

### YEAR 10 KNOWLEDGE ORGANISER

"KNOWLEDGE IS POWER"

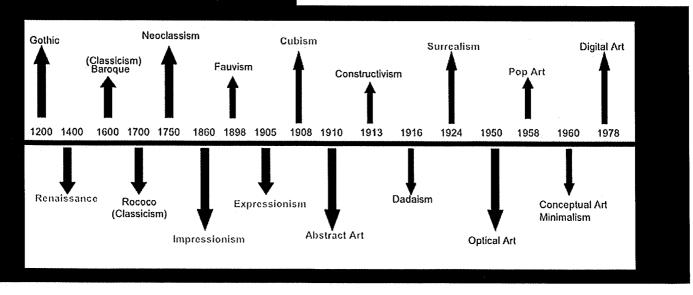
Francis Bacor

### GCSE ART, CRAFT & DESIGN

Assessme	nt Objectives
AO1 Contextual understanding	Understanding of historical and contemporary visual elements of Arts, Crafts and Design. Analyse and compare using the Formal Elements to demonstrate your understanding.
AO2 Experiment	Using a range of materials, techniques and processes to explore and develop ideas and intentions as your work progresses. This may be in both 2D and 3D.
AO3 Recording Ideas	Develop and record ideas through drawing and annotation towards a personalized outcome. Link all work to AO1 and AO2 as your project progresses.
AO4 Presenting an	Create and present a personalized outcome, realizing your intentions.
Coursework Portfolio	Worth 60% of your overall grade. Contains project work evidencing the four assessment objectives above.
Exam Portfolio	Worth 40% of your overall grade. Contains exam work evidencing the four assessment objectives above.

Key Terms	
Abstract	Abstract art seeks to break away from traditional representation of physical objects. It explores the relationships of forms and colours
Aesthetics	Aesthetics is the branch of philosophy that is concerned with the nature of beauty and taste
Aperture	The opening through which light passes to expose sensitized material or a sensor.
Composition	Composition is the placement or arrangement of visual elements in a work of art.
Contemporary Art	Embraces late 20th century contemporary art movements in painting, sculpture and architecture, as well as new media such as installation art, (including sound), conceptualism and video art.
Contrast	Contrast is the scale of difference between dark and light areas in images.
Depth of Field	The distance in front of the point of focus and the distance beyond that is acceptably sharp.
Exposure	The amount of light that is allowed to reach the image sensor which is controlled by the shutter speed and aperture setting.
Form	Form is the aesthetics of recording in 2 and 3D
Line	Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
Macro Photography	Photography producing photographs of small items larger than life size
Modernism	Modernism is the term given to the succession of styles and movements in art and architecture which dominated Western culture from 19th Century up until the 1960's.
Photograph	A drawing with light
Primary source	Your own photographs/ drawings based on real objects
Sculpture	To make or represent (a form) by carving, casting, or other shaping techniques.
Secondary source	Images form the internet, books or magazines
Texture	Texture is the perceived surface quality of a work of art.
Tone	This could be a shade or how dark or light a colour appears

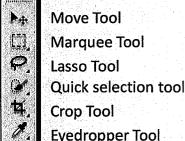
### **Timeline of Art Movements**



### Key Terms **GCSE PHOTOGRPAHY** The position from one point to another Angle Used to determine how much light passes into the camera Aperture An equal or symmetrical composition Balance Composition The layout of an image, or placement of objects within a frame. The difference in tones from the lightest tone to the darkest tone Contrast Depth of Field The focus of objects based on distance Detail The part of an image that might have otherwise gone unnoticed. Often fine or small elements within an image. The amount of light in a picture. Exposure The definition (or lack of) in an image. What the camera is aiming for. Focus What your eye is drawn towards. The illumination of scenes or objects to be photographed Light **Negative Space** The space around the object. **Positive Space** The object that takes up physical space in the image Rule of Thirds a guideline that places the subject in the left or right third of an image, leaving the other two thirds more open. It divides a photo into nine equal parts, split by two equally spaced horizontal and vertical lines. The amount of colour in an image. Saturation The length of time that the camera allows light into its lens. **Shutter Speed** What the photographer sees from their position Viewpoint "This idea is intended to "I plan to produce... focus on...' "By combining these ideas. I think "For this outcome I am the work will..." going to....." Williams Ribe successfulltin What do you plan to combiningless do? fromdlie encouses I DEN, "I feel that this alibitico valil idea could be "In this piece (deale What is the developed I will..." र्वकरविकृत्वी work going [AO2] further by..." fundion? to be? **Writing Frame** THE BOY OF STREET Design Ideas "I feel that by Howwillyou "I will use ideas Why is this doing this, the produce the found in the idea relevant? work will..." work? work of..." Why are you using How will you use artist these techniques? influence? "By using this "I will produce this technique, the work outcome by..." will....." I have chosen to "By using [media] combine these I will..." ideas because..." 13

### **GCSE PHOTOGRPAHY**

### TECHNICAL



**Eyedropper Tool** 

**Healing Brush Paintbrush** 

Stamp Tool

**History Brush** 

**Eraser** 

**Paint Bucket Tool** 

**Blur Tool Dodge Tool** 

Pen Tool

**Text Tool** 

**Path Selection Tool** 

Shape Tool



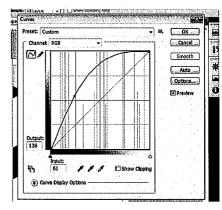
### Create new layer

Work on separate layers simultaneously



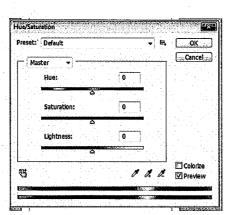
### **Change Opacity**

Adjust how transparent your image is



### Curves

Adjust the tones in your image enhancing the light and dark areas and adding contrast and depth.



**Hue/Saturation** 

Adjust the colours in your image

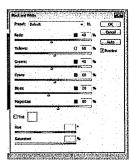
Ctrl + T = Free TransformCtrl + D = Deselect

Holding Shift  $\uparrow$  = Keep Proportions

Ctrl + + = Zoom in

Ctrl + - = Zoom out

### **Black & White** Remove all colour from your image



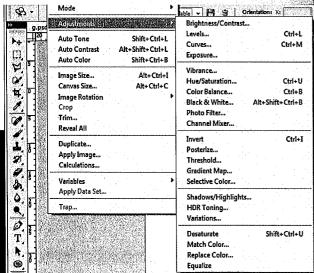


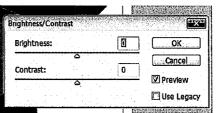
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### Invert

Swap the colours in your image

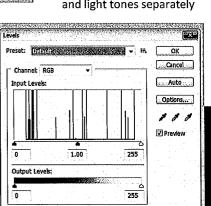






### **Brightness & Contrast**

Control how light your image is



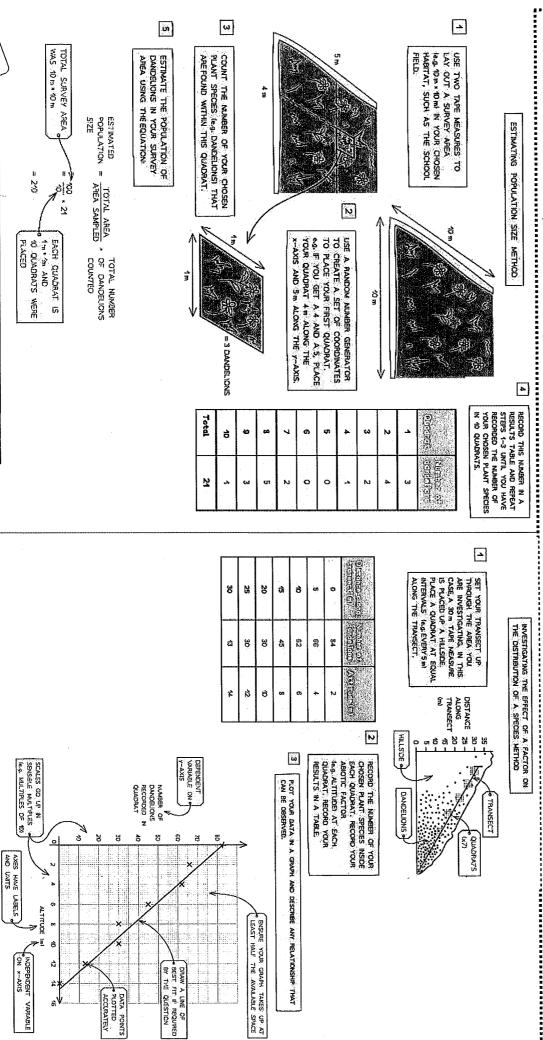
### Levels

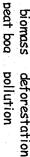
Adjust your dark, medium and light tones separately

distribution of this species Aim: To measure the population size of a common species in a habitat and use sampling techniques to investigate the effect of a factor on the Investigating Distribution

### You will:

- Use a quadrat to estimate the population size of a plant species in a survey area
- Use a transect line and a quadrat to investigate the effect of a factor on the number of plants in a survey are

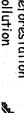




biodiversity

biofuel

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RELATIONSHIP: "AS THE ALTITUDE INCREASES,
THE NUMBER OF DANDELIONS

### Levels 9 organisation

chains Feeding relationships within a community can be represented by food

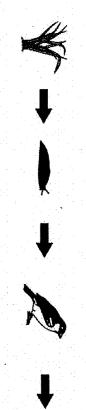
chains of all biomass for life on Earth, and so are the first step in all food Photosynthetic organisms that synthesise molecules are the producers

different species in an ecosystem used by ecologists to determine the distributions and abundance of A range of experimental methods using transects and quadrats are

that are eaten are prey Consumers that kill and eat other animals are predators, and those

Apex predators are carnivores with no predators

Organisms usually have more complex feeding relationships, with more than one predator or more than one source. These can be shown in a tood web.



or alga producing glucose through photosynthesis example, a green plant all food chains begin with a producer, for

consumers - they are herbivores that eat slugs are primary producers

primary consumers

sparrows are secondary consumers - they are carnivores that eat

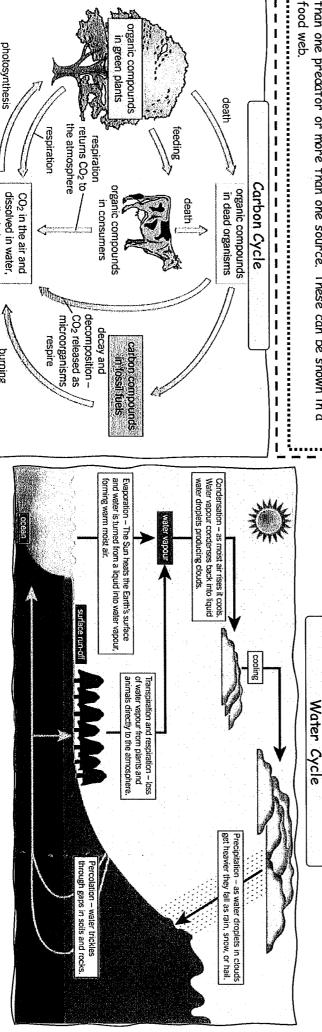
secondary consumers consumers - they are carnivores that eat hawks are tertiary

How materials are recycled

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building materials for future organisms All materials in the living world are recycled, which provides the



organic compounds

death

in dead organisms

death

Carbon Cycle organic compounds

in green plants

the atmosphere returns CO<sub>2</sub> to

CO<sub>2</sub> released as decomposition -microorganisms

respire

respiration

organic compounds

in consumers

decay and

in fossil fuels

respiration

Key terms

removes CO2 from the

particularly oceans dissolved in water, CO<sub>2</sub> in the air and

(combustion)

burning

environmen

photosynthesis

food chain biodiversity food web carbon cycle herbivore carnivore precipitation consumer predator deforestation prey producer evaporation water cycle



## Biodiversity

Biodiversity is the variety of all the different species of organisms (plant, animal, and microorganism) on Earth, or within a specific ecosystem

High biodiversity ensures the stability of an ecosystem because it reduces the dependence of one species on another for food or habitat maintenance.

The future of the human species depends on us maintaining a good level of biodiversity. Many human activities, such as deforestation, are reducing biodiversity, but only recently have measures been taken to try to prevent this.

# Maintaining biodiversity

Many habitats are currently under threat due to human activities such as deforestation, climate change, and habitat destruction.

There are a number of ways in which scientists and concerned citizens are trying to maintain biodiversity and reduce the negative impact of humans on ecosystems, including

- breeding programmes in zoos for endangered species
- protection and regeneration of rare habitats (e.g., national parks)
- reintroduction of hedgerows in agricultural areas where single crop species are grown, as hedges provide habitat for many organisms
- government policies to reduce deforestation and carbon dioxide emissions
- recycling resources rather than dumping waste in landfill.

Waste Management

Rapid growth of the human population and increases in the standard of living mean that humans are using more resources and producing more waste.

Waste and chemical materials need to be properly handled in order to reduce the amount of pollution they cause. Pollution kills plants and animals, and can accumulate in food chains, reducing biodiversity. Pollution can occur

- in water, from sewage, fertiliser run-off, or toxic chemicals (e.g. from factories)
- in air, from smoke and acidic gases
- on land, from landfill and toxic chemicals.



alobal warmina peat boa pollution

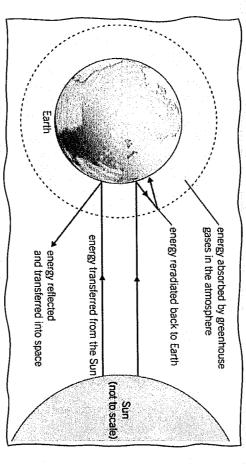


## Global warming

Levels of carbon dioxide and methane in the atmosphere are increasing due to human activity, contributing to global warming and climate change. Global warming is the gradual increase in the average temperature of the Earth This scientific consensus is based on systematic reviews of thousands of peer-reviewed publications.

Global warming has resulted in

- large-scale habitat change and reduction, causing a decrease in biodiversity
- extreme weather and sea-level changes
- migration of species to different parts of the world, affecting ecosystems
- threats to the security and availability of food.



# Land use and deforestation

Rapid population growth has led to humans using much more land for building, quarrying, farming, and dumping waste. This reduces the area in which animals can live and can further destroy habitats through pollution.

For example, the destruction of peat bogs (areas of partially decayed vegetation) to produce garden compost has decreased the amount of this important habitat, and the biodiversity it supports. The decay or burning of peat for energy also releases carbon dioxide into the atmosphere, contributing to global warming.

Large-scale deforestation in tropical areas has been carried out to provide land for

This has resulted in

cattle and rice fields, and to grow crops for biofuels

- large amounts of carbon dioxide being released into the atmosphere due to burning of trees.
- extinctions and reductions in biodiversity as habitats are destroyed
   climate change as trees absorb carbon diaxide and release water valo
- climate change, as trees absorb carbon dioxide and release water vapour

# Health and Communicable Disease Knowledge Organiser

# Communicable disease

A communicable disease is one caused by pathogens that can be passed from organism to organism. A pathogen is a microorganism that causes a disease. Examples of pathogens are: bacteria, fungi, viruses and protists.

Viruses live and reproduce rapidly inside an organism's cells. This can damage or destroy the cells.

Bacteria reproduce rapidly inside organisms and may produce toxins that damage tissues and cause illness.

Pathogens can be spread in the air, water or by direct contact.

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Gonorrhoea	Salmonella	8,	TMV	HIV	measles \	Hiruse	r d
direct sexual contact - gonorrhoea is a sexually transmitted disease (STD)	bacteria in or on food being ingested	Spread by	direct contact of plants with infected plant material animal and plant vectors soil: the pathogen can remain in soil for decades	Exchange of body fluids such as:  sexual contact blood when drug users share needles	inhalation of droplets that are produced by infected people sneezing and coughing	Spread by	inoperis curi de spiredo in i
<ul> <li>thick yellow or green discharge from the vagina or penis</li> <li>pain when urinating</li> </ul>	Salmonella bacteria and the toxins they produce cause fever abdominal pains vomiting diarrhoea	Symptoms	<ul> <li>mosaic pattern of discolouration on the leaves - where chlorophyll is destroyed</li> <li>reduces plant's ability to photosynthesise, affecting growth</li> </ul>	<ul> <li>flu-like symptoms at first</li> <li>virus attacks the body's immune cells, which can lead to AIDS - when the immune system is so damaged that it cannot fight off infections.</li> </ul>	<ul> <li>fever</li> <li>red skin rash</li> <li>complications can be fatal</li> </ul>	Symptoms	rainoderis can be spired in the an , water or by an eci contact.
<ul> <li>treatment with         antibiotics (many         antibiotic-resistant         strains have appeared)         barrier methods of         contraception</li> </ul>	<ul> <li>poultry are vaccinated against Salmonella bacteria to control spread</li> </ul>	Prevention and treatment	<ul> <li>removing infected plants</li> </ul>	<ul> <li>antiretroviral drugs - are very damaging to the body</li> <li>barrier methods of contraception, such as condoms</li> <li>using clean needles</li> </ul>	<ul> <li>painkillers to treat the symptoms</li> <li>young children are vaccinated to immunise them against measles</li> </ul>	Prevention and treatment	
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Malaria	protists	Rose blackspot	Fungi
Mosquitos feed on the blood of infected people and spread the protist pathogen when they feed on another person organisms that spread disease by carrying pathogens are known as vectors	sts Spreadby	Water and wind	gi Spread by
e blo e pro nothe d dis	ad b		
od of infected itist pathogen ir person - sease by nown as vectors	X	purple or black spots on leaves, which turn yellow and drop early reduces plant's ability to photosynthesise, affecting growth	Symptoms
		oots o	pton
recurrent episodes of fever can be fatal	Symptoms	n leaves, which arly to ting growth	K
prevent mosquito vectors breeding mosquito nets to prevent bites anti-malarial medicine	Prevention and treatment	fungicides affected leaves removed and destroyed	Prevention and treatment

# Controlling the spread of communicable disease

There are a number of ways to prevent the spread of communicable diseases from one organism to another.

Hygiene
Hand washing,
disinfecting surfaces
and machinery,
keeping raw meat
separate, covering
mouth when
coughing/sneezing.

and plants can be people, animals, isolated to stop the spread of Isolation of infected individuals-**Isolation** disease. If a vector spreads spread of disease vector can limit the population of the destroying or controlling the Controlling a disease, **Vectors** 

Vaccination
Vaccination can
protect large
numbers of
individuals against
diseases. It cannot
be used in plants as
they don't have an
immune system.

of dead or inactive form of a pathogen into the body

Vaccination involves injecting small quantities

Herd immunity

If a large proportion of a population is vaccinated against a disease, the disease is less likely to spread even if there are some unvaccinated individuals.

This stimulates lymphocytes to produce the correct antibodies for that pathogen

If the same pathogen re-enters the body, the correct antibodies can be produced quickly to prevent infection.



Key

# Health and Communicable Disease Knowledge Organiser

# Detection and identification of plant diseases

Signs that a plant is diseased:

- stunted growth
- spots on leaves
- areas of rot or decay
- growths
- malformed stems or leaves
- discolouration
- pest infestation

# Ways of identifying plant diseases

- gardening manuals and websites
- laboratory testing of infected plants
- testing kits containing monoclonal antibodies

# Plant diseases and insects

caused by insects. Plant diseases can also be directly

from the stems of plants. This Aphids are insects that suck sap

mouthpiece

herbivores or dislodge insects

leaves that droop curl when touched to scare

sharp

- reduced rate of growth
- wilting
- discolouration of leaves.

aphid

stem plant

aphid infestations as ladybirds Ladybirds can be used to control larvae eat aphids.

# infection

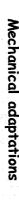
Physical barriers

Plant defences

- cellulose cell walls provide a barrier to
- tough waxy cuticle on leaves
- bark on trees a layer of dead cells that can fall

## Chemical barriers

- many plants produce antibacterial chemicals
- poison production stops animals eating plants



thorns and hairs stop animals eating plants









some plants mimic the appearance of unhealthy or poisonous plants to deter insects or herbivores







# Knowledge Organiser Health and Communicable Disease

# Non-specific defences

Non-specific defences of the human body against all pathogens include:

Nose

		•
	infection	physical barrier to
_		

- secretions produces antimicrobial
- growing prevent pathogens normally live on the skin Microorganisms that it is expelled.

from the lungs to the back of the throat by the cilia, where Cilia and mucus trap particle mucus, which is moved away from entering the lungs. in the air, preventing them Trachea and bronchi produce acid (pH2) that Produces strong mucus, food and pathogens in destroys Stomach

## White blood cells

pathogen. If a pathogen enters the body, the immune system tries to destroy the

There are two main types of white blood cell - lymphocytes and phagocytes. The function of white blood cells is to fight pathogens

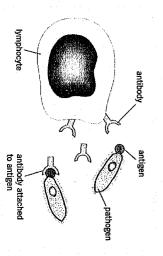
Lymphocytes fight pathogens in two ways:

### **Antitoxins**

bind to the toxins produced by some neutralises the toxins. pathogen (usually bacteria). This Lymphocytes produce antitoxins that

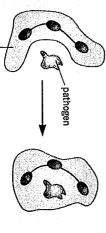
### Antibodies

Lymphocytes produce antibodies that pathogens by binding to antigens (proteins) on the pathogen's surtace's. target and help to destroy specific



Phagocytes are attracted to areas of infection. The phagocyte surrounds

ω Enzymes that digest and the pathogen and engulfs it. destroy the pathogen are released.



phagocyte

# Knowledge Organiser

# Producing monoclonal antibodies

Monoclonal antibodies are produced from a single clone of cells

 Mice are injected to stimulate the specific antibodies. production of lymphocytes that make

cannot divide to form clones Lymphocytes make antibodies but

2 Turnour cells are cultured. These cells can divide and grow endlessly.

the antibody.

All the cloned cells can make

3 The lymphocytes are fused divide to make a large number of identical cells called a clone. A single hybridoma cell can create hybridoma cells. with the tumour cells to

A large amount of antibody can then purified for use collected, and be produced, the monoclonal

### Tumour cells can divide to form clones Use of monoclonal antibodies

a single binding site on a specific Monoclonal antibodies are specific to

protein antigen

target specific chemicals or cells This means they can be used to

# Diagnostic testing

chemical in the blood or to levels of a particular be used to measure the Monoclonal antibodies can detect pathogens

### Research

antibodies to bind monoclonal cells and tissues can be located in Specific molecules them to a by using

### florescent dye.

Treatment

specifically to cancer cells, limiting their chemicals and drugs can deliver toxic harm to other cells in Monocional antibodies

> Pregnant women produce the hormone HCG, which in a pregnant woman's urine: Monoclonal antibodies can be is excreted in their urine. used to detect HCG

Pregnancy tests

1) Urine is applied to the end of the stick



antibodies that only bind HCG, attached to 2) The test stick contains monoclonal



3) If HCG is present in the urine, the monoclonal antibodies cause a line of dye to appear. This means the pregnancy test is positive



4) A second line appears in the control zone to show the test is valid, even if the result is negative.

## **Antibiotics**

- bacteria in the body Antibiotics are medicines that can kill
- specific antibiotics Specific bacteria need to be treated by
- antibiotic-resistant strains of bacteria Antibiotics have greatly reduced deaths from infectious bacterial diseases, but

# Treating viral diseases

reating diseases

- viruses. Antibiotics do not affect
- often damage the body's Drugs that kill viruses tissues.
- symptoms of viral diseases Painkillers treat the but do not kill pathogens.

# Discovering and developing new drugs

and trailed for extensively tested New drugs are

- Toxicity is it
- Work? Efficacy - does it harmful?
- give and effective to amount is safe Dose - what

# Stages of clinical trials

## Pre-clinical trials

Drug is tested in cells, tissues, and live animals

### Clinical trials

- Healthy volunteers receive vary low doses to test whether the drugs is safe and ettective.
- If safe, large numbers of healthy volunteers and patients receive the drugs to find the optimum dose.

### Peer review

Before being published, the results of clinical trials will be tested and checked by independentresearchers. This is called peer review

## Double-blind trials

no effect. Some clinical trials give some of their patients a placebo drug - one that is known to have

given the real drug and who has been given the placebo. This reduces biases in the trail **Double-blind trials** are when neither the patients nor the doctors know who has been

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### Knowledge Organiser Atomic Structure

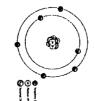
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element that can exist All substances are made of atoms. An atom is the smallest part of an

of the nucleus us less than 1/10000 of that of the atom. Atoms are very small, having a radius of about  $1 \times 10^{-10} \mathrm{m}$ . The radius

protons in the nucleus, Atoms have no overall electric charge In an atom, the number of electrons is equal to the number of

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



# Atomic Number and Mass Number

All atoms of a particular element have the same number of protons. The sum of the protons and neutrons in an atom is its **mass number** The number of protons in an atom of an element is its atomic number

# Electronic structure

electronic structure can be represented by numbers or by a diagram. For example, the electronic structure of carbon (above) is 2,4. The electrons in an atom occupy the lowest available energy level. The

# elements, compounds and inixitimes

are represented by chemical symbols, e.g. O represents oxygen. Elements are substances that only contain one type of atom. These There are about 100 different elements on the periodic table.

be separated by chemical reactions. chemically bond together, in fixed proportions. Compounds can only Compounds are formed when two of more different elements

physical processes chemically combined together. Mixtures can be separated by Mixtures consist of two or more elements or compounds not



atom

mass number

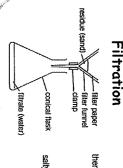
compound nucleus

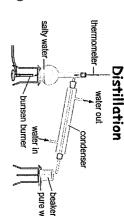
electron proton

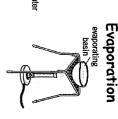
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# Sepone in predictions







# esome miche entire come

	Neutrons in the nucleus	1932	James Chadwick
	Electrons are in shells orbiting the nucleus	1913	Niels Bohr
	Alpha Scattering - concentrated positive mass in the centre. Atoms are mostly empty space.	1911	Ernest Rutherford
	Plum Pudding model – the atom is a ball of positive charge with scattered electrons	1897	JJ Thomson
	Atoms described as solid spheres	1808	John Dalton
Model :	biscovery.	Period	Scientist

# Periodic table

Knowledge Organiser

found and some elements were put in the wrong group. In the early 1800s, elements were arranged by atomic weights. The periodic table was not complete because some of the elements had not been

atomic number. Elements with properties predicted were discovered and filled the gaps. The existence of isotopes supported ordering by atomic Dimitri Mendeleev (1869) left gaps in the periodic table to account for elements he thought had not yet been discovered. He put them in order of

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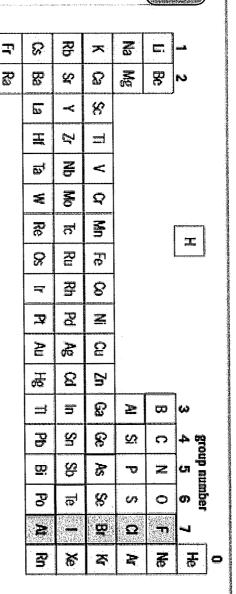
number

and non-metals. Metals are on the left and nonmetals on the right. divide between metals The red step shows the

group normally follow group number shows the properties. Elements in the same the same trends in the outer shell. number of **electrons** in they go downwards. The Groups are the columns in the periodic table -

> helium, neon and argon Noble gases include:

go sideways. Each period of electrons. shows another full shell Periods are the rows in the periodic table - they



# Choup 0 - Noble gases

with low melting and points all increase as they boiling points. The boiling greater intermolecular go down the group due to They are colourless gases They are all **non-metals** 

4 Xe Increasing boiling point

### Halogens include: Croup 7 - Halogais

gaining an extra become higher down the and boiling points electron. The melting an increase in difficulty down the group due to decreases as they go metals. The reactivity bromine and iodine. fluorine, chlorine, They are all non-Increased melting/boiling point Decreased reactivity

### 

down the group. bigger and it is easier for go down the group. They get reactivity increases as they reactive metals. The rubidium. They are all soft sodium, potassium and boiling points become lower nucleus. The melting and it is further from the them to lose and electron if Alkali metals include: lithium,

7 공 csDecreased melting/boiling point Thereased reactivity



Period

group.

alkali metals

group 1

group 7

typically unreactive.

at room temperature.

Group 0 elements are

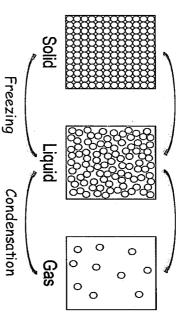
# C3: Structure and Bonding

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# Sides of indition

The three states of matter are solid, liquid and gas. They can be represented using the particle model, by small solid spheres.

Melting Evaporation



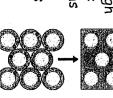
The amount of energy needed to change the state of the substance depends on the strength of the forces between the particles. The stronger the forces between the particles, the higher the melting and boiling point of the substance. There are limitations to this model, due to the following assumptions:

- No forces between the particles
- Particles are all solid spheres

In chemical equations, the three states of matter are shown as (s), (l) and (g), with (aq) for aqueous solutions.

# Metallie soneine

Metallic bonding occurs only in metals. Tightly packed rows of positive ions are surrounded by a sea of delocalised electrons which are free to move through the whole structure. There are strong electrostatic forces of attraction between the positive metal ions and negative electrons. They have high melting and boiling points. Pure metals are malleable (soft), as the layers can slide over each other, so are mixed with other metals to make alloys.



## Solice Since

When a metal atom reacts with a non-metal atom, outer-shell electrons are transferred. Metal atoms lose electrons to become positively charged ions, whilst non-metal atoms gain electrons to become negatively charged ions.

conduct electricity as the ions are tree to move liquid or aqueous form, they can break the strong bonds. When in high melting and boiling points, as between oppositely charged ions. electrostatic forces of attraction of ions, held together by strong Ionic compounds are giant sirue the lattice. These compounds have large amounts of energy is needed These forces act in all directions in Na·+ čix (2,8) (2,8,8) ಕ

# covalem some

A covalent bond forms when electrons are shared between non-metal atoms. The number of electrons shared depends on how many extra electrons are needed to fill the outer shell. Covalent bonds can be represented in a number of ways.



# \*× 0 : ו H

Atoms forming covalent bonds form different types of structures.

Giant structures consist of billions of atoms covalently bonded together. An example is diamond.

Small molecules contain only a few atoms. Different molecules are held together by weak intermolecular forces. An example is water.

Large molecules contain many repeat units joined covalently in a chain.

Polymers are examples.

# Carson allottopes

There are numerous carbon structures. Diamond and graphite are giant covalent structures with very high melting and boiling points. Graphite contains layers of covalently bonded carbon atoms. Between the layers, there are no covalent bonds. This means the layers can slide, making graphite soft. Graphite can conduct electricity due to delocalised electrons. For diamond, the carbon atoms have a rigid structure, making it very hard. Graphene consists of a single layer of graphite. Fullerenes exist as cage-like structures and tubes, where molecules are held together by weak intermolecular forces. They typically can conduct electricity.



# C8: Rates and equilibrium

Knowledge Organiser

# Refies of reaction

of reaction can be determined by The rate of reaction is how quickly the reactants become the products, The rate

 $Mean\ rate\ of\ reaction = \frac{quantity\ of\ reactant\ ised}{reactant\ ised}\ OR\ \frac{quantity\ of\ product\ formed}{quantity\ of\ product\ formed}$ time taken

colour or turbidity of a solution when a solid precipitate is produced changes, the volume of gas given off from the reaction or the changes in the Practically this can be determined from measuring how the mass of the reaction

Volume of gas produced

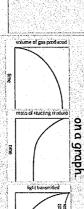
and the second s	insaction mixture	Shurks		ubber tubing	
	naince (		reaction mixture conical flask	bung bung	
			*	. <del>-</del> Nasanana	

The reactants are placed in a conical cylinder. As the reaction proceeds syringe of upside down measuring flask, which is connected to a gas the gas is collected

given off and the mass of the flask The reactants are placed in a conica flask on a balance. As the reaction proceeds the gaseous product is

# Change in colour or turbidity





The results from each can be plotted

activation energy.

that has a lower

Calculating rate from a graph

The reactants are placed in a conica cross. As the reaction proceeds the flask, which is placed on top of a eliminating view of the cross solid precipitate is produced

rate of reaction, whereas a shallow gradient indicates a slow rate of A steep gradient indicates a fast reaction has reached completion. reaction. A plateau indicates the

# 

of a reaction can be increased by: increasing the frequency of collisions and energy to react. This amount of energy is called the activation energy. The rate For a reaction to occur, the reactant particles need to collide with sufficient increasing the energy of particles when they collide

collision theory

Activation energy

onuilibrium

concontration

catalyst

trequency

rate of reaction

Temperature

# active affection he raisof reaction

Increasing the temperature ... and therefore collide more frequently, with more Particles gain more kinetic energy, move faster

Impact on rate of reaction

energy so more collisions resultin a reaction.

Factor

Increasing the concentration of solution more frequent collisions occur. There are more reactant particles therefore

Increasing the pressure of gaseous reactants ...

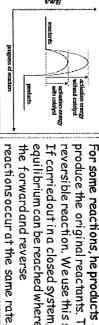
more frequent collisions occur There is less space between the particles, so

reactants ... Increasing the surface area of solid reactants

are able to interact and collide with another Only reactant particles at the surface of a solid reactant, so a larger surface area leads to more frequent collisions occurring.

## **CATOLISE**

alternative pathway used up in the reaction They provide an reaction without being Catalysts speed up the



# Reversible receilous

equilibrium can be reached where reversible reaction. We use this symbol: produce the original reactants. This is a the forward and reverse If carried out in a closed system, For some reactions, he products can react to A+B 1 C+D

# Le Chanelier's principle (FIF only)

the reaction must be changed. Le Chatelier's principle states, that within a closed system, the To move from equilibrium, and to change the amount of reactant and product, the conditions of

system will work to oppose or counteract the change by favouring either the forward or the products, temperature of the system or the pressure of the system change. For example, if the reactant concentration is increased, the forward reaction is reverse reaction. Conditions that can be changed are: concentration of the reactants or favoured, less reactant is available and more product is made. Concentration - When the concentration of a substrate is altered, the system will oppose the

change. For example, if the temperature of the system is increased, the endothermic reaction is Temperature - When the temperature of the system is altered, the system will oppose the favoured, resulting in the surrounding temperature to decrease.

Pressure – When the pressure of the system is altered, the system will oppose the change. For example, if the pressure of the system is increased, the reaction will favour the direction with fewer molecules, resulting in a decrease in pressure.

NOMONO



(II)

Flactic nationatial enemal-Enemal stares
object. Kilograms, kg
Mass-The quantity of matter in an
object due to its motion. Joules, J
Kinetic energy-Energy of a moving
Key vocabulary:

change its shape. Joules, J in an elastic object when work is done to ciusiic poientiai energy-chergy stored

per metre N/m the greater the spring constant. Newton Spring constant - The stiffer the spring

a gravitational field. Joules, J energy of an object due to it's position in Gravitational potential energy-The the original length. Metres, m Extension - The increase in length from

 $\Omega$ 

zΙ

of gravity on an object-given in your second. Watts, Power - Energy transferred every question. New ton per kilogram N/kg Gravitational field strength - The force

force. Joules, J Work done - Energy transferred by a

J/kg°C Specific heat capacity - Energy needed material by 1°C when the mass is 1kg to increase the temperature of a

percentage unit-answer should be a number less than by a device/ total energy. There is no 100 you have changed it into a If you have multiplied your answer by Efficiency - Useful energy transferred

between stores or to the surroundings System- an object or group of objects. An open system - energy is transferred

changes. total energy in a closed system never to or enter from the surroundings. The A closed system - no energy can escape

nergy stores	
únetic 💮	Energy an object has because it is moving
òravitational otential	Energy an object has because of its height above the ground
:lastic otential	Energy an object has when it is stretched of compressed
Thermal (or nternal)	Energy an object has because of its temperature (the total kinetic and potential energy of the particles in the object)
:hemical	Energy that can be transferred by chemical reactions involving foods, fuels and the chemicals in batteries
duclear	Energy stored in the nucleus of an atom
Aagnetic	Energy a magnetic object has when it is near a magnet or in a magnetic field
Electrostatic	Energy a charged object has when it is near another charge object

## Energy transters

stores by: Energy can be transferred to and from different

Waves object with a lower temperature Energy is transferred from one object to another Waves (e.g. light and sound waves) can transfer

### Electricity

energy by radiation.

energy. When an electric current flows it can transfer

### Forces

Energy is transferred when a force moves or 

## Kinetic energy:

equation: object can be calculated using the The kinetic energy of a moving

- kinetic energy = 0.5 × mass × speed<sup>2</sup>
- $Ek = 1/2 \text{ m } V^2$

speed, v, in metres per second mass, m, in kilograms, kg kinetic energy, Ek , in joules, J



# Gravitational potential energy:

calculated using the equation: by an object raised above ground level can be The amount of gravitational potential energy gained

- g.p.e.= mass × gravitational field strength × height
- Ep = mgh

gravitational field strength, g, in newtons per mass, m, in kilograms, kg gravitational potential energy, Ep, in joules, J kilogram, N/kg

strength (g) will be given.) height, h, in metres, m (In any calculation the value of the gravitational field



### Power:

which energy is transferred or the rate at which work is done. Power is defined as the rate at

- power = energy transferred /time
- P = E /t
- power = work done /time
- P = W /t

second is equal to a power of 1 work done, W, in joules, J energy transferred, E, in joules, J power, P, in watts, W An energy transfer of 1 joule per time, t, in seconds, s

# Specific heat capacity:

calculated using the equation: temperature changes can be released from a system as its The amount of energy stored in or

- change in thermal energy = mass × specific heat capacity × temperature change
- $\Delta E = m \times c \times \Delta \theta$

mass, m, in kilograms, kg joules, J change in thermal energy,  $\Delta E$ , in

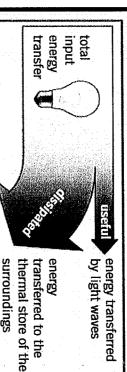
specific heat capacity, c, in joules per Celsius, °C kilogram per degree Celsius, J/kg temperature change,  $\Delta\theta$ , in degrees

substance is the amount of energy degree Celsius. one kilogram of the substance by one required to raise the temperature of The specific heat capacity of a

# Useful and dissipated energy:

usefully, stored or dissipated Energy cannot be created, or destroyed-it can only be transferred Dissipated energy means it transfers to the surroundings; this is often

described as being wasted



All energy eventually ends up transferred to the thermal stores of the

surroundings.

Streamlining is a way of reducing energy wasted due to air resistance or <u>ubrication</u> is a way of reducing unwanted energy transfer due to friction.

Insulation is a way of reducing thermal energy to surroundings

### Elastic energy:

can be calculated using the equation: energy stored in a stretched spring The amount of elastic potential

- spring constant × extension  $^2$ Ee = 1/2 k  $e^2$ elastic potential energy = 0.5 ×

spring constant, k, in newtons per elastic potential energy, Ee, in joules has not been exceeded) (assuming the limit of proportionality



extension, e, in metres, m

metre, N/m

### Work done:

Work done= energy transferred

work done = force × distance force moved in the direction of the





### Efficiency:

must know the equation to calculate efficiency as a decimal: Efficiency is a measure of how much energy is transferred usefully. You

efficiency = useful output energy transfer (J) total input energy transfer (J.

efficiency = useful power output (W) total power input (W)

add the % sign. To give efficiency as a percentage you multiply your decimal by 100 and

NEVER add the % or J to your decimal

### Key vocabulary

one coulomb of charge from one point in the Potential difference - the work done in moving circuit to another.

Current - a flow of electrons.

Charge - the rate of flow of electrons

Resistance - the opposing of a current

done) in a certain amount of time. Power - how much energy is transferred (work

directly from each other Series - all components in a circuit follow on

Parallel - the current has alternate pathways to possibly take in a circuit.

variable resistor

are tree to move through the conductor (eg Free (or delocalised) electrons - electrons that metal).

Key equations:
Q = It (charge = current x time)

V=IR (potential difference= current x resistance)

to negative - shown by arrows. The

greater the number of arrows, the

Electric fields will always run from positive

Electric fields

stronger the electric field.

.ike charges - the field lines show a gap in

Total resistance = R1 + R2

P = VI (power=potential difference x current)

P= I x I x R (power=currentsquared x resistance)

E=Pt (energy transferred=power x time)

E=QV (energy transferred=charge flow potential difference

Current-Amps (A) Key Units:

Potential difference-volts (V)

Resistance-ohms (52)

Energy transferred-joules (J)

Power-watts (W) Charge-coulombs (C)

> 9 switch (open) switch (closed) Ф espi



circuit.

shared between the components in the

than one pathway to take. The current will Parallel circuit - the electricity has more

take the path of least resistance.

until certain Diode - no current

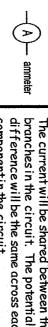
The current will be shared between the



8



battery



thermisto difference will be the same across each free electrons and metal ions. The more component in the circuit. Resistance - caused by the collision between

diode

Factors that can affect resistance are: collisions the greater the resistance.

- Length double length, double resistance: directly proportional
- increase resistance Temperature – increase temperature,
- Diameter bigger diameter, less resistance

increases

Material - number of free electrons

Static is caused because of friction between two insulators resulting in the transter ot electrons.

Object loses electrons - object is positively charged negatively charged. Object gains electrons - object is

Unlike charges - filed lines move from + to

the electric field

a discharge of electricity. is great enough, a spark will 'jump' – this is potential difference between two objects If there is a build-up of charge and the

contact needed for attraction / repulsion. transformers (step up and step down) and **The National Grid:** a system of

The objects do not have to be touching-no

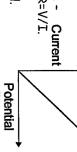
the cables. Less energy is wasted current in order to reduce heat loss from Electricity transmitted at high voltage, low たくのうもくのつ こも かくじゅく きねら プレクき へのくし ひのこん かくのう Cables can be overhead or underground.

Series circuits - all components follow on The current only Fixed resistor at constant

directly from each other.

nas one pathway to follow.

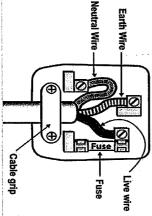
a series circuit. The potential difference is The current is the same all the way around proportional Ohm's Law. R=V/I. temperature -Directly Current



difference

high resistance in difference. allows current in negative bias. Only Current rapidly potential ncreases. Very Current

bulb gets hotter, so line curves as Filament bulb one direction resistance Current difference Figure 1 Potential Potential difference



Plug case - plastic / rubber electrical insulators

electricity Pins – brass hard wearing conductor of

plastic(insulator of electricity) and electricity. Coated in coloured Wires - copper flexible conductor of dentification.

Earth wire (green Yellow) - safety (pd=UV)

Live (brown) - carries current

Neutral (blue) - completes circuit(p.d. (pd=230V)

# knowledge Organiser Particle Woder of Watter

Arrangement of Movement of particles Vibrate on the spot Close together Regular pattern Move around each Random arrangement Close together Random arrangement Move quickly in all Far apart directions

Diagram







States of matter – what form a substance can exist

with strong forces of attraction. Fixed shape and **Solid** – regular arrangement of **vibrating** particles volume.

attraction. Volume can be changed (gases can be compressed). No fixed shape—fills container. particles which have negligible (no) forces of Gas – random arrangement of quickly moving particles which have weak forces of attraction. **Liquid** – random arrangement of slowly moving Takes the shape of the container. Fixed volume

**Melting** – changing state from solid to liquid.

Evaporating / boiling / vaporisation — Inquid to gas. Condensation – gas to liquid.

Freezing / solidifying - liquid to solid

Sublimation – solid to gas.

becomes a liquid. Meting point – the temperature at which a solid

Boiling point – the temperature at which a liquid becomes a gas

becomes a solid Freezing point — the temperature at which a liquid

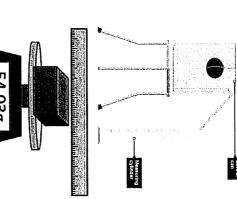
**Density** – the amount of mass in a given volume. Density=mass÷volume

substance when it changes state Latent heat – the energy transferred to or from a

Specific latent heat - the energy required to change the state of 1kg of a substance without an ncrease in temperature.

change the temperature of 1kg of a substance by Specific Heat Capacity – the energy required to

> any object. It is calculated by dividing the mass of an object by its volume. Density is the mass per unit volume of Density required practical

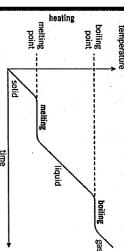


Density = mass / volume (kg/m<sup>3</sup>) (kg) (m<sup>3</sup>)

electronic scales to find mass. Use Regular object (e.g. cube) — use a ruler to equation to calculate density. these 3 values together for volume. Use measure length, width, height. Multiply

in a displacement can. The volume of the calculate density. object (EUREKA!). Use equation to water displaced is the volume of the find mass. Submerge object under water Irregular object. – use electronic scales to

cal culate the density. liquid. Use the density equation to liquid. Subtract to find the mass of the cylinder and then the cylinder and the s cales to find the mass of the empty in a measuring cylinder. Use electronic **Liquid** – Measure the volume of the liquid



### Changing state:

shows when the substance is changing or cooled, the flat horizontal section temperature of a substance being heated In the graph showing the change in

energy of the substance. change in state do not cause a change in temperature but do change the internal The energy transfers taking place during a

required to change the temperature of Specific Heat Capacity- the energy 1kg of a substance by 1°C.

change Energy = mass X SHCX temperature

Mass Energy iemperature (J/kg°C) (°C) (kg)

to change the state of 1kg of a substance Specific latent heat — the energy required liquid to gas Specific latent heat of vaporisation – Specific latent heat of fusion – solid to without an increase in temperature.

Energy for change of state = mass x SLH

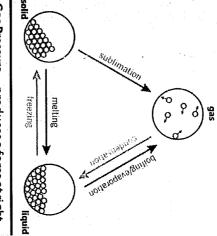
HIS Mass Energy

### 劉

# ggs

### Changing state:

Red arrows – more energy (hotter). Forces of attraction getting stronger Blue arrows – less energy (colder). Forces of attraction getting weaker.



angles to the wall of the container. Gas Pressure – produces a force at right temperature: For a fixed mass of gas at a constant

# pressure X volume = constant

Volume (m<sup>3</sup> Pressure (Pa; pascals)

system. potential energy of all the particles in a Work is the transfer of energy by a force. Internal energy is the total kinetic and

Doingwork on a gas increases the internal energy of a gas, so temperature ncreases

range of speeds) particles move in different directions at a Particle motion in a gas is random (i.e.

average kinetic energy of the molecules. The temperature of a gas is related to the

### 3.1 Types of drawing used in engineering Communicating design outcomes Unit R038: Principles of engineering design

# YIO EN gineeny:

# Freehand sketching

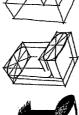
- Isometric
- Oblique

- Block diagrams Assembly drawings
- Circuit diagrams Flowcharts
- Exploded views

Wiring diagrams

### Orthographic drawings

- Products are drawn freehand to increase the speed of communicating ideas
- Basic building blocks are crated out using construction
- Proportions (size relationships) are calculated by comparing features
- Crated shapes are defined (further detail added)
- Drawing is then rendered (shade, colour, texture,
- Drawing can also be emphasised using thick and thin



Orthographic drawings

Exploded views

A 2d drawing often referred to as an engineering or

working drawing.

Drawings will be drawn to scale and can be measured Drawing will different elevations of a 3d product in 2d

Drawing can be quickly created

between parts

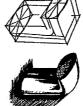
in CAD to enable designers to

Specific line conventions are used to show the relationship

go to together

to show how they interact and separated within the drawing Parts of a product are

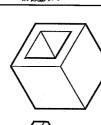
the end, front or plan (top) view

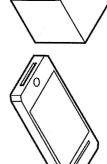




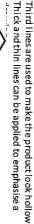








### the drawing



All line are generally parallel

The sides/depth of the product is drawn at a 45 degree

They can be drawn to scale, measured and used in

manufacturing two dimensiona

Horizontal and vertical lines within a product remain

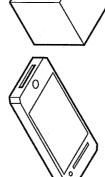
Oblique drawings have no perspective

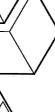
Vertical lines within a product remain vertical within

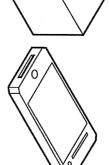
Horizontal lines are drawn at 30 degrees

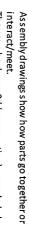
manufacturing

They can be drawn to scale, measured and used in Is ometric drawings have no perspective



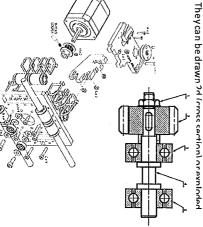


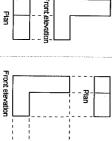




Assembly drawings







further develop/refine ideas

interact to allow them to visualize how components will

First Angle Projection











### AC 1.1

catering industry The structure of the hospitality and

# Types of





provide:

and parties in private houses.

prepare and cook food and deliver it to the

venue, or cook it on site.

They may also provide staff to serve the food, if

food for functions such as weddings, banquets

Contract Caterers

residential comme ica stabilishments	
(Engeri) establishments	^ · ·
non- commercial establishment	

stablishment	Service provided	Examples
<u>Commercial</u> esidential	Accommodation, house keeping, food, beverages, conference or training facilities	Hotels, guest houses, campsites, bed and breakfasts, holiday parks, farmhouses
<u>Commercial non-</u> <u>esidential</u>	Food and beverage to eat in or take away, areas to sit to eat and drink	Restaurants, cafes, tea rooms, coffee shops, fast food outlets, pubs and bars, street food and pop up restaurants, mobile vans
Von-commercial	Accommodation, food and	Hospitals, care homes, prisons, armed forces, boarding schools.

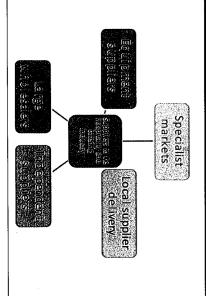
non-residential Non-commercial

Food and beverages

centres, schools and nurseries, Canteens in offices, day-care colleges, universities.

charity food suppliers, for example

soup kitchen



★★★★ FIVE STARS .....

Shirt Same and Article (S)

California Stand Line of Law

Ø

\*\*\* FOUR STARS ASSUMMENT Statement compress of community and the community of the

Ø

Of rengue onen

the service provided is

ra ted on a scale of one to

can expect at a hotel or

\* TWO STARS

are often given a star

Hotels and guest houses

cus tomers to know what rating. Star ratings help Construent material and a service of the service of

standards

**Hotel and Guest house** 

\*\* THREE STARS

S distribution of

ONE STAR

and ratings

### Types of service

	Ready-to-eat food or drink sold on the street or in a	Street food
vending	Control of the Contro	:
- Commonwood	Stanks and cranas	
A serveral	for dramatic effect, for example flambéed.	
	customer's food is cooked at the table, usually	
	Guendon [trolley or moveable service]: the	
	customers at the table by waiting staff	
	. Waiting service: the food is served to the	
	customers table by waiting staff	
	. Plate: the meal is plated up and brought to the	
	Food is usually served to customers by waiting staff:	Formal food
	Description	Food Service

mers help themselves to food, for example a ry,; in a carvery the meal is on display and d by a chef, and a customer can help lives to vegetables, sauces and gravy.

is made to order very quickly and can be taken from the restaurant or stall to eat; seats and rare often provided.

Fast food

Takesway restaurants (for example Chinese, Indian, pizza) take an order and deliver the food to the customer's home, customers can also order at the restaurant and then take the food away to eat it. and inexpensive restaurant or coffee bar, t light meals and refreshments

Takeaway Cafeteri

Hospitality at non-catering venues

from the buffet, they can sit down at a fork buffet: once the customer has food, they stand to eat it, this allows

foods are normally bite-size and easy to eat

Drinks and snacks are stored in a machine with a glass ble to get access to food,

scheme with local authorities where

they score businesses on a scale

The Food standards agency runs a

Food hygiene standards

3. Standards and ratings

Keywords

make an informed choice about from zero to five to help customers

s overnight accommodation and food and drini food service options are available on trains

sually served in a

### of the premises. The scores mean: displayed as a sticker in the window where to eat. The rating is usually

### 9 9 9 9

Extended reading

# Restaurant standards



Three stars is exceptional cuisine Two star is excellent cooking One star is a very good restaurant grade restaurants for their quality: Michelin stars are a rating system used to Awards and The Good Food Guide reviews: The three main restaurant rating systems used in the UK are Michelin stars, AA Rosett

question

Exam



score from one (capable cooking but some inconsistencies) to ten (perfection) The Good Food Guide gives restaurants a

Video

links

### LO1 Understanding the environment in which hospitality and catering providers operate AC 1.1 The structure of the hospitality and catering industry Unit 1 The Hospitality and Catering Industry

Complete catering solutions for works canteens

Rosettes 

2015

requirea.

wjec cbac

# **Environmental standards**

services and facilities they guest house. The quality of standards. To achieve this star rating in environmenta given an overall percentage the environment it is then about sourcing, society and complete an online survey the restaurant has to restaurants a one-two-three Association awards Three stars: more than 70% Two star: 60-69% One star: 50-59% for environmental standards: The Sustainable Restaurant

### HEGOOD FOOD GUID!

WALTROSE











Techniques Revision



### and AC 1.2 Job roles in the Hospitality Catering industry

# 4. Job roles in the

### Head bar person Barmen/maids Bar **Hotel Manager** Supervisors Restaurant Manager

Chefs de partie Head chef Sous chef Kitchen

Wine waiter

Waiters

Chambermaids Housekeeper Housekeeping

Front-of-house staff Porter /concierge Receptionist

### The Kitchen brigade- Back of Kitchen porter

Commis chef

House

Head chef

Sous chef

Vegetable chet

chef

Larder

Pastry chef

Sauce chef

Kitchen assistant

Stock

controller

Commis chef

Kitchen porter

Average

following areas: Most large establishments could have chefs de partie in the

- Sauce chef-Le Saucier
- Pastry chef- Le Patissier-baked goods and dessert
- Fish chef- Le Poisonnier
- Vegetable chef- L'entremetier
- Soup chef-Le Potager
- Larder chef-Le garde manger-cold starters and salads
- The commis chefor assistant chef is a chefin training
- vegetable preparation The kitchen porter washes up and may do basic
- The stock controller is in charge of all aspects of store keeping and stock control.

# 6. Front of House roles

### Reception

events. booking taxis and booking tickets for local attractions and Porter/ Concierge; assist hotel guests by making reservations, person or place; they manage visitor lists and booking systems Receptionist: meet customers and direct them to the correct

### Restaurant and bar

smooth running of the restaurant information to the head chef, complete staff rotas, ensure the in overall charge of the restaurant,; they take bookings, relay Restaurant manager (Maître d'Hote): The restaurant manager is

complaints and issues referred by the waiting staff. and seats customers, relays information to the staff, Deals with Head waiter (ess): Second in charge of the restaurant. Greets

customers are satisfied with the food and service. May give advice on choices from the menu and special order foods Waiting staff Serve customers, clear and lay tables, check the

9

matching food, advises customers on their choices of wine, Wine on their choices as well Wine waiter-Le sommelier: Specialises in all areas of wine and waiters serve the wine to the customer and can advise customers

tables, change barrels and fill shelves. Bar staff serve drinks and take food orders, wash up, clear

different types of coffee such as espresso, cappuccino and latte. Baristas make and serve hot and cold beverages, in particular



cbac E G LO1 Understanding the environment in which hospitality and catering providers operate Unit 1 The Hospitality and Catering Industry



### AC 1.1 The structure of the hospitality and catering industry industry

Role	Average	Salary
Hotel Management	£37,310	
Head executive chef	£36,613	
Pastry chef	£30,530	
Housekeeper	£24,055	
Receptionist	£21,596	
Porter	817,713	
Waiting and bar staff	£16,735	
Kitchen staff	£16,556	

ዋ

Housekeep

Physical stamina, tactful, diplomatic,

calm, courteous and polite, good

Head Chef

### 8. Training

Keywords

Post 16-19	Level Key stage 4 school courses
Colleges offer many courses for those leaving school after Year 11, for example:	Types of training Level 34Vocational award in Hospitality and Catering

certincate in Hospitality and Catering Level 1
Cerdificate in Introduction to Climary Stills Level 1
Diploma in Hospitality and Catering Level 2
Diploma in Hospitality and Catering Level 2
Diploma in Frofitssional Coolery Level 2

- Universities offer degree, HND and HNC courses in subjects such as:

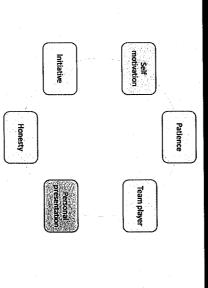
Universities

- Culinary Arts
- Hotel management Food and beverage service

Extended reading

- Apprenticeships These provide both work experience and training

In-house training On-the-job training provided by the organisation you work for



question

Exam

Video links

# 00,000

Professional, positive attitude and	Receptionis
polite, hardworking.	
team, physical stamina, courteous and	
attention, multitasker, can work in a	
assured, high level of focus and	
communicator, diplomatic, calm and	ress
Attentive listener, good memory, clear	Waiter/wait
	O Contract of

	attention, multitasker, call work in a
	team, physical stamina, courteous and
	polite, hardworking.
ži.	Professional, positive attitude and
	behaviour, clear communicator, helpful,
	an work in a team, courteous and polite,
	can learn skills quickly, calm, composed,
	approachable.

chef

cooking, physical stamina, creative. can work in a team, passion for food and

Commis



Techniques

Revision

### social care R033 Y10 Health and

### Topic Overview

are influenced by many factors stages of life we experience development. that affect growth and On our journey through the many life changing events and

### **Key Definitions**

children will reach by a certain Milestones: an ability that most changes in skills and abilities. person's physical size or 'mass' Human Growth: an increase in a <u>Development</u>: complex

in the body that involve the smaller muscles Fine motor skills: movements

movements Gross motor skills: Larger muscle

<u> .ife event:</u> An incident or

and by self-employed provided by care organisations effect on an individual's life and experience that has a major Formal services: Care services personal development.

friends. client by family, partners or close protessionals. <u>Informal care:</u> Care provided to a

### Adolescence 11-18 Topic area 1 - life stages

Go through puberty Ability to think abstractly Study towards GCSEs Start secondary school

Growth spurt Puberty can impact moods and emotions

Spend more time with friends

4	· W	N	ы
4 Social	9	-5	1 Physical The development of the body
<u>Ω</u> .	[편.]	Intellectua I	ys.
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int	ep dev	de	dev
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ship	3	new	
The interactions and relationships with others	3 Emotional The development of feelings and self-concept	Bain development learning a new skill	
ŝ	7		

# Factors affecting growth and development across

- the life stages
- Physical factors
- Social factors
- **Emotional factors**
- **Economic factors**
- Cultural factors
- **Environmental factors**

choices (alcohol, smoking), genetics, physical and Physical factors - diet and nutrition, activities, lifestyle mental health, disability, sensory impairment.

social inclusion/exclusion, opportunities, discrimination bullying. Social factors – positive and negative relationships,

grief, attachment, family security. **Emotional factors** – anxiety, fear, sadness/ happiness,

# Topic area 2 Impact of life events

# Expected and unexpected life events

Physical events

Examples of relationship changes may include: starting/ Examples of physical events may include: accident/injury, ill ending relationships, divorce/separation, parenthood, Relationship changes health, genetic disorders, puberty, menopause.

### <u>ife circumstances</u>

bereavement.

imprisonment, retirement, bankruptcy. starting/changing/exclusion, redundancy, Examples of life circumstances may include: school

# Impacts that life events have on individuals

- Physical
- Intellectual
- Emotional
- Social

Identifying individual's needs based on the impacts of life Financial

# Topic area 3 - Sources of support

Sources of support

- day centres, children's services, hospices, respite Formal - hospitals, health centres, care homes, care, rehabilitation centres (addiction or injury)
- Informal family/friends, religion/culture.
- Charities Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities

# How practitioners meet individual needs

- enable/promoteindependence
- medical/mental health support
- care support
- respite care
- financial support
- advice and guidance

health care worker, physiotherapist, charity workers. social worker, counsellor, occupational therapist, midwife, specialist doctor, physiotherapist, dietician, Examples of practitioners may include: GP, nurse,

# Y10 Prejudice and Discrimination

### What causes prejudice and discrimination?

### **UPBRINGING** -

generation who know prejudice to the next families pass on no better.

to view everyone the group may cause them negative experience with someone from a EXPERIENCE - a same way.

prejudicial views. people are influenced and adopt similar by their social circles SOCIAL NORMS -

groups or individuals negatively as a result. preconceived attitudes and treat them threatened by certain FEAR - people may feel because of

a particular group or negative stereotypes of individual promote and reinforce influence that can MEDIA - power

choosing to ignore their for tolerance of others. education on the need of education or IGNORANCE – a lack

physical abuse. As a result, they are at high risk of self-harm and suicide.

harassed, face exclusion from social groups and become victims of both verbal and SCHOOL - Bullying is common in educational settings. Young LGBTQ people can be

reinforces the need to hide their identity and can lead to self-isolation out of fear. awareness, and healthy roles models for people of the LGBTQ+ community. This MEDIA - Under representation in media resulting in a lack of understanding,

SPORT - is an area where LCBTQ people are excluded. Rugby star, Gareth Thomas

mental wellbeing as they avoid using these essential services.

such as healthcare and housing services. This can lead to a decline in physical and SOCIAL - Many people report facing discrimination when accessing social services gender identity in the last 12 months. Many crimes also go unreported as younger have experienced a hate crime or incident related to either their sexual orientation or

LBGTQ people are reluctant to go to police.

HATE CRIME - According to reports by LGBTQ charity Stonewall, 1 in 5 LGBTQ people

How do the LGBTO+ community/ace prejudice and discrimination?

prejudicial views individual may have victims of it themselves. because they have been VICTIMS – a group or

> hide their true identify out of fear of the hatred that would be directed at them. investigated prejudice against this group in football and found that people chose to

## individuals who have faced prejudice and discrimination

### **Rosa Parks**

Together with her husband discrimination and segregation. towards putting an end to Coloured People (NAACP), working Raymond, she joined the National Rosa decided to make a stand. Association for the Advancement of

news of Rosa's arrest, the black on the bus. She was arrested. On city's buses in together and agreed to boycott the citizens of Montgomery came when she refused to give up her seat But it was on the 1 December 1955 that Rosa truly sparked change

On 13 November 381 days of boycotting finally rewarded. After 1956 their efforts were

should not be recognised. meaning they weren't valid and laws were 'unconstitutional' that Alabama's racial segregation the buses, the Supreme Court ruled

### desegregation, and for the right to vote Dr King led marches

most famous marches was in 1963 to for the black community. One of the civil and labour rights his famous 'I Have a Dream' speech Washington DC where he delivered

through non-violent resistance state and local segregation laws. In The Civil Rights Act of 1964 ended all for combating racial inequality 1964, King won the Nobel Peace Prize

national mourning and riots in many gunshot in Memphis. His death led to King was assassinated in 1968 by

# Martin Luther King Jr

equal rights for the violent protests with a goal of gaining dedicated his life to leading non-Baptist, minister, and activist. He Martin Luther King was an American black community.

each other. groups live apart from

within society. access to areas or services Social exclusion – lack of

Transphobia - prejudice and acts of discrimination sexual orientation.

supports the LGBTQ+ Allie – a person who gender identity. based on a person's

community.

parts of their identity. people from Equality Sct 2010 – lega document that protected discrimination based on

Protected

from discrimination by of our identity protected Characteristics - aspects

### Key Words

opinions of individuals or Prejudice – forming unfair groups based on their identity

upon prejudice and treating people unfairly **Discrimination** – acting

rights within society. equal opportunities and Social Injustice - lack of

and acts of discrimination over another. Prejudice Racism - belief in the based on a person's race superiority of one race

% **C** + €

practice of ensuring racia Segregation – a policy or

cruel or unjust treatment Oppression - prolonged

based on a person's Homophobia – prejudice and acts of discrimination

**Protected Characteristics** Equality Act 2010 (°°) Rece



Segueral

support campaigns such as 'Love Advocate for all identities and raise awareness on equality and Has No Labels' which seeks to diversity.

and Notting Hill Carnival. Take celebrate diversity such as Pride change and equality. part in peaceful protests such as Actively support festivals that BLM which advocate for social

and report discrimination that we Challenge prejudicial attitudes see in both daily life and online.

racist, homophobic, transphobic etc and educate ourselves on Refuse to use language that is terminology.

build inclusion for the LGBTQ+ Become an ally to proactively community

empathy to individual identity experiences **Promote** compassion and

**Uphold** and promote our British Mutual Respect and Tolerance. Values – Individual Liberty,

historical events and the need for Educate ourselves and others on tolerance of diversity.

# Y10 Contentious Issues

# **Legalising Drugs**

### it's the mother's body - she should decide what Pro Choice (for)

- Every baby has the right to proper care and love; if this is not possible, abortion should be okay
- Raped women should not be made to have the the child grows up would be constantly reminded of their ordeal as baby as they did not choose to get pregnant and
- decide if she can look after the baby If baby is severely handicapped, only mother can
- In the case of under-age pregnancy, the girl may opportunities over one mistake and should not lose her education and career not have really understood what she was doing
- A family may be too poor to cope with a child, and if there are other children already, they may
- Life doesn't really start until birth, or at least until

### Pro Life (against)

- since it cannot stand up for its own rights Defenceless baby needs special protection
- The rights of the unborn child are equal to those of her mother

 make illegal drugs carry illegal drugs takelillegalldrugs

sell, deal or share illegal drugs

- Children with physical or learning disabilities can lead full and rewarding lives.
- Abortion is murder the deliberate taking of a
- childless couples are desperate to adopt. Unwanted babies could be adopted. Many

# inder the Misuse of Drugs Act (1974), it is against the law for an

Depending on the drug and the amount in your possession you could get a Police have powers to stop and search if they have suspect drug possession

fine or prison sentence.	Drug class	Possession	Supply
Heroin, Cocaine, Ecstasy (MDMA) Class A	Class A	7 years + fine	Life + fine
Amphetamines, Cannabis, Ketamine Class B	Class B	5 years + fine	14 years + fine
Anabolic steroids, GBH, tranquilizers Class (	Class C	2 years + fine	14 years + fine

# Below are the statements



and AGAINST legalising drugs.



Illegal drugs are illegal because they are narmiu





permitted up to

24 weeks

'Do not murder' (Exodus 20:13)

All human life is sacred, and the foetus has a right to life The foetus is a human being from the moment of conception Abortion is

woman's life and health

1 in 3 women

will have an

Christianity: The Church of England

abortion

Generally opposed to abortion, although some believe that in certain situations it can

be justified: mother's life is at risk, the foetus is badly disabled and would only live

the UK in 1967 made legal in

However, it does accept abortion if it is to save the life of the mother. This is because

the intention behind this action is not to end the pregnancy, but to care for the

Abortion is never acceptable

Christianity: The Catholic Church

Abortion was

**Key Facts** 

Religious Views on Abortion

and they have a duty to protect protecting people from harm, The government would not be



normalize use which sends the wrong message to children. If drug use was legal, it could



## commandment is this: Love your neighbour as you love yourself." Mark 12:31 You should respond with compassion: Jesus said, 'The second most important

Most abortions

for a short period of time

take place

before 24

weeks.

- Most Muslims agree that only God can create and take away life and so abortion is mostly considered HARAM (forbidden)
- children out of poverty Abortion for purely economic reasons is forbidden in the Qur'an - Do not kill your

free on the NHS

available for

Abortion is

and is a safe

procedure.

- mother's life is at risk. Abortion may be allowed if the child is likely to have a serious illness or if the
- from this point on abortion is mostly considered Haram unless it is the 'lesser of two Generally, it is agreed that 'ensoulment' takes place at 120 days after conception and in the first seven. Some schools of Muslim law permit abortion in the first 16 weeks while others only

place before 10

evils' e.g., to save the mother's life

abortions take

Majority of

### into the kingdom of heaven. the physical body and spiritual pathway Christians view addiction as a threat to

stance against substance abuse, in all stance and recently supported funding of England has a slightly more liberal considered sinful. Although, the Church anything other than health purposes are for someone to devour." Drug use for prowls around like a roaring lion looking and of sober mind. Your enemy the devil forms, for centuries. Peter 5:8 "Be alert The Catholic Church has taken a firm

> as Haram (forbidden) in Islam. being prescribed for medicinal purposes, Muslims view drug use, other than those

significant causes of self-destructing and Drug addiction is one of the most Satan and are designed to lead people into destruction" (2:195). In the Qur'an not cast yourselves with your own hands life-ruining behaviours. Allah says: "and do Therefore, Muslims consider that all nonthe work of Satan" (Qur'an 5:90) Allah says that any intoxicants are "from drugs are the work of

### Key Words

of people in society. issue that divides opinions Contentious Issue - an

or surgical procedure. pregnancy by a medical Abortion - ending of a Conception – the earliest

begins during sexual intercourse. moment a pregnancy

pregnancy e.g. condom used to prevent Contraception - methods

Discrimination – acting

**Drugs** – any chemical treating people unfairly upon prejudice and

alters the way the mind taken into the body that and body work

made and maintained by an authority **Regulation** – a rules

making something legal Legalisation – the act of

recognition of a defined as marriage. relationship - ends in dissolution and can't be Civil Partnership – legal

couple as partners - ends recognised union of a Marriage -legally religious ceremony. in divorces. Can be a

sexual orientation. based on a person's and acts of discrimination Homophobia – prejudice

campaigning methods fights against a social injustice through Activist - a person who

prescribed

World Power / Super Power	members, all of which agree to follow the European Convention of Human Rights. The European Court of Human Rights oversees the implementation of the Convention.	Human Rights. The Europe	members, all of which agree to follow the European Convention of
Organisation	Council of Europe: The Council is Europe's leading human rights organisation – the UK was a founder member of the Council which is not part of the EU. 47 countries are	ganisation – the UK was a t	Council of Europe: The Council is Europe's leading human rights on
Commonwealth World Trade	voted to leave, again by referendum. Despite this vote Britain is still a member of the EU as the leaving process has not completed. The Union has its own directly elected parliament, the UK has 73 MEPs out of 751.	l a member of the EU as th	voted to leave, again by referendum. Despite this vote Britain is still parliament, the UK has 73 MEPs out of 751.
Europe	European Union: Winston Churchill first suggested the idea of a European community in 1946. The union was finally founded in 1957 and there were six member countries (France, West Germany, Belgium, Netherlands, Luxemburg, Italy). The UK did not join until 1973 when they voted in a referendum to join the Union. In 2016 the UK then	ropean community in 1940 The UK did not join until 19	<b>European Union:</b> Winston Churchill first suggested the idea of a Eu (France, West Germany, Belgium, Netherlands, Luxemburg, Italy). I
Compoil of	together to deal with trading rules between nations.	mber countries working to	The WTO: The UK joined the WTO in 1955 which consists of 161 member countries working together to deal with trading rules between nations.
NATO  Furopean Union	<b>NATO (North Atlantic Treaty Organisation):</b> NATO is an intergovernmental military defence alliance. Nato is important in shaping UK defence policy as Article 5 states that an attack on all. The UK was one of the founding members in 1949. There are currently 28 member states of NATO.	nmental military defence a unding members in 1949.	NATO (North Atlantic Treaty Organisation): NATO is an intergovernmental military defence alliance. Nato is important in snaping UK defence attack on one member is an attack on all. The UK was one of the founding members in 1949. There are currently 28 member states of NATO.
United Nations	Declaration of Human Rights. The UK is one of the five permanent members of the United Nations (UN) Security Council, which means it has a veto over UN action.	nembers of the United Na	Declaration of Human Rights. The UK is one of the five permanent
Census	United Nations: The UN is one of the most important international bodies in the world with 193 members. The UN has legislated key declarations such as the Universal	bodies in the world with 1	United Nations: The UN is one of the most important international
Regulation	power than hard power in international affairs, despite this the UK's defence budget is the 5th largest in the world.	s defence budget is the 5 <sup>th</sup>	power than hard power in international affairs, despite this the UK's defence budget is the 5th largest in the world.
Accountability	s a role in shaping foreign, defense and economic policy in the UK, as well as	ns. This membership plays	The UK is a member of a number of major international organisations. This membership plays a role in shaping foreign
Investigative			The UK's role on the world stage
Freedom of Press	0		אנו אובע אין וווויים וואיי
i accomin	in society relating to immigration and diversity.	יייייייייייייייייייייייייייייייייייייי	restains in the ON). The medical and technology workloices are the most likely to be
Hate crime	influenced and then take part in military actions abroad or within the UK, then	(join those already	Many immigrants come to the UK for economic (work) and family (join those already
	Increasingly Western countries are becoming concerned about how citizens are		שנמנושנות (סומ) פוסיומרש וכוומשור שסמו כר ממנמ.
Emigration	Notally light to respect and tolerate each-other.	lice for National	belief of Wealth distribution. The census records this data – The Office for National Statistics (ONS) provides reliable source data
Immigration	cross-border nature of today's world (communication, travel, trade etc.)	ckground, religious	The makeup of the UK could be grouped by: age, gender, ethnic background, religious
Nationalism	Britain has been drawn into a single global economic system due to the		1.8million UK citizens live and work in the EU.
Patriotism	diverse cultural or physical characteristics.	and emigration.	The UK is a diverse country and has a long tradition of immigration and emigration.
Identity	$\checkmark$ Recognise and utilise talents and contributions of others, regardless of	ss a citizenship test.	To become a British citizen people from other countries have to pass a citizenship test.
Discrimination	The need for mutual respect and tolerance		Diversity in Britain
Multi-identity	An identity is not fixed and can change depending upon situation.	N.lre 1.8m	moral responsibilities are not always enforced by law.
Multi-cuitural		Scot 5.3m	can be moral. A moral responsibility is the correct thing to do,
Tolerance	Britishness is evolving and re-forming with every moment due to factors such	Wales 3.1m	Responsibilities can be legal (for example, to pay taxes) or they
Individual Liberty	debate.	Eng 54.3m	UK citizens have rights and responsibilities. Rights are often,
Democracy	something you are born with (British by birth) whereas others say it can be	UK 64.6m	with the number of elderly people increasing.
Principles	Individuals gain their identity in numerous ways. Some people say identity is	Population	It is estimated by 2037 that the UK population will be 73million,
Values	identity.		citizens of the United Kingdom have a common culture.
Citizenship	Citizens might relate to their nationality, country or region when stating their	Mutual respect	many citizens of the United Kingdom, and the idea that the
Key Words	be simultaneously British, Scottish, English or Welsh.	The rule of law	Understandings of Britishness should be as inclusive as possible.  The term Britishness refers to the sense of nationhood held by
CCUL	Reing British has come to mean a "lavered" multi-identity where citizens can	Democracy	
Citizenship GCSF	Identity	British Values	What it means to be British
			410 Citicenship

### What is democracy

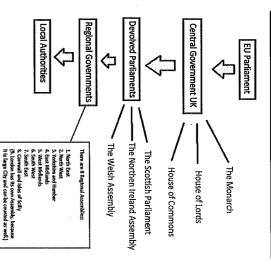
- A system of government by the whole population or all elected representatives. the eligible members of a state, typically through
- citizens take part in decision making. A modern form of Direct democracy - a system of government where all direct democracy is referendums.
- where citizens are elected to represent others in an Representative democracy - a system of government assembly.
- of government, rule of law, and the protection of human system in the world. is characterised by fair, free, and upon representative democracy and linked to the rights Liberal Democracy - a system of government based competitive elections between multiple distinct politica Liberal democracy became the predominant political and freedoms for citizens. The UK is a liberal democracy parties, a separation of powers into different branches
- Values underpinning democracy: Rights, responsibilities, freedoms, the rule of law.
- Democracy in the UK is across multi-tiers of governance.

Central Government / Parliament

Devolution

citizens in the general election. Each represents their own

### Citizenship GCSE – Politics and **Participation**



- various institutions of government; regulate the establish the duties, powers and functions of the A constitution is a set of rules that; Seek to extent of civil liberty. define the relationship between the state (government) and the individual (citizens); i.e. the relationship between and among the institutions;
- of the people. minorities, violating freedom, tyrannising the mass simply do whatever it wants - oppressing Without a constitution the government could
- citizens but it is not easy to change constitution which clearly lays out the rights of documents. However the USA is a written The UK constitution is classified as unwritten and is a flexible document influenced by many

# Main features of the UK Constitution:

Uncodified

Uncodified

and renovating of schools, hospitals and other social care buildings to meet required resident in the local area. They have to make Responsible for well-being of citizens budget from the Central government and is protected from excessive toxic waste, plans such as leisure centres, inspect Local authorities get a certain amount of standards set by the Central Government. observe and monitor crime rate, building companies and make sure that environment sure that roads are safe to drive, develop

> Manifesto Legislature

Cabinet

# Regional / Local Council

Prime Minister The Monarchy

Manifesto Legislature

Civil Service

Bicameral

the time. They've less power now but still have final sign-off on laws. large say in who becomes a Peer. The Monarch - The King or Queen at constituency. House of Lords - All of the Peers. They are unelected. They are nominated experts in their fields. The Prime Minister has a Three main parts: House of Commons - All of the MPs elected by UK Devolution is 'the transfer of central government remaining with central government (e.g. of independence though with ultimate power these powers being exercised with some degree Westminster). powers to lower levels (e.g. Scottish Parliament)

Devolved parliaments do not have a say over: √The Crown

**House of Commons:** 

House of Lords:

Make laws

Examine the work of the

Government by asking questions

and having debates

Check on the House of Commons and make sure **Y**Parliament ✓International relations

Criticise the government it thinks that it has become to powerful √Taxation ✓ Defence

laws are not rushed.

Hold debates on important issues

Tax

Represent their constituencies

and the interests of their people.

Keep a check on government

### Who can stand?

Commonwealth citizen and not be subject to any legal incapacity. You All candidates must be 18yrs + and either: A British, Ireland or disqualified for any reason under the Representation of People Act cannot stand if you: Are a member of the police or armed forces, months, including a suspended sentence within the last 5 years; been bankruptcy restrictions; sentenced to a term of imprisonment of 3+ judges or those politically employed outside of the UK; subject to

Statement delivered by the Chancellor.

and Command Mixed, Market,

Economy Budget Apathy Election

Economy

compulsory payment to the government from a workers' spending is announced annually in the Autumn private and public sector services). Government planned some goods, services and transactions (VAT). income, profits of a business, or added to the cost of The UK economy is known as a mixed economy (mix of borrowing or forms of taxation - a mandatory or The government can either raise income through they need to spend it wisely.

General & Local

Ultra Vires

West Lothian

Question

Devolution

One-Party State Dictatorship Theocracy Anarchy

Representative

Democracy

Liberal

Democracy

Fusion of powers Parliamentary Sovereignty

Civil Service

Constitution

Bicameral

Democracy

Direct

Unitary

✓ Immigration and Nationality ✓ Nuclear energy ✓ National security **く**Currency Elections 'National insurance

### The nature of God

Omnipresent (present everywhere).
Omnibenevolent (all loving): powerful) Omniscient (all knowing) The Christian God is omnipotent 1

"The Lord God omnipotent reigneth"

power, or the ability to do everything This means that nothing is impossible Omnipotent means having unlimited

Genesis 18:14 shows God asking, onything too hard for the Lord?"

believe she would have a child at her as a reproach to Sarah, who did not

there would appear to be a

problem here. If God is omnipotent, which the Bible says He is, then why do we have pain and suffering in the world? If He is omniscient he must must care. God's omnipotence means that He could stop the pain and that He chooses not to. know about it, omnibenevolent and he uttering, since nothing is impossible We must therefore conclude

is known as the problem of evil. doesn't sound like a very loving God. That's a problem, because the Bible says that God is love: (1 John 4:8). So much neglect, suffering, pain and evil in the world? This A God that can stop human suffering but chooses not to f God is love and God is omnipotent – why is there so

One response that a Christian might give is that fool his given people free will. This means that; even though fool could make everyone to the right thing all the time, the has chosen to allow people the power to choose how they act. He has given plenty of instruction and guidance, in the form of Jesus and the Bible, and it is up to people to Christians respond to the problem of evil in several ways.

saving.

off from God and therefore in need of

One more response that a Christian might give is that God has a plan for people, which might involve them having to softer a lot. The reasons for this may not be clear to us as human beings, but God has His own reasons say that, because Jesus suffered the worst pain (being cut off from God when He was crucified on the cross), suffering is not something to be avoided. and we just have to trust Him. Other Christians might

suffering is a way to help Christians to become better people, either by helping those who are suffering, or by being rewarded for their suffering in Heaven. Yet another response might be that

of helping people who are suffering, and a way of helping the person praying to endure their suffering Prayer is also considered by Christians to be both a way

## The Creation of the World

<u> Christianity Knowledge Organiser – KEY BELIEFS</u>

also need to understand the Christian concept of original sin. This is the idea that human one born sinkul. Think of it like an inherited disease: we're all born with the defect of not being perfect creatures and there's nothing we can do to remove it. The problem with original sin is that, because we're all sinful, we are an't The Problem of Evil
When considering the problem of evil, we

Some Christians, especially Catholics, would use the concept of original sin to explain the problem of evil; there is so much were all tainted by Adam and Eve's original sin; disobeying God and eating an apple from the tree of knowledge in the Garden only be saved through God's grace in the form of Jesus Christ. Catholics believe we imperfect and sinful creatures, who can suffering in the world because we are

Some Christians would use the idea of original sin to express the idea that evil does not come from God.

sometimes called Satan, who was believed to be one of God's angels who rebelled against God but from the Devil,



The Bible begins with the statement, In the beginning God created the he beginning God created the heavens and the earth" (Genesis 1:1).

It then goes on to give an account of how God created the world in six days: fish and plants were created on the fifth day, with humans and arimals all being created on day six on the seventh day, Godrested, Genesis 2 gives a more detailed account of the creation of Adam; the first human, and Eve, who was formed from Adam's rib. "The Lord God took soil and formed the animals and birds: the man named them, but none was a suitable companion for him. The Lord God put the man into a deep sleep, and

in Genesis 2 that we also get the account of how Adam and Eve were expelled

while he slept he took one of the man's ribs and formed a woman out of it" (Genesis

from the Garden of Eden for eating forbidden fruit:
"You may eat the fruit of any tree in the garden, except the tree that gives knowledge
of what is good and what is bad. You must not eat the fruit of that tree: if you do you will die that same day" (Genesis 2:16-17). John's Gospel states that:

"In the beginning was the Word, and the Word was with 6od, and the Word was 6od, was with 6od in the beginning. Through him all things were made; without him nothing

was with 6od in the beginning. Through him all things were made, without him nothing was made that has been made (John 1:1-3). The Word referred to iner is iscally interpreted as Jesus Christ (John later, refers to the Word becoming flesh and living among us). This shows us how important Jesus has been ever since the beginning of time. Genesis 1 tells us that the Holy Spirit also had an 3

the Spirit of God was hovering over the waters. And God said, "Let there be light," and active role in creating the world: "Now the earth was formless and empty, darkness was over the surface of the deep, and

world. For some Christians, the details in the Bible are literally true and they believe that God made the world exactly as described in the Bible. People who believe in the literal truth of the creation story are called Creationists. there was light." (Genesis 1: 2-3)
There are different opinions and beliefs within Christianity about how God made the



However, some Christians interpret the details in the Bible as a parable or a story, which isn't literally true, but helps people to understand that the world was created by 6od. So, while Greationists would have a problem accepting a contrasting theory of how the universe began, other Christians can happily accept that science might have a different

For example, many Christians accept the Big Bang theory of the universe, but they also believe that the massive explosion, or 'big bang', that started the universe 15 billion years ago was caused by God.

Species' in 1859. Another challenge to the literal interpretation of human origin in the Bible is the theory of evolution. Darwin, who wrote a book called 'On The Origin of This is most famously associated with Charles

This book argued that human life evolved from much simpler organisms, and that a process called natural selection was responsible for the development of our species from apes.

they see the Bible story as a parable, or a simplified version to help people understand the idea that God particularly in the USA. However, many Christians don't have a problem with the theory of evolution. Creationism or evolution in some schools. Today, there is conflict about whether to teach

## The oneness of God and

600

Christians believe in one God.

However, they also believe in the Trinity, which is the concept of the three persons of God: the Father, the Son, and the Holy belief in Spirit. The Nicene Creed, which is the Christian statement of faith, expresses these ideas of

of all that is, seen and unseen. maker of heaven and earth We believe in one God, the Father, the Almighty,

of one Being with the Father.. God from God, Light from Light, eternally begotten of the Father begotten, not made, the only Son of God, We believe in one Lord, Jesus Christ, from true God,

who proceeds from the Father and Lord, the giver We believe in the Holy Spirit, the

With the Father and the Son he is

worshiped and glorified."

> humanity from eternal damnation. God the Spirit is the giver of life, who is active in the hearts of creator, ruler, judge and Lord of the universe. God the Son is Jesus, who lived on Earth amongst the giver of life, who is active in the hearts humans and who died as a sacrifice to save the Son is Jesus, God P Is Not which is in you, which ye have from God?" (1 Corinthians 6:19) Know ye not that your body is a temple of the Holy Spirit

by mere human logic. The concept of the Trinity is that God is simultaneously Three and One. While this may seem impossible, the point is that nothing is be encouraged to worship the Father, follow the also helps Christians to relate better to God: they may important because it highlights the mystery of God, but impossible for God, and that God cannot be understood Each of the persons of God is God: Christians believe

mutual love, respect, generosity, tolerance of difference and so on relationships should be conducted: for example, with Spirit can help Christians to understand how their own The relationships between the Father, the Son and the example of the Son, and ask to be filled with the Spirit

## the Father is the God of the Old Testament: The Afterlife

in Him should not perish, but have eternal life". Christians believe that there is life after death, even though the body dies. A very famous line from the Bible is, John 3:16, states that "God so loved the world, that He gave His only son, that whoever believes

Christians believe that Jesus was resurrected after His death on the cross, and that He ascended to Heaven to be with God the Father. Christians believe that Jesus has bought them new life after death through His sacrifice: "Jesus said, I am the resurrection and the life. He who believes in me will live, even though he dies" (John 11:25-26).

must all appear before the judgment seat of Christ, that each one may receive the things according to what he has done, whether good or bad" (2 Corinthians 5:10). However, Christians also believe that everyone will face judgement from God on Judgement Day. "For must all appear before the judgment seat of Christ, that each one may receive the things done in the body,

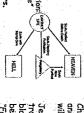
According to Christian belief, God will judge everybody by what they have done in their lives. Those who have accepted the sacrifice of Jesus Christ will be redeemed, but those who have not accepted the gift of salvation will be damined. "Anyone not written in the Book of Life was cast into the lake of fire" (Revelations 20:15).

in Heaver many Christians believe in Hell, and some Christians believe in Purgationy (a place where souls wait after death to be released as the Americans Section of the death to be released as the analysis of the death to be released as the analysis of the death to be released as the analysis of the death to be released as the analysis of the death to be released as the analysis of the death to be released as the analysis of the death to be released to the death to the death to the death to be released to the death to the death to the death to the death to be released to the death to be released to the death to the deat Some Christians believe that this judgement will happen when Christ returns to Earth (this is called the Second Coming), in order to resurrect the dead and establish the Kingdom of God on Earth. Christians be after death, to be cleansed of sin and prepare for Heaven).

There isn't a clear agreement about what Heaven and Hell look like; some Christians think of them as being physical places, whereas other Christians think of Heaven and Hell as more like states (Heaven is the state of being connected with God, and Hell is the state of being connected with God, and Hell is the state of the state is the state of being cut off from God).

However, there are several references to Heaven in the Bible as if it was a physical location:
"In my Father's house are many rooms" (John 14:2); "Listen in Heaven, your dwelling place" (1 Kings 8:30); "Our chizenship is in Heaven" (Philippians 3:20).

As with any belief system, some followers take these ideas more literally than others.



The role of Jesus is so important in the Christian worldview because of the concept of sin. As mentioned above, original sin is the idea that humanity is born in a state of imperfection and disconnection from God. When Christians talk about sin, they are referring to two things: going against God's law and falling short of the standard that God requires. Because of original si humans fail to neet God's standards, both in their actions and their thoughts, and will therefore go against God's law time and time again.

The law given by God exposes everybody as sinners. "No one will be declared righteous in God's sight by the works of the law, rather, through the law, we become conscious of our sin". , ris

However, God gave the world a new law through Jesus: "This cup that is poured out for you is the new coverant in my blood" (Luke 22:20).

So even though nobody meets God's law well enough, through Jesus; there is still a chance for humanity to know and connect with God. Here we come to the idea of grace. Jesus fulfilled the law on behalf of humanity - not because humanity deserved it, but out of love for humanity. Once a Christian has accepted the coverant offered by Jesus, the Holy Spirit is then believed to give them strength: "You will receive power when the Holy Spirit has come upon you" (Acts 1:8).

Atonement is the name given to the reconcillation between 6od and humanity through Jesus Christ. Through the suffering, death and resurrection of Jesus (who is fully 6od as well as fully human), the sins or wrongdoings of humanity can be pardoned. In this way, Christians believe that 6od has found a way to maintain His perfect law, whilst also saving humanity, even though

## Jesus Christ and

As mentioned above, Tesus is believed to be one of the persons of God in the Trinity. John 1:14 states that "The Word became flesh and made His dwelling

from the dead three days after His death. This is such an important belief for Christians because it proves to them that Jesus has power over life and death and that He died for their sins: they believe that, through Jesus sacrifice, the on Earth. You'll sometimes hear this referred to as the Incarnation. The Incarnation is the idea that Jesus is both fully 6od and fully human at the same time. A key belief for all Christians is the Resurrection. This is the belief that will be spiritually resurrected to new life with God. This refers to Jesus being born as a baby to a virgin mother and living as a man Jesus was crucified, died, was buried in a tomb with a sealed entrance, and rose

being crucified. He said, blasphemous to the Jewish council. According to Luke's Gospel, when Jesus was Jesus was crucified by the Roman authorities, who considered him a roublemaker. His claim to be King of the Jews was also seen as highly

to eleven disciples as they were sat together, and told them to go messages that they passed on about Jesus being alive again. So, Jesus appeared to various people, including some of the disciples, but people didn't believe the the Father. The Ascension is the name given to the story of how Jesus appeared Christians believe that Jesus ascended to Heaven to sit at the right hand of God "Forgive them, Father, for they do not know what they are doing" (Luke 23:34).

taken up into Heaven and sat down at the right hand of God" (Mark 16:19). "So then the Lord Jesus, after He had spoken to them, was



# યાં૦ <sup>શદ</sup>Christian Practices Organiser

### Worship and festivals

understand what God wants them to do. Many use this as a chance to bond with other christians and feel the Holy Spirit which they may experience when singing, praying or being around other worshippers in church Worship is a key part of Christianity. Christians use worship to proise God, thank God for everything that they have been given, ask God for forgiveness for their sins, and generally to communicate and try to

sp of wine as a way of commemorating and celebrating Jesus' life and sacrifice on the Cross. Liturgical worstip is observed by Anglicans, Roman Catholics and Orthodox Christians. Jurgical worship, it worship, that follows a set order. It is a formal ritual that involves Holy Communion (also known as the Eucharist), in which worshippers eat a small symbolic piece of bread and drink a small symbolic

vorship, as well as music and priovers. In non-liturgical worship, some or all of the service may not be scripted. Non-liturgical worship is often practiced by Qualeurs, Peritecostals, Evangelicals and expirits. Van-litrugical worship is worship that doesn't have a fixed form and doesn't usually involve Holy Communion. The structure will often involve readings from the Bible and a sermon from the person who is leading the

worshipped in this non-prescriptive way and therefore it is the closest to the original disciples' way of Christianity. readings and songs. There doesn't need to be an official leader in this kind of worship, and the order of service may be very loose, if it exists at all. Some say that the earliest groups of Christians would have Orformal worship is the name given to worship in which small groups of worshippers meet in a house or other typically non-religious setting in order to praise God. They will read from the Bible and perhaps have other

their lives. The Psaling are officin used in proyer and private worship. Some denominations use aids to help their proyets, thate worship is the name given to a worshipper's individual worship of God. This is often done in the individual's house, or in the houses of other worshippers. Private worship will often focus around proyer and Bible rivate worship eading, as well as meditation and hymns. Worshippers may study the Bible, offen reading the interpretation of Bible scholars, and praying to God to be granted understanding of how the particular passage relates to he significance of prayer

us, and lead us not into temptation, but deliver us from evil) spontaneous. There are various purposes of prayer, including; praising God, confession of sins, giving thanks to God, and asking God for something. There are set prayers within Christianity. These are prayers whose tayer, Christians, are asking Gold for their food (give, us this day our daily bread), and for forgiveness and the strength live according to Gods law (forgive us our trespasses as we forgive those who trespass against verds are already writine out, and which are used regularly by more than one person. The most common set prayer in Christianity is the Lord's Prayer, which is the prayer that I deuts taught his disciples. rayer, which begins Our Father, who art in Heaven; gives a model to Christians for how to pray; it involves adoration of God, confession of sits, and petition, which means asking God for something. In the Lands Prayer is a vital element of Christianity, it is thought of as a means of communicating with God and deepening one's own faith. Prayer can be formal or informat, it can be select or said out loud. It can be pre-planned The Lord's

believed the Angel Gabriel gave Mary the news that she would give birth to Jesus) is an important chance to show their devotion to feel closer to Jesus; for some Christians, the chance to pray in the Church of the Annunciation (located on the spot where it's described in the Bible as the place where Jesus spent his childhood. Christians sometimes choose to travel to these places in order Places of spiritual significance for Christians include Bethlehem, where they believe Jesus was born, and Nazareth, which is Although pilgrimage isn't given as much significance in Christianity. as it is in Islam, pilgrimage is still important to many Christians.

pilgrims, especially Roman Catholics, visit this chapel every year. It's believed that the spring water of Lourdes can cleanse next day. The Virgin Mary also told Bernadette to have a chapel built at the spot where the vision had appeared. Millions of in the 19 $^{**}$  century. The Virgin Mary told Bernadette to drink water from the muddy stream at her feet, which became clear the range in France. It's believed that the Virgin Mary appeared many times to a young woman called Bernadette Soubiros at Lourdes sures' since it was established in 1947). silgrims of sin and even cure illnesses in some cases (the International Medical Committee of Lourdes has recorded 69 miracle Two contrasting examples of Christian pilgrimage are Lourdes and Iona, Lourdes is a site located near the Pyrenees mountain

Iona is an island off the west coast of Scotland. Saint Columba established a monastic community on Iona in 563 AD; the work he did there went on to establish Christianity throughout Scotland and eventually Europe. The monastery that Saint Columba built on ourdes. Both sites are very significant to those who believe. Iona became an important site of pilgrimage, as did the abbey built on Iona in the thirteenth century. Today, the Iona Community, yf Iona is more focused on Columba's great success in spreading Christianity, rather than the celebration of miracles as at i group of Christians from various denominations, conducts services and leads tours for pilgrims visiting the island. The importance

to be the direct of the control of t Jesus as the head of his disciples, went after Jesus' death and eventually became Bishop. Today, the Vatican is the home of the Another site of great importance to some Christians, especially Roman Catholics, is Rome. This is where Saint Peter, appointed by

days later, on the Sunday, a group of women visited the tomb to anoint the body of Jesus with spices, only to find that the tomb was empty. As they entered the tomb, they saw a young man dressed in a white robe sitting on the right side, and they were resurrection of Jesus Christ. Jesus was crucified on the day known as Good Friday, and his body was left in a sealed tomb. Three caster is usually described as the most significant festival for Christians. This is the commemoration of the death, burial and Christians and non-Christians alike have criticised the secular celebration of Christmas for being far too focused on the on which to exchange presents and spend time with loved ones, Indeed, many popular Christmas celebrations actually come from from the 'true' meaning of Christmas, which is about love and Jesus Christ. commercial side (i.e., people spend way too much money on presents and other things at Christmas). oagan traditions and have nothing to do with Christianity, for example Father Christmas and his reindeer. In modern times, Puristmas is a highly significant festival for Christians, but many non-Christians enjoy celebrating Christmas as a secular occasion nade by Jesus on the cross. It's celebrated by many Christians on December 25 $^*$ , or on January 7 $^*$  by Orthodox Christians. comes from the Mass of Christ, which is a Eucharist or Holy Communion service, held at midnight, commemorating the sacrifice order to commemorate the birth of Jesus, who they believe is the Son of God and saviour of humankind. The word Christmas Christmas and Easter are both very important celebrations in the Christian calendar, Christmas is celebrated by Christians in This is seen as very far away

place where they laid him" (Mark 16:5-6). Don't be alarmed," he said. "You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. See the

including saviour of humankind. As with Christmas, there are many pagan influences on the way Easter is celebrated in Britain today, Sunday is a day of great celebration for Christians, as it is a symbol of their faith that Jesus was raised from the dead to be the Lent, many Ciristians give up certain luxuries in honour of Cirist's journey into the desert, where he fasted for 40 days. Easter Christians have celebrated Easter and the 40 days leading up to Easter Sunday, known as Lent, ever since. During the period of the Easter Bunny and Easter Eggs, which don't have any reference to the Christian



Different denominations of Aristianity recognise different sacraments. The Catholic Church recognises Eucharist and baptism orders; anointing of the sick. Anglican and Methodist Christians usually recognise two sacraments: th seven sacraments; baptism; confession; the Eucharist (Holy Communion); confirmation; marriage; holy A sacrament is a specific rite or practice which Jesus gave to Christians as a symbol of God's grace.

as necessary to be saved. water poured on them. It is a ceremony which symbolises the cleansing of a candidate's original sin and their initiation into life as a believer and child of God. Many denominations of Christianity regard baptism Baptism, sometimes called Christening, involves the candidate being either immersed in water or having The sacrament of baptism is significant for all Christians; Jesus himself was baptised by John the Baptist

who have already declared their faith in Some faith traditions practice believer's baptism'. This is the religious practice of only baptising people

or to declare it. However, most denominations do baptise children and infants. Jesus Christ, as opposed to young children, who don't have the capability to understand what faith means

that Jesus shared with his disciples before the crucifixion). According to: The sacrament of Holy Communion, also called the Eucharist, is also very significant for Christians. It is based on the words and actions of Jesus at the Last Supper (the celebration of Passover and final meal

poured out for many for the forgiveness of sins." and gave it to his disciples, saying, "Take and eat; this is my body." Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you. This is my blood of the coverant, which Matthew 26:26-28, While they were eating, Jesus took bread, and when he had given thanks, he broke it

The Eucharist is important for Christians because it is a commemoration or way of remembering the sacrifice that Jesus made on the cross. It's a way not only of deepening an individual's faith in Jesus and God, but also a way of developing the relationships and connections between different people of the same

body and blood of Jesus Christ, even though they still appear as bread and wine. They believe in the literal 144,000 anointed class' can have it). Roman Catholics believe that the bread and wine literally become the Some denominations, e.g. Mormons, observe the Eucharist every Sunday, however, Jehovaks Witnesses e.g. Baptists, will only allow adults who have been baptised to receive the Eucharist, whereas other actually transform into the blood and body of Christ) - this is a key Catholic belief. symbolic - they don't actually believe in literal transubstantiation (the idea that the bread and wine presence of Jesus in the Eucharist, whereas many other denominations believe in the spiritual but not observe the Eucharist once a year on the occasion of Passover (and even then, only members of the e.g. Quakers, don't use the Eucharist at all as they see it as restrictive. denominations will allow all Christians, including children, to receive the sacrament. Other denominations, Protestants use grape juice or water instead of wine and more importantly, Protestants see the act as lowever, there are some key differences between denominations when it comes to the Eucharist. Some Some denominations,

it comes to the methods, practices and people who take part. literal presence of Jesus in the Eucharist. So, you can see that something which is supposed to unite Christians still has quite a lot of diversity when

seven sacraments used to be key parts of a person's life, from baptism at birth to the last rites and anointing the body at death. The Church Today, while lots of aspects of Great Britain's culture are still highly influenced by Christian practices and traditions, the Church doesn't play the House of Lords - and some still do). used to be responsible for the education of children, looking after the sick, giving money to the poor, and even making laws (Bishops had seats in The Church has historically played a key role in the local community in Great Britain. Churches used to be the focal point of people's lives; the

The role of the church in the local and worldwide community

organisations take part in what is known as mission work, which means sending out groups of people to spread the word of the Bible. This can be Gospel or word of Jesus Christ. For many Christians and churches, an effective way of letting people know about Jesus is to do good works. However, many churches and Christianity. Many Christian However, many churches and Christianity. Many Christian trains and sends volunteers to patrol the streets in towns and cities in order to listen to and help people who may be living rough on the streets. Christian organisation: food banks have become an increasingly important service for feeding poor people as unemployment has grown. As well as local community, not just with their congregations, but with anybody in need. For example, at least 63% of the UK's food banks are run by a For many churches, the outreach work that they do in helping the poor is a form of evangelism. The term 'evangelism' means the spreading of the being central to the feeding of poor people, churches serve their community in other ways. For example, an organisation called Street Pastors same key role for everybody as it once did. However, churches are still important for many people, and many churches do a lot of work in their

Evangelism has always been important to churches, but church attendance seems to be falling. In the UK, church membership has decreased from membership will fall to 8.4% of the population by 2025. 10,6 million in 1930 to 5,4 million in 2010, or from about 30% of the population to 10,3% of the population. If this trend carries on, church

to places far across the globe, as well as within the local community.

## importance of the worldwide Church

The worldwide Church can be described as the global community of people who identify as Christians, regardless of nationality, race, age, culture or location. For Christians, the Church on Earth is an agent of reconciliation through which Christians believe humanity will be redeemed and brought under the rule of Christ. Roman Catholics believe that the Pope has authority over the Church on Earth. As God's representative on (even fed to lions), as well as Jews. Many Christian missionaries have been persecuted and martyred for their attempts to spread their Earth, they believe that the Pope is the universal pastor and overall head of the Church in legal, practical and official matters. for example, 11 Christian missionaries were crucified and beheaded in Syria in 2015. The Christian Church has a long history of persecution. Within the first few centuries of Christianity, Christians were persecuted by Romans

dangerous place to be a Christian in 2017. Christians have also been guilty of persecuting each other (for example, during the Profesiont In countries where Christianity is not the dominant religion, Christians still face persecution today, with North Korea being named as the most

Reformation, when 2000 French Protestants were murdered in just one day).
The Bible contains some comment on suffering persecution: "If you suffer a "If you suffer as a Christian, do not be askamed, but praise God that you bear that

to achieve, more clean water in the Democratic Republic of resources. It has also recently campaigned for, and helped to land, water, sanitation, electricity and other essential to help themselves out of poverty through better access Programme in Sao Paulo, Brazil, which has trained people East, For example, CAFOD has instituted an Urban agency, working to help reduce poverty in developing agencies across the world. It is an international (CAFOD) is an organisation consisting of over 160 Catholic The Catholic Agency For Overseas Development The work of the Church World Wide countries in Asia, Africa, Latin America and the Middle R

the largest door-to-door collection in the UK. refugee camps. Through Christian Aid Week, it organises sending food parcels and other essential supplies to of climate change. Christian Aid supports refugees by to develop their businesses and guard against the effects fight discrimination and poverty whilst empowering people Christian Aid is a UK Christian charity which formed in Working in over 60 countries, Christian Aid helps people to 1945 to help refugees after the Second World War,

in areas such as Syria. Afghanistan/Darfur and the Democratic Republic of Congo providing types supplies like food and shelter, but also helping to reconstitute buildings. also been active in caring for people affected by conflicts and other catastrophes. Tearfund are also committed to involves responding to disasters like earthquakes, floods, the world's poorest countries. A lot of Tearfund's work and have changed 300 policies and laws. Tearfund have relieving poverty through development work and advocacy Tearfund is a Christian organisation working in over 50 o

# Year 10 Dance

# 1. Creative Intentions / influences – What the work is about / based on.

THEME / ISSUE: To show the resilience of the human spirit. To show off a human's physical strength and vulnerability (women can be as athletic as men / men can be as sensitive as women).

- "I wanted to show resilience...the sense that if you knock me down
  I'll stand straight back up" Victoria Fox quote.
- Inspired by the poem by Maya Angelou "Still I Rise"—specifically
  the way she reads / bring it to life.

# MORE CREATIVE INTENTIONS ON THE SECTION BREAK DOWN SHEETS.

• STYLE: Contemporary dance

# 2. Stimulus / Creative Development — How the dancers / choreographer responded to the stimulus / tasks set to develop the choreography.

RESPONSE TO STIMULUS: Every dancer performed the movements slightly differently—they added their own personality and style during movement creation. Gets dancers to "mess it up" and add their own flair.

- Lots of improvisation and "freedom".
- Movement and music to work collaboratively—gets dancers to feel the music—enhances the performance.

**TASKS**: — paying attention to all parts of the body "oiling the joints". Using RADS to gain an awareness of the space before rehearsal.

- Highlight key words from the poem—these turn into actions e.g. 'Still I rise" walk, run, jump, grow etc.—listhow the words make you feel to show creative intentional tespretively.
- Draw 2 different pathways on paper and create-movement litting
- Greate attraveliting phrasic on a straightpathway which uses loss steps, turns and other movement as a way to show. War.

# COMPONENT 1 Still I Rise

# 3. Purpose - What the work aiming to show the audience.

- TO ENTERTAIN: The high intensity and athleticism of the work makes for a very entertaining performance. It is engaging to audiences as there are fast transitions, dynamic movement and moments of explosion. The musical accompaniment strengthens the entertainment value as it helps to portray the theme of the piece and the intention of each section.
- TO CHALLENGE VIEWPOINTS: The whole purpose of this work is to challenge stereotypes, and view points of gender roles and traits. It is showing the resilience of getting-backup when struck down by showing how the human spirit cambe both gentle-and aggressive.
- TARGET AUDIENCE: Allfages—specifically women due to the sex of the dancers and strong theme. All coxoung people to showthern breaking stereotypes, convention is allowed.

# 4. Practitioner influences: Who the choreographer was influenced by stylistically / choreographically / technically (in terms of other people as inspirations)

- Pina <u>Bausch</u> Male German contemporary dance choreographer "I'm not so interested in how they move as in what moves them". She uses "extreme choreography...which pushes dancers to their limits" and "elaborate sets" to really wow audiences.
- Ohad Naharin male contemporary choreographer who created GAGA technique (a form of contemporary dance). Known for his creative and textured movement. Gaga technique focuses on knowing the body and its limits.
- Jas min Vardimon Israeli i emale contempor avy choreographer.
   "Uniquely theatrical" choreography which combines physical theatre and charge Work is well alled and damine.

veralis syllens a muxori European contemporary dance with ballice influences. And pedestrian movement—From Fox's prioritaining and inspirations

# Year 10 Foundation Topic 1 Expressions Student Knowledge Organiser

# Key words and definitions

and combining similar terms. Simplify -condense an algebraic expression by grouping are separated by a + or - sign in an overall expression. variables, numbers and operations. Eg 4a + 2y Expression - Mathematical expression that consists of Term- A term is either a single number or variable. Terms

will be multiplied by the term outside of the bracket. Expand - Removing the ( ), the terms inside the bracket back into brackets. Factorise- Taking an algebraic expression and putting it

# **Expanding Single brackets**

## Expand the brackets

Expand the brackets and simplify

12(4x+8)-6x

48x + 96 - 6x

$$7(\tilde{a}-11)+2(\tilde{3}-11)$$

$$(9-y)$$

$$(9-y)$$

$$(9-y)$$

$$(9-y)$$

$$/(9-y)$$

$$(9-y)$$

$$(9-y)$$



# **Expanding double brackets**



 $x^2 + 5x + 8x + 40$ 

$$(2y-6)(y+7)$$

$$\frac{(2y-5)(y-5)}{2y^2+14y-6y-42}$$

# Factorising linear expressions

of the brackets. Work Find the HCF of 5 and bracket eg. 5 x ? Will the terms inside of the 25. This is put outside backward to decide

## give 5x?

# Difference of 2 squares

Factorise  

$$a^2 - 81 - \sqrt{81}$$
  
 $= (a - 9)(a + 9)$   
One — and one +

# Factorising quadratic expressions

$$(x-1)(x-2)$$

$$x^2 + 3x - 10$$
  
(x + 5)(x - 2)

$$x^2 - x - 30$$
  
(x + 5)(x - 6)

careful with the sign1 required amount of x. Be combine to make the last number, then Identify the factors of the

# Solving quadratic equations by factorising

Solve 
$$(x+7)(x-2)=0$$
  
 $x+7=0$  or  $x-2=0$ 

x+7-7=0-7 | x-2+2=0+2

x=2

## **Hegarty Maths Links**

Expanding double brackets 162-165 Factorising double brackets 170 Factorising single brackets 168-169 Expanding single brackets 160-161

# Year 10 Foundation Topic 2 Sequences Student Knowledge Organiser

# Key words and definitions

Difference – amount between two numbers, e.g. difference between 8 and 6 = 8 - 6 = 2

Term – A number in a sequence

Nth-Term - The term at the nth position

Coefficient – A number in front of an algebraic term e.g. coeffient of  $3a^2$  is 3

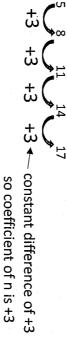
Linear sequence – has a constant difference between each term

Quadratic sequence – has a constant second difference between each term

Geometric sequence – has a constant multiplier to get to the next term

# Nth term of linear sequences

Find the nth term of the linear sequence below:



Compare with sequence of +3n

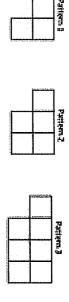
$$+2$$
  $\begin{pmatrix} 3 \\ 5 \\ 8 \end{pmatrix}$   $\begin{pmatrix} 6 \\ 11 \end{pmatrix}$   $\begin{pmatrix} 12 \\ 14 \end{pmatrix}$   $\begin{pmatrix} 15 \\ 17 \end{pmatrix}$  times tables

### Nth term = 3n + 2

For sequences that go up, you will have a **positive** coefficient of n.

For sequences that go down, you will have a **negative** coefficient of n.

Pattern recognition and continuation



When given patterns, turn them into number sequences to help continue and find the nth term of them.

So the sequence above becomes:

Next pattern will include 9 squares.

# Common Sequences to know

Square Numbers - 1 4 9 16 25 36 ....

Cube Numbers - 1 8 27 64 125 ....

15 ...

These numbers can be represented as a triangle of dots

These numbers are created by adding the two previous

terms in the sequence to get the next term

# Recognising other sequences

Geometric sequences either multiply or divide by the same number to get to their next term

Quadratic sequences are sequences that include an  $n^2$  in the nth term. Use the square numbers sequence to help describe the rule.

3 6 11 18 27 
$$+ 2$$
  
1 4 9 16 25  $n^2$ 

So the rule is  $n^2 + 2$  or square numbers increased by 2

### Hegarty Maths Links

Linear sequences — 196, 197, 198

Other sequences – 261, 263, 264



# Year 10 Foundation Topic 3 Graphs Student Knowledge Organiser

## Key words and definitions

variables (letters), each measured along one of a pair of axes expressions are equal (indicated by the sign '=') **Equation** – A statement that the values of two mathematical **Graph** – A diagram showing the relationship between two

**Plot** – Mark out (points on) a graph.

Parallel – Describing two lines that never meet

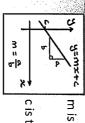
Perpendicular – Describing two lines that meet at right angles

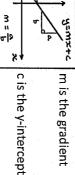
**Gradient** – The steepness of a graph

value of the coordinate at that point. Intercept – The point at which a given line cuts an axis; the

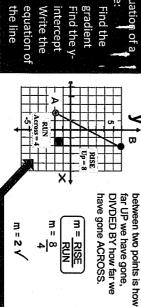
# The Equation of a Straight Line

### ot a Line The Equation y = mx + c

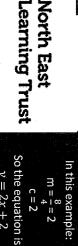




The "Gradient" or "Slope"

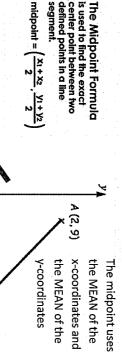


3



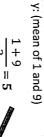
**North East** 

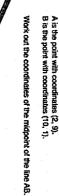
# Midpoint and Length of a Line Segment





B (10, 1)





## THE DISTANCE FORMULA Midpoint = (6, 5)

Use Pythagoras' Theorem
$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \text{ to find the length of a line.}$$

$$\text{Length} = \sqrt{(2 - -3)^2 + (3 - 1)^2}$$

### Real Life Graphs

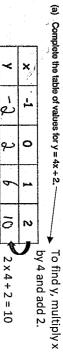
 $=\sqrt{5^2+2^2}=\sqrt{29}=5.39$ 

a car journey. real life situations, for example Graphs can be used to model

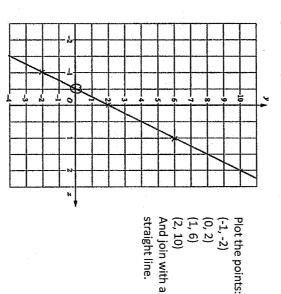
graph, the following parts of a When using a distance-time graph have to be considered

The gradient of the graph nows the speed of the car

# Drawing Straight Line Graphs



(b) On the grid, draw the graph of y = 4x + 2.



### Hegarty Maths Links

Coordinates and Midpoint: 199-200

Gradient: 201-204

Betting

Drawing Graphs: 205-213

Parallel and Perpendicular Lines: 214-216

Distance/Speed - Time Graphs: 874-886

# Year 10 Foundation Topic 4 Area and volume Student Knowledge Organiser

# Key words and definitions











Conversion

something is given in, e.g. A change in the units

Capacity: ml, cl, I Mass: mg, g, kg, tonnes Length: mm, cm, m, km

Volume and surface area of a pyramid







Sphere

# Square-based Triangular-based pyramid pyramid

**Prior Knowledge** 

Perimeter and area of a sector

Area of sector

Understand how to use formula.

Name all the basic parts of a circle.

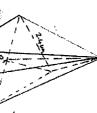
Calculate the area of basic 2D shapes

Calculate the circumference and area of a circle.

Use and apply Pythagoras' Theorem

# Volume and surface area of a cone

Curved surface area of cone =  $\pi rl$ Volume of cone =  $\frac{1}{3}\pi r^2 h$ 



Volume = 1/3 x Area of the base x height

B is the area of base
P is the perimeter of base
I is the slant height

Volume of pyramid =  $\frac{1}{3}(2.4 \times 2.4)(4) = 7.68 \text{ cm}^3$ 

In the sketch, AB = 4 cm and BC = 2.4/2 = 1.2 cm

Length 
$$AC = \sqrt{(4^2 + 1.2^2)} = 4.176$$
 cm

Hence, area of a side =  $\frac{1}{2}(2.4)(4.176) = 5.01 \text{ cm}^2$ 

Total surface area of pyramid =  $4[5.01]+(2.4)^2 = 25.81 \text{ cm}^2$ 



H = 10R = 5

Volume = TT x 52 x 10 = 785.3981634\_ = 261.80 cm<sup>3</sup> Total surface area = 188.50 + 78.54 = 267.01cm²

Base area = TT r2

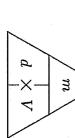
=11 x 52

= 188.50

= 188.4955

L = 12

# **Problems involving density**



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m=36gv = 3 mL

density of the object =  $\frac{m}{v} = \frac{36 g}{3 mL} = 12 g/mL$ 

# perimeter of a sector = $\frac{\theta}{360^{\circ}} \times 2 \pi r + 2r$





Area of sector =  $\frac{1}{12} \times 324 \times \Pi$ Area of sector = 84.82cm<sup>2</sup> (2dp) Area of sector = 27[[

# Volume and surface area of a sphere

Surface Area (SA) =  $4 \pi r^2$ 

Volume (V) =  $\frac{4}{3}\pi r^3$ Leave answers in terms of  $\pi$ 

Example: Find the surface area and volume of the sphere

$$SA = 4 \Box \pi \Box 2^2 = 576 \pi \, cm^2$$

$$V = \frac{4}{3} \pi \Pi 2^3 = 2304 \pi \ cm^3$$

## **Hegarty Maths Links**

Density	Volume of a sphere	Surface area of a sphere	Volume of a pyramid	Volume of a cone	Surface area of a cone	Area of a sector	Perimeter of a sector
725, 726, 727, 728, 729	580, 581	588	579	576, 577	587	541, 542, 546, 547	536, 537, 544, 545

# Year 10 Higher - Topic 1 — Equations — Student Knowledge Organiser

# Key words and definitions

Formula: an equation with more than 1 type of letter in it. **Quadratic**: an expression where the highest order term is  $x^2$ 

of the equation to calculate first Brackets: mathematical punctuation that tells you which part

Product: the answer when you multiply things together.

Sum: the answer when you add things together.

Factorise: write an expression in terms of a common factor.

Expand: multiplying sets of brackets together.

### **Factorising**

Many quadratic equations can be solved by rearranging so that one side equals zero and then factorising.

Solve 
$$x^2 = 2x + 15$$
  $x^2 - 2x - 15 = 0$  Make the equation equal to zero.  
 $(x + 3)(x - 5) = 0$  Find two numbers with sum  $-2$  and product  $-15$ .  
Either  $x + 3 = 0$  or  $x - 5 = 0$   
 $x = -3$   $x = 5$ 

of 105 and a difference of 8. Two numbers have a product

and solve an equation to find If the larger number is x, form

the two numbers.

(2) x2 - 5x - 105 = 0 (3) (x + 7)(x - 15) = 0 ① The two numbers are x and x - 8. 50 x(x - 8) = 105 Either x + 7 = 0 or x - 15 = 0

(4) Two answers for x lead to two answers for x - 8. The two numbers are -1 and -15 or 7 and 15.

So x = -7 and x - 8 = -15 or x = 15 and x - 8 = 7

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## Complete the square

Solve  $y^2 - 10y + 20 = 0$ by completing the square.

(y-5) - 25 + 20 = 0 y2 - 10y + 20 = 0 (y-5)2-5-0 Complete the square.

 $(y-5)^2 = 5$  Add 5 to both sides.

y-5-V5 Leave your answers in surd form. 5 has positive and negative square roots. 악 y-5=-V5

Y=5+V5

윽

7=5-V5

### **Expanding Brackets**

To expand double brackets, you multiply each term in the second bracket by each term in the first bracket.

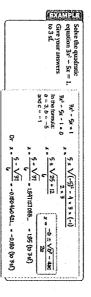
$$(2x+7)(3x-4) = 6x^2 - 8x + 21x - 28$$
$$= 6x^2 + 13x - 28$$

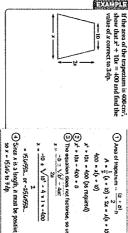
To factorise into double brackets, look for two numbers that add to give the coefficient of  $\boldsymbol{x}$  and multiply to give the constant. EXPAND

(x + 4)(x + 7)FACTORISE

### Quadratic Formula

瓣 to solve a quadratic equation  $ax^2 + bx + c = 0$ . You can use the quadratic formula x = $-b \pm \sqrt{b^2 - 4ac}$ 22





(1) Area of trapezium =  $\frac{(a+b)}{2}h$ (2)  $x^4 + 10x - 400 = 0$ (3) The equation does not factorise, so use  $x = -b = \sqrt{b^2 - 4ac}$ x - -10 + V102 - 4 x 1 x -400 x - 10x - 400 (35 required) 400 - 1(2 + 10) A + 2 (x + 10) x 2x + 1(x + 10)

# **Solving Quadratic Equations**

- (1) Use the information in the question to form a quadratic
- HOW TO (3) Solve the quadratic by factorising, completing the square or (2) Rearrange the quadratic so that it equals zero

using the quadratic formula.

4 Check that your answers make sense. You may need to reject one solution, depending on the context

### Hegarty Maths Links

Factorising Quadratic Expressions: 223 -228 Expanding Brackets: 160 - 166 Quadratic Formula: 241 - 242 Solving Quadratic Equations: 230 - 234 Completing the Square: 235 – 239

# Year 10 Higher - Topic 2 — Cumulative Frequency — Student Knowledge Organiser

## Key words and definitions

Sampling- A method to select a smaller a group of people from a certain population, done to be more time efficient. Population- Every person in a certain place (eg. school, town, country.)

Bias- A method of sampling which is not fair, favouring one particular group of people.

Random- A selection process where the is no conscientious method applied, to try to ensure fairness.

table is used to draw a Cumulative Frequency Graph Cumulative Frequency- The running total of all the frequencies, a C.F Quartiles- The values (UQ/LQ) which are the middle of all values

spread out the dataset ignoring the outliers Inter Quartile Range- Calculated by UQ-LQ. This value shows how above/below the median.

### Sampling

 $\epsilon_{
m F}$  population are women aged between 30 and 40 years, then 15% of Once the grouping has been selected on a stratified sample then the same proportions as the initial population. Eg. If 15% of the initial We select a sample from a population to be more time a efficient. It is people can be selected randomly or systematically, the sample need to be women aged between 30 and 40 years. Stratified: A method which ensures that the sample represents the planned regular intervals (eg. Selecting every 10th Person from the list) Systematic: A sample where people a selected from a list at prenumber/name generator on a calculator or computer. potential bias. E.g Drawing names from a hat, or using a random are several different methods of Sampling, the common ones are: Random: A sample which is chosen using a method which eliminates fairly and represent the full population as accurately as possible. There important though that the people selected in a sample are chosen



# Stratified sample model answer

The table shows the number of each type of employee in the school. There are (180 employees in a school

 41	16	94
Admin	Teaching Assistants	Teachers

	250
	11
	21.1

Other	Admin .	Teaching Assistants	Toachors
8	-	5	21

# **Cumulative frequency Table example**

32 ×50 = 8.056...

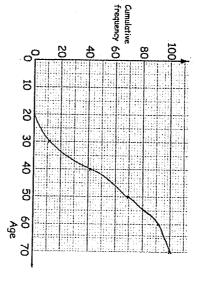
The ages of 100 teachers were recorded. The table below shows this information.

60 < x ≤ 70	50 < x ≤ 60	40 < x ≤ 50	30 < x ≤ 40	20 < x ≤ 30	Age, x years
8	22	28	30	12	Frequency
/00	92	Z	42	يرا	Cumulative frequency

# Cumulative frequency Graph: Key points

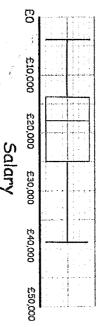
- Plot C.F on the y-axis
- Ensure you plot each point on your graph at the upper bounds of each category.
- Once you have plotted you graph you can draw on it to find Median Lower and Upper Quartiles. You can also calculate how many people scored under or over a certain mark.

### C.F Graph example.



(b) Draw a cumulative frequency graph for this information

<u>6</u> Boxplots (Use the C.F Graph to calculate Median, LQ and



### Hegarty Maths Links

Sampling- Tasks 394, 395(Random) 396-398

Box plots - Tasks 434-436 & 440 Cumulative frequency – Tasks 437-439 & 441

# Year 10 Higher - Topic 3 – Sequences– Student Knowledge Organiser

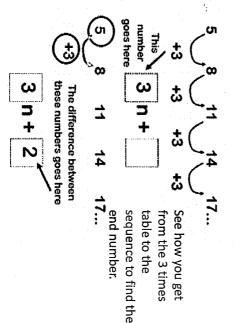
## Key words and definitions

Term-the numbers/diagrams/letters in the Sequence-terms or numbers put in a set order

between the terms in constant. Arithmetic-a sequence where the difference

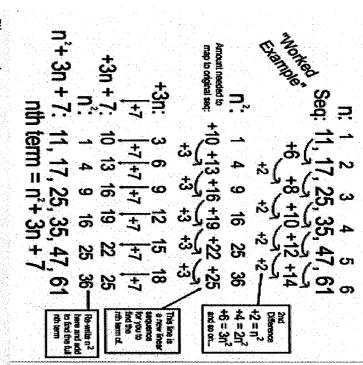
Nth term- the rule of the sequence. multiplying the previous one by a fixed number. Geometric- a sequence where each term is found by

# Finding the nth term of a linear sequence





# Finding the nth term of a quadratic sequence



## Fibonacci sequences

previous terms: A Fibonacci sequence is found by adding the two

1, 1, 2, 3, 5, 8, 13, 21, 34, 55...

next nembe Add together to get the

#### Iteration

answer back in until you get the answer you need. formula, complete the calculation and put that Iteration is when you put a starting value into a

Put  $x_1$  back into the equation to find  $x_2$ . Substitute  $x_0$  into the equation to find  $x_1$ .  $x_2 = \sqrt[3]{7 - 2(1.44224957...)}$  $x_2 = 1.602535155...$ 

round to the same number to 1 d.p. and  $x_3$  both round to 1.6 to 1 d.p. so a solution is x = 1.6to rearrange a formula You may also be asked

Repeat until two consecutive terms

 $x_3 = \sqrt[3]{7 - 2(1.602535155...)}$ 

 $x_3 = 1.559796392...$ 

second. could be wrote as the that the top equation This one said to show in iteration.



198-Linear sequences (nth term

927-Finding the nth term of a cubic sequence 248- Find the nth term of a quadratic sequence

263-Fibonacci sequences

264- Geometric sequences

322-Iteration

# Year 10 Higher - Topic 4 — Sequences— Student Knowledge Organiser

## Key words and definitions

Parallel: Lines that have the same gradient and never meet.

Perpendicular: Lines that meet at a 90 degree angle.

**Gradient:** Steepness of a line

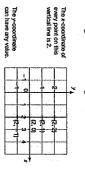
y-intercept: Where a line crosses the y-axis.

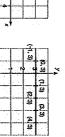
will have two coordinates written as (x, y). Coordinate: How far along an axis a point is. In 2D space, a point

graph, you need to plot the points from the table of values and then join them together with a straight line. Plot: Draw points on a coordinate grid. When asked to plot a

## Horizontal and Vertical Lines

A straight line can be diagonal, vertical or horizontal







The equation of the line is y = 3.

Horizontal lines have equations of the form y = c.

The equation of the line is x = 2.

Vertical lines have equations of the form x = c.

0 8

c stands for a number.

The x-coordinate can have any value

## **Solving Simultaneous Equations**

**Plotting Straight Line Graphs** 

The graphs of linear equations such as y = 2x + 3 are straight lines.

the lines intersect at (2, 4) so the solution is x = 2 and y = 4. For example, for the equations 3x - y = 2 and 2x + y = 8, A solution is at a point of intersection. You can solve simultaneous equations graphically

Calculate the value of y for each value of x

Draw a suitable grid

Plot the (x, y) pairs and join them with a straight line

Combruct a table of values.

Use the graph to find in the value of x when y = 7

ii the value of y when  $x = 3\frac{1}{2}$ .

1-36.03

Draw the graph of y = 2x - 3.

Chaosa faur or five values, including regative values and zero

-2 1 -1 U

Make sure that your grid includes the smallest and largest yearlies.

rndy=7 on the y-axia. Draw a noncontaining to the graph line. Draw a vertical line to the x-axia. Head on the value of x

 $\bar{H} = Find x = 3\frac{1}{2}$  on the x-axis. Draw a vertical time to the graph fine Draw a prontomal line to the y-axis. Read off the value of y.

Then pick the points and draw the lien.

(2.1) (1.1) (2.3) (1.5)

 Draw up a table of values To plot a graph of a function

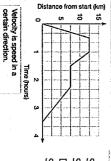
- Solve the simultaneous equations using elimination, substitution or by drawing a graph. Use the information in the question to form a pair of simultaneous equations.
- (3) Give your answers and check that they make sense.
  - 3x y

The gradient of a straight line in a distance-time graph is the speed A distance-time graph shows information about a journey.

Distance-Time Graphs and Velocity-Time Graphs

Velocity-time graphs also give information about a journey.

- The gradient of a straight line in a velocity-time graph is the acceleration of the object
- The area under a line in a velocity-time graph is the distance travelled by the object.



## Equation of a Straight Line

The equation of a straight line is of the form y = mx + c, where m is the gradient and c is the y-intercept.

The y-intercept is the y-value where the graph cuts the

Change in the x-direction The gradient of a line segment is calculated as



- Parallel lines have the same gradient.
- If line A has gradient m, any line perpendicular to line A has gradient  $-\frac{1}{m}$

## **Equation of a Straight Line Example**



If the equation is not in the form y = ..., rearrange it first, for example

The equation is  $y = -\frac{1}{2}x + 7$ .

Now you can see that the gradient is  $-\frac{3}{2}$  and the intercept is 6 3x + 2y = 12 gases 2y = -3x + 12 gases  $y = -\frac{3}{2}x + 6$ 

## **Hegarty Maths Links**

Solving Simultaneous Equations with Lines: 218, 219 Straight line Graphs: 205 - 216 Speed-Time Graphs: 880 - 886 Distance-Time Graphs: 874 – 879

V. David

Learning Trust

North East

## Key words and definitions

number itself and 1. 1 is not a prime number Prime number: A prime number has only two factors - the Integer: a whole number (could be positive or negative)

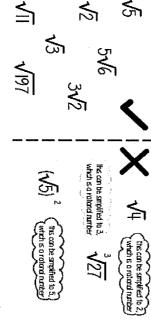
as fraction  $\frac{a}{b}$  where a and b are integers Rational Number: A number that can be whole or expressed

recurring/pattern rrational Number: any number than cannot be expressed as Generally, means decimal values with no

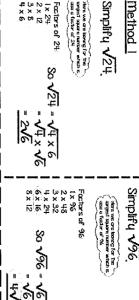
1 x 24 2 x 12 3 x 8 4 x 6

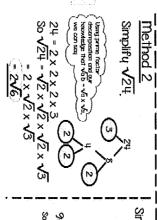
square root. If written as decimal they would continue Surd: An irrational number that is better expressed as a Square Number: the result of multiplying an integer by itself forever with no pattern

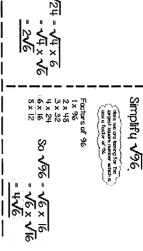
Surds are roots of numbers. Not every Root is a Surd

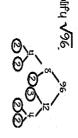


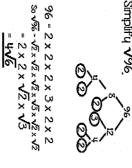










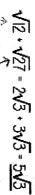


## Adding and Subtracting Surds

coefficients are deal with just like  $4\sqrt{3} \cdot 7\sqrt{3} = 11\sqrt{3}$ they are in algebrai  $\sqrt{5} \cdot \sqrt{5} = 2\sqrt{5}$  Cherk of this like x · x, or 2 lots of x 8V2 - 5V2 = 3V2

245 - 745 \ cannot be simplified any further

447 · 340 · 47 · 240 = 347 · 400



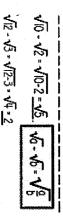
working with them so you simplify your surds before It is important to try and don't miss through the this

## **Multiplying and Dividing Surds**

$$\sqrt{2} \times \sqrt{5} = \sqrt{2x5} = \sqrt{10}$$

$$\sqrt{5} \times \sqrt{1} = \sqrt{5x7} = \sqrt{21}$$

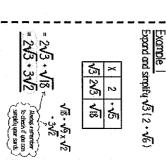
$$\sqrt{5} \times \sqrt{1} = \sqrt{5x7} = \sqrt{21}$$



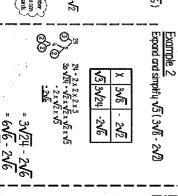
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**Learning Trust** 

# **Expanding Single and Double Brackets**



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### AMES BOND 007 ROGER MOORE

enigma codes.

#### Production Context

Moore's second appearance as 007. Released on 19/12/74. Roger Moore as 007,

Estimated \$7m budget, grossed \$97m+ million same as SPECTRE. Distributed by United Artists British company Eon (Everything or Nothing) Based on a book by Ian Fleming. Produced by

shot in Hong Kong, Thailand and Macau. The was filmed predominantly in Asia, having being illustrator Robert McGinnis. artwork for poster was produced by artist and there were several Kung Fu scenes and the film Reflects popularity of Martial Arts film genre,

#### **Historical Context**

to the limited technology. Illustrations commonly used on film posters due

plant in the lower left corner and the energy through the poster's iconography of the power the economy across the globe. This is hinted at short and long-term effects across on politics and exporting oil to USA) causing an oil crisis. This had proclaimed an oil embargo - the decision to stop energy crisis, when the oil producing Arab nations beam directed at Bond. TMWGG was set in the middle of the 1973

# Consider Propp NARRATIVE & Barthes ENIGMA theory

star appeal, credit block onist, hero, villain, title Central image, protagbody language, colour, signify, Extreme close up, facial expression, frame, enigma codes, one appears to be looking at the golden gun assassin making it hard for him to distinguish between them. has female allies and enemies, yet all look the same enigma code, suggesting to the audience that Bond tecting him. Barthes might argue that this is another putting her arm out in tront of him, seemingly prowhilst pointing at Bond whilst the other seems to be females wearing very few clothes: Two of these wom-Typical of Bond films, the protagonist is flanked by

en are highly sexualised: bikini-clad, slim with perfect graved with his name. The reader can interpret this hour glass figure and long flowing hair. Body language: as an attempted assignation on the hero. We can only see the hand of the shooter creates intrigue Bond and someone is loading it with a bullet enand an enigma code for the audience, as we want to and people trying to kill him. These signify action/ theory- we would consider this person to be the 'villain'.Surrounding Bond are even more enemies find out who is trying to kill Bond. Propp's character

Extreme close up of golden gun, pointed right at

## Messages and Values

#### Key messages:

- and intelligent to be successful. to be Masculine: strong, powerful 1. Men are heterosexual. Men need
- are sexualised, attractive and allies Women need to be feminine: they
- Minority groups are dangerous.

# Symbolic Codes

MEDIA LANGUAGE: How the FILM POSTER communicates with the audience using the different codes:

thriller genre.

#### dressed holding a gun across his body. Suggests he isthe protagonist, so probably a 'good guy'.- Propp's theory Central image: mid-shot of James Bond, smartly

- Direct address- Bond looking directly at the audience, his ability to keep his composure in any situation. and appears calm despite the chaos surrounding him. making eye contact. The intensity of his stare and lack This informs the audience of one of his great strengths, of smile connotes how seriously he expects to be taken
- and the gun, an iconic part of Bond's 'uniform', signifies danger and action. Bond's attire connotes business and professionalism
- someone is trying to kill him. loading with bullet with name on, so audience know Extreme CU of gun at bottom pointed at Bond,
- Colour of the gun (gold) connotes wealth
- to historic context of oil embago 4. Explosions communicate action in the film and link
- Female costumes of bikinis and slim

- common convention. Roger Moore- household playing Actor's name(s) placed at top to entice audience directly above Bond's image to reinforce the link. Bond in the previous film, Live and Let Die. Name placed
- Title appears with book author at the bottom.
- smaller and tucked away so as not to divert the audience away from the main image or the rest of the poster. other star's names, directors and producers, is much Credit block, detailing industry information such as

# REPRESENTATION Ethnicity, Gender and Issues

to put yourself in dangerous situations. If you were all of those things, you would always caught the 'bad guys'. This representation of masculinity told audiences that men should also be heterosexual. be successful, gain respect and women would want you. The assumption then is that this was what a man had to be at the time – intelligent, strong and prepared UKs favourite secret agent; charming, suave, good looking and, most importantly,

slim bodies. Both are heavily made up and wear earrings and bracelets as accessories to the 'outfit'. The two women also have long flowing hair. Two of the three females on the poster are wearing bikinis which show off their

of women suggests that they are little more than bodies to be looked at. A feminist theoretical perspective would argue that this sexualised representation

group to the other females. This goes some way to explaining why she seems not this time it is much darker and her skin tone suggests she is from a different ethnic she is seen as exotic, different, the 'other' arts pose, and appears to go against this stereotype. She too has flowing hair but to support the dominant sexualised stereotype portrayed by the other females; Another female, however, is dressed in a karate uniform and is shown in a martial

### Minority groups

or dangerous. While society was progressing towards racial equality by the 1970s, and increased women's rights in the 1960s and 70s. the dominant stereotypes of the time: to be pitied, to be laughed at, the exotic and/ interesting to consider this poster in the context of the move towards gender equality some of these stereotypes were still in evidence in mainstream films. In addition, it is At the start of the 20th century, representations of minority ethnic groups supported

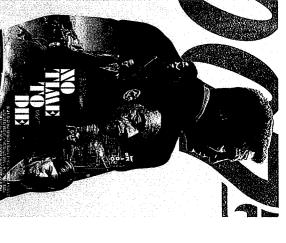
human identity and relegates them to the status of objects to be admired for physica this is what an attractive woman looks like. Mulvey argues that this denies the womer male. This suggests all men look at women and communicates to the audience that is forced to focus on the curves of the women's bodies, putting them in the eyes of a dience is put into the perspective of a heterosexual man. In this poster, the audience Robert McGinnis. appearance. This could be further argued as the producer of the artwork was a male Feminist Laura Mulvey coined the term the 'male gaze' which discussed how the au-

## HALL'S RECEPTION THEORY

viewer's own social and cultural context how this image is decoded: The producers have encoded certain ideas into this text but it depends on the

# DONIMANT - NEGOTIATED - OPPOSITIONAL

support the idea that she is dangerous and to be feared or could be seen as a progressive wav of looking at females, those who are strong, confident and fearless. For example, the depiction of a female doing martial arts could be seen to



## **Audiences**

- Barthes' enigma code: The film poster create a sense of mystery regarding the plot, characters and the fate on Bond himself, leading an audience to want to discover these answers.
- Inherited audience: Some audiences are drawn to this film because they are already fans of the long running franchise or fans of the actors involved.
- Polysemic responses: Audiences can have different reactions to the portrayal of characters in this poster.

### ndustries

- The film's budget was an estimated \$250-301 million, making it the most expensive Bond film to date.
- It has grossed over \$774 million worldwide at the box
- The first teaser poster for the film was released on James Bond Day, 5th October 2019, as part of a global marketing campaign for the film.

## Media Language

#### Image

- Iconographic props (such as the gun and the mask) clearly establish the genre as action and the character as a Proppian villain.
- The plethora of action shots create a sense of danger and threat, hinting at elements of the narrative.

Released in the UK on 30

September 2021.

contexts

## Written Language

- No Time to Die leaves the audience worried about the fate of their favourite protagonist from the long running franchise. (Barthes' enigma code).
- The credit block lists the plethora of reoccurring actors in this film, using their star appeal to draw in an inherited audience

# Layout and Design

- Bond as the largest figure clearly establishes his role as the Proppian hero.
- The background features the iconic "007" logo that would appeal to avid fans of the long running franchise. It also feautes a gun to appeal to newer fans of the action genre unfamiliar with Bond.

## Representation

#### Race

The film was produced by the

British company EON (Everything or Nothing) Productions and

Starring Daniel Craig as 007, this is

Albert Hall on 28 September 2021.

his fifth and final performance.

global premiere at the Royal

- Traditionally, Bond has adhered to strong, and often negative, racial stereotypes.
- Minority races are often portrayed as "dangerous" villains (alvarado's racial stereotypes).
- Still heavily dominated by a white cast

The release was significantly

distributed in UK cinemas by Universal Pictures. No Time to Die is available to stream on Amazon

a change in director and the

COVID-19 pandemic

delayed from April 2020, following

 However, Naomi's powerful portrayal creates a positive and dominant representation of race.

#### Gender

- Traditionally, Bond has adhered to strong, and often negative, gender stereotypes.
- Still centred around a battle between male heroes and villains.
   Paloma's (Ana De Armas) glamorous and low cut dress is typical of how 'Bond Girls'
- However, Naomi's military attire and serious gesture codes reflect the shift in the Bond narrative towards more contemporary depictions of women.

have been depicted by the franchise.

## Other Key Ideas

- Create hypermasculine representations of excessive manliness that force a male audience to feel inferior.
- There is still a female damsel in distress that a male Proppian hero must rescue.



## Fortalite: Context

- Produced by Epic Games, launched in July 2017
- The Fortnite franchise is a series of multi-player free to play battle ground games.
- The franchise has helped Epic Games. In 2012 it was worth \$825 million. In 2018 it was worth \$5.8 billion.
- The genre of Fortnite could be considered battle game and construction game.

Blumler and Katz's Uses & Gratifications Theory 'Escapism' and 'social interaction' and 'personal identity'.

The use of gamer and non-gamer celebs as role models could link to **Dyer's Star Theory** 

## Social and Cultural contexts

- In recent years, the diversity of game genres and platforms on which they can be played has meant the gaming industry has exploded.
- Gamers are no longer young, geeky men.
   Over 50's and a narrower gap between male and females.
- Range of genres of games (first person shooters, puzzles and learning tools) and platforms (consoles, tablets and smart phones) has led to growth in the industry
- Gaming has increased social interaction.
   People develop alliances, friendships and even relationships.

# New Technology and Convergence

- Fortnite is popular because you can play it on a variety of platforms. You can even change devices mid-game.
- Epic Games use an operating system called Unreal Engine. This is available on their website and encourages audiences to try it to develop their own games. This system has been used in other titles such as Batman & Infinity Blade. This is cross-media convergence.

## **Epic Games – Institution**

It was started by Tim Sweeney in 1991 originally run from his parent's house. This could be why they let their audience have access to this.

Tencent – a Chinese investment company bought a 42% stake in Epic in 2012.

- Fortnite is an example of GaaS model where there is a constant stream of in-app purchases after the initial purchase or providing the game for free.
- Players can pay for weapon, costume and grade upgrades rather than 'grinding through' the gameplay for them. Players use V-bucks to purchase these items. Upgrades are cosmetic.
- Upgrades are only available for a short amount of time which makes people more inclined to just buy them.

## Regulation of the Media

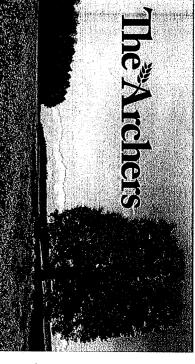
In 2012 the **PEGI** system was incorporated into the **Video Standards Council.** Fortnite has the age rating of a **12'** for 'frequent scenes of mild violence'.

It appears parents are more concerned with addiction rather than violence.

## Audiences

- With video games comes moral panic. These range from violent games may encourage 'copy-cat behaviour' or worries about addiction and the amount of 'screen time'.
- Fortnite has very little realistic / explicit violence. It has cartoon like graphics.
- Very little racism / misogyny as players are randomly assigned gender, race and 'skins' at the start of each round.
- Game play also has a collaborative nature.
- Main concern around the game is ADDICTION
- Consider passive and active audiences.
- Players work together to deconstruct and rebuild the game environment.
- Another part of the franchise allows audiences to design skins, emotes and landscapes





#### Contexts

### **Historical Context:**

 Originally established in 1951 to educate farmers which, it was hoped, would increase food production after the second world war.

## Social and Cultural Context:

 Wherever possible, The Archers happens in real recorded at short notice such as the 9/11 attacks. script with scenes being re-written and reunforeseen events have been weaved into the predicted, it is often written into the script. Even subjects to be included. If a real-life event can be date of broadcast, allowing a variety of topical time i.e. it portrays events taking place on the

#### Social Context:

 The domestic abuse storyline of Rob and Helen audiences to raise over £100,000 for charity portrayal of this storyline has even prompted very real touch to the storyline. The realistic on characters' private conversation has added a privileged position of being able to eavesdrop in and issues in recent years. The listeners' has opened the gates to less talked about topics

#### Audiences

- Older audiences find radio soap opera have been no shocking story lines. like a familiar friend: comfortable listening with
- To appeal to younger audiences, radio soap opera: rea life narratives with excessive story dramas now mimic conventions from TV soap
- Traditionally, radio soap operas targeted women particularly family relationships, domesticity and by focusing primarily on women's lives,
- Multi-strand narratives: Different narratives and to a variety of different possible audiences. character arcs running at the same time appeals
- Socioeconomic group ABC1: the audience for The aged and above, white women. class professionals, most of whom are middle Archers consists mainly of well-educated middle-
- Non-rural audiences: Because of the convergence escape into a rural British lifestyle. areas, even global audiences, who enjoy the of online media, some audiences are from urban
- Uses and Gratifications: Some audiences listen to The Archers for:
- o for **personal identity**, to compare their life experiences with those of the characters
- o to be **informed** or educated about rural life or topical issues that the storyline may be dealing
- o for entertainment/ escapism from their everyday life.
- o for social interaction to discuss with conversation on Twitter or Facebook family/friends or by continuing the

#### Industries

- Public broadcasting services: The BBC is funded by the public (government taxes or license fee)
- The BBC has a public service remit (to educate inform and entertain)
- Radio broadcasting is regulated by Ofcom
- Convergence: In order to keep up with new variety of media formats (radio/ podcast/ BBC iPlayer/ website/social media/ magazine) audiences, The Archers is now available on a
- Brand: The Archers is the BBC's , most listened to programme online. It is extremely important as it has guaranteed audiences.
- **Production:** Producing a radio series like The Archers requires tight schedules and long term
- Biannual meetings to plan story lines.
- Monthly script meetings.
- Recording takes place every 4 weeks. Actors recording. online receive scripts a few days before
- Episodes are then broadcast 3-6 weeks after recording

## Key Terminology

- Convergence: How multiple media formats can be accessed on one device, anywhere/ anytime.
- Regulation: How media is checked and monitored for appropriate age ratings and complaints.
- Multi-stranded narrative: A narrative that alongside each other. contains different stories or plots running
- Omnibus: A broadcast of a programme that week. This allows audiences to catch up. usually includes all episodes from a particular



# Media Language – Key

the source of. Used to create a sense of realism. Diegetic sound: Sound that you can see

the shot. Used to create tension. Non-diegetic sound: Sound editing into

Binary oppositions: direct opposites like good and evil/ strong and weak.



### **Product Context:**

- Produced by the BBC, (PSB) publicly funded broadcaster.
- Aired on BBC 1, Netflix and BBC worldwide Convergence with other technologies.

## Social/ Cultural Context:

- Gender equality: the female representations reflect that women have gained power in the workplace:
- Rose Detective superintendent (Luther's boss)
- Zoe Humanitarian lawyer
- fatale character. Alice — a brilliant adversary/antagonist femme

### Racial equality:

- Luther's name could be a reference to Martin Luther King, the American civil rights leader.
- Luther's ethnicity id not a major focus in the plot, reflecting greater social equality.
- Luther is a clear black role model, as a senior officer in the police.

## Representation of London:

- Many establishing shots of central London, modern buildings and skyscrapers.
- o Reflects the contemporary culture and success ot London as a major financial/ business centre.



## Representation

## Stock Characters:

- Maverick Detective: Luther has both anger issues and a troubled his judgement and crime solving past, which can be said to impair methods.
- Victim: both Zoe and Alice are represented as the Proppian Femme Fatale: Alice is intimidate Luther. woman using her sexuality to represented as a dominant
- narrative. "damsel in distress" within the

## Conventions

Settings:

## **Audience Reception:**

- Preferred reading: Audiences may admire Luther's maverick crime solving methods.
- **Oppositional reading:** Audiences may challenging situations and be disappointed at disapprove of his violent responses to the lack of closure as Alice walks free

## Audience consumption:

Active audiences: Some audiences watch crime drama to solve the crime alongside the lead protagonist.

## Uses and Gratifications:

- Personal Identity: Black males make identify with Luther or aspire to be like him.
- Information: N/A
- Entertainment/ escapism: Watching intense escape boring everyday life. plots such as Luther can help audiences
- Social Interaction: Audiences may enjoy talking about the developing character arcs

#### Industry



MEDIA



## Key Terms

- Masthead: The title of the magazine
- Coverline: hints at the biggest articles in magazine.
- Spornosexual: a muscular representation of men
- **Metrosexual:** a fashion-centric representation of men

## larget audience

- GQ is aimed at ABC1 men
- aged between 20 and 44
- Has now broadened to appeal to, inspire and empower younger readers
- Consumerist culture of men that frequently purchase products they

see in the magazine.

### Promotes the idea of the "all-round man" (men must excel in all areas).

imagination." it all with intelligence and humour, politics or music, GQ covers Whether it's fashion, sport, health, men's magazine with an IQ. "The greatest magazine around. The

## Media Language

#### Image

- There is a long shot of footballer and magazine has star appeal for the celebrity Raheem Sterling, ensuring the
- The black wings strongly establish him as a Proppian hero and BAME icon defending against racism in football.

## Written Language

- GQ calls Sterling a "Guardian Angel", which values of the game by rooting out racism. suggesting he is looking after players and the connotes a sense of guidance and protection,
- "Why it's finally OK to own a belt bag" reinforces a metrosexual representation that focuses heavily on aesthetics.

## Layout and Design

- The choice of gold font, connoting luxury associates with. and exclusivity – traits that the brand
- The coverlines frame his expose muscular abs and chest, reinforcing his role as the epitome as a spornosexual male icon.

## Representation

Rebranded in 1967 to GQ.

industry insiders.

GQ is a multiplatform brand. Each issue is

published in print and digitally; it has its

Launched in 1931, GQ began its life as a

quarterly publication called Gentleman's

Quarterly, aimed specifically at fashion

Contexts

#### Race

Raheem Sterling challenges Alvarado's stereotype of black males. threatening, aggressive and "dangerous"

Historically, British black men have been

media followers.

underrepresented on magazine front

covers due to systemic racism within the

over 2 million monthly unique online

users, and more than 2 million social

212,000 monthly print readership

own acclaimed website and apps.

- He strongly acts as a successful role model for a BAME audience.
- Creates an inclusive attitude to race to challenge Hall's idea of "Otherness".

In December 2018, Raheem Sterling took

to social media to highlight racism in the

British press.

Gary Lineker has called him "perhaps the

most influential player in the game" off-

 Epitome of British success as a key player and icon for the England football team.

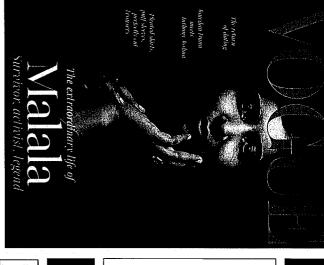
#### Gender

- Raheem Sterling is a powerful role model for a young male audience.
- The choice to represent Sterling strong and muscular. as having to be hyper masculine, reinforces the stereotype of men topless with his tattoos on show
- role as a father (modern Tattoos represent his nurturing

## Other Key Ideas

- His thick silver jewellery reinforces lot of money. you must be wealthy and make a man to be thought of as successful the capitalist ideology that for a
- Conspicuous consumption: His highlight his wealth to others. jewellery is a prop used to





- Masthead: The title of the magazine.
- Typography: The style of the
- Colour palette: the colours used in the image.
- Direct address: when the media text talks directly to the audience.

## Target audience

- Vogue is aimed at ABC1 fashion and style sophisticated and wealthy conscious women who are educated,
- Has now broadened to appeal to, inspire and traditionally targeted an older female audience of 30-45-year olds.
- much more culturally diverse empower younger readers too.

# Image-centric (image is the most

is a destination for women to fashion, beauty and lifestyle, and "British Vogue is the authority on important thing).

learn, be challenged, inspired

## audience, under the influence of the and empowered"

## Media Language

#### lmage

 The headscarf she wears indicates her culture and her religion and is an essential part of her identity.

Contexts

She engages the reader with direct eye address that is personal and welcoming contact and a slight smile – a mode of but confident and self-assured

## Written Language

- The word vogue means something that is trendy or popular.
- The caption: 'Survivor, Activist, empowerment for female audiences. Legend' is a lexical set of strength and

## Layout and Design

- The all-uppercase serif font gives it a that commands respect. classic, architectural look, an aesthetic
- The use of the dominant colour red in this survivor/activist/legend identify with Malala, the power and strength, a call to action to context suggests celebration, joy, luxury,

## Representation

#### Race

Vogue claims to have 5.3 million digital

subscriptions and a social media following

In 2021, British Vogue had an average

appointed editor in December 2017.

circulation figure of 191,000 issues.

Former model Edward Enninful was

British Vogue launched in 1916.

magazine in 1902.

 Became focused as a women's fashion First issued as a high society diary in 1892.

Historically, the editors of

of 14.3 million.

- Malala is a powerful role model for BAME Challenges the negative stereotypes (especially with Islamic woman). surrounding the Islamic identity
- audiences as an empowered activist.
- Costume and colour contribute to challenging the white-washing common in celebrate her cultural heritage, the magazine industry.

Naomi Campbell has famously

affected sales of the magazine. colour on their front covers badly claimed that featuring models of mainstream women's magazines

systemic racism throughout her challenged the industry for this

career, advocating wider diversity

#### Gender

- Malala is a powerful role model for society. young female readers in modern
- Malala is the Proppian hero of her own life story.
- Strongly challenges the negative stereotype that women are weak and need a male rescuer as a Damsels in

## Other Key Ideas

- Positive representation of youth culture: achieved so much, against all odds, at she is an inspirational figure who has such a young age.
- Challenges Wolf's beauty myth, prioritising personality and education over appearance.
- Cultivation theory: creating a modern culture that supports gender equality.



# GWA HISTORY Knowledge Organiser - Topic: Weimar Germany, 1919-29

#### <u>Timeline</u>

## **Key Words/Terms**

L 9" NOV 1918 Kaise	Kaiser abdicates (leaves throne) and flees Germany.	Armistice	Agreement to stop righting. Germany asked for it in 1916
_			
9 <sup>th</sup> Nov 1918	Weimar Republic is set up.	November Criminals	Name given to the Weimar politicians who accepted the armistice which ended WWI.
3   11 <sup>th</sup> Nov 1918   WWI	WWI ends. Armistice agreed after German surrender.	Constitution	The system of laws and rules in a country.
Jan 1919	Spartacist Uprising (left wing) in Berlin and other cities. Crushed by army and the Freikorps.	Reichstag	The German Parliament.
又 26 <sup>th</sup> Jun 1919 Treat	Treaty of Versailles is signed.	Article 48	Gave President emergency powers in times of crisis
		Proportional	The number of votes won in an election, determined the
6 3 <sup>rd</sup> Mar 1920 Kapp	Kapp Putsch – attempted takeover by Freikorps led by	Representation.	number of seats in the Reichstag
	Wolfgang Kapp. Failed due to lack of support.	Chancellor	Head of Government, chosen by the President
-7 Jan 1923 Ruhr	Ruhr Crisis – France invades the Ruhr over reparations leading to huge problems in Germany.	President	Head of state and military, voted by people, cou Article 48 and had power to dismiss government.
√ Jun 1923 Hype	Hyperinflation causes huge social and economic problems.	Coalition	A government of two or more political parties
Aug 1923 Gustav St	Gustav Stresemann becomes Chancellor (but only for 3	Extremist	Groups that believe in violent or radical ideas
10 Nov 1923 The N	The Munich Putsch – The Nazis try to overthrow the Bavarian	Communism	Left wing groups who believe everybody should be equal in the country and it should be run for the workers.
killed	killed and Hitler is arrested.	Fascism	Right wing groups who believe in a strong ruling leader.
10 Sep 1924 Stress	Stresemann signs the Dawes plan which ends hyperinflation.	Freikorps	WWI veterans who formed private armies
11 Dec 1925 Germ	Germany signs Locarno Pact with France, Britain, Belgium and Italy	Spartacists	Revolutionary communists who wanted Germany to by the working classes. Led by Rosa Luxemburg.
12 June 1929 Young	Young plan agreed.	Putsch	A violent attempt to overthrow the government
13 Oct 1929 Wall 9	Wall Street crash leads to the Great Depression.	Reparations	£6.6 bn fine placed on Germany following Versailles
	Key Individuals	Demilitarised	No military forces are allowed in the area
14 Friedrich Ebert	First Chancellor of Germany and later President.	Article 231	The Versailles 'War guilt clause' blaming
15 Gustav Stresemann	Chancellor (Aug-Nov 23) and Foreign minister (1923 - 1929). Solved hyperinflation and Ruhr crisis.	Hyperinflation	Extremely high inflation, where prices rise and the value of money plummets and it becomes worthless.
16 Kaiser Wilhelm II	King of Germany, who fled Nov 1918.	Rentenmark	Temporary currency introduced by Stresemann to end hyperinflation.

## CM5: Purpose

#### Description:

Every media product is created for reason and this is known as purpose

#### Description:

important. formal language because it's To display information normally in a

#### Examples:

- Maps
- Books
- Leaflets

#### nfluence

#### Description:

their behaviour. To persuade consumers to change

#### Examples:

- Health advertisements
- **Educational advertisements**
- Political advertisements

# **OCR Cambridge National in Creative iMedia** R093: Creative iMedia in the media industry



#### Entertain

### Description:

user to consume the content narrative/plot/storyline that entices the This is to provide a

#### Examples:

- TV shows
- Books
- Video games

#### Films

- Apps

#### Educate

Description:

learn/gather new information information that enables them to This is to provide consumers with

#### **Examples**

- Text books
- YouTube videos
- Online learning platforms

## Advertise/Promote

## Description:

This is to persuade the consumer into committing to a product or service.

#### **Examples:**

- Posters
- Billboards
- TV advertisements
- Radio advertisements
- Banners on webpages
- Social media posts

#### Job roles:

Campaign manager Games developer Content creator Web developer Photographer Web designer Copywriter Animator

## CM14: Wireframe

#### Description:

A planning document that illustrates how a product will look. It will show how pages/screens are linked together and is used commonly for websites and apps. Wireframe focuses more on how the website will look and will be used by a frontend web developer.

# Hardware & Software used:

#### Hardware:

- Mouse
- KeyboardMonitor
- Touch screen
- Graphics tablet
- Laptop/Computer

#### Software

- Word processing software
- Desktop publishing software

#### ယ ယ

# OCR Cambridge National in Creative iMedia R093: Creative iMedia in the media industry



# Components of a wireframe

#### lmages

These are usually displayed as a box with a cross which represents an image.

#### Video

The word video is displayed inside the box.

#### Text

These are usually displayed as a box with straight lines, the actual copy or by a placeholder text such as Lorem ipsum.

#### Annotation

(B)

Attachation less

This allows the designer to explain how different elements are linked together.

## Total Total

#### Hierarchy

The importance of a page is created by using headings, most often bold or heavier weighted text, of different sizes and location.

#### Links

Links are represented most often as blue, underlined text. Links may also be a different colour, keeping in line with a particular visual design direction.

# Who would use the wireframe?

Photographer, Web designer, Illustrator, Graphics artist, Web developer

ע

# 1.2.4 DATA STORAGE - BINARY

	3. Then we check the next column 64 and we can see that 64 fits into 73 so we put a 1' in that column too.  4. 73 – 64 = 9 left	DENARY (DECIMAL) TO BINARY  Use the same columns and start from the left. Example 201.  1. First check to see if the number fits into 128. If it does add a '1' to that column.	yeardes go up by x2 each mine. See brow.  5 128 (27) 64 (29) 32 (25) 16 (24) 8 (23) 4 (22) 2 (21) 1 (29)  6 1 0 1 1 0 1 1 0  When calculating the value, you only add up the columns with a '1'  7 in them. The example above would be:  128 + 32 + 16 + 4 + 2 = 182	decimal Base 10. Uses 10 different numbers, 0 through 9.  BINARY TO DENARY (DECIMAL)  You need to know how to convert binary to denary numbers up to 8 bits. The column	<ul> <li>computer, binary is all a computer understands. Computers are made of transistors/switches that use electricity, they are open/on (1) or closed/off (0).</li> <li>The only number system a computer can understand.</li> <li>Base 2. Uses only 1s and 0s. 0s represent off and 1s represent on.</li> </ul> Denary / Our usual number system. E.g. 1, 17, 29, 138.	Data All computer systems use and process data, data can come in the form of  Types Text (Characters), Sound, Moving image (video), Images(Pictures), Numbers.  All data must be converted/encoded into binary in order to be processed by a	KEYWORDS
15 Overflow errors	14 Exam tip	13 Examples	12 The four rules	Right shift example (>>)	10 Left shift example (<<)	9 Binary shifts	
Sometimes, an 8 bit binary number will become a 9bit binary number when you have added two numbers together (if the number is bigger than 11111111 (255). This is called an <b>overflow error</b> .  When you need more bits than a byte to store the number.	To check your answer, convert the binary numbers to denary and add them up.	10001101 +01001000 11010101 111111111	### (ADDINTON)  0+0=0  0+1=1  1+1=10 (because this is 2 in binary)  1+1+1+1=11 (because this is 3 in binary)	A right shift by 2 places has been performed here. The number 204 becomes 51.  O O 1 1 O O 1 1 red).	O 0 1 0 1 0 1 0 performed here. The number 42 becomes 168 (42*4). Always add 0s for the missing digits (in red).	A binary shift is when we move all the digits in a binary number either left or right a certain number of places.  Left shifts multiply a binary number (makes it bogger)  Right shifts divide a binary number (makes it smaller)	BINARY SHIFTS

# 1 2 4 DATA STORAGE - HEXADECIMAL

10	ဖ	<b>∞</b>	Anna Constitution of the C	7	თ	•	Oi		-	<b>.</b> .			ယ		2			
Add both values together	multiply the number in units column by 1.	correct columns.  Multiply the number in 16's column by 16 and		Add both values together	multiply the number in units column by 1.	Multiply the number in 16's column by 16 and	Example 1 - C5: Put the hex number into the correct columns. Because it is a base 16 number the columns go up by x 16 each time.	SOUVIETAUNCE HOUSELE CONTRACTORIOS	Hexadecimal 0	Denary 0	· · · · · · · · · · · · · · · · · · ·		Binary made of transisto	All data must be o	Denary / • Our usual num decimal • Base 10. Uses	Hexadecimal A base 16 numb		
	1 by 1.	by 16 and			by 1.	hy 16 and	er into the se 16 each time.		1 2	1 2		er system a only 1s and 0	s/switches th	onverted/end larv is all a c	per system. I 10 different i	r system us	KEYWORDS	1.7.4
144 + 13 = 157 9D = 157	9 x 16 = 144	9 = 9 in denary	16 column	192 + 5 = 197	12 x 16 = 192	C = 12 in denary	16 column <sup></sup>	A ANYMEIGI (OUL TIVIU) A	ω	ω		Section (0).  The only number system a computer can understand.  Base 2. Uses only 1s and 0s. 0s represent off and 1s represent on.	made of transistors/switches that use electricity, they are open/on (1) or	All data must be converted/encoded into binary in order to be processed by a computer, binary is all a computer understands. Computers are	Our usual number system. E.g. 1, 17, 29, 138. Base 10. Uses 10 different numbers, 0 through 9	A base 16 number system using numbers 0-9 and letters A - F.	9	2.4 DAIA OI ORAGE
	13 x 1 = 13	9 D = 13 in denary	v16 Ilnit column		5 × 1 = 5	5 = 5 in denary	Unit column	X/F	<b>.4</b> ro	4 5	N XƏH	rstand. and 1s represent o	ney are open/on (1	order to be proces ds. Computers are	9	nd letters A - F.		O CZ
		<b>,</b> 100	age-months.	14		₹	13		O	6	HEX NUMBER VALUES	n 24	ў П	sed				C
	Exam tip: convert back to	Convert the denary number to hexadecimal using the table above	Tour bit binary numbers	be if	Split the number in half and	know how to do this yet)	Convert the number to binary first (see binary conversion KO if you don't	ANIGO	7 8	7 8	ALUES	Bit, Nibble (4 bits), E Gigabyte (1,000 MB			Why use hexadecimal?			•
ou are	back to	ry number sing the	mbers	o separate	in half and	s yet).	per to inary ou don't	ERIINGF	9	Ø		3yte (8 bits) ), Terabyte		<b>₽</b> . [		; <u>;</u>	W	UEC
$15 \times 1 = 15$ $176 + 15 = 191$	11 x 16 = 176	11 = B in hexadecimal	= 11 in denary	1 0 1	8 4 2		191 = 1011 1111	CONVERTING FROM DENARY TO HEXADECIMAL	A B	10 11		bble (4 bits). Byte (8 bits), Kilobyte (1:000 bytes or 1 KB), Megabyte (1:000 KB), yte (1:000 MB), Terabyte (1:000 GB), Petabyte (1:000 TB)	Units of Data	digits/characters,	susceptible to errors.  Even the Montan if can store an 8 bit binary number in the store and but the s	Hexadecimal is used as an alternative to binary as it is	WHY HEXADECIMAL?	
		nal	ary	4	1		<u> </u>	O HEXADE	င	7		ytes or 1 KB yte (1,000 T	=	call store a		d as an alter	/L?	
		15 hexa	= 151	1 1	8 4			OIMAL_	П	13 14		), Megabyte B)			a hit hinany	native to bina	The state of the s	
12 10		15 = F in hexadecimal	15 in denary		2	1.000		- Table 1	71	15		(1,000 KB);				ary as it is		

	Year 10	French - Knowledge Organiser	niser - School vocabulary (general)	ıry (general)	
apprendre	to learn	en béton	made of concrete	ouvert	open
bâtiment	building	enseigner	to teach	parler	to talk
bibliothèque	library	environ	about, approximately	passer un examen	to sit an exam
bulletin scolaire	school report	étroit	narrow	pause déjeuner	lunch break
cantine	canteen	études	studies	pendant	during
car de ramassage	school bus	étudiant	student	penser	to think
champs	field	examen	exam	permettre	to allow, permit
collège	secondary school	fermé	closed	porter	to wear, carry
commencer/finir	to start/to finish	instituteur/institutrice	primary school teacher	professeur	teacher
comprendre	to understand	interdit	forbidden	récré	break
couloir	corridor	journée scolaire	school day	règle	rule
cours	lesson	langues vivantes	modern languages	règlement scolaire	school rules
démodé	old-fashioned	leçon	lesson	rentrée	back to school
devoirs	homework	lecture	reading	résultats	results
directeur/directrice	headteacher	lent	slow	retenue	detention
droit	right	lire	to read	réussir un examen	to pass an exam
écrire	to write	bien/mal équipé	well/badly equipped	salle à manger	dining hall
école primaire	primary school	matière	subject	salle de classe	classroom
élève	pupil	notes	marks, grades	savoir	to know
emploi du temps	timetable	oublier	to forget	semaine	week

	Year 10 Fre	nch – Knowledge	Organiser – School vocabulary	cabulary	
Sophisticated opinions	pinions and DOPs	School unif	uniform	Narration	Narration and routine
ce qui m'intéresse c'est	what interests me is	bijoux	jewellery	à l'heure	on time
	what annoys me is	chausettes	socks	à la fin	at the end
ce qui me rend triste	what makes me sad is	chaussures	shoes	après ça	after that
1	what makes me happy is	chemise	shirt	après-midi	afternoon
	what I like the most is	cravate	tie	au début	start
ce qu	what I like the least is	jupe	skirt	aujourd'hui	today
l i	my favourite subject is	maquillage	makeup	d'abord	at first, firstly
	I love it	pantalon	trousers	demain	tomorrow
je l'aime	I like it	perçage	piercing	en retard / tard	late
je ne l'aime pas	I don't like it	sac	bag	enfin	at last, finally
		sac à main	handbag	ensuite	next
	School rules	veste	blazer, jacket	hier	yesterday
arriver en retard	arrive late	vêtements	clothes	le matin	in the morning
courir dans les couloirs	run in the corridors	court / courte	short	le soir	in the evening
être à l'heure	be on time			maintenant	now
faire attention	pay attention			plus tard	later
faire ses devoirs	do your homework			puis	then
manger dans les couloirs	eat in the corridors			tôt	early
travailler dur	work hard			tous les jours	every day

	Year 10 French - Knowledge	Organiser –	School adjectives	
D.	BAGS adjectives		All other adjectives	dimensiona sakkatahada
BAGS adjectives are yo	BAGS adjectives are your friend. Their position in a	All other adjectives in Fre	All other adjectives in French come after the thing they are describing.	y are describing.
sentence is exactly the	sentence is exactly the same as English, not example.	Think of colours, for example:	ple:	· Maria necursaria
il y a un <b>grand</b> champs	il y a un <b>grand</b> champs de sport → there is a <b>big</b> sports field.	Le français est au could	Le français est au couloir <u>orange</u> → French is on the <u>orange</u> corrdior	e <u>orange</u> corrdior
Nous avons une <b>vieille</b>	Nous avons une <b>vieille</b> cantine $\rightarrow$ we have an <b>old</b> canteen.	Other examples include:		
Beauty	beautiful, attractive, pretty	On doit porter une che	porter une chemise <u>blanche</u> $\Rightarrow$ We must wear a <u>white</u> shirt.	vear a <u>white</u> shirt.
Age	new, old	La journée scolaire e	rnée scolaire est trop lente $\rightarrow$ The school day is too slow.	day is too <u>slow</u> .
Goodness	good, bad			GELITA NA
Size	big, small			
Comi	Common BAGS adjectives		Adjectives and modifiers	
beau / belle		Using modifiers adds v	Using modifiers adds variety to your speaking and writing. Use	and writing. Use
joli / jolie		modifiers before an adjective	ijective.	
nouveau / nouvelle		Le dessin es	Le dessin est $\mathit{très}$ créatif $ o$ Art is very creative.	reative.
vieux / vieille				
bon / bonne		Nous avons un <i>assez</i> vi	Nous avons un assez vieux bâtiment $ ightarrow$ we have quite an old building.	ite an old building.
mauvais / mauvaise				
grand / grande		très	vraiment	
petit / petite		assez	extrêmement	
**************************************		trop	un peu	

#### as a noun operates as an adjective. For example: Don't overthink this, but sometimes a word which we think of for example: Within each stage you can combine or repeat multiple events, There are generally three stages of narration: helps organise what you are saying or writing It is important to sequence events using narration phrases. This It is also common to see the adjective scolaire to mean school: In French we must swap the words and use 'de' to link the two Ensuite j'ai les maths puis la technologie et après ça le dessin. End Beginning Middle parts, e.g. prof de maths, salle de classe, terrain de sport Next, I have maths then technology and after that art. You CANNOT use scalaire to mean the school huilding maths teacher / classroom / sports ground uniforme scolaire = school uniform au début, d'abord, le matin, maintenant ensuite, puis, après ça, plus tard, l'après-midi bulletin scolaire = school report la fin, enfin, le soir visite scolaire = school trip Nouns as adjectives Narration Year 10 French – Knowledge Organiser – School structures but with negatives structures. To say what you can't and mustn't do, we use the same able to track DOPs in listening and reading. For example: quality of language in writing and speaking. You also need to be (ending with -er, -ir, -re), for example: To describe what you **can** and **must** do, we use modal verb Direct Object Pronouns (DOPs) refer to something previously The verb following these structures must be in the infinitive mentioned without repetition. They are a great way of improving on doit faire ses devoirs $\rightarrow$ you must do your homework an no nout nas arriver on retard -> vall can't arrive late (What interests me the most is PE because I love PE) Ce qui m'intéresse le plus c'est l'EPS car j'adore l'EPS (What interests me the most is PE because I love it) Ce qui m'intéresse le plus c'est l'EPS car je l'adore on ne doit pas on doit on ne peut pas on peut Modal verbs and negatives ... with a DOP DOPs

## Reasons for fitness testing:

## Before a training programme:

- To identify strengths and areas for improvement
- Identify training requirements
- To show a starting level of fitness
- To motivate and provide goals
- To monitor improvement

During and after a training programme:

- To provide variety to a training programme
- Compare results against norms of the group
- To identify whether training has been successful

# Limitations of fitness testing:

- Tests are often general and not sport specific
- The movement required in the test is not the same as in the actual activity
- Tests do not have competitive conditions required in sports
- Some tests do not use direct measuring and are an estimate or are submaximal
- Some tests need motivation, because they are exhausting to complete
- Some tests questionable reliability

of 10 for a routine. They are opinions not facts.	of 10 for a routir	Used by sprinters, rugby players and long jumpers	Used by sprinters,	Used by 100 m sprinters and rugby players	Used by 100 m sprir
Levels or numbers  Data can be collected <b>qualitative</b> meaning the measurements are based on quality rather than quantity, such as a number out	Levels or numbers Data can be collec are based on quali	<ul> <li>Holding a piece of chalk, jump as high as you can</li> <li>Mark on the wall the top of your jump</li> <li>Measure the distance between the 1<sup>st</sup> and 2<sup>nd</sup></li> </ul>		<ul> <li>Place one cone at the start and one at the end</li> <li>On 'Go' run as fast as you can</li> <li>Record result and compare to a rating chart</li> </ul>	
quantified as numbers such: Time (seconds) Distance (meters)	quantified as num	• Mark the highest point that the tips of your	2	line	
usually quantitative meaning. The measurements can be	usually quantitati	• Stand side onto the wall, feet flat on the floor	Vertical jump	<ul> <li>Measure and mark out 30 metres in a straight</li> </ul>	30m sprint
When collecting pieces of data for fitness tests they are	When collecting	Test Procedure	Fitness Test	Test Procedure	Fitness Test
Qualitative or quantitative data:	Qualitative or	5000 Files TSS	The second secon	<u> මිබලයල් මින්ගයන් මියන්</u>	
Used by performers such as power lifters rugby players & boxers	Used by performe	Used by performers such as gymnasts and high divers	Used by performer	Used by performers who change direction quickly such games players	Used by performers
Necot at east and extiling a to a training arm.		<ul> <li>Record result and compare to a rating chart</li> </ul>		• Record result and compare to a rating chart	§
		With palms face down, one hand on top of the		• On '60' run around the course as fast as you can	) )  -
Lift the maximum weight you can in one	max	feet flat against the box	ond reach	<ul> <li>Set up the course as snown in the picture</li> <li>Lie face down on the floor, by the first cone</li> </ul>	Illinois run
Warm in	Fitness lest	Test Procedure	Fitness Test	Test Procedure	Fitness Test
\$ 1.2 15 17 Fr. 355 125. 2		E 255 173 274 1885 1785		ASTON FRANCES TEST	
Used by performer such as climbers (to lift body weight)	Used by performe	Used by basketball, rugby, badminton players	Used by basketball	and games players	Used by gymnasts and games players
<ul> <li>Squeeze the handle as hard as you can</li> <li>Record result and compare to a rating chart</li> </ul>		<ul> <li>Catch the ruler as quick as possible</li> <li>Record results and compare to a rating chart</li> </ul>	A Salah	<ul> <li>Time starts when you lift your heel</li> <li>Record result and compare to a rating chart</li> </ul>	
your body		<ul> <li>The assistant holds and drops the ruler</li> </ul>	=	balancing on your toes	
<ul> <li>Adjust the grip to your hand</li> <li>Keep your arm beside you at a right angle to</li> </ul>	Hand grip	<ul> <li>Stand with your hand open around the ruler, with the O cm mark between thumb and forefinger</li> </ul>	Ruler drop	<ul> <li>Place hands on your hips &amp; foot on your knee</li> <li>Paise your heel from the ground so you are</li> </ul>	Stork test
Test Procedure	Fitness Test	Test Procedure	Fitness Test	Test Procedure	Fitness Test
Since Control of the Section of the	The state of the s	RECORD THE FOLLOWS TEST		Distriction of the second seco	
d football players	Used by tennis and football players	Used by badminton and cricket players	Used by badmintor	Used by games players, long distance runners/swimmers	Used by games play
Record results and compare to a rating chart	2	<ul> <li>Record result and compare to a rating chart</li> </ul>	Ä	<ul> <li>Record result and compare to a rating chart</li> </ul>	EU 102777
Sit up until you can no longer continue		left hand; then alternate hands	7	the other until you cannot continue	
Start the audio recording	bleep Test	<ul> <li>Throw with the right hand and catch with the</li> </ul>		Place cones to mark the distance     Stant the guidin page from the cone to	fitness test
Lie on a mat, knees bent, feet on the floor.      The stands arms of the standard of the	Sit-up	Stand 2 meters away from a wall	Wall toss test	Measure out 20 metres	Multi stage
Test Procedure	Fitness Test	Test Procedure	Fitness Test	Test Procedure	Fitness Test
THE BOOK TO THE BOX TAX		300 E. C. S.		<u> </u>	

## Principles of training: SPORT

Specificity: Training must match the requirements of the activity so that the right muscles and body systems are adapted Progression Overload: Gradually increasing the amount of

Reversibility: Just as fitness improves with training it can decline if you stop training

working training so that fitness gains occur, but without the risk

**Tedium:** This is the boredom that can occur when you train the same way every time. A variety of training methods are needed to keep motivated to carry on without giving up

# Applying overload to the F.I.T.T principle:

Frequency: How often you train (should be gradually increased)
Week 1 = train once per week - Week 2 = train twice per week
Intensity: How hard you train (should be gradually increased)
Week 1 = 1 set of 5 repetitions of a 5 kg weight - Week 2 = 2 sets
of 5 repetitions of a 5 kg weight

Time: How long you train (should be gradually increased) Week 1 = 20-minute session - Week 2 = 25-minute session

Type: Relates to specificity. training should closely match the

activity. E.g. A marathon runner should use continuous training

## Aerobic target zone:

60% - 80% of max heart rate
Anaerobic training zone:
80% - 90% of max heart rate

Aerobic 70%

208

¥00%

60%

Max Heart rate: 220 - age

220 - age Strength/Power

high weight/low reps above 70% of 1 rep max (3 sets of 4/8 reps) Muscular endurance

low weight/high res below 70% of 1 rep max (3 sets of 12-15 reps)

## Types of training:

Spors  Marathon running Cycling Swimming	Boring Boring No change of pace Can cause impact injuries	Activate to a facilities  No equipment or facilities  Has many health benefits  (CHD) Can be done on your  own	Is sub-maximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve cardiovascular & muscular endurance	South the second
કોંગલાં Fotball Rugby Netball	Discal aurages High intensity can be avoided A safe route may be hard to find	No equipment or facilities Change of pace can be more interesting Can be done on your own	Form of continuous training that varies in pace and terrain. It is both aerobic & anaerobic and can improve cardiovascular & muscular endurance	
Sports  Can be adapted to suit all sports	Equipment can be costly Can be time consuming to set up	Variety of stations generates interest Can be skill or fitness Can easily be adapted	Contains stations organised in a circuit, they can be skill or fitness based, aerobic or anaerobic Intensity is measure by circuits, time or repetitions. Can be adapted to improve all types of fitness	€
Usually for speed It can be adapted to other sports	Can be repetitive and boring Need to plan and keep track of sets	Can be used to improve health and fitness (aerobic & anaerobic)  No equipment needed	High intense exercise followed by periods of rest to recover Usually anaerobic can be used in a variety of locations Improves speed but can improve strength and cardiovascular	
Sasketball Basketball Long jump Hurdles	Can cause injury due to high intensity	Develops power quickly No equipment	Maximal intensity involving jumping/bounding. It involves an eccentric contraction (muscle lengthens) immediately followed by a concentric (muscle shortens) Improves power (speed & strength)	
₩eight lifting, tennis (muscular endurance)	Can cause injury with poor technique a spotter needed with free weights Can be expensive	Can target specific areas of the body	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance	
Society  Most sports and activities benefit from static stretching	Not as effective as other stretchng metrhods and can take alog time to go through all muscle groups	Develops flexibility	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It Can be done on your own, with apparatus or with a partner. Improves flexibility	

# Pre-season (preparation phase)

This is the period up to competition

#### Training includes:

- Develop techniques specific to the sport
- General fitness training such as continuous, fartlek or interval training sessions to increase aerobic fitness
- Weight training to build up strength and muscular endurance

#### Benefits:

- Fitness and skill lost during post season can be regained
- at the start of the season are more successful Skills and techniques can be improved. This means matches



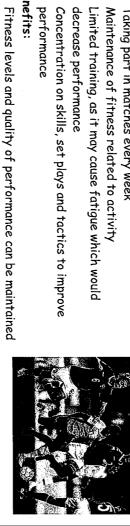
## Competitive-season (peak):

This is the playing seasor

#### Training includes:

- Taking part in matches every week
- Maintenance of fitness related to activity
- Limited training, as it may cause fatigue which would decrease performance
- performance Concentration on skills, set plays and tactics to improve

Benefits:



throughout the season

work after the competitive season Post-season (transition phase): This is the period of rest, active recovery and light aerobic

## Training includes:

Rest to recover from the competitive season

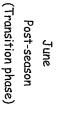
Light aerobic exercise, to maintain a level of general fitness

#### Benefits:

- Athletes are fully rested, ready for pre-season
- Not too much fitness is lost

## Football Season:

(Preparation phase) Pre-season June July





(peak)

August - May

#### Warm-up:

A warm-up has three phases



## Phase 1 Pulse raiser

To raise the heart rate and speed up oxygen delivery to the working muscles. E.g. jogging a lap of the pitch

## Phase 2 Stretching

Stretching the muscles and soft tissues you are about to use increases their elasticity and range of movement

#### Phase 3 Drills

These are more intense practices relating to the main session, such as dribbling if you are playing basketbal



prepare for and mentally To physical

the working delivery to oxygen muscles To increase

Increase chance of injury Reducing the and ligament. muscles, tendons, temperature of

a joint which pertormance movement at Increase the range of will aid

#### Cool-down

A cool-down has two phases:

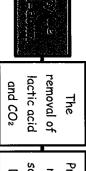


## Phase 1 Light exercise

e.g. slow jogging at a much lower intensity you have been working

## Phase 1 Stretching

Stretch the muscles you have used in the main activity



soreness Prevents muscle DOMS

and breathing Bring heart rate slowly back to

due to blood Helps avoid dizziness pooling flexibility **Improves** 

A cool down is NOT designed to prevent injury it is to return the body to its resting levels

resting

# Interpreting Theatre – COMPONENT 3 – eduqas GCSE DRAMA SECTION B - 15 marks

Jmportant Things!

question carefully, use the bullet points to help you. Give your personal

OPINION as a member of the

B Remember: Please read the

Question Focus on Acting

## GCSE DRAMA





- **Orange Service Orange Service Or**
- evaluating and analysing a live theatre production
- spending about 25 minutes answering this section
- choosing one of the two options
- naming the performance, the company and the location.

Remember: The questions can vary and INTERACTION, INTERPRETATION OF PHYSICAL SKILLS, VOCAL SKILLS, focus on the actor's use of CHARACTER.



#### SKILLS: PHYSICAL

You will need to specify

organise the answer. and end of the scene in order to examples from the beginning, middle the question carefully). You can give of the production in question (read character in a scene OR two scenes succeeded in physically conveying the and give examples of how the actor he/she portrays. You can then specify the actor's interpretation of the role because all of this is dependent on age, importance and social status mention the character, background and props. To begin with, briefly of space, set and personal equipment stage, special territories, stillness, use posture, walk, physical responses, character through his use of gestures facial expressions, position on the how the actor interprets the

Remember to use plenty of terminology



#### VOCAL SKILLS:

skills associated with the voice. of your choice and elaborate on the age, status and motivation in this to create and enrich the role. You car discuss how the actor used the skills accent, pitch, emphasis on words, of tone and vocal tempo, perhaps the character through their use beginning, middle and end of a scene refer to the character's background, use of pauses to create tension, particular part. You can refer to the Choose a specific scene or two, and pronunciation and constructiveness. You will need to specify how the actor interprets

Remember to use plenty of terminology



### INDIESZEJION

depends on the question. a teeling or an emotion. What was gestures and responses, e.g. folded actor may be using a series of facia to suggest a feeling or emotion? The and what was the significance of this. distance and proximity between them scene or two scenes - once again, it actors needs to be explained and how back turned. Remember that the walking back and forth, pointing or arms, eyes rolling, scrunched face, Was the actor moving deliberately the rest of the actors on stage, the Decide on specific examples from a the impact of this on the audience? this succeeded in causing tension, impact of this on the rest of the You will need to specify how the actor responds to



#### CHARACTER

order of referring to the beginning, to organise your answer. skills and interaction skills. Stick to the and their relationship with the rest of middle and end of a scene or scenes to interpret the role, then the vocal how the actor used the physical skills discussed in terms of age, social class the characters in the scene. Explain intent and motivation, background The character (or characters in question will need to be

Remember to use the appropriate terms.

## JS Bach: Badinerie

## GCSE MUSIC

## Form and structure:

Section A is 16 bars long. The piece is in **Binary** form (AB).

Section B is 24 bars long

Each section is repeated (AABB)

#### Harmony:

uses V7 chords and a Neapolitan sixth chord. Diatonic; mixture of root position and inverted chords;

throughout. Both sections end with a perfect cadence. Imperfect and perfect cadences are clearly presented

#### Dynamics:

markings appear on the score. Mostly forte throughout, although no

On some recordings, terraced dynamics (sudden changes) are included

## Metre and rhythm:

Simple duple time - 2/4 - with two crotchet beats in every bar

quavers and semi-quavers. short musical ideas (X and Y), consisting almost totally of Uses ostinato rhythms which form the basis of two

## **Background details:**

Composed by Johann Sebastian Bach (1685

Baroque era in music. - 1750), one of the main composers of the

The piece was composed between 1738-1739.

a larger piece called Orchestral Suite No.2. Badinerie is the last of seven movements from

## Instrumentation:

Flute, string orchestra and harpsichord

and plays the notes with their left hand whilst filling in the cello). The harpsichord player reads from the cello line The score has five parts (flute, violin 1, violin 2, viola and

chords with their right hand.

#### Tonality:

Section A begins in **B minor** (tonic) and ends in **F\* minor** (dominant minor).

Section B begins in F\* minor (dominant minor) and ends in B minor (tonic).

Section A modulates from B minor through A major before arriving at F\* minor.

Section B modulates from F\* minor through **E minor, D major, G major** and **D major** before arriving at B

#### Melody:

The movement is based on two musical motifs



Both motifs begin with an anacrusis. Motif X is entirely disjunct whilst motif Y combines disjunct and conjunct movement.

used including trills, appoggiaturas and sequences Typical ornaments and compositional devices of the period are

#### Texture:

Homophonic: melody and accompaniment.

The flute and cello provide the main musical material; however, the 1st violin participates occasionally.

The 2<sup>nd</sup> violin and viola provide harmony with less busy musical lines.

#### Tempo:

the score. The tempo is Allegro (quick, lively, bright), although not marked on

