



Sheffield Park Academy

The best in everyone™

Part of United Learning



Knowledge Organiser

Term 3

Name:

Tutor Group:

Tutor & Room:

AMBITION • KNOWLEDGE • DETERMINATION



Stick your Timetable here



How do I complete Knowledge Organiser home learning?	2	Geography	30
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How do I complete Knowledge Organiser home learning?

You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term

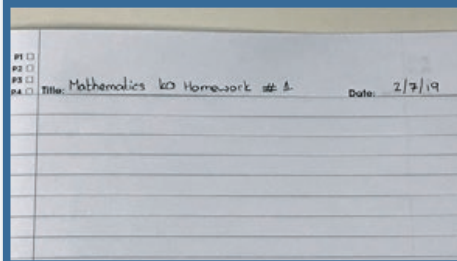
STEP 1

Identify what words/ definitions/facts you have been asked to learn.



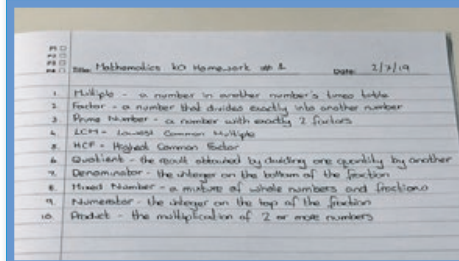
STEP 2

Write today's date and the title from your Knowledge Organiser.



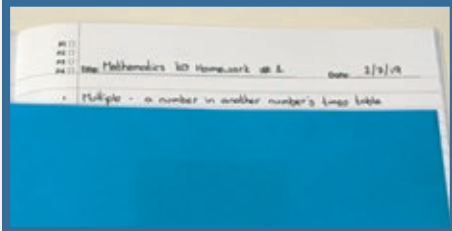
STEP 3

Write out the keywords/definitions/facts you have been set in FULL.



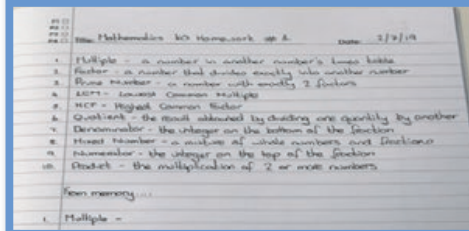
STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... REPEAT until confident.



STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.



STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be tested on the words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 10 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in. You must follow the simple rules as to how they are to be used.



You **must** bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You **must** keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 10 will also be required in Year 11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 10 require.



Keywords.

Formal Elements	Line, Tone, Colour, Pattern, Shape, Texture and Form
Line	Line is the path left by a moving point.
Shape	Shape is an area enclosed by a line.
Tone	This refers to the lightness or darkness of something.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Observational Drawing	When you observe something and respond to it with a visual representation.
Collage	A piece of art that is created by sticking various different materials such as paper or fabric on to a backing.
Typography	is the art of arranging letters or text in a way that makes them visually appealing to the reader.
Two Dimensional	having its elements organised in terms of a flat surface.
Three Dimensional	Produced by carving or shaping stone, wood, clay, or other materials.
Media	The material used to create artwork.
Technique	The way tools and media are used to create artwork.
Composition	This is the way an object is placed or positioned on a page.
Lino Printing	Is a form of block printing that involves carving a pattern. or design into a vinyl surface.


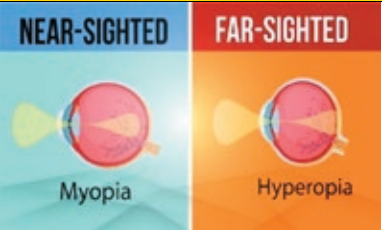
YEAR 10 ART KNOWLEDGE ORGANISER – UNIT 1 THE SEASIDE.

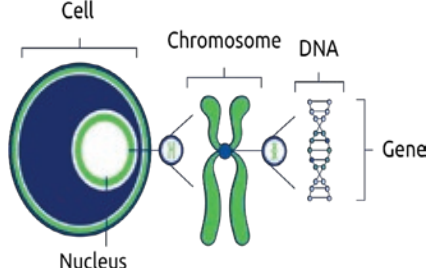
Sketchbook

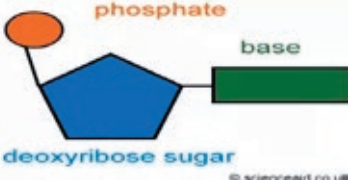
- Artist research
- Experiment with a range of materials.
- Experiment with colour, line, shape, space.
- Annotations to show reflections on their work and that of others.

**Command Words.**

Research	Is the process of solving problems and finding facts in an organised way. Research is done by what is known and building on it.
Analyse	Identify several relevant factors, show how they are linked, and explain The importance of each.
Method	A procedure, technique, or way of doing something.
Evaluation	Bring together all of your information and make a judgement on the Importance or success of something.
Generate Ideas	The process of creating, developing and communicating abstract, concrete or visual ideas.
Develop	To grow or change into a more advanced or stronger form or idea.

B5		Homeostasis	
Key word		Definition	
1	Homeostasis	The regulation of internal conditions to maintain optimum conditions in response to changes.	
2	Stimulus	A change in the environment.	
3	Insulin	Released from the pancreas in response to high blood glucose levels. It causes glucose to be converted into glycogen for storage in the liver.	
4	Glucagon	Released from the pancreas in response to low blood glucose levels and causes glycogen to be broken down into glucose and released back into the blood.	
5	Type 1 diabetes	When the pancreas does not produce enough insulin.	
6	Type 2 diabetes	When the body cells no longer respond to insulin.	
B5		Homeostasis (^ Triple only)	
Key word		Definition	
1	Myopia	Short-sightedness.	
2	Hyperopia	Long-sightedness.	
3	Cerebral cortex	The outer part of the brain responsible for intelligence, language, memory and consciousness.	
4	Medulla	Controls unconscious activities such as heart rate and breathing rate.	
5	Cerebellum	Controls balance, co-ordination of movement and muscular activity.	

B6	Reproduction and Variation	
Key word	Definition	
1 Sexual reproduction	Reproduction involving two parents (one male and one female) where gametes fuse together.	
2 Asexual reproduction	Involves only one parent with no fusion of gametes.	
3 Gene	A small section of DNA on a chromosome which codes for a protein.	
4 Mutation	A change in the DNA.	
5 Genome	The entire set of genetic material of an organism.	
6 Natural selection	A process which gives rise to phenotypes best suited to their environment.	
7 Extinction	There are no remaining individuals of a species still alive.	

B6	Reproduction and Variation (^ Triple only)	
Key word	Definition	
1 Speciation	Formation of a new species through natural selection from an isolated population.	
2 Nucleotide	Sugar + phosphate + base.	
3 Cuttings	A simple method used by gardeners to produce many genetically identical new plants from a parent plant.	

1.5 Understanding external influences on a business

1	Business plan	A document setting out a new company's plans, aims, and cash flow
2	Payments systems	Ways of paying online such as paypal
3	Consumer rights	Laws that empower the consumer. Allows them to demand certain standards from suppliers.
4	Consumer law	Acts of Parliament (laws) that are set to protect customers from misleading or dangerous practices by businesses
5	Legislation	Laws passed by acts of Parliament that everyone needs to follow. Breaking these laws may result in a fine or even prison sentence
6	Economy	Refers to the production of, and consumption of, goods and services in the economy. This then links into the supply of money.
7	Economic Climate	A measurement of the current economic outlook.
8	Disposable income	The amount of money people have left from their wages once all necessities / bills have been paid.
9	Unemployment	The number of people available for work who do not have paid employment
10	Taxation	A levy placed by the Government on certain things in the economy such as imports, incomes of individuals and companies.
11	VAT	Value added tax. A tax added onto the sale of certain goods in the economy. Currently 20%
12	Income tax	A tax placed on the income of individuals.
13	Inflation	A sustained increase in prices in the economy over a specific time period.
14	Exchange rate	The value of a currency based on how much of a different currency it can purchase.
15	Pressure Group	Organisations formed to put forwards a particular point of view or cause.
16	Recession	A period of 2 quarters (2 x 3 months) where the economy as a whole has shrunk
17	Boom	A period of sustained high growth within the economy

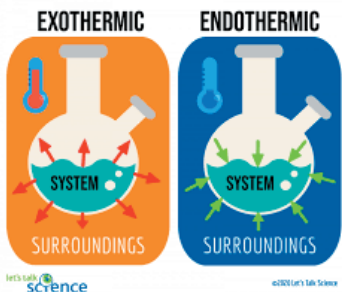
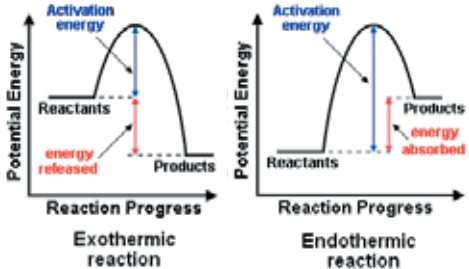
2.1 Methods of Growth

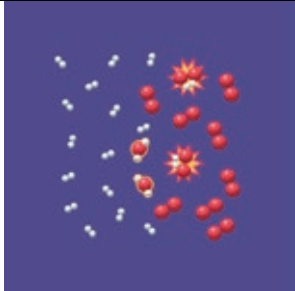
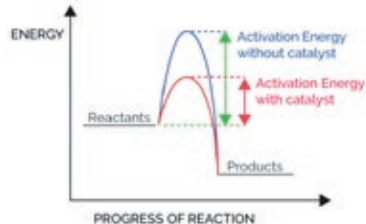
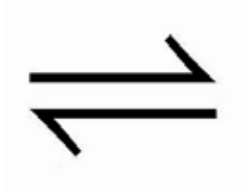
1	Innovation	Bringing a new idea to market
2	Inorganic growth	Growing by buying another business or by merging with another business
3	Organic Growth	Growth from within such as creating or launching a successful new product
4	Merger	When two businesses of roughly equal size agree to come together to form one big business
5	Takeover	Obtaining control of another business by buying more than 50% of its share capital
6	Retained profit	The profit the business has left at the end of the year. It saves it to use later
7	Assets	Something the business owns, usually of value
8	Loan capital	Money borrowed to finance business growth
9	Public limited company (plc)	A business owned by shareholders whose shares can be sold to anyone on the stock market. Usually large businesses.
10	Flotation	When you sell shares for the 1 st time on the stock market
11	Globalisation	The increase in countries trading with each other and to buy global goods
12	Entering markets	When you decide to trade in a market where you haven't before, either by selling a new product or trading in a new area (country)
13	Import	When goods are brought into the country from abroad
14	Export	When goods are sold to markets outside of the country the business trades in
15	Tariff	Taxes imposed on imported goods
16	Trade Bloc	Agreement between countries to trade freely with each other.
17	Free Trade	Trade between countries where no barriers such as tariffs exist.
18	Ethics	Weighing up decisions based on morality not personal gain
19	Fair Trade	A movement to help producers in developing countries achieve better trading conditions and promote sustainability.
20	Sustainability	Whether a resource will run out – a sustainable resource will not.

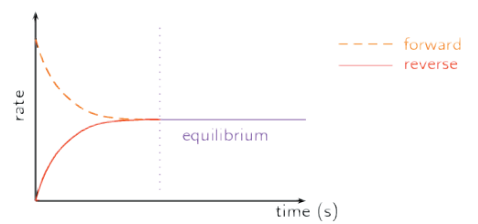
Food and Nutrition

Key word	Definition
1. Fortification	Fortified foods are foods with nutrients added to them. This can help boost their nutritional value and benefit your health.
2. Hydrogenation	Fat hydrogenation is the process of combining fat — typically, vegetable oils — with hydrogen, in order to make it more saturated.
3. Monosaccharides	A monosaccharide, also called simple sugar, is a carbohydrate that cannot be broken down into other carbohydrates. The most common monosaccharides provided by foods are glucose, fructose and galactose.
4. Disaccharides	A disaccharide also called a double sugar, is a molecule formed by two monosaccharides, or simple sugars. Three common disaccharides are sucrose, maltose, and lactose.
5. Plasticity	The ability to be spread and shaped. The plasticity of fat allows it to be used for rubbing-in, spreading and creaming.
6. Emulsification	To emulsify means to combine two ingredients together which do not ordinarily mix easily. The ingredients are usually a fat or an oil and water.
7. Caramelisation	The process of heating sugar at a high temperature so that water is removed and the sugar is broken down and changes into caramel.
8. Seasonality	Refers to Seasonal food, the times of year when the quality or the flavour of a given type food is at its peak. This is usually the time when the item is harvested.
9. Mycoprotein	Mycoprotein is a type of protein that comes from a fungus, a category of living things that includes mushrooms. Mycoprotein is a popular ingredient in meat alternative products.
10. HBV	Foods which contain all the essential amino acids are called high biological value (HBV). Generally, the HBV proteins come from animal products such as meat, fish, dairy produce and eggs. The only plants that contain all the essential amino acids are soya beans and soya products, and a grain called quinoa.
11. LBV	If a food is missing one or more of the amino acids, it has a low biological value (LBV). For example, baked beans have an LBV.

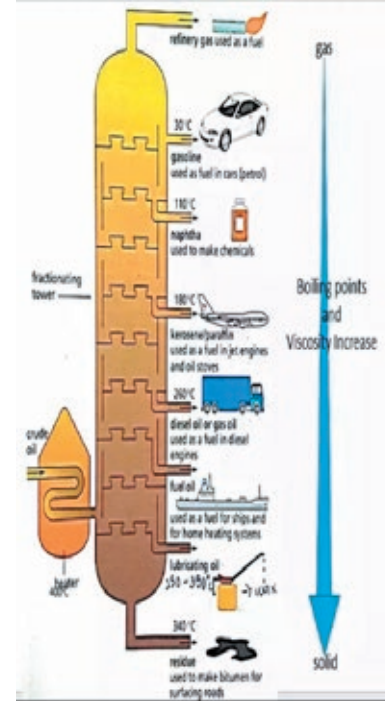
Key word	Definition
12. Commodity	Basic foods which are produced in plentiful supply and sold for consumption.
13. Provenance	The place of origin of a food, essentially where the food comes from, or where the original commodity came from before processing.
14. Classification	Deciding which category something belongs in. Commodities such as fruits and vegetables may be classified.
15. Food spoilage	Food spoilage is a natural process caused by bacteria, mould, fungi and yeasts. Once a food is picked, slaughtered, cooked or stored, microorganisms will start to cause decay and eventually make food unsafe to eat.
16. Cross contamination	Cross-contamination occurs when juices from raw meats or bacteria from unclean equipment touch cooked or ready-to-eat foods.
17. Primary Processing	When raw food is changed or converted into foods that can be eaten immediately or into ingredients that can be used to make other food products. Examples include washing vegetables, squeezing fruit to make fruit juice, heat treatments for pasteurisation so that milk is pasteurised, and wheat milled into flour.
18. Secondary Processing	This is converting primary processed foods into other food products e.g., flour into biscuits/pastry/cakes or milk made into cheese/cream.

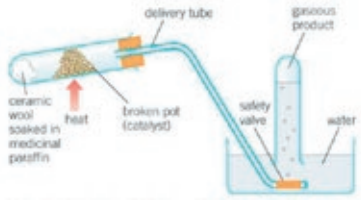
C5	Energy Changes	
Key word	Definition	
Exothermic	In some reactions more energy comes out than goes in. e.g., combustion	
Endothermic	In some reactions more energy goes in than comes out. e.g., thermal decomposition	
Activation Energy	The energy needed to start a reaction.	
Reaction profiles	They can be used to show the relative energies of reactants and products, the activation energy and the overall energy change of a reaction.	

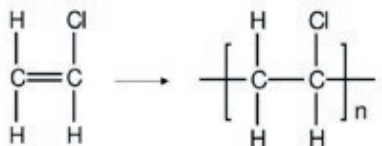
C6		Rate and Extent of Chemical Change	
	Key word	Definition	
1	Collision theory	According to this theory, chemical reactions can occur only when reacting particles collide with each other and with sufficient energy.	
2	Catalyst	A substance which speeds up a chemical reaction without being used up itself. It works by lowering the activation energy.	
3	Equilibrium	When a reversible reaction occurs in a closed system, equilibrium is reached when the forward and reverse reactions occur at exactly the same rate.	

4	Le Chatelier's Principle (^ Triple only)	If a reaction at equilibrium is subjected to a change in concentration, temperature or pressure, the position of equilibrium will move to counteract the change.	 <p>The graph shows the rate of a reaction over time. The y-axis is labeled 'rate' and the x-axis is labeled 'time (s)'. A dashed orange line represents the forward rate, starting high and decreasing towards an equilibrium level. A solid red line represents the reverse rate, starting at zero and increasing towards the same equilibrium level. A horizontal purple line marks the equilibrium rate. A vertical dotted line indicates a disturbance at a later time, after which both forward and reverse rates increase but remain equal to each other and above the original equilibrium level.</p> <p>--- forward — reverse</p> <p>equilibrium</p> <p>rate</p> <p>time (s)</p>
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C7	Organic Chemistry	
	Key word	Definition
1	Crude Oil	Is made from the remains of living sea creatures decayed in mud millions of years ago.
2	Hydrocarbons	Hydrocarbons are made of hydrogen and carbon only .
3	Fractional distillation	A method of separating a mixture of substances according to their different boiling points. Commonly used to separate crude oil into different fractions.



4	Cracking	The larger molecules from fractional distillation are less useful. We can break them down into smaller, more useful molecules. Cracking produces a mixture of alkanes and alkenes.	
5	Alkanes	Alkanes are the most common hydrocarbon found in crude oil. Alkanes have the general formula C_nH_{2n+2} .	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\begin{array}{c} \text{H} \\ \\ \text{H}-\text{C}-\text{H} \\ \\ \text{H} \end{array}$ <p>Methane</p> </div> <div style="text-align: center;"> $\begin{array}{c} \text{H} \quad \text{H} \\ \quad \\ \text{H}-\text{C}-\text{C}-\text{H} \\ \quad \\ \text{H} \quad \text{H} \end{array}$ <p>Ethane</p> </div> <div style="text-align: center;"> $\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\ \quad \quad \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{H} \\ \quad \quad \\ \text{H} \quad \text{H} \quad \text{H} \end{array}$ <p>Propane</p> </div> </div>
6	Alkenes	Alkenes are hydrocarbons with a double bond between two of the carbon atoms in their chain, causing them to be unsaturated. They have the general formula C_nH_{2n} .	<div style="border: 1px solid black; padding: 10px;"> <div style="text-align: center; margin-bottom: 20px;"> $\begin{array}{c} \text{H} \quad \quad \text{H} \\ \diagdown \quad \diagup \\ \text{C} = \text{C} \\ \diagup \quad \diagdown \\ \text{H} \quad \quad \text{H} \end{array}$ <p>↑ double bond</p> <p style="margin-left: 150px;">ethene</p> </div> <div style="text-align: center;"> $\begin{array}{c} \quad \text{H} \quad \text{H} \\ \quad \quad \\ \text{H} \quad \text{C} = \text{C} - \text{C} - \text{H} \\ \diagup \quad \diagdown \quad \\ \text{H} \quad \quad \text{H} \end{array}$ <p style="margin-left: 150px;">propene</p> </div> </div>
7	Alcohols (^ Triple only)	Alcohols contain the functional group $-OH$. The first four members of a homologous series of alcohols are methanol, ethanol, propanol and butanol.	$\begin{array}{c} \text{H} \quad \text{H} \\ \quad \\ \text{H}-\text{C}-\text{C}-\text{O}-\text{H} \\ \quad \\ \text{H} \quad \text{H} \end{array}$
















8	Polymers	Large long-chain molecules made up of lots of small monomers joined together by covalent bonds.	
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Network Topology		
1	Bus	Slow network due to data collisions on the single backbone cable
2	Star	If the central switch fails, the whole network fails. If one device fails, the network is fine
3	Ring	Data moves in one direction which prevents collisions. Only one device can send data at once
4	Meh	Each device is connected to every other device so they can send data the fastest route. There is no single point where network can fail. Require lots of wire.

Cyber Security Threats			
	Attack	How it works	How to prevent it
1	Passive	Network traffic is monitored and then data is intercepted	Encryption so that intercepted data cannot be understood
2	Active	Someone deliberately attacks a network with malware (eg: a virus)	A firewall and antivirus software
3	Insider	Someone with network access abuses this to steal information	User access levels to control how much data people can access.
4	Brute Force	Trial an error until a password is attacked	Making passwords difficult to guess. Locking accounts after failed attempts.
5	Denial of Service	The network is flooded with useless data so it is too slow to use	This attack is hard to prevent but a firewall can help.
6	SQL Injection	SQL commands are typed into the input boxes on a website to access data or alter the database	Having strong validation on all input boxes so that only expected data can be entered
7	Phishing	Emails with links that trick people into entering their personal information	Looking for signs that an email is not from a real company.
8	Social Engineering	When a person manipulates someone else into handing over sensitive information	Policies and rules for staff about handing over data. Staff training

Project planning		
1	Task list	A prioritized set of activities you (or your team) need to do to complete a project
2	Mind map	A mind map is a diagram used to visually organize information.
3	Mood board	An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.
4	Contingency plan	A contingency plan is a plan devised for an outcome other than in the usual plan
5	Gantt chart	a type of bar chart that illustrates a project schedule and how long each task in the project should take

Project Evaluation		
1	Feedback	Information about reactions to a product or a person's performance of a task
2	Stakeholder	A stakeholder is a party that has an interest in a company and can either affect or be affected by the business.
3	Client	a person or organization using the services of professional person or company.
4	Improvements	Suggestions on how some thing could be made better
5	Evaluation	The making of a judgement about the amount, number, or value of something; assessment.

GCSE ENGLISH LANGUAGE — PAPER 1—EXPLORATIONS IN CREATIVE WRITING—SECTION A					Critical Verbs
Reading	Q1: Comprehension	Q2: Language Analysis	Q3: Structural Analysis	Q4: Comparing Writer's Perspective	<div>Suggests Conveys Symbolises Highlights Conveys Portrays Presents Emphasises Represents Demonstrates Perpetuated Evokes Denotes Illustrates Develops Imfers Implies Connotes References Perpetuates Alludes to</div>
 What is the text about? Who are the main characters? Where is it set? What kind of atmospheres are created? How?	 Read the section of the extract carefully	 Consider the question before looking for evidence. 2+ ideas about the extract = opening statement.	 What is the 'journey' of the text? Identify shifts in focus.	 Identify the 2 parts of the statement. Write down why you agree with each focus. Is there a reason to disagree? Don't force it!	
 Annotate the focus of each paragraph: action, dialogue, description, characters.	 Underline/circle/ highlight information relating to the focus.	 Opening statement to inform evidence choice. Remember that evidence support your ideas.	 Where do we begin? What is established at the start? Where do we end? What/ who has changed? Turning point/catalyst?	 Select and annotate 2-3 moments – focus + connotations. (3 Step Approach) Refer to introduction. Before using evidence, explain why this moment supports your point. Include evidence last.	
 Do not answer any questions until you have read the whole text.	 Use the information you have identified to complete the sentences.	 Use the '3 step approach' to support analysis. Use the following questions: 1)What does the language mean? 2)What do we associate with it? 3) What does it suggest in this context?	 Each paragraph should include: What does the writer choose to focus on? Why? Why now? How does it relate to/differ from the previous focus? Try to refer to another section of the text. Show you are aware of how the whole text links together.	 Sentence stems: <i>The writer first establishes...when they choose to focus on...</i> <i>It is clear that...</i> <i>This is established through the writer's use of...</i> <i>The writer further develops this idea...when they choose to focus on...</i> <i>It is clear that...</i> <i>This is established through the writer's use of...</i> - Repeat the process for second focus	

GCSE ENGLISH LANGUAGE — PAPER 2—WRITER'S VIEWPOINTS AND PERSPECTIVES—SECTION A					Critical Verbs Conveys Connotes Develops Denotes Demonstrates Establishes Explores Evokes Highlights Infers Portrays Presents Represents Perspective
Reading	Q1: Comprehension	Q2: Summary of Differences & Similarities	Q3: Language Analysis	Q4: Comparing Writer's Perspective	
					
You will have to read 2 sources, one of which will be a 19 th century text	Read the section of the extract carefully	This question tests your ability to infer implicit ideas from the evidence you find.	Consider the question before looking for evidence, 3 ideas about the extract > opening statement.	Identify the focus of the question Find 3 pieces of evidence in each source and note the writers' perspectives and any important words/language techniques	
					
Look at the source information to determine the form and purpose of each text	Track the source – the statements occur in order within the text	Read the focus carefully Find 2-3 pieces of evidence from each source which link to the focus	Opening statement to inform evidence choice. Remember that evidence supports your ideas.	Using the 3 perspectives from each source write your introduction. Write up 3 comparative paragraphs using the following structure:	
					
Do not answer any questions until you have read the <u>whole</u> text.	Read the questions carefully, some of them will catch you out otherwise	Write 2-3 paragraphs using the following sentence starters: - In source A the writer states... - From this I can infer... from this I can also infer... - However/On the other hand/like wise in source B the writer states...	Use the '3 Step Approach' to support analysis. Use the following questions: 1)What does the language mean? 2)What do we associate with it? 3)What does it suggest in this context	1. Make a point about the writer's perspective for source A; 2. Name the writer's method and include your evidence; 3. Analyse how your evidence shows the writer's perspective; 4. Write a comparative point about the writer's perspective for source B; 5. Name the writer's method and include your evidence; 6. Analyse how your evidence shows the writer's perspective	

1. Context		KS4 A CHRISTMAS CAROL TOPIC SHEET		
<p>Author: Charles Dickens Published: December, 1843 Era: Victorian Genre: Allegorical; a ghost story. Set: Victorian London Structure: Five stave novella</p>	<p>Dickens' construction of secular Christmas values: Until the mid-1800s, Christmas was solely a religious festival. Dickens helped to popularise many of the cultural elements that we now associate with Christmas. This imagery (food, decorations, music) is used throughout the novella. This has contributed to a more secular (non-religious) Christmas, based on the values of goodwill, benevolence and forgiveness.</p>	2. Key Characters		
	<p>London and inequality: The frequent and abrupt jumping between scenes of middle class comfort (Fred) and grinding poverty (The Cratchits, Beetling shop) emphasises the close proximity and contrast of the different classes, and highlights the Christian concept of 'love thy neighbour'. The urban setting allows Dickens to exercise his fondness for hyperbole, with the exaggerated extremes of poverty adding to the effect of the 'plight of the poor'.</p> <p>The New Poor Law, 1834: In order to deter poor people from claiming financial help, the government made claimants live in workhouses: essentially, prisons for the poor. Dickens hated this law. He spent 1843 touring factories and mines in England and wished to highlight the situation facing poor people. A Christmas Carol was published soon after – in December 1843.</p>	<p>Ebenezer Scrooge: The protagonist initially dismisses the goodwill and generosity associated with Christmas. After being forced to transform, he becomes a symbol of Christmas spirit in Stave Five. He is a dynamic character (a character who changes). A man who seems to embody everything about relentlessly striving capitalist spirit of the time.</p>	4. Key Vocabulary	
		<p>Bob Cratchit: Bob is Scrooge's downtrodden but loyal employee. His family are a symbol of Victorian poverty, cheerfulness in adversity, togetherness and Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness. Tiny Tim is an emblem for noble poverty; he accepts his disability without complaint.</p>	<p>Malthusian Population growth with out strip agricultural growth, leading to economic disaster.</p>	<p>Purgatory A place or state of suffering inhabited by the souls of sinners.</p>
		<p>Fred: Fred epitomises the concept of goodwill and forgiveness, refusing to be discouraged by his uncle's misery. People (such as the Cratchits) speak highly of Fred and his generosity, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation and shows forgiveness to Scrooge, welcoming him in Stave Five.</p>	<p>Misanthropic Having or showing a dislike of other people; unsociable.</p>	<p>Philanthropic Seeking to promote the welfare of others; generous and benevolent.</p>
		<p>Marley's Ghost: Marley's ghost is the spiritual representation of Scrooge's potential fate. The chains that drag him down symbolize the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he too will experience the same guilt if he continues to deny people help.</p>	<p>Avaricious Having or showing an extreme greed for wealth or material gain.</p>	<p>Benevolent Well meaning and kindly.</p>
<p>The ghosts: The Ghost of Christmas Past is a symbol of childhood, truth and enlightenment. The Ghost of Christmas Present represents goodwill, plenty and the festival of Christmas. The Ghost of Christmas Yet to Come symbolises a catastrophic future for mankind.</p>	<p>Solitude The state or situation of being alone.</p>	<p>Resolute Admirably purposeful, determined, and unwavering.</p>		
<p>The Supernatural: Victorian society was fascinated by the supernatural, including mediums, ghosts, and spiritualism. However, this belief in the supernatural was also heavily influenced by the church, with the long standing belief that ghosts were souls who were trapped in purgatory.</p>	<p>Victorian Childhoods: Children from wealthy families had access to education and opportunity. Children born into poverty would be expected to work from as young as 4, and bring an income into the household. Education was not compulsory, and children often could not read or write. The jobs they were employed to do were dangerous and life limiting.</p>	3. Key Terminology		
		<p>The ghost of Marley: Marley's ghost is the spiritual representation of Scrooge's potential fate. The chains that drag him down symbolize the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he too will experience the same guilt if he continues to deny people help.</p>	<p>Remorse Deep regret or guilt for a wrong committed.</p>	<p>Redemption Being saved or saving someone from evil, sin or suffering.</p>
		<p>The Ghost of Christmas Past: The Ghost of Christmas Past is a symbol of childhood, truth and enlightenment.</p>	<p>Inequality The difference in social status, wealth, or opportunity between people or groups.</p>	<p>Injustice A situation in which there is no fairness, justice, or equality in the treatment of a person or persons.</p>
		<p>The Ghost of Christmas Present: The Ghost of Christmas Present represents goodwill, plenty and the festival of Christmas.</p>	<p>Stave Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song.</p>	<p>Symbolism The use of symbols to represent ideas or qualities.</p>
		<p>The Ghost of Christmas Yet to Come: The Ghost of Christmas Yet to Come symbolises a catastrophic future for mankind.</p>	<p>Intrusive narrator A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.</p>	<p>Circular structure Circular narratives cycle through the story one event at a time to end back where the story originated.</p>
		<p>Allegory A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.</p>		
		<p>Allegorical figures An allegorical figure is a character that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.</p>		
		<p>Foreshadowing Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.</p>		
		<p>Didactic A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.</p>		
		<p>Polemic A strong verbal or written attack on someone or something.</p>		

The Big Ideas	Notes	The Methods	Notes
Dickens conveys the message that everybody is capable of redemption.		Dickens uses the spirits to propel Scrooge's redemption.	
Dickens emphasises the need for social responsibility and charity.		Dickens uses contrasts and juxtapositions to highlight social inequality and the redemption of Scrooge.	
Dickens highlights the importance of family and friendship.		The intrusive, omniscient narrator provides the reader with social commentary.	

1. Context		
<p>Playwright: John Boynton Priestley (1894-1984)</p> <p>Dates: Written in 1945</p> <p>First performed: in Moscow, Russia, in 1945</p> <p>Era: Edwardian</p> <p>Genre: Drama</p> <p>Set: Fictional town Brumley 'an industrial city in the north Midlands' in 1912</p> <p>Structure: Three Act Play</p>		
<p>Pre and Post War – Before the first world war there was deemed to be a general air of complacency regarding the prospect of any war taking pace. There were strong distinctions between upper and lower classes, society was deeply patriarchal. After the second world war ended in 1945, class distinctions had been greatly reduced by the two wars and women had earned a more valued place in society. After 1945 there was a desire for more sweeping social change.</p>		
<p>Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the time between when the play was set (1912) and the time the play was written (1945). In 1912 the general attitude of those with social status and wealth was towards looking after one's own. By the mid-1940s however, the Labour party under Atlee won a landslide election reflecting a wave of enthusiasm towards communal responsibility for everyone in society.</p>		
<p>Biography of Priestley</p> <ul style="list-style-type: none">• Born in Yorkshire in 1894.• Fought in the first world war and became politicised by the suffering of it• Became concerned with the effects of social inequality in Britain in 1930s• Set up a new political party in 1942: The Commonwealth Party. It merged with the labour Party and was integral in developing the welfare state		
<p>Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control and high levels of equality. Socialism is generally concerned with ensuring that disparities between wealth and social status are erased from society. After the two World Wars British society was far more open to socialist ideas. In <i>An Inspector Calls</i>, the Inspector harbors socialist attitudes.</p>		
<p>The Titanic – RMS Titanic was a British passenger liner that sank in the North Atlantic ocean in the morning hours of 15th April 1912, killing around 1500. The Titanic was designed to be the pinnacle of both safety and comfort, and due to its enormous size and quality was frequently labeled 'unsinkable'. In <i>An Inspector Calls</i> Birling claims this, thus immediately losing the respect of the audience. It can serve as a symbol of the hubris and arrogance of man.</p>		
<p>FORM – The play fits into three possible forms:</p>		
<p>Well-Made Play</p> <ul style="list-style-type: none">• A popular type of drama from the 19th century• The events build to a climax• Primarily concerned with events that happened before the play• Plot is intricate and complex	<p>Morality Play</p> <ul style="list-style-type: none">• Most popular during 15th and 16th centuries• They taught the audience lessons that focused on the seven deadly sins• Characters who committed those sins were punished	<p>Crime Thriller</p> <ul style="list-style-type: none">• Involves a gripping tale based around a crime• The audience receives clues and must guess what has happened before the end• All is revealed by the climax

KS4 AN INSPECTOR CALLS TOPIC SHEET	
2. Key Characters	
<p>Inspector Goole: An enigmatic (mysterious) figure who serves as Priestley's mouthpiece and advocates social justice. He serves as the Birling's conscience and exposes their sins.</p>	
<p>Mr Arthur Birling: A capitalist and business owner who opposes social change and greater equality. He is a self-made man and lacks the refined manners of the upper classes. Made a fool by Priestley to highlight the arrogance and absurdity of his views.</p>	
<p>Mrs Sybil Birling: Her husband's social superior, Mrs Birling is involved in charity work but contradictorily believes in personal responsibility and looking after one's-self. Fails to understand her own children.</p>	
<p>Sheila Birling: Young and initially enthusiastic, Sheila grows and changes throughout the play, embracing the views of the Inspector and challenging the social indifference of her parents. She becomes wiser and more cautious in her relationship with Gerald.</p>	
<p>Eric Birling: In his early twenties, he drinks too much and forces himself upon Eva Smith. Whilst she is pregnant with his child, he steals from his father to attempt to support her. Grows and changes, realises his own wrongs along with everyone else's. Critical of parents.</p>	
<p>Gerald Croft: A businessman engaged to Sheila, Gerald's relationship with Daisy Renton (Eva Smith). Even though he sits between her two generations he is politically closest to Birling and fails to embrace the Inspector's message, instead seeking to prove he wasn't real.</p>	
<p>Eva Smith: Doesn't appear in the play, but her suffering and abuse represents that of all the working classes. She also calls herself both Daisy Renton and Mrs Birling. The older characters begin to question whether she really is one person.</p>	
3. Central Themes	
<p>Social Responsibility</p>	<p>Priestley advocates a socialist message of collective responsibility for one another. The Inspector serves as his voice in conveying this ideology, but the younger generation also came to embrace it. The suffering of Eva Smith highlights the powerlessness of the working classes and the need for a society that protects its most vulnerable.</p>
<p>Age and the Generational Divide</p>	<p>Priestley presents a view that there is hope for change and that it lies with the younger generation. Both Sheila and Eric change for the better, maturing and becoming more empathetic as they come to embrace the Inspector's message. They also become vocal critics of their parents' indifference to Eva's suffering.</p>
<p>Class and Power</p>	<p>Priestley highlights the immense power that business owners wielded over their workers and presents them as arrogant and lacking in empathy. He demonstrates Edwardian society's preoccupation with wealth and status at the cost of the individual as a way of promoting change in post-WW2 Britain.</p>
<p>Gender</p>	<p>At the time the play was first performed, women had just played a pivotal role in World War 2 and were empowered by the freedom work provided them. In the 1912 setting, we see Sheila's growing independence vs her mother. However, the play still highlights the awful vulnerability of women and the outdated stereotyping of them.</p>

4. Key Vocabulary	
<p>Capitalist</p>	<p>Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.</p>
<p>Socialist</p>	<p>Believing in shared ownership, collective responsibility for one another and social equality for all.</p>
<p>Ideology</p>	<p>A political viewpoint or set of beliefs, for example socialism.</p>
<p>Responsibility</p>	<p>Being accountable or to blame for something, or having a duty to deal with something.</p>
<p>Hierarchy</p>	<p>A ranking of status or power e.g. the strict class hierarchy of Edwardian England.</p>
<p>Patriarchy</p>	<p>A society in which power lies with men.</p>
<p>Prejudice</p>	<p>An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.</p>
<p>Morality</p>	<p>The belief that some behaviour is right and some is wrong.</p>
<p>Proletariat</p>	<p>The working class.</p>
<p>Bourgeoisie</p>	<p>The capitalist class in possession of the means of acquiring wealth.</p>
<p>Aristocracy</p>	<p>The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.</p>
<p>Façade</p>	<p>A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.</p>
<p>Catalyst</p>	<p>Someone or something that speeds up or triggers an event.</p>
<p>Anithesis</p>	<p>When something is the opposite of something else.</p>
5. Key Terminology, Symbols and Devices	
<p>Dramatic Irony</p>	<p>When the audience is aware of something that a character is not aware of, for example Birling believing war won't happen.</p>
<p>Plot Twist</p>	<p>When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.</p>
<p>Cliffhanger</p>	<p>Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.</p>
<p>Stage Directions</p>	<p>When the playwright instructs actors/director to perform in a particular way. Priestley's are unusually detailed.</p>
<p>Entrances/Exits</p>	<p>Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.</p>
<p>Lighting</p>	<p>Priestley uses stage directions to indicate how the stage should be lit. Changes to 'brighter and harder' for Inspector.</p>
<p>Props</p>	<p>Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.</p>
<p>Contrast and Juxtaposition</p>	<p>Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.</p>

The Big Ideas	Notes	The Methods	Notes
Priestley promotes a socialist ideology in which he argues for collective social responsibility .		1. Priestley uses contrasts in character, setting and language to emphasise the different conflicts at work in society.	
Priestley suggests that change is possible, and that hope lies with the younger generation .		2. Priestley uses the characterisation of the Inspector and the family as a means of highlighting his view of different groups in society.	
Priestley challenges existing social hierarchies of class and gender.		3. Priestley uses entrances, exits, beginnings and endings as a means of building and maintaining dramatic tension.	

1. Context		
<p>Playwright: Shakespeare (April 23rd 1564- April 23rd 1616)</p> <p>Dates: written around 1606</p> <p>Published: in 'the First Folio, 1623</p> <p>Era: Jacobean</p> <p>Genre: Tragedy = <i>A play ending with the suffering and death of the main character.</i></p> <p>Set: Scotland,</p> <p>Structure: Five Act Play</p>		
<p>Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057.</p> <p>Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.</p>		
<p>The Divine Right of Kings says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king and that any attempt to depose, dethrone or restrict his powers runs contrary to the will of God and may constitute a sacrilegious act. The action of killing a king is called regicide and is considered a terrible crime.</p>		
<p>King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. The witches' prophecy that Banquo will found a line of kings is a clear nod to James' family's claim to have descended from the historical Banquo. James was convinced about the reality of witchcraft and its great danger to him leading to witch trials. The play is probably not written simply to please James, but certainly looks at relevant ideas.</p>		
<p>The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. This idea was important in Elizabethan and Jacobean beliefs. The chain starts from God and progresses downward to angels, demons (fallen/renege angels), stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals.</p>		
<p>Shakespearean Tragedy. Macbeth is one of Shakespeare's tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.</p>		
Conventions of a Shakespearean Tragedy		
<p>A tragic hero who falls from greatness through a flaw of their own character.</p>	<p>Hamartia – the flaw in the tragic hero that destroys them.</p>	<p>A hero of status – the central characters are people of importance, with power and status to lose.</p>
<p>External conflict – his tragedies feature conflict between characters, and always lead to death.</p>	<p>Internal conflict – there are frequent moments of self-doubt or internal torment.</p>	<p>Supernatural elements – Many of Shakespeare's tragedies feature supernatural influences.</p>

KS4 MACBETH TOPIC SHEET

2. Key Characters	
<p>Macbeth: The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.</p>	
<p>Lady Macbeth: A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.</p>	
<p>The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.</p>	
<p>Banquo: Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.</p>	
<p>Duncan: King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.</p>	
<p>Macduff: A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".</p>	
<p>Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.</p>	
3. Central Themes	
<p>Ambition</p>	<p>The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.</p>
<p>Kingship and Tyranny</p>	<p>The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.</p>
<p>Order and Disorder</p>	<p>The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.</p>
<p>Appearance and Reality</p>	<p>Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.</p>

4. Key Vocabulary	
Ambition	A desire to achieve something e.g. Macbeth and kingship
Hubris	Having excessive pride or self-confidence
Tyrant	A ruler who rules through fear and violence
Corrupt	Acting dishonestly <i>OR</i> being in a state of decay
Patriarchal	A society where power is in the hands of men
Duplicious	Lying and being false. Two-faced. Deceitful
Façade	A false front, mask or illusion. Hiding one's true feelings
Prescient	Having knowledge of things before they happen – the witches
Nihilistic	The belief that everything is meaningless
Courageous	Being very brave
Supernatural	Things that are not a part of the natural world
Fate	Events being already decided and out of a person's control
Treachery	Betraying someone's trust
Regicide	The killing of a king

5. Key Terminology, Symbols and Devices	
Motif	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
Soliloquy	When a character is alone on stage and speaks their thoughts aloud to themselves.
Iambic Pentameter	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst do it then you were a man"
Foreshadowing	When a hint or warning is given about a later event.
Dramatic Irony	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
Symbolism	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
Aside	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

The Big Ideas	Notes	The Methods	Notes
1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the natural order . His rule is unnatural and brings only disorder and sickness. His death restores balance.		1. Shakespeare uses blood as a metaphor for guilt through the play. As the guilt increases, the volume of blood increases.	
2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural .		2. Shakespeare uses apparitions to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.	
3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive temptation of power .		3. Shakespeare's characterisation of Macbeth and Lady Macbeth establishes the idea that ungodly deeds do not go unpunished.	

GCSE ENGLISH LITERATURE — AQA POETRY ANTHOLOGY: POWER AND CONFLICT														
TERMINOLOGY		rhyme	when words or the ends of words sound alike											
line	a line of verse; the basic unit of structure	pararhyme	partial rhyme where consonant sounds match											
stanza	a grouping of lines of verse	assonance	repetition of vowel sounds in non-rhyming words											
form	rules governing a poem's rhyme , metre , structure, topic, number of lines , etc.	alliteration	repetition of consonant sounds in proximity											
		sibilance	alliteration of fricative "s", "z", "sh", "f" sounds											
free verse	a poem with no fixed form or rhyme scheme	onomatopoeia	when the sound of words match their meaning(s)											
blank verse	unrhymed lines of, usually, iambic pentameter	allusion	a reference to another well-known artwork	THEMES AND IDEAS										
sonnet	a fourteen- line poem with a particular metre and rhyme scheme , traditionally about love	caesura	a pause mid- line due to terminal punctuation	Effects of Conflict	Power of Nature	Power of Humans	Memory	Identity	Individual Experience	Pride	Guilt	Anger	Fear	Loss and Grief
		enjambment	when the sentence or clause continues over a line or stanza break											
dramatic monologue	a poem in which the imagined speaker addresses a silent listener	refrain	a line repeated at the end of a stanza											
POET		TITLE		SUMMARY										
Percy Bysshe Shelley	Ozymandias	A ruined statue of Rameses shows how nature inevitably defeats pride			X	X				X				
William Blake	London	A speaker sees how power restricts and confines people in London				X			X			X		X
William Wordsworth	The Prelude: Boat Stealing	A boy steals a boat and is changed by an encounter with nature			X		X		X	X			X	
Robert Browning	My Last Duchess	A proud Duke discusses the infidelities of his previous wife with a suitor				X	X	X		X				
Alfred, Lord Tennyson	The Charge of the Light Brigade	A patriotic account of the doomed charge of 600 light cavalry in Crimea		X				X		X				
Wilfred Owen	Exposure	A soldier's experience standing sentry in the winter of World War One		X	X									X
Seamus Heaney	Storm on the Island	A political allegory of "the Troubles" as islanders preparing for a storm.			X	X							X	
Ted Hughes	Bayonet Charge	An imagined exploration of a soldier's participation in a bayonet charge		X					X				X	
Simon Armitage	Remains	A soldier reflects on and justifies his killing of a bank robber; PTSD		X			X		X		X			
Jane Weir	Poppies	A mother reflects and mourns her son gone (and lost?) to war		X			X	X	X				X	X
Carol Ann Duffy	War Photographer	A photo-journalist tries to reconcile conflict with society's apathy		X			X		X		X	X		
Imtiaz Dharker	Tissue	An exploration of identity construction with history, culture and paper			X	X		X						
Carol Rumens	The Emigrée	A refugee reflects on their isolation and sense of identity as an outsider					X	X	X					X
John Agard	Checking Out Me History	A reflection on culture and identity through omitted historical figures				X	X	X				X		
Beatrice Garland	Kamikaze	A reflection on the impact of conflict and cowardice on family			X	X	X	X	X	X				X

R065 Learning Outcome 1. Be able to identify a customer profile for a business challenge.

1	Target market	A group of customers whom you are aiming your product or service at.			
2	Market Segmentation	The process of dividing the market into different groups of customers based on different characteristics.			
3	Benefits of Segmentation:	Ensuring customer needs are matched and met		Increase in market share	Customer retention
					Targeted marketing
4	Why does a business segment the market?	Benefits required	Quality of goods required	Amount of money available of customers	Quantity of goods required
5	Ways to segment markets	Age	Gender	Income	Occupation
					Time and location for purchasing goods
6	Customer Profile	A document showing the characteristics of your ideal customer			
7	Market Research	Finding out your customers' needs / wants / views – allows you to understand the market and reduce risk.			
8	Primary research	Gathering data and information which hasn't been collected before.			
9	Secondary research	Gathering previously collected data / information and analysing it.			
10	Qualitative data	Data or information based on the opinions of those that are being asked.			
11	Quantitative data	Data collected that is based on facts or numbers			
12	Research Objective	What you are planning to find out from your market research			
13	Survey	Asking customers specific questions directly related to your business			
14	Focus Group	A group of your target customers brought together to discuss a product			
15	Test Marketing	Asking consumers to use your product for a specified period of time.			
16	Competitor Research	Looking at what your competitors are doing. You can make business decisions based on this research			
17	Sampling methods	How you choose the respondents for primary research			
18	Random sampling	This makes sure everyone in the population has an equal chance of being selected.			
19	Cluster Sampling	This method identifies a group (or cluster) of people who have one thing in common			
20	Quota Sampling	The population is divided into groups by factors such as income, age, location and then a number of respondents are chosen from each group. The aim of this is to obtain a sample that is representative of the whole population			
21	Convenience Sampling	Uses those who are willing to volunteer / are available. It is convenient to the researcher			

Year 10 French Knowledge Organiser

A General Opinions		
1	Je dirais que	I would say that
2	Autant que je sache	As far as I know
3	Je crois que	I believe that
4	Selon ____	According to ____
5	J'ai horreur de/d' ____	I hate ____
6	Je ne supporte pas	I can't stand
7	____ m'intéresse	____ interests me
8	____ m'ennuie	____ bores me
9	____ m'embête	____ annoys me
10	____ n'est pas mon truc	____ isn't my thing
B Negatives		
1	ne ____ pas	Don't
2	ne ____ jamais	Never
3	ne ____ personne	Nobody
4	ne ____ rien	Nothing
5	ne ____ que	Only
6	ne ____ plus	No longer
C Adverbs		
1	Normalement	normally
2	Généralement	Generally
3	D'habitude	Usually
4	Totalement	Totally
5	Finalement	Finally
6	Fréquemment	Frequently
7	Évidemment	Obviously
8	Régulièrement	Regularly
9	Seulement	Only
10	Facilement	Easily
11	Absolument	Absolutely

D Connectives		
1	Par contre	However
2	C'est à dire	That is to say
3	Donc	So/thus/therefore
4	Ainsi que	As well as
5	(Mal)heureusement	(Un)fortunately
6	Néanmoins	Nevertheless
7	À l'autre côté	On the other hand
8	En revanche	However
9	Même si	Even if
10	Sinon	If not
11	Car/Parce que/Puisque	Because
12	Également	Equally
13	Malgré	Despite
14	Malgré cela	Despite that
15	Sans doute	Without a doubt
16	Peut-être	Perhaps
E High level structures		
1	Pour que je puisse	So that I can
2	Bien que je sois	Although I am
3	Bien que ce soit	Although it is
4	Il faut que je fasse	I have to do
5	Il faut que je sache	It's necessary that I know
6	Bien que j'eusse eu l'intention de +infinitive	Although I had had the intention of ...
7	Je ne pense pas que ce soit	I don't think that it is
8	Pour que nous puissions	So that we can

F Si clauses		
1	Si j'étais riche	If I was I rich
2	Si j'avais le pouvoir	If I had the power
3	Si j'avais le choix	If I had the choice
4	Si j'avais plus d'argent	If I had more money
5	Si c'était possible	If it was possible
6	J'aimerais	I would like
7	Je changerais	I would change
8	Je voudrais	I would like
9	Il y aurait	There would be
G Opinions In Different Tenses		
1	C'est	It is
2	C'était	It was
3	Ce sera	It will be
4	Ce serait	It would be
5	Ça va être	It is going to be
6	Ce n'est pas	It isn't
7	Ce ne sera jamais	It will never be
H Describing A Photo		
1	Dans la photo	In the photo
2	Il y a	There is/There are
3	Je peux voir	I can see
4	Un homme	A man
5	Une femme	A woman
6	Des enfants	Some kids
7	Qui sont en train de +inf	Who are +infinitive verb
8	Il me semble que	It seems to me that
9	La personne semble	The person seems

Build knowledge and confidence to be a determined and competent linguist via an

Environment**Revision**

Introducing the Topic		
1	Il existe	There exists
2	Il y a beaucoup de	There are a lot of
3	(Mal)heureusement	(Un)fortunately
4	Je crois que	I believe that
5	Ce qu'on peut dire ...	What one can say is

Key Verbs		
1	Aider	To help
2	Arrêter	To stop
3	Manifester	To protest
4	Protéger	To protect
5	Sauver	To save

Opinions for the Future		
1	Je veux aider	I want to help
2	J'espère sauver	I hope to save
3	Je voudrais manifester	I would like to protest
4	J'aimerais arrêter	I would like to stop
5	Je veux utiliser	I want to use
6	Je serai pour/contre	I will be for/against

Solutions		
1	Il faut/On doit	One must/You have to
2	On peut	You can
3	Recycler	Recycle
4	Trier les déchets	Separate/sort rubbish
5	Consommer moins d'énergie	Use less energy
6	Utiliser le papier recyclé	Use recycled paper
7	Utiliser les transports en commun	Use public transport
8	Aller au collège en vélo	Go to school by bike
9	Aller au collège à pied	Go to school on foot
10	Réutiliser les sacs en plastique	Reuse plastic bags
11	Économiser de l'eau	Save water
12	Protéger l'environnement	Protect the environment
13	Sauver la planète	Save the planet
14	Aider les animaux	Help animals
15	Éteindre les appareils électroniques	Switch off electrical devices
16	Donner de l'aide	Give aid
17	Prendre la responsabilité	Take responsibility
18	Méner une vie saine	Lead a healthy life

Year 10 French Knowledge**Organiser**

Time Phrases/Signals and Sequencers		
M		
1	Tous les jours	Every day
2	Chaque semaine	Every evening
3	Chaque année	Every year
4	Chaque weekend	Every weekend
5	De temps en temps	From time to time
6	Souvent	Often
7	Hier	Yesterday
8	Aujourd'hui	Today
9	Demain	Tomorrow
10	L'année dernière	Last year
11	Dans le passé	In the past
12	Avant	Before
13	Maintenant	Now
14	Il y a deux jours	Two days ago
15	Dans le futur/à venir	In the future
16	Quand j'aurai dix huit ans	When I am 18
17	Quand j'étais jeune	When I was young
18	D'abord	First of all
19	Puis	Then

HT1: Family		
N		
1	Je m'entends bien avec	I get on well with
2	Je me dispute avec	I argue with
3	Je me fâche contre	I get angry with
4	Je m'intéresse à	I'm interested in
5	Je m'occupe de	I look after
6	Je me chamaille avec	I bicker with
7	Je ne m'entends pas avec	I don't get on with
8	Je me suis chamaillé(e) avec	I bickered with
9	Je vais m'occuper de	I am going to look after
10	Quand j'étais enfant	When I was a child
11	Quand j'étais plus jeune	When I was younger
12	Dans le futur je vais me marier	In the future I'm going to get married
13	Je rêve (d'avoir des enfants)	I dream (of having kids)

via knowledge and confidence to be a determined

and competent linguist via an ambitious curriculum

HT2: School		
O		
1	J'étudie (l'anglais) tous les jours	I study (English) every day
2	Mon prof de (français)	My (French) teacher
3	Ma matière préférée est (l'histoire)	My favourite subject is (history)
4	Mon prof de (géo) est très sympa/stricte	My (geography) teacher is very nice/strict
5	Pendant la récréation	During break
6	Avant/pendant/après le collège	Before/during/after school
7	Je fais mes devoirs	I do my homework
8	Dans les écoles anglaises/françaises	In English schools
9	Une chose qui est différente	One thing that is different
10	Le redoublement	Resitting
11	Ils ne portent pas ...	They don't wear ...
12	L'uniforme scolaire	School uniform
13	Ils n'étudient pas la religion	They don't study religion
HT3: Holidays		
1	Normalement	Normally
2	L'année dernière	Last year
3	L'année prochaine	Next year
4	Je vais (au Portugal)	I go (to Portugal)
5	Je voudrais aller (en France)	I would like to go (to France)
6	Je suis allé(e) (aux États-Unis)	I went (to the US)
7	Je vais aller (en Allemagne)	I am going to go (to Germany)
8	Je reste (en Angleterre)	I stay (in England)
9	Au bord de la mer	By the sea
10	À la campagne	In the countryside
11	En ville	In town
12	À la montagne	In the mountains
13	Nous logeons	We stay
14	Nous avons logé	We stayed
15	Nous allons loger	We will stay
16	Nous voyageons	We travel
17	Nous avons voyagé	We travelled
18	Nous allons voyager	We are going to travel
19	En voiture	By car
20	En avion	By plane
HT4: Jobs		
1	Je voudrais/J'aimerais (être)	I would like (to be)
2	Je veux (travailler)	I want (to work)
3	Aller à l'université/à la fac	To go to university
4	Faire un apprentissage	To do an apprenticeship
5	Faire du bénévolat	To do voluntary work
6	Avocat(e)	Lawyer
7	Comptable	Accountant
8	Professeur	Teacher
9	Acteur/Actrice	Actor/Actress
10	Infirmier/Infirmière	Nurse
11	Ce serait	It would be
12	Divertissant/gratifiant/enrichissant	Entertaining/rewarding/enriching

Year 10: Challenges of an urbanising world

1. Urbanisation		
A	Urbanisation	The increase in the percentage of people living in towns & cities - causing them to grow
B	Migration	The long-term movement of people (or animals) within or between countries
C	Emerging country	A country with high or medium human development
D	Developing country	A country with low human development
E	Developed country	A country with high human development
2. Migration to cities		
A	Rural-urban migration	The movement of people from the countryside to towns & cities
B	Major city	A city with a population of at least 200,000 inhabitants
C	Metropolitan area	A major city together with its suburbs and nearby cities, towns, and surroundings over which the major city exercises a commanding economic and social influence.
D	Megacity	A very large city with a population of over 10 million people
E	Primate city	The largest city in a country which dominates its economy, politics and often infrastructure
F	World city	A city involving global trade and investment e.g. London, New York
G	Conurbation	A continuous urban/built-up area - formed by merging towns/cities
H	Socio-economic processes	Changes which are related to people & jobs, money or trade
I	Pull factors	Something that attracts people to a place
J	Push factors	Something that encourages people to leave a place

3 Urban economies		
A	Urban economy	The structure of businesses & jobs in a city
B	Formal employment	Jobs where people work for regular pay, have employment rights & pay taxes
C	Informal employment	Unofficial work, often without regular pay, employment rights or payment of taxes
D	The Clark-Fisher model	A model of changing employment - helps to determine the stage of economic development of a country

5 Land use in a megacity		
A	CBD	The central business district is at the centre of a city. It has commercial buildings in it
B	Inner city	The inner city is directly next to the CBD. It is mainly residential and old industry
C	Outer suburbs	The suburbs are mainly medium class housing
D	Urban-rural fringe	The rural urban fringe has a mix of commercial business parks and high class residential

4 Changing cities		
A	21 Suburbanisation	The outward spread of the built-up area (growth of the suburbs) — often due to wealthier people wanting to move to bigger houses
B	De-industrialisation	Process of economic change where secondary industries are replaced by tertiary service-sector jobs.
C	Counter-urbanisation	Movement of people away from the city to rural areas.
D	Regeneration	Redeveloping and improving the social & economic opportunities in an inner city area.
E	Central Business District (CBD)	The central area of a city, where land use is dominated by department stores, specialist and variety goods stores, offices, cinemas, theatres and hotels.

6 Sustainable cities		
A	Sustainable	Meeting the needs of people today without compromising the needs of people in future
B	Top down development	Large scale projects often led by governments of Inter Governmental Organisations. They are expensive and benefit a large amount of people
C	Bottom up development	Small scale projects which benefit local people. These are often run by charities and cost less

Big Question: How can we assess scenes of accidents to identify risks and continuing dangers?		
Small Question	Key Term	Definition
How can a first aider use the SCENE acronym when they attend an accident?	1. SCENE	SCENE is an acronym used by first aiders to help attend to an incident. SCENE stands for Stop, Check for danger, Exposure protection, No obvious risk and Establish priorities.
	2. Stop	The first aider needs to review the situation and look for any hazards that could be a danger to both themselves, the casualty and any bystanders.
	3. Check for danger	There are a variety of dangers that should be checked for and minimised before giving first aid. A few possibilities include gas leaks, electricity, fire, sharp objects and chemical liquids.
	4. Exposure protection	The first aider needs to ensure no harmful bacteria or viruses are passed on between them and the casualty. For example, using sterile latex gloves and a mouth guard.
	5. No obvious risk	This is a step the first aider will do to check for other dangers such as other people or service users at the scene.
	6. Establish priorities	This is a step used if there is more than one casualty at the scene. The first aider will have to determine which casualties' injuries are more severe.
	7. Emergency	An emergency is when someone is seriously ill or injured and their life is at risk.
	8. Minor injury	A non-life-threatening injury which does not require emergency treatment.
	9. Casualty	Person who has been injured, requiring first aid and/or hospital treatment.
Big Question: What are the first aid procedures for a range of injuries?		
Small Question	Key Term	Definition
How should a first aider obtain consent, communicate clearly, seek additional support and provide information to the emergency services?	10. Informed consent	For consent to be informed, the first aider should explain information about what is happening and what steps they would like to take and why. This helps the person to understand what they are agreeing to and giving consent for.
	11. Conscious	A casualty is alert, aware of what is going on and able to respond to the first aider.
	12. Unconscious	A casualty is not alert and is unable to respond to the first aider.
	13. Effective communication	Appropriate use of verbal and non-verbal communication according to the situation.
	14. Emergency services	The ambulance, fire brigade, police and coastguard services that are available in an emergency when 999 is

What is the purpose of the ABC check and recovery position?	15. First aid aims	There are 3 aims of first aid: To preserve life – your own, the casualty’s and bystanders; prevent deterioration – stop the casualty getting worse; promote recovery – help them get better.
	16. Deterioration	When the condition of the casualty is getting worse.
	17. Primary survey	The Primary Survey is a quick way for a first aider to find out if someone has any injuries or conditions which are life-threatening using DR.ABC.
	18. DR.ABC	D anger, R esponse, A irways, B reathing, C irculation.
	19. Danger	If someone needs help, before you go up to them check – is it safe?
	20. Response	Does the casualty respond when you ask them: ‘Are you alright?’ or if you say: ‘Open your eyes!’
	21. Airway	The passageway which leads to the lungs. Is their airway open and clear so that they can breathe?
	22. Breathing	The process of taking air into and expelling it from the lungs. Is the casualty breathing normally? The first aider needs to look, listen and feel to check they’re breathing. To check for breathing, the first aider should look for chest movements and listen for breathing sounds.
	23. Circulation	The movement of blood to and from all the organs and tissues around the body. Are there any signs of severe bleeding? Is there a pulse?
	24. Pulse	Rhythmical throbbing of arteries as blood circulates through them, usually felt in the wrists or neck.

History - Knowledge Organiser Y10 - Anglo-Saxon and Norman England c1066 - 87

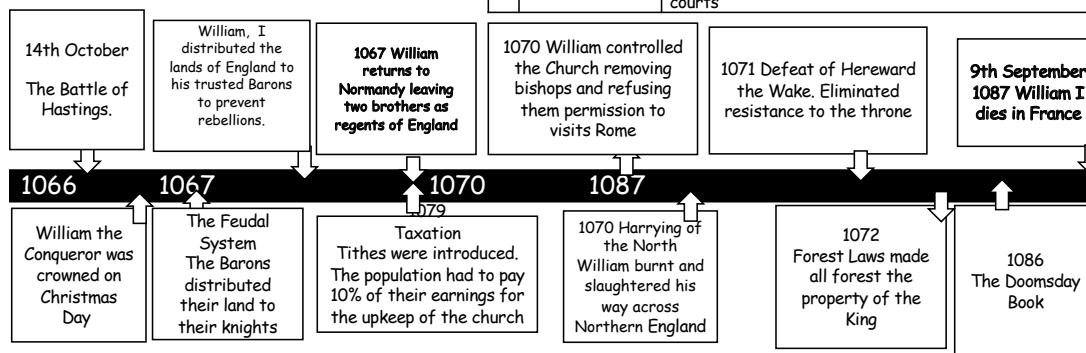
Key Individuals

1	William the Conqueror	Became King of England in 1066 after the Battle of Hasting and reigned until his death in 1087
2	Bishop Odo of Bayeaux and William Fitz Osborn	Made regents of England when William returned to Normandy. Odo commissioned the Bayeaux Tapestry
3	Matilda of Flanders	Queen Consort and mother to Henry I born September 1068
4	Hereward the Wake	Anglo-Saxon Leader and organiser of resistance against the Normans

Key terms

Definition

1	Barons	Landed aristocracy, immediately below the King in the Feudal system
2	Knights	A mounted soldier who performed military service for a noble man
3	Villians	A member of the lowest feudal class, legally bound to a landed estate and required to work for the lord of the land
4	Bayeaux Tapestry	A wall hanging telling the story of the Norman Conquests
5	Tithes	10% of earnings taken as a tax to support the church
6	Bishops	Senior member of the Christian church, responsible for a large number of churches
7	Consort	The husband or wife of the ruling King or Queen
8	pious	A deeply religious person
9	Survey	Information collected on peoples' earnings and property
10	Sheriffs	An important royal official who was to keep the royal peace and collected local taxes and ran local courts



History - Knowledge Organiser Y8 - The Industrial Revolution

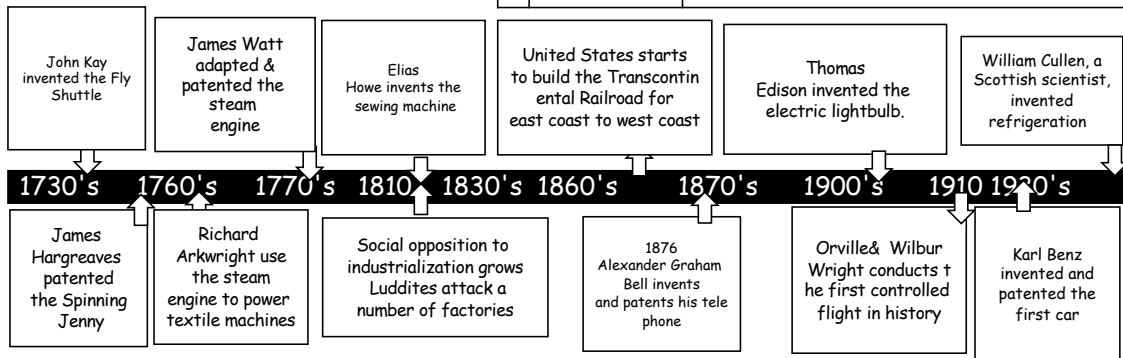
Key Individuals

1	James Hargreaves	English inventor- uneducated weaver from Lancashire. Invented the Spinning Jenny - the first multiple spinning machine
2	James Watt	Scottish inventor. He adapted a Newcomen steam engine and it is said that this contributed significantly to the beginning of the Industrial Revolution
3	Thomas Eddison	Invented the first electric light bulb in 1878. This led to electricity being used widely used in machines
4	Karl Benz	Developed and built the first automotive engine and it ran for the first time on New Year's Eve 1879

Key terms

Definition

1	Patent	A special licence that stated that you are the inventor of a particular machine and only you can sell it
2	Luddites	People who oppose new technology or new ways of working
3	textiles	Different types of cloth or woven fabric
4	transcontinental	A railway line that runs across an entire continent
5	inventions	The action of making something that has never been made before, usually a device
6	exports	Send goods or services to another country
7	slums	A dirty and overcrowded urban street inhabited by poor people
8	unhygienic	Not clean or sanitary
9	Fossil fuels	A natural fuel such as coal or gas formed in the ground
10	weaving	The craft or action of making fabric by interlacing thread



Y10 Mathematics – An ambitious curriculum, rich in skills and knowledge, which prepares you to be future leaders through your learning of problem-solving.

Statistics (F/H)		
1.	Data	Information that is collected
2.	Quantitative Data	Numerical answers
3.	Qualitative Data	Descriptive answers, for example eye colour
4.	Discrete Data	Whole number answers, like how many people walk to school
5.	Continuous Data	Measured on a scale, like weight or height
6.	Bar Chart	Shows discrete data, there are gaps between the bars
7.	Pictogram	Shows discrete data, pictures are used to show frequencies, must have a key
8.	Mean	Add up your numbers and divide by how many numbers there are
9.	Median	Put your numbers in order from smallest to largest, the median is the middle number. If there are two middle numbers, then the answer is halfway between them
10.	Mode	The most common number
11.	Range	The difference between the smallest and largest numbers
12.	Scatter Graphs	A graph of plotted points that compares two sets of information
13.	Positive Correlation	As one variable increases, so does the other variable
14.	Negative Correlation	As one variable increases the other decreases
15.	No Correlation	No relationship between the two variables
16.	Outliers	A point that is far from the line of best fit

Plans and Elevations (F/H)		
1.	Plan	The view from directly above a 3D shape. You will see a 2D shape.
2.	Elevation	The view from the front and side of a 3D shape. You will see a 2D shape.
3.	Sketch	To roughly draw a shape. Always label the sides and write any measurements on.

Constructions and Loci (F/H)		
1.	Perpendicular	Two lines that meet at 90° (right angle)
2.	Bisect	To cut something equally in two parts
3.	Line Segment	Part of a line that connects 2 points, it is the shortest distance between 2 points
4.	Locus	A path that is formed by a rule, e.g. 2cm from a point. Plural is loci.
5.	Region	The area you shade in, defined in your question
6.	Construction	An accurate diagram using a compass and ruler.



Unit 1 The Music Industry

25% External Unit (1 hour examination)



Job Roles

Musician
 Composer
 Songwriter
 Record producer
 Conductor
 Live Sound
 Technician
 Roadie
 Instrument
 Technician
 Artistic Manager
 Venue Manager
 Studio Manager
 Promoter
 Marketer
 A&R
 Sound Engineer
 Session Musician
 Mastering
 Engineer
 Manufacturer
 Music Journalist
 Blogger
 Broadcaster
 Software
 Programmer
 DJ
 Retailer
 Distributer

Employment Types

Full Time
 Part Time
 Freelance
 Self-Employed
 Permanent
 Casual

Venues

Large Venues
 Medium Venues
 Small Venues



Health and Safety



Security



Know the definitions of each job role in the music industry and be prepared to **link** one job role to another one.

Organisations

Recording Companies
 Record Labels...

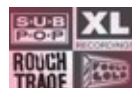
• Major Labels



• Sub Labels



• Independent Labels



Music Publishing
 Self Publishing
 Promotion Companies
 PR and Marketing
 Hire and Transport

Agencies



Unions



Trade Bodies



Identify what the acronyms stand for? What do they do? Who would need to use them?

Advantages / Disadvantages

Opportunities / Challenges

Identify

Explain

Priorities

Reasons

Evaluate

The examination paper lasts for 1 hour and consists of three sections A, B and C.

Section A tests your knowledge through a series of multiple choice questions and shorter answer questions.

This is a great opportunity to score high by demonstrating that you have revised and understood all of the terminology used in this unit!

Section B and C will present you with a scenario. You will need to write a longer answer.

During your music lessons you will be given many opportunities to work with and understand the words below

BTEC MUSIC Knowledge Organiser – Music Industry

1

venue	a place where a live music event can take place
small venue	pub, club, small theatre/hall
large venue	arena
multi-use venue	sports stadium
festival	outside gig, usually more than one stage
sound quality	how good the music sound due to the equipment
intimate atmosphere	performers are close to the audience
touring event	plays at different venues around the country
publicity	letting people know about the event
Risk Assessment	measuring risk and taking steps to minimise them
hazard	something which could cause injury or death
Operational Procedures	systems put in place to ensure people are safe

2

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

3

PRS	collects money for music used in live performances
MCPS	licenses the composer's copyright for CD's and digital downloads
PPL	licenses the right to play sound recordings – eg in pubs, shops
A&R	looks after the best interest of the artist
Artist Manager	guides the career of an artist
PR	generates publicity, promotes the artist
Booking Agent	contacts promoters and venues to get gigs
Tour Manager	looks after financial and logistical aspects of a tour
Transport Hire Company	provides vehicles to carry equipment and people
Sound & Lighting Hire	provides good quality sound and lighting for gigs and tours
Sound & Lighting Engineer	can be hired to look after the sound and light at a gig

BTEC Tech Award Performing Arts Component 1

Structure of the Component

You will develop your understanding of the Performing Arts by studying 3 performance pieces in 3 different practitioner styles. You will also study the process used to create the performance.

What I will need to do

- You will watch 3 performances.
- You will investigate how the pieces were created and what influenced them stylistically and contextually.
- You will participate in workshops (lessons) where you will try out these different styles and explore how the different roles within a company are linked together.
- You will create a portfolio of evidence to demonstrate your knowledge and understanding.

Key Term	Explanation
What is a practitioner?	A practitioner is a company or individual with a distinct performance style. E.g Brecht (Epic Theatre), Stanislavski (Naturalism), Frantic Assembly or DV8 (Physical Theatre), Bruce (Contemporary Dance), Fosse (Jazz Dance), Andrew Lloyd Webber (musical Theatre)
Creative Intentions	What was the director/writer/creator thinking about? Themes/issues/response to stimulus/style/genre/contextual influences/collaboration with other practitioners/influences by other practitioners.
Purpose	Why was it made? To educate / Inform / entertain / challenge viewpoints / raise awareness / celebrate / provoke / motivate / create.
Practitioner roles	Performance roles - actor/dancer/singer/puppeteer. Non-Performance roles - Director/choreographer/set designer/ writer/ compose / lighting designer / costume designer / sound designer.
Practitioner responsibilities	This could include devising / designing / choreographing / directing / writing /refining performance material / managing self and others. Skills: physical / vocal / music /dance, managing / directing / performing communication skills used to liaise Creative skills: set / costume / lighting / sound design, writing scripts / composing songs, organisational skills to pull everything together in order to put on the performance.

Command word	Definition
Describe (pass)	Give a clear, straightforward description which includes all of the main points.
Discuss (merit)	To present an argument for and against.
Explain (merit)	Give logical reasons to support your view.
Assess (distinction)	Evaluate in terms of advantages and disadvantages.

BTEC Tech Award Performing Arts Component 3

Structure of the Exam

- Activity 1: an ideas log (up to 800 words).
- Activity 2: a skills log (up to 800 words).
- Activity 3: a digital recording of a workshop performance to an audience of between 7 to 15 minutes per group performance of between 5 to 10 minutes.
- Activity 4: an evaluation report (up to 800 words).

Common Misconceptions:

- Describing the narrative of the piece instead of explaining how you have interpreted the brief.
- Not linking your ideas for the piece to the brief.
- Not being specific about how the ideas in your piece meet the requirements of the brief.
- Not linking your ideas to the work of professional practitioners you have studied.
- Not identifying your **individual contribution** to the interpretation of the brief, exploration and development of ideas and planning.

	Key Term	Explanation
1	Concept of Performance	What is the piece about and how is this going to be portrayed to the target audience
2	Style of Performance	What form does the piece take (dance / drama / musical theatre)
3	Purpose of the performance	Why the piece is being created? (to educate, to inform, to entertain, to celebrate, to challenge viewpoints, to provoke, to raise awareness)
4	Target Audience	The people you are creating your performance piece for (age range, interest, group)
5	Planning and Managing resources	The things you need to create and perform your piece (music, projections, props, rehearsal space, costume, rehearsal schedule)
6	Exploration of ideas	The different way you have experimented with ideas for your piece (mind mapping, researching, structured improvisation story boarding, character exploration)

	Performance types / practitioner style	Definition	Stylistic Features
7	Naturalism (Stanislawski)	A form of theatre that attempts to create a perfect illusion of reality through a range of dramatic and theatrical strategies	<ul style="list-style-type: none"> • The fourth wall. • Everyday conversations and style of speaking. • Ordinary people. • representation of real life that is still theatrically effective.
8	Epic Theatre (Brecht)	A form of theatre that reminded the audience that they were watching theatre; a presentation of life, not real life itself.	<ul style="list-style-type: none"> • Breaks the fourth wall. • Direct address • Using placards / technology • Use of songs or music
9	Verbatim	A form of documentary theatre, it allows theatre makers to explore events and themes through the words of people at the heart of them	<ul style="list-style-type: none"> • created from the transcription of interviews. • based on research. • characters often represent a specific, real person.
10	Physical theatre	A form of theatre that puts emphasis on movement rather than dialogue.	<ul style="list-style-type: none"> • Gesture • Proximity • Movement / no movement • Mask work • Dance work
11	Theatre in education	Theatre in education is used to encourage effective learning in schools.	<ul style="list-style-type: none"> • designed to stimulate reaction and participation from its small audience, • targeting an area for a particular year group in a school's PSHE curriculum. • designed for a young audience.
12	Contemporary dance	Contemporary dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet.	<ul style="list-style-type: none"> • communicates a story through movement. • Physical skills • Expressive skills • Technical skills

	Physical Skills <i>Aspects enabling effective performance</i>	
13	Accuracy	How well the actions are replicated
14	Alignment	Correct placement of body parts in relation to each other.
15	Balance	A steady or held position achieved by an even distribution of weight.
16	Coordination	The efficient combination of body parts.
17	Control	The ability to start and stop movement, change direction and hold a shape efficiently
18	Dynamic Range	How the dancer moves (fast, slow, aggressive, elegant)
19	Extension	Lengthening one or more muscles or limbs.
20	Flexibility	The range of movement in the joints
21	Focus	A central point or focus of attention in the movement space
22	Isolation	An independent movement of part of the body.
23	Movement memory	Remembering the order of the movements
24	Posture	The way the body is held.
25	Strength	Muscular Power
26	Stamina	Ability to maintain physical and mental energy over periods of time.

	Expressive Skills <i>Aspects that contribute to performance artistry and that engage the audience</i>	
27	Projection	The energy the dancer uses to connect with and draw in the audience.
28	Focus	Use of the eyes to enhance performance or interpretative qualities.
29	Spatial Awareness	Consciousness of the surrounding space and its effective use.
30	Facial Expressions	Use of the face to show mood, feeling or character.
31	Musicality	The ability to make the unique qualities of the accompaniment evident in performance.

P3 – particle model key words	Taught in Y9
Mass (m)	The amount of matter in a substance, measured in kg
Volume (V)	The amount of space a substance takes up, measured in m ³
Density (ρ)	How tightly packed matter is within a substance, measured in kg/m ³ or g/cm ³ Calculated using the equation density = mass/volume
System	An object or group of objects that can be considered closed off from the external world
Temperature	A measure of the average kinetic energy of all particles within a system, measured in °C
Internal energy	The total energy stored within a system, made up of the kinetic and potential energies of all particles within the system
Kinetic energy of particles	The speed at which the particles in a system are moving
Potential energy of particles	The amount that particles within a system can move. Solids have very low potential energy, gases have very high potential energy
Heating	The transfer of energy from a hotter object to a cooler one
Specific heat capacity	The energy required to change the temperature of 1kg of substance by 1°C, measured in J/kg°C.
Latent	Hidden or unseen
Specific latent heat of fusion	The energy required to change 1kg of substance from solid to liquid
Specific latent heat of vaporization	The energy required to change 1kg of substance from liquid to gas
Pressure	The force per unit area, measured in Pascals (Pa)

Gas pressure	The force on the walls of a container from the gas particles colliding. This force is at right angles to the walls of the container
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P1 Energy key words	
Energy store	Where energy can be stored and measured. Measured in Joules (J)
Kinetic energy store	The energy an object possesses by being in motion. Linked to both the speed and mass of the object
Gravitational potential energy store	The energy an object possesses from being lifted against gravity
Elastic potential energy store	The energy stored in a stretched, compressed or twisted material
Chemical energy store	The energy stored in chemical bonds
Internal (Thermal) energy store	The energy stored in an object due to its temperature, hotter objects have greater internal energy
Nuclear energy store	The energy stored between protons and neutrons in a nucleus
Magnetic energy store	The energy stored between magnets held apart
Electrostatic energy store	The energy stored between charged particles
Energy pathway	A way of transferring energy between stores
Mechanical pathway	When a force acts and work is done to transfer energy
Electrical pathway	When a current flows
Heating pathway	Energy transfer due to a difference in temperature
Radiation pathway	Energy transfer by waves (e.g. light, microwaves, sound)
Work done	The distance an object moves in the direction of a force
Power	The amount of energy transferred each second, measured in Watts (W)

Efficiency	A measure of how well energy is transferred to a useful store
Energy conservation	How much of the original energy ends up in the store it is intended for. Trying to waste as little energy as possible
Dissipation	The spreading out of wasted energy to the surroundings
Lubricant	A substance that reduces friction between surfaces
Energy resource	A way of making energy for human use such as in homes, offices etc.
Renewable energy resource	A resource that never runs out e.g. wind, solar, tidal
Non-renewable resource	A resource with a finite amount available e.g. coal, oil, gas, nuclear

P2 Electricity key words	
Electric component	A working part of a circuit e.g. a light
Potential difference	Energy transferred per unit of charge, the driving force of a circuit
Electric charge	The charges within a circuit that can move and transfer energy
Electric current	The rate of flow of charge in a closed circuit
Resistance	The slowing down of electric current by a component in a circuit
Series circuit	A circuit with only one pathway/loop
Parallel circuit	A circuit with two or more pathways/loops
Direct current	Current that flows in only 1 direction due a fixed potential difference
Alternating current	Current that is constantly changing direction due to a constantly changing potential difference
National grid	The system of wires and transformers that links power stations to consumers
Live wire	The brown wire connected to the national grid in domestic appliances

Neutral wire	The blue wire that completes a circuit within an appliance
Earth wire	The striped wire that connects to the earth as a safety precaution in metal domestic appliances
Transformer ^	A device to increase or decrease the potential difference in the national grid.
Static charge ^	The build-up of electrons on an insulator caused by friction between insulators. Creates an electric field around the charged object
Electric field ^	The area around a charged object in which a force would be exerted by another charged object.

P4 atomic structure and radiation key words	
Proton	Sub-atomic particle found in the nucleus of the atom. Relative mass of 1 and charge of +1
Neutron	Sub-atomic particle found in the nucleus of the atom. Relative mass of 1 and charge of 0
Electron	Sub-atomic particle found orbiting the nucleus of the atom. Relative mass of almost 0 and charge of -1
Atomic number	The number of protons in an atom. This is the smaller of the two numbers for each element in the periodic table
Mass number	The number of protons and neutrons in an atom. The larger of the two numbers for an element in the periodic table
Isotope	Atoms of an element with the same number of protons but different numbers of neutrons
Radiation	The emission of electromagnetic waves or sub-atomic particles from an object
Radioactive source	A source which emits ionizing radiation in the form of alpha, beta or gamma
Activity	The rate at which a radioactive source decays
Count rate	The number of radioactive decays per second measured by a detector

Alpha particle α	Two protons and two neutrons – the same as a helium nucleus
Beta particle β	A high energy electron emitted from the nucleus when a neutron turns into a proton
Gamma ray γ	A high energy electromagnetic wave emitted from the nucleus
Half life	The time taken for half of the atoms in a radioactive source to decay or the time taken for the count rate from a radioactive source to reduce by half
Irradiation	The process of exposing an object to radiation. This does not make the irradiated object radioactive
Contamination	When radioactive atoms become present in a material where they should not be.
Background radiation Δ	Natural sources of radiation that is around us all the time
Nuclear fission Δ	The splitting of a large unstable nucleus to release energy
Nuclear fusion Δ	The joining of two lighter nuclei to make a larger nucleus.

	P5 – Forces and motion	Taught in Y10
1	Scalar	A measurement that has both only magnitude e.g. distance, speed, time, temperature.
2	Vector	A measurement that has both magnitude and direction e.g. displacement, velocity, acceleration.
3	Force (F)	A push or pull on an object due to the interaction with another object, measured in Newtons (N).
4	Contact force	A force that can only act when objects are touching.
5	Non-contact force	A force that can act when objects are not touching.
6	Resultant force	The force left over when all forces have been resolved.
7	Gravity (g)	A force between all objects of mass. A very weak force, we only notice it with very large objects e.g. a planet.
8	Mass (m)	The amount of matter in a substance, measured in kg.
9	Weight (W)	The force acting on an object due to gravity.

10	Work Done (W)	The energy transferred by a force moving an object in the direction of the force.
11	Spring constant	The force required to stretch a spring 1m. Different for all springs.
12	Moment of a force (M) Δ	The turning effect of a force.
13	Fluid (liquid or gas)	The force on the walls of a container from the fluid particles colliding. This force is at right angles to the walls of the container.
14	Atmospheric pressure Δ	The pressure on a body from the particles of air colliding with it.
15	Distance	The total distance travelled by an object. Distance is a scalar quantity.
16	Displacement	The distance in a straight line from start point and end point. Displacement is a vector quantity.
17	Speed	How fast an object is moving. Speed is a scalar quantity.
18	Velocity	Speed in a given direction. Velocity is a vector quantity.
19	Acceleration	The change in velocity of an object in a given time. Acceleration is a vector quantity.
20	Newton's First Law	An object at rest remains at rest and an object in motion remains in motion with the same speed and same direction unless acted upon by an external force.
21	Newton's Second Law	The acceleration of an object is proportional to the force on the object and inversely proportional to the mass of the object. The bigger the force the bigger the acceleration, the bigger the mass the smaller the acceleration.
22	Newton's Third Law	Every action has an equal and opposite reaction. When two objects interact they exert an equal and opposite force on one another.
23	Stopping distance	The sum of the thinking and braking distances of a vehicle.
24	Thinking distance	The distance travelled between the driver seeing an obstacle and applying the brakes.
25	Braking distance	The distance travelled by a vehicle after the driver has applied the brakes.

26	Momentum	A property of moving objects linked to the mass and velocity of the object.
27	Conservation of momentum	In a closed system the momentum before an event is equal to the momentum after the event.
28	Closed system	This is where the objects in focus can be considered closed off from the rest of the world.

Physics units

Unit	Symbol	Measured in
Mass	m	Kilograms (kg)
Volume	V	Meters cubed (m³)
Density	ρ	Kilograms per meter cubed (kg/m³)
Distance	s	Meters (m)
Time	t	Seconds (s)

Temperature	T	Degrees Celsius (°C)
Frequency	f	Hertz (Hz)
Electric charge	Q	Coulombs (C)
Electric current	I	Amperes (A)
Potential difference	V	Volts (V)
Resistance	R	Ohms (Ω)
Speed	v	Meters per second (m/s)
Acceleration	a	Meters per second squared (m/s²)
Momentum	p	Kilogram meters per second (kgm/s)
Force	F	Newtons (N)
Pressure	P	Pascals (Pa)
Energy	E	Joules (J)
Power	P	Watts (W)

AQA GCSE Physics – Equations & Formulae (specification 8463 & 8464)

Unit 1: Energy

Equations to Learn

$$\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times \text{speed}^2 \quad E_k = \frac{1}{2}mv^2$$

$$\text{GPE} = \text{mass} \times \text{gravitational field strength} \times \text{height} \quad E_p = mgh$$

$$\text{power} = \frac{\text{work done}}{\text{time taken}} = \frac{\text{energy transferred}}{\text{time taken}} \quad P = \frac{W}{t} = \frac{E}{t}$$

$$\text{efficiency} = \frac{\text{useful energy output}}{\text{total energy input}}$$

$$\text{efficiency} = \frac{\text{useful power output}}{\text{total power input}}$$

Equations given in the exam

$$\text{elastic potential energy} = 0.5 \times \text{spring constant} \times (\text{extension})^2 \quad E_e = \frac{1}{2}ke^2$$

$$\text{change in thermal energy} = \text{mass} \times \text{specific heat capacity} \times \text{temperature change} \quad \Delta E = mc\Delta\theta$$

Unit 2: Electricity

Equations to Learn

$$\text{charge flow} = \text{current} \times \text{time} \quad Q = It$$

$$\text{potential difference} = \text{current} \times \text{resistance} \quad V = IR$$

$$\text{total resistance} = \text{resistance of component 1} + \text{resistance of component 2} \quad R_T = R_1 + R_2$$

$$\text{power} = \text{current} \times \text{potential difference} \quad P = IV$$

$$\text{power} = (\text{current})^2 \times \text{resistance} \quad P = I^2R$$

$$\text{energy transferred} = \text{power} \times \text{time} \quad E = Pt$$

$$\text{energy transferred} = \text{charge flow} \times \text{potential difference} \quad E = QV$$

* Higher tier only

^ Separate Physics only

Unit 3: Particle Model of Matter

Equations to Learn

$$\text{density} = \frac{\text{mass}}{\text{volume}} \quad \rho = \frac{m}{V}$$

Equations given in the exam

$$\text{change in thermal energy} = \text{mass} \times \text{specific heat capacity} \times \text{temperature change} \quad \Delta E = mc\Delta\theta$$

$$\text{thermal energy for a change in state} = \text{mass} \times \text{specific latent heat} \quad E = mL$$

$$^{\wedge} \text{ for a gas: pressure} \times \text{volume} = \text{constant} \quad pV = \text{constant}$$

Unit 6: Waves

Equations to Learn

$$\text{wave speed} = \text{frequency} \times \text{wavelength} \quad v = f\lambda$$

Equations given in the exam

$$\text{time period} = \frac{1}{\text{frequency}} \quad T = \frac{1}{f}$$

$$^{\wedge} \text{ magnification} = \frac{\text{image height}}{\text{object height}} \quad M = \frac{h_{\text{image}}}{h_{\text{object}}}$$

Unit 7: Magnetism and Electromagnetism

Equations given in the exam

$$^* \text{ Force} = \text{magnetic flux density} \times \text{current} \times \text{length of conductor in magnetic field} \quad F = BIl$$

$$^* \frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}} \quad \frac{V_p}{V_s} = \frac{N_p}{N_s}$$

$$^* \frac{\text{p.d. across primary} \times \text{current in primary}}{\text{p.d. across secondary} \times \text{current in secondary}} \quad V_p I_p = V_s I_s$$

Unit 5: Forces

Equations to Learn

$$\text{weight} = \text{mass} \times \text{gravitational field strength} \quad W = mg$$

$$\text{work done} = \text{force} \times \text{distance} \quad W = Fs$$

(moved along the line of action of the force)

$$\text{force} = \text{spring constant} \times \text{extension} \quad F = ke$$

$$\text{moment of a force} = \text{force} \times \text{distance} \quad M = Fd$$

(perpendicular to the direction of the force)

$$\text{pressure} = \frac{\text{force normal to a surface}}{\text{area of that surface}} \quad p = \frac{F}{A}$$

$$\text{distance travelled} = \text{speed} \times \text{time} \quad s = vt$$

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}} \quad a = \frac{\Delta v}{t}$$

$$= \frac{\text{final velocity} - \text{initial velocity}}{\text{time taken}} \quad = \frac{v - u}{t}$$

$$\text{resultant force} = \text{mass} \times \text{acceleration} \quad F = ma$$

$$^* \text{ momentum} = \text{mass} \times \text{velocity} \quad p = mv$$

Equations given in the exam

$$^* \text{ }^{\wedge} \text{ Pressure} = \text{height of column} \times \text{density of liquid} \times \text{gravitational field strength} \quad p = h\rho g$$

$$^{\wedge} (\text{final velocity})^2 - (\text{initial velocity})^2 = 2 \times \text{acceleration} \times \text{distance} \quad v^2 - u^2 = 2as$$

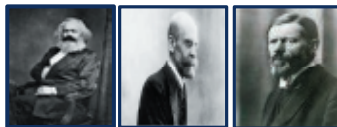
$$^* \text{ }^{\wedge} \text{ Force} = \frac{\text{change in momentum}}{\text{time taken}} \quad F = \frac{m\Delta v}{t}$$

Unit 4: Atomic Structure & Unit 8: Space

There are no equations in these sections of the course

Key Concepts		
1	Marxist Perspective	<p>Traditional Marxists see the education system as working in the interests of ruling class elites. According to the Marxist perspective on education, the system performs three functions for these elites: It reproduces class inequality, it legitimates class inequality, it works in the interests of capitalist employers</p>
2	Functionalist Perspective	<p>Functionalists focus on the positive functions performed by the education system. There are four positive functions that education performs</p> <ol style="list-style-type: none"> 1. Creating social solidarity 2. Teaching skills necessary for work 3. Teaching us core values 4. Role Allocation and meritocracy
3	Parson's View	<p>Parsons argued that, after primary socialisation within the family, the school takes over as the focal socializing-agency: school acts as a bridge between family and society as a whole, preparing children for their adult roles in society.</p>
4	Bowles and Gintis	<p>Marxists sociologists Bowles and Gintis (1976) argue that the main function of education in capitalist societies is the reproduction of labour power.</p> <p>They see the education system as being subservient to and performing functions for the Bourgeoisie, the capitalist class who own the means of production: the Bourgeoisie require a workforce that is hardworking, accepts authority, and who won't kick up a fuss if they are exploited, and the main function of school in capitalist societies is to indoctrinate children into these norms and values.</p>

Key Words & Terminology		
1	Hidden Curriculum	Refers to the unwritten rules, values and normative patterns of behaviour which students are expected to conform to and learn while in school.
2	Meritocracy	Meritocracy describes a society whereby jobs and pay are allocated based on an individual's talent and achievements rather than social status.
3	Role Allocation	One role of education, according to functionalists like Talcott Parsons, is role allocation: sifting and sorting people into the roles that they will go on to perform in life.
4	Marketisation	Marketisation is used to refer to a trend in education policy from the 1980s where schools were encouraged to compete against each other and act more like private businesses rather than institutions under the control of local government
5	Parental Attitudes	Home factors have more of an influence on pupil performance than school factors, and parents are certainly the biggest influencers of pupils at home, in their early years.
6	Streaming	'Streaming' (also known as 'tracking' in some countries) usually involves grouping pupils into classes for all or most of their lessons, so that a pupil is in the same group regardless of the subject being taught
7	Setting	'Setting' usually involves grouping pupils in a given year group into classes for specific subjects, such as mathematics and English, but not across the whole curriculum.



Keywords.

Formal Elements	Line, Tone, Colour, Pattern, Shape, Texture and Form
Line	Line is the path left by a moving point.
Shape	Shape is an area enclosed by a line.
Tone	This refers to the lightness or darkness of something.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Media	The material used to create artwork.
Technique	The way tools and media are used to create artwork.
Composition	This is the way an object is placed or positioned on a page.
Stitch	One complete movement of a threaded needle through fabric.
Lino Printing	Is a form of block printing that involves carving a pattern or design into a vinyl surface.
Applique	This technique is accomplished by either hand stitching or Machine. Pieces of fabric are sewn onto a larger piece of fabric to form a picture.
Mola	This is reverse applique.
Fabric Paint	Is a combination of dye and a binding agent that makes it cling

Sketchbook

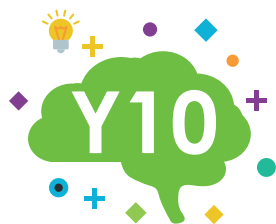
- Artist research
- Experiment with a range of materials.
- Experiment with colour, line, shape, space.
- Annotations to show reflections on their work and that of others.

YEAR 10 TEXTILES KNOWLEDGE ORGANISER – UNIT 1 THE SEASIDE.

Command Words.

Research	Is the process of solving problems and finding facts in an organised way. Research is done by what is known and building on it.
Analyse	Identify several relevant factors, show how they are linked, and explain The importance of each.
Method	A procedure, technique, or way of doing something.
Evaluation	Bring together all of your information and make a judgement on the Importance or success of something.
Generate Ideas	The process of creating, developing and communicating abstract, concrete or visual ideas.
Develop	To grow or change into a more advanced or stronger form or idea.





Home Learning Priorities Planner

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Ambition . Knowledge . Determination . Leadership

Ambition

My short, mid term and long term ambitions are:

Knowledge

The subjects I need to work hardest in this term are:

	Target grade
English	
Maths	
Science	

Ambition . Knowledge . Determination . Leadership

Determination

One area I need to improve in is:

Leadership

One way in which I will help others to show leadership is:

Sheffield Park Academy
Beaumont Road North
Sheffield S2 1SN

Tel: 0114 239 2661
Email: info@sheffieldparkacademy.org
www.sheffieldpark-academy.org