striking  
Gloomy  
Vertical  
Juxtaposed

Translucent  
Opaque  
Monumental  
Garish  
Distinct  
Dramatic  
Layered

Concealed

**Nouns**

Frame  
Focus  
Background  
Tone  
Composition  
Colour  
Surface  
Perimeter  
Texture  
Subject  
Emphasis  
Technique  
Construction  
Depth  
Highlight  
Scale

Perspective  
Viewpoint

Foreground

**TIPS**

- \* MAKE YOUR WRITING FUN & INTERESTING TO READ
- \* TAKE TIME TO LOOK CLOSELY AT THE IMAGE
- \* USE EVIDENCE FROM THE IMAGE TO BACK UP YOUR OBSERVATIONS

**IDEAS**

- Find 5 new words and look up their meanings
- See how many of these words you can use describing a chosen artwork
- Work in pairs to discuss works using these words

★ felt-tip-pen © 2017 ★

## STUDENT EXAMPLES










Tier 2 words

Tier 3 words

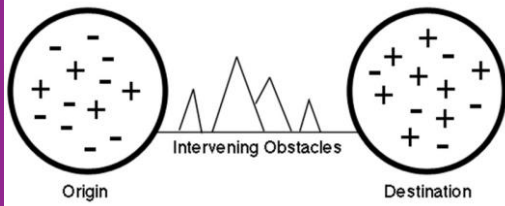
1	<b>Dereliction</b>	Abandoned buildings and wasteland.	1	<b>Brownfield site</b>	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.
2	<b>Economic opportunities</b>	Chances for people to improve their standard of living through employment.	2	<b>Greenfield site</b>	A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.
3	<b>Inequalities</b>	Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education. Inequalities may occur in housing provision, access to services, access to open land, safety and security.	3	<b>Mega-cities</b>	An urban area with a total population in excess of ten million people.
4	<b>Integrated transport systems</b>	When different transport methods connect together, making journeys smoother and therefore public transport more appealing. Better integration should result in more demand for public transport and should see people switching from private car use to public modes of transport, which should be more sustainable. It may also lead to a fall in congestion due to less road users	4	<b>Migration</b>	When people move from one area to another. In many LICs people move from rural to urban areas (rural-urban migration).
5	<b>Pollution</b>	The presence of chemicals, noise, dirt or other substances which have harmful or poisonous effects on an environment.	5	<b>Natural increase</b>	The birth rate minus the death rate of a population.

Command word		Definition	Sentence starters		
<b>Describe</b> 	Set out characteristics. 	The social/economic/environmental effects were.... The feature/landform is.... The process is.... The process works by.. From the photo, I can see.... The trend of the graph is....	6	<b>Rural-urban fringe</b>	A zone of transition between the built-up area and the countryside, where there is often competition for land use. It is a zone of mixed land uses, from out of town shopping centres and golf courses to farmland and motorways.
			7	<b>Social deprivation</b>	The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment
			8	<b>Social opportunities</b>	Chances for people to improve their quality of life, for instance access to education and health care.
<b>Compare</b>	Identify similarities and differences	One similarity is... One difference is... However... On the other hand... Alternatively...	9	<b>Squatter settlement</b>	An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally in a city in an LIC.
			10	<b>Urbanisation</b>	The process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation is a feature of many LICs and NEEs.
<b>Explain</b> 	Set out purposes or reasons.	This happens because... This demonstrates... This is caused by... Therefore... This will result in...	11	<b>Urban regeneration</b>	1. The revival of old parts of the built-up area by either installing modern facilities in old buildings (known as renewal) or opting for redevelopment (ie demolishing existing buildings and starting afresh).
			12	<b>Urban sprawl</b>	The unplanned growth of urban areas into the surrounding countryside.
<b>To what extent</b> 	Judge the importance or success of (strategy, scheme, project) 	On the one hand, _____ is successful or important... To some extent.... This is not successful or important because.... For example... because.... However, the scheme/project is positive or successful because... Evidence for this is..	13	<b>Sustainable urban living</b>	1. A sustainable city is one in which there is minimal damage to the environment, the economic base is sound with resources allocated fairly and jobs secure, and there is a strong sense of community, with local people involved in decisions made. Sustainable urban living includes several aims including the use of renewable resources, energy efficiency, use of public transport, accessible resources and services.
			14	<b>Urban greening</b>	1. The process of increasing and preserving open space such as public parks and gardens in urban areas

## Revision books to buy:



Lee's Push-Pull model



## Revision:



## Upgrade your knowledge:



## Urban Change in a Major NEE City: MUMBAI, India Case Study

### Location and Background

Mumbai lies on the western coast of India, in the coastal region known as Konkan. Compared to its population of less than 10 million in 1991, Mumbai has over 20 million people living there in 2016.



### City's Importance

- Mumbai is an important port city.
- It is the state capital of Maharashtra.
- It operates as the commercial capital of India, and it is important for manufacturing and finance.
- It is home of 'Bollywood' films.

## Urban Change in a Major UK City: LONDON Case Study

### Location and Background

London is the capital and largest city of England and the United Kingdom. It is located along the River Thames in the south-east of England. It has a population of 8.9 million people



### City's Importance

- London has local, regional and world importance.
- London's connectivity heightens the cities importance: the M25 and other motorways link London to other major centres of in the UK (M1 to Leeds, M4 to Bristol); it has a large rail network.
- London has become the international financial centre for Europe.
- TNC's prefer to locate in London, 271 have their headquarters in London.

## Practise exam questions (low stakes):

Give one push and one pull factor affecting urbanisation (2 marks)

Define the term 'urbanisation' (2 marks).

Using a city in an LIC or NEE you have studied, suggest two push factors that have contributed to urban growth (2 marks).

Suggest two reasons for the slow rate of urban growth in many HICs (2 marks)






## Practise exam questions (high stakes):

Using the Figure, explain how urban industrial areas can encourage development (6 marks).

To what extent do urban areas in lower income countries (LICs) or newly emerging economies (NEEs) provide social and economic opportunities for people? (6 marks).

Explain how urban growth has created opportunities in an NEE you have studied (6 marks).

Explain how migration has caused the growth (Brandt report reading – causes of urbanisation). of a city in an NEE or LIC you have studied (6 marks)

1	<b>Landscape</b>	An extensive area of land regarded as being visually and physically distinct.	1	<b>Abrasion (or corrasion)</b>	The wearing away of cliffs by sediment flung by breaking waves		
2	<b>Arch</b>	A wave-eroded passage through a small headland. This begins as a cave formed in the headland, which is gradually widened and deepened until it cuts through.	2	<b>Attrition</b>	Erosion caused when rocks and boulders transported by waves bump into each other and break up into smaller pieces		
3	<b>Beach</b>	The zone of deposited material that extends from the low water line to the limit of storm waves. The beach or shore can be divided in the foreshore and the backshore.	3	<b>Beach nourishment</b>	The addition of new material to a beach artificially, through the dumping of large amounts of sand or shingle.		
4	<b>Deposition</b>	Occurs when material being transported by the sea is dropped due to the sea losing energy.	4	<b>Bar</b>	Where a spit grows across a bay, a bay bar can eventually enclose the bay to create a lagoon. Bars can also form offshore due to the action of breaking waves.		
5	<b>Erosion</b>	The wearing away and removal of material by a moving force, such as a breaking wave.	5	<b>Beach profiling</b>	Changing the profile or shape of the beach. It usually refers to the direct transfer of material from the lower to the upper beach or, occasionally, the transfer of sand down the dune face from crest to toe.		
6	<b>Waves</b>	Ripples in the sea caused by the transfer of energy from the wind blowing over the surface of the sea. The largest waves are formed when winds are very strong, blow for lengthy periods and cross large expanses of water	6	<b>Chemical weathering</b>	The decomposition (or rotting) of rock caused by a chemical change within that rock; sea water can cause chemical weathering of cliffs		
<b>Command word</b>		<b>Definition</b>	<b>Sentence starters</b>		7	<b>Transportation</b>	The movement of eroded material.
<b>Describe</b> 		Set out characteristics. 	The social/economic/environmental effects were.... The feature/landform is.... The process is.... The process works by.. From the photo, I can see... The trend of the graph is....		8	<b>Soft engineering</b>	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems.
<b>Compare</b>		Identify similarities and differences	One similarity is... One difference is... However... On the other hand... Alternatively...		9	<b>Hard engineering</b>	The use of concrete and large artificial structures by civil engineers to defend land against natural erosion processes
<b>Explain</b> 		Set out purposes or reasons.	This happens because... This demonstrates... This is caused by... Therefore... This will result in...		10	<b>Headlands and bays</b>	A rocky coastal promontory made of rock that is resistant to erosion; headlands lie between bays of less resistant rock where the land has been eroded back by the sea.
<b>To what extent</b> 		Judge the importance or success of (strategy, scheme, project) 	On the one hand, ____ is successful or important.... To some extent.... This is not successful or important because....For example... because.... However, the scheme/project is positive or successful because... Evidence for this is..		11	<b>Longshore drift</b>	The zigzag movement of sediment along a shore caused by waves going up the beach at an oblique angle(wash) and returning at right angles(backwash). This results in the gradual movement of beach materials along the coast.
					12	<b>Hydraulic power</b>	The process by which breaking waves compress pockets of air in cracks in a cliff. The pressure may cause the crack to widen, breaking off rock.
					13	<b>Mechanical weathering</b>	Weathering processes that cause physical disintegration or break up of exposed rock without any change in the chemical composition of the rock, for instance freeze thaw.

Revision books to buy:



Revision:



Upgrade your knowledge:



Coastal Defences

Hard Engineering Defences (T3)

Groynes



Wood barriers prevent longshore drift, so the beach can build up.

- ✓ Beach still accessible.
- ✗ No deposition further down coast = erodes faster.

Sea Walls



Concrete walls break up the energy of the wave. Has a lip to stop waves going over.

- ✓ Long life span
- ✓ Protects from flooding
- ✗ Curved shape encourages erosion of beach deposits.

Gabions or Rip Rap



Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.

- ✓ Cheap
- ✓ Local material can be used to look less strange.
- ✗ Will need replacing.

Soft Engineering Defences

Beach Nourishment



Beaches built up with sand, so waves have to travel further before eroding cliffs.

- ✓ Cheap
- ✓ Beach for tourists.
- ✗ Storms = need replacing.
- ✗ Offshore dredging damages seabed.

Managed Retreat



Low value areas of the coast are left to flood & erode.

- ✓ Reduce flood risk
- ✓ Creates wildlife habitats.
- ✗ Compensation for land.

Practise exam questions (low stakes):

Compare the characteristics of constructive and destructive waves (4 marks).

Describe the process of freeze-thaw weathering (3 marks)

Describe one way slumping affects coastal landscapes (2 mark)

Explain how a sand dune is formed (4 marks)

Practise exam questions (high stakes):

Explain how different types of rock determine the UK's landscapes (4 marks)

Describe the effects of weathering and mass movement on a cliffed coastline (6 marks)

Choose an example of a distinctive coastal landform to illustrate the erosive power of the sea (6 marks)

Describe the processes involved in the formation of a spit (6 marks)

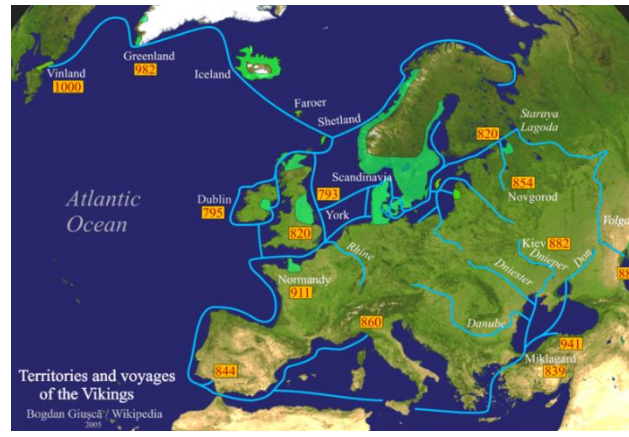
# History - Unit 1: Viking Expansion 750-1050

## TIER 3 VOCABULARY

- 1  **Viking** - People from Scandinavia who went 'Viking' or raiding by sea.
- 2  **Dane** - Vikings mainly from Denmark or Norway who traded and settled west.
- 3  **Rus** - Vikings mainly from Sweden who traded and settled east.
- 4  **Norse** - A name linked to the people of Scandinavia, especially Norway.
- 5  **Midgard** - Viking name for earth - means middle place or middle earth.
- 6  **Yggdrasil** - A sacred ash tree at the centre of the Viking universe.
- 7  **Skald** - A Viking poet and mystic.
- 8  **Runes** - Viking writing.
- 9  **Runestones** - Stone engraved with Viking writing in runes.
- 10  **Oral tradition** - Historical stories which are passed on by word of mouth only.
- 11  **Saga** - Stories written in Iceland about Vikings after the end of the Viking age.
- 12  **Assembly** - Like a parliament or council.
- 13  **Thing** - Local assemblies where Viking freemen met to make decisions.
- 14  **Althing** - A yearly great thing (assembly) in Iceland.
- 15  **Geld** - A type of tax paid by Saxons.
- 16  **Danegeld** - Protection money paid by Saxons to bribe Vikings not to attack them.
- 17  **Mint** - A place where coins are made.
- 18  **Chronicle** - A written record of the past.

## The Viking World

### Viking Settlements Viking Trade routes







## Viking Gods

### Key words:

- 1 **Deity** - A God
- 2 **Pagan** - Person who believes in more than one god.
- 3 **Heathen** - Person who does not accept a religions that says there is only one God.
- 4 **Asgard** - Where the Viking Gods lived.

### The Gods

- 5 **Odin** - Viking chief god 
- 6 **Thor** - God of thunder Lightning and Law 
- 7 **Frey** - God of weather and good fortune 
- 8 **Freya** - Goddess of love and magic 

## KEY EVENTS 750-1050

Viking raid on the monastery at Lindisfarne

The Oseberg Viking Longship Is buried

Viking settlers create the city of Dublin

Rus Vikings attack Constantinople

Novgorod city is founded by the Rus Viking Ulrich

The Great Heathen Army arrives in England

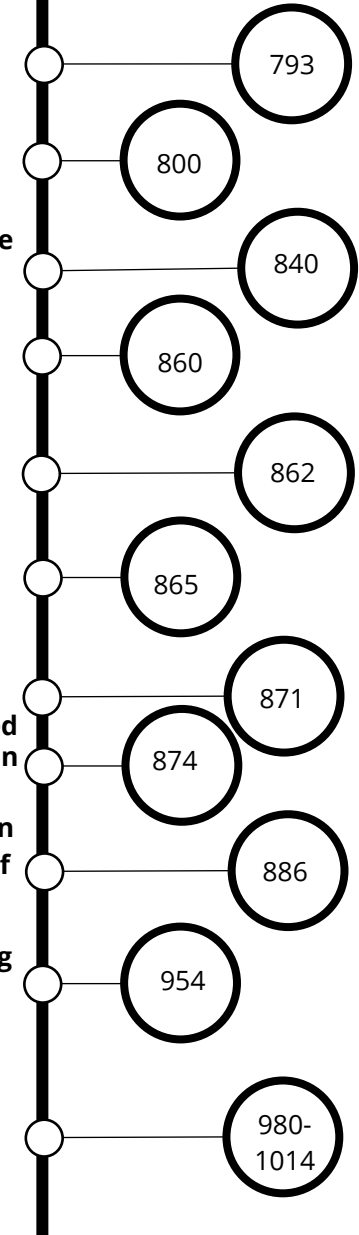
Alfred the Great becomes Saxon King.

Viking invasion halted Vikings settle in Iceland

Danelaw is created in the north and east of England













Eric Bloodaxe, Viking King of York is thrown out

In new Viking raids on England Viking Cnut becomes King



# History - Unit 1: Viking Expansion 750-1050

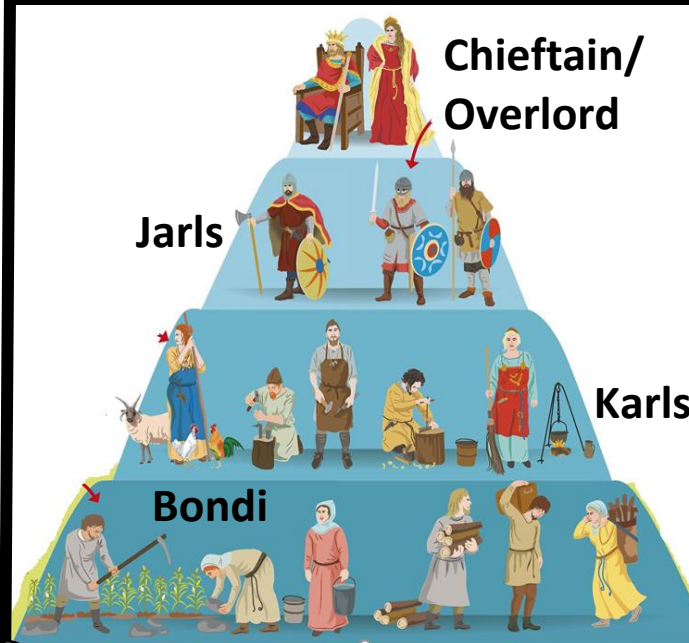
## TIER 2 VOCABULARY

- 1  **Archaeologist** – Study the past by finding and studying remains.
- 2  **Aristocrat** – A noble person, such as a Lord, Duke or Earl.
- 3  **Bazaar** – A market.
- 4  **Cultivable** – land suitable for growing crops.
- 5  **Culture** – A way of life.
- 6  **Fertile** – Productive land e.g. crops grow quickly and easily.
- 7  **Estuary** – The mouth of the river, where the river meets the sea.
- 8  **Fjord** – Deep sea estuaries along the coast of Scandinavia and Greenland.
- 9  **Monastery** – The home of a group of monks.
- 10  **Scandinavia** – Term for modern day Denmark, Norway and Sweden.
- 11  **Tactics** – Plans of attack
- 12  **Wharf** – A wooden platform on a river/the sea built for ships to tie up to

## The Eastern World

- 1 **Abbasid** – Family that ruled Baghdad and the Muslim world 750-1258
- 2 **Byzantine** – Byzantine Empire – capital city at Constantinople (modern Istanbul)
- 3 **Caliph** – title of a Muslim ruler
- 4 **Caliphate** – are ruled by a Muslim Caliph
- 5 **Dirham** – An Arabic gold coin

## Viking society



- 1 **Thrall** – Slave
- 2 **Vassal** – A person who swore loyalty to an Overlord
- 3 **Eddas** – Viking folk stories
- 4 **Amber** – A hard orange substance made from fossilised tree resin. Often used to make jewellery.
- 5 **Housecarl** – A professional warrior who fought in a Lord or king's bodyguard
- 6 **Berserker** – A ferocious Viking warrior who wore a bear-skin in battle.
- 7 **Lid** – A fighting unit in an Overlord's army
- 8 **Loom** – A machine for weaving cloth
- 9 **Norns** – Three female creatures who controlled fate (past, present, future). Held everyone's string of life.
- 10 **Hel** – Place where evil creatures e.g. trolls, lived according to Viking belief.

## DIG DEEPER

Borrow the books below from the school library!



Listen – Listen to the following History podcasts!

- 1 **Histories of the Unexpected: Vikings!** Scan the top QR code
- 2 **Valkyrie: Warrior Women of the Viking World** – Scan the second QR code
- 3 **Vikings: River Kings**– Scan the third QR code
- 4 **The History of the Vikings (series)** – Scan the fourth QR code
- 5 **Vikings in America** – Scan the fifth QR code
- 6 **Vikings: A History of Northmen** – Scan the sixth QR code

Watch these TV series

The Last Kingdom - Netflix  
Vikings – Amazon Prime



## Maths - Year 10: Autumn Term (September to December)

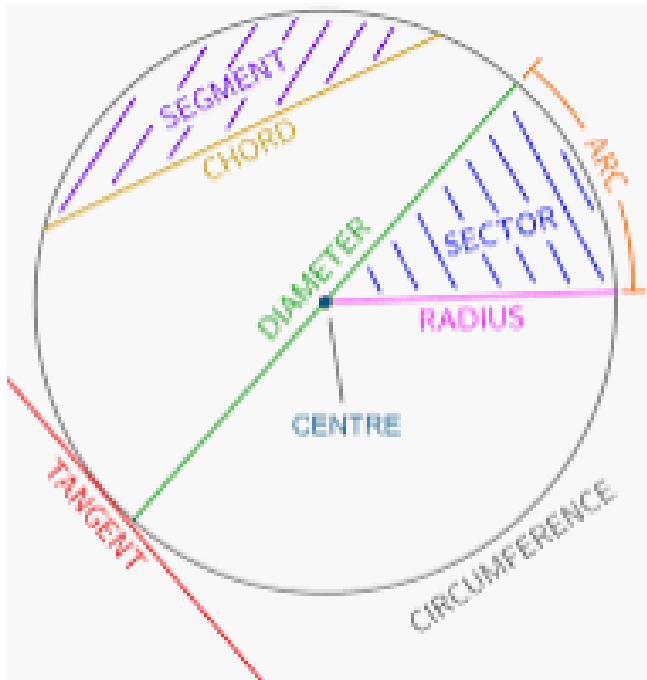
<b>Autumn</b>	Circle theorems	Probability	Developing algebra
	<b>Circle theorems</b> <ul style="list-style-type: none"> <li>Review of angles</li> <li>Deriving circle theorems</li> <li>Using circle theorems to find missing angles</li> </ul>	<b>Probability</b> <ul style="list-style-type: none"> <li>Expectation</li> <li>Combinations</li> <li>Conditional probability</li> <li>Independent events</li> </ul>	<b>Developing algebraic thinking</b> <ul style="list-style-type: none"> <li>Manipulating expressions</li> <li>Understand the difference between expressions, identities, equations</li> <li>More quadratic equations</li> <li>Linear and non-linear inequalities</li> <li>Finding solutions to non linear simultaneous equations</li> <li>Recurring decimals</li> </ul>

### TIER 2 VOCABULARY

### TIER 3 VOCABULARY

1	Bisect	Cut in half	1	Radius	A segment whose endpoints are the center of a circle and a point on the circle
2	Congruent	Same shape and size, but we are allowed to flip, slide or turn	2	Chord	A segment whose endpoints are 2 points on a circle
3	Intersect	To cross over (have some common point)	3	Secant	A line that intersects a circle in 2 points
4	Equidistant	The same distance (from each other, or in relation to other things)	4	Diameter	A chord that passes through the center of a circle
5	Recurring	Something that happens over and over again	5	Tangent	A line that intersects a circle in exactly 1 point
6	Prove	To show using evidence that something is true	6	Semicircle	An arc whose endpoints are the endpoints of a diameter. It has a measure of $180^\circ$
7	Substitute	Replace the letters with their values	7	Concentric Circles	Circles with the same center
8	Circle	A round plane figure whose boundary (the circumference) consists of points equidistant from the center	8	Inscribed	A polygon is inscribed in a circle if its sides are chords of the circle
9	Justify	Explain why something is reasonable or appropriate	9	Circumscribed	A polygon is circumscribed about a circle if its sides are tangent to the circle
10	Outcome	Something that follows as a result or consequence	10	Combination	A technique that determines the number of possible arrangements in a collection of items where the order of selection does not matter
11	Arrange	Place each item in a particular place or location	11	Permutation	A combination where the order of selection matters
12	List	Write things down or say them one after the other	12	Expression	Phrase that combines numbers and/or variables using mathematical operations
13	Sort	Put items into different groups based on what they are like	13	Identity	An equation which is always true, no matter what values are substituted
14	Plot	Graphical technique for representing a data set, usually as a graph showing the relationship between two or more variables	14	Equation	A mathematical statement consisting of an equal symbol between two algebraic expressions that have the same value

# USEFUL DIAGRAMS



## USEFUL WEBSITES FOR REVISION

Khan academy

<https://www.khanacademy.org/math>

Dr Frost

<https://www.dr frostmaths.com/>

Corbett Maths 5-a-day

<https://corbettmaths.com/5-a-day/gcse/>

Maths Genie

<https://www.mathsgenie.co.uk/papers.html>

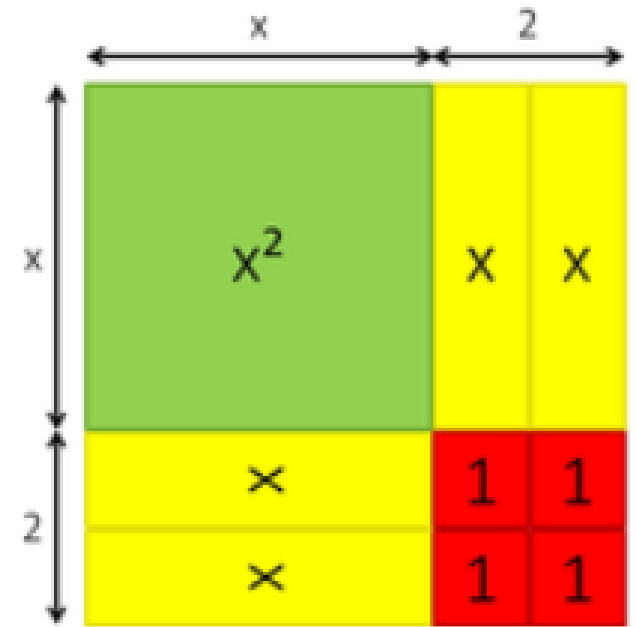
Eedi

<https://eedi.com/>

BBC Bitesize

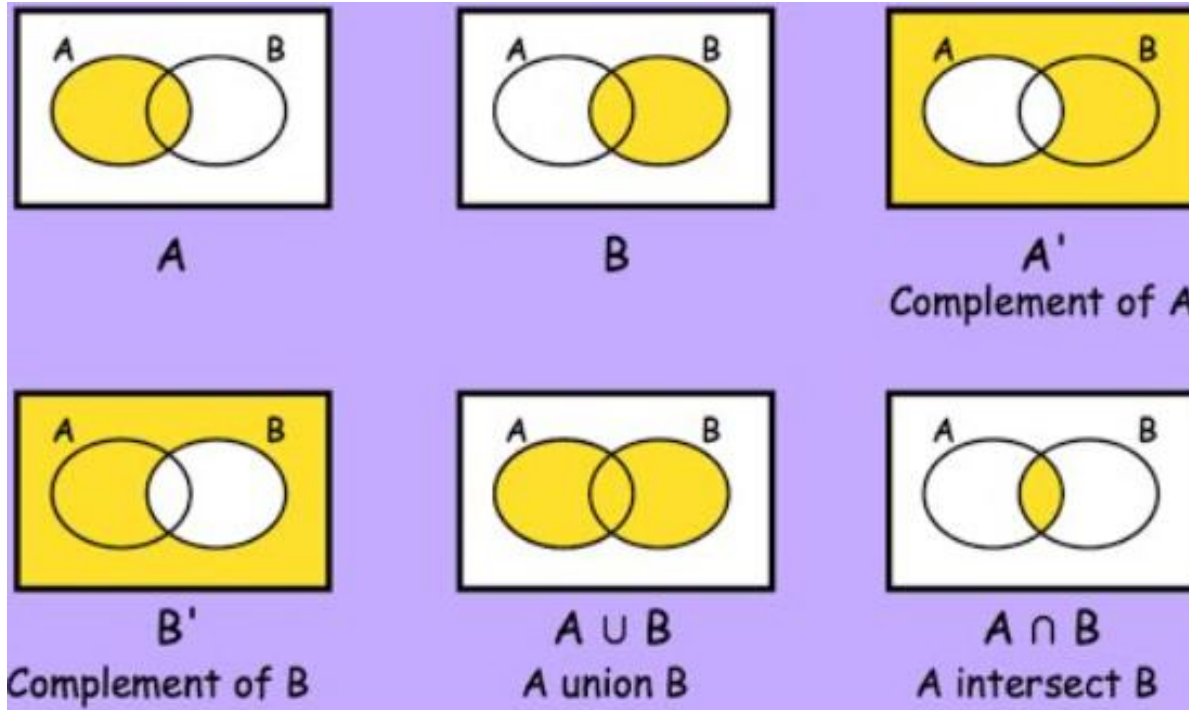
<https://www.bbc.co.uk/bitesize/examspecs/z9p3m>

nb



$$x^2 + 4x + 4 = (x + 2)^2$$

## Venn Diagrams notation





## ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

### Did you know?

During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement				
Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	$10^{12}$	1 000 000 000 000	trillion
Giga-	G	$10^9$	1 000 000 000	billion
Mega-	M	$10^6$	1 000 000	million
Kilo-	k	$10^3$	1 000	thousand
Hecto-	h	$10^2$	100	hundred
Deca-	da	$10^1$	10	ten
		$10^0$	1	one
Deci-	d	$10^{-1}$	0.1	tenth
Centi-	c	$10^{-2}$	0.01	hundredth
Milli-	m	$10^{-3}$	0.001	thousandth
Micro-	$\mu$	$10^{-6}$	0.000001	millionth
Nano-	n	$10^{-9}$	0.000000001	billionth

### Examples

A centimetre cm is one hundredth of a metre  $1\text{cm} = 0.01\text{m}$

A millilitre is one thousandth of a litre  $1\text{ml} = 0.001\text{l}$

A kilogram is one thousand times larger than a gram  $1\text{kg} = 1000\text{g}$

### Did you know?

The word for one thousand comes from Italian "mille – thousand" "-oné – big". A millioné was a 'big thousand' or a thousand thousand.

## DIG DEEPER

Read *The Everything Kids: Maths Puzzle Book* by Meg Clements – puzzles, games and trivia.

Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – *The Math Factor*

<https://mathfactor.uark.edu>

Watch the documentary: *The Story of 1 – history of numbers* presented by Terry Jones, directed by Nick Murphy



# Challenge Exam Questions

A  $32^\circ$   
B  $26^\circ$   
C  $64^\circ$   
D  $58^\circ$

In the diagram shown below:

- ABE is a tangent to the circle centre O
- Angle DBE is  $58^\circ$

Calculate the size of angle CAB.

In the following construction, O is the centre of the circle and lines  $l_1$  and  $l_2$  are tangents to the circle at points B and C respectively. Given that angle  $\alpha$  is  $40^\circ$ , find the value of  $x$ .

a.  $160^\circ$     b.  $140^\circ$     c.  $90^\circ$     d.  $100^\circ$

Shamila picks a marble from bag 1, then a marble from bag 2. What is the probability that she picks two black marbles?

A.  $\frac{4}{9}$   
B.  $\frac{1}{2}$   
C.  $\frac{1}{5}$   
D.  $\frac{2}{5}$

**Ark**

A class of students drew this Venn diagram to show how many of them have a cat, dog, hamster, or no pets.

Given that a random student in the class has a hamster, what is the probability that they have a cat?

A  $\frac{3}{31}$     B  $\frac{11}{31}$     C  $\frac{3}{10}$     D  $\frac{2}{10}$

The following graph shows

$$y = x^2 - 1$$

$$y = x + 3$$

How many solutions to the simultaneous equations are there?

A    B    C    D

2                      1                      None                      Try substituting

Which of the following is the correct solution to this inequality?

$$8 - 2x < 3$$

A    B    C    D

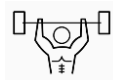
$x > -2.5$      $x < -2.5$      $x < 2.5$      $x > 2.5$



Tier 2	Vocabulary Meaning
Calculate	Use numbers given in the question to work out the answer
Conclude	Look at both sides of an idea and come to a decision
Define	Say the meaning of something
Describe	Recall some facts about the topic
Evaluate	Make points for and against an idea and come to a conclusion
Identify	Establish who or what something is
Label	Point out or write the correct names on the diagram
Select	Carefully choose as being the best or most suitable
Which	Deciding between options

**Be brave, dig deep and discover**

- NHS <https://www.nhs.uk>
- Great Ormond Street Hospital <https://www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating/>
- BBC sport <https://www.bbc.co.uk/sport>
- Revision <https://www.bbc.co.uk/bitesize/examspecs/zxbg39q>
- Revision <https://www.echalk.co.uk/PE/PE.html>
- Revision <https://app.senecalearning.com/dashboard/join-class/opt5tjta73>



Tier 3	Vocabulary Meaning
Aerobic	Exercising between 60-80% of your maximum heart rate, think endurance, long distance, moderately paced events
Anaerobic	Exercising above 80% of your maximum heart rate, think explosive actions
Exercise	When you take part in an activity where you are not competing or trying to beat anything or anyone
Serotonin	The chemical which is released in your brain which makes you feel good and happy when you are exercising
Aesthetic appreciation	Something that makes you say wow, when you watch a performance, often leaves you feeling as though you wish you could do that
Diet	What a person eats and drinks on a day to day basis
Sedentary lifestyle	When someone doesn't exercise, generally doesn't move a lot, causes negative lifestyle experiences and illnesses
Energy balance	Linked to body weight. To maintain the same weight, to lose weight and to gain weight.
Overweight	Weighing more than they should
Obese	Weighing more than they should plus having higher than 30% body fat



Rio 2016 top 10 highlights



Topic recap which should be watched at the end of the unit



# SCIENCE BE STRONG - Knowledge Organiser - Y10 Block A

## Science Command Words



Tier 2 Word	Meaning
<b>Calculate</b>	Use numbers given in the question to work out the answer.
<b>Conclude</b>	Look at both sides of an idea and come to a decision.
<b>Define</b>	Say the meaning of something.
<b>Describe</b>	Recall some facts or processes in a scientific way.
<b>Evaluate</b>	Make points for and against an idea and come to a conclusion.
<b>Explain</b>	Say the reasons for something happening.
<b>Label</b>	Point out the correct names on a diagram.
<b>Measure</b>	Find the amount, size or degree of something.
<b>Predict</b>	Give a likely outcome.
<b>Plan</b>	Write a method.

## Units

Quantity being measured	Unit in words and symbols	Quantity being measured	Unit in words and symbols
<b>Length</b>	metre m	<b>Temperature</b>	degrees Celsius °C
<b>Mass</b>	gram g	<b>Speed</b>	metres per second m/s
<b>Pressure</b>	Pascal Pa	<b>Density</b>	square metres m <sup>2</sup>
<b>Force</b>	Newton N	<b>Volume</b>	cubic metres m <sup>3</sup>

## Experimental Words

Tier 3 Word	Meaning
<b>Reliable</b>	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as <b>repeatable</b> .
<b>Variables</b>	These are physical, chemical or biological quantities.
<b>Control Variable</b>	Control variable are the parts of the practical that have to be kept constant or monitored.
<b>Dependent Variable</b>	Dependent variable is the part of the practical that is measured.
<b>Independent Variable</b>	Independent variable is the part of the practical that is changed on purpose.
<b>Anomalies</b>	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)

## Maths Challenge



Quantity measured	Name of unit	Symbol
length	metre	m
mass	kilogram	kg
time	second	s
force	newton	N
area	square metres	m <sup>2</sup>
volume	cubic metres	m <sup>3</sup>
temperature	degrees Celsius	°C
speed	metres per second	m/s
current	ampere or amp	A
energy	joule	J
voltage	volt	V
pressure	pascal	Pa
power	watt	W
frequency	hertz	Hz

Values  
Equation  
Substitute  
Rearrange  
Answer  
Units

$x - 4 = 9$   
 $+4$   
 $x = 13$

← Addition and subtraction are inverse operations →

$x + 7 = 12$   
 $-7$   
 $x = 5$

---

$mx = l$   
 $+m$   
 $x = \frac{l}{m}$

← Multiplication and division are inverse operations →

$\frac{x}{r} = 12$   
 $\times r$   
 $x = 12r$

---

$x^2 = w$   
 $\sqrt{\quad}$   
 $x = \sqrt{w}$

← Finding the square root of a number is the inverse operation of squaring that number →

Square  $\sqrt{x} = a$   
 $a = x^2$

## Unit 2: Electricity

### Equations to Learn

charge flow = current × time	$Q = I t$
potential difference = current × resistance	$V = I R$
total resistance = resistance of component 1 + resistance of component 2	$R_T = R_1 + R_2$
power = current × potential difference	$P = I V$
power = (current) <sup>2</sup> × resistance	$P = I^2 R$
energy transferred = power × time	$E = P t$
energy transferred = charge flow × potential difference	$E = Q V$

## Extra Lesson support:

Need more help or missed a lesson? Access the content for these lessons with the QR codes below:

**Chemistry**

Oak Lessons  
1, 2, 3, 4, 5

Oak Lessons  
1, 2, 3,

**Physics**

Oak Lessons Unit.

**Biology**

Oak Lessons 8 – 14.

# SCIENCE BE STRONG - Knowledge Organiser - Y10 Block A

## Chemistry: Separating Mixtures and Organic Chemistry

Tier 3 Word	Meaning
<b>Distillation</b>	Separation of a liquid from a mixture by evaporation followed by condensation.
<b>Chromatography</b>	The process whereby small amounts of dissolved substances are separated by running a solvent along a material such as absorbent paper.
<b>Alkane</b>	A saturated hydrocarbon that has no double bonds between the carbon atoms
<b>Alkene</b>	Unsaturated hydrocarbon which contains a double carbon-carbon bond.
<b>Homologous Series</b>	A group of related organic compounds that have the same functional group. For example the molecules of the homologous series of alcohols all contain the -OH group.
<b>Cracking</b>	The reaction used in the oil industry to break down large hydrocarbons into smaller more useful ones. This occurs when the hydrocarbon vapour is either passed over a hot catalyst or mixed with steam and heated.
<b>Fractional Distillation</b>	A way to separate liquids from a mixture of liquids by boiling off the substances at different temperatures and then condensing and collecting the liquids

Name of Alkane	Structural Formula	Molecular Formula
methane	$\begin{array}{c} \text{H} \\   \\ \text{H}-\text{C}-\text{H} \\   \\ \text{H} \end{array}$	CH <sub>4</sub>
ethane	$\begin{array}{c} \text{H} \quad \text{H} \\   \quad   \\ \text{H}-\text{C}-\text{C}-\text{H} \\   \quad   \\ \text{H} \quad \text{H} \end{array}$	C <sub>2</sub> H <sub>6</sub>
propane	$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{H} \\   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \end{array}$	C <sub>3</sub> H <sub>8</sub>
butane	$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \quad   \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{C}-\text{H} \\   \quad   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \end{array}$	C <sub>4</sub> H <sub>10</sub>

**Chromatography paper**

Direction of motion of solvent  
'Start line'

fractions decreasing in density and boiling point

- C<sub>1</sub> to C<sub>4</sub> gases
- C<sub>1</sub> to C<sub>4</sub> naphtha
- C<sub>1</sub> to C<sub>4</sub> petrol (gasoline)
- C<sub>5</sub> to C<sub>10</sub> kerosene (paraffin oil)
- C<sub>11</sub> to C<sub>20</sub> diesel oils
- C<sub>21</sub> to C<sub>30</sub> lubricating oil
- C<sub>31</sub> to C<sub>40</sub> fuel oil
- > C<sub>40</sub> residue

liquified petroleum gas  
chemicals  
petrol for vehicles  
jet fuel, paraffin for lighting and heating  
diesel fuels  
lubricating oils, waxes, polishes  
fuels for ships, factories and central heating  
bitumen for roads and roofing

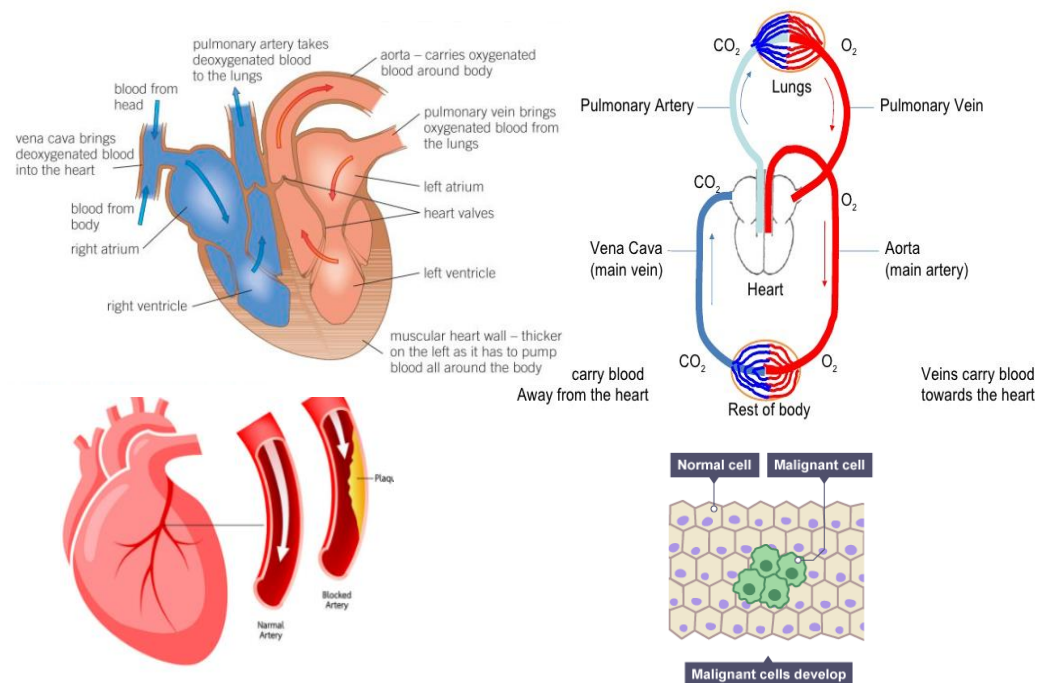
Short Hydrocarbon (Alkene)  
 $\begin{array}{c} \text{H} \quad \text{C} \quad \text{H} \\ \diagdown \quad / \\ \text{C}=\text{C} \\ / \quad \diagdown \\ \text{H} \quad \text{H} \end{array}$

Long Hydrocarbon (Alkane)  
 $\text{H}-\text{C}-\text{C}-\text{C}-\text{C}-\text{C}-\text{C}-\text{H}$   
 $| \quad | \quad | \quad | \quad | \quad |$   
 $\text{H} \quad \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \quad \text{H}$

Short Hydrocarbon (Alkane)  
 $\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \\ | \quad | \quad | \quad | \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{C}-\text{H} \\ | \quad | \quad | \quad | \\ \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \end{array}$

## Biology: The Heart and Non-Communicable Diseases

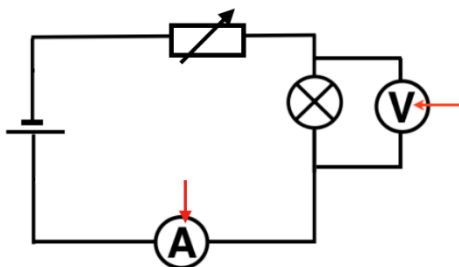
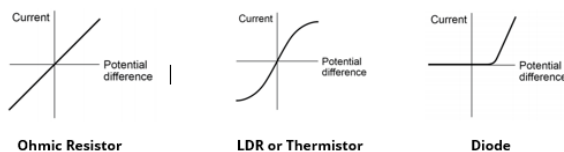
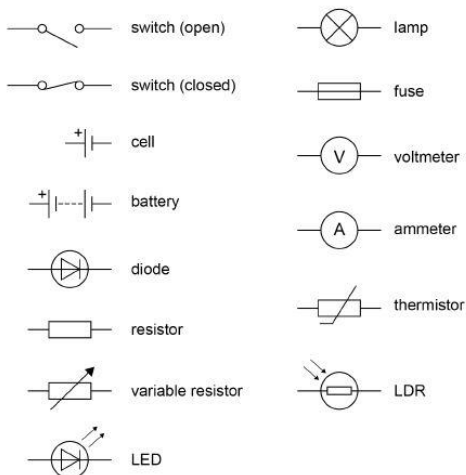
Tier 3 Word	Meaning
<b>Artery</b>	A vessel that carries blood at high pressure away from the heart
<b>Blood</b>	A tissue containing red, white blood cells, platelets and plasma.
<b>Cancer</b>	A non-communicable disease caused by changes in the cell that lead to uncontrolled growth and division.
<b>Capillary</b>	A very thin blood vessel that is used for exchange of substances.
<b>Coronary Heart Disease</b>	A disease caused by the build-up of fatty deposits inside the coronary artery, reducing blood flow to the heart tissue.
<b>Heart</b>	An organ that pumps blood around the body in a double circulatory system.
<b>Non-Communicable disease</b>	A disease which cannot be spread between individuals.
<b>Statins</b>	A class of drugs that are used to reduce blood cholesterol levels which slows down the rate of fatty material deposit.
<b>Stent</b>	A tube that can be surgically implanted into blood vessels to keep them open
<b>Vein</b>	A blood vessel that carries blood at a low pressure back to the heart.



# SCIENCE BE STRONG - Knowledge Organiser - Y10 Block A

## Physics: Electricity

Tier 3 Word	Meaning
<b>Electrical Current</b>	Electric current is the flow of electric charge around a circuit. It is measured in amperes using an ammeter. (Amperes / Amps A). Charge is measured in Coulombs (C).
<b>Electrons</b>	Tiny negatively charged particles that around the nucleus of an atom
<b>Amperes</b>	The unit for current
<b>Coulomb</b>	The units for charge
<b>Potential Difference</b>	Potential difference is the energy transferred to a particular component. Potential difference is measured in volts (V).
<b>Resistance</b>	Resistance is the opposition to current.
<b>Resistor</b>	a component that can be placed into a circuit to increase the resistance and lower the current.
<b>Thermistor</b>	Will decrease the resistance of a circuit when exposed to high temperatures
<b>Light Dependent Resistor</b>	Will increase the resistance when exposed to high light intensities
<b>Diode</b>	Ensure that the current flows in one direction and maintains a constant resistance.



## Deep Dive

Here are some websites and links to support and upgrade your learning!

### Useful websites

<https://www.dogonews.com/category/science>  
<https://www.sciencenewsforstudents.org/>  
<https://sciencejournalforkids.org/>  
<https://edu.rsc.org/eic/section/the-mole?adredir=1>  
<https://cellfiemagazine.wixsite.com/blog>  
<https://informationisbeautiful.net/beautifulnews/>  
<https://www.positive.news/environment/renewal-why-clean-energy-should-power-the-new-normal/>  
<https://www.tweentribune.com/>  
<https://www.nationalgeographic.com/>

### Useful podcasts

<https://www.bbcearth.com/podcast/>  
<https://www.rebelgirls.com/pages/podcast>


### Other fun websites

<https://scaleofuniverse.com/>  
<https://phet.colorado.edu/>  
<https://www.biointeractive.org/classroom-resources/how-animals-use-sound-communicate>

### Useful revision websites

<https://www.savemyexams.co.uk/>  
<https://www.revisely.co.uk/gcse/science/aqa>  
<https://www.bbc.co.uk/bitesize/examspecs/z8r9q7h>  
<https://www.youtube.com/watch?v=mKYQ-K23Mr4>  
<https://www.aqa.org.uk/subjects/science/gcse>

# La familia (Family)

Family members	<p><b>padrastra</b> - stepdad  <b>madrasta</b> - stepmum  <b>hermanastro/a</b> - stepbrother/sister  <b>tío</b> - uncle  <b>primo</b> - cousin (m)  <b>bisabuelo</b> - great-grandad  <b>sobrino</b> - nephew  <b>hijo</b> - son  <b>nieto</b> - grandson  <b>novio</b> - boyfriend  <b>marido</b> - husband  <b>mis parientes</b> - my relatives</p>	 <p><b>tía</b> - aunty  <b>prima</b> - cousin (f)  <b>bisabuela</b> - great-nan  <b>sobrina</b> - niece  <b>hija</b> - daughter  <b>nieta</b> - granddaughter  <b>novia</b> - girlfriend  <b>mujer</b> - wife</p>
	<p><b>A good friend</b></p> <p><b>Un buen amigo es alguien que...</b> - a good friend is someone who...</p> <p><b>te apoya</b> - supports you  <b>te escucha</b> - listens to you  <b>te conoce bien</b> - knows you well  <b>te acepta como eres</b> - accepts you as you are  <b>te quiere mucho</b> - loves you a lot  <b>te da consejos</b> - gives you advice  <b>te hace reír</b> - makes you laugh</p> <p><b>Pienso que soy un buen amigo/una buena amiga porque...</b> - I think I am a good friend because...</p>	

Physical descriptions	<p><b>Soy</b> - I am  <b>Es</b> - he/she is  <b>Son</b> - they are</p>	<p><b>calvo</b> - bald  <b>alto</b> - tall  <b>bajo</b> - short  <b>gordo</b> - fat  <b>delgado</b> - slim</p>
	<p><b>Tengo</b> - I have  <b>Tiene</b> - he/she has  <b>Tienen</b> - they have</p>	<p><b>Los ojos</b> - eyes   <b>El pelo</b> - hair   <b>la piel blanca/morena</b> - fair/dark skin  <b>pecas</b> - freckles</p>
		<p><b>azules</b> - blue  <b>marrones</b> - brown  <b>verdes</b> - green</p> <p><b>moreno</b> - dark brown  <b>rojo</b> - red  <b>corto</b> - short</p> <p><b>rubio</b> - blonde  <b>rizado</b> - curly  <b>largo</b> - long</p> <p><b>castaño</b> - brown  <b>liso</b> - straight  <b>fino</b> - fine</p> <p><b>ondulado</b> - wavy  <b>de punta</b> - spiky </p>
	<p><b>Llevo</b> - I wear/ have  <b>Lleva</b> - he/she wears/has  <b>Llevamos</b> - we wear/have</p>	<p><b>gafas</b> - glasses   <b>barba</b> - a beard   <b>bigote</b> - a moustache</p>

Family relationships	<p><b>Me llevo bien con...</b> - I get on well with  <b>Me divierto con...</b> - I have fun with  <b>Echo de menos a...</b> - I miss</p> 	<p><b>Me apoya(n)</b> - he/she supports me  <b>Me acepta(n) como soy</b> - he/she accepts me as I am  <b>Me hace(n) reír</b> - he/she makes me laugh  <b>Me conoce(n) bien</b> - he/she knows me well  <b>Nunca me critica(n)</b> - he/she never criticises me  <b>Guarda(n) todos mis secretos</b> - he/she keeps all my secrets  <b>Tenemos mucho en común</b> - we have a lot in common  <b>Me da(n) consejos</b> - he/she gives me advice  <b>Me dice(n) la verdad</b> - he/she tells me the truth</p>
	<p><b>No me llevo bien con...</b> - I don't get on well with  <b>Me peleo con...</b> - I argue with  <b>Estoy harto de...</b> - I am fed up of</p>	<p><b>Me juzga(n)</b> - he/she judges me  <b>Me trata(n) como un niño/una niña</b> - he/she treats me like a child  <b>No me deja(n) salir</b> - he/she doesn't let me go out  <b>No me da(n) libertad</b> - he/she doesn't give me freedom  <b>Me critica(n)</b> - he/she criticises me</p>

Wow!	<p><b>Ojalá tuviera un hermano/una hermana</b> - If only I had a brother/sister  <b>Nos peleamos como el perro y el gato</b> - we fight like cat and dog  <b>Somos uña y carne</b> - we're inseparable  <b>Lo que más me gusta es (que)...</b> - the thing I like the most is (that)..  <b>Lo que menos me gusta es (que)...</b> - the thing I like the least is (that)...</p>
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Family members



A good friend



Family relationships



Physical descriptions

Háblame de tu familia (Model Text)	<p>Me llamo María y tengo <b>quince</b> años.                  My name is Maria and I am <b>15</b>.</p>	<p>Tengo el pelo <b>largo y rubio</b> y no soy ni <b>alto</b> ni <b>bajo</b>.                  I have <b>long blond</b> hair and I'm neither <b>tall</b> nor <b>short</b>.</p>
	<p><b>Si tuviera la opción</b>, quisiera tener <b>un tatuaje</b> pero <b>lo haré cuando sea mayor</b>.  <b>If I had the option</b> I would like to have <b>a tattoo</b> but <b>I will do it when I'm older</b>.</p>	<p>En mi familia somos <b>cinco</b>.                  In my family there are <b>five</b> people.</p>
	<p>En general <b>diría que</b> me llevo bien con <b>mis padres</b> <b>aunque sean estrictos</b> a veces.                  In general <b>I would say that</b> I get on well with my <b>parents even though they are strict</b> sometimes.</p>	<p>Yo <b>me parezco mucho</b> a <b>mi madre</b>. Las dos tenemos el pelo <b>castaño</b>.  <b>I look a lot like my mum</b>. We both have <b>brown</b> hair.</p>
	<p>También nos llevamos superbien ya que <b>tenemos mucho en común</b> y siempre <b>me apoya</b>.                  Also, we get on really well because <b>we have a lot in common</b> and <b>she</b> always <b>supports me</b>.</p>	<p>Antes adoraba a <b>mi hermana menor</b> pero ahora <b>la encuentro molesta</b> y <b>nunca guarda mis secretos</b>.                  Before I loved my <b>little sister</b> but now I <b>find her annoying</b> and <b>she never keeps my secrets</b>.</p>
	<p>Para mí un buen amigo <b>debe ser comprensivo</b> y creo que <b>es importante que tengamos intereses en común</b>, por ejemplo <b>la música</b>.                  For me a good friend <b>should be understanding</b> and I believe that <b>it's important that we have common interests</b>, for example <b>music</b>.</p>	<p><b>Creo que</b> soy una buen amiga ya que siempre <b>apoyo</b> a mis amigos y <b>doy consejos buenos</b>.  <b>I believe that</b> I am a good friend because I always <b>support</b> my friends and <b>I give good advice</b>.</p>

## El tiempo libre (Free-Time)



Activities	<p><b>Suelo</b> - I tend to  <b>Me encanta</b> - I love  <b>Me mola</b> - I like  <b>Me chifla</b> - I'm crazy about  <b>Prefiero</b> - I prefer  <b>Mi pasión es</b> - my passion is</p>	<p><b>descansar</b> - relaxing  <b>escuchar música</b> - listening to music  <b>hacer deporte</b> - doing sport  <b>ir al cine</b> - going to the cinema  <b>leer libros/revistas/periódicos</b> - reading books/magazines/papers  <b>salir con mis amigos</b> - going out with friends  <b>quedar con amigos</b> - meeting with friends  <b>ir de compras</b> - going shopping  <b>montar en bici/monopatín</b> - riding my bike/skateboard  <b>usar el ordenador</b> - using the computer  <b>ver la tele</b> - watching tv  <b>jugar con los videojuegos</b> - playing video games  <b>cocinar</b> - cooking</p>	<p>es - it is</p> <p>porque - because</p> <p>ya que - because</p> <p>dado que - because</p>	<p><b>divertido</b> - fun  <b>entretenido</b> - entertaining  <b>relajante</b> - relaxing  <b>sano</b> - healthy  <b>aburrido</b> - boring  <b>malsano</b> - unhealthy  <b>adictivo</b> - addictive</p> <p><b>soy adicto/a...</b> - I'm addicted  <b>me ayuda a relajarme</b> - it helps me to relax  <b>me hace reír</b> - it makes me laugh  <b>me ayuda a olvidarme de todo</b> - it helps me to forget everything  <b>necesito comunicarme con otra gente</b> - I need to have contact with other people  <b>me aburre como una ostra</b> - it bores me to death  <b>no me interesa</b> - it doesn't interest me</p>
	<p><b>No aguanto</b> - I can't stand  <b>No soporto</b> - I can't stand  <b>Odio</b> - I hate</p>	<p><b>el soul/el rap/ el dance/ el hip-hop/el pop/el rock/el jazz/</b>  <b>la música clásica/electrónica</b>  <b>la música de...</b> - ...'s music</p>	<p>porque - because                  ya que - because                  dado que - because</p>	<p><b>tiene ritmo</b> - it has rhythm  <b>me encanta la letra</b> - I love the lyrics                  ...canta bien - ...sings well</p>
Music	<p><b>Me encanta escuchar</b> - I love to listen to  <b>Suelo escuchar</b> - I tend to listen to</p>	<p><b>el teclado</b> - the keyboard  <b>La batería</b> - the drums  <b>La guitarra</b> - the guitar</p>	<p><b>el piano</b> - the piano  <b>la flauta</b> - the flute  <b>la trompeta</b> - the trumpet</p>	
	<p><b>Toco</b> - I play  <b>Toca</b> - he/she plays  <b>Tocan</b> - they play</p> <p><b>Asistir a un concierto</b> - to attend a concert  <b>Cantar</b> - to sing  <b>Una canción</b> - a song  <b>Un cantante</b> - a singer</p>	<p><b>Mi cantante favorito/a es...</b> - my favourite singer is...  <b>Mi grupo favorito es...</b> - my favourite band is...  <b>un espectáculo</b> - a show  <b>una gira mundial</b> - a world tour</p>		
Sport	<p><b>Soy</b> - I am  <b>Era</b> - I was</p>	<p><b>aficionado/a de</b> - a fan of  <b>hinja de</b> - a fan of  <b>fanático/a de</b> - a ___ fanatic  <b>miembro de un club de...</b> - a member of a ___ club</p>	<p><b>Random</b></p>	<p><b>correr</b> - to run  <b>entrenar</b> - to train  <b>marcar un gol</b> - to score a goal  <b>participar</b> - to participate  <b>un partido</b> - a match  <b>la temporada</b> - the season</p>
	<p><b>Juego</b> - I play</p>	<p><b>al badminton/fútbol/rugby/tenis/hockey/croquet/béisbol</b>  <b>al balonmano</b> - handball    <b>al baloncesto</b> - basketball    <b>al voleibol</b> - volleyball</p>		
	<p><b>Hago</b> - I do</p>	<p><b>judo</b> - judo    <b>karate</b> - karate    <b>atletismo</b> - athletics    <b>baile</b> - dance  <b>boxeo</b> - boxing    <b>ciclismo</b> - cycling    <b>equitación</b> - horseriding    <b>escalada</b> - climbing  <b>gimnasia</b> - gymnastics    <b>natación</b> - swimming    <b>remo</b> - rowing    <b>vela</b> - sailing  <b>patinaje sobre hielo</b> - ice skating    <b>tiro con arco</b> - archery    <b>piragüismo</b> - canoeing</p>		



Activities



Music






Sports

¿Qué haces en tu tiempo libre? (Model Text)	<p>En mi tiempo libre <b>suelo descansar</b></p>	<p>In my free time I <b>tend to relax</b></p>
	<p>o, a veces, <b>quedar con amigos</b> en el centro</p>	<p>or, sometimes, <b>meet my friends</b> in town</p>
	<p>para <b>ir de compras</b> ya que es <b>entretenido</b>.</p>	<p>to <b>go shopping</b> because it's <b>entertaining</b>.</p>
	<p>En mi opinión, <b>salir con mis amigos me hace reír</b></p>	<p>In my opinion, <b>going out with my friends makes me laugh</b></p>
	<p>y <b>me ayuda olvidarme de todo</b></p>	<p>and <b>helps me to forget everything</b></p>
	<p>sin embargo nunca <b>monto en bici</b></p>	<p>however I never <b>ride my bike</b></p>
	<p><b>ya que me aburre como una ostra</b></p>	<p><b>because it bores me to death</b></p>
	<p><b>aunque sé que es sano.</b></p>	<p><b>although I know that it's healthy.</b></p>
	<p><b>Además,</b> me encanta escuchar música y</p>	<p><b>Moreover,</b> I love listening to music and</p>
	<p><b>suelo</b> escuchar <b>la música de Adele</b></p>	<p>I <b>tend</b> to listen to <b>Adele's music</b></p>
	<p><b>dado que canta bien y me encanta la letra.</b></p>	<p><b>because she sings well and I love the lyrics.</b></p>
	<p>No toco un instrumento pero en el futuro</p>	<p>I don't play an instrument but in the future</p>
<p>voy a <b>aprender</b> tocar la <b>batería</b>.</p>	<p>I'm going <b>to learn</b> to play the <b>drums</b>.</p>	
<p><b>Cuando era joven</b> era hincha de <b>FC Barcelona</b></p>	<p><b>When I was younger</b> I was a fan of <b>Barcelona FC</b></p>	
<p>porque jugaba mucho el <b>fútbol</b></p>	<p>because I played loads of <b>football</b></p>	
<p>pero <b>ya no</b>.</p>	<p>but I <b>don't anymore</b>.</p>	
<p>Ahora prefiero ver un partido.</p>	<p>Now I prefer to watch a match.</p>	



# La tele, el cine, los modelos a seguir (TV, Cinema, Films, Role Models)

TV/film	<p>Suelo ver - I tend to watch                  Me encantan - I love                  Me molan - I like                  Me chiflan - I'm crazy about                  Prefiero - I prefer</p>	<p>los concursos - gameshows                  los programas de deportes - sports programmes                  los documentales - documentaries                  las series policiaca - crime series                  los realitys - reality TV shows                  los culebrónes/las telenovelas - soaps                  las comedias - a comedys                  el telediario/las noticias - the news                  los dibujo animados - cartoons                  el meteo - the weather                  los misterios - mysteries                  películas de amor - love films                  las películas de terror - horror films                  las películas de acción - action films                  las películas de aventuras - adventure films                  las películas de animación - animated films                  las películas de ciencia - ficción - sci-fi films                  las películas de fantasía - fantasy films                  las películas extranjera - foreign films</p>	<p>las</p> 	<p>porque son - because they are</p>	<p>divertidos/as - fun                  entretenidos/as - entertaining                  informativos/as - informative                  emocionantes - exciting                  interesantes - interesting                  adictivos/as - addictive</p>
	<p>No aguanto - I can't stand                  No soporto - I can't stand                  Odio - I hate</p>	<p>aburridos/as - boring                  tontos/a - silly                  malos/as - bad/rubbish                  infantiles - childish</p>			
Pros and cons of cinema	<p>Me gusta ir al cine porque... - I love going to the cinema because...</p>	<p>el ambiente es mejor - the atmosphere is better                  la imagen es mejor en la gran pantalla - the picture is better on the big screen                  las palomitas están ricas - the popcorn is tasty</p> 			
	<p>Prefiero ver pelis en casa porque... - I prefer to watch film at home because...</p>	<p>en el cine - at the cinema</p>	<p>hay demasiadas personas - there are too many people                  las entradas son muy caras - the tickets are very expensive                  los asientos no son cómodos - the seats are uncomfortable                  los otros espectadores me molestan - other spectators annoy me                  si vas al baño te pierdes una parte - if you go to the toilet you miss a part                  tienes que hacer cola - you have to queue</p> 	<p>se puede hablar de la película - you can talk about the film                  se puede pausar la película si quieres - you can pause the film if you want</p>	
Role models	<p>Admiro a... - I admire                  ___ es un buen modelo a seguir - ___ is a good role model</p>	<p>porque - because</p>	<p>apoya a organizaciones benéficas - supports charities                  recauda fondos para... - raises money for...                  tiene mucho talento - has a lot of talent                  trabaja en defensa de los animales - works in defense of animals                  usa su fama para ayudar a los demás - uses his/her fame to help others</p>	<p>la pobreza - poverty                  la homofobia - homophobia                  los derechos de la mujer/los refugiados - women's/refugee rights</p>	
	<p>Mi inspiración es... - my inspiration is...</p>		<p>lucha por/contra - he/she fights for</p>	<p>se comporta mal - behave badly                  se emborracha - get drunk                  se mete en problemas con la policia - get in trouble with the police</p>	
	<p>Un buen modelo a seguir es alguien que... - a good role model is someone who...</p>		<p>no - he/she doesn't</p>		



TV/film










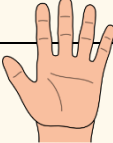
Pros and cons of cinema



Role models

Model Text	<p>Suelo pasar al menos <b>cinco</b> horas frente de la tele cada día.</p>	<p>I <b>tend</b> to spend at least <b>5</b> hours a day in front of the TV.</p>
	<p>Me encantan <b>los realitys</b> porque son <b>emocionantes</b></p>	<p>I love <b>reality shows</b> because they're <b>exciting</b></p>
	<p>pero también son <b>adictivos</b>.</p>	<p>but they're also <b>addictive</b>.</p>
	<p><b>Además</b> me chiflan las <b>comedias</b></p>	<p><b>Also</b>, I'm crazy about <b>comedies</b></p>
	<p>sin embargo <b>los que más me gustan son los documentales</b></p>	<p>however <b>what I like the most are documentaries</b></p>
	<p><b>dado que</b> son <b>informativos</b> y <b>educativos</b></p>	<p><b>given that</b> they are <b>informative</b> and <b>educational</b></p>
	<p>y me encanta aprender nuevas cosas.</p>	<p>and I like to learn new things.</p>
	<p>A veces voy al cine porque <b>dicen que</b></p>	<p>Sometimes I go to the cinema because <b>they say that</b></p>
	<p><b>la imagen es mejor en la gran pantalla</b></p>	<p><b>the picture is better on the big screen</b></p>
	<p>pero prefiero ver pelis en casa, porque en el cine</p>	<p>but I prefer to watch films at home, because at the cinema</p>
	<p><b>hay demasiadas personas</b> y <b>los asientos no son cómodos</b></p>	<p><b>there are too many people</b> and <b>the seats aren't comfy</b></p>
	<p>y en casa <b>se puede pausar la película si quieres</b>.</p>	<p>and <b>at home you can pause the film if you want</b>.</p>
	<p>Hay muchos actores que me gustan pero mi <b>actriz</b> favorita</p>	<p>There are lots of actors that I like but my favourite <b>actress</b></p>
<p>es <b>Emma Watson ya que apoya a organizaciones benéficas</b></p>	<p>is <b>Emma Watson because she supports charities</b></p>	
<p>y <b>lucha por los derechos de la mujer</b>.</p>	<p>and <b>fights for womens' rights</b>.</p>	
<p>Es un buen modelo a seguir.</p>	<p>She's a good role model.</p>	

Challenge Questions (Respond to these questions including EQUATACO phrases)	
1)	Describe a tu mejor amigo o a un miembro de tu familia.
2)	¿Estás enganchado a tu móvil? Write a paragraph.
3)	¿Qué hiciste el fin de semana pasado con tus amigos? Qué vas a hacer este fin de semana.
4)	Write a film review in Spanish about a film you have seen.
5)	¿Quién es tu modelo a seguir? Make a poster about your role-model and write your response to this question in Spanish.

Exam Style Questions	
1)	<b>Paper 1 &amp; 3</b> Go to: <a href="https://www.bbc.co.uk/bitesize/examspecs/z799hbk">https://www.bbc.co.uk/bitesize/examspecs/z799hbk</a> and practice listening and reading exam questions on one of the topics (1) Me, Family and Friends (2) Socialising, Interests and Role Models (3) Social Media and Technology (4) Sports and Exercise
2)	<b>Paper 2, Task 2: Describe la foto</b> (Write a description of the photo using PALMAD.       
3)	<b>Paper 2, Task 1</b> : Look at the role-play and use 10 minutes to prepare what you have to say. TRecord yourself on <a href="https://vocaroo.com">https://vocaroo.com</a> and send to your teacher.
4)	<b>Paper 4</b> Write responses to these bullet points.  <ul style="list-style-type: none"> <li>¿Te llevas bien con tu familia?</li> <li>¿Qué hiciste con tu familia recientemente?</li> <li>¿Cuando seas mayor, te gustaría casarte o tener hijos?</li> <li>Cuáles son las ventajas de ir al cine?</li> </ul> <p><b>PALMAD:</b>  <b>P</b>hysical description  <b>A</b>ction  <b>L</b>ocation + weather  <b>M</b>ood  <b>A</b>ntes (Before)  <b>D</b>espués (After)</p>

**A – Role play**  
 Look at the role play card and prepare what you are going to say.

**Topic: Daily life**

**Instructions to candidates:**  
 You are talking to your Spanish exchange partner about food. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question.
- where you see – ! – you must respond to something you have not prepared.

**Task**  
**Estás hablando con tu amigo/a español/a sobre la comida.**

- Cena – qué hora (normalmente)
- Comida preferida – razón
- !
- ? Comida inglesa – opinión
- ? Plato español – recomendación



Remember that you don't get extra marks in the role play for giving a complex answer, so keep it simple!

The third bullet point is always in the past tense. Remember to use the **preterite** to say what you did, but the **imperfect** to describe something in the past.

Make sure you give a reason, and don't forget to make adjectives agree with the noun.

You could ask an open question like 'What do you think of ...?' or a closed question such as '...?'

How could you turn this into a question? (¿Qué ...?)

Dig Deeper: (Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers)	
1)	Use <a href="https://vocaroo.com">https://vocaroo.com</a> to record your answers to any of the challenge questions.
2)	Research social media in <b>Cuba</b> . Send your teacher a word document with your main points OR make a mindmap of your findings and be ready to share with the class.
3)	Research the following Spanish-Speaking potential role models: Shakira, Rafael Nadal, Messi, Oscar de La Renta, Isabel Allende, Frida Kahlo or find your own!
4)	Watch a Spanish TV show on Netflix, Disney Plus OR find some episodes of Mi Vida Loca on Youtube to review vocabulary from previous cycles.

# Sports Science – RO42 - Applying principles of Training – Tier 2 vocabulary and extra material to support you

## Tier 2 vocabulary

**Outline** - write the main points of the topic

**Describe** - tell me everything about all the features you are describing

**Carry out** – physically complete the practical task correctly and in order

**Evaluate** - Using knowledge which is available to you, make our own judgement on a topic

## Documentary's to support this unit

- 1. Through my fathers eyes** - Ronda Rousey, a former Olympian and the first-ever female UFC champion.
- 2. Unstoppable** - When Bethany Hamilton was 13 years old, she was attacked by a shark while surfing. She lost her left arm in the attack but not her passion for surfing — just a month later, she was back on the board.
- 3. Cheer** – A Netflix series which follows the ups and downs of a Cheerleading team, looking to become the Texas state champions for a 15<sup>th</sup> time, how hard can it be?



## Websites

### Fitness testing

<https://www.topendsports.com/testing/guide-conduct.htm>



<https://www.brianmac.co.uk/conditon.htm>



<https://www.ifafitness.com/book/>



<https://www.free-power-point-templates.com/articles/workout-chart-for-excel/>



### Training plans

[https://www.slideshare.net/klharrison/principles-of-training-and-training-zones-16224739?qid=3ca8e64d-3a11-475b-a4a5-204fbe14c715&v=default&b=&from\\_search=10](https://www.slideshare.net/klharrison/principles-of-training-and-training-zones-16224739?qid=3ca8e64d-3a11-475b-a4a5-204fbe14c715&v=default&b=&from_search=10)

<https://www.nerdfitness.com/blog/how-to-build-your-own-workout-routine/>



# Sports Science – RO42 - Applying principles of Training – Tier 3 vocabulary

## Learning Outcome 1: Know the principles of training in a sporting context

Progression	Increasing frequency, intensity, time, type, adherence
Specificity	Skills which are used in relation to a sport
Reversibility	When you may become injured your fitness regresses
Moderation	Taking age, gender, environment and experience in to account when you are exercising
Variance	things done to avoid boredom with training and exercise sessions

## Learning Outcome 3: Be able to conduct fitness tests

Protocols	Guide lines set by the fitness industry
Maximal	Working to exhaustion
Sub maximal	Working below maximum effort
Validity	Making sure the test actually measures what it should
reliability	Making sure the conditions are the same for each test
Normative data	Data being compared to results

## Learning Outcome 2: Know how training methods target different fitness components

Aerobic	Utilising oxygen when exercising
Anaerobic	Fuelling the body without oxygen with exercising
Methods of training	A specific type of training
Components of fitness	A certain part of a persons fitness that needs to change to increase performance

## Learning Outcome 4: Be able to develop fitness training programmes

Training programme	A plan for a period time which supports and increases a persons fitness
Aim	What is the purpose of the training programme?
Goal setting	Having a target which isn't too easy or too hard
Self reflection	Thinking about everything you have done with the training plan and identifying strengths and areas of improvement