

KNOWLEDGE ORGANISER



Spring Term 2021
Year 10



Name: _____ **Form:** _____

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How to use your Knowledge Organiser for Home Learning

- Knowledge Organisers contain critical knowledge that you must know
- It will help you recap, revisit and revise what you learn in lessons so that you remember it in the long term
- You will use your Knowledge Organiser for most of your homework, but you can also do extra self-study to develop your long term memory
- You **MUST** have your book with you every day and in every lesson as it will be used alongside your learning

For homework:

- You will need to follow the homework timetable so you do the correct subjects on the correct day.
- You will be asked to look at a specific section of your Knowledge Organiser
- Your homework will be **cover – write – check**

This should take about 15 – 20 mins per subject.

- You must write the subject and date in your homework book
- You need to underline the subject and title as per lessons
- The knowledge learnt will be assessed throughout each cycle in lesson time
- Your form tutors will check that the work has been completed
- There will be rewards for excellent work and sanctions for work not completed



HOME LEARNING PLAN:

- Your homework will be set **every Monday** on Class Charts
- Your homework book will be checked by your tutor **every Monday** after each week's homework to check you have evidence of your home learning
- Evidence can be highlighted notes, mind-maps, diagrams, flashcards
- The section of homework you need to learn from your Knowledge Organiser will be on Class Charts as normal
- Your tutor will give rewards for excellent home learning evidence, but there will also be a consequence for not completing the work or not having your book
- There will be an after school detention set for the **Tuesday evening** to complete your work if it has not been done
- You will be tested on what you have learnt by your subject teachers in your lessons
- Completing your home learning is **YOUR** responsibility



Literacy Knowledge Organiser

Books to read this term –

Northern Lights by Philip Pullman
The Read Scrolls of Magic by Casandra Clare
The Sleeper and the Spindle by Neil Gaiman

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr Seuss

SPAG Reminder for the term –

Sentences provide us with the framework for the clear written expression of our ideas. The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in either a full stop, exclamation or question mark.

A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone.

To check that you are writing in complete sentences, try reading your sentences aloud, pausing as indicated by the punctuation. Can each sentence stand alone as a complete thought? If further information is needed to complete the idea, then it is not a complete sentence.

Homophones are words that sound the same but are spelt differently and have different meanings. 'Their', 'they're' and 'there' are homophones that often confuse people.

‘Their’ means it belongs to them, eg "I ate their sweets."

‘They're’ is short for 'they are' eg "They are going to be cross."

‘There’ refers to a place, eg "I'm going to hide over there."

Punctuation

Full Stop

Used at the end of a complete sentence.



Example:
And that is how the story ends.

Exclamation Mark

Used to end a sentence to show a strong feeling or emotion like surprise, anger or shock.



Example:
'Look up there!' she yelled.

Comma

Used to separate parts of a sentence. It can also be used to separate items in a list.



Example:
We had apples, cheese and water.

Question Mark

Used to end a sentence that asks a question.



Example:
What is the date today?

Parenthesis / Brackets

Use to add additional information.



Example:
He gave me money (£10).

Dash

Can be used to add information / clarity instead of a colon or brackets.



Example:
These people have the same responsibility - to serve to public.

Ellipsis

Indicates that something has been left out / it is not finished.



Examples:
I don't know... I'm not sure.

Ampersand

Used to represent the word "and".



Example:
At the zoo we saw lions, zebras, bears & monkeys.

Colon

Use after a complete statement to introduce a list or example.



Example:
You know what to do: practice.

Speech Marks

Used to show that someone is speaking.



Example:
The boy said "I don't know".

Apostrophe

For contraction - used to show that some letters have been taken out of a word to shorten it.
For example: Can not = Can't.

For possession - shows the object belongs to someone.
For example: The dog's tail.



Semicolon

Used to link two independent clauses that are closely related.



Example:
My dad has a red car; he likes to wash it.

NUMERACY

Times Tables

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Spelling Numbers

1	One	11	Eleven	30	Thirty
2	Two	12	Twelve	40	Forty
3	Three	13	Thirteen	50	Fifty
4	Four	14	Fourteen	60	Sixty
5	Five	15	Fifteen	70	Seventy
6	Six	16	Sixteen	80	Eighty
7	Seven	17	Seventeen	90	Ninety
8	Eight	18	Eighteen	100	One hundred
9	Nine	19	Nineteen	1000	One thousand
10	Ten	20	Twenty	1,000,000	One million
				0	Zero or nought

Prime numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97
...

Square numbers

$1 \times 1 = 1$
 $2 \times 2 = 4$
 $3 \times 3 = 9$
 $4 \times 4 = 16$
 $5 \times 5 = 25$
 $6 \times 6 = 36$
 $7 \times 7 = 49$
 $8 \times 8 = 64$
 $9 \times 9 = 81$
 $10 \times 10 = 100$

Cube numbers

$1 \times 1 \times 1 = 1$
 $2 \times 2 \times 2 = 8$
 $3 \times 3 \times 3 = 27$
 $4 \times 4 \times 4 = 64$
 $5 \times 5 \times 5 = 125$
 $6 \times 6 \times 6 = 216$
 $7 \times 7 \times 7 = 343$
 $8 \times 8 \times 8 = 512$
 $9 \times 9 \times 9 = 729$
 $10 \times 10 \times 10 = 1000$

Symbols

= Equals, the same as
 \neq Not equal to
 \approx Approximately equal to
 \equiv Identically equal to
 $<$ less than
 $>$ greater than
 \leq less than or equal to
 \geq greater than or equal to

Key Concept A square root is the opposite of a square number, so 10 is the square root of 100

Key terms

Sum – the answer to an **addition** question

Difference – the answer to a **subtraction** question

Product – the answer to a **multiplication** question

Quotient – the answer to a **division** question

Useful words

Factors – the numbers that divide exactly into a given number

Multiples – the times tables of a number

Double – multiply by 2

Halve – divide by 2

Treble/triple – multiply by 3

Even – divisible by 2

Odd – not divisible by 2

Key Concept: Place Value Table

Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Units/Ones	Decimal (,)	Tenths	Hundredths	Thousandths	Ten Thousandths
						3	2	5					
			1	5	6	3	7	.	0	4	2		

NUMERACY

Order of Operations

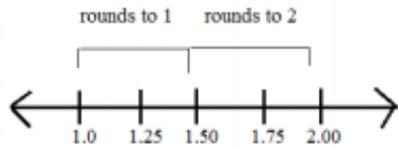
B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
I	Indices	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Key Concept: Rounding to units, tens, hundreds and thousands

Round 5468.9
 to the nearest whole number = 5469
 to the nearest ten = 5470
 to the nearest hundred = 5500
 to the nearest thousand = 5000

Key Concept: Rounding to nearest whole numbers

Place the number you are rounding on a decimal number line. Which whole number is it closer to?



Describing numbers

- Numerals** – a number written down not in words (e.g. 3 or 40)
- Digit** – the numerals 0 to 9
- Integer** – whole numbers (e.g. 2 or 64)
- Decimals** – numbers between two whole numbers on a number line (e.g. 4.7 or 3.59)
- Place value** – The position of the digit in the number that tells you how much it is worth (e.g. the 4 in the number 432 is worth four hundred)

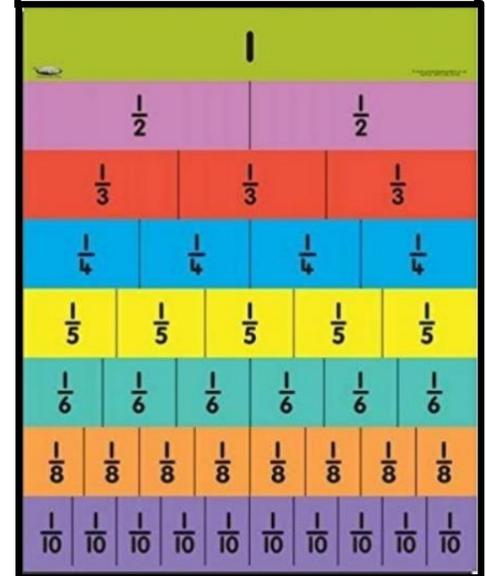
Scale and metric

measurements

- Millimetre (mm)** – the thickness of a credit card
- Centimetre (cm)** – the width of a fingernail
- Metre (m)** – the length of a guitar
- Kilometre (km)** – the distance you can go in around 12 minutes walking

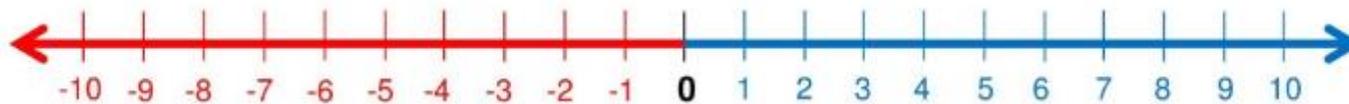
Fractions

- Fraction** – part of a whole number or item
- Denominator** – how many parts the whole thing is split into (bottom)
- Numerator** – the number of those parts you have (top)
- Equivalent** – has the same value



Negative

Positive



← Decreasing/descending/getting smaller

Increasing/ascending/getting bigger →

Command words

- Calculate/evaluate/find/work out/give** mean find the answer
- Simplify** means write in a different, more simple way
- Estimate/approximate** means use appropriate rounded values to find an

1 **5 Mins**
4 marks AO1

Choose four things that are true... ?

- Read key words in the question & the extract very carefully
- Ⓡ Read range of non-fiction texts for understanding
- Ⓡ Practise finding true or false facts on different aspects of the text

3 **15 Mins**
12 Marks AO2

How is LANGUAGE used to ... ?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices & impact in detail.
- Make sure you refer to language that relates to the task prompt
- Ⓡ Revise language techniques thoroughly. Make flashcards and test yourself
- Ⓡ Revise word classes, correctly identify verbs, nouns, adjectives, adverbs
- Ⓡ Practise analysis of words and phrases

AO1 – Identify and Interpret information and ideas

AO2 - Explain, comment, analyse how writers use language and structure to achieve effects and influence readers

AO3 – Compare writers’ ideas and perspectives across two or more texts

EXAM PROOF your answer: use the language of the AOs

2 **10 Mins** Write a **SUMMARY**
8 Marks AO1 **on the similarities/ differences between...?**

- List four points relating to the prompt from Source A. List four points from Source B
- Select words and phrases (judicious quotes) that are the **evidence** for your points
- Make **inferences** about what each point suggests is the similarity or difference
- Write up in paragraphs
- Make sure you refer to parts of the text that relate to the prompt.
- Ⓡ Practise summarising an extract
- Ⓡ Practise summarising two extracts finding points of comparison and contrast
- Ⓡ Practise making inferences from textual info
- Ⓡ Learn the language of comparison & contrast
- Ⓡ Learn the language of inference and analysis

4 **20 Mins** Compare how the two
16 Marks AO3 **writers CONVEY their FEELINGS/ ATTITUDES/VIEWPOINT of ... ?**

- Step back and look at the **whole text**. Focus on the **overall tone and attitude** that is being communicated through the text. Identify this by looking at:
 - Content** - what is mainly written about? What dominates the extract? This will be the most important focus.
 - Organisation** –Look at each paragraph. What is the order of the information? How do the texts differ?
 - Lexical field** – what types of words are repeated throughout? This will give a clue to the tone and attitude?
 - Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
- Boil the text down to **the single quote** you think encapsulates the view and attitude. This could be the basis of a detailed analysis section.
- Techniques** – identify how the writer uses language, especially in the source not used for Q3
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail
- Make sure you list things only relating to the task prompt
- Ⓡ Practise analysis of words and phrases
- Ⓡ Practise identifying attitude and tone in texts.



45 Mins

24 Marks AO5 16 Marks AO6

Techniques to use in opinion and persuasive writing:

- Anecdotes
- Personal pronouns
- Imperatives
- Negatives
- Emotive language
- Facts
- Opinions
- Rhetorical question
- Repetition
- Expert evidence
- Statistics
- Tripling (rule of 3)

I **Imagery** – use of metaphor, personification and simile

I **Imperatives** – for confident, commanding language. *Act today, Don't give in*

I **Insecure, tentative language** 'arguably,' 'possibly' 'suggests' 'could'

WRITING TO PRESENT A VIEWPOINT:
 Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

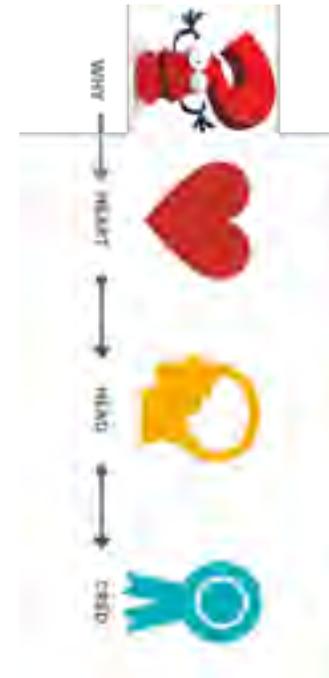
Write **an article** for a **broadsheet newspaper** in which you explain your point of view on this statement.

How to write to present a viewpoint:

- The task may be either a letter, article, text for a leaflet, text of a speech, essay
- For a **LETTER** you must/should:
 - Make it clear you are sending to someone
 - Use these conventions of the letter form
- For an **ARTICLE** you must/should:
 - Use a title
 - Introductory paragraph
 - Use sub-headings
- For a **LEAFLET** you must/should:
 - Use a title
 - Use sections, paragraphs, subheadings, boxes
- For a **SPEECH** you must/should:
 - Clearly demonstrate you are addressing an audience
 - Use rhetorical features of formal speech
 - Close or conclude your speech
- For an **ESSAY** you must/should:
 - Include an introduction and conclusion
 - Write in a formal style

- Ⓜ Read examples of opinion pieces in magazines, online and newspapers.
- Ⓜ Look at the tone and style. Practise copying humorous, ironic, emotive, matter-of-fact styles. Don't rant – be controlled.
- Ⓜ Practise writing viewpoint pieces for a range of issues – the environment, school, health, consumerism etc.
- Ⓜ Practise adding imaginative detail, such as an interview or quotes from an expert.

- **Telos** – ('tell us') why the orator is speaking
- **Pathos** - (sympathy/ empathy) emotion
- **Logos** – Logic and facts
- **Ethos** - (Ethical) credibility - speaker knows what they're talking about



AO5 – Communicate clearly, effectively and imaginatively
 AO6 – Range of vocabulary, sentence structures & accurate SPaG

A Christmas Carol - Charles Dickens (1843)

PLOT SUMMARY

STAVE ONE



We are introduced to the cold-hearted Scrooge who is uncharitable and cruel

He is in his counting house when Fred and charity workers appear and he treats them horribly

At home, the ghost of Marley appears to warn him he must change

STAVE TWO

The Ghost of Christmas Past appears and shows Scrooge how merry he was

We see that Scrooge was neglected as a child in a boarding school

We see his kind-hearted boss, Fezziwig

His past relationship with Belle ended because he was scared of poverty

STAVE THREE

The Ghost of Christmas Present appears and shows Scrooge how everybody else celebrates Christmas

We see the poverty-stricken Cratchit family and how happy they are at Christmas time

STAVE FOUR



- Scrooge fears the Ghost of Christmas Yet To Come
- The ghost shows him how his dead body is mistreated
- The Cratchit's mourn Tiny Tim's death
- Scrooge sees his grave and begs for forgiveness

STAVE FIVE



- Scrooge wakes in his bed on Christmas day
- He is elated and asks a boy to buy the prize turkey for the Cratchit family
- Scrooge walks down the street and offers a large donation to the charity collection
- He is changed: redemption

THEMES

EVENT > CHARACTER > THEME > EFFECT



Christmas Spirit



Redemption



Poverty and Charity



Social responsibility



Family



Supernatural

CHARACTERS

- Selfish
- Greedy
- Ignorant
- Miserly
- Destitute
- Misanthrope (hates mankind)



Ebenezer Scrooge

- Generous
- Joyful
- Grateful
- Enlightened
- Kind
- Jovial
- Elated



Bob Cratchit



Jacob Marley



Ghost of Christmas Past



Ghost of Christmas Present



Ghost of Christmas Yet To Come



Fred



Fan



Fezziwig



Belle



Tiny Tim

You can access good marks with a really solid knowledge of the plot, the characters and how the characters are presented

CHALLENGE: Identify a quotation for each of the adjectives used to describe the characters

CONTEXT

RELIGION AND CHRISTMAS

- Christianity had a strong influence on many areas of Victorian life. People followed a strict moral code.
- Dickens' view of Christianity was different - he believed that to be a good Christian, people should seek out opportunities to do good deeds for other people.
- At the start of the 19th century, Christmas was hardly celebrated at all; but the end of it, it was widely celebrated. Many traditions became important.

DICKENS' LIFE

Dickens' family was middle-class, but he knew what it was like to be poor. When he was 12, his father was imprisoned for debt. His family became so poor that he had to work in a factory.

Dickens' experience of poverty made him critical of the way Victorian society treated its poorest people.

POVERTY AND EDUCATION

- Living conditions were awful; many people had moved from the countryside to the cities in search of factory work. As a result, the population of cities grew rapidly.
- Most migrants ended up living in slums where there were not proper sewage systems. There was much hunger, disease, and crime.
- Dickens believed that education was the solution to poverty: he supported the Ragged Schools (research this!)

THOMAS MALTHUS

- He believed that poverty was inevitable: he thought that human population would always exceed food supply.
- Dickens disagreed with Malthus, claiming that there would be plenty to go around is the rich were more generous. He thought it was wrong that the poor were too selfish to share their wealth.

EMBED YOUR CONTEXTUAL KNOWLEDGE INTO YOUR **WHY** SECTION

RESPONDING TO THE QUESTION

30 marks

There will be an extract along with a question to answer. Make sure you answer both bullet points in the question.

INTRODUCTION

- Give an **overview** of the character or theme that the question is asking about
- Explain why **Dickens** created this character/theme/novella by considering what we are meant to **learn**

MAIN BODY X5

What? (use key words from question)

How?

(technique/quote/language/structure)

Why? (effect/inference - link to reader/context/writer's intention)



CONCLUSION

- Reiterate your points, using **key words** from the question
- Briefly **analyse** what we **learn** from the use of this character/theme/event

REVISION

TOP TIPS

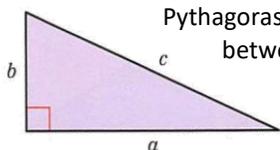
- Create a **mind map** for each character with **key information**, **key quotes** and **the themes they relate to**
- Memorise the themes and their significance
- Learn **KEY QUOTES** off by heart
- Revise **context** and **Dickens' intentions**

Watch different versions of the film and learn all **key events**

Maths Year 10 Spring - Foundation

Right angled triangles

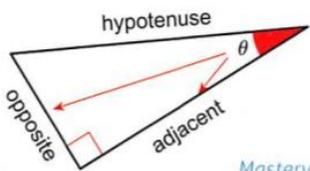
in a right-angled triangle the **hypotenu**e is the longest side and is opposite the right angle



Pythagoras' theorem shows the relationship between lengths of the three sides of a right-angled triangle

A triangle with sides a, b, and c, where c is the longest side is right-angled only if $a^2 + b^2 = c^2$

in a right-angled triangle the side opposite the angle θ is called the **opposite**. The side next to the angle θ is called the **adjacent**.



The **sine** of an angle θ is the ratio of the opposite side to the hypotenu'e. The sine of angle is written as $\sin \theta$

The **cosine** of an angle θ is the ratio of the adjacent side to the hypotenu'e. The cosine of angle is written as $\cos \theta$

The **tangent** of an angle θ is the ratio of the opposite side to the adjacent side. The tangent of angle is written as $\tan \theta$

You can use \sin^{-1} , \cos^{-1} , \tan^{-1} on your calculator to find an angle when you know its sin, cos or tan

The **angle of elevation** is the angle measured upwards from the horizontal. The **angle of depression** is the angle measured downwards from the horizontal.

The sine, cosine and tangent of some angles may be written exactly

	30°	45°	60°	90°
sin	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	

Probability

The **probability** of an event happening is a number between 0 and 1. If an event is **certain**, the **probability** is 1 ($P = 1$). If an event is **impossible**, **probability** is 0, ($P = 0$) Events are **mutually exclusive** when they cannot happen at the same time. Events are **exhaustive** if they include all possible outcomes. The probabilities of an **exhaustive set of mutually exclusive** events sum to 1

Equally likely outcomes have the same probability of happening. The probability that an **equally likely** event will happen is $P = \frac{\text{number of successful outcomes}}{\text{total number of possible outcomes}}$

If the probability of an event happening is P, the probability of it not happening is $1 - P$

A **sample space diagram** shows all the possible outcomes for one or more events. You can use it to find a **theoretical probability**.

Estimated probability is also called **experimental probability**. You can estimate the probability of an event from the results of an experiment or survey:

$\text{relative frequency} = \frac{\text{number of successful trials}}{\text{total number of trials}}$

A larger number of trials gives a more accurate estimate of probability.

Predicted number of outcomes = $\text{probability} \times \text{number of trials}$.

Two events are **independent** when the results of one do not affect the results of the other. When the outcome of one event changes the possible outcomes of the next event, the two events are **not independent**.

A set is a list of things that share certain characteristics. The elements of two (or more) sets can be shown together in a Venn diagram. Curly brackets $\{ \}$ show a set of values.

$A \cap B$ Means A intersection B. This is all the elements that are in A *and* in B

$A \cup B$ Means A union B. This is all the elements that are in A or B. A' means the elements *not* in A

Multiplicative reasoning

The original amount is always 100%. If the amount is **increased** the new amount will be more than 100%. If the amount is **decreased** the new amount will be less than 100%.

You can calculate a **percentage change** using the formula.
 $\text{percentage change} = \frac{\text{actual change}}{\text{original amount}} \times 100$

Density is a **compound measure**. It is the **mass** of substance contained in a certain **volume**. It is usually measured in grams per cubic centimetre (g/cm^3)
 $\text{density} = \frac{\text{mass}}{\text{volume}}$

Pressure is a **compound measure**. It is the **force** applied over an area. It is usually measured in newtons (N) per square metre (N/m^2)
 $\text{pressure} = \frac{\text{force}}{\text{area}}$

Banks and building societies pay **compound interest**. At the end of the first year, interest is paid on the money in the account. The interest is added to the amount in the account. At the end of the second year, interest is paid on the original amount in the account *and* on the interest earned in the first year, and so on....

$y \propto x$ means 'y' is proportional to x. When $y \propto x$ then $y = kx$, where k is the constant of proportionality

$X \propto \frac{1}{Y}$ means X and Y are in inverse proportion. This means $XY = k$ (constant)

You can make the numbers in a ratio as small as possible by **simplifying**. You **simplify** a ratio by dividing the numbers in the ratio by the **highest common factor** (HCF)



Write the proportion as a fraction.

You can compare **proportions** using **percentages**

$$\frac{9}{10} = \frac{\square}{100} = \square\%$$

Convert the fraction to a percentage.

Maths Year 10

Spring - Higher

Similarity and Congruence

Congruent triangles have exactly the same size and shape. Their angles are the same and **corresponding sides** are the same length

Two triangles are **congruent** when one of these conditions of congruence is true:

SSS: all three sides are equal

SAS: Two sides and the included angle are equal

AAS: Two angles and a corresponding side are equal

RHS: Right angle, hypotenuse and one other side are equal

Shapes are **similar** when one shape is an **enlargement** of the other. **Corresponding angles** are equal and **corresponding sides** are all in the same **ratio**

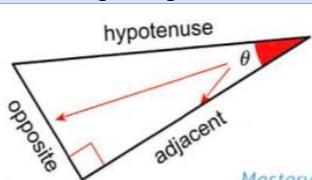
When a shape is **enlarged** by **linear scale factor** k , the area of the shape is enlarged by scale factor k^2

When a shape is **enlarged** by **linear scale factor** k , the volume is enlarged by scale factor k^3

More trigonometry

in a right-angled triangle the **hypotenuse** is the longest side and is opposite the right angle

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The **tangent** of an angle θ is the ratio of the opposite side to the adjacent side. The tangent of angle is written as $\tan \theta$

You can use \sin^{-1} , \cos^{-1} , \tan^{-1} on your calculator to find an angle when you know its sin, cos or tan

The **angle of elevation** is the angle measured upwards from the horizontal. The **angle of depression** is the angle measured downwards from the horizontal.

The sine, cosine and tangent of some angles may be written exactly

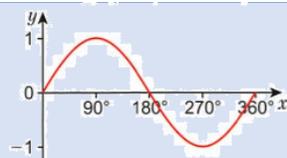
	30°	45°	60°	90°
sin	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	

The **sine rule** can be used in any triangle to calculate a missing side:

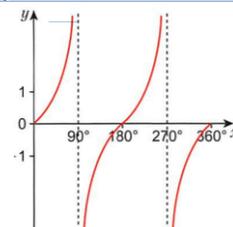
$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

The **cosine rule** can be used in any triangle to calculate an unknown side: $a^2 = b^2 + c^2 - 2bccosA$

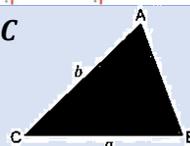
The **sine** graph repeats every 360 degrees in both directions



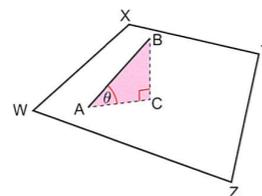
The **tangent** graph repeats every 180 degrees in both directions



The area of this triangle is $\frac{1}{2}ab \sin C$



A **plane** is a flat surface. In the diagram, BC is perpendicular to the plane WXYZ. Triangle ABC is in a plane perpendicular to the plane WXYZ



θ is the angle between the line AB and the plane WXYZ

The graph of $y = -f(-x)$ is a reflection of the graph of $y = f(x)$ in the x -axis and then the y -axis,

or vice versa. These two reflections are equivalent to a rotation of 180° about origin

Further Statistics

A **population** is the set of items that you are interested in. A **census** is a **survey** of the whole **population**. A **sample** is a smaller number of items from the **population**. A **sample** of at least 10% is considered good. In order to reduce **bias**, the **sample** must represent the whole **population**

A **population** may divide into groups such as age range or gender. These groups are called **strata (stratum)**. In a **stratified sample**, the number of people taken from each group is **proportional** to the group size.

A **cumulative frequency table** shows how many data values are less than or equal to the **upper class boundary** of each **data class**. A **cumulative frequency diagram** has data values on the x -axis and **cumulative frequency** on the y -axis

The **median** and **quartiles** can be estimated from the **cumulative frequency diagram**. For a set of n data values: the estimate from the **median** is the $\frac{n}{2}$ value.

The estimate for the **lower quartile (LQ)** is the $\frac{n}{4}$ value

The estimate for the **upper quartile (UP)** is the $\frac{3n}{4}$ value

The **interquartile range (IQR)** is $UQ - LQ$

A **box plot** (sometimes called a box – and – whisker diagram, displays a data set to show the **median** and **quartiles**. **Comparative box plots** are **box plots** for two different sets of data drawn on the same scale.

The interquartile range measures the spread of the middle 50% of the data. To describe a data set (or population) give a measure of average and a measure of spread. To compare data sets, compare a measure of average and a measure of spread.

The median and interquartile range are not affected by extreme values of **outliers**. When there are extreme values, the median and interquartile range should be used rather than the mean and range.

Science

C5 Chemical analysis

Formulation is a mixture that has been designed as a useful product, often a complex mixture in which each chemical has a particular purpose.



Description	Example	Diagram
Pure element	Oxygen	
Pure compound	Carbon dioxide	
Mixture of elements	Oxygen and helium	
Mixture of compounds	Alcohol and water	
Mixture of elements and compounds	Salt	

Distinguishing between pure substances and mixtures

Scientists need to know that substances made in the laboratory are pure. They also need to be able to test whether a substance is pure or impure. One way to test this is to find the **melting point** of a substance:

- pure substances have sharp melting points
- mixtures **melt** over a range of temperatures

Pure substances can be identified by comparing the melting point found in the experiment with published reference data of what the melting point should be.

Paper chromatography

Paper **chromatography** can be used to

- test if a substance is **pure** or **impure**
- separate mixtures of **soluble** substances in order to find out what substances are in the mixture.

Chromatography relies on two different 'phases':

- the **mobile phase** is the **solvent** that moves through the paper, carrying different substances with it
- the **stationary phase** is contained on the paper and does not move through it

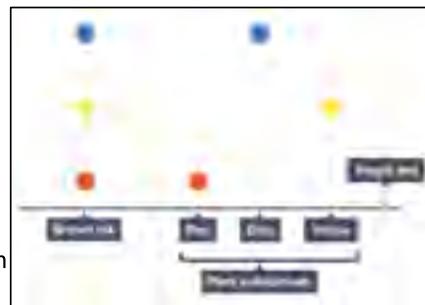
The different **dissolved** substances in a mixture are attracted to the two phases in different proportions. This causes them to move at different rates through the paper.

Interpreting a chromatogram

Chromatography produces a **chromatogram**.

- a pure substance produces one spot on the chromatogram
- an impure substance produces two or more spots

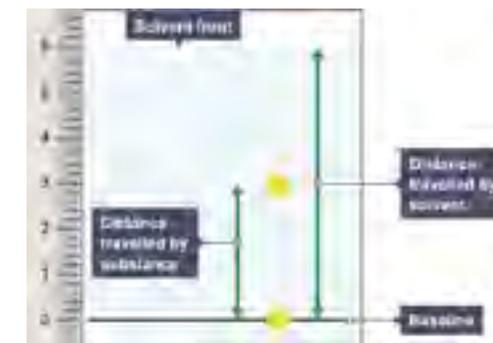
A paper chromatogram can also be used to identify substances by comparing them with known substances.



R_f values

The R_f value of a spot is calculated using:

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$



Science

C5 Chemical analysis

Separation techniques

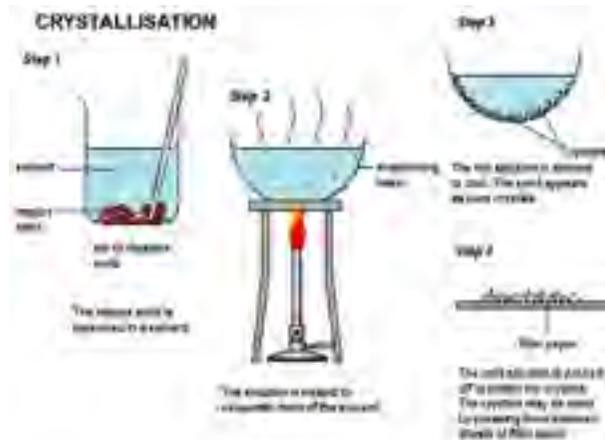
The production of a chemical does not necessarily produce a **pure** sample of the chemical and may contain **impurities**. Separation techniques are used to separate the useful product from any impurities or **by-products**.

Filtration works because the filter paper has tiny holes or pores in it. These are large enough to let simple molecules and dissolved ions through, but not the much larger particles of undissolved solid.



Crystallisation

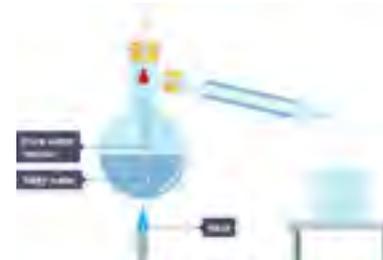
Crystallisation is used to produce solid crystals from a solution. When the solution is warmed, the solvent evaporates leaving crystals behind. For example, crystallisation is used to obtain copper sulfate crystals from copper sulfate solution.



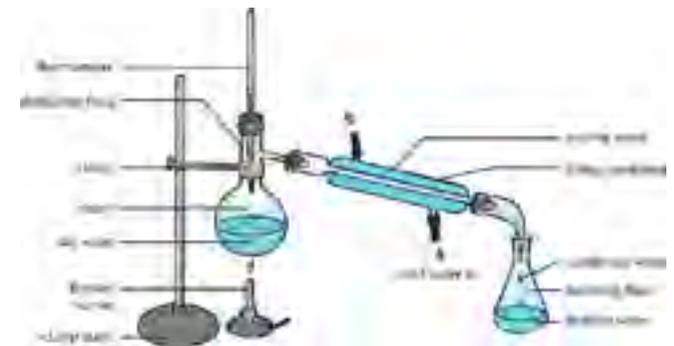
Simple distillation

Simple distillation is used to separate a **solvent** from a **solution**.

Simple distillation works because the **dissolved solute** has a much higher **boiling point** than the solvent. When the solution is heated, solvent **vapour** evaporates from the solution. The gas moves away and is cooled and **condensed**. The remaining solution becomes more **concentrated** in solute as the amount of solvent in it decreases.



Simple distillation can also be used to separate two liquids with a large difference in boiling points, such as **ethanol** and water. The mixture must be carefully heated and the temperature controlled, so that only the liquid with the lower boiling point evaporates. This can then be collected using a condenser.



C5 Chemical analysis

Conservation of mass

No **atoms** are created or destroyed in a chemical reaction. Instead, they just join together in a different way than they were before the reaction, and form **products**. The total **mass** of the products in a chemical reaction will be the same as the total mass of the **reactants**.

Reactions in closed systems

No substances can enter or leave a **closed system**. A simple closed system could be a sealed container such as a stoppered flask.

The reactants and products stay in the beaker. The total mass of the beaker and the substances it contains stays the same during the reaction.

Reactions in non-enclosed systems

Substances can enter or leave a **non-enclosed system**.

These systems are often open flasks or crucibles that let gases enter or leave.

If a gas escapes, the total mass will look as if it has decreased.

If a gas is gained, the total mass will look as if it has increased.

However, the **total mass stays the same** if the mass of the gas is included

The **relative atomic mass** of an element, symbol A_r , is the mean mass of its atoms compared to the mass of an atom of the carbon-12 isotope. The relative atomic masses of elements are proportional measures. For example, the A_r for helium is 4.0, and the A_r for carbon is 12.0. This means that carbon atoms have three times the mass of helium atoms.

A_r has no units.

Science

Calculating relative formula mass

The **relative formula mass**, symbol M_r , is used for a substance made up of **molecules**. This is calculated by adding up the relative atomic masses of all the atoms in the **formula** for the substance.

To calculate the M_r for a substance:

1. work out how many atoms of each element are in the chemical formula
2. add together the A_r values for all the atoms of each element.

For example, the formula for carbon dioxide is CO_2 . It has one carbon atom (relative atomic mass = 12.0) and two oxygen atoms (relative atomic mass = 16.0):

$$M_r \text{ of } \text{CO}_2 = 12.0 + 16.0 + 16.0 = 44.0$$

Reactions of acids and alkalis

Acids

Common **acids** include:

hydrochloric acid, HCl

sulfuric acid, H_2SO_4

nitric acid, HNO_3

Acids produce hydrogen **ions**, H^+ , when they **dissolve** in water.

Alkalis

Common **alkalis** include:

sodium hydroxide, NaOH

potassium hydroxide, KOH

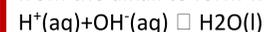
calcium hydroxide, CaOH

Alkalis produce hydroxide ions, OH^- , when they dissolve in water.

Neutralisation

Alkalis **neutralise** acids. An **indicator** is used to identify the point when **neutralisation** is reached.

During the reaction, hydrogen ions from the acid react with hydroxide ions from the alkali to form water:



Salt formation

When an acid reacts with a metal hydroxide, a **salt** and water are produced:

Acid + metal hydroxide \rightarrow salt + water

The name of a salt has two parts:

- the first part comes from the metal in the metal hydroxide
- the second part from the acid used

	Hydrochloric acid	Sulfuric acid	Nitric acid
Potassium hydroxide	Potassium chloride	Potassium sulfate	Potassium nitrate
Sodium hydroxide	Sodium chloride	Sodium sulfate	Sodium nitrate
Calcium hydroxide	Calcium chloride	Calcium sulfate	Calcium nitrate

Charges of common ions

Common cations	Charge	Common anions	Charge
Hydrogen ion, H^+	+1	Group 7 ions, eg Cl^-	-1
Ammonium ion, NH_4^+	+1	Hydroxide ion, OH^-	-1
Group 1 ions, eg K^+ , Na^+	+1	Nitrate ion, NO_3^-	-1
Group 2 ions, eg Mg^{2+} , Ca^{2+}	+2	Oxide ion, O^{2-}	-2
Copper(II), Cu^{2+}	+2	Carbonate ion, CO_3^{2-}	-2
Iron(II), Fe^{2+}	+2	Sulfate ion, SO_4^{2-}	-2
Iron(III), Fe^{3+}	+3		

The formula for a compound must produce no overall charge. For example:

sodium hydroxide is NaOH (one positive charge and one negative charge)
calcium hydroxide is $\text{Ca}(\text{OH})_2$ (two positive charges and two negative charges)

C5 Chemical analysis

Blue boxes for Higher Tier only

Titration is a practical technique used to determine the amount or concentration of a substance in a sample. It is an example of **quantitative** analysis. An **acid-alkali** titration can be used to find out what volume of acid of known concentration exactly **neutralises** a known volume of alkali of unknown concentration. This concentration can then be calculated.

Method

Add 25 cm³ of alkali solution to a clean conical flask.

Add a few drops of **indicator** and put the conical flask on a white tile.

Fill the **burette** with dilute acid.

Slowly add the acid from the burette to the conical flask, swirling to mix.

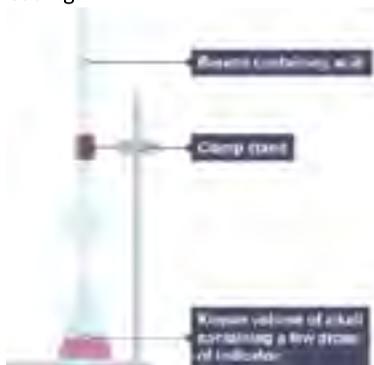
Stop adding the acid when the **end-point** is reached (when the colour first permanently changes).

Note the final volume reading.

Repeat steps 1 to 5

until three results are **repeatable** (in close agreement).

Ideally these should lie within 0.10 cm³ of each other



Science

Concentration of solution – *Higher Tier only*

A **solution** forms when a **solute dissolves** in a **solvent**.

The **concentration** of a solution is a measure of the amount of solid dissolved in 1 dm³ of solution. When the **mass** of solute **dissolved** is measured in g, the units for concentration are g/dm³.

$$\frac{\text{mass of solute (g)}}{\text{volume (dm}^3\text{)}}$$

Volume units

Volumes used in concentration calculations must be in dm³, not in cm³ or ml. It is useful to know that 1 dm³ = 1,000 cm³. This means:

divide by 1,000 to convert from cm³ to dm³

multiply by 1,000 to convert from dm³ to cm³

For example, 250 cm³ is 0.25 dm³ (250/1,000). It is often easiest to convert from cm³ to dm³ before continuing with a concentration calculation.

The mole – *Higher tier only*

It is often useful in chemical calculations to know the number of **atoms** or molecules present. The **mole**, mol, is the unit for the amount of substance.

Avogadro constant

One mole contains the same number of particles as there are atoms in 12 g of carbon-12. As atoms and molecules are so small, the number of particles in a mole is very large. This number is:

called the **Avogadro constant**

equal to 60,000,000,000,000,000,000,000 (6.0 × 10²³) atoms, molecules or formula units

The Avogadro constant = 6.0 × 10²³

Calculating the number of particles

The number of particles of a substance can be calculated using: the Avogadro constant, 6.0 × 10²³
the number of moles

number of particles = 6.0 × 10²³ × number of moles

Example

Calculate the number of water molecules in 0.5 mol of water.

Number of water molecules = 6.0 × 10²³ × 0.5
= 3.0 × 10²³

It is important to be clear about the particles involved. For example, 3.0 × 10²³ water molecules contain 9.0 × 10²³ atoms. This is because a water molecule, H₂O, contains three atoms.

Moles and masses - *Higher*

There is a relationship between a relative atomic mass (Ar) or relative formula mass (Mr), and the mass of one mole of a substance:

The mass of 1 mol of a substance is its A_r or M_r in grams (g).

$$\frac{\text{mass (g)}}{\text{relative formula mass (g)}}$$

Limiting reactants

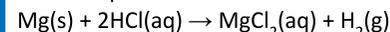
A reaction finishes when one of the **reactants** is all used up. The other reactant has nothing left to react with, so some of it is left over: the reactant that is all used up is called the **limiting reactant** the reactant that is left over is described as being in **excess**

The **mass of product** formed in a reaction depends upon the mass of the limiting reactant. This is because no more product can form when the limiting reactant is all used up.

Balanced chemical equations

A balanced chemical equation shows the ratio in which substances react and are produced. This is called the **stoichiometry** of a reaction.

For example:



This balanced chemical equation shows that 1 mole of magnesium reacts with 2 moles of hydrochloric acid to form 1 mole of magnesium chloride and 1 mole of hydrogen.

Science

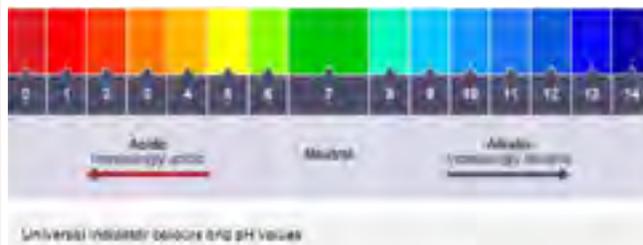
C6 Making useful chemicals

The pH scale

The **pH** scale measures the **acidity** or **alkalinity** of a **solution**.



The pH of a solution can be estimated using **universal indicator** and a colour chart, or measured using a pH meter.



Using a pH meter

The pH of a solution can be measured using a pH meter:
 wash the pH probe with distilled water
 put the end of the probe into the solution
 record the reading on the pH meter

The pH meter may need calibrating first. This is done by adjusting the reading to match the pH of a buffer solution, a solution with a known pH.



Reactions of acids with:

Metals

Acid + metal \square salt + hydrogen
 Hydrochloric acid + calcium \square calcium chloride + hydrogen
 $2\text{HCl}(\text{aq}) + \text{Ca}(\text{s}) \square \text{CaCl}_2(\text{aq}) + \text{H}_2(\text{g})$

Metal carbonates

Acid + metal carbonate \square salt + water + carbon dioxide
 Hydrochloric acid + copper carbonate \square copper chloride + water + carbon dioxide
 $2\text{HCl}(\text{aq}) + \text{CuCO}_3(\text{s}) \square \text{CuCl}_2(\text{aq}) + \text{H}_2\text{O}(\text{g}) + \text{CO}_2(\text{g})$

Dilute and concentrated solutions *Higher tier only*

A solution forms when a **solute dissolves** in a **solvent**. The more **concentrated** the solution, the more **particles** it contains in a given **volume**.

- A dilute solution contains a relatively small amount of dissolved solute in a given volume
- A concentrated solution contains a relatively large amount of dissolved solute in a given volume

pH and hydrogen ion concentration *Higher tier only*

The pH of a solution is a measure of its concentration of hydrogen ions. The higher the concentration of H^+ ions in an acidic solution, the lower the pH.

A pH of 1 represents a hydrogen ion concentration of 0.1 mol/dm^3 .

pH of alkaline solutions

The higher the concentration of OH^- ions in an alkaline solution, the higher the pH.

Example

A solution of 0.8 mol/dm^3 hydrochloric acid has a pH of 0.1. Predict its pH when it is diluted to 0.08 mol/dm^3 . The hydrogen ion concentration decreases by a factor of 10, so the pH increases by 1 from 0.1 to 1.1.

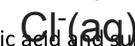
Concentration	pH
1 mol/dm^3	0
0.1 mol/dm^3	1
0.01 mol/dm^3	2
0.001 mol/dm^3	3
0.0001 mol/dm^3	4

Strong and weak acids *Higher tier only*

Acids in solution are a source of hydrogen **ions**, H^+ . The hydrogen ions are produced when the acid **dissociates** or breaks down to form ions.

Strong acids

Strong acids completely dissociate into ions in solution. For example, hydrochloric acid is a strong acid. It completely dissociates to form hydrogen ions and chloride ions:



Nitric acid and sulfuric acid are also strong acids.

Weak acids

Weak acids only partially dissociate into ions in solution. For example, ethanoic acid is a weak acid. It only partially dissociates to form hydrogen ions and ethanoate ions:



The \rightleftharpoons symbol is used in the equation to show that the reaction is a **reversible reaction** and does not go to completion.

Science

C6 Making useful chemicals

Collision theory

For a chemical reaction to happen:

- reactant particles must collide with each other
- the particles must have enough energy for them to react

A collision that produces a reaction is called a **successful collision**.

The greater the frequency or rate of **successful collisions**, the greater the rate of reaction.

Activation energy is the minimum amount of energy needed for a collision to be successful. This is different for different reactions.

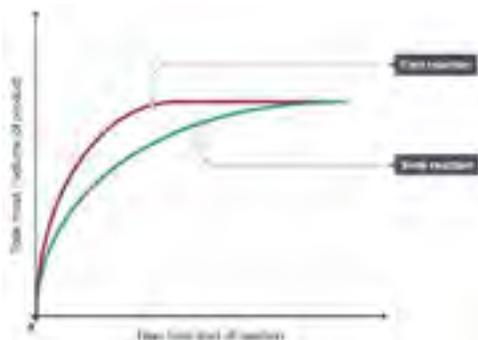
Rate of reaction

The rate of a reaction is a measure of how quickly a **reactant** is used up, or a **product** is formed. Rate of reaction is affected by factors such

- **concentration**
- **Pressure**
- **temperature**
- **surface area to volume** ratio of a solid reactant.

Graphs

The rate of reaction can be analysed by plotting a graph of mass or volume of product formed against time.



When the line goes horizontal, the reaction has finished and no more product is being made.

The **gradient** (steepness) of the line is equal to the rate of reaction:

- the steeper the line, the greater the rate of reaction

Ways to measure the rate of reaction

- **Measuring mass**
- **Measuring volume**
- **Measuring colour change or formation of a precipitate – (Higher tier only)**

Factors that affect the rate of reaction

If **pressure** is increased

- the number of **reactant particles** in a given volume increases
- the particles become more closely packed
- the rate of collisions between reactant particles increases
- therefore the rate of reaction increases

If the **surface area to volume ratio** is increased

- more **reactant particles** are exposed at the surface
- the rate of collisions between reactant particles increases
- therefore the rate of reaction increases

If **temperature** is increased

- **Reactant particles** move more quickly
- the **energy** of the particles increases
- the rate of successful collisions between reactant particles increases
- therefore the rate of reaction increases

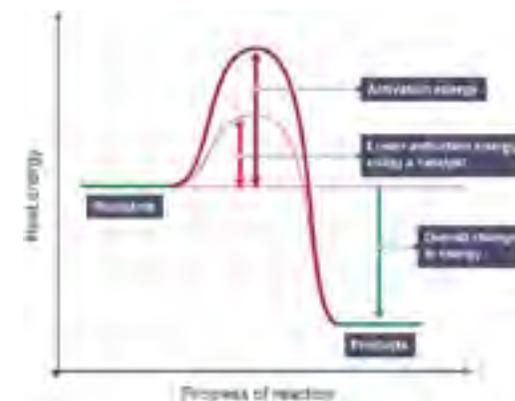
Catalysts

A **catalyst** is a substance that increases the rate of reaction, but can be recovered, unchanged at the end.

A catalyst provides an alternative **reaction pathway** that has a lower **activation energy** than the uncatalysed reaction.

The effect of a catalyst on the activation energy is shown on a chart called a **reaction profile**.

An **enzyme** is a biological catalyst. Enzymes are important for controlling reactions in the cells of living organisms. They work best within a narrow range of temperature and **pH**.



Science

C6 Making useful chemicals

Reversible reactions

Many reactions, such as burning fuel, are irreversible.

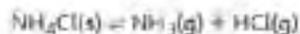
Reversible reactions are different. In a reversible reaction, the **products** can react or break down to produce the original **reactants** again.

Examples of reversible reactions

Ammonium chloride

Ammonium chloride breaks down when heated, forming ammonia and hydrogen chloride. When these two gases are cool enough, they react together to form ammonium chloride again.

ammonium chloride = ammonia + hydrogen chloride



- The forward reaction is the arrow that goes to the right
- The backward reaction is the arrow that goes to the left

Dynamic equilibrium

If a chemical reaction happens in a container where none of the **reactants** or **products** can escape, this is a **closed system**.

Reversible reactions that happen in a closed system eventually reach **equilibrium**.

At equilibrium, the concentrations of reactants and products do not change. But the forward and reverse reactions are still going on, and at the same rate as each other.

Because they are taking place at the same rate (speed), the reactants are turning into products at the same speed as the products are turning back into reactants.

Calculating percentage yield

Formula for Percent Yield:

$$\text{Percent yield} = \frac{\text{Actual Yield}}{\text{Theoretical Yield}} \times 100\%$$

In industry, processes are designed that maximise the yield and the rate at which the **product** is produced.

Data on yields and rate of reaction help to select reaction conditions that make the process as safe and as efficient as possible.

Reversible reactions in **closed systems** do not reach 100% yield. This is a problem in an industrial process which requires a high **percentage yield**.

Selecting reaction conditions – *Higher tier only*

The reaction conditions used are chosen to get an acceptable yield of product in an acceptable time. There would be little **profit** in getting a very high yield if it took too long to achieve.

High temperature and **pressure** produce the highest rate of reaction. However, it is costly to maintain these conditions.

Catalysts increase the rate of reaction without affecting the yield. This can help create processes which work well even at lower temperatures. However, there are no catalysts for some reactions.

Equilibrium position – *Higher tier only*

The **position of equilibrium** is related to the ratio of the concentration of the products to the concentration of **reactants**:

- if the position of equilibrium lies to the right, the concentration of the products is greater than the concentration of the reactants
 - if the position of equilibrium lies to the left, the concentration of the reactants is greater than the concentration of the products
- In general, the aim is for the equilibrium position of an industrial process to lie to the right. This maximises the yield of products.

The **equilibrium position** can be changed by adjusting:

- the concentrations of **reactants**
- the pressure of reacting gases
- the temperature at which the process takes place

The effect of changing these can be predicted using the following rule:

Any change made to a reaction which is in equilibrium will result in the equilibrium position moving to reduce the effect of the change made.

Concentration

In a reaction involving **solutions**, if the concentration of a **solute** is increased, the equilibrium position moves in the direction away from this solute.

Pressure

Increasing the pressure moves the equilibrium position to the side with the fewest **molecules**. This reduces the effects of the change because the pressure decreases as the number of molecules decreases.

Temperature

Increasing the temperature shifts the equilibrium in the direction of the **endothermic** reaction. This reduces the effects of the change because, during an endothermic reaction, energy is transferred from the surroundings.

1. Data units	
Bit (b)	The smallest unit of data. 0 or 1
Nibble (N)	4 bits
Byte (B)	8 bits (note the difference between b and B)
Kilobyte (KB)	1000 bytes. Note KB is different from Kb
Megabyte (MB)	1000 KB
Gigabyte (GB)	1000 MB
Terabyte (TB)	1000 GB
Petabyte (PB)	1000 TB

2. Conversions
Binary to Denary
Denary to Binary
Hexadecimal to Denary
Denary to Hexadecimal
Binary to Hexadecimal
Hexadecimal to Binary
Left Binary Shift
Right Binary Shift

3. Operations

Binary addition	You should arrange the two binary numbers above each other so that the columns line up. Start on the rightmost digit and add them. If there are any carries, write them down next to the next left column.
Overflow	If the answer to the left column results in a carry, this is known as an overflow and it causes an overflow error. This can cause problems if a computer program hasn't been written to handle overflows.
Left Binary Shift	Make the number longer, and therefore bigger. Each place it shifts will double the value. A binary left shift of one place ($\ll 1$) will double the value, a binary left shift of two places ($\ll 2$) with quadruple.
Right Binary Shift	Make the number shorter, and smaller. The right most digit is "lost", so we forget about it. A binary right shift of one place (written as $\gg 1$) halves the number, and a binary right shift of two places ($\gg 2$) will quarter it.

7. Sound

Analogue / Digital	Analogue sound waves must be converted into digital sound waves by taking a sample of the sound at set intervals. This is because computers can only work with digital 'numbers', and not analogue 'sound'
Sample rate	Number of times analogue signal is sampled per second. Measured in Hertz
Bit depth	Number of bits used per sample. Sometimes known as sample resolution
File size	Sample rate x sample resolution x seconds
Factors	Larger sample rate and/or bit depth will make the file size bigger and improve the playback quality; and vice versa. Also, making the duration of the recording longer will make the file size bigger, and vice versa

4. Characters	
Individual Characters	Each character is assigned an individual binary code to represent it. The number of bits depends on the 'encoding' used
Character Set	The name given to a collection of characters matching to binary codes. There are many examples.
Choice of Character Set	A character set encoded with more bits allows more characters. This is useful for accents, symbols, emojis, other languages (e.g. Chinese)

5. Examples of Character Sets

ASCII	7-bits to represent characters allowing 127 characters to be represented
Unicode	16 / 24 / 32 bits. Covers many modern and historic languages, as well as lots of symbols which are used in maths and other specialist areas

6. Images

Pixel	The smallest element of a bitmap image. Pixels desk
Vector vs Bitmap	A vector image describes the lines and shapes. A bitmap image consists of rows of coloured dots.
Colour Depth	The number of bits used to represent each pixel in a bitmap image. An 8 bit image can show 2^8 or 256 colours.
Resolution	In a bitmap image resolution is measured in DPI (dots per inch). The higher the resolution the better the picture quality
Metadata	Data that is saved before and after the image to tell the computer how to decode the image. It includes the size in pixels (width x height), the colour depth, the resolution, the GPS location of where the image was taken, etc.
Image size	The size of an image is width x height x colour depth (+10% for metadata)
Factors	Greater colour depth and/or greater resolution will make the file size bigger, and improve the quality of the image; and vice versa

8. Compression

Compression	Compression is when a file is encoded so it uses fewer bits than the original file format
Lossless compression	Gets rid of unnecessary data to re-present data without losing any information. This process is reversible
Lossy compression	Gets rid of the least essential data. This is an irreversible process: once data is lost it can't be recovered

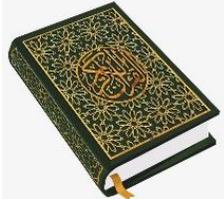
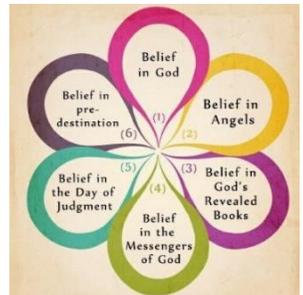
ETHICS - Theme E: Religion, Crime and Punishment

Key Words			
Community Service	Working in the community to pay back for a criminal act	Hate Crime	A crime motivated by hatred e.g. racism, homophobia
Corporal Punishment	Using physical pain as a punishment	Poverty	Not having enough money to be able to live a comfortable life
Crime	An action which is against the law and incurs a punishment	Prison	A place where criminals are sent to withdraw their freedom as punishment
Death Penalty	A form of punishment where the offender is killed for their crime	Punishment	Something negative done to criminals by the state
Deterrence	An aim of punishment – preventing future criminals by harsh treatment of offenders	Reformation	An aim of punishment – to try and reform criminals
Forgiveness	To show mercy and pardon someone for what they've done wrong	Retribution	An aim of punishment – seeking a form of revenge on criminals

Key Ideas		
<p>Christian Attitudes to Crime</p> 	<p><u>Good and Evil Intentions</u></p> <p>The Bible warns Christians against having evil thoughts which lead to evil actions. Avoiding sin and temptation steers Christians away from crime. Christians would be more willing to treat an offender who had good intentions with more mercy than one who acted out of evil intentions.</p>	<p><u>Attitudes to Lawbreakers</u></p> <p>Christians do not believe that people are evil but that people can be tempted to do wrong and break the law. Christians are taught to “love the sinner, hate the sin” which means they should forgive and show mercy to people who have done wrong but admitted their mistakes and sought atonement.</p>
<p>Reasons for Crime</p> 	<p>People are tempted to commit crime for a wide range of reasons including poverty (not having enough money or food), upbringing (where people are not taught right from wrong), addiction (some people commit crimes to feed an addiction), greed (committing crimes out of a desire for things they cannot afford), hatred or out of opposition to unjust law (breaking the law to oppose hateful or unjust laws)</p>	

<p>Three Aims of Punishment</p> 	<p><u>Deterrence</u> This aim of punishment seeks to use punishment as a message to others considering committing crime. By giving one criminal a harsh punishment others may be put off committing a similar crime.</p>	<p><u>Reformation</u> This aim of punishment seeks to help criminals change their behaviour for the better. It may involve therapy, education or training. Many Christians support this as a form of ‘love your neighbour’ mercy.</p>	<p><u>Retribution</u> This aim of punishment is society getting its own back on the offender. The Old Testament says ‘an eye for an eye’ so some Christians would argue that this form of punishment is just according to the Bible.</p>
<p>Forgiveness</p> 	<p>Forgiveness is at the heart of Jesus’ teaching. It means to show mercy and pardon someone for what they have done wrong but showing someone forgiveness does not mean they should be justly punished for their crimes. When Jesus was crucified, he forgave those who sentenced him to death and crucified him saying: ‘Father forgive them, for they know not what they do’.</p> <p>Forgiveness leads Christians to support reformation as an aim of punishment as it allows the criminal to be forgiven and to ask for forgiveness. They also use forgiveness as an argument against the death penalty.</p>		
<p>Christian Attitudes to Punishment</p> 	<p><u>Prisons</u> Many Christians believe prisoners should be treated well when in prison as even though they have done wrong they do not believe in evil people as much as evil actions. Some Christians campaign for better prison conditions out of mercy.</p>	<p><u>Corporal Punishment</u> Most Christians do not support using physical pain as a form of punishment as it is harmful and negative. It is currently illegal in the UK and many Christians would rather seek to reform a criminal than punish them in this way.</p>	<p><u>Community Service</u> Many Christians argue in favour of community service where criminals work to repay their community as a punishment. It allows criminals to make up for what they have done and does not harm the offender in the process.</p>
<p>Death Penalty</p> 	<p>The death penalty means the state killing criminals who have committed the worst crimes. It has not been used in the UK since 1969 but is still a common punishment elsewhere in the world.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Some Christians argue that the death penalty is a just punishment for murder as the Bible says both ‘you shall not kill’ and ‘an eye for an eye’. <input checked="" type="checkbox"/> They may also argue that it deters criminals from committing the worst crimes and keeps people safe. <input checked="" type="checkbox"/> Other Christians argue that the death penalty goes against sanctity of life. Life is sacred and holy and only God can give and take life. <input checked="" type="checkbox"/> They might also argue that the death penalty goes against the aim of reformation as a dead criminal cannot be reformed, forgiven or shown mercy to. 		

ETHICS Islam – Core Beliefs

Islam	Qur'an	Sunnah / Hadith
<p>Islam means submission in Arabic. Allah is the creator and has revealed himself through history to many peoples through prophets. God's final and greatest revelation comes in the form of the Qur'an to Prophet Muhammad. 1.6 billion Muslims worldwide – 2nd largest religion. 4.5% of UK is Muslim.</p> 	<p>Most important source of authority for Muslims. Complete and perfect book of guidance for all humans. Revealed by God to Prophet Muhammad through Angel Jibril. Written in Arabic and final compilation by Caliph Uthman shortly after Prophet's death (632AD). Unchanged and literal word of God. Qur'an is a sacred and holy text which is free from distortion unlike other holy books. Qur'an has always existed and was written in Arabic on tablet of stone in heaven. Qur'an is guide for life, teaches everything, learn by heart in Arabic.</p> 	<p>Sunnah is the inspiration of the life of the Prophet. His life is an example and a guide for all Muslims. 2nd most important source of authority. Muslims know about Sunnah largely through the Hadith. Hadith are many books containing the sayings and actions of the Prophet recorded by family and companions.</p> 
Sunnis	Shias	
<p>Religious guidance only from Qur'an & Hadith. No religious hierarchy – no Imams appointed by God. Caliph should come from companions not relatives</p>	<p>God guided Prophet to appoint Ali. Leadership of Muslim community is continued through 12 Imams – divinely appointed from Prophet's relatives. Last (12th) Imam will appear at end of world as Mahdi (chosen one)</p>	
Prophethood	Six Articles of Faith	
<p>Risalah Prophethood is an important idea in Isla. Allah has sent every community or group of people a messenger.</p> <p>Adam The first prophet. Originally built the Ka'aba in Mecca. Was taught knowledge from God to pass on to all humans.</p> <p>Ibrahim The prophet who rebuilt the Ka-aba. Was tested by Allah when asked to sacrifice/kill his son Ishmael. He teaches loyalty and devotion to God.</p>	<ol style="list-style-type: none"> 1. Oneness of God (Tawhid) 2. Angels 3. The Holy Books 4. The Prophets 5. The Day of Judgement 6. The Supremacy of God's will 	

Akirah

Akirah is a belief in life after death. Muslims believe we will be judged on the day of Judgement and sent to either a place of reward or a place of punishment.

Jannah

A place of reward. Also known as a place of paradise. Those that live good lives and follow Allah will get there.

Juhannam

A place of punishment. Described in the Qur'an as a place of pain and torture. Those turned away from God go there for eternity.

Other Holy Books

The Gospels (Injil)

Teachings of Isa (Jesus) and read and respected by Muslims.

The Torah (Tawrat)

The Hebrew teachings of the Torah are also read and respected by Muslims. The prophets of Adam, Musa (Moses) and Nua (Noah) are all in these scriptures.

The Psalms (Zabur)

Poems and praise written by the Prophet David and often included in the Christian Bible. Muslims read and respect the teachings here.

The Scrolls of Ibrahim

These teachings have been lost over time but Muslims believe they were important messages written down by Ibrahim.



The 5 Roots of Usul ad Din (Shia)

1. Oneness of God (Tawhid)
2. Prophethood
3. Justice (Adalat)
4. The Imamate
5. Resurrection

The Night of Power

The night when Muhammad was praying in the cave and Jbril visits him and delivers the first words of the Qur'an.

The Imamate

The direct descendants of Muhammad.

The Shia believe that only descendants of Muhammad should be leaders of Islam. Shia believe that 12 Imams (leaders) followed after Muhammad's death. The 12th Imam has gone into mystical hiding and will return with Isa (Jesus) on the Day of Judgement

Shariah

Shariah uses Islamic sources of authority (Qur'an, Hadith). Sets out moral and religious rules that Muslims must follow. Shariah is incorporated in the **law** in many Muslim majority countries. Shariah defines what is **halal** and what is **haram**. Shariah covers many everyday issues –food, clothing, crime, money, sex and relationships.

E.g. It is Haram to murder, drink alcohol, cohabit. It is Halal to eat chicken (halal) and vegetables.



Malaikah - Angels

Angels are heavenly immortal beings, God's first creation. Formed from clay, made from light. God's messengers and servants – no free will. Without sin so can enter God's presence. Invisible but exist everywhere, no physical bodies but spiritual beings. Described as male.

1. **Jibril** (Gabriel) – revealed Qur'an to Muhammad, spoke to Maryam (Mary).
2. **Mika'il** (Michael) – archangel responsible for keeping devil out of heaven, maintains earth- brings rain, nourishment to humans
3. **Israfil** (Raphael) – archangel will blow trumpet at end of time for judgement.
4. **Azrail** – Archangel of death
5. **Munkar and Nakir** – judging angels – question humans.
6. **Raqib & Atid** – Angels on each shoulder – 'noble recorders' of good/bad deeds.



Al Qadr (Predestination)

God has a master plan and everything that happens is part of his design.

- a) God has eternal foreknowledge 'God knows the innermost secrets of our hearts.' Hadith. God is omniscient (all-knowing). God knows what humans can't know.
- b) Everything is part of a larger plan. Only God knows the larger plan and the reasons for certain events and situations.
- c) If God is willing (Insha'Allah)
A common Muslim saying – events are outside of our individual control but in the hands of God. Statement of submission to will of God.
- d) Good can come from suffering.
God's will must include suffering and pain. Muslims believe that good can come from them and that is Allah's will. Difficult experiences are opportunities for growth.



Free Will – Humans have free will so are responsible for actions for day of Judgement. Life is a test and so humans need free will.

Tawhid (oneness) - The basic Muslim belief in the oneness of God.

Halal (permitted) – Actions or things which are permitted

Haram (forbidden) – Any actions of things which are forbidden

Shari'ah (Straight path) – A way of life; how Muslims should live life

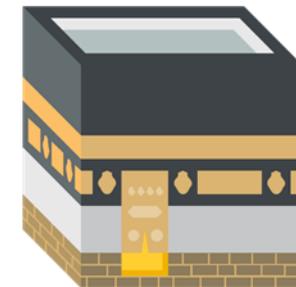
Ummah (Muslim community) – the worldwide community

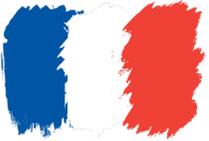
Islam – submission or peace

Sunnah – The record of all Muhammad said and did; which helps guide Muslims today to live Allah pleasing life.

Hadith – collections of the recorded sayings of the Prophet Muhammad.

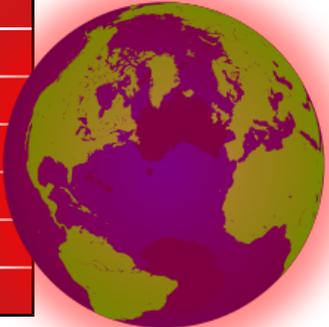
Sunni – one who follows the Sunnah.





Les problèmes sociaux et mondiaux - *Social and global problems*

le SIDA	AIDS
économiser	to save (reduce)
la faim/famine	hunger/famine
des produits bios	organic products
la guerre	war
éteindre la lumière	to turn off lights
le chômage	unemployment
le chauffage central	central heating
les déchets	rubbish
le journal (les journaux)	newspaper (s)
les transports en commun	public transport
le verre	glass
les jeunes	young people
les bouteilles	bottles
Il y a	there is/are
les canettes	cans
Il n'y a pas de	there isn't/aren't
acheter	to buy
partager	to share
assez	quite; enough
au lieu de	instead of
la fenêtre	the window
vieux, vieille (f)	old
loin (de)	far (from)
le réchauffement de la planète	global warming
l'effet de serre	the greenhouse effect
des espaces verts	green spaces



l'essence	petrol
tranquille	calm, peaceful
recycler	to recycle
bruyant / le bruit	noisy / the noise
le monde	the world
trop de circulation	too much traffic
des boîtes	boxes, tins
gaspiller	to waste
pollué(e)	polluted
les poubelles	dustbins
nettoyer	to clean
jeter	to throw
mourir	to die
mort	dead
utiliser	to use
menacer	to threaten
l'eau	water
Il faut	I/you/we must
Il ne faut pas	I/you/we must not
le papier	paper
la pauvreté	poverty
faire du bénévolat	to do voluntary work
l'étranger	abroad
ne jamais	never
ne ...rien	nothing
ne ... plus	no longer

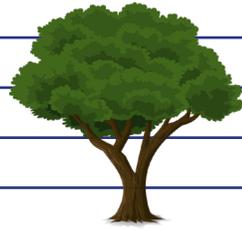


FRENCH - Y10 - Cycle 2

je prends	I take/have
une douche	a shower
un bain	a bath
la terre	Earth
la voiture	car
le camion	lorry
le vélo	bicycle
l'avion	plane
l'embouteillage	traffic jam
centres de recyclages	recycling centres
l'argent	money
une usine	a factory
le plus grand problème du monde, c'est...	the biggest problem in the world is...
la sécurité	security
collecter de l'argent	to collect money
absolument	absolutely
organiser	to organise
donc	so, therefore
arrêter	to stop
les gens pauvres	poor people
combattre le SIDA	to fight AIDS
les pays riches	rich countries
les pays en voie de développement	developing countries
donner de l'argent aux bonnes causes	to give/donate money to good causes
on pourrait	you/we could
il y aurait	there would be
on devrait	you/we would have to



faire quelque chose	to do something
l'aide	(the) help
les produits issus du commerce équitable	products from a sustainable source
parrainer un enfant	to sponsor a child
rapidement	quickly
organiser des événements	to organise events
tout le monde	everyone
faire un don	to make a donation
la paix	peace
écrire au gouvernement	to write to the government
l'Inde	India
l'Afrique	Africa
des médicaments	medicine
le médecin	doctor
sauver la planète	to save the planet
nous pourrions organiser	we could organise
l'inondation	flood, flooding
le sac en plastique	plastic bag
grave	serious
l'arbre	tree
augmenter	to increase
éviter	to avoid
si j'étais riche	if I was rich
bon/mauvais pour la santé	good/bad for your health
soigner	to treat/care for
fumer	to smoke
le tabac	smoking/tobacco



GEOGRAPHY

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.



Causes of Urbanisation

Rural - urban migration (1)

The movement of people from rural to urban areas.

Push

- Natural disasters
- War and Conflict
- Mechanisation
 - Drought
- Lack of employment

Pull

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.

Natural Increase (2)

When the birth rate exceeds the death rate.

Increase in birth rate (BR)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.

Lower death rate (DR)

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.

Types of Cities

Megacity

An urban area with over 10 million people living there.



More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.

Water Conservation

This is about reducing the amount of water used.

- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.

- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.

- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.

- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Unit 2a

Urban Issues & Challenges

Sustainable Urban Living Example: Malmo, Sweden

Background & Location

Located in south west Sweden. Since 2000, has been linked by the Øresund Bridge across the Øresund to Copenhagen, Denmark.

Sustainable Strategies

Malmo is known as one of the most sustainable cities in the world. - Malmo has over 500km of cycle tracks. 1 in every 4 journeys in Malmo is by bike. People in the city collect their organic waste to make biogas to power the city's busses. By 2030, Malmo wants to be powered entirely by renewable energy sources. At the moment, wind turbines around the city power 60,000 homes. All new houses in Malmo are low energy.

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems

- Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money.

Social Problems

- There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busv city centres.

Traffic Management Example: London

Oyster Cards allows people to travel on London's integrated transport network. Boris Bike scheme- people can hire a bike for journeys across London. Congestion Charging to limit the number of cars in the city centre.

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

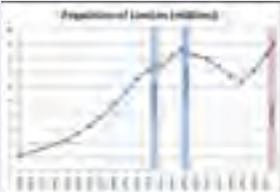
Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

Urban Change in a Major UK City: London Case Study



Location and Background	City's Importance
<p>London can be found in the South East of England, located on the River Thames which has been influential in its growth, and in the centre of the densest population of the UK. It also hosts the parliament of the UK.</p> 	<ul style="list-style-type: none"> • Within Europe, London is part of Europe's economic core, the area producing the majority of the GDP or wealth of Europe. • London is one of the most visited cities in the world. • London has several major airports including Heathrow, Gatwick, City and London Stansted. • 65% of London's land is either gardens, public green space or water.

Migration to London	City's Opportunities
<p>There are 3 main reasons for migration to London:</p> <ol style="list-style-type: none"> 1. Internal (within the UK) migration has been negative; that is the numbers of people moving out of London has been greater than the number of UK residents moving in. This balance has got smaller over time. 2. International net migration is positive, so there have always been more foreign born people moving into London than out of it 3. Natural Change has been positive, so births have been above deaths and this has boosted the population size. 	<p>Social: cultural mix or multiculturalism basically refers to a country or place that has more than one culture living together in close proximity. Multiculturalism is an issue in many HICs and can be viewed in both a positive light and as something that can pose problems that need careful management.</p> <p>Economic: London is a major world financial centre and a range of businesses which attract a highly skilled workforce.</p> <ul style="list-style-type: none"> • London residents (aged 16 to 64 and working) are more likely to be employed in managerial, professional or associate professional and technical occupations. • The unemployment rate was one of the highest (10%) <p>Environmental: Urban greening means to increase the amount and proportion of green spaces within a city. These green spaces are essential for people's quality of life. London has made attempts to offer lots of green spaces</p>

City Challenges	London Regeneration : London 2012
<p>Social: House price increase along with greater house shortages. Inequalities in education. Increased crime rates.</p> <p>Economic: INEQUALITIES exist in London between the rich and the poor – income, education, housing.</p> <p>Environmental: Urban sprawl has led to increased pressure and decline of greenfield sites around the city. London suffers from air pollution due to a dense road network and high buildings. This means that central London tends to be one of the most polluted places in the UK.</p>	<p>Aims: Olympics 2012- leave a lasting legacy or impact not just for sport but for the urban area in the East of London.</p> <p>Main features:</p> <ol style="list-style-type: none"> 1. Economic – supporting new jobs and skills, encouraging trade, inward investment and tourism 2. Sports – continuing elite success, development of more sports facilities and encouraging participation in schools sports and wider 3. Social and volunteering – inspiring others to volunteer and encouraging social change 4. Regeneration – reuse of venues, new homes, and improved transportation



Urban Change in a Major NEE City: LAGOS Case Study



Location and Background	City's Importance
<p>Located in South West Africa's most populated city. Nigeria's largest city.</p> 	<p>The city was originally a small fishing village. In the early twentieth century it became the capital city of Nigeria until 1991 when the government moved to Abuja. The population of Lagos increases by approximately 600,000 each year. The Lagos State Government estimates the population of Lagos to be 17.5 million. Urban growth occurred along the line of the railway. A population boom occurred during the 1970s as the result of the growth of the oil industry. Many thousands of people moved to the city seeking jobs in this industry. 80% of Nigeria's industry is located within Lagos. It remains the main financial centre of West Africa. The city has an international airport and an important sea port.</p>

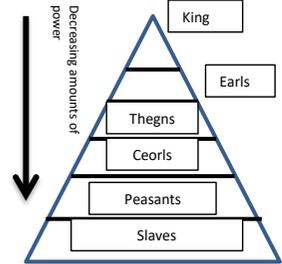
Migration to Lagos	
<p>The main reason for migration to Lagos over the past 50 years has been rural– urban migration. People are encouraged to leave the countryside by push factors such as the lack of job opportunities and low wages. They are brought to the city by pull factors such as the prospect of well-paid work and the attraction of an urban lifestyle. Another reason for Lagos' population growth is the high rate of natural increase in the city's population. This is due to the city's youthful population, since most migrants to the city are young. Nigeria is becoming an increasingly urbanised country. By 2015, just over half the population was still living in rural areas, but as rural– urban migration continues, the majority will be urban within the next few years.</p>	<p>Reasons for rural to urban migration</p> <p>Education and health services are poor in rural areas. Changing climate is making the weather less predictable. Droughts and floods occur more often, now. Farming pays low wages but requires a lot of hard work. Few job opportunities exist other than farming. There is a land shortage due to population growth. Despite urbanisation, rural population continues to grow. Land is degraded due to farming and other activities. Land in the Niger Delta region is polluted by the oil industry. Political unrest creates insecurity. The terrorist group, Boko Haram, is active in the north of Nigeria.</p>

City Challenges	Self-help schemes – Floating School
<p>Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.</p> <p>Economic: The rise of informal jobs with low pay and no tax contributions.</p> <p>Environmental: Shanty towns are established around the city, typically on unfavourable land, such as low lying flat land vulnerable to flooding.</p>	<p>Makoko is one of the world's largest waterside slums, much of it built on stilts above the waters of the Lagos Lagoon, on the eastern fringes of the city of Lagos in Nigeria. With an estimated 2,000 people migrating to Lagos every day, many end up in informal settlements like Makoko and people started building over the water. One of the main requirements was for more school space. The existing school is built on reclaimed land, but does not have room to expand and is also subject to periodic flooding. Adeyemi volunteered to design and help build a floating school for the area. Adeyemi designed a 3-storey A-frame multipurpose structure that could serve as a school as well as a venue for local community meetings and other activities. The whole structure floats on a matrix of 256 plastic 200-litre drums. Some of the outer drums can be used to store rainwater, a solar panel is used to supply electricity, and there are composting toilets aboard. In June 2016, however, the project was dealt a blow it collapsed during a heavy thunderstorm in Lagos.</p>





KT1: Anglo-Saxon England and the Norman Conquest, 1060-66



1. Anglo-Saxon Society

King	Defend country from attack, make good laws and make sure they are obeyed. Also had power over the Church.
Earls	Usually about 6 of them, owned huge areas of land, ensured the king's laws were obeyed in their regions, raised men for the King's army when needed.
Thegns	Local lords, important members of the community. Lived in a manor house – rich, warrior class.
Ceorls	Free peasant farmers who owned a small area of farmland. Did not have to work for the Lord, but did have to fight in army if required.
Peasants	Had to work on the Lord's land for up to 3 days a week in order to be allowed to rent a small piece of land from the lord. They had to work hard to survive. 70% of the population
Slaves	No freedom or land, had to work for the Lord who controlled every aspect of their life. Some crimes were punishable by being made into a slave.

The legal system

Trials by ordeal were held in a church, as God became the judge. Trials could include putting hand in hot water or picking up a metal item from a fire.	A small number of serious crimes such as treason carried the death penalty.
If a relative was killed or injured, family members believed they had the right to take their own revenge. This was known as a blood feud.	Repeat offenders were punished by mutilation (cutting off hand, ear or nose or 'putting out' eyes). This would act as a warning to others.
If the 'Hue and Cry' was raised, all of the villagers had to stop what they were doing and join the hunt to catch the criminal.	Treason is the name for a crime against your King or betraying your lord.
A jury would consist of a group of men who would listen to both sides of a case before deciding if the accused was guilty. This would take place in the hundred- or shire-courts.	A Tithing was a group of 10 men (from the age of 12) who were responsible for each other's behaviour. If one of the group committed a crime they would all be punished. This was supposed to prevent crimes.
Prisons were only used for holding criminals before trial.	A 'wergild' was a fine paid to the victims of crime or their families.

How was the country run?

King – Central Government
Made the laws for the whole country

Earls – Local Government
Ensured that the laws were upheld in their Earldom

The Earldoms were then broken down into

The Shires (40 of them in total)
Run by the local Thegn – sheriff.
Any crimes / issues were brought before the Shire-court

The Shires were then broken down into

The Hundreds
These were sub-divisions of shires - about 12 villages in each one.
Run by the Reeve
Any crimes / issues were brought before the Hundred-court each month

Villages

Agricultural and craft based (pottery, weapons, tools, woven cloth).

Subsistence economy (no use of coins). Instead, it had a Barter (exchange) economy. Swapping/trading goods.

Towns

Barter (Exchange) economy, but also coins were used.

Coins had to be made with the Royal Seal in the Mint, found only in towns.

Markets held – craftspeople and traders from nearby villages and towns would meet and trade.

England exported – wool, iron and cheese

England imported – precious metals, glass, wine, gems and spices.

Key point = Everyone believed in Heaven and Hell!!!

Everyone went to church on a Sunday.

Believed that God sent diseases, good / bad harvests.

2. The last years of Edward the Confessor and the succession crisis

The Godwin family was very powerful. It was even believed to have more wealth than King Edward. Edward was married to **Edith Godwin (Harold's sister)**. Harold became the **Earl of Wessex** after his father died. This was the most powerful position in England other than King. Harold was a close adviser to Edward and acted as Chancellor. He was a well respected English noble. Harold's younger brother **Tostig** was the **Earl of Northumbria** from 1055 to 1065 when Edward took away his earldom due to rebellions against his cruel rule. Harold advised Edward to do this, which caused the two brothers to become sworn enemies. Tostig went into exile. Edward the Confessor is said to have sent Harold to Normandy in 1064 to confirm to Duke William that he (William) is the heir to the English throne and will become the next king of England. According to the Bayeux Tapestry, **Harold swears an oath of loyalty to William on religious relics**. This may be true, in which case William has every right to be annoyed when Harold declares himself king. However, it could be Norman propaganda as it is only recorded in Norman sources.

3. The rival claimants for the throne

On 5th January 1066, Edward the Confessor, king of England, died. He was 62 years old. With no children there was no heir to the throne. Four men believed that they should be the next king, and they were prepared to kill to get the crown



•Why should he be King?	Why should he be King?	Why should he be King?	Why should he be King?
<ul style="list-style-type: none"> •Powerful land owner and Earl of Wessex •Edward's brother in law. •Claimed Edward offered him the throne in 1066, on his death bed. •English. •Had a strong army. •Member of the Witan. <p>Main disadvantage - there is no proof that Edward named him his successor.</p>	<ul style="list-style-type: none"> •Claimed Edward promised him the throne in 1051 •Claimed Harold Godwinson had sworn an oath in 1064 to help him become king. •Cousin of Edward the Confessor. Edward grew up in Normandy; knew William well. •Supported by the Pope. •Experienced in running Normandy. <p>Main disadvantage - French: the English Earls would not want to be ruled by a foreigner.</p>	<ul style="list-style-type: none"> •He was related to the king before Edward the Confessor (King Cnut) •Vikings had been king of England prior to Edward. •A very good warrior •Experienced in running a country. <p>Main disadvantage - Norwegian: the English Earls would not want to be ruled by a foreigner. No connection to Edward.</p>	<ul style="list-style-type: none"> •The great-nephew of Edward, so actually blood related. •14 years old when Edward died. <p>Main disadvantage - Too young, the English Earls would not support him. He was brought up in Hungary, so did not have any real support in England.</p>

The Witan agreed that Harold Godwinson should be the next King of England. Edward was buried on the 6th January, and Harold was crowned King the same day. This was unusual and suggests that Harold expected that there was going to be trouble. If he was so sure that he was the rightful heir, why was he in such a rush? Immediately after he became King he travelled to York to speak to the Northern Nobles and confirm their loyalty. He married the sister of Edwin (Earl of Mercia) and Morcar (Earl of Northumbria), by doing this he could guarantee their support in defending the North from invasion. He then travelled south and stationed a huge army on the south coast, and positioned a fleet of ships in the English Channel. He expected an attack from William at any time.

<p>Battle of Gate Fulford – 20th Sept 1066</p> <ul style="list-style-type: none"> • Hardrada with 200-300 ships and approx. 10,000 invaded the North of England. They head to the city of York. • The armies of earls Edwin and Morcar (approx. 6,000) block their way, resulting in an open ground battle. • The battle takes place across German Beck. The Vikings manage to outflank the Saxons by crossing the Beck and attacking them from the side/rear. • The Saxons had marshland behind them so when they tried to retreat they got stuck in the marsh and were slaughtered. • Hardrada won and demanded hostages from the people of York, who had surrendered immediately. These hostages would be collected on 25th Sept at Stamford Bridge. 	<p>Battle of Stamford Bridge – 25th Sept 1066</p> <ul style="list-style-type: none"> • Harold marched 185 miles north in 5 days when he heard about Hardrada's invasion. • He decided that it was safe to leave the south coast as the sailing season had finished, and there was no sign of William. • Harold's army managed to surprise attack Hardrada and his men while they waited to collect the hostages. The Vikings had their weapons with them, but not their armour which they had left on their ships (it was a hot day), along with 1/3 of his men. • Tostig and Hardrada were killed – only 24 ships were able to sail home. Harold's army had won. • Harold heard the news on the 1st Oct that William had landed on the South coast on 28th Sept. He immediately ordered his army to march south to confront him.
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4. The Norman Invasion

Battle of Hastings – 14th Oct 1066

- Harold stopped in London to allow his men to briefly rest and to collect more troops. He may have spent 5 days here.
- Rather than stay in London, Harold marched his army out to confront the Normans. This was a mistake as a Norman scout reported back to William that the Harold was on his way. The Normans were therefore prepared for the attack.
- The A.Saxons positioned themselves on the higher ground (hill) which was a big advantage. They created a shield wall.
- The Normans struggled to make any progress until a rumour went around that William had been killed, this led to a group of Normans retreating down the hill which encouraged a group of Harold's soldiers to run after them. When this happened it made a whole in the shield wall.
- William ordered his men to do this twice (the feigned retreat) and both times it worked and weakened the shield wall.
- William ordered his archers to shot high in to the sky so that the A.Saxons had to choose between using their shields to defend against the arrows or a frontal attack by the advancing foot soldiers.
- Harold and his brothers were killed. William won.

Why did William win?

- Luck**
 - Wind changed at the right time to sail.
 - Harold's army had already had to fight a battle
- William's good leadership**
 - 'Feigned retreat'
 - Had archers, cavalry and foot soldiers (more options)
 - Double-attack of archers and foot soldiers
- Harold's bad decisions/mistakes**
 - Not enough rest in London.
 - His men broke the shield wall.



Submission of the Earls

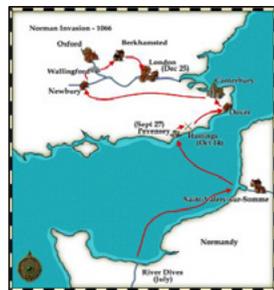
KT2 – William I in power: Securing the kingdom, 1066-87

Castles and the Marcher Earldoms



Task: Read through the information and highlight the Specific Factual Detail (SFD).

- Following the Battle of Hastings, William and his men marched to Dover where they became very ill with dysentery.
- In London the remaining English nobility chose Edgar Aethling as Harold's successor, but they did not attack William at Dover
- Having recovered, William led his army on a brutal march through south-east England, destroying homes and farms
- Towns and villages were intimidated and surrounded. William led his army round London to Berkhamsted rather than attacking London directly.
- Edgar Aethling, Edwin, Morcar and the other English nobles came to greet William as their new and legal King in Berkhamsted.



How did this first event of William's 'reign' help him secure control?

Task: Read through the information about why Edgar Aethling, Edwin, Morcar and the rest of the English nobles submitted (accepted) William as their new king and complete the table

Reason why they submitted	Why this led to their submission	Importance (1 = most, 5 = least)
William had seized the royal treasury so Edgar Aethling had little to offer followers in the way of reward		
William's march round London may have threatened to cut the city off from supplies		
England's best warriors died at the Battle of Hastings		
Did the surviving English nobles believe William's victory was God's good will?		
The English should have attacked William at Dover. Perhaps Edgar and the earls couldn't agree on what action to take.		

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The Norman's motte and bailey castles were almost unknown in Anglo-Saxon England. They had a huge military and psychological impact that made it easier for the Normans to establish control.

Task: Read through the information and use it to label the drawing of a Motte and Bailey castle underneath

A palisade (strong fence) was made of solid timbers driven deep into the ground: it was strong and quick to build. Sometimes a double fence with earth packed in-between.	Access to the keep was either up steep steps cut into the motte or, in some castles, up a sort of bridge.	A strong wooden tower called the keep provided a lookout point, an elevated attack position for archers to defend the whole area of the castle and a final point of defence from attack.	Access into the castle was controlled through the gatehouse. Sometimes a drawbridge over the ditch could be pulled up to defend the gatehouse from attack.
The bailey was the enclosure below the motte and also protected by the palisade and outer defences, where the stables and barracks would be for the garrison of troops. During attacks, local people and livestock could take shelter here.		A ditch was cut that surrounded both the bailey and the motte. Sometimes the ditch was filled with water, protecting the palisade.	The motte was a large mound of earth, typically 5-7 meters high. Because it was earth, it was fire proof. With enough peasant labour a motte was quick to build. Historians think most motte and bailey castles took before 4 and months to build.



Why were castles important?

They were located in important places, like river crossing to make it easier to watch what was happening	They were used as the base for attacks and could ride out of the castle to stop any rebellions but could return if it got too much	They were used to control areas, towns felt dominated and watched and were more likely to behave.
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How were castles different to Anglo-Saxon burhs?

Burhs protected Anglo-Saxons, castles were built to control them	Burhs were large and designed to protect everyone, castles were designed to just protect those inside	Castles were part of the Norman domination. Burhs took longer to construct and were designed to defend attacks not prevent them
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Task: read through the information below and highlight the SFD. Then answer the following Qs using this info. There is a space provided for you below.

- Why did William need to be cautious in distributing English lands to his French supporters?
- How did he try to retain the loyalty of powerful English landowners?
- Why were the Marches a danger to William?
- How did William secure control over the Marches?

William faced many problems and was concerned that the English could rebel. Therefore, despite the destruction carried out by his army on their march to London, William tried to avoid provoking the English into rebellion. At first, therefore, William:

- Promised to rule within King Edward's laws and to work with the surviving English lords
- Allowed Earls Edwin and Morcar to keep their titles and most of their lands as earls
- Allowed English Thegns to buy back their lands from him as long as they had not fought at Hastings
- Retained Stigard and Aldred as archbishops and did not replace them with Normans

These decisions were intended to show the English there was no need to rebel because William was Edward the Confessors legitimate heir and he was providing continuity to the Anglo-Saxon kings. However, William did need to reward the men who fought for him at Hastings. He had to show that he was keeping his word to reward them and was an honourable lord. He also still needed their support to conquer England completely. Therefore, **William gave his men the lands of the English landowners who had died at Hastings**. For example, King William's boyhood friend, William fitzOsbern, received much of the land held by Harold Godwinson when he had been Earl of Wessex. King William still owned this land but fitzOsbern and the other held their land from him as long as they remained loyal.

After Hastings, rebellion and disorder broke out on the border between England and Wales caused by the local Welsh princes that Harold had also had to face before he was king. More dangerously for William, these Welsh princes carried out raids into England and were potential allies for English rebels fighting against William.

In order to restore peace in the Marches and defend the border with Wales, **King William created three new earldoms**. These new earls were men he trusted.

- Hugh d'Avranches, who became the new Earl of Chester
- Roger of Montgomery, Earl of Shrewsbury
- William fitzOsbern, Earl of Hereford.

All three men brought peace to their lands, building castles to dominate the areas. They also extended their power into Wales, increasing their own wealth and giving William more security.



**Rebellion 1:
Revolt of Edwin and Morcar, 1068**

KT2 – William I in power: Securing the kingdom, 1066-87

**Rebellion 2:
Edgar Atheling's revolt, 1069**



Task: Read through the information and highlight SFD. Then complete the questions below.

Causes	Events	Consequences
<ul style="list-style-type: none"> Edwin was unhappy because William promised Edwin he could marry William's daughter, but he went back on his word and reduced the size of Edwin's land. It was reported that Odo of Bayeux and William fitzOsbern had seized land unlawfully and allowed soldiers to rape Anglo-Saxon women without punishment. Morcar was unhappy because his earldom was reduced in size by William giving parts of it away to Tostig's old thegn, Copsi, and to Maerlswein, who have been a steward of King Harold's. William imposed a heavy geld tax in December 1066. He returned to Normandy in the spring of 1067, taking with him a lot of English treasure. It became clear to Anglo-Saxon earls that William planned to take money from England to make Normandy richer. Castles were resented as being a symbol of Norman domination. Housing was cleared to build castles and people were forced to provide resources for the castle garrison. The Anglo-Saxon Chronicle for 1067 reports: 'When William returned (from Normandy) he gave away every man's land'. Odo and fitzOsbern's land grabs were repeated all over the country, with William's followers seeking to expand their grants by every means possible. 	<ul style="list-style-type: none"> A sequence of events began when the English leaders fled from William's court. Edgar Aethling fled to Scotland, Edwin and Morcar to their lands in the Midlands and the North. The two earls then began to gather allies against William, including support from Welsh princes who had, in the past, fought alongside Edwin and Morcar's father. Hearing about this, William took his forces north into Mercia, Edwin's earldom, and Northumbria, which Morcar governed parts of. William first took control of the burhs of Warwick and then Nottingham and built castles in both places, destroying houses to make way for their construction. As soon as William took control of Warwick, Edwin and Morcar came down to Warwick with their men and submitted (re-accepted) William as their king. Edwin and Morcar's actions meant that the rest of the revolt collapsed. Edgar Aethling and other rebels escaped to Scotland under the protection of their king, Malcolm III. William pardoned Edwin and Morcar, and they returned to William's court as 'guests' until 1071 when they escaped again. 	<ul style="list-style-type: none"> William decided that he needed to put a Norman in charge of the north. The man he put in charge, Robert Cumin, was a trigger for Edgar Aethling's rebellion in 1069. Edgar Aethling's escape to Scotland created a new centre of resistance to Norman control. Edgar would attack England again very soon. Castles proved very effective at bringing areas under control. Edwin and Morcar's rapid surrender to William probably came after they concluded that the Normans were too strong to resist. There were other revolts at the same time as Edwin and Morcar's revolt: for example, Eadric the Wild's rebellion against the Marcher Earldoms, and in Exeter. Some Anglo-Saxon's fought against these revolts, meaning that William was able to reply on some Anglo-Saxon troops to suppress Anglo-Saxon resistance.

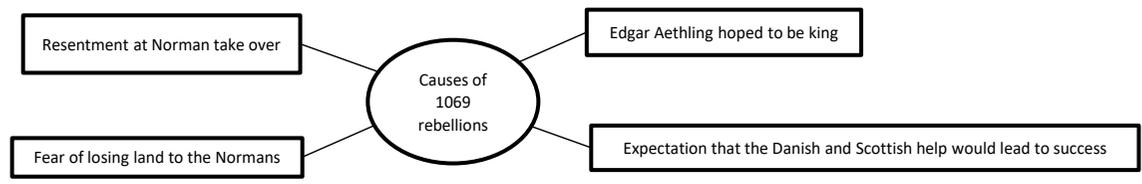
Q1. Summarise why Edwin & Morcar planned a revolt in 1068

Q2. Summarise what actions William took to end this revolt?

Task: Read through the events of Edgar Aethling's second revolt and highlight the SFD. Condense this information in the next part of your grid by summarising what happened. You can do this in notes or images.

Events	Summarised Notes
At the heart of the threat was the danger from King Swein of Denmark. In the summer of 1069 a large fleet of about 240 ships appeared of the coast of Kent, then sailed northwards up the east coast of England, pillaging and raiding coastal towns until they got to the River Humber which led to York. At the same time, another rebellion broke out in Yorkshire. Edgar Aethling headed south from Scotland once again and this time his army seized control of York and its castles, slaughtering the Norman garrisons (army).	

The rebellions of 1069 were the greatest danger William faced as King of England. There were two outbreaks of rebellion, the second much more dangerous, but they were linked by the involvement of Edgar Aethling, the 'throne worthy' heir of Edward the Confessor, who was now about 17 years old.

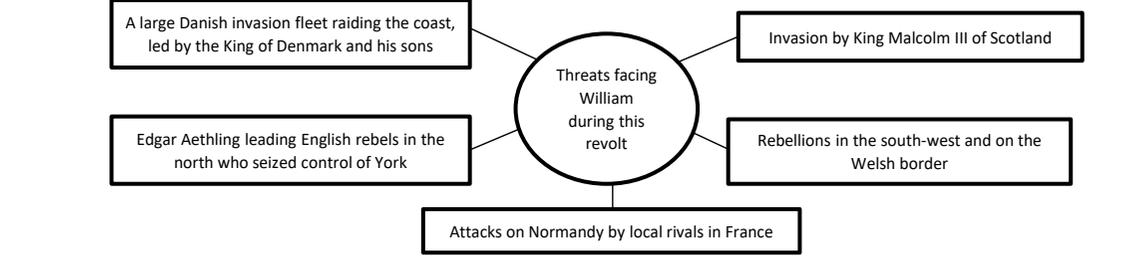


Task: which factor do you think was the most important cause of the rebellion and why?

Task: Read through events of Edgar Aethling's first revolt and highlight SFD. Create timeline of revolt below.

In January 1069 the Normans suffered their greatest shock since Hastings. A Norman army sent to control the north after Edwin and Morcar's rebellion were attacked at Durham by local forces. Many Normans were slaughtered in the streets and their leader, William's friend, Robert Cumin (Comyn) was burnt to death when he took shelter in the Bishop of Durham's house. The news of the attack gave new life to the angry northerners who resented the Norman take-over. Another English army gathered and advanced on York, laying siege to the new Norman castle. At the same time, Edgar Aethling crossed the border from Scotland and came south to lead this rebellion. Again, William acted with great speed and savagery. He marched his army north, leaving a trail of destruction of homes, farmlands and animals behind him. His arrival broke the siege of the castle and the rebels fled, Edgar heading back to Scotland. William then built a second castle in York and headed south to spend Easter in Winchester. He seemed to have dealt with the problem, but he had not!

Edgar Aethling's second revolt, summer and autumn, 1069



Task: Which threat facing William do you think he should deal with first and why?

Task: Read through the consequences of Edgar Aethling's second revolt and highlight the SFD.

Consequences

William now faced a real threat. The northerners had a strong record of fighting for their independence and King Malcolm III of Scotland might take advantage of trying to win control of Northumbria for himself. At this time the border between England and Scotland was flexible and not fixed. The Danes might also be about to launch a full-scale invasion like Hardrada did in 1066. This meant that there was the possibility of an alliance between the Danish, Scottish and Northern English, led by an Englishman who had a blood claim to be king of England. At the same time as this, William was also having to deal with rebellions in the south-west and Wales and attacks on Normandy. If he was ever going to lose England, this was the time. William faced the greatest of these threats head-on. For the third time in a year he did what King Harold had done at Stamford Bridge and march his army north at a fast pace and stormed into York. The English fled, the Danes stayed on their ships rather than fight William. William celebrated Christmas 1069 in York where he wore his crown in a great ceremony to show that he was truly king. Around him, most of York was in ruins, with houses burnt during the fighting. William's success was partly based on his own leadership, yet again. He had ruthlessly and quickly destroyed his opposition and showed immense energy leading his army. However, he had been helped by his enemies. The Scots had not invaded England. Edgar Aethling did not lead his army against William. The Danes stayed on their ships and were not interested in supporting the English rebels as Edgar became king.

Which reason do you think was the most important reason why the revolt failed – William's actions or his enemies' actions? Why?

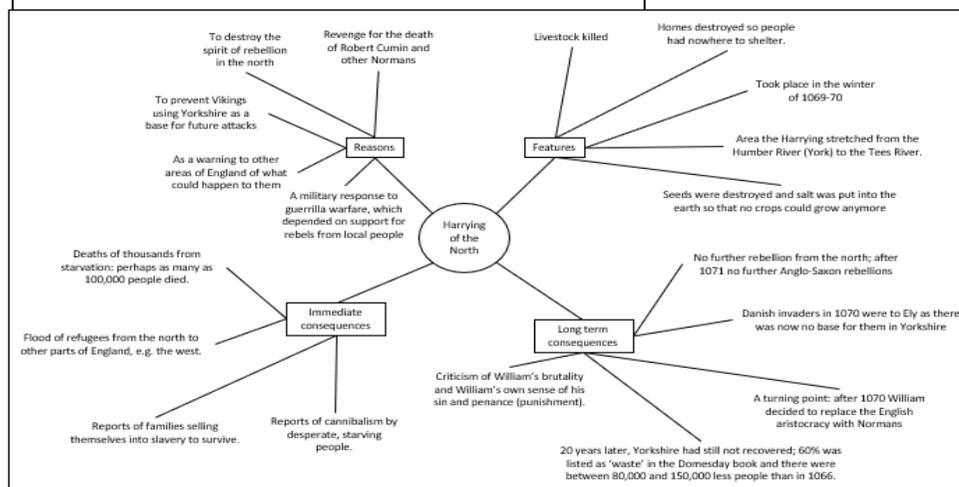


Harrying of the North, 1069-70

KT2 – William I in power: Securing the kingdom, 1066-87

Rebellion 3: Hereward the Wake's rebellion, 1070-71

Task: Read through the mind map and highlight the SFD on the Harrying of the North



Task: Use the information above to summarise the Harrying of the North. Try to use 30 words for each section

Reasons	Features
Immediate consequences	Long term consequences
How far do you think it was the Harrying of the North which prevented rebellions in the north? Why do you think this?	

Task: Read through the information about Hereward the Wake's rebellion and summarise it in 5 words or pictures.

In spring 1070, King Swein brought a fresh fleet to England, threatening an invasion. The fleet was based around Ely, which today is many miles inland, but was then a large island surrounded in water and marshland, making it very difficult to attack.

The island of Ely became the centre for many English rebels, but the man who emerged as their leader was Hereward. He was an effective resistance leader but could have never won enough support to become King of England.

Very little is known about Hereward. He may have been a thegn in the area around Ely and Peterborough who lost lands after the Battle of Hastings. His most dramatic act was to lead an attack on Peterborough Abbey whose abbot had been replaced by a Norman called Turolf. Hereward, probably with his Danish allies, seized the abbey's treasure of gold, silver and jewelled ornaments, and took them back to Ely.

Hereward and his allies held the isle of Ely for over a year. At first William relied on his men in the area to deal with the rebels but they could not overcome the problems of the water and marshland. Therefore, the rebels attracted more support, increasing their threat.

In 1071 Morcar joined the rebels, though his brother Edwin was murdered at around this time. Another danger for William was that it was easy for the Danes to sail up local rivers and along the coast to raid and perhaps trigger other rebellions. English exiles could also easily travel to Ely by sea.

William decided to deal with this rebellion himself. The Danes were most easily dealt with because they were interested in enriching themselves, not helping an English rebellion. William sent messages to King Swein offering him money if the Danes went home. This bribe worked, and the Danes sailed off with William's bribe money, and the treasure they had stolen from Peterborough Abbey.

William then surrounded the Isle of Ely and ordered his men to build a bridge to cross the marshland, using stones, trees and even inflated cow skins, hoping that his knights could ride along this bridge. However, at their first attempt, the bridge collapsed under the weight and men in chainmail and horses sank into the marsh-land and drowned.

A second bridge was made by tying small boats together and covering them with wooden planks. This proved much stronger and William's cavalry crossed on to Ely. In the chaos of the fighting, Hereward escaped. Morcar surrendered, yet again, and was imprisoned for life. Some rebels had their hands or feet cut off, others had their eyes put out: William's warning to anyone else considering rebellion.

Task: How is this rebellion different to others William faced? Come up with as many reasons as you can.

Changes in land ownership

One of the legacies of Anglo-Saxon resistance against William was the way that Anglo-Saxon aristocracy was removed from power and replaced by Normans. This mainly happened through changes in land ownership.

William's action before 1069	1069	William's action after 1069
Continuity with the reign of Edward the Confessor Co-operation between Normans and Anglo-Saxons		Destruction of the English landowning class Replacement of English with Norman and French landowners

Task: Give two words to describe the extent of change in landownership in 1069

Why did William change his policy of landownership after 1069?

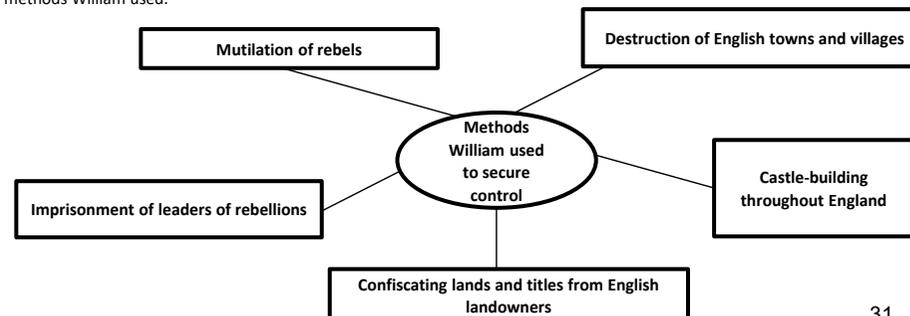
Task: Read through the information below and highlight the SFD. Then complete the question below.

1). In 1066 there had been around 5,000 English thegns who held land. By 1085 they had almost all lost their land. Many worked for Norman lords.	2). 25% of the land in England was held by just 10 great Norman barons. For example, Earl Hugh of Chester had an income of £800 a year, which made him one of the multi-millionaires of the time.	3). King William held twice as much land as everyone else put together. His income from his land was £12,600 a year. Next came his brother Bishop Odo with £ 3000 and then the great barons such as Earl Hugh of Chester.
4). In 1085 there were 1,000 tenants-in-chief – the major landowners. Only 13 of them were English.	5). The huge and powerful English earldoms of Wessex, Mercia and Northumbria disappeared. There were new earldoms (such as the Marcher earldoms) but they were smaller and so the earls were less powerful and so could not challenge William	

Task: Describe two ways in which William's changes to landowning made him much more powerful than Edward the Confessor.

After 1072 William spent 80% of his time in Normandy. This was probably simply because he was more comfortable in Normandy amongst his own people who spoke his language. William did try to learn to speak English but failed – after all he had plenty of servants to translate for him. However, the fact that he spent so little time in England suggests that the dangers of rebellion had faded significantly. There was one more revolt in 1075 but that involved very few English people.

Task: Read back through the information on how William controlled England (KT2) and prevented revolts. Add SFD to each of the methods William used.



Rebellion 4: Revolt of the Earls, 1075

In 1075, three of William's own earls tried to remove him from power. This was the last revolt William would face in England before his death, 10 years later.

Task: Who were the earls involved? Read through each fact file and highlight the SFD.

<p><u>Roger de Breteuil, Earl of Hereford</u></p> <ul style="list-style-type: none"> • Son of William's good friend, William fitzOsbern. • Resented the way that William had reduced the size of his earldom in Hereford after his father, fitzOsbern died. • fitzOsbern was one of William's most trusted followers. 	<p><u>Ralph de Gael, Earl of Norfolk</u></p> <ul style="list-style-type: none"> • Had grown up in Brittany and became the Earl of East Anglia after his father had died in around 1069. • In 1069 Ralph had helped defend Norwich against a Danish attack. • However, once his father had died, Ralph had some of his land taken away from him. 	<p><u>Waltheof, Earl of Northumbria</u></p> <ul style="list-style-type: none"> • He had taken part in Edgar Aethling's rebellions in 1069 but submitted to William and was forgiven. • He was made the Earl of Northumbria once his father Siward, had died and a new earl was needed. • He was the last Anglo-Saxon earl left in the new Norman England.
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Task:

1. How is this different from the other rebellions that William has faced?

2. Which rebellion do you think help the greatest threat to William's reign and why?

Ralph resented not inheriting all of his father's power.

Roger resented not inheriting all of his father's land.

Waltheof was only given half of Northumbria, and was less wealthy than Norman earls.

William goes to Normandy; an opportunity to rebel.

The Earls expect support from the Danes

The Earls expect support from the Anglo-Saxons

Causes of the Revolt of the Earls

Task: Which reason do you think was the most important why the revolt began and why?

Task: Read through what the plan was, and what actually happened. Highlight the SFD.

What the plan was

The rebels plan was unclear and very hopeful, relying on other people to help them fight William's army. They hoped that the Danish would hear about it and come to help them, and the English people would rise against William like they had done in the years 1066-70. They hoped to defeat William's army and take over England using the Danish and the English to help them. The last part of their plan was to split England into three parts, with Waltheof controlling the north, Rodger controlling the west and Ralph controlling the east. One of them would be king, but they had not decided on who that would be. William I was in Normandy at the time, but he had left England in the control of his Arch-Bishop Lanfranc who was very popular in England.

What happened?

Waltheof went to see Lanfranc and told him about his plan to try and overthrow William with his friends Rodger and Ralph. We don't know why he did this, he could have been blackmailed by Rodger and Ralph to take part in the revolt, or he might have felt guilty. Lanfranc tried to stop the rebellion by writing a letter to Rodger trying to persuade him to stop the revolt and think about his loyalty to William. Rodger and Ralph did not back down. They led their armies towards each other from the opposite ends of the country, planning to meet in the middle and prepare their armies for their battle against William. Lanfranc realised his letter had not worked and beat them to it, sending two royal armies to the middle of the country so that Rodger and Ralph could not combine their forces. The Danish finally arrived to help, but as soon as they realised they were in danger they plundered York and sailed home with their treasure and most English people did not get involved. The revolt had failed even before there was any fighting.

Task: Was it Lanfranc's swift action or the lack of help from the Danish which made the rebellion fail and why?

Task: Read through what happened to the leaders and highlight the SFD.

William returned to England to deal with the rebels. Rodger was captured and imprisoned for life. All his land was taken off him and given to other people. The reputation of his family was destroyed. Ralph managed to escape to France, but some of his followers were captured by William where he mutilated and blinded them as a warning to Ralph and his followers of what would happen if they ever tried to revolt again. Waltheof fled abroad but William tricked him into coming back to England where he was put in jail. Months later he was beheaded, and his body was thrown into a ditch for all to see.

Task: How have the punishments evolved (changed) after each rebellion William faced?

Task: Read through the reasons why the plot was significant and colour code them into positives and negatives.

Challenges to William and his sons were now from William's own earls and barons	The planned Danish invasion of 1075 was the end of the Viking threat to England.
Anglo-Saxons defended William's rule from revolt, suggesting some English support for William	Despite Anglo-Saxon support in defeating the revolt, William continued to suppress Anglo-Saxon nobles.
Positive factors for William	Negative factors for William

Extension – Overall how significant was the plot in William's reign and why?

Task: Complete this test without looking at your notes as a recap

1. What was the name of the King of Denmark who raided England in 1069-71?	3. Where was Hereward based when he led resistance against the Normans?	5. What were the Marcher Earldoms?	7. List what happened to each earl after the 1075 revolt.	9. Who defeated the 1075 Revolt of the Earls on behalf of William?	11. Give the two rivers where the Harrying of the North stretched to and from.
2. Which two of King Harold's brothers died at the Battle of Hastings?	4. Name three English leaders who submitted to William as King in the autumn of 1066.	6. List the three earls involved in the 1075 revolt.	8. What were the three new Marcher Earldoms called?	10. Why did William allow many English lords to keep their lands and titles at first?	Score out of 11= ____/11 Go back through the areas you struggled with and revise these sections further.

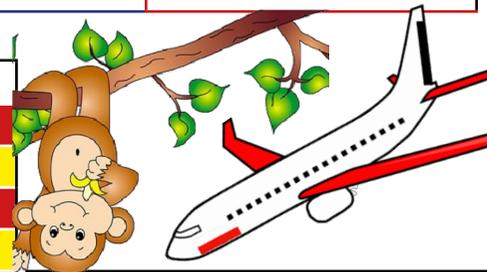
¡Esto es la pera!	This is amazing!
¡es flipante!	it's amazing!
¡es la pera!	it's incredible!
¡es muy guay!	it's very/ really cool
¡es un rollo!	it's a pain!
¡mola mucho!	it's fabulous!
¡qué aburrimiento	how boring!
¡qué chulo!	how awesome!
¡qué fastidio!	how annoying!
hacer un picnic	to have a picnic
hacer senderismo	to go hiking
montar en globo	to go up in a hot air balloon
montar en moto acuático	to ride a jet-ski
recoger conchas	to collect shells
en los charcos	in rock pools
visitar el museo	to visit the museum
aproximado/a	approximate
arriesgado/a	risky
educativo/a	educational
estimulante	stimulating
peligroso/a	dangerous
relajante	relaxing

SPANISH - Y10 - Term 2

Te cuento qué pasó	I'll tell you what happened
el año pasado	last year
el mes pasado	last month
en mis últimas vacaciones	on my last holiday
el verano pasado	last summer
al aire libre	in the open air
la barbacoa	the barbecue
el camping	the campsite
la isla	the island
bailar	to dance
en una discoteca	in a nightclub
comprar recuerdos	to buy souvenirs
hacer ciclismo	to go cycling
nadar en la piscina	to swim in the pool
probar la gastronomía local	to try local food
sacar selfis	to take selfies
salir con los amigos	to go out with friends
ver un partido	to watch a match

¡El verano que viene vamos a flipar!	Next summer we're going to go wild!
el año que viene	next year
el miércoles que viene	next Wednesday
la semana que viene	next week
voy a	I'm going to
dar de comer a	to feed
dormir mucho	to sleep a lot
no hacer nada	to do nothing
hacer un crucero	to go on a cruise
pescar en el río	to fish in the river
planear mis vacaciones	to plan my holidays
en Internet	on the Internet
trabajar de voluntario	to work as a volunteer
ganar la lotería	to win the lottery
ver animales salvajes	to see wild animals
alrededor del mundo	around the world
volar	to fly
en un avión privado	in a private plane
el comedor social	soup kitchen
incluido/a	included
el mar Mediterráneo	the Mediterranean sea
primera clase	first class
sin techo	homeless
el/la voluntario/a	the volunteer

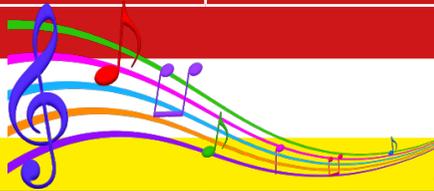
Mi aventura amazónica	My Amazonian adventure
hacer una visita guiada	to take a guided tour
observar la naturaleza	to observe nature
planear	to plan
subir una montaña	to climb a mountain
la deforestación	deforestation
el delfín	the dolphin
la experiencia	the experience
el hostel	the hostel
el mono	the monkey
la rana venenosa	the poisonous frog



El río Amazonas	the Amazon river
la selva tropical	the tropical rainforest
la tribu	the tribe
el vallé	the valley
el vuelo	the flight

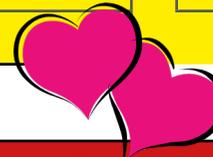
Generación digital - The digital generation

descargar música	to download music	llamar por videollamada	to make a video call	la conexión wifi	Wi-Fi connection
gastar batería	to waste/use battery	sacar fotos	to take photos	la cuenta	the account
hacer la compra	to do the shopping	subir fotos	to upload photos	el navegador	sat-nav
por Internet	online	la aplicación/ la app	application (app)	la radio digital	digital radio
jugar a videojuegos	to play video games	las compras	shopping	el supermercado virtual	online supermarket
				la tableta	tablet



¿Qué ponen en la televisión? - What's on TV?

el concurso	the game show	el programa musical	music programme	el capítulo	episode/chapter
los dibujos animados	cartoons	la serie	the series	el dispositivo	the device
el documental	the documentary	el telediario	the news	hacer un maratón de	to binge-watch
la película	the film	la telenovela	the soap opera	la programación	TV guide/schedule
el programa de deportes	sports programme	a la carta	on demand	la variedad	variety
el programa de humor	comedy programme	el canal	the channel		



¿En el cine o en casa? - In the cinema or at home?

una película	a film	romántica	romantic	nuevo/a	new
cómica	comedy	cautivador(a)	captivating	peor	worse/worst
de aventuras	adventure	complejo/a	complex	predecible	predictable
de ciencia ficción	science fiction	decepcionante	disappointing	profundo/a	deep/insightful
de dibujos animados	animated	entretenido/a	entertaining	sangriento/a	gory
de miedo	horror	espeluznante	terrifying	triste	sad
de misterio	mystery	impactante	striking	me da miedo	it scares me
del oeste	western	mejor	better/best	me hace pensar	it makes me think
musical	musical	memorable	memorable	me hace reír	it makes me laugh



Somos melóman@s	We're music lovers
los instrumentos	instruments
la música	music
tocar	to play (an instrument)
la batería	the drums
la flauta	the flute
la gaita	the bagpipes
la guitarra	the guitar
la pandereta	the tambourine
el piano	the piano
la trompeta	the trumpet
el violín	the violin
el/la artista	the artist
la banda	the band/group
el/la cantante	the singer
el concierto	the concert
el/la melómano/a	the music lover
la pasión	passion

Quiero ser...-	I want to be...
el/la actor/actriz	actor/actress
el/la arquitecto/a	architect
el/la bibliotecario/a	librarian
el/la bloguero/a	blogger
el/la carnicero/a	butcher
el/la científico/a	scientist
el/la cocinero/a	chef
el/la dentista	dentist
el/la electricista	electrician
el/la enfermero/a	nurse
el/la escritor	writer
el/la fontanero/a	plumber
el/la fotógrafo/a	photographer
el/la granjero/a	farmer
el/la jugador/a de fútbol	footballer
el/la mecánico/a	mechanic

Mis intereses personales	My personal interests
los datos personales	personal data
el estado	status
la obsesión	obsession
el perfil de Internet	internet profile
la red social	social network
la tendencia	trend
el tuit	tweet
cambiar mi estado	to change my status
comentar las fotos	to comment on photos
dar 'me gusta'	to 'like' e.g. a photo
hacer vídeos en directo	to make live videos
leer las noticias	to read the news
estar de moda	to be fashionable
estar bien informado	to be well informed
estar obsesionado/a	to be obsessed
poner efectos	to add effects
poner filtros	to add filters
subir selfis	to upload selfies

el/la médico	doctor
el/la pescadero/a	fishmonger
el/la piloto (de avión)	pilot
el/la policía	police officer
el/la profesor/a	teacher
el/la recepcionista	receptionist
el/la secretario/a	secretary
el/la jefe	the boss
la libertad	freedom
el sueldo	salary
agradable	pleasant
estimulante	stimulating
exigente	demanding
gratificante	satisfying

Esto es lo que llevo	This is what I wear
la ropa	clothing
llevar	to wear
¿qué llevas?	what do you wear?
llevo...	I wear...
los calcetines	socks
la camisa	shirt
la camiseta	t-shirt
la chaqueta	jacket
la corbata	tie
la falda	skirt
la gorra	cap
el jersey	jumper
los pantalones	trousers
el uniforme	uniform
los vaqueros	jeans
el vestido	dress
las zapatillas (de deporte)	trainers
los zapatos	shoes
bonito/a	pretty
cómodo/a	comfortable
elegante	smart, stylish
guay	cool
tradicional	traditional
este/esta	this
estos/estas	these
ese/esa	that
esos/esas	those
aquel/aquella	that (further away)
aquellos/aquella	those (further away)

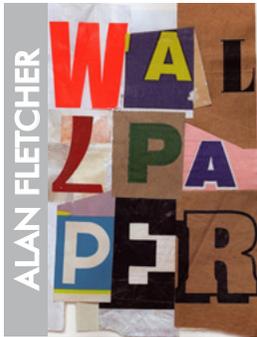
Art Unit 3: Communicating Ideas in 2D

Fragments of Our World

Key Words investigation, visual language, approaches, skilful, comparisons, risk-taking, communication, insightful, practitioners, two-dimensions, manipulate, traditional, contemporary, disciplines, constraints, line, tone, shape, colour, pattern, texture, composition, space, depth, light, shadow, harmony, contrast, symmetry, asymmetry.

Techniques, Materials and Processes:

pencils, graphite, ink, pen and wash, drawing pens, chalk, pastels, hand-made tools, print-making, painting, acrylic, watercolour, ink, digital drawing, manipulation, textiles, print, embellish, collage.



Learning Aims:

1. Explore 2D visual language and working practices.
2. Investigate how artists, crafts people and designers communicate in 2D.
3. Communicate ideas using 2D knowledge and skills in response to a brief.

Fragments of Our World: (a small part broken off or separated from something, break or cause to break into fragments)

Artists, designers and crafts people need 2D skills and knowledge to communicate their ideas effectively. Working in 2D requires skills in handling 2D materials and techniques. In this unit you will experiment with a range of 2D mark-making activities whilst exploring and being inspired by *Fragments of Our World*. You will focus on either **people, architecture or natural forms**.



- Tips for Success**
- Experiment with a diverse range of materials, equipment and techniques when developing 2D visual language.
 - Develop in-depth investigations into a range of professional 2D practitioners and analyse how they communicate their ideas.
 - Imaginatively develop ideas that meet the requirements of the brief.
 - Analyse and explain the progress of your ideas and your use of 2D methods.
 - Consider and record the Health & Safety constraints and the formal elements used in your own and others' work.
 - Ensure your ideas have purpose and meaning.
 - Understand that each material has its own set of rules and methods - but rules can be broken through experimentation.
 - **Take creative risks.**



Useful Websites

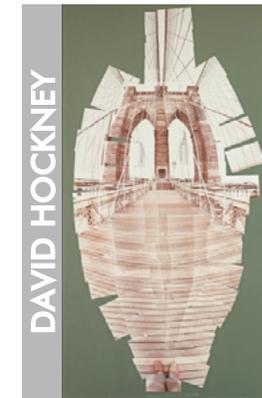
- www.artjournal.co.uk
- www.creative-choices.co.uk/industry-insight/inside/design
- www.culture24.org.uk/am30786
- www.fashion-era.com/C20th_costume_history
- www.graphicdesign.about.com/arts/graphicdesign
- www.masters-of-photography.com

2D Visual Language and Working Practices

- can be explored through drawing, print making, painting, digital media, photography, graphics, textiles and mixed media. It explores the formal elements with mark-making, image-making and experimentation developing materials, techniques and processes. This can be through primary and secondary sources.

Investigating 2D Visual Language - involves looking at how artists, designers and crafts people communicate their ideas and take different approaches within their work.

Communicating 2D Visual Language - will develop through design ideas, meeting the constraints of the brief, exploring and experimenting, reviewing and improving, planning, presenting and creating final outcomes.



Artists to Investigate:

Erik Jones, Josh Bryan, Nick Gentry, David Hockney, Khan Nova, Ed Fairburn, David Mack, Faig Ahmed, Fernand Léger, Daniel Clark, Alan Fletcher, Charles Sheeler, Jon Measures, Rebecca Vincent, John Piper, Sey Fedulor, David Schnell, Sophie Layton, Bonnie and Clyde, Florian Nicolle, Ray Van Nes, Irene Imfeld, Matthieu Paley, Ian Murphy, Edward Weston and Amiria Gale.



<p><u>Signs and Symptoms of Illness</u></p> <ul style="list-style-type: none"> ➤ Vomiting and diarrhoea ➤ High temperature ➤ Tiredness/disturbed sleep ➤ Reduced appetite ➤ Flushed or pale ➤ Irritable behaviour ➤ Lack of a desire to play ➤ Headache ➤ Swollen glands ➤ Cough ➤ Runny nose 	<p><u>Seeking Emergency Help</u></p> <ul style="list-style-type: none"> ✓ Breathing difficulties ✓ Seizures ✓ Unresponsive/blue/state of drowsiness ✓ Floppy or limp ✓ Rash that remains (after glass test) ✓ Very high temperature (over 40 C) ✓ Will not drink fluids (for babies) 	<p><u>Meningitis</u></p> <ul style="list-style-type: none"> ▪ High temperature ▪ Severe headache ▪ Stiff neck ▪ Dislike of bright lights ▪ Rash that doesn't disappear after glass test  <p>In babies: floppy and a swelling of the fontanelle</p> <p>Action: don't wait for all symptoms- ring 999 asap</p>
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Year 10 Child Development: Spring Term

<p><u>Asthma</u></p> <p>Difficulties breathing because the airways have gone into spasm. Coughing and Wheezing are symptoms. The child probably needs an inhaler to relieve the symptoms. Sit the child up. Never lie them down. If the symptoms worsen then call an ambulance.</p> 	<p><u>Seizures</u></p> <p>Also known as fitting, maybe caused by epilepsy or a high temperature. The muscles might violently twitch and can lead to unconsciousness. Try to let the fit happen and protect the surroundings with pillows if possible. Place in the recovery position until help arrives.</p>	<p><u>High Temperatures</u></p> <ul style="list-style-type: none"> ▪ Normal temperature is between 36.5 and 37.4 C. ▪ A high temperature can indicate illness <p>Lowering temperature:</p> <ul style="list-style-type: none"> ✓ Warm clothing removed ✓ Provide a cool drink ✓ Give paracetamol syrup 	<p><u>Childhood Obesity (poor nutrition)</u></p> <ul style="list-style-type: none"> ✓ Healthy children make for healthy adults <ul style="list-style-type: none"> • 60 minutes of active play a day • Healthy meals and snacks • Child size portions • Enough sleep • Being a good role model
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The Needs of an Ill Child

<p><u>Physical</u></p> <ul style="list-style-type: none"> ○ Rest ○ More naps ○ Adjust diet ○ Lots of water ○ Checking condition and checking temperature 	<p><u>Intellectual</u></p> <ul style="list-style-type: none"> ○ Need quiet activities ○ Keep them amused and stimulated ○ Conversation ○ Visits from others 	<p><u>Emotional</u></p> <ul style="list-style-type: none"> ○ Lots of empathy ○ Provide company ○ Try to raise their confidence and tell them they will get better ○ Reassure them
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Preparation for a hospital stay

- Role play (acting out their fears)
- Visit the hospital
- Books about hospitals
- DVDs or TV shows about hospitals
- Explanation and honesty



Common Childhood Illnesses

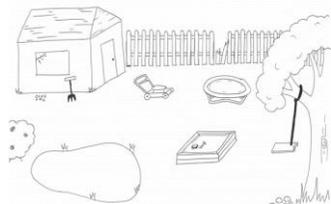
Chickenpox	Red spots with a white centre, fever and the child feel ill with a headache
Measles	High fever, coughing, spots clustered (day 1) then blotchy rash spreads (day 4)
Mumps	Pain, swelling of the jaw and high fever. Painful eating and drinking
Pertussis (whooping cough)	Cold and fever, spasmodic cough and sometimes vomiting
Rubella	Swollen glands and cold, fever, pink rash starts behind the ears
Scarlet fever	Sudden fever, sore throat, bright red pinpoint rash (may peel)

Treatments:
 All illnesses require rest, lots of fluids and maybe treated with medicines from the GP. Chicken pox will require calamine on the rash. Straws for fluids will be needed for mumps and steam inhalers may be used for Pertussis

House, Garden and Road Safety

Hazards are anything a child can injure themselves on:

- Unsafe chemicals
- Power sockets
- Water
- Window to fall from
- Furniture to pull over



Garden Hazards:

- Uncovered pond
- Sandpit
- Broken trampoline
- Broken fence
- Garden tools
- Poisonous fruits

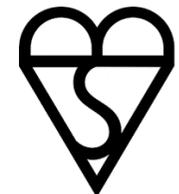


Road Safety:



Safety Symbols:

BSI- Kitemark Mark- found on baby equipment to show it is safe



Lion Mark: Found on toys to show a British approval

CE Mark: European mark for safety- found on toys



Nightwear Safety: has passed a test for slow burning material

Age Appropriate: not for under 3s



Year 10 Child Development: Spring Term

Social Safety

Stranger danger are the buzz words commonly used to refer to the important topic of teaching children about the inherent dangers they may face as they venture out into the world. Unfortunately, the world is a scary place and there are people out there who prey on children.



- ✓ First and foremost, children need to understand what you mean by stranger.
- ✓ Not all people unknown to them are necessarily dangerous - they need to understand the difference between "good" and "bad" strangers
- ✓ This is important so children understand where and to whom to turn if they are ever lost or feel scared, threatened, or if they think someone may be following them.
- ✓ If they are approached by a "bad" stranger who tries to lure or physically pull them away, the best thing they can do is get the attention of other adults - whether that is by running to the nearest home, or making enough noise to be heard by someone, the vast majority of adults will help a child in danger.



The Pants Campaign is aimed at teaching children how to protect themselves from strangers. The campaign teaches children not to allow other to see them or touch their pants

Internet Safety

Strategies for staying safe on the internet:

- ✓ talking to children about their internet use and how to be safe
- ✓ explore sites and apps together
- ✓ family discussions
- ✓ set rules and agree boundaries
- ✓ using safe search facilities and restrictions/parental lock

Giving out personal details- 'tricked or conned'



Child grooming

Illegal behaviour- downloading illegal content (movies, music)



In-app purchases

What are the dangers of the internet for children of 5 and under?



Cyber bullying

Inappropriate material-

- Porn
- Violence
- Extreme views- racist, political
- Illegal behaviour

Construction

Unit 1 Safety and Security in construction

**EVERYONE'S
RESPONSIBILITY**

Employers must protect the health, safety and welfare of their employees.

Employees must follow the health, safety and welfare policies and procedures set out by their employers.

KNOW YOUR SIGNS

Shape	Meaning	Color	Examples
 Circle with diagonal bar	Prohibition	RED (contrast: white)	No smoking 
 Circle	Mandatory Action	BLUE (contrast: white)	Wear Eye protection 
 Equilateral Triangle	Warning	YELLOW (contrast: black)	Danger Flammable material 
 Square / Rectangle	Information about safe condition	GREEN (contrast: white)	Escape Route – Left 
 Square / Rectangle	Fire Safety	RED (contrast: white)	Fire Extinguisher 

Key words

- **Health and Safety at Work Act 1974** - The overarching ACT that covers health and safety and lays down the responsibilities of employers and employees.
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)** - Legislation covering the reporting of injuries, all companies are required to report injuries and deaths that happen in the workplace.
- **Control of Substances Hazardous to Health Regulations 2002 (COSHH)** - Legislation that covers the use and storage of dangerous and harmful chemicals, gases and materials.
- **Provision and Use of Work Equipment Regulations 1998 (PUWER)** - This legislation covers tools and equipment at work, the maintenance and safe use of all tools and equipment.
- **Manual Handling Operations Regulations 1992** - Legislation covering the lifting and moving of materials or any items that need to be manually moved.
- **Personal Protective Equipment at Work Regulations 1992 (PPER)** - The legislation that covers the use of PPE at work
- **Working at Heights Regulations 2005** - This covers working at height and sets out the rules that must be followed.
- **Asbestos** - A harmful material that used to be used in construction, is now restricted and has to be removed correctly by law.
- **Risk assessment** - A document that needs to be completed before a job starts, listing the hazards and control measures to reduce the risk of injury.



Type of fire	RED Water	CREAM Foam	BLUE Dry Powder	BLACK CO ₂	YELLOW Wet Chemical
CLASS A Combustible materials (e.g. paper & wood)	✓	✓	✓	✗	✓
CLASS B Flammable liquids (e.g. paint & petrol)	✗	✓	✓	✓	✗
CLASS C Flammable gases (e.g. propane & methane)	✗	✗	✓	✗	✗
CLASS D Flammable metals (e.g. lithium & potassium)	✗	✗	✓	✗	✗
ELECTRICAL Electrical equipment (e.g. computers & heaters)	✗	✗	✓	✓	✗
CLASS F Cooking fat fires (e.g. chip pans)	✗	✗	✗	✗	✓

Additional notes from the infographic:

- RED:** Not for use on liquid or electrical fires.
- CREAM:** Not valid for combustion.
- BLUE:** Can be used safely on electrical fires up to 1000 volts.
- BLACK:** Safe on both high and low electrical voltage.
- YELLOW:** For use on extremely high temperature fires.

Construction



Health & Safety Executive

The HSE have certain powers that they can enforce on a construction site. These are:

- enter premises;
- inspect and investigate;
- take measurements, samples and photographs;
- require an area or machine to be left undisturbed;
- seize, render harmless or destroy dangerous items; and
- obtain information and take statements.

The HSE are there to advise too, they will work with businesses to improve health and safety overall. They will offer advice and guidance on how you can follow the health and safety legislation.

Construction



Control measures

These are systems that are in place to reduce the risk of injuries occurring from accidents. They need to be regularly reviewed and changed where necessary. Some of the control measures you could use are listed below:

- Method statements
A document that lists how you intend to carry out the work and any safety requirements.
- Safe systems of work
Used when there is the presence of dangerous materials or chemicals
- Work permits
Commonly used for working on roads and public buildings, used as evidence of training and correct working practices.
- Competent persons
Someone who is deemed to be able to complete a task or job.
- PPE
An item of clothing or equipment that can protect you

Site security



KEEP YOUR TOOLS SAFE

KEEP YOUR MATERIALS SAFE

KEEP YOUR DOCUMENTS SAFE

STOP SITE THEFT



COMPONENT 1 LIVE THEATRE EVALUATION

KEY TERMS

DESCRIBE - to write what you saw and heard - how actors use theatrical skills.

ANALYSE - to examine in detail by looking at the different elements and to explain it.

EVALUATE - to judge or form an opinion, e.g. explaining what effect was created and how successful it was for the audience.

KNOWLEDGE AND UNDERSTANDING OF THE PLAY

- Context of the play.
- Features of the style and genre of the play.
- The plot
- Characters
- Reviews of the play and production.
- Drama devices used.
- How relationships with other characters on stage were communicated by the actor.
- Stage Design and how the actors used it.

WRITING ABOUT DRAMA

WHAT IS A SPECIFIC EXAMPLE?

WHAT did the actor do?

WHEN did the actor do it?

HOW did the actor do it?

WHY did the actor do it?

Interaction between the actor and other characters?

The outcome for the audience.

THEATRICAL SKILLS?

PHYSICAL SKILLS

BODY LANGUAGE

POSTURE

GESTURE

MOVEMENT

SPATIAL AWARENESS

USE OF LEVELS

FACIAL EXPRESSION

EYE CONTACT

PROXEMICS

VOCAL SKILLS

PITCH

PACE

VOLUME

TONE

PROJECTION

ACCENT

INTONATION

TIMING

EMOTIONAL RANGE

DELIVERY OF LINES

COMPONENT 2 DEvised THEATRE

STYLE AND PRACTITIONERS

Naturalistic, Epic Theatre, Semi-naturalistic, Abstract, Stanislavski, Brecht, Frantic assembly

GROUP SKILLS

Choral Speech, Choral movement, Counterpoint, Repetition and Echo, Synchronised, movement/ Unison, Canon, Banners, Characterisation, Multi-role

DRAMA DEVICES

STILL IMAGE

MONOLOGUE

CROSS-CUTTING

PHYSICAL THEATRE

FLASH FORWARD

SLOW MOTION

MARKING THE MOMENT

THOUGHT-TRACK

SPLIT STAGE

MIME

NARRATION

FLASHBACK

WHAT TYPE OF GROUP MEMBER ARE YOU?

LEADER: you have ideas and are happy to express them. You enjoy being in charge. You may sometimes be frustrated if others aren't following you or disagree with you.

HELPER: you don't usually lead, but you are happy to put forward your ideas and work with others. You may assist Leaders to see their ideas through or encourage others to take part.

PASSENGER: you don't want to lead and you aren't confident about putting your ideas forward. However, you will go along with what the group wants to do.

BLOCKER: you find group work frustrating and you don't positively help the group. You might tend to argue with others, refuse to co-operate or become distracted.

REHEARSAL TECHNIQUES

Character Objectives, hot-seating, Emotional Memory, Improvisation, Character Modelling, Back-story, Research, Internal Dramatic Dialogue

Students must develop their ability to:

- ☺ carry out research
- ☺ develop their own ideas
- ☺ collaborate with others
- ☺ rehearse, refine and amend their work in progress
- ☺ analyse and evaluate their own process of creating devised drama
- ☺ realise artistic intention in devised drama



COMPONENT 2 - DEvised THEATRE

RESPONDING TO A STIMULUS

Frantic Assembly

Physical Theatre Company

Combines music, movement and text - inter-disciplinary

Chair Duets

Devised Origins

<ul style="list-style-type: none"> • What ideas generally come to mind? • What does this make you think of? • How does the stimulus make you feel? • What themes do you associate with your stimulus? • Which characters do you associate with your stimulus? • Which settings do you associate with your stimulus? 			<ul style="list-style-type: none"> • What research will you undertake? • What did you find out once you had completed research? • What do you want to show through your character? What do you want the audience to see about them? • What was the initial purpose of your piece overall? What message do you want to show? How do you want your audience to feel? 		
Movement	Expression	Gesture	Interaction	Voice	Audience
<p>Gait - the way you walk.</p> <p>Posture - the position you hold your body when standing or sitting.</p> <p>Stance - the way you stand.</p> <p>Body Language - how you express your emotions through your body.</p>	<p>Facial Expression - showing your character's emotion by using your face.</p> <p>When describing, focus on the eyes, eyebrows and mouth.</p>	<p>A movement, using the hand, that expresses an idea or communicates meaning.</p> <p>When describing, describe in detail, e.g. "I used a gesture where I outstretched my hand to show I wanted to ignore the other character."</p>	<p>Eye contact (or lack of).</p> <p>Proxemics - the distance between the characters that communicates their relationship/situation.</p>	<p>Pitch - how high or low your voice is.</p> <p>Pace - how quickly you speak.</p> <p>Volume - how loud you speak.</p> <p>Use of pause - pausing before a line of speech.</p> <p>Tone - showing your character's emotions through your voice.</p>	<p>What effect does this have on the audience?</p> <p>What do you want the audience to see/feel?</p> <p>How do you know your performance was successful? How did the audience react?</p>

CONSTANTIN STANISLAVSKI

NATURALISTIC

The magic 'if'	Stanislavski said that the character should answer the question, 'What would I do if I was in this situation?@. Also known as the 'magic if', this technique means that the actor puts themselves into the character's situation. This then stimulates the motivation to enable the actor to play the role.
Emotional memory	Emotional memory is when the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life.
Subtext	The subtext is the actual meaning and motivation behind the lines that are spoken and the actions taken.
Objectives and super-objectives	An objective is the reason for our actions. What are we trying to achieve? The super-objective is an over-reaching objective, probably linked to the overall outcome in the play.
Given circumstances	The information about the character that you start off with and the play as a whole. How old is the character? What's their situation in the play and in relation to the other characters?
Method of physical actions	Imagine a simple activity like cleaning your teeth and then imagine a husband cleaning his teeth whilst deliberating on how to tell his wife about his mistress. This is a simple illustration of how a physical action can release the necessary emotions.
Realistic settings and characters	The objective of naturalism is to create a performance that is as close to real life as possible. Therefore, settings and characters should be realistic.

BERTOLT BRECHT

NON-NATURALISTIC

Verfremdungseffekt (The V effect OR the alienation effect)	Distancing the audience from becoming attached emotionally to the characters/the narrative by reminding them constantly they are watching a play. This enables the audience to think about the subject(s) and themes of the play and possibly take action rather than just being entertained.
Breaking the fourth wall	Addressing or acknowledging the audience directly in order to remind them they are watching a piece of theatre.
Gestus	Gestus is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.
Narration	Narration is used to remind the audience that what they're watching is a presentation of a story. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.
Placards	A placard is a sign or additional piece of written information presented on stage. Using placards might be as simple as holding up a card or banner. What's important is that the information doesn't just comment upon the action but deepens our understanding of it.
Non-linear structure	Scenes are episodic, which means they stand alone and are constructed in small chunks, rather than creating a lengthy and slow build of tension. Epic theatre often has a fractured narrative that is non-linear and jumps about in time, including flashbacks/flash-forwards.
Spass	Making jokes/including comedy to stop the audience from connecting emotionally to the characters. The audience will laugh and then question why they laughed.

Year 10 Engineering Cycle 2: Unit 1, Preparation for Controlled Internal assessment

LO1
know how engineered products meet requirements

Design specification

Identify all the Primary Features of the Engineered Product:

- What are the component parts of the Engineered Product?
- What are the Electrical components of the Engineered Product?
- What are the Mechanical components of the Engineered Product?
- What are the Properties of the materials used to make the Engineered Product?

What are the Requirements of the Design Brief?

What are the required features of the Re-engineered Product?

Aesthetic, Environment (where used), User/customer/client, cost, Safety, Ergonomics, Size limits, Sustainability

Write your Specification for your re-engineered product:

Clear communication, Your Demands/wishes, use **ACCESSFM**

➤ **See Specification on pcsaengineers.uk**

A=AESTHETICS ...how does it look?

C=COST ...What price range?

C=CLIENT ...Who .is your target market?

E=ENVIRONMENT ...Where will it be used?

S=SIZE ...What are the dimensions?

S=SAFETY ...Are there associated risks?

F=FUNCTION ...What is its purpose?

M=MATERIALS ...What will it be made from?



WHEN WE TALK ABOUT MATERIALS WE ARE TALKING ABOUT PROPERTIES

Which properties apply to the engineered product? Absorbent, Brittle, Conduction, Compressive Strength, Corrosive Resistant, Ductile, Elasticity, Hard, Soft, Flexible, Malleable, Tensile Strength, Toughness, Work Hardening, Good insulating properties, Good Strength to weight Ratio, Good Electrical Conducting properties.

The case must be tough, flexible and impact resistant. It has been Injection Molded, there is evidence of ejector pin points.

The case is made from a strong engineering polymer PCABS (poly-carbonate acrylonitrile butadiene styrene) with rubber hand grips.

PCABS has excellent impact resistance, strength, stiffness and is light in weight: Good strength to weight ration.

PCABS is relatively inexpensive and is widely used in the Plastics Industry



Materials that you can Grip.

Did you Know that Polymers are Plastics?

TPEs are the most commonly used polymer in grippy plastics.

Thermoplastic elastomers (TPEs) are flexible, rubber-like materials that are highly stretchable Thermoplastics are extremely useful in the production of handle grips, appliance feet and other non-slip products. handlebar grips for bicycles and motorcycles and on high-vibration power tools because TPEs are excellent at absorbing shock

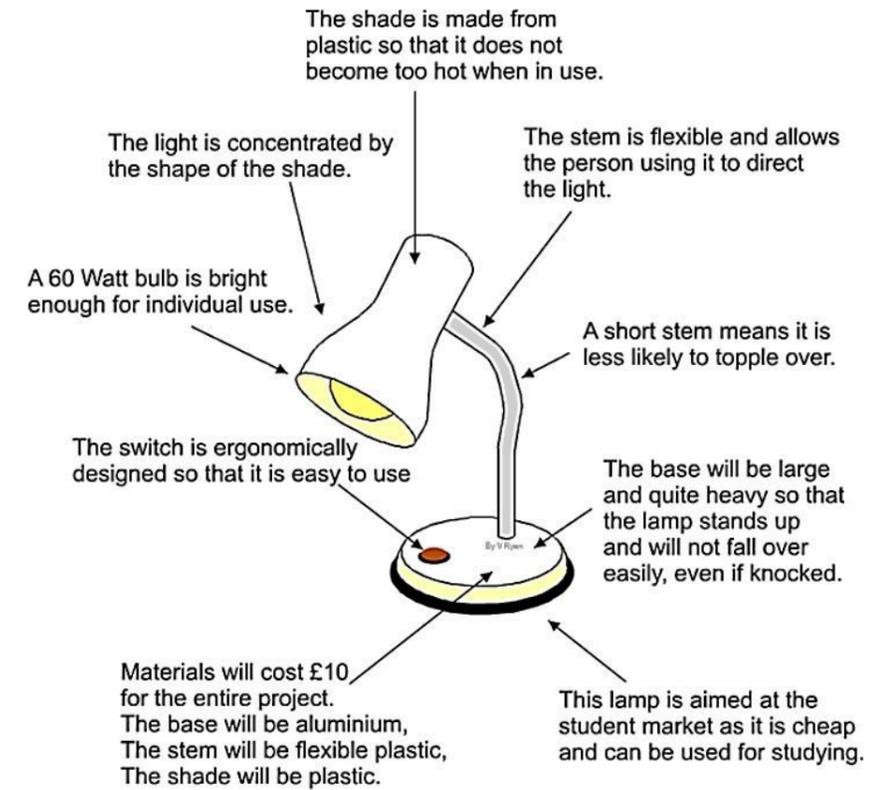
Ergonomically Designed
This Engineered Product has good Ergonomic Design
It fits well into the hand...Good Grip

LO2

be able to communicate design solutions

Annotated Sketches

Add annotation to drawings that identify Function:
 How do all the parts of the engineered product interrelate and work with each other?
Communicate effectively by adding annotation to all your drawings:
 Use appropriate language to ensure your idea is understood, have a Logical sequence of drawings
Presentation of information
 Use clear language and neat presentation, Use the correct terminology,
 Communicate to your Audience (engineers, non-engineers), Use visual support, e.g. mock-ups or a card model, Computer Aided Design (drawings in 2D Design)
Produce Creative ideas; Identify interesting features of other engineered products. Generate ideas:
 Produce a wide range of sketches and drawings.
Add evaluative comments to all your sketches and drawings:
 Constraints, Design requirements, Fit for purpose, Best fit, Operating performance and Reliability
Write an Evaluative comment about each of your ideas
 Advantages and disadvantages



LO3 be able to propose design solutions

Technical Drawing

Produce Technical Drawings using a drawing board (using British Standards):

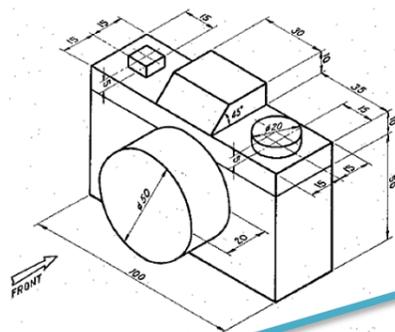
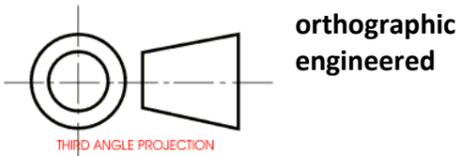
- Produce a 3rd angle projection of your final re-product
- Isometric

ADD DIMENSIONS and associated symbols:

- Diameter,
- circumference,
- radius,
- height,
- depth,
- width

Present drawings correctly

- Dimension lines
- Extension lines
- Centre lines
- Metric units of measurement
- Hidden detail
- 3RD Angle Orthographic Drawing Symbol
- Scale
- Title block



100
88
38
18
12
10

R6 R2 R6

12 100

12 10 62 12 90 100

Round with flat file

4mm Drill Ensure alignment with lamp Shade

Drill 4 mm pivot hole before removing 18 mm slot

Square file to produce Slot

Quality Check

All Dimensions in Millimetres

1	Aluminium Channel 12 x 12 x 1 mm	100	12	1mm	1	±0.5	Drill Pivoting holes using Die 4mm Drill this will allow for error/misalignment with lamp shade Use square file for rounded ends Finish to high sheen
Pt no	Material	L	W	T	No Off	Tolerance	Notes
							45

Desk Top lamp Project Drg. 7 Shade Support Scale 1:1 MXM 25/02/2016

FEATURES OF PHONE CHARGER

How do all the components interrelate? How do they work together?

PLASTIC CASE

TOUGH | FLEXIBLE

IMPACT RESISTANT

3 PINS
 PLASTIC "EARTH"
 PIN
 INSULATED
 LIVE +
 NEUTRAL
 PINS

COMPANY
 "LOGO"

CURRENT IN/OUT
 DETAILS

FLEXIBLE
 CABLE
 SUPPORT

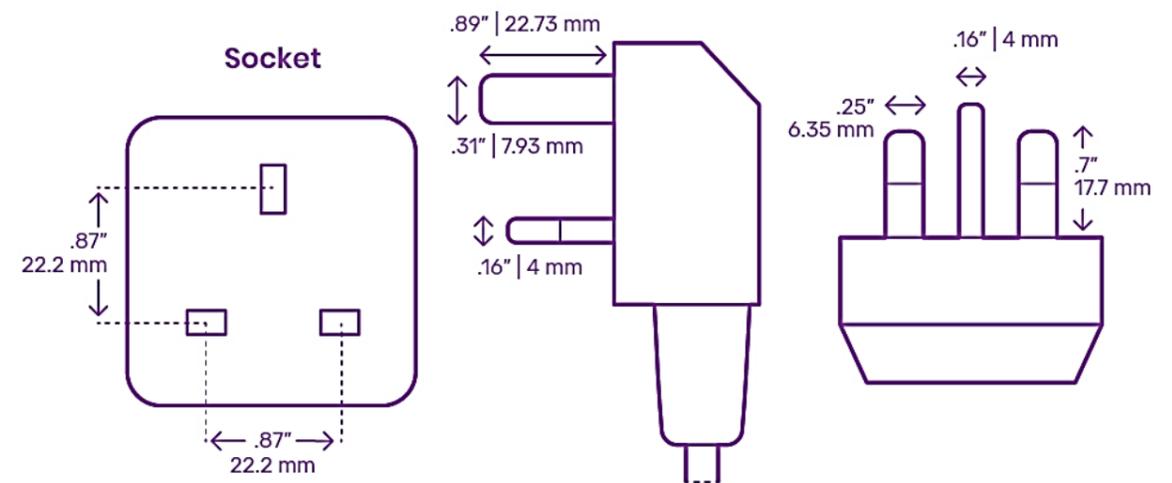
USB
 PHONE
 CONNECTOR

LONG
 CABLE

ELECTRONIC
 CIRCUIT
 INSIDE.

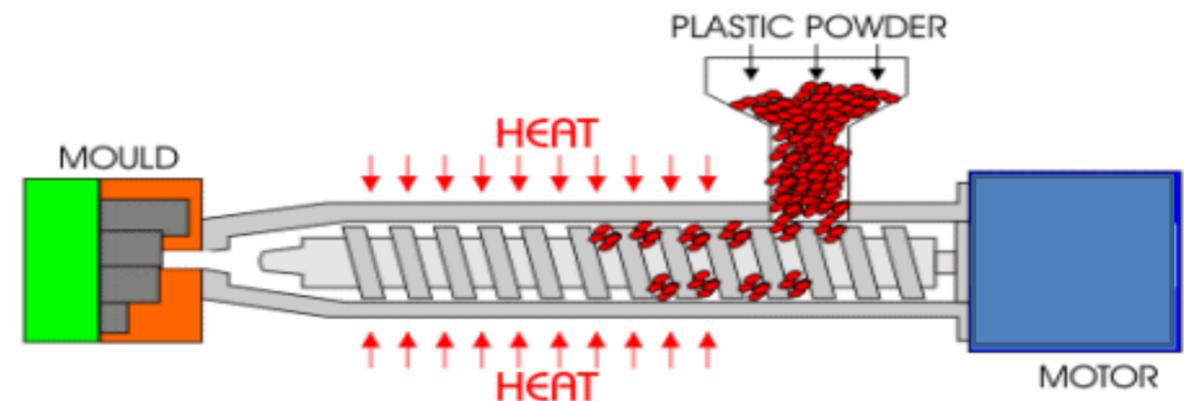


Dimensions.Guide | Type G Plug & Socket



What are the Dimensions of the charger? What are the important numbers? mm, cm? TAKE & RECORD THE DIMENSIONS

Injection Molding Process



Materials such as polystyrene, nylon, polypropylene and polythene can be used in a process called injection moulding. These are thermoplastics - this means when they are heated and then pressured in a mould they can be formed into different shapes.

1. Granules of plastic powder (note the plastics listed above) are poured or fed into a hopper which stores it until it is needed.
2. A heater heats up the tube and when it reaches a high temperature a screw thread starts turning.
3. A motor turns a thread which pushes the granules along the heater section which melts then into a liquid. The liquid is forced into a mould where it cools into the shape
4. The mould then opens and the unit is removed.

Cereals

FOOD

All cereals are members of the grass family and there are many types of cereal which are consumed and used in the manufacture of food products in Europe. Each cereal has unique properties which make it suitable for a variety of food products. Cereals require different conditions to grow. For example, rice is grown in damp tropical climates such as in India and China and oats are grown in cold temperate climates such as in Scotland.

Processing

- **Wheat** – wheat is usually ground to flour, which can be used to produce a wide range of products. The type of flour produced differs according to the extraction rate.
- **Maize** – maize may be processed to make many different ingredients and food products. It can be milled in a similar process to wheat, or its germ can be refined to produce corn oil.
- **Rice** – there are many different types of rice which can be categorised by size, shape and region where they are grown. Brown rice has its outer husk removed and white rice is milled and polished further to remove the bran and germ.
- **Oats** – oats are rolled during processing and coarse, medium and fine grades of oatmeal are available.
- **Rye** – rye contains little gluten so produces breads with a low volume and dense texture.
- **Rapeseed** – rapeseed is mainly cultivated for its oil rich seed.
- **Barley** – mainly sold as pearl barley which is the whole grain with its husk removed.

Functional Properties

- **Protein** – bread's characteristic open texture and appearance relies on high protein flour e.g. wheat and rye flour. In products such as cakes, biscuits and pastry, low protein cereals are used to produce crumbly and light textures.
- **Gelatinisation (thickening)** – when a flour is added to a liquid the starch granules begin to swell on heating, eventually rupturing and releasing starch into the liquid. The starch granules absorb liquid and cause the sauce to thicken.
- **Bulking** – cereals such as rice and oats are sometimes used to 'bulk' a food product, e.g. vegetarian burgers

Storage

Cereals should be kept in a cool, dry place. They are prone to infestation by insects if kept for long periods of time.

Types and primary processing

Wheat – grains, couscous, flour

Maize – whole, grains, flour, oil

Rice – grains (white, brown), flour

Oats – grains, flour, rolled oats, oatmeal

Barley – grains (pearl barley), malt

Rye – grains, flour

Rapeseed – oil



EU Cooking Corner

Why not try making some of the following EU foods to help you learn to cook with cereals?

- Rice pudding
- Viennese Schnitzel (Wiener Schnitzel)
- Pumpernickel Bread (Pumpernickel Brot)



Meat

Many different animals are consumed across the EU. The species, breed, age and part of the animal are all factors which contribute to the sensory and nutritional qualities of meat. Cuts of meat which are from muscle areas which do a lot of work will need longer, slower cooking methods (e.g. stewing). Cuts of meat from muscle areas not so heavily used by the animal can be cooked more quickly (e.g. stir-frying). Meat from the muscles of younger animals is tender as the muscles have been used less. Meat is a source of protein. The EU research project PROteINSECT is looking at the use of insect protein as a sustainable source of protein for animal feed and human nutrition.

Characteristics

- **Tenderness** – some varieties of meat are tough and may be hard to cut or chew. Tenderness can be improved by: mechanical action; chemical action; hydration (e.g. using an acidic solution to marinate meat) and cooking.
- **Colour change** – the colour of meat is due to a mixture of pigment in the muscle. The main pigment is called myoglobin. Muscles contain varying proportions of pigments. Muscles used for physical activity contain large quantities and are darker in colour.
- **Red meat** – as red meat is cooked the myoglobin changes from a purple red to a greyish brown in colour.
- **White meat** – poultry has less connective tissue than red meat so is usually more tender. The legs and wings, which do the most work, tend to be darker and tougher due to the myoglobin present. Other parts of the bird, e.g. breast, have less myoglobin and therefore become white during cooking.
- **Game** – game is generally tougher than poultry, beef, pork and lamb, due to their wild nature and having an active life.
- **Offal** – offal is defined as any part of a dead animal other than the carcass meat (except hide and skin). It includes kidney, brain, tongue, tail and feet.

Storage

Fresh meat should be eaten within a few days of purchase or frozen. It should be covered and stored in the bottom of the refrigerator away from food which will not be cooked before being eaten, to avoid cross contamination.

Types of meat

Beef/veal – e.g. rump steak, brisket, loin of veal



Lamb/mutton – e.g. chops, shoulder, shank

Pork/bacon – e.g. chops, gammon steak, spare ribs

Poultry – e.g. chicken, duck, goose

Offal – e.g. kidney, liver, tripe

Game – e.g. pheasant, rabbit, venison.

There is also a market for **horse** and **goat** meat in some European countries.

Meat Products

A wide variety of meat products are readily available, e.g. curries, pies, burgers and paté.

Gelatine and stock cubes are by-products of the meat processing industry.

Milk and Milk Products

Milk has been derived from many types of mammals and put to different uses over the centuries. This has resulted in the development of a number of by-products of milk itself, including butter, cheese, cream and yogurt. Commonly consumed animal milks include cows', ewes' and goats' milk. A range of non-animal milks are now available including rice, oat, soya, hemp, coconut, almond and hazelnut milk.

Processing

Most milk undergoes some form of heat processing such as pasteurisation, sterilisation or ultra high temperature (UHT) treatment to ensure harmful micro-organisms are destroyed before the milk is consumed and to improve keeping qualities.

Characteristics

- **Milk** – when heated, a skin may develop on the surface of milk due to the coagulation of proteins. To avoid this, the milk should be agitated (e.g. whisked).
- **Cheese** – overcooking can cause cheese to become tough and rubbery as the protein shrinks and squeezes out fat and water (syneresis). When adding cheese to sauces, grate or cut into small pieces and add at the end of cooking so it can melt quickly, without any lumps.
- **Butter** – butter can be used for a variety of functions including aeration (e.g. in cake making), shortening (e.g. in shortcrust pastry making), flavouring (e.g. in sauces) and for the retention of moisture (e.g. in bakery products).

Storage

Most milk and milk products should be stored in a refrigerator to slow down the growth of micro-organisms e.g. mould growth on cheese. Milk, cheese and yogurt, once opened, should be stored and used by the 'use by date' on the packaging.

Types

Milk:

Animal milk – cows: fresh milk (whole, semi-skimmed, skimmed), dried, UHT, condensed, ewes', goats

Non-animal milk – soya, almond, hazelnut, coconut, hemp, oat, rice

Milk products:

Cream – single, whipping, double, clotted, sour, crème fraîche **Cheese** – Brie, Gouda, Stilton, Cheddar, Cottage, Ricotta

Yogurt – Greek, bio, set, natural, flavoured

Butter – unsalted, salted, flavoured (e.g. garlic)



EU Cooking Corner

Why not try making some of the following EU foods to help you learn to cook with milk and milk products?

- Blancmange
- Lasagne
- Bread and butter pudding

Laws:

Equality Act 2010

- Covers discrimination based on protected characteristics- age, sex, race etc.
- Covers direct and indirect discrimination
- Women have the right to breastfeed in public



Children Act 2004

- Aims to protect children who are at risk Gives social workers power to remove children from families
- Gives children rights
- Encourages multi-agency working



Data Protection Act 1998

- All personal data should be kept up to date and accurate
- Destroyed when not needed anymore
- Processed fairly
- Used only for the purpose it was intended



Health and Safety at Work Act 1974

- The working environment should not put anyone at risk- risk assessments/accident books
- Equipment should be adequate and fit for purpose
- There must be staff training on health and safety
- There must be a health and safety policy



Mental Health Act 2007

- Aims to protect those who are at risk to themselves or others
- Provides authority to take a person to a place of safety
- Gives rights to those with a mental disorder
- Practitioners must be appropriately qualified



Mental Health Act
2007

CHAPTER 12

Year 10 Health and Social Care Spring

Legislation impacts several different people. Below outlines which people are affected and what the impacts may be:

<u>Group</u>	<u>Example of Impact</u>
Service Users (e.g. residents)	<ul style="list-style-type: none"> • People can exercise their rights • Provides protection and safety • Allows for a better quality of life • Gives service users a voice
Care Practitioners (e.g. care staff)	<ul style="list-style-type: none"> • Practitioners will undergo training • Provides guidance on how to work and behave • Sets the standards of practice • Provides safe working conditions • Provides exact examples of how to work: Equality Act- must treat everyone according to individuals needs
Service Providers (e.g. owner of the care home)	<ul style="list-style-type: none"> • Service providers must produce policies and procedures • Service providers know what they have to do to operate within the law • Provides service providers a framework to maintain and improve practice • Provides them guidance of how to meet individual needs

<u>Personal Hygiene Measure</u>	<u>Why this is important?</u>
hair tied back/covered	Hair can carry bacteria, fungi and viruses which can infect others
open wounds covered	So that infection cannot be transferred to food or individuals and cause illness
no jewellery	So bacteria that may be trapped under jewellery cannot be transferred
no nail polish	So that bacteria caught in chipped polish cannot be transferred
appropriate protective clothing	So that bacteria and viruses from patients' blood and bodily secretions cannot be transferred to another person
appropriate hand washing routines	To remove bacteria that could be transferred
regular showering and hair washing	Removes bacteria and viruses that can be transferred
regular brushing of teeth	Removes bacteria that can be transferred from your mouth
appropriate use and disposal of tissues/antiseptic wipes	So that bacteria or viruses from the tissue / wipes cannot be transferred to an individual or work surface



What are safety procedures?

- o Emergency procedures (e.g. fire, evacuation)
- o Equipment considerations (e.g. appropriate training, fit for purpose)
- o Moving and handling techniques

What events/issues would we need an emergency procedure for?

Fire, Bomb scare, Gas Leak, Health emergency procedure

Moving and handling

Moving and handling refers to how practitioners move and handle the service users. There are correct ways of doing this to reduce the risk to staff and patients.

Year 10 Health and Social Care Spring

Equipment Consideration	How it protects staff	How it protects service users
Training for safe use of equipment	Provides guidance for safe use to avoid injury	User not put in danger as equipment used correctly
Equipment fit for purpose	Equipment will not break or become unsafe when using	User will not be placed in danger
Risk Assessments	Assesses all risks that could cause harm	User safe as risks have been identified
Regular safety checks e.g. PAT tests on electrical equipment	Safety checks allow for unfit equipment to be made safe	User not placed in danger as equipment will be safe
PPE provided e.g. safety goggles	Staff protected from injury	Users protected from danger

Security Measures

Checking external entrances to monitor who comes and goes. Usually using CCTV



through



Keypad door locks to keep unwanted visitors out and only allow access to those have permission

Monitoring of keys so only those with permission can access certain



areas



Window locks to stop unwanted visitors and stop children/service users escaping

I.D. Badges allow for staff to be easily recognised. Those without I.D. can be challenged



badges



Reporting suspicions to your line manager can identify any potential security issues



Methods used to reduce the spread of infection

General cleanliness

- Cleaning of surfaces / floors / bins / toys / equipment
- Use of appropriate cleaning materials e.g. sanitizer; antibacterial liquids
- Deep cleaning
- Cleaning of materials / bedclothes
- Appropriate use and disposal of tissues / wipes



Contribution of personal hygiene

Personal protective equipment

- Appropriate protective clothing - e.g. aprons / overalls
- Use of disposable gloves
- Work clothes / cover own clothes



KEY CONCEPTS

Website Features	navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits.
Target Audiences	age, interests, location, lifestyle, income, gender
Sources	internet, books, technical manuals, magazines
Processes	storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing
Techniques	sound editing, animation, video editing, image manipulation, interactive media authoring software
Health and Safety	comfortable workstations, adjustable chairs, foot supports, correct lighting, frequent breaks

Processes

Storyboards - series of drawings to plan a webpage
 Moodboards - a range of images on a common theme
 Wireframes - images to show the functionality of a webpage
 Script - written text
 Risk analysis - identifying potential issues
 Flow charts - diagram using specific shapes to show sequence of events

Processes



THE CENTRAL PROCESSING UNIT (CPU)

Image Manipulation- software used **Photoshop**

Layer tool - adding images on top of images.

Spot healing brush tool - to remove unwanted pixels and blemishes.

Clone tool - to copy part of an image

Crop tool - to remove parts of a photo

Lasso tool - to freehand select parts of an image

Brightness and contrast - adjusting the tone of an image

Sound manipulation - software used **Audition**

Importing audio - adding different audio tracks

Removing noises and sounds - removing unwanted sounds

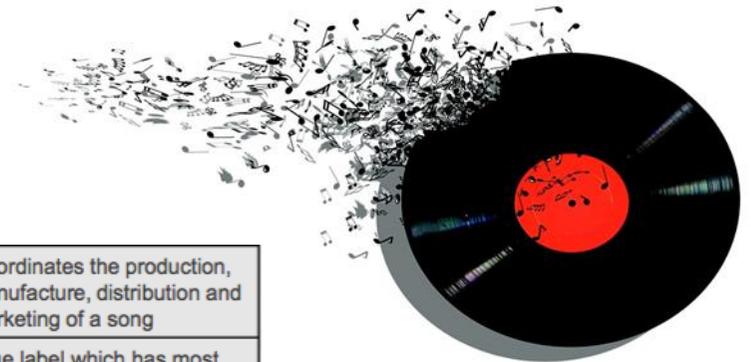
Apply effects - changing sounds through effects like reverb, echo, delay and fade

Trimming audio - removing parts of an audio track

Exporting audio - saving the audio as external mp3 file



BTEC UNIT #1

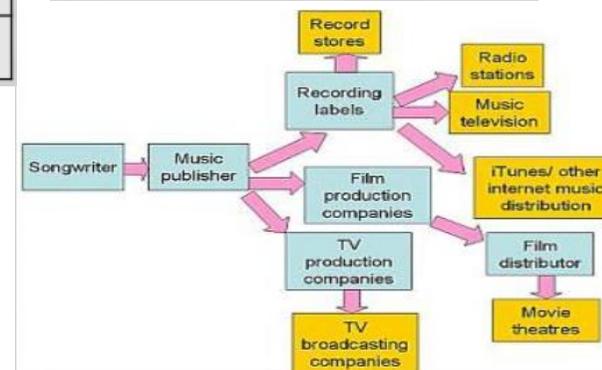
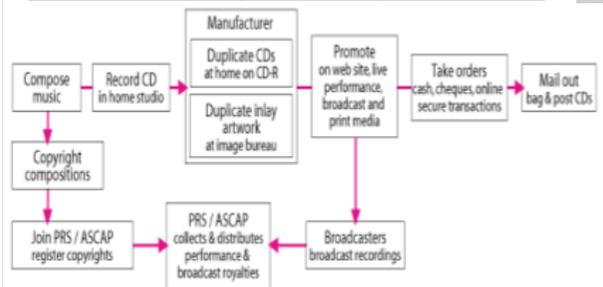


target audience	who your music is for
artistic intention	What you want to achieve
download	digital transfer of music via the internet
podcast	a series of files which are downloaded
copyright	the legal right of ownership of an original work
PRS	Performing Rights Society
royalties	payment made to the copyright holder
PPL	Phonographic Performance Licence
streaming	multimedia which is constantly delivered and received
social media	technology which helps share information

agent	finds you work
manager	nurtures your career – gets you gigs
contract	a legal agreement concerning employment – written or verbal
permanent	a contract that lasts until you resign or are asked to leave
temporary	a short term contract – a day, a month etc
full-time	more than 37hrs a week
Part-time	less than 35hrs a week
casual	variable hours, flexible
freelance	work for yourself, not committed to an employer
invoice	a document which states how much you are owed and how you can be paid
NI	National Insurance
Income Tax	Tax paid by every working person

Record Label	co-ordinates the production, manufacture, distribution and marketing of a song
Major Record Label	large label which has most departments in house
Indie Record Label	smaller label, usually focused on a particular style of music
music publishing	makes sure songwriters and composers get paid
promoter	finds venues, prices the event, publicising it to make it a success
broadcasting	distributing songs to a dispersed audience
marketing	responsible for identifying opportunities for the song to be heard
publicise	make the song and artist well known
online marketing	publicising an artist through websites
high street stores	selling CD's through shops i.e. HMV
digital download	selling songs through online stores i.e. iTunes

SERVICE COMPANIES	provide services to the artist, the venue and the production companies
PRS for Music	Performing Rights Society
MCPs	Mechanical Copyright Protection Society
PPL	Phonographic Performance Licence
A&R	Artist and Representation
MU	Musicians' Union
PLASA	Professional Lighting and Sound Association
BECTU	Broadcast Entertainment Cinematograph Theatre Union
EQUITY	Union for actors/dancers
MPG	Music Producers' Guild
APRS	The Association of Professional Recording Services

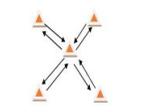


Year 10
BTEC Sport
Knowledge Organiser

Literacy Bank – Key Words

Learning, outcomes, leadership, planning, delivery, structure, plenary, analysis, justification, content

Cooling Session Plan

Session No.	1	Date & Venue	Group	Inactive adults	Equipment	Cones	Risk Assessment
Goals	1. Getting adults aged 35-50 physically active						
Timing	Task	Coaching points	Diagram		Progressions		
30 mins	Walking football	Two teams play a game of football, only allowed to walk during the game. Mainly higher age bracket			Add other rules		
10-15	Football match	Standard game of football to include some competitiveness, for the younger crowd			Add more rules		
10 mins	Star challenge	Individually run from the middle cone to one of the outside cones before returning to the middle cone, and conscientiously do this for each cone touching as many cones as you can in 30 seconds			Add more cones		

Cycle 2 – Session Planning and Delivery

Aims and Objectives	What do you want to achieve?
Warm Up	Pulse Raiser, Stretches, Skill Related Activity
Main Activity	Passing, Shooting, Dribbling
Cool Down	Gentle Activity, Stretching
Health and Safety	How will you ensure that your

Democratic Leaders –

Share decisions/responsibilities with the group. These leaders will ask for opinions from the group when developing ideas

Autocratic Leaders –

Tend to make all of the decisions and will not share responsibilities with participants. Very authoritative in their approach to leading

Laissez Faire Leaders –

Leaders stand aside and allows the group to take full responsibility throughout decision making processes

Skills
Appearance
Enthusiasm
Confidence
Qualities
Communication
Organisation of Equipment
Knowledge
Responsibilities
Professional Conduct
Health and Safety
Equality
Advanced Skills
Activity Structure
Target Setting
Evaluation
Use of Language
Additional Qualities
Leadership Style
Personality
Motivation
Humour
Wider Responsibilities
Insurance
Ethics and Values
Legal Obligations



New to the Careers Department...

Google Classroom

During this term we have introduced Job of the week information will be sent out through the Year 10 Wellbeing Google classroom.

Careers KO information

We know that students use their Knowledge Organiser as a reference point and felt that it would be useful to add details about careers activities, research tools and help plan your future intentions.

Virtual Assemblies

We would love to deliver assemblies in person but at the moment this is not possible, we are therefore providing more materials to inspire you and support your PSHE learning online via the Careers Hub. You will receive Careers Assemblies through Tutor time. For those that are not in school the assemblies will also be sent out via Google classroom.

Student Feedback

We have introduced to the Student Council a termly feedback on the Academy's careers provision. If there is something that you feel would benefit your year group please discuss with your House Representative.

Split site

We have a large number of pupils on both sites and know that not having instant access to a Careers Adviser can be a little frustrating particularly if you are working virtually. The team are here to help you and are happy to answer any questions you may have via email: careers@paigntonacademy.org

Getting to know me
*What type of personality are you?
 Knowing who you are is a very important part of having a successful and satisfying career.
 By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options.
 Why not use the following link and discover a little more about yourself?*

<https://www.16personalities.com/free-personality-test>



Types of qualifications (After Year 11) ...

Level	Qualification		
7	NVQ 5	Master's Degree / Doctorate	
6	Higher Apprenticeship / NVQ 4	Honours' Degree	
5		Foundation Degree, HND	Diploma in Higher Education
4		HNC	Certificate in Higher Education
3	Advanced Apprenticeship / NVQ 3	Vocational A Level BTEC Cert/Diploma	AS / A2 Levels
2	Apprenticeship / NVQ 2	BTEC/VCERT	GCSE Grades A - C 4-9
1	Traineeship / NVQ 1	BTEC/VCERT	GCSE Grades D - F 3-1
Entry	Basic Skills / Skills for Life		
	Work-based Learning	Vocationally Related Learning	Academic Learning

Find out more by accessing the Careers Hub



We are in the midst of a global pandemic with unemployment and educational issues; chief amongst these are the gap in education and the effect on the job market. The Careers Hub, a dedicated website, has loads of information for you to access and covers topics such as, Work Experience, College/6th Form Open event dates, Apprenticeships, how to write CVs and personal statements and finding a Job. Simply click on the Careers Hub logo on the home page of the Academy website to enter the site.