

# Knowledge Organiser

## Summer Term

### Year 10



# Contents

- Art
- Business
- Computer Science
- D&T
- Dance
- Drama
- English
- French
- Geography
- H&SC
- History
- Mathematics
- Media
- Music
- PE
- Photography
- Psychology
- PSHE
- Spanish
- Textiles



# 2D Media- Architecture and Natural Forms | YEAR 10 | Art Term 3

## Keywords

## Artist Inspiration

1	<b>Proportion</b>	The size of one thing compared to the size of another	<b>William Morris</b>	(1834-1896) British textile designer, artist and poet. Best known for his floral repeat patterns.
2	<b>Centre Line</b>	A line of symmetry can help you draw objects that are the same on both sides	<b>Michael Craig-Martin</b>	Irish painter known for his elaborate line paintings of ordinary objects using bold colours.
			<b>Jim Dyne</b>	An American artist who has produced an extensive body of work based on tools. He considers tool fascinating extension of his hands.

## Processes

1	<b>Sgraffito</b>	Process involving two layers of media and revealing a design by removing parts of the top layer
2	<b>Impasto</b>	Painting technique involving heavy application of thick paint
3	<b>Colour Scheme</b>	Combination of colours following a rule based on a colour wheel
4	<b>Photoshop</b>	Industry standard image editing software
5	<b>Watercolour wash</b>	Layer of transparent colour applied over a large area using diluted paint.
6	<b>Wet on wet</b>	Process involving the application of wet paint to a wet surface
7	<b>Wet on Dry</b>	Process involving wet paint application to dry surface
8	<b>Reduction print</b>	Multi-colour printing process involving gradually removing more of the printing block with each subsequent colour layer
9	<b>Print</b>	Art process that involves transfer of art media from one surface to another.
10	<b>Monoprint</b>	A printing method that results in a single print

AO	Description	Includes
1	Artist Research and responding to artists	Research on general ideas/ topic theme you might be exploring Research on camera techniques Research on techniques for specific art media
2	Idea development and use of media	Your experiments in variety of media Design sketches, collages, digital designs etc
3	Recording and Gathering	First-hand observations: Photos you take, observational drawings, written comments and observations. Second-hand observations: Photos and information from the internet or books
4	Final Outcomes	Final outcomes from each section and outcomes for whole project

11	<b>Texture</b>	How something feels or looks
12	<b>Pattern</b>	A symbol or shape that is repeated
13	<b>Colour</b>	What we see when light reflects off something.
14	<b>Negative Space</b>	Space around and in between subject matter
15	<b>Photogram</b>	A photographic image produced without a camera.

## Key Terms & Legislation

**Legislation** – laws

**National Minimum Wage** – the lowest amount an employee can be paid by law

**National Living Wage** – the minimum amount per hour for a 25-year-old or older

**Equality Act 2010** – Main employment legislation that replaced lots of other laws. Makes it illegal to discriminate against anyone, e.g. because of race, religion, gender

**Health & Safety at Work Act** – law that helps to ensure that all risks to employees are minimised and properly controlled

**Consumer Rights Act** – law that covers how goods and services are sold

**Discrimination** – treating one person differently to others because of a specific trait such as their gender

**Red tape** – the term for extra administration needed to meet legal requirements that affects the business acting as it wants to

## What is Legislation?

Legislation is a **set of laws** put in place by the government **to protect businesses, employees and consumers.**

Businesses must operate within these laws to ensure the fair and safe treatment of any party involved with a business.

## Topic Links

**Marketing Mix** – legislation has affected the Product, Price and Promotion elements  
**Costs, Revenue & profit** – legislation increases costs for a business

**Recruitment** – employment legislation affects the way a business can advertise vacancies

**Globalisation** – a business will need to be aware of different legislation if it trades in multiple countries

**Ethics** – some businesses will go further than the minimum legal requirements.

**Lidl** – pays more than the Living Wage

**Which** – consumer association brand name. A group that raises awareness of consumer rights

## Business/Customer Protection

Employment legislation protects the rights of employees from any actions of their employers  
Consumer legislation protects the rights of consumers from any harm that might be caused by using or consuming a product or through transaction with a business

Businesses must pay the at least the minimum wage, or they are breaking the law. This can increase costs. BUT paying a rate above the minimum can lead to good publicity and more staff wanting to work for you.

All goods must be **fit for purpose, match the description** and be of **satisfactory quality**. If they are not, the consumer can ask for a **Refund, Repair or Replacement**.

**Impact on costs** - Meeting legal requirements increases costs – better quality materials, checking adverts are correct, extra time for staff to complete and check paperwork, training staff

**Impact on sales** – meeting or going above legal requirements can improve reputation and therefore increase sales through recommendations, repeat custom and positive reviews

**Consequences** – breaking the law can lead to fines, bad publicity or even a jail term

## Key Vocabulary

**Economic climate** – overall performance of an economy

**GDP** – Gross Domestic Product. A measure of the total value of goods produced in an economy

**Consumer income** – the money an individual has left after paying taxes and essential living expenses

**Unemployment** – a measure of the number of people without a job who are actively seeking one

**Corporation Tax** – charge on the profits of a business

**VAT** – Value Added Tax. A charge on good sold

**Income Tax** – a tax paid by individuals from their wages / salaries

**Inflation** – a general rise in prices over time

**Interest Rate** – the charge for borrowing money or the reward for saving money

**Exchange rates** – the value of one currency against another

**Recession** – a period of economic downturn

**Boom** – a period of economic prosperity

## Topic Links

**Breakeven** – changes to taxes, inflation, exchange rates and interest rates can all increase the costs of a business

**Ownership** – only companies pay Corporation Tax, sole traders and partnerships pay income tax

**Sources of finance** – changes to interest rates increase the cost of borrowing, e.g. loans, overdrafts, mortgages

**Globalisation** – changes to exchange rates can make selling abroad more or less attractive

## Economic Impact

**Inflation** is an increase in prices, so in *real terms*, consumers will be worse off if income does not rise at least as much as inflation. So inflation will lead to a fall in consumer spending.

**Exchange Rates** affect the cost of importing – remember **SPICED** (Strong Pound, Imports Cheaper, Exports Dearer)

**Poundland / 99p shop** – discounters who will do well in recession

**Aldi / Lidl** – increased their market share in last recession

## Core Knowledge

- The more a country produces, the more consumers can buy – this makes the economy stronger
- Consumers will spend more when they have a higher income. As incomes rise more money is spend on luxury goods
- Unemployment is bad for the economy. High unemployment means less people have jobs, so incomes are lower. Businesses will sell less, employ less people and invest less. The government will receive less taxes and pay more benefits.

There are 3 main types of taxes:

- Those businesses pay – **corporation tax**
- Those the employed pay – **National Insurance and Income Tax**
- Those consumers pay – **council tax, VAT, Duties, Road Fund Licence, etc**

Increases in taxes reduce consumer spending and raise costs for businesses, but do raise finance for the government

An increase in interest rates will raise the cost of borrowing, so reduce consumer income, leading to a fall in consumer spending.

## Defensive Design

A program should be tested to check for any errors.

**Syntax Error** – something which doesn't fit the rules or grammar of the programming language.  
Eg. Print instead of print

Eg. Print instead of print

**Logic Error** – the program runs completely from start to end but outputs are not as expected.

Eg: < user instead of >.

## Testing

A program should be tested to check for any errors.

**Final Testing** – The program goes is tested once at the end of development. Everything is tested in one go.

**Iterative testing** - a program is tested and then changes are made as it goes through the development cycle again. It may go through this process a few times to make sure it is exactly what the customer wants.

Test data can fit into 4 different categories:

Normal	Data which should be accepted by a program without causing errors
Boundary	data of the correct type which is on the very edge of being valid
Invalid	correct data type which should be rejected by a computer system
Erroneous	data type which should be rejected by a computer system

## Defensive Design

Protect programs by testing and predicting how users might misuse it.

**Input Sanitisation** – removes any unwanted characters that have been entered.

**Input Validation** – Checks if the data meets certain criteria before passing it through the program.

**Presence:** Checks that data has been entered

**Length:** Checks the data is the correct length

**Range:** Checks the data is within a set range

**Format:** Checks it's in the correct format (Eg:dd/mm/yy)

**Type:** Checks int/str data is entered correctly

**Authentication** – Confirms the identity of a user before giving them access to the full program

**Maintainability** – Easy to edit later without causing errors. Includes comments to help other programmers understand the code, appropriate names for variables and sub programs, and indentation to see the flow of the program.



## Operating Systems

Manages hardware and software

**Memory Management** Controls where the programs go in memory when being run.

**User Interface** Provides a method of interaction with the user. There are two main types of interface, a GUI (Graphical User Interface) and a CLI (Command Line Interface).

**MultiTasking** Allows more than one program to run at once by sharing CPU time between programs.

**Peripheral & Driver Manages** all input, output and storage devices. Allows the OS and the external hardware such as printers, USB's etc to talk to each other.

**Security** Protects the machine is free from harmful viruses or unwanted access.

**File and Disk Management** Helps to store files (images, music, documents etc) and their file extensions, helps you organise and search for files, disk management such as space on hard drives, and utility software such as disk defragmentation software.

**User management** The OS can deal with User accounts – single or multi users – eg. More than one person can use a computer at once. It also allows for user access, e.g. logging in to a system and having access to certain files and permissions etc.

## Application Software

Any software that is used for the benefit of the user alone.

Examples could include: Games, word processors, graphics packages etc

## System Software

Any software that helps to maintain, improve, secure or organise the computer. Some examples are Anti-Virus, Compression and Disk Defragmentation

## Encryption

Scrambles (**encrypts**) data – this stops people from accessing it. Encryption happens by scrambling the message, you can only decrypt this if you have a special '**key**'.

**Encrypted** text is called – Ciphertext.

**Decrypted** is called Plain text.

Encryption is essential for sending data over a network so it is kept secure.

## Defragmentation

Moves parts of files around secondary storage so that all parts of a file are stored sequentially (together in a row).

This allows files to be accessed more quickly as only one section needs to be checked rather than data being scattered across the disk.

Free/empty space is collected together which allows large files to be saved easily. Disk defragmentation is not used on solid state drives.

## Compression

Reduces the size of files so they take up less disk space. Can help upload and download files quicker or send them across email.

**Lossy** - Compresses a file but removes detail from the actual file. Usually outputs a small file size but loses quality and can not be reversed.

**Lossless** - Compresses a file but does not remove any data, no quality is lost and the file can be returned to the original format. File sizes are not as greatly reduced as if lossy was used.

### Fact File

1	Date of first Performance	May 2013
2	Dance Company	Boy Blue Entertainment
3	Dance style	Hip hop, including krumping, popping, locking, animation, breaking & waaking techniques.
4	Choreographic approach	<ol style="list-style-type: none"> <li>1. Exploring hip hop in an abstract contemporary way.</li> <li>2. Working closely with the music.</li> <li>3. Kenrick used signature actions like the ninja walk, ninja glide, ninja static &amp; chariots of fire. Then used choreographic devices, formations and space.</li> </ol>
5	Stimulus	<ol style="list-style-type: none"> <li>1. <i>Til Enda</i> – Music for Section 4 by Olafur Arnalds</li> <li>2. Freedom of expression through hip hop movement.</li> </ol>
6	Choreographic intent	<ol style="list-style-type: none"> <li>1. An emotional journey</li> <li>2. Order &amp; chaos.</li> </ol>
7	Dancers	17 dancers: 8 female & 9 male including Kenrick himself.
8	Performance Environment	Proscenium Arch stage
9	Duration	11 minutes
10	Structure	<p>4 sections</p> <ol style="list-style-type: none"> <li>1. Genesis</li> <li>2. Growth &amp; struggle</li> <li>3. Flow and connection</li> <li>4. Empowerment</li> </ol>

### Production Features

1	Aural setting	<p>Sections 1 &amp; 2: Original music arranged by 'Mikey J' Asante</p> <p>Section 3: November by Max Richter</p> <p>Section 4: <i>Til Enda</i> by Olafur Arnalds</p>
2	Costume	Casual with a short sleeved pale blue t-shirt, blue denim jeans, grey hi-top trainers with a white sole. Some wear their own jewellery. Hair tied back.
3	Lighting	<p>Circles of blue light from overhead spotlights. White side lights from offstage right.</p> <p>Pale blue and intense deep blue wash. Purple cyc light.</p>
4	Staging/set	Black box set.
5	Performance environment	Use of theatrical fog to give texture & work well with the lighting.

### Contribution of Costume

6	Stimulus	.Dancers personal jewellery links to freedom of expression.
7	Theme	Order & chaos: All the dancers wear the same linking to order.
8	Genre	Costume is typical of street dance clothing: jeans, t-shirt & trainers are typically worn in this dance genre.
9	Movement	Costumes are easy to move in. Trainers help the dance feel grounded & assist in acrobatic break dance movements.
10	Lighting	Blue costumes complement & match with the blue lighting.

### Contribution of the Aural Setting

1	<u>Stimulus</u> : <i>Til Enda</i> is the stimulus. Movements match closely with the music. Section 4: Violin accents on elbow jabs & smooth actions for the fluid melody.
2	<u>Theme</u> : Emotional Journey: Genesis is the start of life as a baby. Has pulsating drum sounds like a heart beat . Empowerment section has powerful music for the end of the journey.
3	<u>Mood</u> : Music sets a range of moods: eerie sounds in Genesis, aggressive dynamic in Empowerment sets a powerful mood.
4	<u>Structure</u> : The music changes for each section to help the audience identify the sections.
5	<u>Movement</u> : There is a close connection between the music & movement. Flow & connection has 'running' violin notes which match the rippling waving actions of the duet on stage.

### Contribution of the Lighting

6	<u>Mood</u> : Sets a variety of moods. Bright blue for ninja walk: powerful mood. White sidelights for growth & struggle: mysterious mood.
7	<u>Structure</u> : There is a different lighting design for each section to help the audience identify the dance structure.
8	<u>Restricts space</u> : In section 1, the dancers are restricted within circles of light.
9	<u>Highlights groups of dancers</u> : In Growth & struggle, the white sidelights crate a pathway for the dancers downstage whilst a blue wash light upstage left, creates a space for the group of krumping dancers.
10	<u>Theme</u> : The theme of an emotional journey is seen through the watery, pale blue circles of light which link to the embryos at the beginning stages of life's journey in the womb.



## Choreographic Devices

1	Motif	A movement phrase encapsulating an idea that is repeated and developed throughout the dance.
2	Motif Development	Ways in which a movement phrase can be varied.
3	Repetition	Performing the same action or phrase again.
4	Contrast	Movements or shapes that have nothing in common.
5	Highlights	Important moments of a dance.
6	Climax	The most significant moment of a dance.
7	Manipulation of number	How the number of dancers in a group is used.
8	Unison	Two or more dancers performing the same movement at the same time.
9	Canon	When the same movements overlap in time.

## Constituent Features

1	Stimulus	Inspiration for an idea or movement.
2	Structure	The way in which material is organised to create the whole e.g. binary AB), ternary (ABC), narrative, episodic, rondo, beginning, middle, end, unity, logical sequence, transitions.
3	Performance Environment	Different settings for dance including in-the-round, site-sensitive, proscenium and end stage.
4	Aural setting	An audible accompaniment to a dance such as song, instrumental, orchestral, found sound, silence, spoken word, natural sound, body percussion.

## Elements of dance

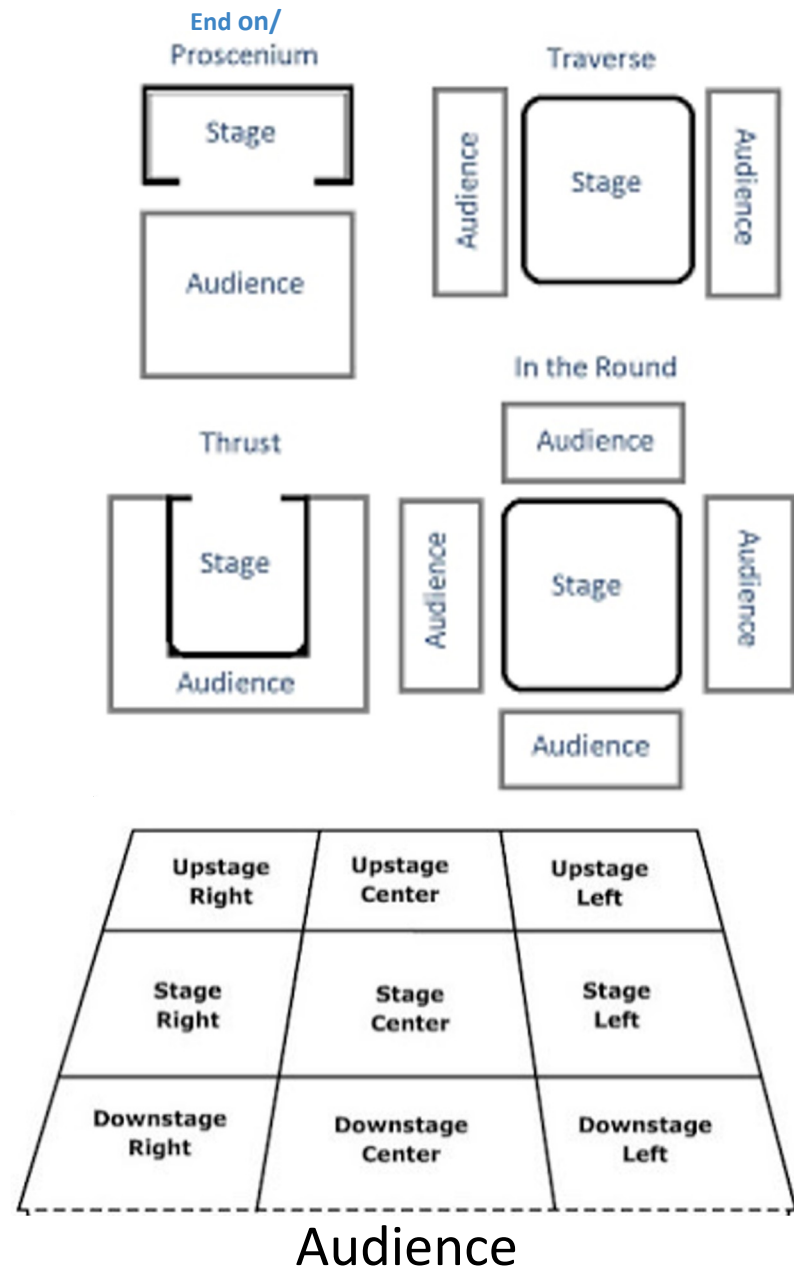
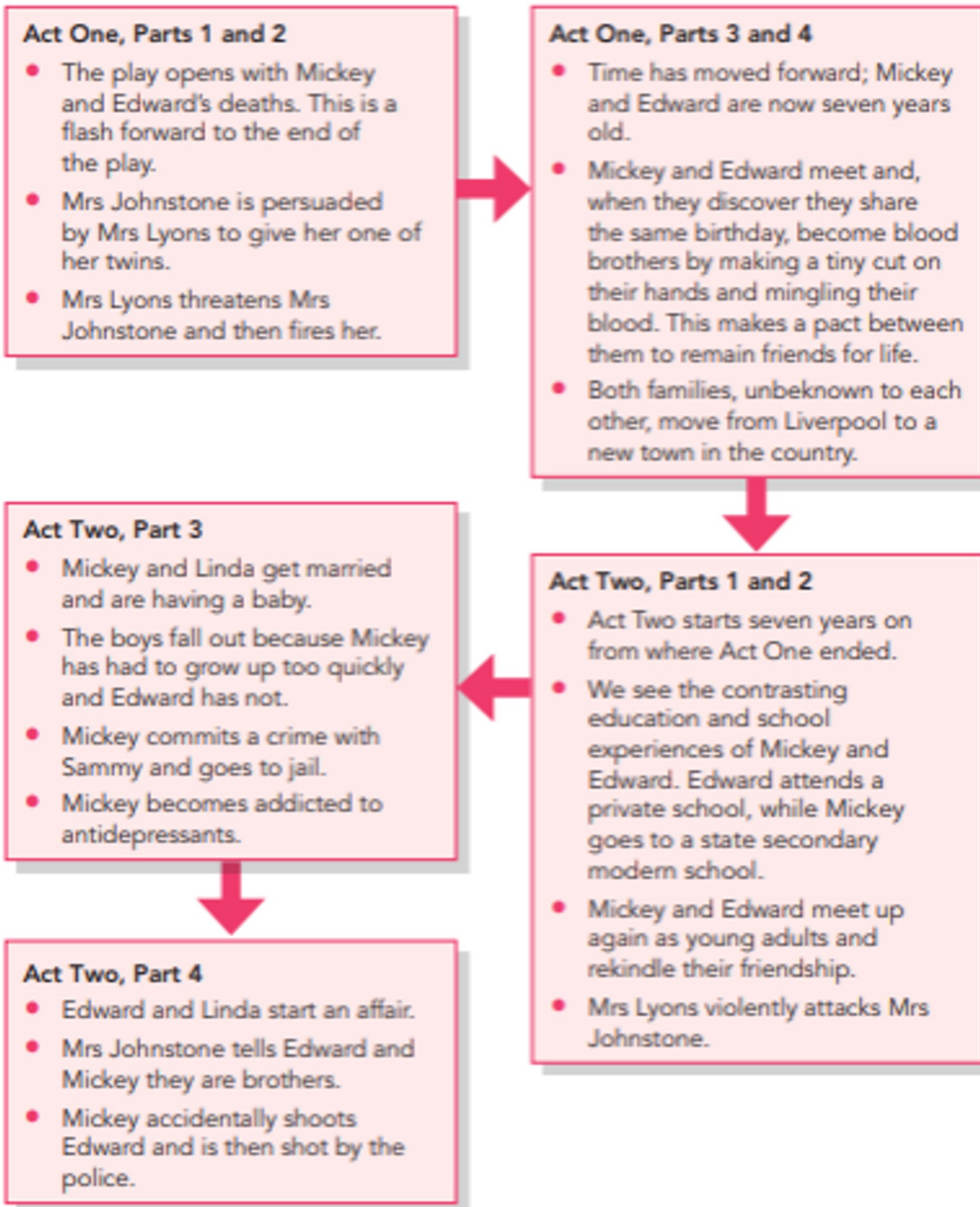
1	Actions	What a dancer does: travel, turn, elevation, gesture, stillness, floor-work, transference of weight.
2	Dynamics	The qualities of movement based on variations in speed, strength and flow. E.g. Fast/slow, sudden/sustained, strong/light, flowing/abrupt, etc.
3	Space	The 'where' of movement such as levels, directions, pathways, patterns, spatial design, size of movement.
4	Relationships	The ways in which dancers interact; the connections between dancers.

## Relationships

1	Lead and follow	Where one or more dancers manipulate the actions or pathway of the other dancers.
2	Mirroring	Reflecting the movements of another dancer as if they are a mirror image.
3	Action and reaction	When one dancer moves and the other responds as if they are having a conversation in movement.
4	Accumulation	When a dancer performs a series of movements and others join in at different times until all perform in unison.
5	Complement	Perform actions or shapes that are similar to but not exactly the same as another dancer's.
6	Contrast	Movements or shapes that have nothing in common.
7	Counterpoint	When dancers perform movements simultaneously.
8	Contact	The state of physical touching e.g. holding, lifting, weight-bearing, etc.
9	Formations	Shapes or patterns created in space by dancers.

# Drama: Component 1: Understanding Drama | Year 10 | April - July

Theatre Roles		Theatre Roles		Physical and Vocal Skills		
Playwright	This is the name given to the person who writes the play.	Director	A director is in charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.	1	Facial Expression	Look on face which shows emotions.
Performer	A performer is an actor or entertainer who realises a role or performance in front of an audience.			2	Body Language	A range of nonverbal signals that you can use to communicate your feelings and intentions.
Understudy	An actor who studies another's role so that they can take over when needed.					
Lighting designer	The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.	Stage Manager	The Stage Manager is in charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.	3	Gesture	A sign that communicates a character's action, state of mind and relationship with other characters to an audience.
Sound Designer	The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.			Theatre Manager	This is the person who is responsible for and manages the front-of-house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).	4
Set Designer	The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.					
Costume designer	The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.	<b>Blood Brothers</b>		5	Levels	They show action in a different place/time and can reflect relationships.
Puppet Designer	The person who designs the puppets for a performance.			6	Gait	A person's manner of walking.
Technician	A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.	Premiere	First performed in Liverpool in 1983 and then in London's West End in 1988.	1	Pitch	How high or low your voice
		When and where is it set?	Blood Brothers is set in Liverpool in the period between the 1960s and the 1980s.	2	Pace	How fast or slow you speak
		Main characters	Mickey Johnstone and Edward Lyons, and their mothers Mrs Johnstone and Mrs Lyons. Mickey and Edward's friend Linda, who becomes Mickey's wife, is also an important character.	3	Pause	A moment of silence
				4	Tone/Emphases	The emotion of speech and which words are stressed
				5	Volume/Projection	How loud you are/Sending your voice to the audience



## GCSE NEA - Initial stages

<b>Investigation of 3 Contexts given by the exam board</b>	On 1st June three contexts will be issued by the exam board for that year, they change yearly. In groups you will consider each context, and what problems might be worth investigating further, thinking as broadly as possible to AVOID FIXATION and a stereotypical approach. Make a decision on which context will be chosen at the end of this process and say WHY? Also consider who might be Primary Stakeholders for each of the contexts.
<b>Further investigation of problems for CHOSEN context</b>	Individual further investigations of chosen context and problems that could require solving. Once one or two problems have been decided upon this will direct further research.
<b>Primary and Secondary Stakeholders</b>	Consider who might be your Primary Stakeholder, considering what they do day to day, what other brands they buy, what hobbies they have, films they watch, music they listen too, etc. You also need to consider Secondary Stakeholders that might need to be considered - particularly retailers, charities or authorities that might need to be considered
<b>Product Analysis</b>	Using ACCESSFM analyse 6 - 10 products that either link to the problem that might be solved or have features that could inspire different approaches to solve the problem and help avoid fixation.
<b>Measurement Data</b>	Is there any anthropometric data - human measurements, ergonomic data - measurement of the environment the product will be placed/used in, or relevant data - products that need to work with, in, or on the product you might design e.g cards that might go in a wallet. It may be at the early stages of your project you are unsure what measurement data to collect, which is OK, just collect the data as and when it is needed.
<b>Materials</b>	Investigations into any materials, smart materials, or modern materials that might be used for the product you design. This might be based on materials identified in Product Analysis, or materials preferred by your Primary Stakeholder. It may be that at the early stages of the investigation you are unsure which materials to use, which is not an issue, investigate as and when you do know what type of materials you might need.
<b>Interview or Survey</b>	Either have a one to one chat with your Primary Stakeholder - try to record it if possible - or put together a series of questions that can help to guide the design process. Make use of social media or online forms or surveys to help this process, so you can quickly collect data that could then be presented as tables and graphs.
<b>Stakeholder Requirements</b>	Once research has been undertaken, review this and pull out key requirements of the product you design and develop. The list should help direct design decisions but not be restrictive to limit design ideas

## Product Analysis

When starting to design and make products, analysing (looking at) existing products can be very helpful. We can look at the strengths and weaknesses of these products, and see if there are any features that might inspire our own designs. When analysing a product we can use the acronym (letters that make up a word) ACCESS FM to help cover the key analysis points, the meanings of each letter are below:

<b>A</b>	<b>Aesthetics</b> - what the product looks like - colour, shape, texture, style, and finish?	
<b>C</b>	<b>Cost</b> - how much does the product cost to buy or make, is it good value?	
<b>C</b>	<b>Customer</b> - Who are you going to design for, who is your <b>Primary Stakeholder</b> ?	
<b>E</b>	<b>Environment</b> - How can you ensure your product is sustainable/good for the environment - <b>6Rs - Reuse, Reduce, Repair, Recycle, Rethink, Refuse?</b>	
<b>S</b>	<b>Size</b> - How big or small does the product need to be? Where does it need to fit/where will it be placed?	
<b>S</b>	<b>Safety</b> - What things could be done to ensure the product is safe? Are there risks?	
<b>F</b>	<b>Function</b> - What is the products job? How does it work? Could it be improved?	
<b>M</b>	<b>Material</b> - What is the product made from? Would a different material be better? How is the product made?	



## English Language Paper 2 – Knowledge Organiser

### Section A - Reading

**15 Mins**

As you read the extracts, underline and annotate any words or phrases that spark an idea

- What is the writer writing about?
- How has the writer presented their ideas? Mood, Tone, Purpose.
- Why has the writer explored this in the text?
- Ensure that you have come up with 10-15 words when you do this.

**Q 1 – 5 mins**

**Example Question: Choose four statements below which are true [4 marks]**

- This will always focus on a small section of the text.
- The answers will always be in chronological order.
- This should take NO MORE than 5 minutes.

**Q2 – 10 mins**

**Example Question: The things to see and do at Glastonbury and Greenwich Fair are different. Use details from both sources to write a summary of the differences [8 marks]**

- Whole text coverage of both texts.
- Have a WHAT that summarises your point, and then prove the HOW with a quote, followed by WHY is this the case.
- You should compare 3 differences/similarities.

**Q3 – 10-12 mins**

**Example Question: How does the writer use language to describe the storm? [12 marks]**

- This question will ask you to analyse specific lines or the WHOLE SOURCE.
- Analyse WHAT, HOW, WHY.
- Link directly back to focus on the question .
- Analyse 4 quotes.
- Try and think what big idea is the writer exploring so you can start with an overview.

**Q4 – 20 mins**

**Example Question: Compare how the writers convey similar perspectives on cycling in the city [16 marks]**

- Whole text comparisons of both texts.
- What is the writer’s perspective or viewpoint? How do they show this? Why are they doing this?
- Support every idea with evidence.
- Aim for 4 points of comparison.

### Section B – Writing

**Example Question: ‘All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.’**

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

- You should decide whether you AGREE or DISAGREE.
- Ensure you spend 5-10 minutes creating a really clear plan.
- You should have a clear argument throughout that uses TIME to help structure it.
- You should give detailed examples that add weight to your argument.
- Use techniques delicately so that you achieve a specific effect.
- Make sure that your writing is creative and controlled – around 2 to 2.5 pages.
- You should use a range of sentence structures to add to the mood/effect you are trying to achieve and a range of vocabulary.
- Leave time at the end to proof reading and check your work, particularly your SPAG – remember editing is key.

### Structure Strip – Sentence Stems

**Q1.** Shade **four** correct answers.

**Q2. SUMMARY**

- What?
- How?
- Why?

**LINK WITH A CONNECTIVE**

- What?
- How?
- Why?

E.g: *The author of Source A thinks it is a good idea and writes, “XXXX”. From this, we can infer that the author... whereas ...*

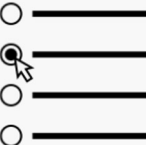


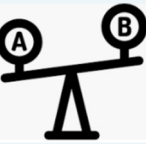

**Q3. LANGUAGE FOCUS**

- The author’s employment of **[method]** in the phrase: “XXXXXXXX” evinces an impression that the author feels
- The use of **[method]** by the writer in the phrase: “XXXXXXXX” subtly evokes his opinion that ... ..
- The author’s choice of **[method]** in “XXXXX” clearly conveys his attitude towards ...
- Write using the **What/How/Why** method of analysis; **Methods** – Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms

**Q4: COMPARE METHODS** (with a focus on **ATTITUDES**)

- The authors use a number of **[similar or different]** methods to convey their **viewpoint**.
- Write using the **What/How/Why** method of analysis; **Methods** – Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms
- **Use connectives** (Similarly; Likewise; or, However; Conversely; In contrast ...)

## Language Paper 2 – Knowledge Organiser

Key Images - Skills	Key Vocabulary and Subject Terminology	Epizeuxis – a direct repetition of a word or a phrase.	Ways in which writers use tone to convey what they are saying - synonyms
 Q1 – Identify	<b>Comparison</b> – the fact of thinking about whether something is similar or of equal quality to something else.	<b>Anadiplosis</b> – where the last word on one sentence or clause is used to open the make sentence or clause.	<b>Persuasive</b> – coercive, convincing, cajoling, urging
	<b>Synthesis</b> – the act of combining different ideas or things to make a whole that is new and different to the original.	<b>Hypophora</b> - where a writer includes a question and then immediately answers it.	<b>Ironic</b> – sardonic, sarcastic
 Q2 –Summary	<b>Perspective</b> - how the writer sees things.	<b>Rhetorical Question</b> – a question that does not require an answer.	<b>Humorous</b> – comical, witty, wry, playful
	<b>Identify</b> – to be able to pick an idea/fact out from the text.	<b>Superlative</b> – an adjective that is the highest quality or the best. For example, ‘greatest’.	<b>Advisory</b> – assisting, recommending, consultative
 Q3 – Language Analysis	<b>Pathos</b> - the power of a person, situation, piece of writing to cause a feeling of sadness or pity.	<b>Opinion</b> – a thought or belief about something or someone.	<b>Instructional</b> – educational, guiding, didactic
	<b>Bias</b> – the action of supporting or going against a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment.	<b>Flattery</b> – the act of praising someone because you want something from them.	<b>Formal</b> – reserved, detached, conventional
 Q4 – Comparison	<b>Attitude</b> - how the writer feels about things	<b>Authoritative</b> – showing that you are confident and in control. What you write is complete and accurate.	<b>Informal</b> – colloquial, causal, conversational
	<b>Summary</b> – an explanation that gives the main ideas about something.	<b>Observational</b> – describing something carefully and closely from a 3 <sup>rd</sup> person perspective.	<b>Synonyms to describe the mood of a text</b>
 Q5 – Non-Fiction Writing	<b>Form</b> – the shape or appearance of a text.	<b>Register</b> – the style of language, grammar and words used for particular situations.	<b>Anger</b> - irritated, annoyed, rage, hostility, agitation, aggravated, contempt, scathing, judgemental
	<b>Inference</b> – an opinion that you form based on the information in the text.	<b>Tone</b> – the way in which the writer expresses their thoughts and feelings.	<b>Surprised</b> - confusion, overcome, stimulated, astounded, awe-struck, dismayed
	<b>Autobiography</b> – a book about a person’s life, written by that person.	<b>Anecdotal</b> - based on reports or things someone saw rather than on facts (personal experience).	<b>Sadness</b> - disappointed, despair, dismayed, regretful
	<b>Conventions</b> - a typical feature you may find in writing of the same form.		<b>Evaluative Verbs</b>
			<b>Criticises</b> - to express disapproval or something or someone.
			<b>Evinces</b> – to make something clear.
			<b>Reveals</b> – makes a meaning/an interpretation clear.
			<b>Reiterates</b> – repeats or supports the same point/feeling/idea.



# Factors Affecting Food Choice | Year 10 | Food Preparation and Nutrition | Summer Term

## KEY WORDS

<b>PHYSICAL ACTIVITY LEVEL (PAL)</b>	The amount of physical activity you do each day, for example sitting, standing, running and exercise.
<b>DISPOSABLE INCOME</b>	The money which is left over for saving or spending after taxes are subtracted from income.
<b>SEASONAL FOOD</b>	Foods that are only available at certain times of the year.
<b>CULTURE</b>	Means our laws, morals, customs and habits.
<b>ADVERTISING</b>	Is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue to take some new action.
<b>MARKETING</b>	Promoting and selling products or services, including market research and advertising.
<b>ETHICAL</b>	Relating to personal beliefs about what is morally right or wrong.
<b>RELIGION</b>	A particular system of faith and worship.
<b>FOOD PROVENANCE</b>	Knowing where food was grown, caught or reared and how it was produced.

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddism (strict)	x	x	x	x	x
Seventh-day Adventist Church	x	x	x	✓	✓
Rastafari movement	x	x	x	x	x

## FOOD CHOICE

<b>FOOD CHOICE</b>	Food choices for a balanced diet depend on many factors, such as: <ul style="list-style-type: none"> <li>Advertising and other point of sale information;</li> <li>Cost and economic considerations;</li> <li>Cultural or religious practices;</li> <li>Environmental and ethical considerations;</li> </ul>	<ul style="list-style-type: none"> <li>Food availability;</li> <li>Food preferences;</li> <li>Food provenance;</li> <li>Health concerns;</li> <li>Individual energy and nutrient needs;</li> <li>Portion size;</li> <li>Social considerations.</li> </ul>
<b>FOOD AVAILABILITY</b>	Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.	
<b>PERSONAL PREFERENCES</b>	Several factors can influence personal preferences, including: <ul style="list-style-type: none"> <li>colour, size and shape of crockery and cutlery used;</li> </ul>	<ul style="list-style-type: none"> <li>portion size;</li> <li>serving style;</li> <li>taste, aroma, texture, appearance, shape and colour of food.</li> </ul>
<b>INDIVIDUAL ENERGY AND NUTRIENT NEEDS</b>	The amount of energy and nutrients needed differs between different age groups and between males and females. Energy needs also depend on activity levels. For example, athletes will have much higher energy requirements due to their high level of physical activity.	
<b>FOOD PRICES</b>	Food prices can and do change throughout the year and over time. This may be due to a variety of reasons, including: <ul style="list-style-type: none"> <li>climate and weather patterns;</li> <li>crop failure;</li> <li>crop disease;</li> </ul>	<ul style="list-style-type: none"> <li>seasonality;</li> <li>consumer demand;</li> <li>agricultural costs increase;</li> <li>fuel prices go up;</li> <li>increased use of biofuels.</li> </ul>
<b>COST AND ECONOMIC CONSIDERATIONS</b>	The cost of food and money available will influence people's food choices. If money is limited, people may choose to buy more basic items. Luxury items might then be selected for special occasions.	
<b>TIME OF DAY AND OCCASION</b>	The time of day will influence food choice – people may not eat the same for breakfast as they would for their main meal of the day.	The occasion will also impact on food choice – this could be a celebration such as a birthday or wedding or maybe a religious occasion such as Christmas or Passover
<b>CONSUMER INFORMATION</b>	Information can help consumers make informed choices, including: <ul style="list-style-type: none"> <li>Advertising and marketing;</li> <li>Media, online blogs/forums;</li> </ul>	<ul style="list-style-type: none"> <li>Packaging, nutrition and health claims;</li> <li>Point of purchase information and product placement;</li> <li>Recipe ideas.</li> </ul>
<b>BUDGETING</b>	There are many things that we can do to spend money wisely on food. Examples can include: <ul style="list-style-type: none"> <li>Stocking up on food with a long shelf-life;</li> <li>Taking time to plan meals and write a shopping list;</li> </ul>	<ul style="list-style-type: none"> <li>Eating the seasons;</li> <li>Cooking using one pot;</li> <li>Making fake-aways rather than buying takeaways;</li> <li>Using leftovers;</li> <li>Replacing branded items with cheaper items;</li> <li>Comparing prices and shop around;</li> <li>Growing your own food.</li> </ul>
<b>CULTURAL OR RELIGIOUS PRACTICES</b>	People around the world choose to eat or avoid certain food due to their cultural or religious practices. See table to left for specific food choices of different religions.	

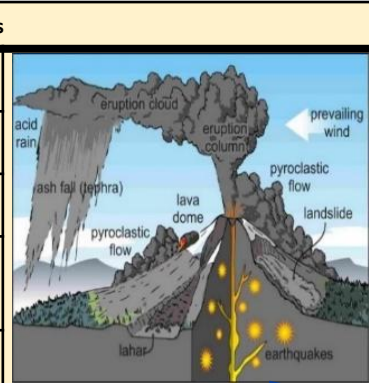
# French: Studies and School Life | Year 10 | Term 3

	French	English
1	<b>Ma matière préférée c'est</b> le dessin car je suis créatif, mais j'aime aussi les maths. <b>Par contre je déteste</b> l'anglais parce que je ne m'entends pas bien avec mon prof.	<b>My favorite subject is</b> drawing because I am creative, but I also like Maths. <b>However, I hate</b> English because I do not get along well with my teacher.
2	<b>C'est</b> un collège mixte. <b>Dans mon collège Il y a environ</b> 1500 élèves. C'est super car <b>Il y a beaucoup</b> de terrains de sport. <b>Mais malheureusement,</b> il n'y a pas de piscine.	<b>It is</b> a mixed college. <b>In my school, there are about</b> 1500 students. It's great because <b>there are a lot of</b> sports fields. <b>But unfortunately,</b> there is no swimming pool.
3	Dans mon collège <b>il faut être à l'heure.</b> En plus, <b>il est interdit d'utiliser</b> un portable en classe. <b>Je trouve ça raisonnable car il faut respecter les autres.</b>	In my college, <b>one must be in good time.</b> <b>Furthermore, it is forbidden</b> to use a mobile in class. <b>I find it reasonable because one must respect the others.</b>
4	<b>Je suis membre de l'équipe de</b> netball <b>qui à mon avis est</b> très compétitive. <b>J'y vais</b> deux fois par semaine. <b>Quand j'étais à l'école primaire, je jouais aussi</b> au foot <b>mais maintenant je n'ai plus</b> le temps.	I am a member of the netball team <b>which in my opinion</b> is very competitive. <b>I go there</b> twice a week. <b>When I was</b> In primary school, I <b>also played</b> football <b>but now I don't have the time anymore.</b>
5	<b>Je pense que</b> l'uniforme scolaire est pratique, <b>cependant c'est vraiment</b> démodé. Moi, <b>Je préférerais porter mes propres vêtements</b> car <b>sans aucun doute</b> c'est plus confortable.	<b>I think that</b> the school uniform is practical, <b>however, it's really</b> old-fashioned. Me, <b>I would prefer to wear my own clothes</b> because <b>without any doubt</b> it is more comfortable.
6	<b>Je vais continuer</b> mes études au lycée <b>même si</b> ce n'est pas facile. <b>Si je réussis le bac, j'irai</b> à l'université pour avoir un métier mieux payé plus tard.	<b>I will continue</b> my studies in high school <b>even if</b> it is not easy. <b>If I pass the baccalaureate, I will go to</b> university to get job better paid later.
7	Récemment, <b>j'ai visité un</b> musée à Londres avec mon collègue. <b>C'était</b> très instructif car <b>il y avait tellement de choses à voir,</b> et <b>nous avons passé une très bonne journée.</b>	Recently I visited a museum in London with my college. <b>It was</b> very informative because <b>there were so many things to see, and we had a very good day.</b>
8	<b>Je dirais que</b> c'est une bonne idée car <b>on peut améliorer ses compétences en langues et se faire de nouveaux amis.</b>	<b>I would say that</b> it is a good idea because <b>you can improve your language skills and make new friends.</b>
9	<b>Pour rester en forme,</b> je mange <b>sainement</b> et je fais de l'exercice <b>régulièrement.</b> Je ne fume pas car <b>autant que je sache c'est mauvais pour la santé</b> et c'est une perte d'argent.	<b>To stay fit,</b> I eat <b>healthy</b> and exercise <b>regularly.</b> I don't smoke because <b>as far as I know it's bad for my health</b> and it's a waste of money.
10	<b>Les cours commencent à</b> neuf heures <b>et finissent</b> trois heures. Nous avons cinq cours. <b>A la récré,</b> on bavarde et <b>à midi,</b> on mange et puis on va jouer au foot avant <b>de retourner en classe.</b> <b>Bien que ce soit</b> assez court, c'est fatigant!	<b>Lessons start</b> at nine o'clock and <b>end at</b> three o'clock. We have five lessons. <b>At break,</b> we chat and <b>at noon,</b> we eat and then we go to play football <b>before going back to lessons.</b> <b>Although it is</b> quite short, it's tiring!



The structure of the Earth	
<b>The Crust</b>	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
<b>The Mantle</b>	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
<b>The Inner and outer Core</b>	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards	
<b>Ash cloud</b>	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
<b>Gas</b>	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
<b>Lahar</b>	A volcanic mudflow which usually runs down a valley side on the volcano.
<b>Pyroclastic flow</b>	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
<b>Volcanic bomb</b>	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions	
Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents	
The crust is divided into tectonic plates which are moving due to convection currents in the mantle.	
1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become <b>less dense</b> and <b>slowly rise</b> .
3	As they move towards the top they cool down, become <b>more dense</b> and <b>slowly sink</b> .
4	These <b>circular movements</b> of semi-molten rock are <b>convection currents</b>
5	Convection currents create <b>drag</b> on the base of the tectonic plates and this causes them to move.

LIC -CS: Haiti Earthquake 2010	
<b>Causes</b> On a conservative plate margin, involving the Caribbean & North American plates. The <b>magnitude 7.0 earthquake</b> was only <b>15 miles</b> from the capital Port au Prince. With a very <b>shallow focus of 13km deep</b> .	
<b>Effects</b> <b>230,000 people died</b> and 3 million affected. Many <b>emotionally affected</b> . <b>250,000 homes</b> collapsed or were damaged. <b>Millions homeless</b> . Rubble blocked roads and shut down ports.	<b>Management</b> Individuals tried to recover people. Many countries <b>responded with appeals or rescue teams</b> . Heavily relied on <b>international aid</b> , e.g. <b>\$330 million</b> from the EU. <b>98% of rubble</b> remained after 6 months.



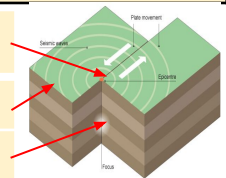
Earthquake Management	
<b>PREDICTING</b>	
<b>Methods include:</b> <ul style="list-style-type: none"> <li>Satellite surveying (tracks changes in the earth's surface)</li> <li>Laser reflector (surveys movement across fault lines)</li> <li>Radon gas sensor (radon gas is released when plates move so this finds that)</li> <li>Seismometer</li> <li>Water table level (water levels fluctuate before an earthquake).</li> <li>Scientists also use seismic records to predict when the next event will occur.</li> </ul>	



<b>PROTECTION</b>
<b>You can't stop earthquakes</b> , so earthquake-prone regions follow these three methods to reduce potential damage: <ul style="list-style-type: none"> <li>Building earthquake-resistant buildings</li> <li>Raising public awareness</li> <li>Improving earthquake prediction</li> </ul>

Types of Plate Margins	
<b>Destructive Plate Margin</b> When the denser plate subducts beneath the other, friction causes it to <b>melt and become molten magma</b> . The magma forces its way up to the surface to form a volcano. This margin is also responsible for <b>devastating earthquakes</b> .	
<b>Constructive Plate Margin</b> Here two plates are <b>moving apart</b> causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the <b>Mid Atlantic Ridge</b> .	
<b>Conservative Plate Margin</b> A conservative plate boundary occurs where plates <b>slide past each other</b> in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.	

Unit 1a	
The Challenges of Natural Hazards	
<b>What is a Natural Hazard</b>	
A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.	
<b>Geological Hazard</b>	<b>Meteorological Hazard</b>
These are hazards caused by land and tectonic processes.	These are hazards caused by weather and climate.
Causes of Earthquakes	
Earthquakes are caused when two plates become <b>locked</b> causing <b>friction</b> to build up. From this <b>stress</b> , the <b>pressure</b> will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of <b>seismic waves</b> , to travel from the <b>focus</b> towards the <b>epicentre</b> . As a result, the crust vibrates triggering an earthquake.	
The point directly above the focus, where the seismic waves reach first, is called the <b>EPICENTRE</b> .	
<b>SEISMIC WAVES</b> (energy waves) travel out from the focus.	
The point at which pressure is released is called the <b>FOCUS</b> .	



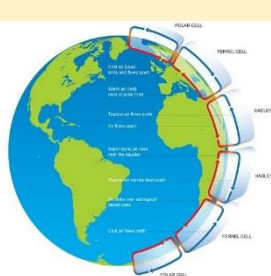
HIC - CS: Eyjafjallajökull (E15) Eruption, Iceland 2010	
<b>Causes</b> The North-American and Eurasian plates move apart on a <b>constructive plates</b> . The <b>disruption caused by Eyjafjallajökull</b> was the result of a series of <b>small volcanic eruptions from March to October</b> .	
<b>Effects</b> The <b>thick ice cap</b> melted which caused major flooding. <b>No reported deaths</b> . Airspace closed across Europe, with at least <b>17,000 flights</b> cancelled. Costed insurers <b>£65m</b> to cancelled flights.	<b>Management</b> Iceland had a good warning system with <b>texts being sent</b> to residents within <b>30 minutes</b> . Large sections of <b>European airspace were closed</b> down due ash spread over the continent. Airlines developed <b>ash monitoring equipment</b> .



## Global pattern of air circulation

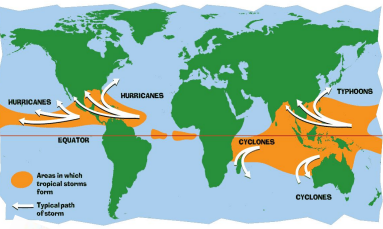
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

<b>Hadley cell</b>	Largest cell which extends from the <b>Equator</b> to between <b>30° to 40° north &amp; south</b> .
<b>Ferrel cell</b>	Middle cell where air flows <b>poleward</b> between <b>60° &amp; 70°</b> latitude.
<b>Polar cell</b>	<b>Smallest &amp; weakness</b> cell that occurs from the poles to the Ferrel cell.



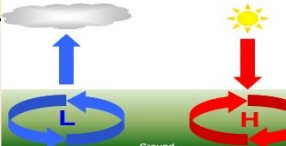
### Distribution of Tropical Storms.

They are known by many names, including **hurricanes** (North America), **cyclones** (India) and **typhoons** (Japan and East Asia). They all occur in a band that lies roughly **5-15°** either side of the Equator.



### High and Low Pressure

Low Pressure	High Pressure
Caused by <b>hot air rising</b> . Causes <b>stormy, cloudy weather</b> .	Caused by <b>cold air sinking</b> . Causes <b>clear and calm weather</b> .



### Formation of Tropical Storms

- The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
- Once the **temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a **thunderstorm**. This causes air to be sucked in from the **trade winds**.
- With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
- When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
- With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
- When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

## Changing pattern of Tropical Storms

Scientists believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

### Management of Tropical Storms

<b>Protection</b> Preparing for a tropical storm may involve construction projects that will improve protection.	<b>Aid</b> Aid involves assisting after the storm, commonly in LIDS.
<b>Development</b> The scale of the impacts depends on the whether the country has the resources cope with the storm.	<b>Planning</b> Involves getting people and the emergency services ready to deal with the impacts.
<b>Prediction</b> Constant monitoring can help to give advanced warning of a tropical storm	<b>Education</b> Teaching people about what to do in a tropical storm.



### Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings and communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.



### Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- Shortage of clean water and lack of proper sanitation** makes it easier for diseases to spread.
- Businesses are damaged** or destroyed causing employment.
- Shortage of food as **crops are damaged**.

### Case Study: Typhoon Haiyan 2013

#### Causes

Started as a tropical depression on **2<sup>nd</sup> November 2013** and gained strength. Became a Category 5 "**super typhoon**" and made landfall on the Pacific islands of the Philippines.

#### Effects

- Almost **6,500 deaths**.
- 130,000 homes destroyed**.
- Water and sewage systems destroyed had caused **diseases**.
- Emotional grief** for dead.

#### Management

- The UN raised **£190m in aid**.
- USA & UK sent **helicopter carrier ships** deliver aid remote areas.
- Education** on typhoon preparedness.



## Case Study: UK Heat Wave 2003



### Causes

The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.

### Effect

- People suffered from heat strokes and dehydration.
- 2000 people died from causes linked to heatwave.
- Rail network disrupted and crop yields were low.

### Management

- The NHS and media gave guidance to the public.
- Limitations placed on water use (hose pipe ban).
- Speed limits imposed on trains and government created 'heatwave plan'.



### What is Climate Change?

Climate change is a **large-scale, long-term shift** in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

### Recent Evidence for climate change.

<b>Global temperature</b>	Average global temperatures have increased by more than <b>0.6°C</b> since 1950.
<b>Ice sheets &amp; glaciers</b>	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by <b>10% in 30 years</b> .
<b>Sea Level Change</b>	Average global <b>sea level has risen by 10-20cms</b> in the past 100 years. This is due to the additional water from ice and thermal expansion.

### Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.



### Evidence of natural change

<b>Orbital Changes</b>	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
<b>Sun Spots</b>	Dark spots on the Sun are called Sun spots. They increase the <b>amount of energy Earth receives</b> from the Sun.
<b>Volcanic Eruptions</b>	Volcanoes release large amounts of <b>dust containing gases</b> . These can <b>block sunlight</b> and results in cooler temperatures.

### Managing Climate Change

<b>Carbon Capture</b> This involves new technology designed to reduce climate change.	<b>Planting Trees</b> Planting trees increase the amount of carbon is absorbed from atmosphere.
<b>International Agreements</b> Countries aim to cut emissions by signing international deals and by setting targets.	<b>Renewable Energy</b> Replacing fossil fuels based energy with clean/natural sources of energy.





### Key terminology - conditions

<b>Type 2 diabetes</b>	Causes the level of sugar (glucose) in the blood to become too high. Caused by problems with a hormone in the body called insulin.
<b>Arthritis</b>	Affects joints. People have difficulty moving joints.
<b>Coronary heart disease (CHD)</b>	Occurs when fatty substances build up in the coronary arteries. They become narrower and blood cannot get to the heart as easily.
<b>Dementia</b>	Different types of dementia. It reduces brain function and memory loss.
<b>Cerebral Vascular Accident (CVA)</b>	Interrupts the flow of blood to the brain. Can be caused by a stroke or a brain injury.
<b>Obesity</b>	Used to describe a person who has a high level of body fat. Body Mass Index is a measure to assess whether someone is a healthy weight for their height.
<b>Asthma</b>	Chronic condition that affects the lungs. It causes inflamed and sensitive airways that become narrowed and clogged with sticky mucus.
<b>Chronic obstructive pulmonary disease (COPD)</b>	Can cause breathing difficulties that mainly affects people in middle and later adulthood. Usually caused by smoking.
<b>Additional needs</b>	Sensory impairment, physical impairment and learning disabilities are conditions which require access to health care and support.
<b>Learning disability</b>	People with a LD are less able to understand complex information and learn new skills. They have a reduced ability to cope independently.
<b>Physical disability</b>	A limitation on a person’s functioning, mobility, dexterity or stamina that can impact the ability to do ‘everyday’ tasks.

### Key words

<b>Dexterity</b>	Means how skilfully and easily you can use your hands for fine movements and precise tasks.
<b>Formal support</b>	Provided by trained, paid employees such as health and social care professionals.
<b>Informal support</b>	Provided by people who are not paid, such as family and friends.
<b>Primary care</b>	The first point of contact you have with the NHS eg your GP (doctor)
<b>Secondary care</b>	Specialist treatment or care such as psychiatry. Referred by a primary care provider.
<b>Tertiary care</b>	Advanced specialist treatment or care such as cancer. Referred by a secondary care provider.
<b>Sensory impairment</b>	A weakness or difficulty that prevents a person from doing something
<b>Residential care</b>	Short or long-term care provision whereby a person lives in a care home instead of their own home.
<b>Domiciliary care</b>	Care and support given at home by a care worker to help a person with their daily life and to live independently.

Health care providers			
Primary care	Secondary care	Tertiary care	Allied health professionals
<ul style="list-style-type: none"> <li>• GP surgeries</li> <li>• Dental care</li> <li>• Out of hours services</li> <li>• Accident and emergency</li> <li>• Telephone services eg 111</li> <li>• Pharmacy</li> <li>• Opticians</li> <li>• Walk in centres.</li> </ul>	Specialist medical care eg: <ul style="list-style-type: none"> <li>• Rheumatology</li> <li>• Respiratory</li> <li>• Cardiology</li> <li>• Endocrinology</li> <li>• Oncology</li> <li>• Haematology</li> <li>• Orthopaedics</li> <li>• Paediatrics</li> </ul>	If a patient needs more than secondary care can provide eg: <ul style="list-style-type: none"> <li>• Life support treatment</li> <li>• Complex surgery eg brain and transplants</li> <li>• Children’s cancer treatment</li> <li>• Central spinal cord injury</li> </ul>	Health professionals who work in a range of specialities, eg: <ul style="list-style-type: none"> <li>• Paramedic</li> <li>• Physiotherapist</li> <li>• Dietician</li> <li>• Radiographer</li> <li>• Orthoptist</li> <li>• Physiotherapist</li> <li>• Occupational therapist</li> <li>• Speech and language therapist</li> </ul>

Social care services for children and young people	
<b>Foster care</b>	When children can’t live in their own home, they live with a foster carer – can be short or long-term.
<b>Residential care</b>	A residential home when children cannot live in their own home
<b>Youth work</b>	Supports young people with their personal and social development and teach them skills.

**Barriers to accessing services  
(something that stops a person accessing health and social care services)**

<b>Physical barriers</b>	When buildings/transport etc make it difficult to access if they have a physical barrier eg no ramp
<b>Sensory barriers</b>	When a person has visual or hearing impairments. Difficulties include not being able to read signs, understand complex medical instructions, the area is too noisy.
<b>Psychological barriers</b>	Having anxiety or phobias about accessing a service or there is a stigma attached to the medical condition
<b>Cultural barriers</b>	People from different cultural backgrounds might be worried that their cultural needs lead others to judge them and they might not feel that they are important eg if they have a specific diet or they want a same sex professional treating them.
<b>Language barriers</b>	Can be a barrier when a person doesn’t speak English, or the terminology is too difficult, or they have speech and language difficulties.
<b>Geographical barriers</b>	Services not available in area, direct transport links not available, public transport expensive etc.
<b>Learning disabilities barriers</b>	May have trouble understanding how to access services, what is being said to them, difficulty communicating their concerns etc.
<b>Financial barriers</b>	Unable to pay for prescription, dental treatment or opticians but most medical treatment is free in the UK.



# History: Year 10 April-May

Recovery from hyperinflation		The Rise of the Nazis	
In 1923, <b>Stresemann</b> ended the policy of <b>passive resistance</b> in the <b>Ruhr</b> , meaning that German workers returned to work and the government no longer had to print money to pay them.	<b>The Great Depression had a significant social and political impact on Germany</b>	The <b>Wall Street Crash</b> in 1929 caused US banks to recall their loans and Germany plunged into the <b>Great Depression</b> . <b>Unemployment</b> rose to 6 million in 1932. The <b>Weimar Republic</b> failed to deal with the economic crisis and became even more unpopular when the government cut <b>unemployment benefits</b> in 1930. Weak <b>coalition</b> governments could not deal with the crisis and <b>President Hindenburg</b> was forced to use <b>Article 48</b> to pass laws	Voters turned to <b>extremist</b> parties, such as the <b>Nazis</b> and the <b>communists</b> , who opposed the <b>Weimar Republic</b> and abandoned parties like the <b>Social Democrats</b> who supported it. The Nazis had only <b>12</b> seats in the Reichstag in 1928; by <b>March 1933</b> they had <b>288</b> .
Also in 1923, Stresemann replaced the worthless mark with a new temporary currency - the <b>rentenmark</b> – which ended hyperinflation and restored confidence in the economy.			
In 1924, Stresemann agreed the <b>Dawes Plan</b> , which included a <b>800 million mark loan</b> from the USA and allowed Germany to start paying <b>reparations</b> again, causing French troops to leave the <b>Ruhr</b> . Stresemann attempted to <b>stimulate</b> the German economy by borrowing <b>\$3 billion</b> from US banks.			
The <b>Young Plan</b> , agreed in 1929, reduced reparations from <b>£6.6 billion to £1.85 billion</b> and allowed Germany to pay over <b>59 years</b> . <b>Nationalist</b> groups such as the <b>Nazis</b> criticised <b>Stresemann</b> because he had accepted the terms of the <b>Treaty of Versailles</b>			
After the <b>Treaty of Versailles</b> , Germany was rejected by the international community, blamed for starting World War I, and banned from the <b>League of Nations</b> . To remedy this, Stresemann... <b>signed the Locarno Pact with France and Britain in 1925</b> German promised to accept it's current borders This <b>reassured</b> the world that Germany did not want another war. ... <b>negotiated Germany's acceptance into the League of Nations</b> In 1926, Germany was accepted into the <b>League of Nations</b> This confirmed Germany's return to great power status.	<b>Hitler had a powerful electoral appeal</b>	Hitler was a <b>charismatic</b> leader who gave <b>electrifying</b> speeches. Hitler's speeches offered simple solutions to Germany's complex problems, including blaming the <b>Treaty of Versailles, communists, and Jews</b> .	
	<b>Joseph Goebbels used propaganda to encourage Germans to vote for the Nazis in Reichstag elections</b>	<b>Goebbels</b> was the Nazi chief of <b>propaganda</b> . Goebbels used posters, radio broadcasts, and mass <b>rallies</b> to spread the Nazi message and encourage Germans to vote for the party. Much of Nazi <b>propaganda</b> was <b>anti-Semitic</b> and made the Jews <b>scapegoats</b> for Germany's problems. Goebbels repeated the key Nazi messages over and over again: <b>Hitler</b> was Germany's saviour The Nazis would end the <b>Depression</b> and bring " <b>Arbeit und Brot</b> " ("Work and Bread") <b>Jews</b> were to blame for Germany's problems	
	<b>The SA intimidated supporters of other parties and gave the Nazis control of the streets</b>	The SA were Hitler's street thugs and were led by <b>Ernst Rohm</b> . The SA provided work for young unemployed men and had swollen to <b>2 million</b> by 1933. The SA <b>intimidated</b> members of other parties and protected Nazi speakers. In particular, the SA disrupted <b>communist</b> meetings and fought their supporters.	
	<b>Political scheming led to Hitler's appointment as Chancellor in January 1933</b>	In July 1932, the Nazis won the most seats in the <b>Reichstag</b> but President <b>Hindenburg</b> refused to make <b>Hitler</b> the Chancellor, choosing <b>Franz Von Papen</b> instead. In December 1932, <b>Von Papen</b> was forced to resign and was replaced by <b>Von Schleicher</b> . In January 1933, <b>Von Schleicher</b> was forced to resign. <b>Von Papen</b> persuaded <b>Hindenburg</b> to appoint <b>Hitler</b> as <b>Chancellor</b> and him as <b>Vice Chancellor</b> , naively believing that he could control Hitler.	

Hitler as Chancellor	
<b>Although Hitler was appointed Chancellor in 1933 he had many obstacles to overcome before he had total control of Germany:</b>	Hitler was not the most powerful person in Germany, he had been appointed by <b>President Hindenburg</b> , who did not trust him. <ol style="list-style-type: none"> <li>The Nazi party did not have a <b>majority</b> in the <b>Reichstag</b>, so Hitler needed to work with other parties.</li> <li>The <b>Great Depression</b> had led to increased support for the <b>Communist Party</b> who hated Hitler and his ideas.</li> <li>Only 30% of Germans had voted for the Nazis in the March 1933 elections, most people did not agree with their ideas.</li> <li><b>Trade unions</b> opposed the Nazis. They could call a <b>general strike</b> and defeat Hitler.</li> <li>There were <b>ambitious</b> individuals within the Nazi Party who were potential rivals for Hitler's power.</li> <li>Once he became <b>Chancellor</b>, Hitler used his position to remove each of these obstacles as he <b>consolidated</b> his power over Germany.</li> </ol>
<b>The Nazis used the Reichstag fire to remove the threat of the Communists</b>	On 27th February 1933 a Dutch communist, <b>Marinus van der Lubbe</b> was arrested for burning down the <b>Reichstag</b> . Although <b>van der Lubbe</b> claimed he was working alone, the Nazis convinced the German public that this was the start of a <b>communist revolution</b> in Germany and that only Hitler could stop it. Hitler convinced <b>Hindenburg</b> to issue the <b>Reichstag Fire Decree</b> which restricted <b>civil liberties</b> such as freedom from arrest and freedom of the press. The Nazis used these powers to arrest 4000 <b>communists</b> , including their 100 Reichstag <b>deputies</b> and made the <b>Communist Party</b> illegal.
<b>The Nazis put pressure on the Reichstag to pass the Enabling Act, ending democracy in Germany</b>	Elections were due to be held on 5th March 1933, and the Nazis used the <b>SA</b> to <b>intimidate</b> other parties including the <b>Social Democrats</b> Despite this the Nazis only won 288 seats (44%), and only formed a <b>majority</b> with help from another party. Following the election Hitler introduced the <b>Enabling Act</b> which allowed the Chancellor to make laws without the <b>Reichstag</b> . The SA surrounded the <b>Reichstag</b> to intimidate the <b>deputies</b> into passing the Act by <b>444 votes to 94</b> . <b>Communist</b> deputies were unable to vote as they have been arrested.
Hitler as Chancellor continued	
<b>Hitler used the Enabling Act to remove opposition</b>	The first <b>concentration camp</b> – <b>Dachau</b> – was set up in March 1933. In May 1933 <b>trade unions</b> were banned, their leaders were arrested and sent to <b>concentration camps</b> . In July 1933 all <b>political parties</b> other than the Nazis were banned.
<b>In the Night of the Long Knives, Hitler acted ruthlessly to establish complete control of the Nazi Party</b>	By 1934, the <b>SA</b> had 2 million members and was becoming increasingly violent, frightening <b>businessmen</b> whose support Hitler needed. <b>Ernst Rohm</b> , the leader of the <b>SA</b> , wanted the <b>SA</b> to take control of the German army, although Hitler rejected this as he needed the army's support. Other leading Nazis, including <b>Goering</b> and <b>Himmler</b> , reported to <b>Hitler</b> that <b>Rohm</b> was planning 'a <b>second revolution</b> ' against him. On 30th June 1934 Hitler ordered the <b>SS</b> to arrest and kill <b>Rohm</b> and 85 other rivals and opponents. <b>President Hindenburg</b> died in August 1934
<b>The death of Hindenburg allowed Hitler to complete his rise to Fuhrer</b>	Hitler combined the roles of <b>Chancellor</b> and <b>President</b> to create a new role for himself: the <b>Fuhrer</b> <b>Hitler</b> made all soldiers swear an <b>oath of allegiance</b> to him personally

## The 'Golden Years'?

The years 1924 to 1929 have been known as the 'Golden Years' but they were built on shaky foundations.

**GOLDEN YEARS...**

The lives of many Germans improved: **wages** rose each year and **unemployment benefits** and **pensions** were introduced. The **status of women** improved as more women went to work outside the home and gained the **right to vote**. **Berlin** became a centre for **modern art** with artists such as **Hannah Hoch** challenging traditional German culture. Political parties opposed to the **Weimar Republic** became less popular – for example the **Nazi Party** won only 12 seats in the 1928 Reichstag elections.

**SHAKY FOUNDATIONS**  
.....

Even **Stresemann** admitted that Germany was '**dancing on a volcano**' – loans from US banks powered the recovery and they could be called in at any time. Following the **Wall Street Crash** in October 1929 the American banks called in their loans and the German economy entered the **Great Depression**.

# History: Year 10 | June- July

Nazi Policies	
<b>Hitler had some success in reducing unemployment in Germany</b>	The Nazis built of <b>autobahns</b> across Germany, putting <b>80,000</b> men back to work and <b>stimulating</b> the economy. In 1935, <b>rearmament</b> began, creating <b>1.4 million jobs</b> in the army and many more in <b>armaments</b> factories The Nazis introduced the <b>National Labour Service</b> which provided work for young men before they were <b>conscripted</b> into the army. The Nazis claimed success as <b>unemployment</b> fell from 6 million in 1932 to almost nothing in 1939, although they did not count Jews, women, or <b>communists</b> as unemployed – this was known as ‘ <b>invisible unemployment</b> ’.
<b>Nazi policies aimed to create loyal and productive workers</b>	<ul style="list-style-type: none"> <li>The <b>German Labour Front (DAF)</b> replaced <b>trade unions</b> and set wages, although it acted in the interests of bosses, not workers. The <b>Strength Through Joy</b> organisation rewarded productive workers with cheap holidays, trips to the cinema, and evening classes. The <b>Beauty of Labour</b> helped workers improve conditions in their workplaces or factories by building canteens or sports facilities.</li> </ul>
<b>The Nazis believed women should perform traditional roles and they introduced policies to encourage this</b>	Nazis had a <b>conservative</b> view of the role of women that was a reaction to the advances that women had made under the <b>Weimar Republic</b> . Hitler wanted women to prioritise the <b>Three Ks</b> : <b>Kinder</b> (Children) <b>Kuche</b> (Kitchen) <b>Kirche</b> (Church) The Nazis introduced policies to increase the German <b>birth rate</b> so there would be plenty of young people who could join the army in the future. Young couples received cheap ‘ <b>marriage loans</b> ’ as long as the wife left her job and stayed at home to look after children. Hitler awarded mothers of large families with a <b>Mother Cross</b> on his own mother’s birthday. Mothers of 8 or more children earned the gold cross. The <b>Lebensborn</b> programme allowed unmarried women to ‘ <b>donate</b> ’ a baby to Hitler by having a child with an <b>Aryan SS</b> member.

Nazi Policies continued	
<b>All teachers had to join the Nazi Teachers Association</b>	All lessons started with a <b>salute</b> to Hitler. The school <b>curriculum</b> was changed to teach Nazi views: <b>HISTORY</b> -the evils of the <b>Treaty of Versailles</b> . <b>BIOLOGY</b> -the study of Nazi <b>racial theory</b> - why <b>Aryans</b> were <b>superior</b> to the Jews and other races. <b>PHYSICAL EDUCATION</b> - All German children do at least 1 hour of <b>PE</b> each day.
<b>Outside school, the Hitler Youth movement further brainwashed young people</b>	At the age of 10, German children were expected to join the <b>Hitler Youth</b> . <b>Boys</b> wore military uniforms, practiced rifle shooting and grenade throwing, and learnt about Nazi ideas. Girls were part of the <b>League of German Maidens</b> , where they learnt <b>domestic</b> skills like sewing and cooking as part of preparation for <b>motherhood</b> . Membership was made <b>compulsory</b> in 1936 and there were 7 million members by 1939.
<b>Nazi anti-Semitism led to increasing persecution of German Jews</b>	The Nazis believed that blond blue-eyed <b>Aryans</b> were the <b>master race</b> . Other groups - such as Jews, gypsies, homosexuals, and the disabled - were viewed as <b>inferior</b> . In particular, Hitler made Jews <b>scapegoats</b> for Germany’s problems, blaming them for the defeat in <b>World War I</b> , the <b>Treaty of Versailles</b> , and the <b>Great Depression</b> . Nazi <b>persecution</b> of the Jews became increasingly serious and <b>culminated</b> in the mass murder of 6 million Jews in the <b>Holocaust</b> . <b>1933</b> – the SA organised a <b>boycott</b> of Jewish shops and businesses. <b>1935</b> – the <b>Nuremberg laws</b> removed Jews’ <b>citizenship</b> , stripping them of their right to vote, and making it illegal for Jews and non-Jews to marry. <b>1936</b> – Hitler paused <b>anti-Semitic</b> attacks during the <b>Berlin Olympics</b> . <b>1938</b> – during <b>Kristallnacht (Night of the Broken Glass)</b> the <b>SS</b> attacked Jewish businesses and <b>synagogues</b> leading to 100 deaths and 20,000 Jews being sent to <b>concentration camps</b> .

The Terror State and the Nazis’ use of Propaganda	
<b>The Nazis used terror to create a police state and control the German people</b>	Heinrich Himmler was in charge of the <b>SS</b> , Hitler’s loyal <b>Aryan</b> bodyguards. The <b>SS</b> oversaw the work of the <b>Gestapo</b> , the Nazi secret police, and the <b>SD</b> , the intelligence agency. The <b>Gestapo</b> spied on Germans to identify signs of opposition to Hitler and employed volunteers – known as <b>blockwardens</b> – to spy on their neighbours. Opponents of the Nazis were sent to <b>concentration camps</b> such as <b>Dachau</b> , which were also run by the <b>SS</b> .
<b>The Nazis’ control of the legal system made it almost impossible for German people to resist the Nazis.</b>	Judges had to swear an <b>oath of loyalty</b> to Hitler and lawyers were forced to join the <b>Nazi Lawyers Association</b> . In 1933 the Nazis set up the <b>People’s Courts</b> where harsh sentences were handed out. The number of crimes punishable by death increased from 3 under the <b>Weimar Republic</b> to <b>46</b> under the Nazis.
<b>The Nazis also used propaganda to indoctrinate the German people and promote Nazi ideas</b>	<b>Goebbels</b> made sure that <b>Hitler</b> and the <b>Nazis</b> dominated all aspects of German life. The <b>swastika</b> appeared on all public buildings. Hitler’s picture appeared everywhere. Germans were supposed to greet each other with “ <b>Heil Hitler</b> ” and a Nazi salute. <b>RALLIES</b> - <b>Goebbels</b> organised huge rallies, such as the annual <b>Nuremberg Rally</b> , attended by over 1 million people. <b>RADIO</b> - The <b>Nazis</b> produced cheap <b>People’s Radios</b> so that all Germans could listen to regular speeches by Hitler and <b>Goebbels</b> . <b>CINEMA</b> - Pro-Nazi filmmakers made films that glorified <b>Hitler</b> and the <b>Nazi Party</b> , such as <b>Leni Riefenstahl’s</b> documentary <b>Triumph of the Will</b> .
<b>Goebbels censored any opposition to the Nazis</b>	<b>Modern art</b> had flourished under the <b>Weimar Republic</b> but <b>Hitler</b> and <b>Goebbels</b> removed it all from display, instead encouraging art that showed off the power of Germany and the <b>Aryan</b> race. The Nazis controlled newspapers through the <b>German Press Law</b> , which allowed <b>Goebbels</b> to threaten <b>editors</b> and <b>journalists</b> .

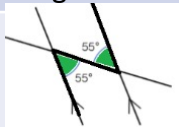
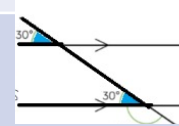
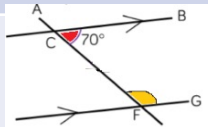
Opposition	
<b>The White Rose movement</b> was made up of students who attended Munich University.	Its most famous members were <b>Hans and Sophie Scholl</b> . They <b>distributed anti-Nazi and anti-war leaflets</b> . It was while leaflets were being distributed at Munich University that Hans and Sophie Scholl were arrested by the Gestapo. Before World War Two ended, the final leaflet produced by the White Rose movement was smuggled out of Germany and handed to the advancing Allies. They <b>printed millions of copies</b> of it and dropped them all over the country.
<b>Edelweiss Pirates</b> Were groups of youths who <b>opposed to the Hitler Youth</b> movement.	The Pirates would go on <b>hiking and camping trips</b> . While on these trips they would <b>sing songs banned by the Nazis</b> and have <b>open discussions on topics which would have been forbidden by the Nazis</b> . They also <b>sabotaged railway lines</b> and <b>acted as spies, passing on military secrets to other countries</b> . In 1944 the Nazis publicly hanged 12 of them.
<b>The Swing Youth</b> The <b>Swing Kids</b> were a group of jazz and swing lovers	in Germany in the 1930s. They were composed of 14 to 18-year-old boys and girls in high school. They admired the <b>British and American way of life</b> and were against the Hitler Youth. They danced in private quarters, clubs and rented halls. They would dress in an American or British way and <b>danced to jazz music</b> . From 1941, by police order, young people were forbidden to go to dance bars. The same year, 300 Swing Kids were arrested, some were sent to concentration camps.
<b>The July Bomb Plot, 1944</b> was the closest any German got to killing Hitler.	The war was going very badly at this stage, and a disillusioned army officer, <b>Colonel Von Stauffenberg</b> , agreed to be part of a group that would <b>detonate a bomb where Hitler was meeting other Nazi leaders</b> , and change Germany for the better. The bomb failed to kill Hitler. Stauffenberg and other leading men were executed for their role in the plot. <b>About 5,000 others were executed in revenge for the attack</b> .

Error Intervals and Compound Measures		
1	Rounding	Replacing a number with an approximate value that has a shorter or simpler representation
2	Truncating	Chop off a portion of a number
3	Lower bound	The smallest value that would round up to the estimated value.
4	Upper bound	The smallest value that would round up to the next estimated value.
5	Speed	Distance $\div$ time
6	Density	Mass $\div$ volume
7	Pressure	Force $\div$ area
8	Acceleration	Speed $\div$ time
9	Distance-time graphs	Speed is the gradient of the graph

Charts and Graphs		
1	Two-way tables	A table that organises data around two categories
2	Bar Chart	Represents data as vertical blocks
3	Composite bar chart	Shows data stacked on top of each other
4	Comparative bar charts	Shows data side by side
5	Line graph	A graph that uses points connected by straight lines to show how data changes in values
6	Stem and leaf diagrams	A table where each data value is split into a leaf (the last digit) and a stem (the other digits)
7	Pie chart	Used for showing how data breaks down into its parts
8	Angle in a pie chart	Divide 360 by the total frequency and then multiply by the frequency for the group
9	Scatter graph	A graph used to plot data measured in two ways
10	Correlation	A measure of how connected two things are
11	Line of best fit	A line through a scatter graph that best expresses the relationship between those points

Perimeter and Area		
1	Area	The size of the 2D surface
2	Perimeter	The total length of its boundary
3	Area of a rectangle	Base x height
4	Area of a triangle	(base x height) $\div$ 2
5	Area of a parallelogram	Base x perpendicular height
6	Area of a trapezium	$\frac{1}{2}(a + b)h$
7	Area of a circle	$\pi r^2$
8	Circumference of a circle	$2\pi r$
9	Arc length	$\frac{\theta}{360^\circ} \times 2\pi r$
10	Sector area	$\frac{\theta}{360^\circ} \times \pi r^2$

## Angles

1	Cardinal directions	The directions of north, south, east, west
2	Angle	The amount of turn between two lines around their common point
3	Bearing	The angle in degrees measured clockwise from North
4	Perpendicular	Where two lines meet at $90^\circ$
5	Parallel	Straight lines always the same distance apart and never touch. They have the same gradient
6	Alternate angles are equal	
7	Corresponding angles are equal	
8	Co-interior angles add to $180^\circ$	

## Similarity and Congruency

1	Similar Shapes	Same shape but different sizes
2	Scale Factor	The ratio of corresponding sides of two similar shapes
3	Finding missing lengths in similar shapes	1. Find the scale factor 2. Multiply or divide the scale factor by the side
4	Similar triangles	Triangles are similar if their angles are equal or their sides are in the same proportion
5	Congruent Shapes	Identical – same shape and same size, can be rotated or reflected
6	Condition 1 for congruent	Side-side-side
7	Condition 2 for congruent	Angle-side-angle
8	Condition 3 for congruent	Side-angle-side
9	Condition 4 for congruent	Right angle-hypotenuse-side

## Volume and Surface Area

1	Volume	The amount of space that is contained within an object or solid shape
2	Surface area	The total area that the surface of the object occupies
3	Volume of a cuboid	Length x width x height
4	Surface area of a cuboid	Area of the 6 rectangles $SA = 2LW + 2LH + 2HW$
5	Prism	A 3D shape whose cross section is the same throughout
6	Cross section	The shape that continues all the way through the prism
7	Volume of a prism	Area of the cross-section x length
8	Volume of a cylinder	$\pi r^2 \times \text{height}$
9	Surface area of a cylinder	Area of the 2 circles and the curved surface $SA = 2\pi rh + 2\pi r^2$



## Similarity and Congruency

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6	Condition 1 for congruent	Side-side-side
7	Condition 2 for congruent	Angle-side-angle
8	Condition 3 for congruent	Side-angle-side
9	Condition 4 for congruent	Right angle-hypotenuse-side

## Probability and Venn diagrams

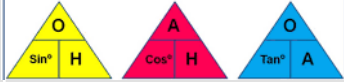
1	Tree diagrams	Show all the possible outcomes of an event
2	Independent events	The outcome of a previous event does not affect the outcome of a second event
3	Dependent event	The outcome of a previous event does affect the outcome of a second event
4	$P(A)$	Probability that event A will occur
5	$P(A')$	Probability that event A will not occur
6	$P(A \cap B)$	Probability that both events A and B will occur
7	$P(A \cup B)$	Probability that events A or B will occur
8	AND rule	When two events are independent
9	OR rule	When two events are mutually exclusive
10	Conditional probability	The probability of A happening given that B has already happened

## Histograms, Cumulative Frequency and Box Plots

1	Histograms	A visual way to display frequency data using bars
2	Y-axis on a histogram	Frequency density not frequency
3	Frequency	Area of the bar
4	Cumulative frequency	Running total of all the frequencies before
5	Cumulative frequency diagram	A curve that goes up, looks like a stretched-out S shape.
6	Cumulative frequency diagram	Plot the cumulative frequencies at the end-point of each interval
7	Lower quartile	25% of the data is below it
8	Median	50% of the data is below it
9	Upper quartile	75% of the data is below it
10	Interquartile range	Upper quartile – lower quartile
11	Comparing box plots	Compare the medians and give context
12	Comparing box plots	Compare the interquartile ranges and give context

Vectors		
1	Translation	Move a shape, the shape does not change in size or orientation
2	Column vector	The top number moves left (-) or right (+) and the bottom number moves up (+) or down (-)
3	Vector	A quantity represented by an arrow with both direction and magnitude
4	Magnitude	The length of a vector
5	Equal vectors	Have the same magnitude and direction
6	Parallel vectors	Are multiples of each other
7	Collinear vectors	Vectors that lie on the same line; have a common point and are parallel
8	Resultant vector	The vector that results from adding two or more vectors together
9	Scalar of a vector	The number we multiply a vector by

Transformations		
1	Reflection	The size does not change, but the shape is flipped
2	Describing a reflection	Give the equation of the mirror line
3	Rotation	The size does not change, but the shape is turned around a point
4	Describing a rotation	Give the direction, the angle and the centre of rotation
5	Enlargement	The shape gets bigger or smaller. Multiply each side by the scale factor
6	Describing an enlargement	Give the scale factor and the point of enlargement
7	Negative enlargements	Look like they are rotated and enlarged
8	Translation	The size does not change, but the shape is moved
9	Describing a translation	Give the column vector for the translation
10	Invariant point	A point that does not change through the transformation

Trigonometry and Pythagoras		
1	Pythagoras theorem	$a^2 + b^2 = c^2$
2	Hypotenuse	The longest side of a right-angled triangle
3	Adjacent	The side next to the angle in a right-angled triangle
4	Opposite	The side opposite the angle in a right-angled triangle
5	SOH CAH TOA	
6	Sine rule for sides	$\frac{a}{\sin(A)} = \frac{b}{\sin(B)} = \frac{c}{\sin(C)}$
7	Sine rule for angles	$\frac{\sin(A)}{a} = \frac{\sin(B)}{b} = \frac{\sin(C)}{c}$
8	Cosine rule for sides	$a^2 = b^2 + c^2 - 2bc \cos(A)$
9	Cosine rule for angles	$\cos(A) = \frac{b^2 + c^2 - a^2}{2bc}$
10	Area of a triangle	$\frac{1}{2}ab\sin C$



# YEAR 10 & 11 | MEDIA STUDIES | 04 - MEDIA AUDIENCES

P1: Section B	Media Audiences is about the people who consume the media: from how to identify/group audiences, to how they might be influenced by the media (and how they might influence the production of the media in return). It covers the roles of the audience and how industries research and target them with specific media products. Types of audiences including demographics and psychographics, Target audiences such as primary and secondary, audience research such as qualitative and quantitative, Media Effect Theories (Hypodermic Needle Theory, Uses and Gratifications, Reception Theory), and the impact of technology are key areas of this topic.
P2: All	
NEA	

<b>KEY POINTS:</b>	Demographics	Psychographics	Mass/Niche	Generations	Research	Effect Theories	User Generated Content	Active	Passive
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## THE NATIONAL READERSHIP DEMOGRAPHIC SCALE (NRS SCALE)

<u>Social Grade</u>	<u>Social Status</u>	<u>Occupations</u>
A	Upper middle class	Higher managerial, administrative or professional
B	Middle Class	Intermediate managerial, administrative or professional
C1	Lower middle class	Supervisory, junior managerial, administrative or professional
C2	Skilled working class	Skilled manual workers
D	Working class	Semi or unskilled manual workers
E	Lowest level of subsistence	State pensioners or widows, casual or lowest grade workers

<u>GROUPING AUDIENCES</u>	<u>EFFECT THEORIES</u>
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Audiences can be targeted and triggered depending on who they are. Demographics are a good starting point: age, gender, race, income, generation and the above NRS demographic scale.	Maslow's Hierarchy of Needs: Maslow (a theorist) believes humans have a range of needs that form an order of importance. Someone is not worried about being creative if they are starving for example. These needs can be used by media products: adverts might promise their product can fulfil a need for example. Different audiences will have different needs/be seeking things from a higher or lower place on the hierarchy.
Generations have lived through and experienced different things: The Baby Boomer generation (born between 1946 and 1964) didn't grow up with television, where as Gen Z (born between 1996 and 2012) grew up with the internet.	McQuail's Uses of the Media: McQuail (a theorist) believes there are only four main uses of the media. Relationships, Surveillance, Identity and Entertainment & Diversion.
Grouping audiences by personality (psychographics) can be more difficult but more rewarding, especially for producers of adverts. Common psychographics include: Aspirer, Explorer, Mainstreamer, Reformer, Succeeder, Struggler, Rebels...	Uses and Gratifications Theory: Blumler and Katz (media theorists) believe that audiences use the media to fulfil a desire and in turn are affected by what they consume. This relies on the idea that the audience is active.
	Hypodermic Needle Theory: Lasswell (a theorist) believes that audiences will be influenced by the media they consume, so long as the message is repeated enough times. This relies on the idea that audiences are passive.
<u>EFFECT THEORIES</u>	

There are several independent companies that conduct audiences research: BARB (Television), RAJAR (Radio), NIELSEN (Television), PAMCO (Publishing) – using Quantitative methods (lots of data) and Qualitative methods (personal insights)	Audiences may have their behaviour, values, morals, beliefs and ideologies changed by the media; but it might depend on who they are, what they are consuming and how they are consuming it.
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Key Words		
1	Cover	A new version
2	Extended chords	A chord with at least 1 note added
3	Altered Chord	A chord which has notes which are sharpened or flattened –Bm7b5
4	Substitution Chord	To develop the chord sequence, substituting the chord so it has the same effect. They can be chromatic, often an Altered chord.
5	Enharmonic equivalent	Two identical sounding pitches eg. Eb and D#
6	Turnaround	A set of (usually 4 chords) Faster moving to get back to a repeated section
7	Overdubbed	Recording an instrumental or vocal part over previously recorded music.
8	Monophonic	A single line of melody

Melody		
1	Syllabic	1 note per word
2	Conjunct	Stepwise
3	Contrapuntal	2 melodies are played ‘against’ each other and weave, almost ‘polyphonic’
4	Counterpoint	‘Tune against tune’ simultaneous 2 or more melodies at the same time.
5	Melismatic	Vocal melody several notes per syllable
6	Tempo Rubato	‘Robbed time’ performer pulls the tempo back for expressive effect

1	<b>Aeolian mode</b>	A scale with the intervals, T-st-T-T-st-st-T (T represents tone interval and st represents a semitone interval).
2	<b>Cross-rhythm</b>	An effect created when two or more conflicting rhythms are heard at the same time. Eg one may be in simple time and another in triple time.
3	<b>Disjunct</b>	Moves in leaps.
4	<b>Dorian mode</b>	A scale with the intervals, T, st, T, T, T, st, T (T represents tone interval and st represents a semitone interval).

1	<b>Heterophonic</b>	Multiple variations of the same melody heard simultaneously.
2	<b>Drone</b>	Two notes sounded together as an accompaniment, often a 5th apart.
3	<b>Drum machine</b>	An instrument with pads to strike. The pads can be programmed to create different sounds - often replicating a drum kit.
4	<b>Loop</b>	A small section of music, usually between four and eight bars, that is continually repeated.
5	<b>Mezzo forte</b>	A dynamic level meaning to play moderately loud - can be shortened to mf.

### Skill V Ability

Skill	Learned action with the intention of bringing about predetermined results.
Ability	Inherited, stable traits that determine an individual's potential to learn or acquire a skill.

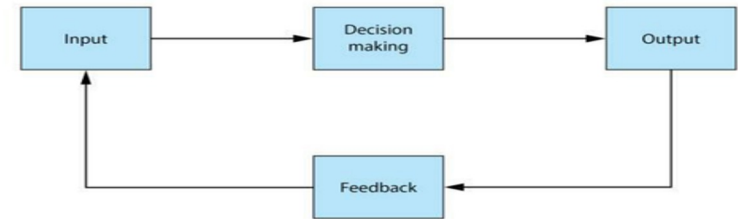
### Skill Classification Continuums

<b>Basic</b> Limited amount of information to process. The skill has a smaller cognitive element.	<b>Complex</b> Involves a high level of decision making and has a large cognitive or thinking element to it.
<b>Open</b> Affected by the sporting environment. The performer has to make decisions in response to their surroundings.	<b>Closed</b> Involves less decision making because it has a predictable environment. The performer can take their time to execute the skill.
<b>Self Paced</b> Controlled of the performer. The rate of execution is decided before execution.	<b>Externally Paced</b> controlled by factors out of the control of the performer, who may have to react to external conditions
<b>Gross</b> Involves large muscles groups and not very precise	<b>Fine</b> Involves precise movements using small muscle groups



### Basic Information Processing Model

Input	The performer will pick out important input cues from the environment.
Decision making	In this decision making phase, the performer must decide what to do with the stimulus identified.
Output	The performer must instruct his muscles to move accordingly so the catch can be executed.
Feedback	Information received via intrinsic (self) or extrinsic (outside) sources is used to repeat the processes or adjust depending on success rate.



### Types of Guidance

Visual	Used when a performer is just starting out in the learning process
Verbal	Terminology and phrases associated to certain skills can be made simple and straightforward in a clear verbal explanation.
Manual	Coaches will uses a 'hands on' approach to ensure safety.
Mechanical	Mechanical guidance involves the use of equipment to help support the learner whilst practicing the skill.

## Types of Feedback

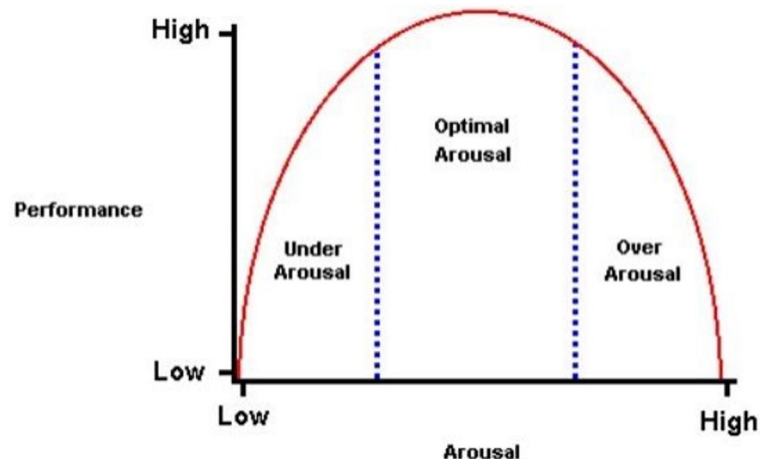
Positive	Important for beginners in form of praise and rewards
Negative	Important for elite performers such as constructive criticism
Intrinsic	Comes from inside the performer and best for elite performers
Extrinsic	Feedback from external source best for beginners
Knowledge of results	Feedback about the outcome
Knowledge of performance	Feedback about the quality of performance

## Inverted U Theory

Suggests there is an optimum arousal level and if aroused more than this performance will decline.	
Low Level	Performance isn't high due to be under aroused
Optimal Performance	Levels of arousal are optimal for individual's performance is good
Over Aroused	Decline in performance is arousal keeps increasing

## Aggression and Personality

Direct Aggression	On to another individual e.g. headbutting an opponent
Indirect Aggression	On to an object e.g. smashing a racket
Intrinsic Motivation	Comes from within e.g. pride about their performance
Extrinsic Motivation	Comes from external sources e.g. a coach
Tangible rewards	Can touch e.g. a medal
Intangible rewards	Cannot touch e.g. a crowd applauding
Introvert	Shy personality, like being on their own
Extrovert	Outgoing, sociable, bored easily



## Motivation

Intrinsic	comes from within the performer, characterised by feelings of pride and self achievement from completing or succeeding in a task.
Extrinsic	Temporary, comes from a source outside of the performer. Encourages the athlete to perform and fall into two groups; <b>tangible</b> and <b>intangible</b> .

# DIGITAL and DARKROOM Workshops| YEAR 10| Photography Term 3

## Keyboard Shortcuts

1	<b>Ctrl+N</b>	Create new
2	<b>Ctrl+O</b>	Open
3	<b>Ctrl+S</b>	Save
4	<b>Ctrl+Shift+S</b>	Save as
5	<b>Ctrl+P</b>	Print
6	<b>Ctrl+Z</b>	Undo one step
7	<b>Ctrl+Y</b>	redo
8	<b>Ctrl+C</b>	Copy
9	<b>Ctrl+V</b>	Paste
10	<b>Ctrl+A</b>	Select all
11	<b>Ctrl+ D</b>	Deselect
12	<b>Ctrl+Shift+I</b>	Inverse selection
13	<b>Ctrl + (+)or(-)</b>	Zoom in or out
14	<b>Ctrl+ 0</b>	Fit on screen
15	<b>Ctrl+L</b>	Open levels
16	<b>Ctrl+U</b>	Open Hue and saturation.
16	<b>D</b>	Set foreground and background colours to default
17	<b>X</b>	Swap foreground and background colours
18	<b>[]</b>	Increase or decrease brush size

## A O Description Includes

1	<b>Artist Research and responding to artists</b>	Research on general ideas Research on camera techniques Research on Photoshop techniques Research on lighting and set up techniques
2	<b>Idea development and use of media</b>	Darkroom techniques and experiments Photoshop experiments Other experiments Mind maps of ideas Sketches of plans
3	<b>Recording and Gathering</b>	The photos you take Contact sheets Notes and annotations Presentation pages Diagrams
4	<b>Final Outcomes</b>	Final outcomes from each section

## PROCESSES AND TECHNIQUES

1	<b>Multiple Exposure</b>	Image resulting from more than one exposure
2	<b>Contact sheet</b>	Overview of all images that have been taken in a shoot. It can be produced digitally by changing the printing settings or in the darkroom by using the contact printing method.
3	<b>Painting with chemicals</b>	Selective application of developing solution to partially reveal an image and produce special effects.
4	<b>Sandwich print</b>	Created by using more than one negative in the negative carrier to produce an effect similar to multiple exposure.

Task	Height	fNo	Exposure time
Photogram	35cm	8	8s
Contact print	35cm	2.8	15s (or test at 5s )
Contact sheet	35cm	2.8	Test at 1s
Print from negative	Varies	8	Focus at 2.8 Test print at 2-4s

## DARKROOM KEYWORDS

1	<b>Photogram</b>	a picture produced with photographic materials, such as light-sensitive paper, but without a camera.
2	<b>Latent Image</b>	Hidden image after exposure that will be revealed by development
3	<b>Test Strip</b>	Used to determine the correct exposure for a print or contact print
4	<b>Exposure</b>	The amount of light which reaches your camera sensor or film/photographic paper.
5	<b>Developer</b>	one or more chemicals that convert the latent image to a visible image.
6	<b>Stop bath</b>	Solution to stop the developing process.
7	<b>Fixer</b>	Used to stabilise the photographic image
8	<b>Final Wash</b>	Used to remove any remaining chemicals from the film or paper.
9	<b>Safety Light</b>	Light that will not affect light sensitive material. RED light is safe for paper. There is no safe light for film.

Processing	Developer	Stop Bath	Fix	Final Wash
<b>Print/paper</b>	90s	30s	2min	5min
<b>Film (Ilford PAN 400)</b>	18min @20°	30s	2-3min	5min



# PHSE – Year 10 – Exploring Influence

<p><b>KPI1: Key words</b></p> <ul style="list-style-type: none"> <li>• <b>Substance:</b> Generic term involves alcohol and other drugs that may be illegal.</li> <li>• <b>Problematic use:</b> This describes use of a substance in which a person is dependent, or they use the substance recreationally (for fun) in a way that increases the risk of harm.</li> <li>• <b>Substance use disorder:</b> Substance use disorder is the clinical term used to describe what is commonly referred to as addiction. It features a cluster of symptoms including the strong internal drive to use substances or impaired ability to control substance use</li> <li>• <b>Dependency:</b> A state in which a person relies upon a substance to feel or function as normal. This can be physical and/or psychological</li> <li>• <b>Cessation:</b> The process of reducing and stopping the use of a substance. This may be done independently or with the support of a cessation service</li> <li>• <b>Possession:</b> When a person is found with controlled drug for personal use. They don't have to be using it they just need to have it.</li> <li>• <b>Intent to supply:</b> When a person is planning to give controlled drugs to someone else including selling, sharing or giving for free.</li> <li>• <b>Supply:</b> When a person distributes or gives someone a controlled substance including selling, exchanging for reward or 'gifting'.</li> </ul>
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<p><b>KPI2: Types of Influence</b></p> <ul style="list-style-type: none"> <li>- <b>Indirect:</b> When a person feels they have to join in even if no-one directly asks the person to do anything.</li> <li>- <b>Friendly:</b> Asked to do something by a friend, but it's okay to say no.</li> <li>- <b>Heavy:</b> Using/threatening violence or blackmailing.</li> <li>- <b>Teasing:</b> Calling people names to make them feel embarrassed.</li> <li>- <b>Internal:</b> Pressure from inside the person, e.g., wanting to look cool or be part of the group, or awareness of religious/cultural beliefs and expectations.</li> <li>- <b>Online:</b> Seeing things on social media/the internet that alters perception of substance use.</li> </ul>
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<p><b>KPI5: Maximum legal penalties for each drug classification</b></p> <p><b>Class A:</b></p> <ul style="list-style-type: none"> <li>- Possession – 7 years</li> <li>- (Intent to) supply – life sentence</li> </ul> <p><b>Class B:</b></p> <ul style="list-style-type: none"> <li>- Possession – 5 years</li> <li>- (Intent to) supply – life sentence</li> </ul> <p><b>Class C</b></p> <ul style="list-style-type: none"> <li>- Possession – 2 years</li> <li>- (Intent to) supply – 14 years</li> </ul> <p><b>Psychoactive substance</b></p> <ul style="list-style-type: none"> <li>- Possession – None unless in educational/custodial settings</li> <li>- (Intent to) supply – 7 years.</li> </ul>
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<p><b>KPI3: Types of drugs</b></p> <ul style="list-style-type: none"> <li>- <b>Depressants:</b> Slows body systems, lowers cognitive abilities and slows reactions.</li> <li>- <b>Stimulants:</b> Speeds up body systems; cause pleasure and increase energy.</li> <li>- <b>Hallucinogens:</b> Alter perceptions or cause hallucinations, can cause anxiety or panic.</li> <li>- <b>Dissociatives:</b> Create feeling of relaxation, numbness or disconnect from the body.</li> <li>- <b>Opioids:</b> Cause pleasure or pain relief, can lead to loss of consciousness.</li> <li>- <b>Steroids:</b> Increase muscle mass and speed recovery from exercise, linked to paranoia.</li> <li>- <b>Cannabinoids:</b> Cause feelings of relaxation or giggliness, linked to paranoia and memory loss.</li> <li>- <b>Empathogens:</b> Cause feelings of being 'loved up' or wanting to move and dance, linked to anxiety after use.</li> </ul>
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<p><b>KPI4: Wider effects of the drug industry</b></p> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>• Poor working conditions or pay for individuals in the production process</li> <li>• Environmental impacts including the energy requirements for cultivation</li> </ul> <p><b>Importation</b></p> <ul style="list-style-type: none"> <li>• Disproportionate exploitation of individuals from a position of socio-economic disadvantage</li> <li>• Environmental impacts of transport.</li> </ul> <p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>• Exploitation of vulnerable groups including children</li> <li>• Damage to the reputation of communities in which substances are sold.</li> <li>• Financing of other criminal activity.</li> </ul> <p><b>Use</b></p> <ul style="list-style-type: none"> <li>• Varying levels of harm to health and wellbeing, finances and employment, relationships and safety.</li> <li>• Legal consequences</li> <li>• Wider impacts upon legal and health services.</li> </ul>
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<p><b>For further support...</b></p> <ul style="list-style-type: none"> <li>• Safeguarding Team- Mr Coley, Mr Ferguson, Mrs Lovell</li> <li>• Pastoral Team –Head of Year</li> <li>• Tutor</li> <li>• Family, Friends or Trusted Adult</li> <li>• Childline — <a href="http://www.childline.org.uk">www.childline.org.uk</a> Phone: 0800 1111</li> <li>• Adfam – <a href="http://adfam.org.uk">adfam.org.uk</a> – Information and support for friends and family of people with drug and alcohol problems.</li> <li>• Talk to Frank — <a href="http://www.talktofrank.com/get-help">www.talktofrank.com/get-help</a> Phone: 0300 123 6600 - Confidential advice and information about drugs, their effects and the law.</li> <li>• Drugwise - <a href="http://drugwise.org.uk">drugwise.org.uk</a></li> <li>• To get help in an emergency – Phone: 999</li> <li>• To report a non-urgent crime – Phone: 101</li> <li>• To anonymously report a crime: <a href="http://www.fearless.or">www.fearless.or</a></li> </ul>
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# Psychology: Chapter 5- Social Influence

## Year 10- Term 3

### Obedience

Compliance with an order/request of someone we perceived to hold authority

#### Milgram study

Aim: to investigate if Germans are different in terms of obedience  
 Method: 40 male volunteers  
 Teacher instructed by experimenter to give a shock if 'learner' answered a question incorrectly.  
 Conclusion: obedience best explained in terms of situational factors and not disposition.

- (+) supported by other research (Sheridan and King)
- (-) lack of realism
- (-) ethical issues – harm

#### Deindividuation

A person loses their sense of individuality when in a group. Anonymity is a key feature of a crowd. Can lead to antisocial behaviour. Normal behaviour is ruled by social norms, when we can't be identified we lose these restraints and behave impulsively and antisocially.

Zimbardo studied this and found that when participants' identities were taken away they were more likely to inflict electric shock onto a 'learner'.

Deindividuation not always antisocial – loss of personal identity can result in the individual adopting group identity. Research into deindividuation has real world application – managing crowds at sports events by using cameras to increase self-awareness.

#### Social loafing

When working in a group people put in less effort. Latane et al found participants made less noise when in a group of 6 than when tested alone.

Depends on task – creative tasks e.g. brainstorming people individually produced more.

Culture – collectivist cultures like Chinese people put in same effort even if amount of effort can't be identified, but not same with individualist cultures.

Personality and morality are both dispositional factors that affect how people behave when in a group or alone.

#### Milgram's Agency Theory

Individuals act as an agent for someone else. They believe they are not responsible for actions. In one of two states: agentic or autonomous. Autonomous: behave with own free choice.

Agentic shift: occurs when someone moves from making own free choices to following order of someone in authority. Position in social hierarchy can mean certain people have more authority. Social hierarchy is progressive e.g. Children obey parents, parents obey laws, etc.

#### Adorno's Authoritarian Personality

A person who is very obedient to those in authority. Look down on people of lower status. They hold rigid stereotypes known as cognitive style. Originate in childhood through parenting style. Stricter parents. Adorno created F-scale to test if a person has authoritarian personality.

Bystander behaviour – the presence of others reduces the likelihood that help will be offered in an emergency situation.  
 Diffusion of responsibility – people individually feel less responsible

#### Piliavin

Aim: To investigate if the appearance of a victim affects help given in an emergency  
 Method: Male confederate collapsed on subway, confederate either appeared drunk or disabled (with cane). 103 trials.  
 Results: Disabled victim given help on 95% of trials compared to 50% helped when drunk. Help didn't differ if crowded or empty carriage.  
 Conclusion: Characteristics of victim affects help given. Number of onlookers doesn't affect help in natural setting.  
 (+) high realism – participants not aware there was a study taking place  
 (-) Urban sample so may be more used to emergencies  
 (+) Qualitative data was collected which gave explanations for why people help or not.

Social and dispositional factors that affect bystander behaviour

**Presence of others**  
 The more people the less likely someone will help.

**Cost of helping**  
 Includes danger to self or embarrassment  
 Also cost of not helping e.g. guilt or blame

**Similarity to victim**  
 Help is more likely if victim is similar to self e.g. football fans helping same team fans

**Expertise**  
 People with specialist skills more likely to help in emergencies e.g. registered nurses helping workman (Cramer et al.)

### Conformity

Conformity is changing our behaviour or thoughts as a result of group pressure. Factors that affect conformity can be social or dispositional

Social	Dispositional
Group size – bigger group size increases conformity	Personality – high internal locus of control less conform
Anonymity – writing answers down anonymous and conformity lowers	Expertise – more knowledgeable people conform less; expertise also less effected by task difficulty.
Task difficulty – if the line were more similar it made task harder and conformity increased	

#### Asch study

Aim: to investigate group pressure in an unambiguous situation.  
 Method: 123 American males  
 Two cards: standard line and 3 comparison lines. Confederates asked which of 3 lines matched standard line all gave same incorrect answer, ppt was also asked responses recorded.  
 Results: 75% of participants conformed at least once.  
 Conclusion: People are influenced by group pressure.

- (-) child of the times
- (-) artificial task
- (-) cultural differences can't be generalised
- (+) lab experiment so controlled variables

### Evaluation

# Psychology: Chapter 4- Research Methods

## Year 10- Term 3

**Aim:** Statement of the research purpose  
**Hypothesis:** A testable statement about the relationship between two variables. In an experiment these variables are called the independent variable (IV) and the dependent variable (DV).  
**Null hypothesis:** A statement predicting no relationship between two variables  
**Variable:** A factor or thing that can change – it varies.  
**Independent Variable:** The variable that the researcher alters or manipulates to look for the effect on another variable. This variable produces the two conditions of the study.  
**Dependent Variable:** The variable that the researcher measures to see if the IV is affected.  
**Extraneous variable:** Unwanted variable that could affect the DV.

**Laboratory experiments**  
 Experiment is high in control over what happens.

**Strengths**  
 EV's can be controlled so cause and effect can be established.  
 Uses standardised procedures

**Weaknesses**  
 Behaviour in a lab less normal difficult to generalise  
 Participants may change behaviour because they're aware they are being watched.

**Field Experiments**  
 take place in a natural setting IV manipulated by the experimenter.

**Strengths**  
 More realistic behaviour than a lab as in natural environment  
 Higher ecological validity  
 Less chance of demand characteristics

**Weaknesses**  
 May lose control of EV's so difficult to establish cause and effect.  
 Ethical issues such as deception or consent more likely.

**Natural experiments**  
 take place in field or lab, IV is not changed by the experimenter it varies naturally.

**Strengths**  
 May have higher validity because real world variables.  
 Can use standardised procedures so less EV.s

**Weaknesses**  
 Few opportunities to carry out as behaviours may be rare – may also lead to small samples  
 May be EV's as cant randomly allocate ppts.

Reliability – a measure of consistency.  
 Validity – relates to whether a result is a true reflection of real world behaviour.

Primary data – obtained first hand by researcher  
 Secondary data – data from other studies or government stats.  
 + useful as suits aims of researcher  
 - Time & effort to collect  
 + Easy and convenient to use  
 - May not fit with researcher aims

### Experimental designs – the way that we organise the participants into conditions

<b>Independent groups</b>	Different groups of participants for each condition	+ no order effects - Participant variables - More participants needed
<b>Repeated measures</b>	All participants take part in both conditions	+ no participant variables + fewer participants needed so cheaper - Order effects present
<b>Matched pairs</b>	Participants are tested on variables relevant to the study and then matched and one person from each pair completes one condition.	+ no order effects + Less participants variables - Time consuming to match participants - Not all participant variables are controlled

Dealing with issues;  
 Participant variables= use random allocation; use of chance or systematic method to allocate participants to conditions.  
 Order effects = use **counterbalancing**;  
 Order in which participants complete conditions is evened out e.g. half complete condition in one or whilst other half complete opposite

**Ethics**  
 BPS guidelines are a code of conduct all professional psychologists should follow.  
**Informed consent:** Participants should be told of the purpose of the research and that they can leave at anytime  
**Deception:** participants should not be lied to or misled about aims.  
**Privacy:** Participants have the right to control information about themselves.  
**Confidentiality:** Personal data must be protected and respected.

**Dealing with ethical issues**  
 Informed consent – sign a form that tells them what is expected  
 Deception – full debrief to explain true aims.  
 Protection from harm – Debrief and follow up.  
 Privacy and confidentiality – keep details anonymous (give numbers or use initials).

**Research procedures** – these all reduce the chance of extraneous variables and make research more reliable.  
**Instructions to participants:**  
 Giving the same information about the study to all participants.  
**Standardised procedures:**  
 Using the exact same methods and procedures for participants in a study  
**Randomisation:**  
 Using chance to control effects of bias when designing a study e.g. picking words for a list in a memory study.

### Sampling methods

**Sampling**  
**Target Population**  
 The large group of people the researcher wishes to study.  
**Sample**  
 The small group of people who represent the target population and who are studied.  
**Representative**  
 The sample of participants is made up of people who have the same characteristics and abilities as the target population.  
**Generalised**  
 The results from the sample can be said to apply to the target population.

Random	Opportunity	Systematic	Stratified
Each person has equal chance of being selected,	Selecting people available at time e.g. who is present in the shopping mall	Selecting every nth person from a list of target population	Selecting participants from sub groups
+ no bias - Takes time	+ Quick and easy - Researcher bias - Less representative	+ avoids researcher bias - Sample may be unrepresentative	+ most representative - Very time consuming

## Observations

Researcher watches or listens to participants and gathers data.

Types of observations

**Natural:** record behaviour where it normally occur.

Or

**Controlled:** researcher manipulates aspects of the environment

**Covert:** Participants not aware behaviour is being recorded

Or

**Overt:** Told in advance

**Participant:** Researcher is involved

Or

**Non-participant:** Researcher remains separate

**Behavioural categories:** Target behaviours are selected and broken down into observable categories e.g. using mobile phone.

**Inter-observer reliability:** Two observers record data at same time with same mark sheet, results are compared.

+ When participants not aware higher ecological validity

+ controlled observations easier to replicate

- Ethical issues of consent if observing in a public place

- Observer Bias – researchers can be subjective

- When ppts know they are being watched behaviour may change

## Interviews

Face to face, real-time contact. Can also be phone.

### Structured:

pre-planned list of questions to ask.

### Un-structured:

Some questions prepared before, new questions can be created depending on interviewee response.

**Semi-structured:** some questions pre-planned but follow-up can emerge.

(-) Structured interviews prevent the opportunity for more depth to be obtained from follow up questions.

## Evaluation

**Strengths:** (+) produce a lot of information

(+) Insight gained into thoughts and feeling –high in validity

**Weaknesses:** (-) Data can be difficult to analyse (-) subjective

(-) People can feel uncomfortable talking face to face.

Questionnaires – prepared list of questions that can be answered in writing, over the phone, internet etc.

Open questions- tend to produce qualitative data.

More detailed responses

Closed questions – fixed range of answers e.g. rating scale or yes/no.

(+) gather information from many people (+) closed questions easy to analyse

(-) leading questions cause issues with validity

(-) social desirability bias

**Case studies:** An in-depth investigation of an individual, group, event or institution.

**Longitudinal** – carried out over a long period of time so can see how behaviour changes. Can also be retrospective meaning they look back and collect historic data.

+ Research lacks specific aims so researcher more open-minded

+ Best way to study rare behaviours

- Focus on one individual or event so cant be generalised

- Can be subjective

**Quantitative data** – information that can be counted usually in form of numbers

Evaluation

+ Easy to analyse and draw conclusions

- Lacks depth

### Qualitative data –

information expressed in words

Evaluation

+ more depth and detail

- Hard to analyse and summarise

## Descriptive stats

**Range:** Spread of data. Arrange in order and subtract lowest from highest score

**Mean:** mathematical average

Add up all scores and divide by the number of scores

**Median:** Middle value.

Data put in order from lowest to highest

**Mode:** Most common score

## Evaluation

(+) easy to calculate

(-) Can be distorted by extreme scores

(+) Uses all of data so most sensitive measure

(-) distorted by extreme values

(+) Not effected by extreme scores

(-) less sensitive than the mean to variation in values

(+) very easy to calculate

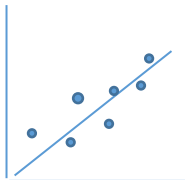
(-) can be unrepresentative

## Correlations

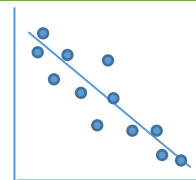
Show a relationship between two variables. Shows link or association but NOT cause and effect.

Co-variables are quantitative data – continuous numerical data.

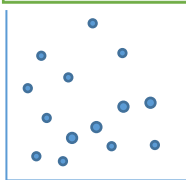
Positive: as one variable increases so does the other



Negative: as one variable increases the other decreases



Zero: There is no relationship between the two variables



## Displaying quantitative data

### Scatter diagrams

Display correlation one co-variable is place on X axis one is place on the Y axis. A dot is placed where they meet.

Frequency diagrams

**Histogram:** continuous categories/data, no spaces between bars.

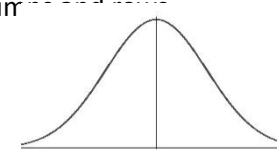
**Bar chart:** bars can be in any order data is not continuous e.g. favourite colour.

### Frequency table

Recording the number of times something occurs allows systematic way of organising data in columns and rows

### Normal distribution

Symmetrical spread of data forms a bell shape with mean, median and mode at peak.



Decimals - any number written with a point. Position represents value, left on point is whole number.

Fractions – reduced to simplest form

Ratios – a way to express fractions e.g. 8:2>4:1

Percentages – fraction out of 100

Standard form – way to represent very long or short numbers

Significant figures-

1	According to collision theory, chemical reactions can only occur...	When reacting particles collide with each other with sufficient energy.
2	How does a catalyst increase the rate of a reaction?	The catalyst lowers the activation energy by providing an alternative pathway for the reaction.
3	How does increasing the concentration of a solution increase the rate of a reaction?	There are more particles in a given volume, therefore successful collisions occur more frequently.
4	How does increasing the pressure of gases increase the rate of a reaction?	The particles are closer together, therefore successful collisions occur more frequently.
5	How does increasing the surface area of a solid cause the rate of reaction to increase?	There are more particles on the outer surface available for collisions with other reactant particles, therefore successful collisions occur more frequently.
6	How does increasing temperature of a reaction increase the rate?	The particles will have more kinetic energy, so will move around faster. This increases the frequency of the collisions, therefore successful collisions occur more frequently.

1	If a reaction is endothermic in one direction, what is it in the other direction?	Exothermic.
2	If the concentration of a reactant in a reversible reaction is increased, what will happen to the amount of products?	More products will be produced; until equilibrium is reached.
3	What can be measured to calculate the rate of a reaction?	The mass lost in a specific amount of time / The volume of gas produced in a specific amount of time.
4	On a rate of reaction curve, how can you tell that the reaction has stopped?	The curve / line becomes horizontal.
5	If a reaction is endothermic in one direction, what is it in the other direction?	Exothermic.
6	If the concentration of a reactant in a reversible reaction is increased, what will happen to the amount of products?	More products will be produced; until equilibrium is reached.

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6	On a rate of reaction curve, how can you tell that the reaction has stopped?	The curve / line becomes horizontal.
7	If a reaction is endothermic in one direction, what is it in the other direction?	Exothermic.
8	If the concentration of a reactant in a reversible reaction is increased, what will happen to the amount of products?	More products will be produced; until equilibrium is reached.
9	What can be measured to calculate the rate of a reaction?	The mass lost in a specific amount of time / The volume of gas produced in a specific amount of time.



1	What is a scalar quantity?	A quantity that only has a magnitude A quantity that isn't direction dependent
2	What is a vector quantity?	A quantity that has both a magnitude and direction.
3	How can a vector quantity be drawn and what does it show?	As an arrow, the length of the arrow represents the magnitude, the arrow points in the associated direction.
4	What are the two categories that all forces can be split into?	Contact forces & non-contact forces
5	Give three examples of contact forces.	Friction, Air resistance, Drag, Tension, Reaction
6	Give three examples of non-contact forces.	Gravitational forces, Electrostatic, Magnetic
7	Is force a vector or a scalar quantity?	Vector, it has both magnitude & direction
8	Give three examples of vector quantities.	Velocity, displacement, force, momentum
9	Give three examples of scalar quantities	Temperature, Time, Mass, Speed, Distance, Energy, Pressure

1	What is weight?	The force that acts on an object due to gravity and the object's mass.
2	What is the relationship between gravitational field strength, mass and weight?	Weight = mass x gravitational field strength
3	What are the units of weight?	Newtons (N)
4	What are the units of mass?	kilograms (kg)
5	What are the units of gravitational field strength?	Newtons / kilogram (N/kg)
6	Is the gravitational field strength on the surface of the moon likely to be larger or smaller than on the earth's surface? Explain your answer.	Smaller. Moon has lower mass than earth so gravity is weaker.
7	What piece of equipment can be used to measure an object's weight?	A calibrated spring-balance or newton meter.
8	What is the name given to the single force that is equivalent to all other forces acting on a given object?	The resultant force
9	What does it mean if a force is said to do 'work'?	The force causes an object to be displaced through a distance.
10	What distance must be used when calculating work done?	It must be the distance that is moved along the line of action of the force.
	What occurs when work is done against frictional forces?	Thermal energy dissipated to the surroundings (energy wasted).

1	What is the relationship between the force applied and the extension of an elastic object?	Extension is directly proportional to the force applied, provided that the limit of proportionality is not exceeded.
2	What is meant by inelastic deformation?	Deformation which results in the object being permanently stretched.
3	What is the equation linking extension, force & spring constant?	Force = spring constant x extension
4	What are the units of force?	Newtons (N)
5	What are the units of extension?	metres (m)
6	What are the units of spring constant?	Newtons / metre (N/m)
7	What type of energy is stored in a spring when it is stretched?	Elastic potential energy
8	What is the opposite action to extending a spring?	Compression (this also causes elastic potential energy to be stored)
9	What is acceleration?	What is acceleration?
	What does an inclined gradient of a velocity time graph tell us about the motion of an object?	What does an inclined gradient of a velocity time graph tell us about the motion of an object?

# Year10 Biology | Nervous System and Hormonal Coordination | Term 3

Central nervous system (CNS)			Nervous system v Endocrine system			Endocrine system		
1	Name three internal conditions in the body that are controlled.	Temperature, water level, blood glucose concentration.	1	What is a nerve?	A bundle of neurones.	1	Which body system involved in homeostasis causes slow, long lasting responses?	The endocrine system.
2	What is the definition of homeostasis?	The regulation of the internal conditions of a cell or organism to maintain optimum conditions in response to internal or external changes.	2	What is the central nervous system made up of?	The brain and the spinal cord.	2	Which two hormones can cause rapid responses?	Insulin and adrenaline.
3	Why do the internal conditions of a cell or organism need to be maintained?	To maintain optimal conditions for enzyme actions and cell functions.	3	What is a reflex reaction?	An automatic response that does not involve conscious thought.	3	Which hormone is involved in the 'fight or flight' response?	Adrenaline.
4	Which two types of responses are used in homeostasis?	Nervous and chemical response.	4	List the parts of a reflex arc in order.	Stimulus, receptor, sensory neurone, relay neurone (coordination centre), motor neurone, effector, response.	4	Which gland secretes several different hormones and controls and coordinates other glands?	The pituitary gland.
5	What are the three main features of a control centre?	Receptors, coordination centres and effectors.	5	What are the three types of neurone?	Sensory neurone, relay neurone, motor neurone.	5	Where in the body is the pituitary gland?	The brain.
6	What do receptors do?	Detect changes in the internal or external environment.	6	What connects a sensory neurone to a motor neurone?	A relay neurone.	6	Which hormone does FSH (follicle stimulating hormone) stimulate the ovaries to release?	Oestrogen.
7	Which type of neurone connects a receptor to a coordination centre?	Which type of neurone connects a receptor to a coordination centre?	7	What is a reflex arc?	The pathway of structures involved in an automatic (reflex) reaction.	7	Which hormone stimulates the release of oestrogen from the ovaries?	FSH (follicle stimulating hormone).
8	Which type of neurone connects a coordination centre to an effector?	Which type of neurone connects a coordination centre to an effector?	8	What is the junction between two neurones called?	A synapse.	8	Which gland secretes FSH (follicle stimulating hormone)?	The pituitary gland.
9	What are the two types of effector?	Muscles and glands.	9	What name is given to chemicals that diffuse across a synapse?	Neurotransmitters	9	Which hormone controls blood glucose levels?	Insulin.
			10	Which two organ systems are involved in homeostasis?	The nervous system and the endocrine system.	10	Where is insulin released from?	The pancreas.
			11	What is a hormone?	A chemical messenger that is carried in the blood and affects a target organ (or organs).			
			12	How are hormones carried around the body?	In the blood.			
			13	Which glands release adrenaline?	The adrenal glands.			
			14	Which body system involved in homeostasis causes fast, short lasting responses?	The nervous system.			

## Spanish: De costumbre | Year 10 | Term 3

Español	English
Normalmente <b>desayuno</b> cereales con zumo de naranja ya que es muy <b>sano</b> .	Normally <b>I have</b> cereals and orange juice <b>for breakfast</b> because it is very healthy.
<b>A las ocho ceno</b> pollo con verduras, es bastante <b>rico</b> y <b>contiene</b> mucha proteína.	<b>At eight I have</b> chicken with vegetables <b>for dinner</b> , it is quite tasty and <b>it contains</b> a lot of protein.
<b>Soy vegetariano</b> , por eso, no como carne.	<b>I am vegetarian</b> so I don't eat meat.
Todos los días <b>me levanto</b> a las siete, <b>me ducho</b> y voy al insti.	Every day I <b>wake up</b> at seven, <b>I have a shower</b> and I go to school.
Me gusta comer dulces porque <b>soy goloso/a</b> . Sin embargo, mi madre <b>es alérgica al gluten</b> , no puede comer pan.	I like to eat sweets because <b>I have a sweet tooth</b> . However, my mum <b>is allergic to gluten</b> , she can't eat bread.
El aceite de oliva es un producto típico de <b>la dieta mediterránea</b> .	Olive oil is a typical product in the <b>Mediterranean diet</b> .
<b>Mi plato favorito</b> es la paella porque contiene arroz, pescado y marisco.	<b>My favourite dish is</b> paella because it contains rice, fish and seafood.
Prefiero cenar en casa dado que <b>es más barato que</b> en un restaurante, pero la comida no es tan rica.	I prefer to eat at home given that <b>it is cheaper than</b> in a restaurant, but the food isn't as tasty.
<b>Para celebrar mi próximo cumpleaños voy a ir</b> a un restaurante con mis amigos y <b>vamos a comer</b> comida española. ¡ <b>Va a ser la leche!</b>	<b>In order to celebrate my next birthday I am going to go</b> to a restaurant with my friends and <b>we are going to eat</b> Spanish food. It will be great!
<b>El año pasado celebré</b> la Navidad con mi familia. <b>Recibí</b> regalos y <b>bailé</b> toda la noche. Lo pasé genial.	<b>Last year I celebrated</b> Christmas with my family. <b>I got</b> presents and <b>danced</b> all night. I had a great time.
Me flipa el Día de los Muertos porque es una fiesta <b>divertidísima donde</b> hay muchos colores.	I love th Day of the Dead because it is a <b>very fun</b> festival <b>where</b> there are a lot of colours.
<b>En el futuro, me gustaría ir</b> a La Tomatina puesto que es interesante <b>aunque</b> también es ruidoso y sucio en mi opinión.	<b>In the future, I would like to go</b> to La Tomatina because it is interesting <b>although</b> it is also noisy and dirty in my opinion.

# Portfolio of Skills | Year 10 | Textiles | Summer Term

## KEY PORTFOLIO SKILLS

STEP 1	<b>Turn Off the Sewing Machine:</b> Before you begin threading up <b>TURN OFF</b> your sewing machine! This is for safety, as your hands will be near the needle and moving machinery.
STEP 2	<b>Put the Needle Up:</b> Turn the handwheel on the side of the sewing machine towards you until the needle is fully up.
STEP 3	<b>Positioning the Thread Spool:</b> Begin by putting the thread spool onto the spool holder. You may also have a spool holder that is sitting sideways.
STEP 4	<b>Back Thread Guide:</b> Holding the thread place it through the back thread guide. There should be a small groove or hook. Make sure the thread goes through this otherwise the machine won't sew correctly.
STEP 5	<b>Front Thread Guide:</b> Take the thread down the front channel and around the front tension guide at the bottom.
STEP 6	<b>Through the Take-up Leaver:</b> Take the thread up from the front thread guide and through the take-up lever hook.
STEP 7	<b>Above Needle Hook:</b> Pull the thread down the channel from the take-up lever and through the small hook above the needle. This hook is usually around the same spot the top of the needle sits.
STEP 8	<b>Thread The Needle:</b> Place the thread in the eye of the needle from the front through to the back. Pull the thread under the presser foot and past the back of the machine to create a long thread tail.
STEP 9	<b>Insert the Bobbin:</b> Remove the bottom cover by pulling it towards you and place the bobbin into the bobbin case. Follow the arrow directions on the bobbin cover for the way to position the bobbin correctly.
STEP 10	<b>Pull Up the Bobbin Thread:</b> Hold the top thread tail while turning the handwheel towards you on the sewing machine. You should see the bobbin thread looped around the top thread. Pull until you can grab the bobbin thread. Replace the bobbin cover on the machine.

## ARTIST ANALYSIS

FACT	What can you see in the artwork?
	What information can you find about the artwork?
	What Textile Processes can you see in the artwork or artist work?
	What formal elements are in the construction of the artwork?
FICTION	What context does the artwork have?
	What theme, culture, time, location or society does it connect to?
	Has any of the content been exaggerated or hidden in the artwork?
FUTURE	What identifying features are there from the artist or message?
	What inspiration are you taking from the artwork or artist?
	How are you going to respond to the artwork?
	Does the context of the artist work influence you?
	What connections does the artwork have to your own?

## ASSESSMENT OBJECTIVES

AO1	Develop ideas through purposeful investigation and exploration.
	Find images, artists, and techniques relevant to the unit theme.
	Include info: what, how, why (key words).
	Identify techniques, media, materials, and skills.
	Demonstrate critical understanding of sources through written and practical responses.
	Include own thoughts about the work.
	Written in own words with correct spelling, grammar, and punctuation.
	Present work in a creative way: samples, drawings, own photos of connections.
	Refine work and ideas through deliberate and relevant experimentation.
	Find and use technique instruction, demonstration, and information.
AO2	Select and exhibit a variety of samples and media evidence.
	Identify connections and overlaps with techniques.
	Experiment with appropriate media, materials, techniques, and processes.
	Include equipment, media, materials, diagrams, method, key words, and vocabulary (technical recipe).
	Use research to develop technique, skills, and creative knowledge.
	Present work in a creative and methodical way.
	Record ideas, observations, and insights relevant to intentions.
	Communicates through written and visual media: drawings, collage, and stitch.
	Annotate samples, experimentations, observations, and developments.
	Collect source material to use in design work: own photos, museum visits/tickets, drawings, and notes.
AO3	AO1 and AO2 has inspired design work and connections are clearly identified throughout.
	Investigate the most appropriate media, materials, techniques, and textile skills to use within the unit.
	Use resources creatively to produce a variety of design ideas that are relevant to intentions.
	Clearly identify work progress, idea generation influences and directional changes related to the body of work.
	Plan and adapt ideas to create a personal successful outcome.
	Ensure that all components of final outcome are own work (not copies).
	Work independently, making informed decisions.
	Demonstrate a strong understanding of visual language.
	Select the best bits from all the assessment objectives to include in personal outcome.
	Identify where improvement is required and confidently adapt design work to show changes.
AO4	Realise intentions and designs with conviction, confidence, and purposeful intent.
	Exhibit a clearly developed and improved set of textiles skills from sampling to outcome.
	Present an imaginative, meaningful, personal, and informed response to the unit theme.

# Portraiture | Year 10 | Textiles | Summer Term

## ARTIST ANALYSIS

<b>FACT</b>	What can you see in the artwork?
	What information can you find about the artwork?
	What Textile Processes can you see in the artwork or artist work?
	What formal elements are in the construction of the artwork?
<b>FICTION</b>	What context does the artwork have?
	What theme, culture, time, location or society does it connect to?
	Has any of the content been exaggerated or hidden in the artwork?
	What identifying features are there from the artist or message?
<b>FUTURE</b>	What inspiration are you taking from the artwork or artist?
	How are you going to respond to the artwork?
	Does the context of the artist work influence you?
	What connections does the artwork have to your own?

## STATEMENT OF INTENT

**The aim of this write up is to explore and explain what you plan to do.**

<b>PROJECT AIM</b>	What theme/question or topic are you exploring?
	What the theme/question or topic means to you.
	How you plan to explore the theme/question or topic?
<b>EQUIPMENT &amp; MATERIALS</b>	What equipment/materials you expect to use in this project.
	How you anticipate using the materials/equipment.
	What collecting or sourcing you may need to do for this project.
	Where you will search for inspiration and development ideas.
<b>ARTISTS &amp; TECHNIQUES</b>	Any artists that were mentioned in the question/theme or topic.
	Techniques and processes used by the starting artists.
	How these artists will influence your production of the project.
	What the subject matter of the artists are and how you will respond to this.
<b>OTHER</b>	Keep in mind that this is an investigation led by you.
	Colour scheme/ subject matter/ specific materials.
	Personal meanings/ context or definitions.

## TEXTILES PROCESSES

<b>Sharpie and Alcohol</b>	Using Sharpies and alcohol gel to create a bleeding and blended coloured surface with minimal control.
<b>Reverse Applique</b>	Layering fabrics on top of one another and cutting down into the layers below the top layer of fabric.
<b>Scrubbing</b>	Layers of paper, stitched with a grid and details and then distressed with water, sponges and friction.

## ASSESSMENT OBJECTIVES

<b>AO1</b>	Develop ideas through purposeful investigation and exploration.
	Find images, artists, and techniques relevant to the unit theme.
	Include info: what, how, why (key words).
	Identify techniques, media, materials, and skills.
<b>AO2</b>	Demonstrate critical understanding of sources through written and practical responses.
	Include own thoughts about the work.
	Written in own words with correct spelling, grammar, and punctuation.
	Present work in a creative way: samples, drawings, own photos of connections.
<b>AO3</b>	Refine work and ideas through deliberate and relevant experimentation.
	Find and use technique instruction, demonstration, and information.
	Select and exhibit a variety of samples and media evidence.
	Identify connections and overlaps with techniques.
<b>AO4</b>	Experiment with appropriate media, materials, techniques, and processes.
	Include equipment, media, materials, diagrams, method, key words, and vocabulary (technical recipe).
	Use research to develop technique, skills, and creative knowledge.
	Present work in a creative and methodical way.
<b>AO5</b>	Record ideas, observations, and insights relevant to intentions.
	Communicates through written and visual media: drawings, collage, and stitch.
	Annotate samples, experimentations, observations, and developments.
	Collect source material to use in design work: own photos, museum visits/tickets, drawings, and notes.
<b>AO6</b>	AO1 and AO2 has inspired design work and connections are clearly identified throughout.
	Investigate the most appropriate media, materials, techniques, and textile skills to use within the unit.
	Use resources creatively to produce a variety of design ideas that are relevant to intentions.
	Clearly identify work progress, idea generation influences and directional changes related to the body of work.
<b>AO7</b>	Plan and adapt ideas to create a personal successful outcome.
	Ensure that all components of final outcome are own work (not copies).
	Work independently, making informed decisions.
	Demonstrate a strong understanding of visual language.
<b>AO8</b>	Select the best bits from all the assessment objectives to include in personal outcome.
	Identify where improvement is required and confidently adapt design work to show changes.
	Realise intentions and designs with conviction, confidence, and purposeful intent.
	Exhibit a clearly developed and improved set of textiles skills from sampling to outcome.
<b>AO9</b>	Present an imaginative, meaningful, personal, and informed response to the unit theme.