

KNOWLEDGE ORGANISER YEAR 10 2024/2025

Name: _____

Student Number: _____

C3



Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

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CYCLE 3 SPELLINGS

WEEK 2	
anaphora	A repetition of words, phrases or clauses.
enjambment	When a sentence runs over one line with no punctuation.
sculpture	The art of making 2 or 3 dimensional representative forms.
socialism	Belief workers should own parts of companies .
persecution	Hostility or ill treatment of someone/groups.
photosynthesis	An endothermic reaction when plants take in energy.
demographic	To do with population .
parody	A comic imitation of another writer's work.
evolution	The gradual development of something.
erosion	Wearing away and removal of rock .

WEEK 4	
oxymoron	Combines contradictory words with opposite meanings.
elegy	Form of poetry about the death of its subject.
refugee	A person forced to leave their country to escape war or disaster.
communism	Ideology that believes in no private property.
sacraments	Outward signs of faith.
denominator	The number below the line in a fraction; a divisor.
couplet	A pair of rhyming lines which follow on from one another.
perpendicular	A straight line at an angle of 90 degrees to a given line/surface.
organism	An individual animal, plant or single celled life form.
source	The start of a river .

WEEK 3	
juxtaposition	Two things being placed closed together for contrasting effect.
caesura	A stop or pause in a line of poetry.
architecture	The art or practice of designing and constructing buildings .
evangelism	Preaching to convert others.
chlorophyll	Green pigment in chloroplasts that absorb energy from sunlight.
temperature	The degree or intensity of heat .
sanitation	Water and cleanliness .
variable	Liable to change with conditions .
accelerate	To move faster ; to gain speed.
urbanisation	The growth in population living in towns and cities.

WEEK 5	
antithesis	Placing contrasting ideas together.
quatrain	4-line stanza.
abdication	Monarch leaving the throne .
constitution	Rules governing a country.
baptism	Ceremony to wash away sins.
acute	An angle that is less than 90 degrees.
irony	Something happens that is the opposite from what's expected .
parallel	Side by side with the same difference continuously between them.
opaque	Not transparent .
hypothesis	A proposed explanation .

WEEK 6	
oxymoron	Combines contradictory words with opposite meanings.
elegy	Form of poetry about the death of its subject.
refugee	A person forced to leave their country to escape war or disaster.
communism	Ideology that believes in no private property.
sacraments	Outward signs of faith.
denominator	The number below the line in a fraction; a divisor.
couplet	A pair of rhyming lines which follow on from one another.
perpendicular	A straight line at an angle of 90 degrees to a given line/surface.
organism	An individual animal, plant or single celled life form.
source	The start of a river .

WEEK 8	
plosive	'b', 'p' 't' and 'd' sounds for harsh, aggressive , or shocking effect.
ambiguity	More than one possible meaning and it's unclear which is correct.
scale	The size or level of something.
mutiny	A rebellion against senior officer.
eucharist	Bread and wine ceremony enacting Jesus' last meal.
Trade Union	Organisation that represents workers .
respiration	The action of breathing .
dodecahedron	A 12-sided shape.
tectonic	To do with the movement of the earth's surface.
volta	A turning point in a poem.

WEEK 7	
antithesis	Placing contrasting ideas together.
quatrain	4-line stanza.
abdication	Monarch leaving the throne .
constitution	Rules governing a country.
baptism	Ceremony to wash away sins .
acute	An angle that is less than 90 degrees.
irony	Something happens that is the opposite from what's expected .
parallel	Side by side with the same difference continuously between them.
opaque	Not transparent .
hypothesis	A proposed explanation .

WEEK 9	
assonance	A repetition of vowel sounds.
stanza	A group of lines separated from others in a poem.
texture	The feel , appearance or consistency of a surface/substance.
republicanism	Belief in a country with no monarchy .
reconciliation	Repair relationships together.
reparations	Compensation money .
ascending	In order from smallest to largest .
descending	In order from largest to smallest .
atmospheric	To do with the air surrounding the Earth.
persona	The speaker of the poem who is different from the writer.

WEEK 10	
1. protagonist	The main character in a play
2. emigration	When someone leaves a country or location.
3. climate	Average weather conditions over a period of time .
4. architecture	The design and construction of buildings .
5. covenant	A serious promise .
6. oviducts	Carry egg cells away from the ovary.
7. accent	The way of pronouncing words associated with an area or place .
8. melodrama	Exaggerated emotional plays.
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 12	
1. Tragedy	A play where main characters experience reversal of fortune
2. conquer	To overcome and take control of a place or people by force .
3. legacy	The long-lasting impact of particular events, actions or people.
4. tableux	A frozen picture that tells a story.
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. factors	The numbers that can be divided into that number.
8. gesture	An expression or movement of the body.
9. interpretation	A way someone has understood and explained the past .
10. fetus	Name given to an unborn baby .

WEEK 11	
1. motif	An idea or theme that is frequently repeated
2. refugee	A person who has been forced to migrate .
3. stakeholder	A person or organisation with an interest in something.
4. composition	The way elements of artwork are arranged or combined .
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes.
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g. orchestra, brass band, choir.

WEEK 13	
1. soliloquy	When a character speaks directly to the audience .
2. Kingdom	An area ruled by a monarch (King or Queen).
3. tribe	Group of people who live and work together in a shared area .
4. uterus	Where a baby grows for 9 months.
5. systemic	Implies problems are rooted in the way systems are set up.
6. evaluation	Making a judgement about something.
7. migration	Moving from one place to another to live
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. texture	The feel, appearance, or consistency of a surface.

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
WEEK 12	WEEK 13	NOTES		
1.	1.			
2.	2.			
3.	3.			
4.	4.			
5.	5.			
6.	6.			
7.	7.			
8.	8.			
9.	9.			
10.	10.			

DAA Cycle 3 Knowledge Organiser	SUBJECT	ENGLISH	TOPIC(S)	POWER & CONFLICT POETRY	YEAR GROUP	10
<p>Section 1 Ozymandias by Percy Shelley Written about the statue of the Egyptian Pharaoh Ramesses II and how it wasn't preserved as intended. A criticism of leaders' egos from Shelley – often seen as veiled criticism of the British King George III The sonnet form is typical of a love poem and could mock the fact the leader was not as loved as he wanted. The lack of rhyme scheme could reflect the brokenness of the statue/his reputation. 'sneer of cold command' portrays how disliked he was by his people Hyperbole - 'King of Kings' emphasises arrogance and ego 'Nothing beside remains.' - short sentence reflects how abandoned the statue/legacy of the leader now is</p>	<p>Section 2 London by William Blake William Blake was a social reformer, angry at the fact the Church and government didn't do enough to support the needy and poor. This is written in first person and present tense to walk the reader through London as he saw it. The 'blackning Church' refers to the way Blake felt the Church itself was sinful for not being charitable enough. The blood running down palace walls is a link to the French revolution, and could be Blake's way of suggesting we needed a revolution in England. 'Chartered' refers to things being owned privately for profit; the repetition emphasises how so many wealthy people own things in London that should belong to the public e.g. the river Thames 'mind-forged manacles' is a metaphor for the mental entrapment Londoners felt and the way they believed they were trapped (or chained line with manacles) in a cycle of poverty 'marriage hearse' - this oxymoron shows how even positive events feel doomed</p>	<p>Section 3 Extract from The Prelude by William Wordsworth Wordsworth experienced a lot of grief in his life, including the loss of children. This poem is about the shift from childhood to adulthood and the realisation that there is negativity and danger in the world, even in things which seem exciting. Beautiful imagery of nature at the start reflects innocent/youthful joy - 'Small circles glittering idly in the moon' Volta/turning point - 'a huge peak, black and huge' - the dark imagery and repetition of huge reflects how suddenly even the beautiful lake seems dangerous (a metaphor for life/adulthood) The repetition of 'no' linked to positive images e.g. 'no pleasant images of trees' reflects how the speaker's mindset has been altered and his realisations about life and its dangers are 'a trouble' to his 'dreams'.</p>				
<p>Section 4 My Last Duchess by Robert Browning This is written as a dramatic monologue in the voice of the Duke of Ferrara, who it was believed poisoned his wife. Browning had to elope with his own wife as her father disapproved of their marriage, and we could see the poem as a criticism of misogyny as it portrays the Duke as a arrogant, unlikeable figure. The speaker's tone is very arrogant – he asks many rhetorical questions of the messenger sent from his new prospective wife's family but we never hear an answer e.g. 'Will't please you sit and look at her?' The metaphor of his name as a 'gift of nine hundred years' also reflects his arrogance and the way he felt his wife was ungrateful. 'I gave commands; then all smiles stopped together' is an allusion to the murder of his wife – again this shows his arrogance. 'Neptune taming a seahorse' could be seen as a metaphor for how he feels a God-like importance over women and wants to 'tame'/control them – it also suggests the cycle of violence with his old wife may continue with the new one..</p>	<p>Section 5 Charge of the Light Brigade by Lord Alfred Tennyson Tennyson was the poet laureate and wrote this poem to commemorate the soldiers lost in the Battle of Balaclava during the Crimean War. As the Poet Laureate, he would have been expected to present the soldiers/war in a positive, glorified light, though he does briefly refer to the 'blunder' of a leader which led to the immense loss. The personification and Biblical allusions in 'Into the jaws of Death, into the mouth of Hell' reflect the intense fear and suffering experienced by the soldiers. The repetition of six hundred continually reinforces the huge amount of life lost. The rhetorical question 'When can their glory fade?' and repetition of 'honour' in the final stanza emphasises the respect Tennyson feels we should have for these men.</p>	<p>Section 6 Exposure by Wilfred Owen Owen was a soldier in WW1 and died before the end of the war. He wanted to convey the reality and tragedy of war to those at home who mostly saw positive propaganda and did not know what was truly happening. Owen personifies the weather as an attacker e.g. 'the merciless iced east winds that knife us', to show how everything in war felt like it was against them, even nature itself. The repeated use of rhetorical questions e.g. 'Is it that we are dying?' reflects the confusion and despair of the soldiers, and the repetition of 'But nothing happens' reinforces how futile the war felt most days for the soldiers. The metaphors of the men as 'ghosts' and their eyes as 'ice' shows how dehumanised and destroyed the soldiers are.</p>				

DAA Cycle 3 Knowledge Organiser	SUBJECT	ENGLISH	TOPIC(S)	POWER & CONFLICT POETRY	YEAR GROUP	10
<p>Section 7 Kamikaze by Beatrice Garland</p> <p>Garland wrote this poem about the WW2 Kamikaze pilots from Japan. It was seen as a moral duty to one's country to complete these suicide missions in planes, mostly against American targets e.g. warships. Garland portrays the devastating impact it had on soldiers and families if anybody failed to complete their mission: they would be ostracised and seen effectively as traitors.</p> <p>Contrast between beautiful natural imagery which we can imagine (and the speaker does) made the pilot want to turn back and live, and sibilance ('bellies swivelled towards the sun') and darkness (the tuna) as the target draws closer and he feels fear of death.</p> <p>Simile 'like bunting' reflects the childish joy of e.g. parties remembered by the pilot.</p> <p>Final line – the harsh tone of this encapsulates the harsh manner in which 'failed' pilots were treated - 'he must have wondered which had been the better way to die' - coming back alive was still a metaphorical death. The modal verb 'must' also reinforces how his daughter did not speak to him about it as their relationship was destroyed.</p>	<p>Section 8 Bayonet Charge by Ted Hughes</p> <p>Hughes wrote this poem about WW1, in which Hughes' father fought. Even hearing of the memories second hand, Hughes has reported feeling 'fairly tortured'. He wanted to convey the damage caused by the war to those who survived.</p> <p>The poem beginning in media res (in the middle of action) 'suddenly he awoke and was running' reflects the chaos and confusion of war.</p> <p>The simile 'numb as a smashed arm' to describe his rifle reflects the dehumanisation of the soldiers and also the severe violence they experience.</p> <p>In the middle of the poem/action, the moment of pause and the rhetorical question emphasises how futile the war feels for the soldier - 'In what cold clockwork...was he the hand pointing at that second?' - he is questioning why he is even there.</p> <p>'His terror's touchy dynamite' in the last line reflects how the soldier is so dehumanised he himself feels like a weapon.</p>	<p>Section 9 Remains by Simon Armitage</p> <p>Simon Armitage interviewed several soldiers, mainly from the Gulf war, and made a documentary alongside this poem and some others he wrote about war. It conveys the mental damage (e.g. the PTSD suffered by the soldier in the poem) war causes to soldiers which they are often not provided adequate support for.</p> <p>The conversational, casual tone reflects how the soldiers are desensitised to the violence of war e.g. 'three of a kind, all letting fly' / 'tosses his guts'- violence is minimised by the soldiers and not seen as severe.</p> <p>'I see every round as it rips through his life' - the verb rips emphasises the extreme violence used and the way the soldiers are accustomed to it.</p> <p>'I blink/and he bursts' - this enjambment and violent verb reflect the serious impact of the flashbacks the soldier has later; also the use of present tense e.g. 'he's here in my head' shows how he cannot escape the trauma.</p>				
<p>Section 10 Poppies by Jane Weir</p> <p>Weir wrote this poem to illustrate the suffering of the families of soldiers which again is often not portrayed in the media. The contrast between the domestic imagery and the violent imagery emphasise the shocking change that has happened for the soldier and his mother – we see the deep, soft love and how it has been interrupted by violence - 'I pinned one onto your lapel, crimped petals, spasms of paper red' - the noun spasms also emphasises pain.</p> <p>'All my words flattened, rolled, turned into felt, slowly melting' - the enjambment reflects the mental breakdown of the mother as the son leaves her for war, along with the metaphor of her words as 'melting' - nothing feels solid for her anymore.</p> <p>Towards the end the mother goes out in the cold without a coat, reflecting the impact of the loss of her son on her emotionally. The final line reflects her desperation for the son of childhood to return - 'I listened, hoping to hear your playground voice catching on the wind.'</p>	<p>Section 11 War Photographer by Carol Ann Duffy</p> <p>Duffy was inspired by a war photographer friend of hers to write this poem about the impact of war on those who witness it or are involved in it in a non-combat way. It also conveys the indifference many people not involved have towards war.</p> <p>In the poem the photographer seems to have helped to end the life of a dying woman in extreme pain and is traumatised by this, along with other experiences he has had.</p> <p>There is an ongoing contrast reflected between the serious attitude the photographer has and the trauma he has experienced compared with the way others view the war from afar e.g. he is shown as reverent & respectful through the simile 'as though he is a priest' whereas 'reader's eyeballs prick with tears between the bath and pre-lunch beers' - this juxtaposition and rhyming reflects how little thought/time people give to faraway wars.</p> <p>Language from the semantic field of death and pain e.g. 'A stranger's features faintly start to twist before his eyes, a half-formed ghost' reflects how haunted and damaged he is by his experiences.</p>	<p>Section 12 Checking Out Me History by John Agard</p> <p>Agard was born in Guyana in the Caribbean but moved to the UK later. He wrote this poem as a criticism of the British school system and the way it focuses mostly on white history through a white lens and often erases black history in favour of less important content.</p> <p>'Dem tell me' – repetition reflects his frustration and the 'otherness' he feels 'they' (teachers? Society) make him feel. Use of dialect reflects pride in his ancestry.</p> <p>Italics v mocking rhyme highlights the significance and importance of the incredible black figures compared with the insignificance/childishness of some of the other things we are taught in school</p> <p>Carving out reflects how challenging it is for Agard to find out more about his history/identity; it also reflects purpose and permanence - if something is carved it cannot be erased.</p>				

Section 1 Percentages of amounts*Non calculator method*

Find 10%, and work from there.

$$\begin{array}{lll}
 87\% \text{ of } 60: & 10\% = 6 & 80\% = 48 \\
 & 5\% = 3 & 5\% = 3 \\
 & 1\% = 0.6 & 2\% = 1.2
 \end{array}$$

$$87\% \text{ of } 60 = 48 + 3 + 1.2 = 52.2$$

If confident, multiply the percentage by the amount, then divide by 100.

Calculator method

Convert the percentage to a multiplier, then use a single sum.

$$87\% \text{ of } 60 = 0.87 \times 60 = 52.2$$

Section 4 Compound Growth/Decay

$$R = A \times M^n$$

Where A is the starting amount.

M is the percentage increase/decrease as a multiplier.

n is the period of recurrence.

R is the result of the growth or decay.

Section 2 Standard form

Given in the form $A \times 10^n$ where

A is 1 or greater but less than 10 ($1 \leq A < 10$)

n is positive where the value of the number in ordinary form is 1 or greater.

n is negative where the value of the number in ordinary form is between 0 and 1.

e.g.

$$7500 \text{ in standard form} = 7.5 \times 10^3$$

$$0.000067 \text{ in standard form} = 6.7 \times 10^{-5}$$

Section 5 Laws of Indices**(Powers)**

$$x^a \times x^b = x^{a+b}$$

$$x^{-2} = \frac{1}{x^2}$$

$$x^a \div x^b = x^{a-b}$$

$$x^{\frac{1}{2}} = \sqrt{x}$$

$$(x^a)^b = x^{a \times b}$$

$$x^{\frac{1}{3}} = \sqrt[3]{x}$$

$$x^0 = 1$$

$$x^{-1} = \frac{1}{x}$$

Section 3 Trigonometry

For a right angled triangle:

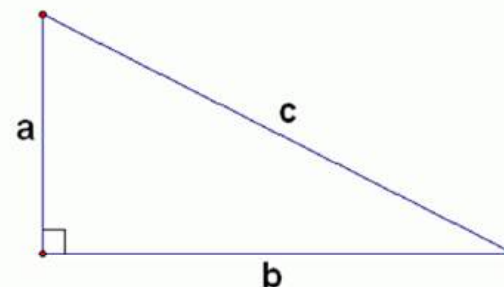


Remember 'SOH CAH TOA'.

$$\sin \theta = \frac{\text{opp}}{\text{hyp}} \quad \text{opp} = \text{hyp} \sin \theta \quad \text{hyp} = \frac{\text{opp}}{\sin \theta}$$

$$\cos \theta = \frac{\text{adj}}{\text{hyp}} \quad \text{adj} = \text{hyp} \cos \theta \quad \text{hyp} = \frac{\text{adj}}{\cos \theta}$$

$$\tan \theta = \frac{\text{opp}}{\text{adj}} \quad \text{adj} = \frac{\text{opp}}{\tan \theta} \quad \text{opp} = \text{adj} \tan \theta$$

Section 6 Pythagoras

$$a^2 + b^2 = c^2$$

Section 7 Probability

The probability of an event X, is given by

$$P(X) = \frac{\text{number of possible successes}}{\text{total number of outcomes}}$$

For example, the probability of rolling 4 (one possible success) with a die (six possible outcomes) is $\frac{1}{6}$.

The total probability of a set of mutually exclusive outcomes is 1.

For two events, A and B, we can determine the probability of events A and B happening together:

$$P(A \text{ AND } B) = P(A) \times P(B)$$

As well as the probability of A or B happening:

$$P(A \text{ OR } B) = P(A) + P(B)$$

We can use *sample spaces* and *tree diagrams* to list the possible outcomes and probabilities of combined events.

Section 8 Estimating the mean:

For a table of data given in grouped form:

1. Determine the midpoints for each group.
2. Multiply each midpoint by the frequency to calculate a subtotal for each group.
3. Find the sum of the subtotals for each group (the sum of all values).
4. Find the total frequency for the data.
5. Divide the sum of all values by the total frequency.

Example:

length, L, cm	Frequency	Midpoint	
$0 < L \leq 10$	21	5	105
$10 < L \leq 20$	11	15	165
$20 < L \leq 30$	31	25	775
$30 < L \leq 40$	12	35	420
$40 < L \leq 50$	25	45	1125
	100		2590

The mean must be between the range of measured values given in the table.

Section 8 Comparing data:

When comparing data, comment on:

Central tendency – mean or median.

Spread – the range, or inter-quartile range.

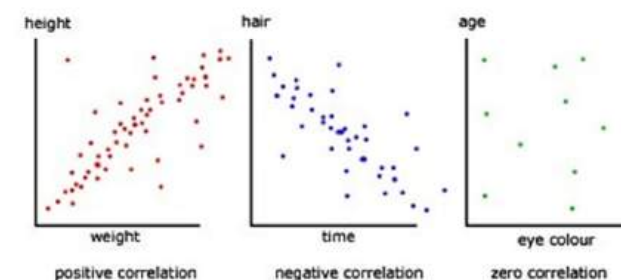
Compare the data sets in the context, e.g. for a 100m sprint, a smaller mean is better.

Usually, a smaller range is better, as this indicates more consistency.

Scatter diagrams:

A line of best fit must be drawn to use a scatter diagram for estimation purposes.

Types of correlation:



Scatter graph *relationships* explain how the two data sets are connected.

Section 9 Probability

The probability of an event X, is given by

$$P(X) = \frac{\text{number of possible successes}}{\text{total number of outcomes}}$$

The relative frequency, of an outcome Y, is given by:

$$P(Y) = \frac{\text{frequency of } Y}{\text{total frequency}}$$

Sampling Methods

Sampling can be:

Random – using a random number generator to select members of a list;

Systematic – selecting members of a list at regular intervals;

Stratified – selecting members (randomly or systematically) to reflect the population, i.e. by age or gender.

A larger sample is more representative of a population, whereas a biased sample has been calculated so that it does not reflect the population.

Section 10 Set notation

A set is a collection of a elements, e.g.

$$A = \{1, 2, 3, 4\}$$

is the set of integers from 1 to 4, and

$$B = \{3, 4\}$$

is the set of integers from 3 to 4.

$A \cup B$ is the union of sets A and B. It is the set of elements in A or B or both:

$$A \cup B = \{1, 2, 3, 4, 5\}$$

$A \cap B$ is the intersection of sets A and B. It is the set of elements in both A and B.

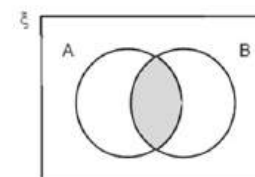
$$A \cup B = \{3, 4\}$$

The empty set is the a set without any elements, given as \emptyset .

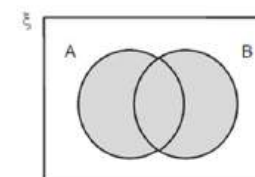
Sets can be represented graphically using Venn diagrams.

Section 11 Venn Diagrams

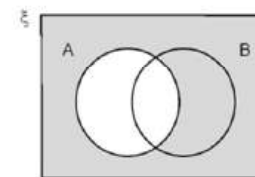
Venn diagrams are used to sort elements of sets and determine relations between sets, e.g. the highest common factor and lowest common multiple of two numbers. Features to know:



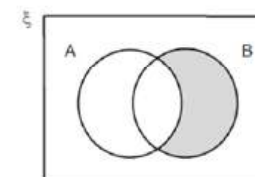
$A \cap B$ to mean the intersection of A and B



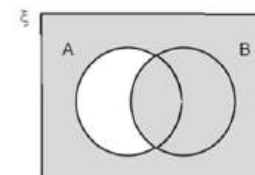
$A \cup B$ to mean the union of A and B



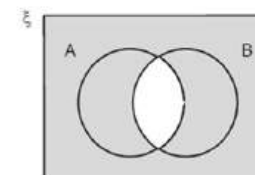
A' to mean everything not in A



$A' \cap B$ to mean everything not in A that is in B



$A' \cup B$ to mean the union of A' and B



$(A \cap B)' = A' \cup B'$ to mean everything not in the intersection

The symbol ξ represents the universal set – the set containing all elements within the problem.

Section 12 Probability Trees

Tree diagrams are a way of showing combinations of two or more events. Each branch is labelled at the end with its outcome and the probability is written alongside the line.

Two events are independent if the probability of the first event happening has no impact on the probability of the second event happening.

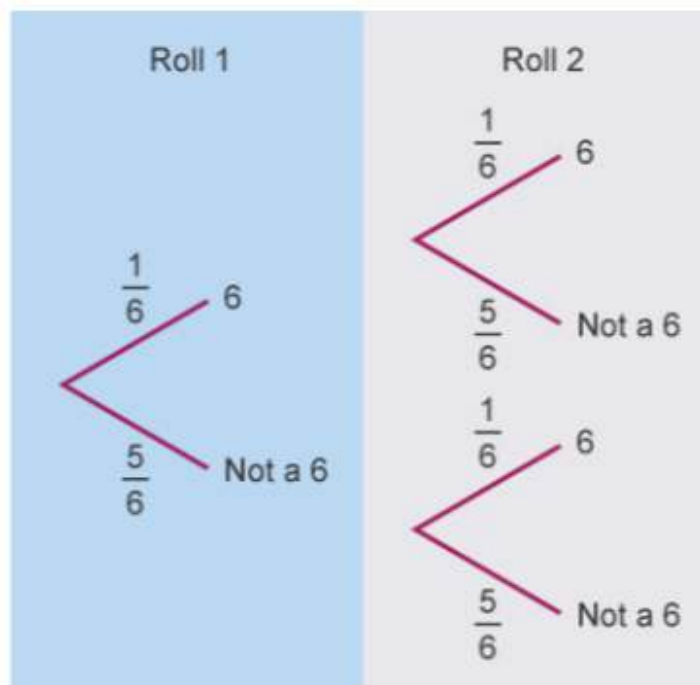
For example, the probability of rolling a 6 on a die will not affect the probability of rolling a 6 the next time. The scores on each roll are independent.

If a die was to be rolled twice, the tree diagram would look like this:

So, the probability of getting a six and a six is $\frac{1}{36}$

The probability of getting a six and not a six in any order happens twice

$$\frac{5}{36} + \frac{5}{36} = \frac{10}{36}$$



$$6, 6 = \frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$$

$$6, \text{ not a } 6 = \frac{1}{6} \times \frac{5}{6} = \frac{5}{36}$$

$$\text{Not a } 6, 6 = \frac{5}{6} \times \frac{1}{6} = \frac{5}{36}$$

$$\text{Not a } 6, \text{ not a } 6 = \frac{5}{6} \times \frac{5}{6} = \frac{25}{36}$$

Section 13 Surds

Learn these general rules:

- $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$
- $\sqrt{a} \times \sqrt{a} = a$
- $\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}} = \sqrt{a \div b}$

Rationalise the denominator of $\frac{\sqrt{8}}{\sqrt{6}}$.

The denominator can be rationalised by multiplying the numerator and denominator by $\sqrt{6}$.

$$\frac{\sqrt{8} \times \sqrt{6}}{\sqrt{6} \times \sqrt{6}} = \frac{\sqrt{48}}{6} = \frac{\sqrt{(16 \times 3)}}{6} = \frac{4\sqrt{3}}{6} = \frac{2\sqrt{3}}{3}$$

Conservation of Mass	
Atoms cannot be created or destroyed	
Mass might appear to change if:	One of the reactants is a gas e.g. when a metal reacts with oxygen One of the products is a gas e.g. in thermal decomposition
Repeat experiments to reduce uncertainty	
Relative Formula Mass, M_r	
The sum of the relative atomic masses in a formula	
Relative atomic mass, A_r	The average mass of an atom compared to $\frac{1}{12}$ of carbon-12
	The number of protons + neutrons in an atom e.g. A_r of oxygen is 16
$M_r = (\text{number of atoms of an element}) \times (A_r \text{ of element})$	
Repeat for all elements in the compound and add together	
What is the M_r of carbon dioxide, CO_2 ?	
$M_r = (A_r \text{ of carbon}) + (2 \times A_r \text{ of oxygen})$ $= 12 + (2 \times 16)$ $= 44$	
What is the M_r of carbon dioxide, $\text{Mg}(\text{OH})_2$?	
$M_r = (A_r \text{ of magnesium}) + (2 \times A_r \text{ of oxygen}) + (2 \times A_r \text{ of hydrogen})$ $= 24 + (2 \times 16) + (2 \times 1)$ $= 58$	
Percentage Mass	
The mass of one element in a compound represented as a percentage	
$\% \text{ mass of element in compound} = \frac{(\text{number of atoms of element}) \times (A_r \text{ of element})}{M_r \text{ of compound}}$	

Moles	
Amount of substance is measured in moles, mol	
One mole contains 6.02×10^{23} particles	
One mole = relative formula mass	
$\text{number of moles (mol)} = \frac{\text{mass (g)}}{\text{relative formula mass}}$	
Calculating Mass	
Calculate the mass of a product from a mass of a reactant and the balanced symbol equation.	
1. Balance the symbol equation 2. Work out the M_r of the reactant and product you want 3. Work out number of moles of substance you have the mass for 4. Use the balanced equation to work out how many moles there will be of the other substance 5. Use that number of moles to calculate mass	
Limiting reactants	The reactant that is completely used up
	Limits the amount of product that can be made
Calculating Concentration	
Concentration is the number of particles in a given volume	
$\text{concentration (g/dm}^3\text{)} = \frac{\text{mass of solute (g)}}{\text{volume of solution (dm}^3\text{)}}$	
Units	
$1 \text{ dm}^3 = 1000 \text{ cm}^3$	
$\text{dm}^3 \rightarrow \text{cm}^3$ $\times 1000$	$\text{cm}^3 \rightarrow \text{dm}^3$ $\div 1000$



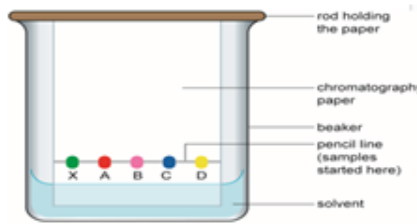
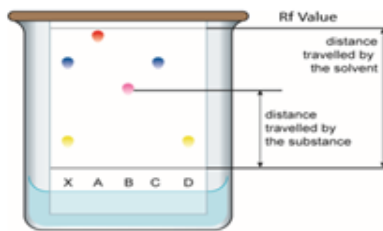
Magnetism	
Magnetic	Materials attracted by magnets (non-contact force)
Magnetic materials	Iron, cobalt, <u>nickel</u> and steel
Poles of a magnet	Where the magnetic force is the strongest
	Like poles repel each other (N-N or S-S)
	Unlike poles attract each other (N-S or S-N)
Permanent magnet	Produces its own magnetic field e.g. neodymium
	Can attract or repel
Induced magnet	A magnetic material that becomes a magnet when it is placed in a magnetic field
	Only attracts
	Loses its magnetism quickly when removed from a magnetic field
Magnetic fields	
Magnetic field	Region around a magnet where a force acts on another magnet
	Strength depends on distance (weaker away from the magnet) and strongest at the poles
	Direction is from north to south
Earth's magnetic field	Can be shown with a compass (small floating bar magnet)
	Compass needle points to the Earth's magnetic field
Electromagnetism	
Electromagnetism	When a <u>current flows</u> through a conducting wire a magnetic field is produced around the wire
Electromagnet	A solenoid with an iron core (has a very strong field around it)
Solenoid	A long coil of wire
Field in a solenoid	Strong and uniform
Field around a solenoid	Like a bar magnet
Increase the strength of a magnetic field	Use a larger current
	Wire is shaped into a solenoid
	Put the wire closer together
	Use an iron core in the middle
Fleming's right-hand rule	
Thumb	Direction of current.
Fingers	Direction of magnetic field

Fleming's left-hand rule

To predict the direction a straight conductor moves in a magnetic field.

Thumb	Direction of movement
First (index) finger	Direction of magnetic field.
Second (middle) finger	Direction of current
Force on a wire	Magnetic flux density x current x length (T) (A) (m)
Magnetic flux density	Measures the strength of the magnetic force
Motor effect	
Electric motor	Coil of wire rotates about an axle
	Current flows through the wire causing a downward movement on one side and an upward movement on the other side.
Generators	Coil of wire rotating inside a magnetic field. The end of the coil is connected to slip rings.
	Produces alternating current.
Loudspeakers	Converts variations in electrical current into sound waves
	Varying current flows through a coil that is in a magnetic field. A force on the wire moves backwards and forwards as current varies. Coil connected to a diaphragm. Diaphragm movements produce sound waves.
Split-ring commutator	Allows the current to change direction in the coil

Purity and Formulations	
Pure substance	Only contains one element or compound
	Not mixed with anything else
	Tested for using melting point or boiling point . A pure substance melts / boils at a specific temperature.
Formulations	A useful mixture with a precise purpose
	Examples: paint, medicinal drugs, cleaning products, fuels, cosmetics
Chromatography	
Chromatography	Used to separate and identify components of mixtures e.g. ink, paints, dyes and food colouring
Rf value	$\frac{\text{Distance travelled by substance}}{\text{Distance travelled by solvent}}$
Mobile phase	Where the molecules can move, e.g. the solvent The more time spent in the mobile phase the higher the spot moves up the paper
Stationary phase	Where the molecules cannot move, e.g. the chromatography paper
Gas Tests	
Oxygen, O ₂	Relights a glowing splint
Chlorine, Cl ₂	Bleaches damp litmus paper
Hydrogen, H ₂	Insert a lit splint into the gas
	Makes a " squeaky pop " sound
Carbon dioxide, CO ₂	Bubble gas through limewater (calcium hydroxide in water)
	Turns cloudy

Paper Chromatography Method		
Step 1	Pencil line drawn 1 cm from the bottom of the chromatography paper (pencil is insoluble so will not travel up the chromatography paper)	
Step 2	Spot of ink on pencil line and allow to dry	
Step 3	Paper placed into beaker containing a solvent, e.g. water A lid prevents solvent evaporation	
Step 4	Solvent rises taking the ink with it More soluble compounds are carried further up the paper, so the compounds spread out	

DAA CYCLE 3 Knowledge Organiser	SUBJECT	SCIENCE	TOPIC(S)	BIOLOGY B7 - ECOLOGY	YEAR GROUP	10
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Ecosystem	
Ecosystem	Interaction of a community of living organism (biotic) with non living (abiotic) parts of their environment
Biotic factors	Living factors of the environment (food, pathogens, new predators, competition)
Abiotic factors	Non living factors of the environment (temperature, light intensity, CO ₂ , O ₂)
Community	The population of different species living in a habitat
Population	All the organisms of one species living in a habitat
Habitat	The place where an organism lives
Adaptation	
Adaptation	Features/ characteristics that allow organisms to live in their natural environment
Behavioural adaptations	The ways in which an organism behaves Example: an organism may migrate in winter to a hotter climate to avoid problems
Structural adaptations	Features of an organism's body structure (shape or colour) Example: camouflage, layers of fat, surface area to vol. ratio
Functional adaptations	The things that go on inside the organism's body that are related to processes like reproduction and metabolism
Extremophiles	Microorganisms adapted to live in extreme conditions (hot volcanic vents, salty lakes or high pressure on the sea bed)
Food chains	
Producer	Start of the food chain (plant or algae) make their own food using energy from the Sun
Consumer	Organisms which can not make their own food (primary consumers eat producers)
Herbivore	These consumers eat producers (plants, bacteria)
Carnivore	These consumers eat other consumers (animals)
Predator	Consumers that hunt and kill other animals

Quadrats	
Using quadrats and transects	Investigate population size and distribution of organisms in a particular place
Quadrat	To measure how common an organism is in two or more areas—quadrats
Line transects	To find out how organisms are distributed across an area e.g if an organism becomes more/less common moving from hedge towards the centre of a field
Cycling of materials	
Water cycle	Continuous cycle of evaporation and precipitation that allows the water on Earth to be recycled and provides water to plants and animals living on land
Transpiration	Evaporation of water from plants
Carbon cycle	Shows how carbon on earth is recycled between organism and the atmosphere
Carbon taken out of air	Carbon cycle is powered by photosynthesis. Plants remove CO ₂ from the atmosphere through photosynthesis to make glucose.
Carbon through food chains	Carbon becomes part of the fats and proteins in animals when they eat plants. When plants and animals die microorganisms feed on their remains
Carbon returned to the air	Carbon is returned when plants, algae, animals and microorganisms re-spire. It is also released when wood and fossil fuels are burnt (combustion)
Human Impact	
Biodiversity	Variety of different species of organism on Earth, or within an ecosystem.
High biodiversity	One species is less likely to rely on a single organism for resources and the physical environment that it needs. Ensures ecosystems are stable.
Low biodiversity	When some species are unable to adapt to a change in the environment and will become extinct reducing biodiversity.
Global warming	Increased levels of green house gases are causing the average temperature of the Earth to increase which is affecting biodiversity.
Deforestation	Cutting down of forests to clear land for farming and to grow crops from which biofuels are produced. Reduces biodiversity, less carbon dioxide removed from the atmosphere, causing an increase in global warming.

DAA CYCLE 3 Knowledge Organiser	SUBJECT	GEOGRAPHY	TOPIC(S)	CLIMATE CHANGE	YEAR GROUP	10
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1. Climate change

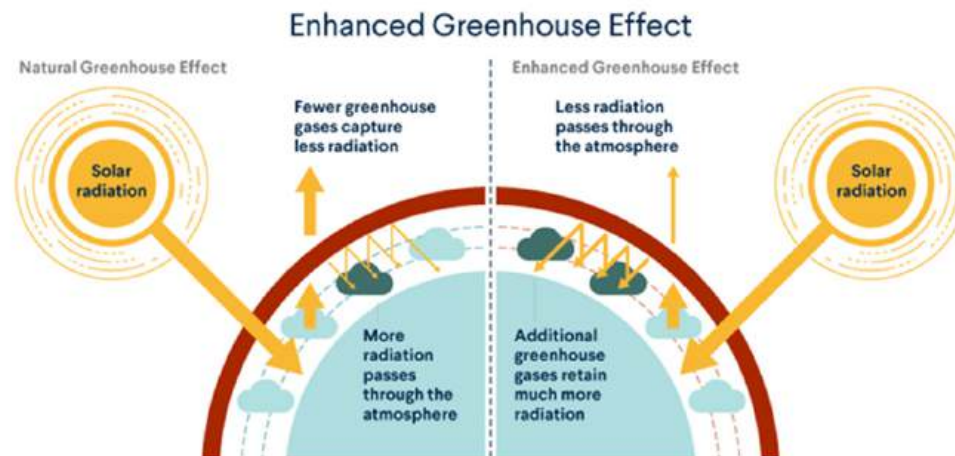
Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Evidence of climate change

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

2. Enhanced Greenhouse Effect

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



3. Natural causes of climate change

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

4. Human causes of climate change

Burning fossil fuels	CO ₂ is released into the air when fossil fuels like coal, gas and oil are burnt in cars or power stations
Deforestation	Plants & trees remove CO ₂ from the atmosphere and convert it to organic matter. Cutting trees down stops this process and if trees are burnt the CO ₂ is stored is released into the air
Farming	Farming livestock produces lots of methane especially with cattle production. Equally the growth of rice in flooded fields released methane, a powerful greenhouse gas

5. Managing climate change

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

1. Fieldwork investigation sequence



2. Key terms

Primary data	Information that you collect yourself, e.g. tallies, measurements and photographs
Secondary data	Information that someone else has previously collected and made available e.g. on the internet
Quantitative data	Actual information that can be counted and used in fieldwork.
Qualitative data	Opinion-based information e.g. questionnaire.
Random sampling	Selecting a person or thing at random to measure or question. at random.
Systematic sampling	Collecting data in an ordered or regular way, e.g. every 5 metres or every fifth person.
Stratified sampling	Dividing sampling into groups, e.g. three sites from each section of coastline, or five people from each age range.
Mean	The total of all values that have been collected and then divide by the number of values.
Median	Achieved by writing out all of the numbers that have been collected in numerical order and find the middle number.
Mode	the most commonly appearing value within the data.
Risk assessment	Process of working out the likelihood of harm or damage being caused by identified hazards when conducting fieldwork

3. Methods of data collection

Method	What is it	Positive	Negative
Taking photographs	Using a phone or camera to take a picture of a place	Quick and easy way to remember what a place looks like	Links to location sometimes hard, does not measure anything
Field sketches	Drawing key parts of a place and annotating them	Ideas and thoughts captured in the field. Links images with words	Can't easily go back and repeat so needs to be done there an then
Environmental surveys	Looking at an area using a set of criteria and applying a scale to them	Quick and easy to complete and gives lots of data to be graphed	Relies on opinion which vary from person to person
Questionnaires	Asking people in the area their thoughts on a series of related questions	Gets lots of opinions of other people in the area	Not everyone want to answer and you might get biased opinions
Measuring height & distance	Using tape measures/ rulers to gather numerical data on a feature	Give quantitative data that can be analysed later	Measurements are only as accurate as the people taking them

4. Data presentation techniques

Line graph	Used when data is linked together or continuous, often by time or distance e.g. showing how the speed of a river changes with distance downstream
Bar chart	When data collected is independent of each other, not continuous and therefore discrete e.g. the height of the beach at selected groynes
Pie chart	All pie charts represent a whole amount that equals 100% e.g. the proportion of people in the whole of Bradford in certain age brackets
Linking data to maps	Adding data onto a map locates the data to the exact point it was collected. This makes analysing the data more effective e.g. proportional circles to show the average size of a pebble on different parts of the beach

1 Treaty of Versailles	
	Condition
L	Land <ul style="list-style-type: none"> Germany lost Alsace-Lorraine, the Saar, and all its overseas colonies
A	Army <ul style="list-style-type: none"> Germany had to reduce their army to 100,000 and a tiny navy
M	Money <ul style="list-style-type: none"> Germany had to pay 6.6 billion in reparations
B	Blame <ul style="list-style-type: none"> Germany had to accept blame for starting the First World War

2 Weimar Republic	
Characteristic	Consequence
Proportional Representation	Very difficult for one party to have strong representation by dividing the vote
Crushed Spirits	Low morale following the First World War
Political Instability	Left- and Right-wing uprisings
Suffrage	Women can vote
Article 48	Executive powers could be given to a dictator in times of emergency
Reichstag	Elected from the people to propose laws

3 Invasion of the Ruhr		
Date	Event	Consequence
1922	Germany cannot afford reparations	France and Belgium enraged
1923	France and Belgium march 60,000 troops into Ruhr Workers Strike Weimar Prints more money	Resources stolen Government pays wages Hyperinflation Money is worthless

4 Political Resistance	
Uprising	Event
Spartacist Uprising	Jan 1919, communist uprising led by Rosa Luxemburg and Karl Liebknecht. Uprising put down by Freikorps
Kapp Putsch	March 1920 Wolfgang Kapp uses right wing Freikorps to overthrow government. Ended by general strike
Munich Beer Hall Putsch	Nov 1923 Adolf Hitler begins Putsch in Munich. Hitler is arrested and writes <i>Mein Kampf</i> in prison

5 International Treaties	
Date	Treaty
1924	Dawes Plan Reparations payments reduced and an American loan
1929	The Young Plan Reparations reduced by 20% with further American loans

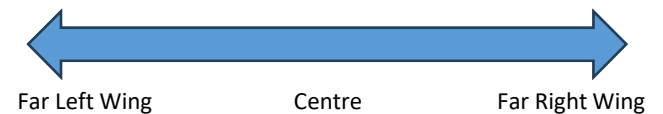
6 Stresemann Era 1925-1929	
Factor	Impact
Culture	German cinema, jazz, and art all expand internationally
Rentenmark	New currency restabilises economy
Prosperity	Germans had more money, nightlife flourished
Economy	German economy is supported heavily by America loans
Reputation	Germany allowed into Locarno Treaty, League of Nations, and Kellogg-Briand pact. Internationally recognised again
Equality	Women had more rights, were employed, and had money

7 Wall Street Crash	
Date	Consequence
Oct 1929	America recalls all German loans German economy crashes Mass unemployment Food shortages Increase in support for extreme politics

Communism
No class difference
No private ownership
Take wealth from rich to give to poor

Liberalism
People should have freedoms protected by government
Equality of opportunity

Fascism
No equal rights
Racial supremacy
Discriminate
Limited freedoms



8	Appeal of the Nazis
	Hitler promised to fix Germany's problems and make it strong again
	SA used fear to intimidate political opponents
	Hitler gave out brownshirts to supporters to create Nazi uniform
	Promised to remove Treaty of Versailles
	Promised to destroy the communists
	Promised to give Germany work and bread (arbeit und brot)

9	Hitlers Rise 1929-1933			
SA Power and Fear	Hitler's charisma	Campaigning	Rallies	United and strong Germany
Hitler becomes Chancellor > Reichstag Fire 1933 > Enabling Act > Death of Hindenberg > Hitler becomes Fuhrer				

10	Nazi Economic Policies	
Policy	Consequence	
German Labour Front 1933	Workers' union that was dominated by Nazis. Striking was banned	
German Labour Service 1935	Young adults must be employed in public work schemes for six months	
Rearmament	Hitler needed a strong army. He gave valuable rearmament contracts to wealthy supporters	
Autarky	Germany wanted to be self-sufficient. Germany did not want to import other products	

11	Nazi Social Policies	
Policy	Consequence	
Jewish Persecution	1933 Jewish businesses boycotted and targeted by SA	
Nuremberg Laws	1935 Lowered status of Jewish citizens	
Hitler Youth	1936 Forced youth club to indoctrinate children	
Kirstallnacht	1938 Mass attack on Jewish population in Germany	
Women	Women encouraged to be housewives and mothers	
Education	All education promoted the Nazi ideals and beliefs	

12	Nazi Key Figures	
Name	Role	
Adolf Hitler	Leader of Nazi Party and Fuhrer	
Joseph Goebbels	Nazi head of propaganda	
Ernst Rohm	Head of SA (Killed in 1934)	
Hjalmar Schacht	Chief of economy (1934-1937)	
Herman Goering	Chief of German Air Force and Economy (1937)	
Heinrich Himmler	Chief of German Secret Police	

13	Key Words	
Word	Definition	
Anti-Semitism	Hatred and persecution of Jewish people	
Armistice	Agreement to end First World War	
Aryan	Nazi term for "pure" German	
Constitution	Set of rules to govern a country	
Enabling Act	Law to give politicians to rule without Reichstag	
Freikorps	Paramilitary groups of soldiers from First World War	
Hyperinflation	Inflation in 1923 makes money worthless	
Kristallnacht	Nov 1938 attack in Jewish business and property	
November Criminals	Name to describe politicians who signed armistice	
Putsch	Attempt to takeover government	
Third Reich	Nazi name for Germany	
Trade union	Organisations aimed at improving lives of workers, banned by Nazis	

1	Militarism	
Key Term	Definition	
Arms Race	Competition to make the largest military	
Dreadnought	Largest battleship created (1906)	
Navy	Military used at sea	
Militarism	Desire to have the strongest military	

Nation	Key Facts	2
Britain	Largest Navy. Largest empire. Experienced army	
Germany	Strong military culture. Growing navy. Well-prepared	
France	Outdated army. Aging military leaders. Large army	
Russia	Largest army by far. Outdated equipment and tactics. Politically unstable	
America	Modern army. Unaffected by the war in Europe. Isolationist until 1917	

3	Alliances		Date	Alliance
Key Term	Definition	1879	Dual Alliance (Germany and Austria-Hungary)	
Triple Entente	Britain, France, Russia			
Triple Alliance	Germany, Austria-Hungary, Italy	1882	Triple Alliance	
Encircled	Surrounded by other nations	1894	Franco-Russian Alliance (France and Russia)	
Alliance	Agreement between nations	1907	Triple Entente	

4	Crisis	Consequence
1905 First Moroccan Crisis	Germany embarrassed at international conference, alliances strengthen	
1908 Austria Hungary annex Bosnia	Pan-Slavism increases, Russia back down from war, tension increases	
1911 Second Moroccan Crisis	Germany back down and lose colonies, tension at its highest point	
1912-1913 Balkan Wars	Austria-Hungary defeated, Ottomans pushed from Europe, nationalism increases	

5	Imperialism	
Key Term	Definition	
Crisis	A time of difficulty or danger	
Place in the Sun	Germany's desire to have an Empire	
Annex	To take someone else's territory	
Imperialism	The desire to increase the size of an Empire	

6	Nationalism	
Key Term	Definition	
Weltpolitik	Germany's desire to be a world power	
Pan-Slavism	The movement towards Slavic unity	
Isolationism	Desire to take no part in international affairs	
Nationalism	Zealous love of one's country over other countries	

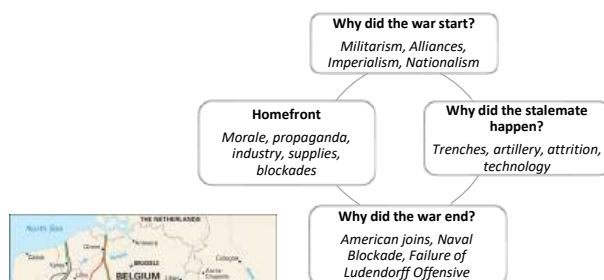
7	Stalemate				
Battle	Nations	Key Moments	Casualties	Consequence	
Marne Sept 1914	Germany France	<ul style="list-style-type: none"> France stop the German Schlieffen Plan at the Marne river & defend Paris 	<ul style="list-style-type: none"> 250,000 French 260,000 German 	<ul style="list-style-type: none"> German advance stops Paris protected Stalemate begins 	
Verdun Feb-Dec 1916	France Germany	<ul style="list-style-type: none"> German general Falkenhayn begins attritional warfare 	<ul style="list-style-type: none"> 355,000 German 400,000 French 	<ul style="list-style-type: none"> France defends Verdun Britain supports defenders 	
Somme July-Nov 1916	Britain France Germany	<ul style="list-style-type: none"> Heavy British losses in early stages First use of tank 	<ul style="list-style-type: none"> 420,000 British 440,000 German 200,000 French 	<ul style="list-style-type: none"> Minimal territorial gain Germany eventually fall back to Hindenberg line 	
Passchendaele July-Nov 1917	Britain France Germany	<ul style="list-style-type: none"> Quagmire conditions Constant heavy rain 	<ul style="list-style-type: none"> 240-400,000 British and French 200-400,000 German 	<ul style="list-style-type: none"> British victory Very heavy losses Germany badly weakened 	

Nation	Culture	8
German	<ul style="list-style-type: none"> Strong military culture "Young" nation wanting to make history Ambitious leader Desire for power on a global stage 	
British	<ul style="list-style-type: none"> Largest global empire Historically dominant at sea Wealthy and proud of prominence 	
Slavic	<ul style="list-style-type: none"> Frustrated at Austro-Hungarian imperialism Nationalist secret societies 	
France	<ul style="list-style-type: none"> Historic rivalry with Germany from 1870 Wealthy Empire Historically powerful, but outdated against Germany 	

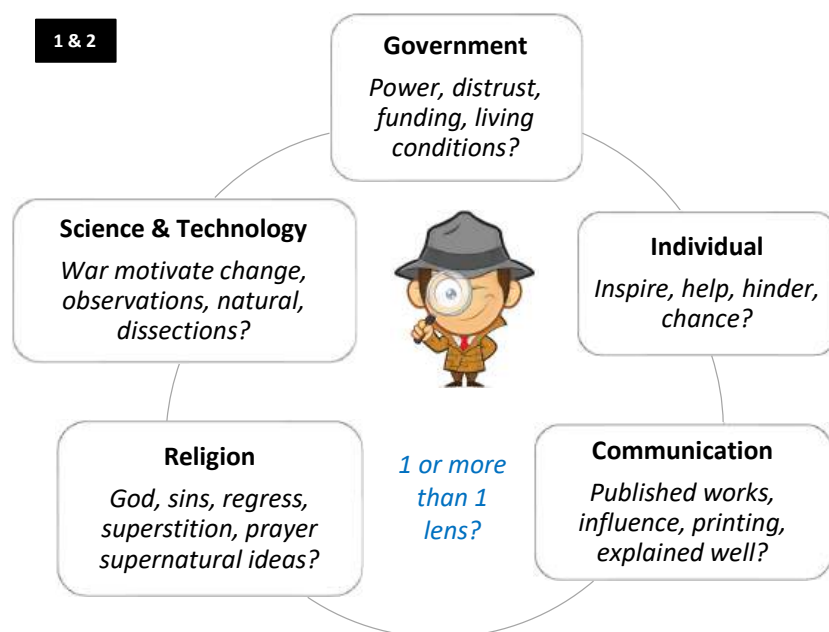
Key Term	11	Definition
Blockade		Cutting a location off from all supplies and trade
U-Boat		German submarine
Abdicate		Monarch gives up their title
Storm-Troopers		Elite German shock-troops
Mutiny		Soldiers refusing to follow commanders' orders
Armistice		Agreed ceasefire
Homefront		The civilian world during war
Morale		The overall mood of a group of people

9	Key Term	Definition
	Stalemate	When neither army could make a decisive move
	Trench	Defensive ditch or fortification soldiers fought and lived in
	Artillery	Long-range explosive weapon
	Bombardment	Prolonged artillery attack on defences
	Shell-shock	PTSD for soldiers following bombardments
	Attrition	Grinding down the enemy
	Trench-foot	Foot condition soldiers contracted standing in muddy trenches
	Tank	Heavily armoured fighting vehicle
	Shrapnel	Metals shards that came from explosives, wounding soldiers
	No Man's Land	Area of land between two armies' trenches
	Outflank	Move around the enemy to attack from a better position

10	End of the War		
Event	Cause	Consequence	
Jutland May – June 1916	<ul style="list-style-type: none"> German fleet attempts to break British Naval dominance No clear victor German fleet destroyed, British fleet still dominant 	<ul style="list-style-type: none"> Germans adopt U-Boat warfare German fleet destroyed Naval blockade 	
Russian Revolution February 1917	<ul style="list-style-type: none"> Russia suffers heavy casualties on Eastern Front Russian population starving and angry Russian Tsar deeply unpopular 	<ul style="list-style-type: none"> Russia leaves the war German troops redeployed to Western Front 	
America joins the war 1917	<ul style="list-style-type: none"> Lusitania sunk May 1915 Zimmerman Telegram 1917 Submarine warfare damages US ships 	<ul style="list-style-type: none"> USA commits 2 million troops to war 90,000 tonnes of meat USA finances allies 	
Ludendorff Offensive March 1918	<ul style="list-style-type: none"> Germany has more troops on Western Front America is joining war, German chance of victory is shrinking 	<ul style="list-style-type: none"> Initial German victory Unsustainable German advance German troops cut off and captured 	
100 Days Offensive August 1918	<ul style="list-style-type: none"> Germans are weakened and on brink of defeat Unified command under General Foch American troops join allies 	<ul style="list-style-type: none"> Significant allied territory gains German army in full retreat Allied victory close 	
Kaiser Wilhelm abdicates Nov 1918	<ul style="list-style-type: none"> German civilian and military morale at breaking point Kiel mutiny shows military no longer follows Kaiser's orders German people starving from the blockade 	<ul style="list-style-type: none"> Germany cannot continue with war Armistice signed November 1918 	



1 & 2



Think like a historian!

How are these factors linked?

Help or hinder?

Progress, regress or continuation?

3 & 4.

Part 1. Medieval Medicine (1000-1400)

Lenses

- Church valued religion, **Hippocratic & Galenic ideas**
- **4 Humours: blood, phlegm, yellow & black bile**
- Balance of these liquids = good health & imbalance vice versa
- Common treatment: blood-letting
- Barber-surgeons, wise women & doctors from church-controlled universities worked in poor living conditions

- Government
- Religious control
- Natural theory – seasons = illness
- Communication
- Individuals

- **Churches** set up **hospitals**; reduced contagious spread e.g. leprosy
- **Galen's** belief in 1 God aligned with the Church – **well accepted**
- Monasteries had infirmaries: religious routines of cleanliness

5.

- **Islamic medicine** stressed careful observation –
- 'For every disease God has given a cure' (**Quran**)
- **Ibn Sina** wrote *Canon of Medicine* – a text used by students until 1700s: light surgery techniques, herbs...
- Caliph's library preserved Greek medical books/illustrations



- **Black death:** spread by fleas on rats. **Bubonic plague**, large buboes on body + fever
- **Pneumonic plague** infected lungs / **Septicaemic plague** infected the blood.

- **Locals** tried to **quarantine**
- **Plague doctors** (masks filled with herbs to stop **miasma**) mass buried dead bodies
- **Flagellants** self-harmed for penance


- **Impact:** 2 million dead. Churchmen criticised for abandoning villages, shortage of food & workers.

Grade 9:
Think like a historian:

Who/what?
X,
shaped/discovered

What/who did this influence?
This
influenced/shaped/helped

Change / significance...
This
changed/helped/hindered...

6	Part 2. Renaissance 1400-1750	Vesalius – University of Padua, Italy	Lenses
	<ul style="list-style-type: none"> Many questioned the Church – inspired ‘rebirth’ of learning. Print press - quick & wide read! Art style more realistic / L. da Vinci The Great Plague struck Europe 	<ul style="list-style-type: none"> Dissected humans unlike Galen Challenged Galen’s animal analysis Wrote & illustrated ‘Fabric of the Human Body’; didn’t include cures! 	<ul style="list-style-type: none"> Communication - Print press, realistic illustrations, human dissections at Unis
	Paré translated Vesalius’ work in French	W. Harvey – University of Cambridge	
	<ul style="list-style-type: none"> Designed artificial limbs for amputees – realistic drawings helped people consider body movements better. Gunpowder wounds – used cauterisation + oils to help heal. 	<ul style="list-style-type: none"> Challenged Galen; liver didn’t make new blood. The heart circulated blood around the body! 1661: Malpighi used microscope to discover capillaries to support Harvey. Critics called him a ‘quack’. 	<ul style="list-style-type: none"> Science, War & Tech + Individuals

7	The Great Plague included BPS plagues. 1666 Great Fire of London clears rats & dirty conditions.	The monarch passed Plague Orders to control spread – people are forced to quarantine.	<ul style="list-style-type: none"> Boom in hospitals funded by rich - less religious
	<ul style="list-style-type: none"> John Hunter encouraged observations, surgery, human dissections. He improved the status of surgeons! 	<ul style="list-style-type: none"> Edward Jenner injected James Phipps with cowpox pus. This gave Phipps immunity from smallpox. Jenner published findings in 1798. 	<ul style="list-style-type: none"> Many saw this interfere in God’s will & even change human nature.

8	Part 3. Industrial Period: 1750-1900	Robert Koch - Nobel Prize 1905	Lenses
	<ul style="list-style-type: none"> Simpson chloroform surgery anesthetic Pasteur’s Germ Theory/Microbes V. Miasma Lister’s antiseptic surgery used carbolic acid Dr Semelweis: handwash reduced c-b deaths 	<ul style="list-style-type: none"> Inspired by Pasteur’s Germ T Identified germs for certain diseases like, TB, Typhoid... Magic bullets attack bacteria 	<ul style="list-style-type: none"> Individual Communication <i>similar findings support; not all were convinced!</i> Government Acts Scientific teams; Ehrlich found stains for germs.
9	Cholera & living conditions	Death of Laissez-faire attitudes	
	<ul style="list-style-type: none"> Vomiting, diarrhoea, dehydration + death John Snow linked cholera to water; removed a water pump to stop further spread Chadwick’s report on sanitation - PH Act 1848 	<ul style="list-style-type: none"> Bazalgette: designed sewer systems in London – cleaner 1875 Public HA – councils cover sewers + fresh water. 	

10	Part 4. Modern Medicine: 1900-Modern	Alexander Fleming – Antibiotics	Lenses
	<ul style="list-style-type: none"> First free TB vaccine in 1948 Crick and Watson discover DNA and gene sequencing First successful IVF treatment allows woman to give birth First successful organ transplants 	<ul style="list-style-type: none"> Discovered by chance in laboratory Produced on industrial scale in 1939 Helped troops fight infection during war 	<ul style="list-style-type: none"> Individual Communication <i>How has communication changed in the modern day?</i> Government Acts <i>Public health Acts to protect communities</i> Technology <i>What equipment might you see in a hospital?</i>
	First and Second World War	Public Health	
	<ul style="list-style-type: none"> Far more shrapnel wounds Chemical weaponry used for first time Shell-shock and PTSD recognised as illnesses Greater focus placed on treated wounded 	<ul style="list-style-type: none"> NHS Act 1948 Free medical care for all in UK Banning tobacco advertising Improving nutrition of school meals 	

Trinity	God is the Father, Holy Spirit & Son	Salvation	Saving the soul from sin
Incarnate	God is Jesus/Human in flesh	Resurrection	Jesus raised from dead
Ascension	Jesus rose up to heaven 40 days after his resurrection & teaching his final lessons.	Omnipotence	All-powerful
1 & 2		Omniscience	All-knowing
		Omnibenevolence	All-loving
Just	God is fair	Impersonal	God is beyond human understanding
Crucifixion	The killing of Jesus/suffering on cross	Grace	God's unconditional love
Stewardship	Humans are carers of the earth		
Influence – How does something affect you, inspire you, does it compel certain actions?			
Similar – Are there any beliefs, teachings & quotes that are similar?			

3	Nature of God	The Trinity	The Bible teaches,	Atheists argue,
	<ul style="list-style-type: none"> Christians see God as: Just, graceful, omnipotent, omnibenevolent, omniscient & merciful Christians pray to Him; ask for forgiveness 	<ul style="list-style-type: none"> Christians see God in 3 ways: The Father in heaven, the Holy Spirit that inspires us & the son incarnate – Jesus 	<ul style="list-style-type: none"> 'I am always with you' 'You'll receive power with the Holy Spirit' 'Obey God not men' 	<ul style="list-style-type: none"> Freud argues God is only in the human mind God is not real you can't see him / his power

4	The Creation Story	Problem of Evil	The Bible teaches,	Atheists argue,
	<ul style="list-style-type: none"> Book of Genesis says how God made the world; Day 1: God made light Day 2: heavens & earth Day 3: land & sea Day 4: Sun, Moon/Stars Day 5: Fish & birds Day 6: Animals/humans Day 7- God rested We are stewards of the earth 	<ul style="list-style-type: none"> If an all-loving God exists, how can He allow humans to suffer in the world? Moral (human) evil / natural (beyond this) Floods, famine, diseases, war... 	<ul style="list-style-type: none"> 'God made the heavens & earth' The Prodigal Son: A father forgives & welcomes his son back after his losses The Story of Job: life is a test. Job loses his wealth & family but God returns it testing his faith through suffering. 	<ul style="list-style-type: none"> God should not make people suffer; If God created the world why is it not perfect? Why are there floods, natural & moral evil?

5	The Original Sin	The Bible teaches,	Influence
	<ul style="list-style-type: none"> Adam & Eve ate from the forbidden tree inspired by Satan Everyone sins no one is perfect (Adam/Eve) Sin breaks God's Law causes separation Jesus' death atones (makes up) for our sins. 	<ul style="list-style-type: none"> 'Faith without good action is dead faith' 'Christ died for our sins' 	<ul style="list-style-type: none"> Wrongs can be made right with the right intention We must be careful with our freedom

6.	Incarnation	The Bible teaches,	Some argue,
	<ul style="list-style-type: none"> God comes to the earth as a human Mary gives birth to a son through the Holy Spirit Christians appreciate God's link to humanity God is fully human & divine 	<ul style="list-style-type: none"> 'The Word (God) became flesh' 	<ul style="list-style-type: none"> Difficult to understand – how can an omnipotent God be human at the same time? Can be seen as a miracle

7.	Crucifixion	The Bible teaches,	Some argue,
	<ul style="list-style-type: none"> Jesus was nailed to a cross & killed He spoke to God saying he felt abandoned This act atoned for everyone's sins Jesus betrayed by Judas for 30 silver pieces 	<ul style="list-style-type: none"> 'Jesus died for our sins' Jesus predicts own death 	<ul style="list-style-type: none"> Crucifixion reminds Jesus' pain & sacrifice / moral evil Important for atonement – Christians work to do no sin

8.	Resurrection	The Bible teaches,	Influence
	<ul style="list-style-type: none"> Jesus rose from the dead on the 3rd day after his crucifixion Jesus' risen body was different & glowed 	<ul style="list-style-type: none"> 'Jesus had risen' 'The body raised is imperishable' 	<ul style="list-style-type: none"> Resurrection possible for everyone Shows God's power

9.	Salvation	The Bible teaches,	Influence
	<ul style="list-style-type: none"> Salvation cannot be achieved if you sin We can achieve salvation by: following God's Law, Holy Spirit & His grace Jesus spent 40 days spreading God's word 	<ul style="list-style-type: none"> 'Your word is a lamp' 'Obey God rather than men' 	<ul style="list-style-type: none"> Christians follow Jesus Salvation & grace must be taught to others Some baptise themselves

10.	Ascension	The Bible teaches,	Influence
	<ul style="list-style-type: none"> After 40 days of resurrection, Jesus rose up to heaven Jesus told disciples to carry on spreading Christian teachings 	<ul style="list-style-type: none"> 'He was lifted up' 'A cloud took him from their sight' 	<ul style="list-style-type: none"> Christians will not stray from God's path; Jesus in heaven comforts others

11.	Afterlife & Judgement	The Bible teaches,	Influence
	<ul style="list-style-type: none"> Afterlife, God will judge you fairly Heaven, Hell or Purgatory (in between) The point of life is to aim for heaven 	<ul style="list-style-type: none"> The Parable of Sheep & Goat (evil) 'Do not judge for you will be judged' 	<ul style="list-style-type: none"> Ask for forgiveness Give charity & share Not steal or lie

12.	Tip: Always unpack quotes	Where is it from? The Bible / Jesus teaches,	What does it mean? This means / Some Christians believe This influences,	Why is it important? This signifies / highlights, This supports / challenges,
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Atonement	Making amends for wrong actions	Sacraments	Outward signs of faith
Liturgical worship	Set structure to worship in a church, followed every time – scripts, routine	Baptism	Ceremony to wash your body with water to wash away sins
Non-Liturgical worship	Worship without set structure, the priest's speech is not scripted	Eucharist	Bread & wine ceremony enacting Jesus' last meal
Evangelism	Preaching to convert others	Reconciliation	Repair relationships - together
Lord's Prayer	Prayer Jesus taught others to pray	Persecution	Hostility or ill-treatment of someone / groups
Contrasting – How are practices done differently between Christians? Similar – Are there any practices, teachings & quotes that are similar?			1 & 2

Private Worship	3. Liturgical Worship	Informal worship	Non-Liturgical Worship
<ul style="list-style-type: none"> Praising / honouring God on your own/meditate Time, comfy & meaning 	<ul style="list-style-type: none"> A service that follows a set structure. E.g. set texts same pattern Bible reading, singing hymns at set times 	<ul style="list-style-type: none"> NL worship, at times unplanned or charismatic (led by the Holy Spirit)/songs Expressive / music 	<ul style="list-style-type: none"> Doesn't follow set structure Sermons on current topics e.g. in the news, pressing issues addressed...
<ul style="list-style-type: none"> 'Go to your room, close the door & pray to your Father' - B 	<ul style="list-style-type: none"> 'Worship God in fear & beauty of holiness' - B 'Ask & you'll receive' - B 	<ul style="list-style-type: none"> 'Sing to the LORD' 'Worship Him in Spirit & truth' - B 	<ul style="list-style-type: none"> 'Have no fear of bad news' - B 'Seek godly advice'

4. The Lord's Prayer	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> A set prayer taught by Jesus Read during prayer / Eucharist 'Father in Heaven, forgive our sins' 	<ul style="list-style-type: none"> 'Ask & you shall receive; seek & you shall find, knock & it shall be opened' 	<ul style="list-style-type: none"> Worship is important for salvation – asking for forgiveness

5. Sacraments	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Words or actions show your faith Intention is important as well 7 sacraments e.g., baptism, Eucharist 	<ul style="list-style-type: none"> 'Love God with all your heart' 'Prepare your minds for action' 	<ul style="list-style-type: none"> Sacraments not needed – action can feel robotic It about heart & spirit Sacraments are not compulsory to show faith

11. Tip: Always unpack quotes	Where is it from? The Bible / Jesus teaches,	What does it mean? This means / Some Christians, This influences,	Why is it important? This signifies / highlights, This supports / challenges,
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6. The Eucharist & Mass	Orthodox 'Liturgy'	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Ceremony to reflect Jesus' Last Supper; bread & wine symbols Jesus' blood & body – his sacrifice Transubstantiation – bread & wine transforms into blood & body of Jesus Catholic Mass: confess sins, only priest drinks wine, bread given out 	<ul style="list-style-type: none"> Priest gives out bread soaked in wine on a spoon Everyone is included to have wine & take some bread home later 	<ul style="list-style-type: none"> 'Do this in remembrance of me' 'I am the bread of life' 'Examine yourself before the communion' 	<ul style="list-style-type: none"> Reminds us we are all family – as the body of Christ Some may not drink wine as it damages body

7. Infant Baptism	Believers' Baptism	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Parents baptise their child to wash away the Original Sin A welcome to the faith 	<ul style="list-style-type: none"> Baptised when older Jesus was baptised as an adult & use freewill 	<ul style="list-style-type: none"> 'Get up, be baptized & wash your sins away' 'One Lord, one faith, one Baptism' 	<ul style="list-style-type: none"> Seeking faith through your free - will is powerful

8. Pilgrimage to Iona	Pilgrimage to Lourdes	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Appreciate nature – God's creation – sacred journey Thin veil between heaven & earth – feel closer to God / visit church 	<ul style="list-style-type: none"> Water is collected to heal Bernadette's holy vision of Mary – encouraged prayer Reconciliation Chapel; confess sins 	<ul style="list-style-type: none"> 'Faith without action is dead faith' 'God will renew your strength' 	<ul style="list-style-type: none"> There are other ways of connecting to God, Baptisms, Private worship...

9. Local Church efforts	Church Worldwide	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Churches give food parcels Street pastors care for vulnerable groups – drunk Salvation Army; support homeless & elderly 	<ul style="list-style-type: none"> Church Army International – tackle modern slavery Christian Aid – charitable donations for emergency, short/long term aid 	<ul style="list-style-type: none"> 'Blessed are the peacemakers' 'God loves a cheerful giver' 	<ul style="list-style-type: none"> Churches aren't always necessary as modern technology can help preach God's words (evangelism)

10. Christmas	Easter	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> Celebrates Jesus' birth (incarnation) Giving/receiving gifts – focus on family, relationships & reconciliation; church service 	<ul style="list-style-type: none"> Remembers Jesus' sacrifice & resurrection Reflect on atonement / salvation Church services 	<ul style="list-style-type: none"> 'Thanks be to God for his unspeakable gift' 'With his wounds we are healed' 	<ul style="list-style-type: none"> Festivals lose their meaning due to commercialisation; cards, films & gifts replace original story

Sunni 6 Articles of Faith	Tawhid, Prophets, Angels, Holy Books, Judgement, Al-Qadr (Predestination)	Usul ad-Din 5 Shia Roots Transcendent	Tawhid, Prophets, Justice, Leaders & Resurrection God is beyond space & time
Akhirah	Belief in afterlife	Hadith	Written sayings of the prophet
Risalah	God communicates with us in 3 ways: Quran (Holy Books)/Prophets/Angels	Omnipotence Omniscience	All-powerful All-knowing – God is immanent (close to humans)
Just	God is fair	Impersonal	God is beyond human understanding
Barzakh	State of waiting after death	Sunnah	Written practices of the prophet
Influence – How does something affect you, inspire you, does it compel certain actions? Similar – Are there any beliefs, teachings & quotes that are similar?			1 & 2

3 Nature of God – God is ‘One’	The Quran teaches,	Influence
<ul style="list-style-type: none"> Muslims see God as: Just, omnipotent, omniscient & immanent – He acts within the world e.g. sends miracles Muslims pray to ask for guidance God is beneficial as he’s a provider food, water (rain) & more.... 	<ul style="list-style-type: none"> <i>‘God is the light of the heavens & the earth’</i> <i>‘God is closer to you than your jugular vein’</i> <i>Surah 112 – God is eternal</i> 	<ul style="list-style-type: none"> Knowing God’s different roles helps know his true powers You should not compare God to other beings this is blasphemy

4 Six Sunni Articles of Faith	The Quran teaches,	Influence
<ul style="list-style-type: none"> The oneness of God (Tawhid) Angels; have different roles from God Holy Books - Qur’an, Torah, Gospel Prophets- God’s messengers Day of Judgement – life after death Qadr (predestination) – nothing happens without God’s will. 	<ul style="list-style-type: none"> <i>‘Whoever disbelieves in God; His angels, Books, Messengers & the Last Day, has gone astray.’</i> 	<ul style="list-style-type: none"> Its about having good intentions as a Muslim; strengthens actions Tawhid unites all Muslims as you need this is part of your faith

5 5 Roots of Usual ad-Din	The Quran teaches,	Influence
<ul style="list-style-type: none"> Tawhid Prophets – God’s messengers Justice (Adalat); God is a fair planner Resurrection: judgement/afterlife Imamate (Leadership of Muslims after Muhammad) – 12 Imams related to the Prophet; Shias respect them as leaders that guide them. E.g. Imam Ali 	<ul style="list-style-type: none"> <i>‘We made the imams & guided them’</i> <i>‘Enjoin good & forbid evil’</i> <i>‘God will not burden you beyond that which you cannot bear’</i> 	<ul style="list-style-type: none"> Shia Muslims mainly trust in justice – God is the perfect of planners & fair Imams clarify God’s words

6 Risalah – Angels	Risalah – Prophets	Risalah – Holy Books	Some argue,
<ul style="list-style-type: none"> Have no freewill, serve God Can’t sin / made from light Jibril brings God’s messages down to prophets Mikail sends down rain / food; for sustenance Angels guided the prophets 	<ul style="list-style-type: none"> Messengers of God Muhammad/final prophet Quran revealed to him in the Cave of Hira by Jibril His Sunnah (actions) & Hadith (sayings) are followed today 	<ul style="list-style-type: none"> Torah (Musa), Gospel (Isa), Hadith, Sunnah, Zabur (Dawud) – convey God’s words Quran is the most authoritative book in Islam; its unchanged Quran guides Shariah laws; diet, marriage, wars... 	<ul style="list-style-type: none"> Humanity has evolved; Imams, tech; clarify God’s laws, times change God is ‘evolver’
<ul style="list-style-type: none"> <i>‘Angels only have intellect’ - Q</i> <i>‘He sends guardian angels’ - Q</i> 	<ul style="list-style-type: none"> <i>‘Obey God & His Messenger’ - Q</i> 	<ul style="list-style-type: none"> <i>‘There has come to you a light & clear book’ - Q</i> 	<ul style="list-style-type: none"> <i>‘You have ...evolved’ - Q</i>

7 Prophet Adam	Prophet Ibrahim	Prophet Muhammad	Some argue,
<ul style="list-style-type: none"> First man & prophet He taught mankind – is ‘khalifah’- God’s steward First to build the Kaaba Teaches anyone can wrong but God is merciful 	<ul style="list-style-type: none"> Considered as ‘hanif’ – commit to worship 1 God Passed God’s faith test on sacrificing his Son, Ismail Teaches Muslims to sacrifice things they love for God (Eid ul Adha) 	<ul style="list-style-type: none"> Received the Quran, still in its original form today Preached monotheism despite rejection Established 5 pillars of Islam 	<ul style="list-style-type: none"> There is no Islam without Muhammad Islam has been shaped by all prophets of the past.
<ul style="list-style-type: none"> <i>‘Satan misled them’ - Q</i> 	<ul style="list-style-type: none"> <i>‘You aren’t pious until you give that which you love’ - Q</i> 	<ul style="list-style-type: none"> <i>‘The messenger is an excellent model’ - Q</i> 	<ul style="list-style-type: none"> <i>‘Prophets are warmers of truth’ - Q</i>

8 & 9 Akirah	Al-Qadr	The Quran teaches,	Some argue,
<ul style="list-style-type: none"> This life is temporary & all actions will be judged After you die the state of waiting to be judged is called Barzakh Actions will be weighted on a scale for you to go heaven / hell; Akirah is eternal 	<ul style="list-style-type: none"> Everything happens on Allah’s will; life is planned Humans still need to make the right choices with their freewill & commit good Adam & Eve’s wrongdoing acts a warning to remind us 	<ul style="list-style-type: none"> <i>‘Every atom’s weight shall be rewarded or punished’</i> <i>‘Death will find you even in the highest of towers’</i> <i>‘There is not a leaf that falls without Him knowing’</i> 	<ul style="list-style-type: none"> Belief in the end of the world is also important: Imam Mahdi will come to earth & help Isa fight false prophets The living will die The Quran will be taken to paradise & no one will remember its words

10	Tip: Always unpack quotes!	Where is it from? The Quran / Prophet teaches,	What does it mean? This means / Some Muslims believe This influences,	Why is it important? This signifies / highlights, This supports / challenges,
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Greater Jihad	A faith struggle, striving to do your best – uphold 5 pillars, social justice	Lesser Jihad	A holy war fought to protect Islam, the innocent, if peaceful talks fail
Khatib	Imam who delivers Jumma sermons	Hadith	Written sayings of the prophet
Wudhu	Washing body parts before prayer	Sunnah	Written practices of the prophet
Tawhid	Belief in the oneness of God	Ummah	The worldwide Muslim community
Ramadan	Holy month of fasting	Khums	20% of Shia profits given to charity
Contrasting – How are practices done differently between Christians?			
Similar – Are there any practices, teachings & quotes that are similar?			

1 & 2

3 & 4.	5 Pillars	The Quran teaches,	Some,
1. Shahadah; Declare faith; 'There is only 1 God & Muhammad is the final messenger' (Tawhid)	<ul style="list-style-type: none">• <i>'Obey God & His Messenger'</i>	<ul style="list-style-type: none">• Shias say the Shahadah but add: 'Ali is the successor of the prophet / Sunni don't	
2. Salah; prayer performed x5 a day as prescribed by the prophet A duty showing ummah	<ul style="list-style-type: none">• <i>'Prostrate & draw near to God'</i>	<ul style="list-style-type: none">• Shias place their forehead on a rock from Karbala when in sajdah / couple certain prayers	
3. Sawm; helps understand the struggle of poverty, builds ummah. Quran revealed in the final 10 days of Ramadan Night of Power (better than 1000 months)	<ul style="list-style-type: none">• <i>'Fasting has been prescribed for you'</i>• <i>'Learn self-restraint'</i>	<ul style="list-style-type: none">• Pregnant women can't fast - not everyone is included• Sunnis break fast straight after maghrib – Shia break it if it is completely dark outside	
4. Zakat; 2.5% of income given to poor, cleanses the money you have & makes society fair/equal	<ul style="list-style-type: none">• <i>'Establish prayer & give zakat'</i>	<ul style="list-style-type: none">• Shia give Zakat & Khums; part of the 10 Obligatory Acts• Children don't have to give Zakat but some still do• Financial issues limits this	
5. Hajj; Pilgrimage to Makkah, cleans sins. Pilgrims wear ihram (equality), go to Mount Arafat (place of the prophet's last sermon), collect pebbles in Muzdalifah, throw pebbles at the devil in Mina, Tawaf around The Great Mosque x7	<ul style="list-style-type: none">• <i>'Hold the rope of God together & do not become divided'</i>• <i>'Pilgrimage to the House is a duty'</i>	<ul style="list-style-type: none">• Strengthens the ummah – diversity• Not everyone can afford this due to financial issues• Practice the Prophet's actions	

5.	Jumma / Friday Prayers	The Quran teaches,	Some argue,
	<ul style="list-style-type: none">• Obligatory prayer at the mosque replaces Zohar only on a Friday• Duas /private prayers are said	<ul style="list-style-type: none">• <i>‘You have an excellent model in the messenger’</i>	<ul style="list-style-type: none">• Muslims can’t always pray in a Mosque – health & time• Lecture delivered online tech

6.	Greater Jihad	Lesser Jihad	Some argue,
	<ul style="list-style-type: none">• Think 'Great' spirit; you do your best to develop good character & actions through the 5 pillars	<ul style="list-style-type: none">• Holy war to protect Islam; fight injustices like slavery or if peace talks fail (diplomacy)	<ul style="list-style-type: none">• Lesser Jihad kills innocent• Prayer is key
	<ul style="list-style-type: none">• <i>'God will not burden you beyond that which you cannot bear'</i>	<ul style="list-style-type: none">• <i>'Fight in the way of God' – Q</i>	<ul style="list-style-type: none">• <i>'To kill one is to kill all of mankind' - Q</i>

7.	10 Shia Obligatory Acts	The Quran teaches,	Some argue,
	1. Jihad, 2. Salah, 3. Sawm, 4. Zakat, 5. Hajj	• <i>‘Call upon Me, I will answer you’</i>	• Links to Tawalla; love God
	6. Khums – 20% profits to charity	• <i>‘Whatever you spend, God will replace’</i>	• Not all have profits to give
	7. Amr Bil Maroof – Direct <u>good</u>	• <i>‘Satan misled them’- Q</i>	• Influenced by Shariah laws
	8. Nahi Anil Munkar – Forbid evil	• <i>‘Enjoin good & forbid evil’</i>	• Duty to stop sinful acts
	9. Tawalla – Love God & imams	• <i>‘We made the imams & guided them’</i>	• Danger worshipping imams
	10. Tabarra – ignore disbelievers	• <i>‘It is the hearts that are blind not the eyes’</i>	• Stand up to injustices

8.	Sunni Ashura	Shia Ashura	The Quran teaches,	Some argue,
	<ul style="list-style-type: none">• Sunnis remember God saving Moses & the Jewish slaves in Egypt from slavery enforced by Pharaoh• Read & learn about Exodus• Fast, read salah & Quran	<ul style="list-style-type: none">• Honour Imam Hussayn's death in Karbala• Retell & re-enact Hussayn's stance against Yazid, an evil ruler who killed for power• Wear black to mourn loss	<ul style="list-style-type: none">• <i>'Fight the oppressors'</i>• <i>'To kill one is to kill all of mankind'</i>	<ul style="list-style-type: none">• Some Shias beat themselves during Ashura to feel pain• Some Shias donate blood as an act of sacrifice & saving

9.	Id-ul Fitr	Id-ul Adha	The Quran teaches,	Some argue,
	<ul style="list-style-type: none">• Celebrate Ramadan's end• Time of reflection• Uphold the good habits outside of Ramadan too• Celebrated for 1 day	<ul style="list-style-type: none">• Celebrate Ibrahim's willingness to sacrifice• Pilgrims sacrifice time, energy & money for Hajj• Celebrated over 3-4 days	<ul style="list-style-type: none">• <i>'Every atom's weight shall be rewarded or punished'</i>• <i>'You aren't pious until you give that which you love'</i>	<ul style="list-style-type: none">• Both reflect sacrifice; give up love/time• Vegan Muslims – donate £

10.

Tip: Unpack quotes

Where is it from?
The Quran teaches,What does it mean?
This means / Shias / Sunnis,Why is it important?
This supports / challenges,

Atheism	Belief there is no God	Impersonal	God is beyond humans
First Cause Argument	AKA cosmological argument ; for the world to exist it must be caused by God	Immanence	God acts within the world: prayers / duas, through Jesus, Holy Spirit
Design Argument	The world is complex so must be designed by a designer – God	Transcendent	God is beyond space & time – Surah 112 – He is eternal
Miracles	Impossible events becoming true	Revelation	God makes Himself known
Visions	Experience seeing something/someone in a dream or trance	Enlightenment	Realizing a religious truth; gaining knowledge
Divine Personal	Godlike, spiritual, otherworldly God has a close relationship with humans	Science	Collection of knowledge through observations
Influence – How does something affect you, inspire you, does it compel certain actions? Similar – Are there any beliefs, teachings & quotes that are similar? Main religious tradition of Great Britain – Christianity must be referenced in your answer			

1 & 2

3	Characteristics of God	Scripture teaches,	Atheists argue,
	1. Muslims & Christians see God as <i>omnipotent & omniscient</i>	• <i>'There is not a leaf that falls without Him knowing' – Q</i>	• Freud argues God is only in the human mind
	2. God is <i>personal</i> as human (Jesus)	• <i>'The Word (God) became flesh' – B</i>	
	3. God is <i>immanent</i> , performs miracles	• <i>'Jesus had risen' – B</i>	• Poor scientific evidence for God?
	4. God is <i>transcendent</i> - there forever	• <i>'He is eternal' – Q</i>	
	5. God is <i>impersonal</i> - unique, alone	• <i>'There is no one like Him' Q/B</i>	• If God is perfect, why is there evil?

4	First Cause Argument	Scripture teaches,	Some argue,
	<ul style="list-style-type: none"> Based on a posteriori; experience & facts The world had to be caused into existence An uncaused cause caused the world – God Chain of dominoes falling has a first cause 	<ul style="list-style-type: none"> <i>The Creation Story – B</i> <i>'Contemplate the wonders of creation' – Q</i> 	<ul style="list-style-type: none"> Good argument: based on a posteriori – see it Things don't always need cause – Big Bang

5	Design Argument	Scripture teaches,	Atheists argue,
	<ul style="list-style-type: none"> God designed the world e.g. human eye Nature is detailed & complex - plants Paley's watchmaker designs a watch Human body – naturally fights viruses 	<ul style="list-style-type: none"> <i>'God taught the honey bee' – Q</i> <i>'I am the LORD who heals you' – B</i> 	<ul style="list-style-type: none"> God designed evil & suffering, floods, famines No climate action? Evolutionary Theory removes the need for a designer – natural change

6	Argument from Miracles	Scripture teaches,	Atheists argue,
	<ul style="list-style-type: none"> Islam: The world is seen as a miracle Christianity: Jesus' resurrection, & resurrecting Lazarus from the dead Jesus' ascension to heaven Scientifically, people have come back to life 	<ul style="list-style-type: none"> <i>'Who else can design a world like God?' – Q</i> <i>'Jesus had risen' – B</i> <i>'He was lifted up' – B</i> 	<ul style="list-style-type: none"> David Hume argues: miracles can be fake; people want fame, money, media attention, Science has more evidence Why should we suffer first to ask for a miracle?

7	Science vs. Religion	Scripture teaches,	Atheists argue,
	<ul style="list-style-type: none"> Quran: notes embryo / water cycle Bible: notes the world's change Religion is about faith without proof Science is constantly changing Science can support miracles 	<ul style="list-style-type: none"> <i>'It is not the eyes that are blind but the hearts' – Q</i> <i>'Obey God not men' – B</i> 	<ul style="list-style-type: none"> Science is not always perfect – needs work Science is more reliable, has proven results but God may answer prayers/omniscient

8	Special & General Revelation	Scripture teaches,	Atheists argue,
	<ul style="list-style-type: none"> Special: Specific holy book, holy being & holy actions; Muhammad receiving the Quran, Jesus' lessons General: all can experience God e.g. through the holy spirit, First Cause & Design Argument, looking at sunsets, waterfalls... 	<ul style="list-style-type: none"> <i>'There has come to you a light & clear book' – Q</i> <i>'You'll receive power with the Holy Spirit' – B</i> 	<ul style="list-style-type: none"> Historically, prophets' revelations were doubted; they were called 'madmen' 'Sometimes the beauty of nature makes us appreciate creation & believe in a First Cause

9	Visions & Enlightenment	Scripture teaches,	Atheists argue,
	<ul style="list-style-type: none"> These can be a source of divine knowledge; knowing things about God Christianity: St Bernadette has a vision of Mary – encouraged prayer Islam – Tawalla; loving God will enlighten you, help you see a glimpse of rewards/heavenly dreams through good actions 	<ul style="list-style-type: none"> <i>'There has come to you a light & clear book' – Q</i> <i>'Ask & you'll receive' – B</i> <i>'Call upon Me, I will answer you' – Q</i> 	<ul style="list-style-type: none"> Visions could be mental disorders like schizophrenia Enlightenment may be a bodily chemical imbalance

10.	Unpack quotes	Where is it from? X teaches,	What does it mean? This means / Some Ms/Cs believe	Why is it important? This signifies / highlights
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DAA CYCLE 3 Knowledge Organiser				SUBJECT	SPANISH		Celebrity Culture		YEAR GROUP	10
1	*Diría que... (I would say that...)	mi famoso preferido es (my favourite celebrity is)	[insert celebrity's name here]	es (he/she is)	religioso/a (religious)	2	un torneo de rugby (a rugby tournament)	donde vi a (where I saw)	[insert celebrity's name here]	
	ateo/a (atheist)				un festival de música (a music festival)					
	casado/a (married)				un concierto (a concert)					
	soltero/a (single)				Comic-Con					
	heterosexual (straight)				un estreno de la película.... (a premiere of the film...)					
Pienso que... (I think that...)				bi(sexual) (bisexual)						
				gay (gay)						
Creo que... (I believe that...)				transgénero/a (transgender)						
				actor / actriz (an actor / actress)						
				artista (an artist / performer)						
				cantante (a singer)						
				deportista (a sports person)						
				escritor/a (a writer)						
				influencer (an influencer)						
				jugador/a de... (a player of...)						
				músico/a (a musician)						
				pintor/a (a painter)						
	Es conocido/a por (He/She is known for)	ser rico/a (being rich)				3	nació en Espana / los Estados Unidos / el Reino Unido (he/she was born in Spain / the United States / the United Kigndom)			
		ser guapo/a (being good-looking)					como niño/a, hacía clases de baile / música (as a child, he/she used to do dance/music classes)			
		tener muchos seguidores (having a lot of followers)					tiene mucho dinero, es rico/a (he/she has a lot of money, he/she is rich)			
		haber ganado un premio / un torneo (having won a prize / a tournament)					vive en una casa enorme con una piscina (he/she lives in an enormous house with a pool)			
		participar en la telerrealidad / un espectáculo (participating in reality TV / a show)					tiene muchísimos seguidores en las redes sociales (he/she has lots and lots of followers on social media)			
	Es reconocido/a por (He/she is recognised for)	engañar a la gente (tricking people)								
		promover productos (promoting products)								
		fundar una empresa (founding a company)								

4

*Diría que (I would say that)	las revistas de celebridades (celebrity magazines)	son (are)	fascinantes (fascinating) entretenidos/as (entertaining) peligrosos/as (dangerous) demasiados influyentes sobre los jóvenes (too influential over young people) una pérdida de dinero (a waste of money) una forma de acoso (a form of harassment)
Creo que (I believe that)	las fotos de celebridades (photos of celebrities)		
Me parece que (It seems to me that)	los podcasts con personas famosas (podcasts with famous people)		
	las redes sociales (social media)		
	la telerrealidad (reality TV)	es (is)	muy divertida (very fun) una manera de ser famoso/a y rico/a (a way of being famous and rich) una pérdida de tiempo (a waste of time)
			causa muchos problemas (causes a lot of problems) tiene sus ventajas y desventajas (has its advantages and disadvantages)
Pienso que (I think that)	las celebridades (celebrities)		tienen mucha suerte (are very lucky) [have a lot of luck] no deberían quejarse (shouldn't complain) tienen vidas muy fáciles (have very easy lives) tienen demasiada influencia sobre la gente (have too much influence over people)
A mi modo de ver (To my way of thinking)	las personas famosas (famous people)		son muy falsos/as (are very fake) deberían hacer más para ayudar a la gente (should do more to help people) tienen muchos problemas con su salud mental (have a lot of problems with their mental health)
Según mi padrastro (According to my stepdad)	los influencers (influencers)		sufren por la falta de privacidad (suffer for the lack of privacy)
*¡Qué pena! (What a shame!)			
*¡Qué suerte! (How lucky!)			

5

*Diría que (I would say that)	las celebridades (celebrities) las personas famosas (famous people) los influencers (influencers)	son buenos modelos para los jóvenes (are good role models for young people) son malos ejemplos para la sociedad (are bad examples for society)	porque dado que visto que puesto que (because)
<p>llaman atención a problemas sociales (they draw attention to social problems) recaudan muchos fondos (they raise a lot of money) representan a grupos minoritarios (they represent minority groups)</p> <p>tienen demasiada influencia sobre la política (they have too much influence over politics) animan a la gente a gastar más dinero (they encourage people to spend more money) toman drogas y beben alcohol (they take drugs and drink alcohol) hay mas presión sobre la imagen corporal (there is more pressure on body image)</p>			
*Si fuera famoso/a (If I were famous)	sería una ventaja (it would be an advantage)	debido a (due to)	la riqueza (the wealth) la oportunidad de influir a la gente (the opportunity to influence people) las ofertas de trabajo (the offers of work) los aficionados (the fans) el estilo de vida más cómodo (the more comfortable lifestyle)
*Si fuera reconocido/a (If I were recognised)	sería una desventaja (it would be a disadvantage)		la necesidad de crear/subir nuevo contenido (the need to create/upload new content) la presión de ser perfecto/a todo el tiempo (the pressure to be perfect all the time) el acoso por la prensa y los aficionados (harassment by the press and fans) la falta de privacidad (the lack of privacy)

6

Todos los días (Every day)	uso el internet (I use the internet)		comunicarme con mis amigos (communicate with my friends)		es fácil (it's easy) es gratis (it's free) es seguro (it's safe)
Normalmente (Normally)					es divertido (it's fun)
Siempre (Always)	uso las apps (I use apps)		publicar blogs (post blogs)		es importantísimo (it's very important)
A menudo (Often)			hacer las compras en línea (do online shopping)		*me relaja (it relaxes me)
*Después de terminar el colegio (After finishing school)	uso las redes sociales (I use social networks)	para (in order to)	subir vídeos (upload videos)	dado que	*me fascina (it fascinates me)
De vez en cuando (From time to time)			compartir fotos (share photos)	visto que	
A veces (Sometimes)	uso TikTok / Snapchat / Instagram (I use TikTok / Snapchat / Instagram)		navegar en la Red (search the web)	ya que (because)	
El fin de semana (At the weekend)			jugar a los videojuegos (play videogames)		es peligroso (it's dangerous)
Apenas (Hardly ever)			mandar mensajes (send messages)		*es una pérdida de tiempo (it's a waste of time)
Nunca / Jamás (Never)	uso mis apps preferidas (I use my favourite apps)		descubrir nueva música (discover new music)		*me preocupa el ciberacoso (I am worried about cyberbullying)
			ver partidos en vivo (watch live matches)		hay muchas estafas (there are a lot of scams)
			encontrar sitios web (to find webpages)		
No uso ni las redes sociales ni las apps (I don't use neither social networks nor apps)					
Los últimos móviles (The latest mobile phones)	te permiten (allow you)	sacar fotos increíbles (to take incredible photos)			
		escuchar música o ver series con auriculares (to listen to music or watch series with headphones)			
		encontrar miles de juegos diferentes (to find thousands of different games)			
Las últimas tabletas (The latest tablets)		dejar de usar calculadora o agenda (to give up using a calculator or diary)			
		ubicar destinos (to locate destinations)			
		comparar los precios de vuelos y hoteles (to compare the prices of flights and hotels)			

7

X			el correo electrónico (email)		me gusta mandar emoticonos a mis amigos (I like to send emojis to my friends)
Uso (I use)	Instagram			porque	odio los anuncios (I hate the adverts)
	Snapchat	más que (more than)	otras apps (other apps)	ya que (because)	hay más usuarios famosos (there are more famous users)
*Suelo usar (I usually use)	TikTok		las salas de chat (chat rooms)	he olvidado mi contraseña (I have forgotten my password)	
	YouTube		mi blog (my blog)	tengo mi propio canal (I have my own channel)	
	mis apps preferidas (my favourite apps)	menos que (less than)		para (in order to)	hacer los deberes (do homework)
					colgar fotos (post photos)
					leer comentarios graciosos (read funny comments)
					ver nuevo contenido (see new content)
*Diría que (I would say that)	las ventajas de (the advantages of)			puedo mantener el contacto con antiguos amigos (I can maintain contact with old friends)	
			las redes sociales son que (social networks are that)	puedo conectarme con personas de todo el mundo (I can connect with people around the world)	
				ayudan con los negocios (they help with business)	
8	Según mi madre (According to my mum)	las desventajas de (the disadvantages of)		hay mucho riesgo del ciberacoso (there is a lot of risk of cyberbullying)	
				no hay protección para niños (there is no protection for children)	
				son muy adictivas (they are very addictive)	
				los jóvenes son cada vez más aislados (young people are increasingly isolated)	
				fomentan el odio (they spread hate)	
Recientemente (Recently)	mi mejor amigo/a (my best friend)	fue víctima		del ciberacoso (of cyberbullying)	
				del robo de identidad (of identity theft)	
				de comentarios racistas / sexistas / homofóbicos (of racist / sexist / homophobic comments)	
El año pasado (Last year)	mi primo/a (my cousin)			del fraude y de una estafa (of fraud and a scam)	
		vio		contenido inapropiado (inappropriate content)	
*¡Qué lástima! (What a shame!)					

9

Todos los días (Every day)	uso el internet (I use the internet)		comunicarme con mis amigos (communicate with my friends)		es fácil (it's easy)
Normalmente (Normally)					es gratis (it's free)
Siempre (Always)	uso las apps (I use apps)		publicar blogs (post blogs)		es seguro (it's safe)
A menudo (Often)			hacer las compras en línea (do online shopping)		es divertido (it's fun)
*Después de terminar el colegio (After finishing school)	uso las redes sociales (I use social networks)	para (in order to)	subir vídeos (upload videos)	dado que	es importantísimo (it's very important)
De vez en cuando (From time to time)			compartir fotos (share photos)	visto que	*me relaja (it relaxes me)
A veces (Sometimes)	uso TikTok / Snapchat / Instagram (I use TikTok / Snapchat / Instagram)		navegar en la Red (search the web)	ya que (because)	*me fascina (it fascinates me)
El fin de semana (At the weekend)			jugar a los videojuegos (play videogames)		es peligroso (it's dangerous)
Apenas (Hardly ever)			mandar mensajes (send messages)		*es una pérdida de tiempo (it's a waste of time)
Nunca / Jamás (Never)	uso mis apps preferidas (I use my favourite apps)		descubrir nueva música (discover new music)		*me preocupa el ciberacoso (I am worried about cyberbullying)
			ver partidos en vivo (watch live matches)		hay muchas estafas (there are a lot of scams)
			encontrar sitios web (to find webpages)		
No uso ni las redes sociales ni las apps (I don't use neither social networks nor apps)					
Los últimos móviles (The latest mobile phones)	te permiten (allow you)	sacar fotos increíbles (to take incredible photos)			
		escuchar música o ver series con auriculares (to listen to music or watch series with headphones)			
		encontrar miles de juegos diferentes (to find thousands of different games)			
		dejar de usar calculadora o agenda (to give up using a calculator or diary)			
		ubicar destinos (to locate destinations)			
		comparar los precios de vuelos y hoteles (to compare the prices of flights and hotels)			
Las últimas tabletas (The latest tablets)					

10

Uso (I use)	X		el correo electrónico (email)	porque ya que (because)	me gusta mandar emoticonos a mis amigos (I like to send emojis to my friends)
	Instagram				odio los anuncios (I hate the adverts)
	Snapchat	más que (more than)	otras apps (other apps)		hay más usuarios famosos (there are more famous users)
*Suelo usar (I usually use)	TikTok		las salas de chat (chat rooms)		he olvidado mi contraseña (I have forgotten my password)
	YouTube				tengo mi propio canal (I have my own channel)
	mis apps preferidas (my favourite apps)	menos que (less than)	mi blog (my blog)	para (in order to)	hacer los deberes (do homework)
					colgar fotos (post photos)
					leer comentarios graciosos (read funny comments)
					ver nuevo contenido (see new content)
*Diría que (I would say that)	las ventajas de (the advantages of)			puedo mantener el contacto con antiguos amigos (I can maintain contact with old friends)	
			las redes sociales son que (social networks are that)	puedo conectarme con personas de todo el mundo (I can connect with people around the world)	
				ayudan con los negocios (they help with business)	
Según mi madre (According to my mum)	las desventajas de (the disadvantages of)			hay mucho riesgo del ciberacoso (there is a lot of risk of cyberbullying)	
				no hay protección para niños (there is no protection for children)	
				son muy adictivas (they are very addictive)	
				los jóvenes son cada vez más aislados (young people are increasingly isolated)	
				fomentan el odio (they spread hate)	
Recientemente (Recently)	mi mejor amigo/a (my best friend)	fue víctima		del ciberacoso (of cyberbullying)	
				del robo de identidad (of identity theft)	
				de comentarios racistas / sexistas / homofóbicos (of racist / sexist / homophobic comments)	
El año pasado (Last year)	mi primo/a (my cousin)			del fraude y de una estafa (of fraud and a scam)	
		vio		contenido inapropiado (inappropriate content)	
*¡Qué lástima! (What a shame!)					

11

*Diría que (I would say that)	prefiero (I prefer)	mi tableta (my tablet)		fue caro/a (it was expensive) fue gratis (it was free) el teclado es práctico (the keyboard is practical) el sistema es moderno y rápido (the system is modern and fast)
Creo que (I believe that)	soy	mi móvil (my mobile)	porque	la cámara es muy buena (the camera is very good) la marca es conocida (the brand is well-known) es fácil a encender / apagar (it is easy to switch on / switch off)
Me parece que (It seems to me that)	aficionado/de (I am a fan of)	mi portátil (my laptop)	dado que puesto que (because)	
		mi ordenador (my computer)		
Los móviles (Mobile phones)	viejos/as (old)*	eran (used to be)	grandes, (big)	pero los nuevos / las nuevas son más / muy (but the new ones are more / very)
Las televisiones (TVs)	antiguos/as (antique)*		enormes, (enormous)	grandes (big) pequeños/as (small)
Los videojuegos (Videogames)	originales (original)*		pequeños/as (small)	complicados/as (complicated)
			pesados/as (heavy)	avanzados/as (advanced)
			aburridos/as (boring)	realistas (realistic)
			sencillos/as (simple)	ligeros/as (light)
Los ordenadores (Computers)			básicos/as (basic)	
Los portátiles (Laptops)				

*Remember in Spanish adjectives go **after** nouns (The English translation will look a bit strange!).

12

*Si pudiera (If I could)	me gustaría comprar (I would like to buy)	una nueva tableta (a new tablet)	para (in order to)	poder jugar a videojuegos (be able to play videogames) tener una pantalla más grande (have a bigger screen)
*Si tuviera más dinero (If I had more money)	compraría (I would buy)	un nuevo móvil (a new mobile)		hacer mis deberes más rápido (do my homework more quickly) ver programas en vivo (watch live programmes) no tener que compartir con mis hermanos (not have to share with my siblings) poder bajar las apps más populares (be able to download the most popular apps)
*Si fuera rico/a (If I were rich)		un nuevo portátil (a new laptop)		
		un nuevo ordenador (a new computer)		

13

Opino que (*I think that*)

la tecnología
(*technology*)

(no) es muy importante
para los jóvenes / la
sociedad
(*is (not) very important
for young people /
society*)

A mi modo de
ver
(*To my way of
thinking*)

el internet (*the
internet*)

(no) es importantísimo
para los jóvenes / la
sociedad
(*is (not) really, really
important for young
people / society*)

A mi juicio (*In
my view*)

porque
dado que
visto que
puesto que
(*because*)

permite conectarnos con más personas (*it permits us to connect with more people*)

es imprescindible para estudiar (*it is indispensable for studying*)

ayuda a encontrar trabajo (*it helps to find work*)

es muy fácil aprender sobre el mundo (*it is very easy to learn about the world*)

cualquier persona puede convertirse en un influencer (*any person can become an influencer*)

la gente tiene más poder (*people have more power*)

hay más oportunidades para viajar (*there are more opportunities to travel*)

causa problemas con la salud mental (*it causes problems with mental health*)

la gente es cada vez más adicta (*people are increasingly addicted*)

fomenta el odio, sobre todo el ciberacoso (*it spreads hate, especially cyberbullying*)

aumenta la tasa de criminalidad, sobre todo las estafas (*it increases crime rates, especially scams*)

crea una perspectiva distorsionada de la vida (*it creates a distorted view of life*)

tiene demasiada influencia sobre la política (*it has too much influence over politics*)

los niños pueden ver contenido inapropiado (*children can see inappropriate content*)

la gente pasa menos tiempo afuera (*people spend less time outside*)

Lo más importante es (*the most important thing is*)

Lo menos importante es (*the least important thing is*)

Lo que más me importa es (*what is most important to me is*)

Lo que más me preocupa es (*what most worries me is*)

10.1 – school subjects

مضمون	mazmoon	subject
مضامین	mazaameen	subjects
حساب / ریاضی	hisaab / ryaaazi	Maths
انگریزی	angrayzee	English
جغرافیہ	jagraafiya	Geography
تاریخ	taareekh	History
ہسپانوی	hisspaanwee	Spanish
علم کیمیا	ilm keemya	Chemistry
علم حیاتیات	ilm hyaatyaat	Biology
علم طبیعیات	ilm tabeeiyaat	Physics
جسمانی تعلیم	jissmaani taaleem	PE
مذہبی تعلیم	mazhabi taaleem	Religious Education

10.2 – Teachers (continues above) ➔

استاد / استانی	teacher (male/female)	ustaad / ustaanee
ٹھیک، مناسب	fair, just	Teek, munaasib
ہوشیار / ذہین	clever, intelligent	ho-shyaar, zaheen
پڑھانا / سکھانا	to teach	paRhaanaa / sikhaanaa
ہیڈ ٹیچر / پرنسپل	head teacher, principal	head teacher, principal
نامناسب / غلط	unfair	naa munaasib / galat
بہت اچھا / خوب	very good	bahut achhaa / khoob

Year 10 Urdu: Cycle 3

10.2 – Teachers (continued)

بہت اچھا / خوب	very good	bahut achhaa / khoob
تسلی بخش	satisfactory, fair	tasalli baksh
بہت ہی خراب	extremely poor, inadequate	bahut hee khraab
حاضر	present	haazir
کامیاب	successful	kaamyaaab
سست	lazy	susst
غیر حاضر	to be missing, absent	gair haazir
مختی	hard working	mehnatee
شاگرد	pupil	shaagirrd

10.3 – describing school

سبق	lesson	sabaq
اسکول	school	school
مدرسہ	madrassa	madrassa
ابتدائی اسکول	primary school	ibtidaaee school
ثانوی اسکول	secondary school	saanwee school
اکیڈمی	academy	academy
رہائشی اسکول	boarding school	rihaaishy school
پرانے طرز کا	old fashioned	puraanay tarz ka
جدید	modern	jadeed

10.4 – School day

شروع ہوتا ہے	starts	shuroo hotaa hai
ختم ہوتا ہے	ends	khatm hotaa hai
صبح سویرے	early morning	subah swayray
دوپہر کو	in the afternoon	dopehr ko
اسکول کے فوراً بعد	immediately after school	school kay fawran baad
دوپہر کے کھانے کا وقفہ	lunch break	dopehr kay khaanay kaa waqfaa
روزانہ	daily	rozaana

10.5 – Experiences at school

تجربہ	experience	tajurba
سوال پوچھنا	to ask a question	swaal poochhnaa
کام سے کترانا	to skip work	kaam say kutnaa
اسکول سے غائب رہنا	to play truant	school say gaaib rehnaa
توجہ دینا	to pay attention	tawaju daynaa
تشریح کرنا / کھل کے بتانا	to explain	tashreeh karnaa / khul kay btaanaa
بتانا / بیان کرنا	to tell, to narrate	btaanaa / byaan karnaa
بات چیت کرنا	to chat, to talk	baat cheet karnaa

10.6 – Post 16

کالج	college	kaaliij
ملازمت	employment	mulaazmat
تربیت	training	tarbeeyat
یونیورسٹی	university	university
ڈگری	degree	degree
کام کا تجربہ	work experience	kaam ka tajurba
درخواست دینا	to apply for	darkhaast dayna
فیصلہ کرنا	to decide	faisla karna
اعلیٰ تعلیم	higher education	aala taaleem
ذاتی تفصیلات	curriculum vitae (CV)	zaati taffseelaat
تنخواہ	wage	tankhaa
پیسہ کمانا	to earn	paisa kmaana

10.7 – jobs and employment

ملازم	employee	mulaazim
دواساز	pharmacist	dwaaz saaz
نانبائی	baker	naanbaai
معمار	builder	mimaar
کسان	farmer	kisaan
خانساں / باورچی	chef, cook	khaansaama / baawarchi
ہواباز	pilot	hwaa baaz
ہوائی میزبان	air hostess	hwaai mayzbaan
ڈاکیا	postman	Daakya

10.8 – Opinions		
مجھے بہت پسند ہے	Mujhay bohot pasand hai	I like... (very much)
مجھے بالکل پسند نہیں	Mujhay bilkul pasand nahi	I can't stand .../I don't like...
یہ ٹھیک نہیں	Yay theek nahi	that's (not) right/correct
مجھے یہ اچھا لگا	Mujhay yay acha laga	I like it (it pleases me)
کافی نہیں	Kaafee nahi	not much
کم سے کم	Kum say kum	at least
کیونکہ	Kyoonkay	Because
برا / بد، بدتر، بدترین	Buraa / bud / Badtar / Badtareen	Bad / Worse / Worst

10.9 – Misc.		
مِٹا جلتا	Milta Julta	similar
مختلف	Mukhtalif	different
الٹا / مخالف	Ulta / Makhalif	opposite
جب تک	Jab tak	Until
اس کے علاوہ	Is kay ilawa	Besides / apart from
اس کے باوجود	Is kay ba wajood	despite this
___ کے بجائے	___ kay bajaay	instead of ...
بد قسمتی	Bud qismati	Unfortunately
اتفاقاً / اتفاق سے	Ittifaqan / ittifaq say	By chance

10.11 – Tenses		
میں نے دیکھا	Mai nay daykha	I saw
میں فٹ بال دیکھتا ہوں میں فٹ بال دیکھتی ہوں	Mai football daykhta hoo Mai football daykhte hoo	I watch football
میں سینما جاؤں گا۔ میں سینما جاؤں گی	Mai seenima jaoon ga / Mai seenima jaoon gee	I will go to the cinema
ہم کو مدد کرنی چاہیے۔	Hum ko madad karni chahyay	We should help
میں نے کمرہ صاف کیا	Mai nay kmra saaf kiya	I have cleaned my room
میں تلاش کر رہا ہوں۔ میں تلاش کر رہی ہوں	Mai talash karraha hoo mai talash karrahee hoo	I am searching
میں مکان خریدوں گا۔ میں مکان خریدوں گی	Mai makaan khareedoonga / Mai makaan khareedoongee	I will buy a house

10.10 – Tenses		
میں نے کھیلا	Mai nay khaylaa	I played
میں کھیلتا ہوں۔ میں کھیلتی ہوں	Mai khayltaa hoo / Mai khaylte hoo	I play
میں کھیلوں گا میں کھیلوں گی	Mai khayloongaa Mai khayloongee	I will play
مجھے کھیلنا چاہیے تھا	mujhay khaylna chahiyay thaa	I should have played
میں کرنے والا ہوں۔ میں کرنے والی ہوں۔	Mai karnay walaa Mai karnay walee hoo	I am about to ____
میں کھیلتا تھا۔ میں کھیلتی تھی	Mai khaylta tha / khaylte tee	I used to play
میں کھیل چکا ہوں۔ میں کھیل چکی ہوں	Mai khayl chukka / chukee hoo	I have already played

10.12 – 40 Word Model Answer

ایسٹر کی چھٹیوں میں میں نے اپنی سالگرہ منائی۔ میری بڑی بہن نے اس سالگرہ کا انتظام ایک ریسٹورنٹ میں کیا تھا۔ میرے بہت سے دوست اور رشتہ دار پارٹی میں آئے۔ ریسٹورنٹ کا کھانا بہت اچھا تھا اور انہوں نے مختلف قسم کے کھانے پینے کی چیزیں دیں۔ اس موقع پر مجھے طرح طرح کے تحفے ملے جو مجھے بہت پسند آئے۔

I celebrated my birthday in the Easter holidays. My sister organised this birthday in a restaurant. Many friends and relatives came to this party. The restaurant food was very nice and they provided lots of different types of food and drink. On this occasion I received many gifts which I really liked.

AO1**Research.**

Using artist styles and writing about them. Using images/text from the internet, magazines, books and galleries. Independently finding further techniques to try from places such as Instagram and YouTube.

♦ Research artists, find imagery and annotate your thoughts using content, form, process, mood method.

AO2**Experiment to develop.**

Using different materials, techniques and processes in the project. Choosing the most successful ones to develop further work.

♦ Using a range of materials as you explore artist's and their techniques. Using acrylic, watercolour, 3D structures, pencil crayon, ink, printing, photoshop as well as a range of other techniques

AO3**Record.**

Ability to draw, photograph, write down ideas and show how you think

♦ Drawing of a variety of portraits/ expressions and facial features using tone/pen mark making/ colour
♦ Tonal drawing of your chosen Celebrity/person from different angles/crop/zoom/enlarge.

AO4**Final piece.**

Ability to make a final idea that shows all of the research you have done.

♦ Draw ideas for how you might want your piece to look. These can be quick sketches.
♦ Further worked up idea that includes annotation of thoughts/colour use/ artist style use and meaning your piece is communicating to the viewer.

Section 5 Key Vocabulary:

Scale (noun) SIZE. The size or level of something, especially when this is large.

Self Portrait (noun) a picture, photograph, or piece of writing that you make of or about yourself.

Line (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

Shape (noun) A 2D area that is enclosed by a line. E.g. square, circle, rectangle.

Tone (verb) The lightness or darkness of something – how dark or light a colour appears.

Form (Noun) objects that have three dimensions. 3-D shape E.g. sphere or Head

Proportion (plural) the size, shape, or level of something.

Composition (noun) the way that people or things are arranged in a painting or photograph.

Texture (noun) the feel, appearance, or consistency of a surface or a substance. "skin texture and tone"

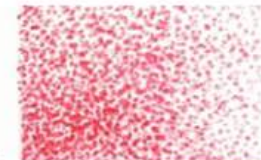
(Verb) give (a surface) a rough or raised texture. "wallcoverings which create a textured finish"

Section 6 Coloured Pencil Techniques

Hatching– The closer the lines the darker the colour.



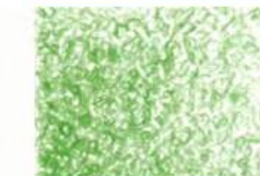
Cross Hatching– Overlapping Linear lines in different directions.



Stippling–Clusters of dots. More spaced out dots show lighter areas.



Layering– Blending colours gradually by layering. Apply light layers and smoothly.



Scribbling– Random lines with varied pressure can create light or darker areas.



Burnishing–Adding white or a light colour over the top layers of colours.

Your teacher will start to guide you through the project—but then it is up to you to decide what celebrity/ person you put in your portrait project and any further theme you wish to research within it (body issues, identity, equality, political issues).

How your final piece looks will be up to you with planning alongside your teacher. You will take ownership of your work and take responsibility for meeting deadlines.

Section 7 Colour meanings

blue TRUST SMART CALM FAITH NATURAL STABLE POWER	red LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	black BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	green SOOTHING ECO-FRIENDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
yellow CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	orange HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	pink TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	purple ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

Useful Websites

<https://www.pinterest.co.uk/jflob/boards/>

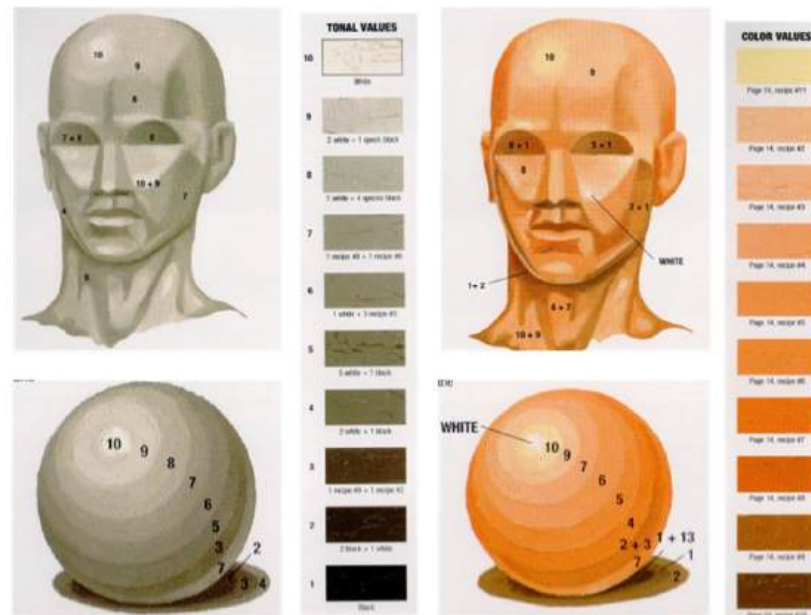
<https://www.pinterest.co.uk/Dixonsaart/>

<http://www.drawfamousfaces.com/>

Section 8 Final Piece Development

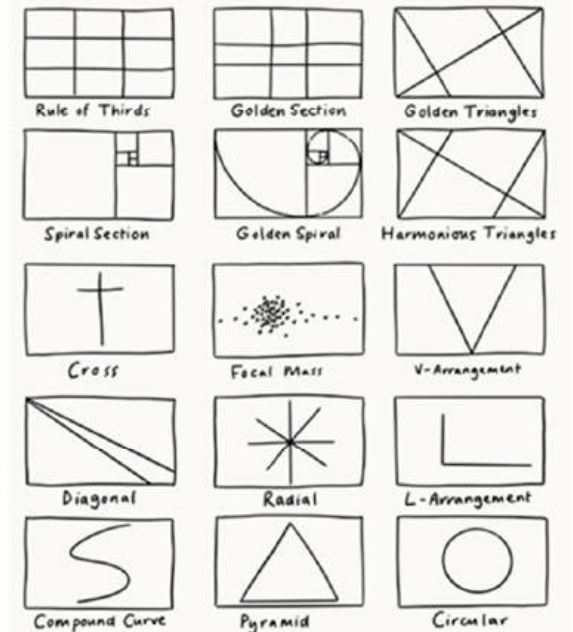
AO4 is where you develop your ideas into a final outcome. You should be combining artist's techniques and styles with each other as well as your own personal ideas.

This should include your best skills and materials as well as a composition that looks visually pleasing.



Section 9

A BEGINNERS GUIDE TO COMPOSITION



A Beginners Guide to Composition

Section 10

Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



A01

Research.

Using artist styles and writing about them. Using images/text from the internet, magazines, books and galleries. Independently finding further techniques to try from places such as Instagram and YouTube.

♦ Research artists, find imagery and annotate your thoughts using content, form, process, mood method.

A02

Experiment to develop.

Using different materials, techniques and processes in the project. Choosing the most successful ones to develop further work.

♦ Using Phone apps/photoshop/ other digital media to edit photographs in the style of a certain artist or technique. Gather different subjects and ways to capture photographs of. Think creatively using hands on/physical photography e.g. Hand drawn textures.

A03

Record.

Ability to draw, photograph, write down ideas and show how you think

♦ Photographing a variety of subjects that link to the theme. This could include a range of portrait, building, landscape, object photography outside the classroom.
♦ Photographs of your chosen subject/theme but in a variety of angles, styles, edits.

A04

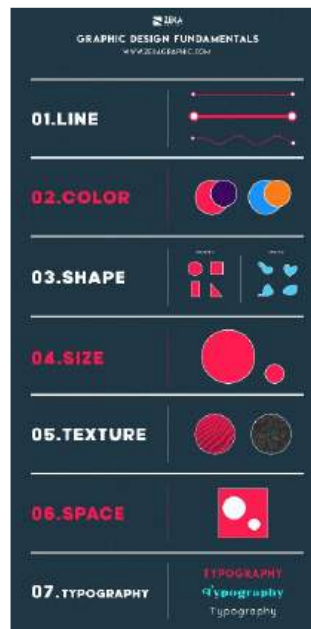
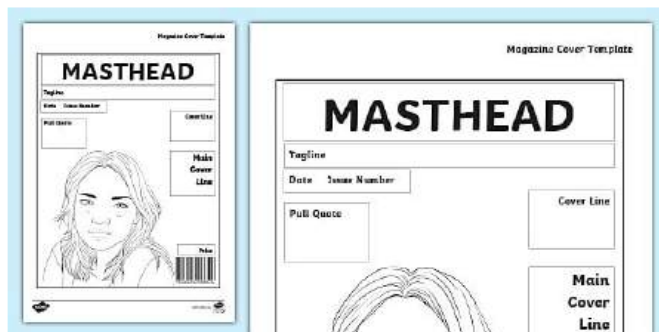
Final piece.

Ability to make a final idea that shows all of the research you have done.

♦ Draw ideas for how you might want your piece to look. These can be quick sketches.

♦ Further worked up idea that includes annotation of thoughts/colour use/ artist style use and meaning your piece is communicating to the viewer.

Section 5 Graphic Design & Magazine Design



Section 6

Threshold Concept #8

The meanings of photographs are never fixed, are not contained solely within the photographs themselves and rely on a combination of the viewer's sensitivity, knowledge and understanding and the specific context in which the image is made and seen.

The ability to:
develop a sophisticated understanding of the ways in which the context in which a photographic image is created, produced, distributed and seen affects its meanings.



Challenging assumptions



Sticking with difficulty



Making connections

"It is because the photographs carry no certain meaning in themselves, because they are like images in the memory of a total stranger, that they lend themselves to any use."
— John Berger

"I think there are no meaningful images. Meanings are created outside of the image."
— Joachim Schmid

Your teacher will start to guide you through the project—but then it is up to you how you respond successfully. You must be independent with your photography, capturing photographs that link with the theme. You may want to include even more experimental photography looking at inspiration from other artist's, photographers and techniques you have explored from social media, internet and ideas.

How your outcomes will be up to you with planning alongside your teacher. You will take ownership of your work and take responsibility for meeting deadlines.

Section 7 Key Vocabulary

Ambient light/Natural light Is the light that is already present in the scene you are shooting.

Camera Angle Is the specific location at which the camera is located so it can take the shot.

Contact Sheet: Used primarily in film cameras, is a sheet of all the frames and is used as a proof print. However, it is now also used with digital images to showcase work to a client from the shoot.

Contrast (noun) Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa.

Composition (noun) the way that people or things are arranged in a painting or photograph.

Cropping (verb) When you make an image smaller by removing the outer parts is referred to as cropping.

Depth of Field (noun) is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

Exposure (noun) Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.

Feathering: A digital editing technique, blurring and smoothing out edges within the image.

Focal Point (noun) Is the main part of the image or a point of interest within the image.

Midtone (noun) Or middle tone, describes the middle tones between two colours. For example, grey is the midtone of black and white.

Saturation (noun) Can provide a colour boost to your image by allowing you to change selective colours within the image. Monochrome images are 100% desaturated as there is no colour.

Texture (noun) the feel, appearance, or consistency of a surface or a substance.

Photomontage is the process and the result of making a photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image.

Section 8 Branding and Marketing

Branding (promotional), the distribution of merchandise with a brand name or symbol imprinted. Brand management, the application of marketing techniques to a specific product, product line, or brand.

You will be creating and designing a brand for a florist. You will then create several promotional and marketing pieces to promote that brand. A brand is something that is consistent, so it is recognisable. Colour, logo, name, typeface and Photography style needs to remain consistent.

For a florist items such as receipts, gift tags, bags, aprons, store signage, pens, business cards, packaging and more are where you will see the brand.



Section 9 Close Up Photography

Close up photography refers to a tightly cropped shot that shows a subject (or object) up close and with significantly more detail than the human eye usually perceives.

Consideration in menu planning 1

- Type and size of your establishment.
- The competition: price, quality.
- Your location and target customers.
- Is there a takeaway opportunity?
- Estimated customer spend.
- Food trends, season and availability.
- Your space and equipment.
- Staff capacity.
- Costs.
- Special requirements, e.g. allergies.

There are many different costs associated with running a hospitality business.

These can simply be divided into 3 main areas:
 Material costs – fresh meat, flour, soap, napkins
 Labour costs – Chef wages, bar staff wages
 Overhead costs – Gas, electric, new furniture
 These are costs that are usually food costs but can also be drinks and what are called consumables, such as paper napkins and other goods such as takeaway packaging.
 Any materials not connected with making products are classified as overheads.
 All wages and salaries are of course Labour Costs.
 Poor portion control can lead to food wastage.
 How could a restaurant re-use certain foods?

Portion Control 2

Portion control concerns the amount of each menu item produced and served.

It will depend on the type of business and customer, the actual food item (some items are very rich and only served in small portions, e.g. Panna Cotta or Lasagne) and the selling price of the food.
 Weight of food prior to cooking.



Caterers often cook food in large quantities at a time as this is most cost-effective.

Creating portions is dividing the food into amounts suitable for individual.

Different foods are suited to being portioned in different ways.

Portion control is extremely important. Customers need to feel they are getting 'value for money' and having the same size portion as everyone else. It helps the caterer when **planning** (how many portions will these ingredients make?) **calculating selling price** (how much should I charge to cover costs and make a profit?) and **avoids waste**.

Using **standard recipes** can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.

Allergies, dietary requirements 3

A menu might need to be changed to make it suitable for someone with a special dietary requirement. Unsuitable ingredients are swapped for suitable ones. Caterers often must change the way dishes are prepared too.



Rules for Writing a Time Plan 1

Divide the work into 3 sections:

Mis-en –place (preparation)

Here you will need to mention equipment not a list though, ingredients make a note of where you might need to keep them i.e. high risk in the fridge.



Preparation & Cooking

In this section note the methods such as rubbing in method, creaming, chopping.... it is not necessary to write out how to do each method.

For example the rubbing in method to make pastry all you need to write is make the pastry using the rubbing in methods with notes on cold utensils, ingredients, hands etc...

Write a step by step list of how to make the dishes and timings.



Serving the dishes

In this section you explain how you will serve the dishes think about portion size serving dish and garnishes you might use such as salad, herbs (parsley, coriander.....) lemon, etc.....

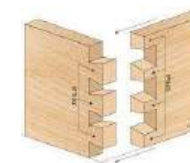


Special Points 2

Notes section is for times, temperatures, aid to yourself, chopping board colours.....

You need to complete a single time plan which means you need to dovetail the work not cook one dish then the next.

Tip write out the time plans separately but in different colours then cut and paste in the same colours into one time plan.



Equipment list 3





Sensory Analysis – What is it? 1

A scientific approach to measuring human responses to food and drink

It uses the senses – appearance, touch, odour, texture, temperature and taste.

It provides tasters the opportunity to give feedback on new and existing products.

Compare similarities/differences in a range of products;

Evaluate a range of existing dishes/food products;

Analyse food samples for improvements;

Gauge responses to a dish/product, e.g. acceptable v unacceptable;

Explore specific characteristics of an ingredient or dish/food product;

Check whether a final dish/food product meets its original specification;

Tasty Bland Tangy
sweet Colourful Spicy!

Sensory Analysis – Types of test 2

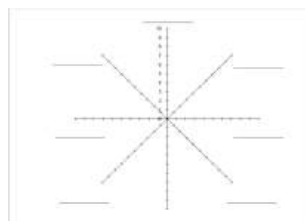
Sensory evaluation star diagram

Choose 8 attributes that describe the characteristics of the dish, e.g. smooth, salty, crunchy, bland, chewy, golden, dry, nutty.

Taste the dish. Decide on an intensity for each attribute, using a scale from 0-10 (the higher the number, the greater the intensity).

Use the information to draw a star chart/diagram of the product's attributes. Use a coloured pen and create a key at the bottom of the diagram to record which recipe you tested.

Taste the other recipe, recording the information on the same star diagram but using different coloured pen to differentiate them.



SIGHT/LOOK



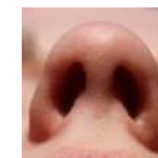
TASTE



Senses



SOUND



SMELL



TOUCH/FEEL

Reviewing of dishes

(2.4.1) 1

Presentation

- Were the portions the right size for your two groups?
- How did you add colour to your dishes?
- Were you garnishes and decorations appropriate?

Organoleptic

How did your dishes:

- Look (appearance)?
- Taste (Flavour and texture)?
- Smell (aroma)?

Improvements

- If you made your dishes again, what would you do differently?
- If you had to do the task again, would you change your choice of dishes?
- Would you add additional accompaniments?

Health and safety

- Were you able to use equipment safely?
- Did you store ingredients correctly?

Hygiene

- Did you follow all hygiene guidelines?
- Did you wear correct PPE?
- Did you wash up between jobs?

Dish selection

- Did your dishes contain the right nutrients for your two groups?
- Were they expensive or cheap to produce?
- Did they contain seasonal or local produce?

Reviewing of dishes

PEE: Point, Evidence, Explain

You need to write a self-reflection of how you performed during your practical session. There are 8 areas to consider when you write your review of your dishes.

Waste

- Did you separate your waste into categories? (Food waste, recyclable materials, general waste)
- Did you buy the right amount of ingredients?

Dish production

- Were you able to keep to your time plan?
- Did you have any problems during the practical? How did you resolve them?

Reviewing own performance (2. 4. 2) 2

Planning

- Was the practical session plan in a logical order?
 - o Discuss your strengths.
 - o Discuss your weaknesses.
 - o Suggest improvements.
- Were you able to keep to the plan during the practical session?
 - o Discuss your strengths
 - o Discuss your weaknesses.
 - o Suggest improvements.

Decision making

- What were your strengths in completing the written tasks?
- What were your strengths in choosing dishes?
- How could you improve weak decisions?
- Were the dishes easy to make together?
- What were the disadvantages of the chosen dishes?
- Did your dishes meet the needs of the provision?
- Did your dishes meet the needs of your two groups (nutrition and cost)?

Organisation • How did you organise your written tasks?

- o Discuss your strengths.
- o Discuss your weaknesses.
- o Suggest improvements.
- How did you organise your workstation during the practical session?
 - o Discuss your strengths.
 - o Discuss your weaknesses.
 - o Suggest improvements.

Time management

- How did you manage your time when completing the written tasks?
 - o Discuss your strengths.
 - o Discuss your weaknesses.
 - o Suggest improvements.
- How did you manage your time during the practical session?
 - o Discuss your strengths.
 - o Discuss your weaknesses.
 - o Suggest improvements.



This cycle we will be learning how to create a garment and how to apply a pre-designed pattern to create your own unique design.

Section 1 Assessment Objectives

AO1

Research.

Using artist styles and writing about them. Using images/text from the internet, magazines, books and galleries. Independently finding further techniques to try from places such as Instagram and YouTube.

AO2

Experiment to develop.

Using different materials in the project. Choosing the most successful ones to develop further work.

AO3

Record.

Ability to draw, photograph, write down ideas and show how you think

AO4

Final piece.

Ability to make a final idea that shows all of the research you have done.

Section 3

Homework Opportunities

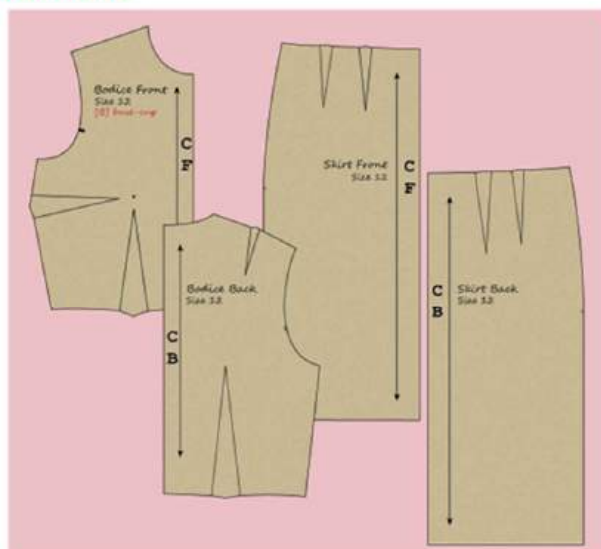
♦ Research artists, find imagery and annotate your thoughts using content, form, process, mood method.

♦ Using Phone apps/photoshop/ other digital media to edit photographs or your own artwork. This could be in the style of an artist.

♦ Drawing of a variety of different garment designs using tone/pen mark making/ colour
♦ Tonal drawing of your final garment design including close ups.

♦ Draw ideas for how you might want your piece to look. These can be quick sketches.
♦ Further worked up idea that includes annotation of thoughts/colour use/ artist style use and meaning your piece is communicating to the viewer.

Section 2



DRESS MAKING BLOCKS

Key Vocabulary: Section 4

FLAT:- A digital final drawing of a garment design.

BIAS:- Angle to the grain line, or diagonal direction of the fabric.

SEAM ALLOWANCE:- Seam allowance is the area between the fabric edge and the stitching line on two pieces of material being sewn together. Seam allowances can range from 1/4 inch wide to as much as several inches.

DART:- A common technique used for shaping garments. They normally appear around the waist and bust.

EMBROIDERY:- A variety of decorative needlework. Designs and images are created by stitching strands of one material onto another.

GATHER:- A way of gathering the fabric to create fullness in the fabric, such as ruffles. It is a technique for shortening the length of a strip of fabric, so that the longer piece can be attached to the shorter piece.

HEM:- The finished bottom edge of a garment. The hem indicates the edge which is usually folded up and sewn, thus creating a neat and even finish.

LINING:- A piece of material used to finish the inside of a garment. Linings can hide the seam and make the garments easier and more comfortable to wear.

A01 Develop

Explore

Detailed Mind Maps

Develop Ideas **Analyse**Investigate & Research
Artists, Cultures & Issues**Artist Interpretation**
Annotate**Section 1: Key Skills**

- ☐ How to create effective visual mind-maps exploring a theme
- ☐ How to research relevant artists and analyse their work
- ☐ How to explore materials and produce sculptures inspired by artists
- ☐ How to interpret artists work to develop own ideas

**A02** RefineExperiment with
different materials**Review** **Take Risks**Explore Ideas &
Techniques

Select & Improve

Section 2 Key Skills

- ☐ Produce skilled drawings
- ☐ Make a range of mini models inspired by the artists and the theme
- ☐ Explore and build on clay construction techniques
- ☐ Explore and build on glazing and decorating techniques
- ☐ Record the process
- ☐ Review experiments and annotate how successful they have been.

**A03** RecordDrawing, painting, printing,
photography, writing**Design****Annotations****Ideas****Evidence**

Present your ideas

Primary
Photographs**Section 3: Key Skills**

- ☐ Produce a range of Primary and secondary research for your chosen theme
- ☐ Produce a range of thumbnail ideas
- ☐ Plan your final outcome
- ☐ Review and refine your final idea
- ☐ Plan how to make your refined final idea

**A04** Present**Final Piece****Outcome** **Conclusion****Clear connections**Develop as Planned with
Links to your Ideas

Design Ideas & Final Ideas

**Section 4: Key Skills**

- ☐ Produce a final piece that demonstrates a high level of technical skill
- ☐ The final piece has clear links to the project theme and artists researched.

Section 5
Key Words**Theme**

The title or subject matter of project.

Mind-map

A brainstorm of lots of words/images linked to a theme.

Analysis

Ability to talk about a piece of artwork and show your understanding of it.

Annotate

Notes made next to work in your sketchbook to explain what you are doing.

Primary Source

An image that you have taken yourself (e.g. own photograph)

Secondary Source

An image you have found from a book/pinterest/magazine

Thumbnail Sketches

A group of sketches that show rough ideas for possible final pieces.

Colour Scheme

A particular set of colours you have selected to work together in your artwork

Sculpting

Using your hands and tools to shape a material into a sculpture

Balance.

To make sure your sculpture is secure and stands up safely

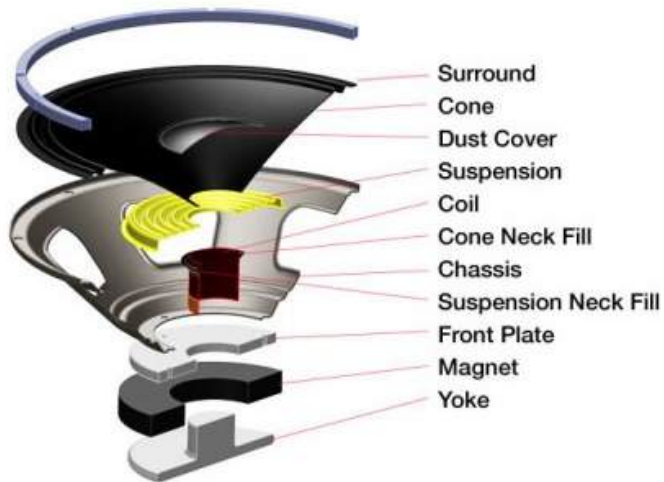
Coiling

Using long clay coils to build a sculpture

Moulding

Using a plaster mould to form a shape

Section 1 Components of a Speaker



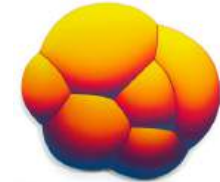
Section 2 Barbara Hepworth

Barbara Hepworth is one of the first leading female Sculptors born in Wakefield, Yorkshire. She looks closely at natural forms and simplistic often curved shapes. Her work is made out of bronze, marble or stone.



Section 3 Jan Kaláb

Jan Kaláb is a Czech visual artist, whose art features vibrantly coloured, abstract designs of organic shapes in various formats, including paintings, sculptures, installations, and street murals.



Section 4 Okuda San Miguel

Okuda San Miguel, is a Spanish painter and sculptor known for his distinctive style of colourful geometric patterns that portray animals, skulls, religious iconography and human figures.



Section 5 Scott Slagerman

Scott Slagerman makes decorations and 3D artwork that combines glass with wood. He loves the fluidity and the process of melting glass to a liquid like form and how it then hardens again through a delicate process. He is fascinated by the role that glass plays in architecture, as well as in the everyday objects that we find around us.



Section 6 Adam Lucas

The artist behind Hanksy has added to the cultural zeitgeist of street art since 2011, producing playful, pun-centric work that utilize humour as a light-hearted tactic of subversion. In 2016, he started concurrently making a different kind of art under another name—Adam Lucas—to satisfy his more aesthetically elevated creative impulses.



Section 1

CRITICAL ANALYSIS GUIDE

1. Title: ARTIST'S NAME

The type of artwork is.....
 The country they are from is.....
 They were born in the year.....
 The work is contemporary/ from the past:.....
 The theme of the work is.....

2. Describe what you see:

I can see a.....
 The main form of the sculpture is....
 The subject of the work is...
 The work looks like.....

Colour

The colour of the sculpture is.....
 I can see different.....

Texture (how does it feel?, What is the surface like?)

The surface looks/feels like.....

Size (what size is it compared to real life):

The scale of the object is.....
 It measures.....

Where is the sculpture Located

The sculpture is placed on/set in/located...

3. Technical

How has it been made?
 The sculpture is made from...
 The materials the artist has used...
 The methods/techniques they've used are
 To make the sculpture they....
 The sculpture is simple/complex....
 The amount time it took to make would be....

4. Meaning and Opinion

Why have they made it?
 They made the sculpture because...
 passion/commissioned/job/to explore
 What do you think it's about?

I like/dislike the sculpture because...
 My opinion of the sculpture is..
 I chose to study this sculpture because.....

5. Ideas for my own art in the style of the artist

To recreate this artwork, I would
 The theme I would use is...
 The materials I would use are...
 I would make it by....

Section 2

3D REVIEW and REFLECT ANNOTATIONS

- Describe your sculpture
- Technical process: how have you made your sculpture – materials, methods, structure
- Aesthetic explanation: does it look good – why? Shape, line, texture, colour, structure, mood
- What has been successful about your model/sculpture
- What artist inspired your work and why
- Were there any weaknesses?
- How could you improve it?
- What's next

Sentence starters

- The best part of this sculpture is....
- The most successful aspect of my sculpture is
- The shape isbecause
- In this model/sculpture I used.....
- The materials I used were....
- My sculpture stands/hangs....
- The balance of my sculpture is....
- The colour/texture/shape is.....because
- The theme of my sculpture is....., the mood is...
- I could improve on...../I would change
- This connects with the work of the artist.....
- I was influenced by the artist because
- The next thing I will look at it

Section 1

DESCRIBE

Form(3D shape) simple, complex, asymmetrical, symmetrical

Subject/ Context – inspiration of the sculpture, what the sculpture is about, past, present, on line, site specific, commissioned, public location

Colour – Primary, secondary, tertiary, hot, cold, complementary, monochrome (black and white), vivid, bright, bold, faded, pale, dull, realistic, unrealistic, see through, shade, harmonious.

Texture/Surface – smooth, rough, spikey, fluffy, bumpy, weathered, hard, soft, rusty, scratched, shiny, metallic

Size: scale, life size, small, tiny, miniscule, microscopic, large, big, gigantic, colossal

Mood: sad, happy, positive, funny, comical, aggressive, political, social, meaningful

TECHNICAL

Section 2

Medium/Material

Plaster, clay, wire, Modroc, papier mache, mixed media, wire and tissue, glass, metal, fibre glass, plastic, wood

Technique/Method

Carved, sculpted, moulded, formed, melted, fused,
Constructed/ built/modelled/shaped

Opinion & ideas

Opinion

Think, like, inspired by, inspirational, explain, explore

Ideas

Recreate, copy, theme, materials, method, how

Tier 2 and 3
words

Section 3

Popular Music

Area of study 4 - Eduqas GCSE Music



Section 1

Popular music includes:

- **POP**
- **ROCK**
- **RAP**
- **HIP HOP**
- **REGGAE**

Plus many other genres, e.g. soul, ska, heavy metal, R&B, country, rock'n'roll.

FUSION: when two different styles are mixed together. This can be two styles of popular music e.g. 'rap metal', or could combine a popular music genre with other styles, folk-rock, gospel, world music, classical to create a new and interesting sound. **Jazz fusion** (jazz and pop) is a popular genre.

Section 2

Instruments

ELECTRIC GUITAR:

- **Lead guitar:** plays the melody/solos/riffs
- **Rhythm guitar:** plays the chords/accompaniment.

BASS GUITAR: plays the bass line.

DRUM KIT: provides the beat.

LEAD SINGER: the main vocalist.

BACKING VOCALS: singers who provide harmony.

Pop/rock groups may also include **acoustic** (not electric) instruments e.g. trumpet, trombone, saxophone and/or electronic keyboards/synthesizers.

Section 3

Features and techniques found in popular music

Riff	A short, repeated pattern.
Hammer on	Finger brought sharply down onto the string.
Pitch bend	Altering (bending) the pitch slightly.
Power chords	A guitar chord using the root and 5 th note (no 3 rd).
Distortion	An effect which distorts the sound (creates a 'grungy' sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
A cappella	Voices singing without instrumental accompaniment.

Section 4

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

*Strophic songs, 32 bar songs (AABA) and 12 bar blues are also found in popular music.

Section 5

A typical rock ballad in verse-chorus form could follow the pattern:

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- MiddleEight
- Chorus
- Outro

Technology

Section 6

Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speakers.
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g. looped, layered).
Reverb	An electronic echo effect.

Toto: Africa

Soft rock



Form and structure:

Section 1

The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 – 4	5 – 39 / 14 – 39	40 – 57	58 – 65	66 – 82	40 – 92	93 – 96
4 bars	35 bars / 26 bars	18 bars	8 bars	17 bars	22 bars	4 bars

Metre and rhythm:

Section 3

Simple duple time – 2/2 (split common time) – with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

Vocal rhythm looks complex but follows the natural rhythm of the lyrics.

Background details:

Composed by band members **David Paich** and **Jeff Porcaro**.

Recorded by the American rock band Toto in **1981** for their fourth studio album entitled **Toto IV**.

Released in **1982** and reached number one in America on 5 February **1983**.

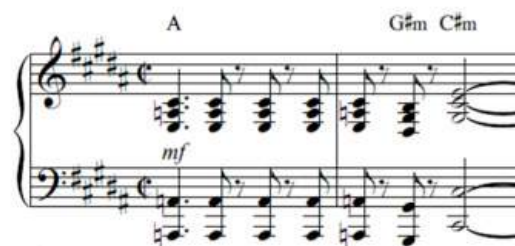
Genre: **soft rock**.

Harmony:

Section 4

Diatonic; mixture of root position and inverted chords.

Riff a can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G[♯]m – C[♯]m**.



Choruses use a standard chord pattern: **vi** (F[♯]m) – **IV** (D) – **I** (A) – **V** (E).

The **harmonic rhythm** (the rate of chord change) is mostly once per bar.

Melody:

Section 2

Mostly **conjunct** (moving in step) with a **wide vocal range**.

Riff b uses the **pentatonic scale** (interpreted through E major):



Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

Tempo:

The tempo is **moderately fast**.

Instrumentation:

Section 5

Rock band: drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

Dynamics:

Most of the song is **mezzo-forte** (moderately loud) whilst the choruses are **forte**.

JS Bach: Badinerie



Form and structure:

Section 1

The piece is in **Binary** form (**AB**).
Section A is 16 bars long.
Section B is 24 bars long.
Each section is repeated (**AABB**).

Dynamics:

Mostly **forte** throughout, although no markings appear on the score.
On some recordings, **terraced dynamics** (sudden changes) are included.

Harmony:

Diatonic; mixture of root position and inverted chords; uses V7 chords and a Neapolitan sixth chord.
Imperfect and perfect cadences are clearly presented throughout. Both sections end with a **perfect cadence**.

Metre and rhythm:

Simple duple time – 2/4 – with two crotchet beats in every bar.
Uses **ostinato rhythms** which form the basis of two short musical ideas (X and Y), consisting almost totally of **quavers and semi-quavers**.

Background details:

Section 3

Composed by **Johann Sebastian Bach** (1685 – 1750), one of the main composers of the **Baroque** era in music.
Badinerie is the last of seven movements from a larger piece called **Orchestral Suite No.2**.
The piece was composed between **1738-1739**.

Instrumentation:

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

Melody: Section 2

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.

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

Texture:

Homophonic: melody and accompaniment.

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

The 2nd violin and viola provide harmony with less busy musical lines.

Tempo:

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

Musical forms and devices

Area of study 1 - Eduqas GCSE Music



Section 1

Baroque era (1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- Small orchestra (mostly strings, plus some wind)
- Suite, sonata, oratorio, chorales, trio sonata
- Bach, Handel, Vivaldi

Classical era (1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- Symphony, solo sonata, solo concerto
- Balanced, regular phrases
- Haydn, Mozart, Beethoven

Romantic era (1810-1910)

- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- Programme music
- Opera symphony
- Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner

Scales and chords

Section 2

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V

Secondary chords ii, iii, vi, vii

C Major Scale

C Major Triads

C Major Scales

Blues Scale in C

A Minor (Harmonic) Scale

Major pentatonic

Minor pentatonic

Chromatic Scale on C

Form and structure

Section 3

BINARY

A B

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY

A B A

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO

A B A C A

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

MINUET AND TRIO

II: AB :II CD :II AB

The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat).

VARIATIONS

A a A A A

The main theme (tune) is repeated and developed a number of times in a variety of different ways.

STROPHIC

A A A

A simple form where the song uses the same melody over and over.

Devices

Section 4

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Cadences

Section 5

The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer', Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

Film Music

Area of study 3 - Eduqas GCSE Music



Some film **SOUNDTRACKS** include specially composed **SCORES**, either for orchestra (e.g. composers like John Williams, Ennio Morricone) or songs written especially for the film (e.g. Disney films). Other films use pre-existing music e.g. popular songs from the era/place in which the film is set.

Section 1

STRINGS

- Violin
- Cello
- Viola
- Double bass
- Harp

WOODWIND

- Flute
- Clarinet
- Oboe
- Bassoon
- Saxophone

BRASS

- Trumpet
- Trombone
- French horn
- Tuba

KEYBOARDS

- Piano
- Electronic keyboard
- Harpsichord
- Organ
- Synthesizer

PERCUSSION

- Bass drum
- Snare drum
- Triangle
- Cymbal
- Drum kit (untuned)
- Timpani
- Glockenspiel
- Xylophone (tuned)

OTHER

- Electric guitar
- Bass guitar
- Spanish/classical guitar
- Traditional world instruments

Musical elements

Section 2

Film composers use the **MUSICAL ELEMENTS** (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.

For example:

In a **sad, reflective scene**, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.

An **exciting car chase scene** in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.

A scene where the **superhero 'saves the day'** might use a major tonality, brass fanfares, loud dynamics, accents, 4th and 5th (intervals).

Composers will often use **CONTRASTS** to create effect (e.g. using a wide range of pitch from very high to very low).

Intervals

Section 3

Film composers often use intervals to create a particular effect (e.g. a rising perfect 4th sounds 'heroic', and a semitone can sound 'menacing').

An **interval** is the distance between two notes.



Rising interval: moving upwards (ascending)

Falling interval: moving downwards (descending)

Specific instrumental terms

Section 4

Pizzicato	Plucking the strings.
Divisi	Two parts sharing the same musical line.
Double stopping	Playing two strings at the same time.
Arco	Using a bow to play a stringed instrument.
Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).
Tongued	A technique to make the notes sound separated (woodwind/brass).
Slurred	Notes are played smoothly.
Muted	Using a mute to change/dampen the sound (brass/strings).
Drum roll	Notes/beats in rapid succession.
Glissando	A rapid glide over the notes.
Trill	Alternating rapidly between two notes.
Vibrato	Making the notes 'wobble' up and down for expression.

Composers also use:




Section 5

Theme	The main tune/melody.
Motif	A short musical idea (melodic or rhythmic).
Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
Underscoring	Music playing underneath the dialogue.
Scalic	Melody follows the notes of a scale.
Triadic	Melody moves around the notes of a triad.
Fanfare	Short tune often played by brass instruments, to announce someone/something important, based on the pitches of a chord.
Pedal note	A long, sustained note, usually in the bass/lower notes.
Ostinato/riff	A short, repeated pattern.
Conjunct	The melody moves by step.
Disjunct	The melody moves with leaps/intervals.
Consonant harmony	Sounds 'good' together.
Dissonant harmony	Sounds 'clashy'.
Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
Minimalism	A style of music using repetition of short phrases which change gradually over time.

Music for ensemble

Area of study 2 - Eduqas GCSE Music



Texture	Section 1
MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 
Melody and accompaniment	A tune with accompaniment (e.g. chords).
Unison	All parts play/sing the same music at the same time.
Chordal	The music moves in chords (e.g. like a hymn/chorale).
Descant	A decorative, higher pitched line.
Counter melody	A new melody, combined with the theme.
Round	A short (vocal) canon.
Canon	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
Drone	Long held notes.
2-3-4 part texture	Textures which have 2/3/4 different lines.

Jazz and blues Section 2

Scat: vocal improvisation using wordless/nonsense syllables.
Improvised: music made up on the spot.
Blue notes: flattened 3rd, 5th, 7th.
Syncopation: off-beat accents.
Call and response: a phrase played/sung by a leader and repeated by others.
Walking bass: bass line that 'walks' up and down the notes of a scale/arpeggio.
Swing style: 'jazzy' rhythm with a triplet/dotted feeling.

A jazz ensemble may contain:

Rhythm section

- Drums
- Bass (guitar or double bass)
- Piano/guitar

'Horn section'

- Trumpet
- Trombone
- Saxophone

Some groups use a wider range of instruments e.g. clarinet, violin.

12 bar blues

Chords

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

Example in C major

C	C	C	C
F	F	C	C
G	F	C	C/G

Chamber music Section 3

Chamber music was music for a small ensemble, originally played in a small room in someone's home.

Baroque: The **trio sonata** featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).

Classical: **String quartets** (two violins, a viola and a cello) were popular. They had **four** movements, with the 1st movement usually in sonata form.

Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small 'chambers'.

A piece of music for: Section 4

DUET	2 performers
TRIO	3 performers
QUARTET	4 performers
QUINTET	5 performers
SEXTET	6 performers
SEPTET	7 performers
OCTET	8 performers

Musical theatre Section 5

Musical numbers may include:

Solo: a song for one singer.

Duet: a song for two singers.

Trio: a song for three singers.

Ensemble: a song sung by a small group.

Chorus: a large group (usually the full company/cast).

Recitative: a vocal style that imitates the rhythms and accents of speech.

Overture: an orchestral introduction to the show, which usually uses tunes from the show.

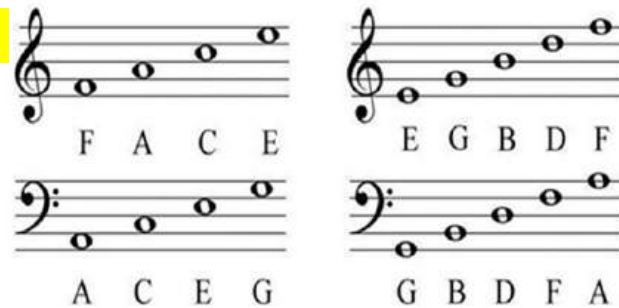
The orchestra/band is used to **accompany** the voices and to **underscore**.

Voices Section 6

Soprano
Alto
Tenor
Bass

The band/orchestra (sometimes called the 'pit' orchestra), may use **strings**, **woodwind** (sometimes called 'reeds'), **brass** and **percussion** and/or a rock/pop band, depending on the style. Most shows also use keyboards or synths.

Section 1



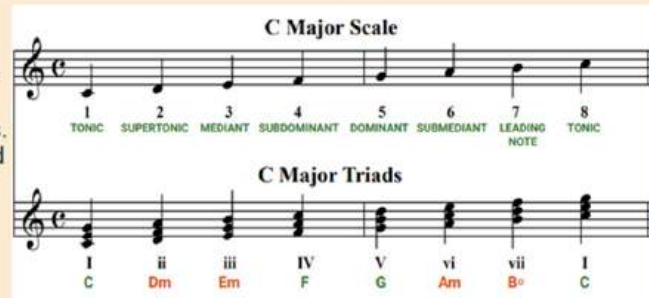
Scales and chords

Section 2

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V

Secondary chords ii, iii, vi, vii



MAJOR sounds are happy / bright

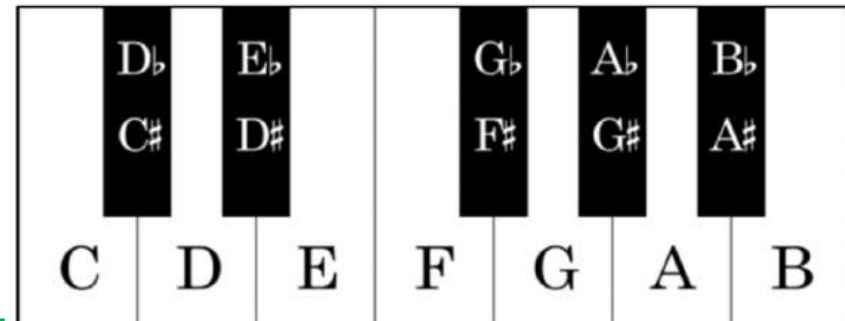


MINOR sounds are sad and mysterious



TONALITY = is the piece in a major or minor key

MODULATION = change of key



Key	Sharps (up 5)	Key	Flats (down 4)
C	No sharps or flats	C	No sharps or flats
G	F#	F	Bb
D	F#, C#	Bb	Bb, Eb
A	F#, C#, G#	Eb	Bb, Eb, Ab
E	F#, C#, G#, D#	Ab	Bb, Eb, Ab, Db

Section 3

What makes a great melody?

Section 4

- Starts on the tonic, or a note from the tonic chord / triad
- Ends on the tonic note
- Rhythmic ideas – stay simple initially then develop
- Repetition – initially then develop
- Imitation
- Passing notes
- Sequence
- Question and answer
- Stepwise (conjunct) movement
- Arpeggiated / triadic movement
- **Needs to fit with chords**
- Balanced phrases – 4, 8, 12, 16
- Shape of melody – higher towards climax of phrase
- It flows (not usually leaping about unpredictably)
- It is **MEMORABLE** (is it 'singable' or 'catchy'?)

Section 1

The Elements of Music

Tempo	The speed of the music – fast/slow.
Pitch	How high or low the notes in the music sound.
Texture	How many different layers of sound can be heard in the music.
Dynamics	How loud or quiet the music is.
Timbre	The sound the different instruments make – e.g. shrill, mellow, brassy for a trumpet.
Duration	The length of the notes – e.g. long and held on, short and bouncy.

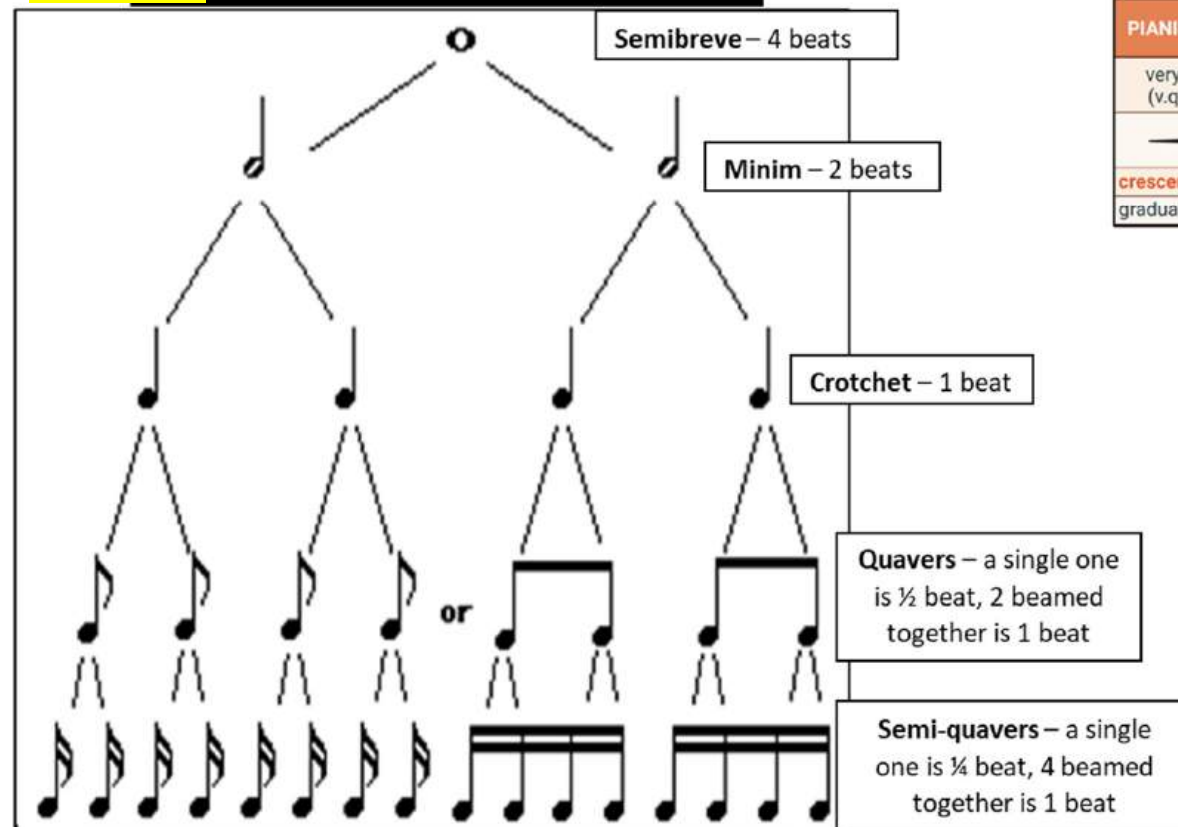
Tempo

Section 3

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLEGRETTO	ALLEGRO/ VIVACE	PRESTO
v. slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick
<ul style="list-style-type: none"> Accelerando: gradually getting faster Rallentando/ritardando: gradually getting slower A tempo: return to the original speed Ritenuito: in slower time Rubato: rhythms are played in a more free/flexible way ('robbed time'). 					

Section 2

Note names and durations



Dynamics

Section 4

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v. quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.) gradually getting louder			diminuendo (dim.) gradually getting quieter		

Terms and signs

Section 5

#	Sharp	Raises a note by a semitone.
b	Flat	Lowers a note by a semitone.
	Natural	Cancels a previous sharp or flat for a note.
	Staccato	Detached.
	Slur	Play smoothly.
	Tie	Hold the notes for the full value of the tied notes.
	Accent	Emphasize the note (play forcefully).
	Pause	Hold the note longer.
<i>sfz</i>	Sforzando	Sudden stress/ accent.

Devices

Section 6























Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I, V, iii, V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Things to Think about:

- ☐ Chord Progression
- ☐ Tempo
- ☐ Time signature
- ☐ Passing notes
- ☐ Call & response
- ☐ Instrumentation
- ☐ Voicing/Harmony
- ☐ Accompaniment
- ☐ Dynamics
- ☐ Articulations
- ☐ Texture
- ☐ Structure
- ☐ Modulation

Section 1**Rhythm – Knowledge Organiser**

When you combine any two or more notes or rests you create a **RHYTHM**.

Basic Note and Rest Lengths					Dotted Notes and Rests	
Semibreve 4 Beats	Minim 2 Beats	Crotchet 1 Beat	Quaver ½ Beat	Semiquaver ¼ Beat	A dot placed after a note or rest tells you to increase the note or rest by HALF ITS ORIGINAL VALUE	
Note 						
Rest 						
Adjacent quavers can be joined together with a BEAM					Adjacent semiquavers can be joined together with a BEAM	
						
Section 3 Types of Rhythms					Ties	
This bass line would be described as having a CROTCHET rhythm					A TIE joins two notes of different values	
						
					Here you would play the first note and hold it for 3 beats (2+1)	
					Triplets	
POLYRHYTHM Two or more different rhythms with the same METRE played at the same time					A TRIPLET is 3 notes played where there is usually only space for 2	
						
DOTTED MINIM and SEMIQUAVER rhythm					CROSS RHYTHM Two or more rhythms played at the same time but with conflicting ACCENTS often in different METRES	
						

Section 2**How to Develop Your Music**

1. Change the rhythm of your melody
2. Change some of the pitches of your melody
3. Put the melody in a different instrument/clef
4. Fragment/break up the melody
5. Put the melody up/down an octave
6. Add ornaments to your melody
7. Sequence your melody (up/down a step)
8. Use different articulation on your melody

Cadences

The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer'; Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

Checklist:

1. A chord sequence – avoid using just primary chords!
2. Clear phrases – 4 bar and 8 bar phrases are standard
3. A melody – mostly conjunct, with some disjunct leaps
4. Suitable instruments and combinations
5. Contrast – major to minor, 4/4 to 3/4, quiet to loud
6. Moreover – WHAT is this composition's purpose?
7. Chords: dominant 7ths, major 7ths/9ths, diminished

Composition Overview:

- 2 Compositions
- Each composition is at least 3 minutes
- Both compositions are worth 30%

Purpose	Audience	Interactive	Multimedia
Text	Images	Design and Create	Sound and Animation
Layout	House style	Hardware	Software
Planning and Design	Wire frames	Client Brief	Review



Section 1

What is interactive digital media?	It's a product that allows the user interact with a device by creating, viewing or listening to content.
Multimedia	Multimedia means there could more than one media product present. For example, a website may include images, videos, animation, audio etc.
<u>Methods of user interaction</u> within interactive digital media	<ul style="list-style-type: none"> • Touch screen/stylus • Voice controls • Camera input • Keyboard/buttons • Mouse/joystick control
<u>Types of</u> interactive digital media	<ul style="list-style-type: none"> • Websites • Information points • Mobile apps • E-learning products • Digital maps • Games
<u>Hardware</u> devices used to access interactive digital media	<ul style="list-style-type: none"> • Computers • Games consoles • Kiosks • Phones • Smart TV • Tablets

Section 2

Interactive digital media content	<ul style="list-style-type: none"> • Images • Audio • Video • Animation • Text • Tables • Lists • Forms • Navigational buttons • Maps • Quiz • Layers
Features of a graphical user interface	<ul style="list-style-type: none"> • Consistent use of layout - navigation, content and headings. • House style - e.g. colour scheme and typography selection. • White space - the space between content
Accessibility	<ul style="list-style-type: none"> • Alternate text/captions • Text readability/resizable text • Contrasting colours • Flexible input • Mobile device accessibility • Screen size and orientation adjustments

Section 3

Pre Production Documents for R097

Client Brief	A written report show that outlines your client and audience requirements for the media product. Content: purpose, audience, audience requirements, client requirements, success criteria, initial ideas.
Mind Map	Shows your ideas for the media product. Content: central node, sub nodes, connectors, text, images.
Mood board	Shows your creative ideas and overall theme. Content: colour scheme, images, typography Digital: sound, video and animation Physical: objects, materials, fabrics.
Storyboard	A storyboard is used to illustrate a sequence of moving images and has a flow of scenes that follow a timeline. Content: timing, location, scene number, scene description, lighting, shot types, camera movements.
Wireframes	A planning document that illustrates how a product will look for a website/app. It will show how pages/screens are linked together. Content: images, video, text, links, layout, annotation.

Mind Map	Mood Board	Script	Wireframes	Storyboard
Media Sector	Media Products	Multimedia and Interactivity	Negotiated or Commissioned	Client Requirements
Audience Segmentation	Primary Research	Secondary Research	Virtual Reality	Formal and Informal
Client Brief	Traditional Media	New Media	VFX and SFX	Augmented Reality

Section 4	Media Products	Purpose	Types of Media Products	Examples of Products
	A media product is a platform used to communicate information to a specific audience. There are different formats that can be used for this purpose.	Inform Persuade Advertise Promote Educate Warn Guide Entertain	Digital imaging and graphics Video Audio/Music Animation Digital Games Visual Effects VFX Sound Effects SFX	Websites Apps Social media platforms Multimedia eBooks VR Virtual Reality AR Augmented Reality Comics

Traditional Media	Traditional media refers to non-digital methods of communication. These methods have been long used to create awareness of a product and existed before the internet.	Sectors: <ul style="list-style-type: none"> TV (Television) Radio Film Print publishing
New Media	On-demand content accessed via the internet through digital devices, such as personal computers and smartphones. New media can involve interactive elements such as audience engagement and feedback.	Sectors: <ul style="list-style-type: none"> Interactive Media Video games Internet Digital publishing

Section 5	Audience Segmentation	Target audience is made up of different characteristics known as demographics which are split into segments to help clearly define who the target audience is.	Location, religion, ethnicity, age, gender, income, education, lifestyle and interests.
	Client Requirements	A client brief is a written document or verbal discussion that outlines the key requirements of a project.	Type of product, purpose, audience, timescale, content, genre, style and themes.

Section 6	
Primary Research	Secondary Research
Primary data is any original information that you collect for the purposes of answering your research question. Examples: Focus groups, interviews, online surveys and questionnaires.	Secondary data are information that has already been collected by other researchers. Examples: Books, internet, journals, websites.

Section 7
<p>Types of Client Brief:</p> <ul style="list-style-type: none"> Formal - A scheduled meeting that will take place between the client and the producer. Informal - Client will discuss requirements during a telephone call, no do documentation provided. More of a verbal agreement. Negotiated - The client and the producer work together to develop a brief for a media product. Commissioned - A client will hire a separate independent company to create the media product for them. <p>How can a Client Brief can be communicated?</p> <ul style="list-style-type: none"> Written Discussed Emailed In a meeting

Key outcomes	Definition	Key outcomes	Definition
Topic 1 Business Models	Sole trader	Topic 3 The impact of external factors on businesses	Internal factors
	Partnership		-Culture
	Franchise		-Human resources
	Private limited company		-Financial resources
	Public limited company		-Physical resources
	Internal stakeholders		-Innovation and technology
	-Business owners		External Factors
	-Managers		-Political
	-Employees		-Economical
	External stakeholders		-Social
	-Customers		-Technological
	-Suppliers		-Environmental
	-Local community		-Legal
	Shareholders		Demographics
	Investors		-age, race and ethnicity,gender,level of education,income, employment status, occupation, homeownership,birth, marriage, religion, language, hobbies and interests
	Government	Topic 4 Attracting and retaining customers	-Marketing mix
	Financial providers		-Features
Topic 2 Ethical and sustainable businesses	Ethics		-Price
	Ethical business practices		-Where and how customers can buy it
	Employee related ethical practices		-How it is promoted
	Customer related ethical practices		Principles of marketing
	Ethics in the financial services industry		What is branding?
	Unethical business practices in the financial services sector		Importance of branding
	How business practices affect company revenue		Key messaging
	Sustainable business practices		Customer acquisition and retention
	What is sustainability?		Needs
	Importance of sustainability		Wants
	Dimensions of sustainability		Aspirations
	-Environmental		Segmentation
	-Economic		Managing customer relationships
	-Social		Customer service and public relation
			What is PR
			7 P's of marketing –product, price, place , promotion, people, process, physical evidence

Box No 1 : Methods of training: Flexibility

Static Stretching

Static – Active: Active stretching, which is performed independently where the performer applies internal force to stretch and lengthen the muscle.

Static – Passive: Passive stretching, also known as assisted stretching, which requires the help of another person or an object such as a wall. The other person/object applies external force causing the muscle to stretch.

Advantages

- Safest method to use – less chance of injury
- Doesn't need other to support

Disadvantages

- Doesn't replicate movements from the sport
- Can lead to injury if not done correctly.

Ballistic

Ballistic – This is where the performer makes fast, jerky movements through the complete range of motion, usually in the form of bobbing or bouncing.

Advantages

- Replicates movements from the sport –
- Specificity.
- Can do on your own without others.

Disadvantages

- Can lead to injury if not done properly
- Can cause muscles to tighten

PNF - Proprioceptive neuromuscular facilitation

PNF - This is used to develop mobility, strength and flexibility. The technique may be performed with the help of a partner or alternatively by using an immovable object. PNF stretches can be used in rehabilitation programmes.

Advantages

- Flexibility training can be made sport specific.
- Little cost involved
- Can be part of rehabilitation and reduce injuries.

Disadvantages

- Needs to be an experienced person to perform PNF stretching safely.
- May require two individuals working together to perform the technique.

Box No 2 : Methods of training: Aerobic endurance

Continuous Training

Continuous – This is training at a steady pace and moderate intensity for a minimum period of 30 minutes.

Advantages

- Running is cheap/free
- Can really improve aerobic endurance
- Can be done with no equipment.

Disadvantages

- Individuals can have problems with motivation as it can be repetitive and boring.

Interval Training

This is where the individual performs a work period followed by a rest or recovery period. Typical work time can vary from training for 30 seconds to five minutes; recovery periods can be complete rest, walking or light jogging.

Advantages

- Can be used to develop a number of fitness components such as aerobic endurance and speed.
- Low cost and little equipment

Disadvantages

- Fatigue can occur quite quickly so hard to continue intensity.
- Risk of injury
- Overtraining could happen.

Fartlek Training

This is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period. It is important to know about other ways in which intensity of training can be increased, including the use of equipment (harness, running with weights or weighted backpack).

Advantages

- Suitable for games players e.g. footballer
- Can be made sport specific.

Disadvantages

- Motivation levels
- Having access to different terrains.

Box No 3 : Methods of training: Aerobic endurance

Free weight training:

Use of barbells or dumb-bells to perform different types of dynamic exercises. - concepts to use when training for strength (low reps and high loads) - when training for endurance (high reps and low loads).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Training can be sporting specific targeting specific muscles and muscle groups. • Effective method for strength and endurance gains. 	<ul style="list-style-type: none"> • Session needs careful organisation, ensuring correct, safe technique. • May need access to a gym/sports centre for equipment. • Can be expensive equipment • May need a spotter.

Plyometric Training

This type of training develops sport- specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball players. Plyometric exercises need maximal force as the muscle lengthens (eccentric action) before an immediate maximal force as the muscle shortens (concentric action). Types of exercises include lunging, bounding, incline press-ups, barrier hopping and jumping.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Can be adapted to suit a variety of sports. 	<ul style="list-style-type: none"> • Not suitable for young athletes • Need to be careful with technique to avoid injury.

Free weight training:

This is where different stations/exercises are used to develop strength, muscular endurance and power.
The stations/exercises use different muscle groups to avoid fatigue.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Can be adapted to suit a variety of sports. 	<ul style="list-style-type: none"> • Often requires lots of space and specialist equipment.

Box No 4 : Methods of training: Speed

Hollow Sprints

Hollow Sprints – A series of sprints separated by a ‘hollow’ period of jogging or walking.

Advantages

Low cost
Can improve speed

Disadvantages

- Motivation levels
- Need to be careful not to overtrain.

Acceleration Sprints

This type of training develops sport- specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball. This is where the pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximum sprint. Different drills can be used, such as resistance drills and hill sprints. Rest intervals of jogging or walking are used in between each repetition.

Advantages

Low cost
Easy to conduct training
No/Minimal equipment.

Disadvantages

- Beginner needs to know how
- Be careful not to over train.

Interval Training

The individual performs a work period followed by a rest or recovery period. For speed training, the work intervals will be shorter and more intense – performed at a high intensity, close to maximum. Increase the number of rest periods and increase work intensity to develop speed.

Advantages

Sports specific to games players
Can improve speed
Low cost

Disadvantages

- Careful not to over train

DAA CYCLE 3 Knowledge Organiser	SUBJECT	HEALTH AND SOCIAL CARE	TOPIC(S)	THE RIGHTS OF SERVICE USERS IN HEALTH AND SOCIAL CARE SETTINGS	10
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Key Terms

Topic area 1—The rights of service users in health and social care settings

Law – These are passed by Parliament and state the rights and entitlements of service users. If someone breaks the law, they can be prosecuted by being taken to court.

Equality Act 2010 – a law intended to prevent discriminatory practice, to ensure service users are treated fairly.

Confidentiality – Limits access or places restrictions on sharing certain types of sensitive information such as medical records, so that is private.

Need to know basis – Information is only shared with those directly involved with the care and support of the service users.

Safeguarding – Actions taken to protect service users by ensuring a safe and healthy environment where the risks of danger, harm or abuse are reduced.

Manual handling – Using the correct procedures when physically moving any load by lifting, putting down, pushing or pulling; for example transferring a client from a chair to a bed.

Consultation – The process of discussing an issue with another person in order to receive their thoughts, advice or opinion, so that a decision can be made that is acceptable and appropriate for all involved.

Empowerment – Giving someone the authority or control to do something. The way a health or social care service provider encourages a service user to make decisions and to take control of their own life.

Self-esteem – How much a person values themselves and the life they live. High self-esteem is associated with people who are happy and confident. A service user with low self-esteem experiences feelings of unhappiness and worthlessness.

Topic area 2—Person-centred values

Equality – This means treating people fairly and valuing them for who they are. Everyone should be provided with the same rights and opportunities, this should not be affected by their age, ability, gender, culture or religion.

Valuing diversity – Accepting and respecting individual differences such as faith, diet, sexuality, ethnicity and customs.

Topic area 3—Effective communication in health and social care settings

Jargon—specialist or technical language, or terms and abbreviations, that are difficult for non-specialists to understand.

Sonographer – A health professional who is specially trained to carry out ultrasound scans.

Obstetrician – A doctor specialising in the care and births of pregnant women if there are any complications.

Anaesthetist – A doctor who specialises in pain relief and anaesthetics during surgery.

Podiatrists – A practitioner who provides foot care such as removing ingrowing toe nails.

Dementia—A group of symptoms that affect how a person thinks, remembers, solves problems, uses language, communicates and carries out tasks and activities.

Topic area 4—Protecting service users and service providers in health and social care

Disclosure—This is when a service user tells you directly/indirectly through their behaviour, that they have been/are being abused.

Vulnerable—A word to describe someone who is less able to protect themselves from harm or exploitation due to things such as mental health problems, learning/physical disabilities such as mobility, hearing or sight problems.

Hygiene—Practices that keep yourself and your surroundings clean in order to prevent illness or the spread of disease.

Infection—What happens when germs invade the body and cause disease or illness.

Sharps—Needles that are inserted into veins to administer medication which can cause accidental injuries if not used properly.

Safety procedure/measure—A set process that is followed, such as a fire drill or risk assessments/A particular action such as putting up a wet floor sign

First aid—The immediate treatment provided for a service user who has an accident or is suddenly taken ill.

Anaphylactic shock—An extreme allergic reaction commonly caused by nuts, seafood and insect stings. An Adrenaline auto-injector (EpiPen) is used to administer a dose of adrenaline.

DAA CYCLE 3 Knowledge Organiser	SUBJECT	HEALTH AND SOCIAL CARE	TOPIC(S)	THE RIGHTS OF SERVICE USERS IN HEALTH AND SOCIAL CARE SETTINGS	10
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1.1 Types of care settings

Health care settings		Social care settings	
Examples:	Description	Examples:	Description:
<ol style="list-style-type: none"> Hospitals Pharmacy Nursing home Optician GP Surgery Dentist Clinic Drop in centre 	<ul style="list-style-type: none"> Health care is when efforts are made to maintain or restore physical, mental, or emotional well-being especially by trained and licensed professionals. A health care setting represents a broad array of services and places where people can visit to receive help and advice of how to deal with medical conditions that they may be suffering from. Some health care services are provided in private offices or homes. 	<ol style="list-style-type: none"> Retirement home Day centre Residential home Community centre Support groups Social services department Lunch club Medical centre 	<ul style="list-style-type: none"> Social care services provide support to people with learning disabilities, physical disabilities/illnesses and mental illnesses. This support can cover practical activities, personal care and social work, intended to help the people receiving social care to live comfortably. It includes all forms of personal care and other practical assistance for children, young people and adults who need extra support.

1.2 The rights of service users - Triple C, P, E

Rights are what everyone is legally entitled to. Rights are set out and supported by government legislations.

Choice	Confidentiality	Consultation	Equal and fair treatment	Protection from abuse and harm
Allowing the service user to make decisions about the care they receive, where it is received and what it includes.	The right of service users to have private information about themselves restricted to people who have an accepted 'need to know'	Clearly setting out to the service user the options available to them. Asking the service user their permission before carrying out treatment.	Treating an individual fairly based on their needs, this may involve giving some individuals more care than others e.g. disabled.	Care workers protecting vulnerable people from: physical, emotional, sexual and verbal abuse, and neglect.
Examples:	Examples:	Examples:	Examples:	Examples:
<ol style="list-style-type: none"> Residential care home, residents should be given a choice of food options that takes into account dietary requirements or religious requirements. In a GP practice, patients should be given a choice of who their GP is and where and how they receive treatment. 	<ol style="list-style-type: none"> Meetings about service users should take place in private where information cannot be overheard by people who do not need to know about that individual. A service users personal details should not be shared as it could put them at risk. 	<ol style="list-style-type: none"> Before any medical treatment is given, a service user should be informed about different options and given the opportunity to share their own opinion about what type of car they would like. A wheel chair should be asked if they would like assistance with something before it is given 	<ol style="list-style-type: none"> Care plans should be personalised to reflect the likes, dislikes, personal history and beliefs of each individual. Providing entertainment within a care home setting where there are residents with hearing and visual impairments who are not catered for. 	<ol style="list-style-type: none"> Unexplained injuries, to a service user are reported to the nearest safeguarding lead to ensure that it is documented and can be investigated. Ensuring that there are adequate supports and handle bars for a older adult tot move safely around their care house.

DAA CYCLE 3 Knowledge Organiser	SUBJECT	HEALTH AND SOCIAL CARE	TOPIC(S)	THE RIGHTS OF SERVICE USERS IN HEALTH AND SOCIAL CARE SETTINGS	10
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1.3 The benefits to service users' health and wellbeing when rights are maintained

Empowerment	High Self-esteem	Service users needs are met	Trust
<p><u>Meaning:</u></p> <p>The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.</p>	<p><u>Meaning:</u></p> <p>Self-esteem is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame.</p>	<p><u>Meaning:</u></p> <p>If a service users needs are met, any physical, social or mental issues which they may have will have been considered and plans will be made and actioned to support them.</p>	<p><u>Meaning:</u></p> <p>Having a firm belief in the reliability, truth, or ability of someone or something.</p>
<p><u>Encourages independence and being self reliant</u></p> <ul style="list-style-type: none"> Often allowing service users the opportunity to complete tasks such as getting dressed on their own <p><u>Feeling in control of their own lives</u></p> <ul style="list-style-type: none"> Allowing service users to make decisions for themselves such as activities they want to get involved in, food choices and choice of clothing. <p><u>Gives service users choice, control and independence</u></p> <ul style="list-style-type: none"> Enabling the service user to input on all aspects of their own care such as choosing their medication based on the symptoms and side effects explained by the doctor. 	<p><u>Feeling valued and confident</u></p> <ul style="list-style-type: none"> A child will feel valued if their opinion or contribution is listened to during group activities, making them feel more confident around others. <p><u>Feeling respected</u></p> <ul style="list-style-type: none"> If a person's needs are catered for such as having alternative food options such as halal, vegetarian/vegan options will make their views feel respected and more included. <p><u>Having positive mental health</u></p> <ul style="list-style-type: none"> Making a person feel included in activities or discussions will improve their self-esteem, thus improving their mental health which will therefore improve their quality of life. 	<p><u>Appropriate care or treatment</u></p> <ul style="list-style-type: none"> Dietary requirements met Support given when needed to allow inclusion for service users during activities such as mobility aids Adaptations make to treatment plans and activities to promote inclusion of all needs and abilities <p><u>Results in good/improving physical and mental health</u></p> <ul style="list-style-type: none"> A plan for treatment for the service user will lead to an improvement in injury/illness. Improvement in physical and mental health will encourage a healthier lifestyle and quality of care for each individual/group 	<p><u>Reassured that service users will not harm them</u></p> <ul style="list-style-type: none"> Build good relationships with service users <p><u>Confident that service providers have service users best interests in mind</u></p> <ul style="list-style-type: none"> All treatment/care and activities are carefully planned and adapted to cater for the individuals needs and abilities <p><u>Confident in the care that they receive.</u></p> <ul style="list-style-type: none"> Service providers and practitioners will provide a safe environment and will explain the treatment/care to the individual so that they understand why this is being provided for them.



Stay safe,

tell someone...

All the staff are here to help and support you



Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email scholarsupport@dixonsaa.com. Give your full name and Year group.



Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; www.nhs.uk/change4life/activities

change 4 life

Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six Thinkuknow websites for advice about staying safe when you are using a phone, tablet or computer.



www.thinkuknow.co.uk

Happiness

Industry

Responsibility



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