

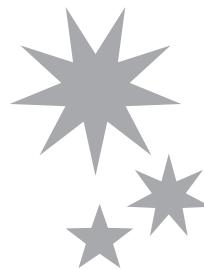
DIXONS
ALLERTON
ACADEMY

Name:

Student Number:

KNOWLEDGE ORGANISER YEAR 11 2025/2026

C2



DIXONS ALLERTON ACADEMY

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 2 SPELLINGS

| WEEK 2 | |
|--------------|--|
| plosive | 'b', 'p' 't' and 'd' sounds for harsh, aggressive , or shocking effect. |
| ambiguity | More than one possible meaning and its 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 3 | |
|----------------|---|
| 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 4 | |
|----------------|---|
| 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 5 | |
|---------------|---|
| 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 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 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 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 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 | |
|-----------------------|---|
| 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 11 | |
|----------------------|---|
| 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 12 | |
|----------------------|--|
| 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 13 | |
|---------------------|---|
| 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 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. | |

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|---|---|---|
| <p>Context</p> <p>Victorian London The conditions of those living in poverty in London were atrocious, and the equality gap between rich and poor was huge. The amendment to the poor law (1834) meant that the poor could no longer be given money or clothes by parishes, and simply had to leave their homes for workhouses - working and living in disgusting conditions - if they could not afford rent/food.</p> <p>Dickens Dickens was a social reformer and political commentator. He passionately opposed economists like Malthus, who claimed the deaths of the poor were inevitable due to lack of resources. He wrote the Condition of England novel ACC to raise awareness of these issues and inequalities. In his words he wanted to deliver a 'sledgehammer blow' to society.</p> | <p>Stave 1 'no wind that blew was bitterer than he' - portrays Scrooge as the most foul person imaginable to begin with. Hyperbolic metaphor - emphasises we cannot even imagine anybody or anything more bitter and unpleasant to be around. The pathetic fallacy conveys the cold and brutal nature of Scrooge. Dickens uses Scrooge as a parody of Thomas Malthus.</p> <p>'if they would rather die, then they had better do it, and decrease the surplus population' - presents Scrooge's attitude towards the poor as heartless and callous. After being told many would rather die than go to the workhouses, this is his response. The adjective 'surplus' refers to excess, and is usually used to describe excess/unwanted produce in business. This dehumanises the poor and portrays their lives as meaningless.</p> <p>Scrooge echoes the views of Malthus and his theory of population growth, which stated there were not enough resources to go around.</p> | <p>Stave 2 'a springtime in the haggard winter of his life' When Scrooge sees his ex-fiancee, Belle, with her daughter, he realises that a child could have brought joy to his life, and cries. The metaphor of springtime shows the hope, energy, warmth and brightness a child could bring, and contrasts with the metaphorical winter he experiences instead: cold, isolated, harsh. Winter could also refer to the fact he is near the end of his life, and will not have the family love he could have in that time.</p> <p>Dickens presents how family and love are far more significant and important than money – they bring spiritual wealth rather than simply material wealth.</p> |
| <p>Stave 3 'such a bustle ensued that you might have thought a goose the rarest of all the birds'</p> <p>This reflects how excited the Cratchits are for Christmas and how much joy exists in the household despite their poverty. The superlative highlights how, even though a goose was cheaper and smaller than the traditional turkey, the family behaved as though it were almost a mythical creature. This shows their gratitude.</p> <p>Dickens portrays the Cratchits as The Deserving Poor, and challenges the stereotypes wealthy readers may have had of them being ungrateful or undeserving of support.</p> <p>'Have they no refuge or resource?'</p> <p>This presents that Scrooge now believes that the poor deserve shelter and food, and he feels sympathy for these helpless children – Ignorance and Want.</p> <p>His rhetorical question shows his distress at their situation, and completely contrasts with his earlier question where he implied the poor deserved to go to prison.</p> <p>Dickens shows the audience here how dreadful the situation is for the poor. He uses children to symbolise the most innocent poor and encourage his readers to feel the same sympathy that Scrooge does.</p> | <p>Stave 4 'Oh tell me I may sponge away the writing from this stone!' This presents Scrooge as completely terrified of his hypothetical future death, and desperate to alter the course of his life.</p> <p>The imperative and exclamatory emphasise his desperation and emotion – it is like he is begging the spirit for another chance. The verb 'sponge' suggests he wants to be able to cleanse his soul.</p> <p>Dickens shows the audience the negative consequences of avarice and greed – financial wealth in the mortal world may lead to a dreadful afterlife in Purgatory, or worse.</p> | <p>Stave 5 'I am as light as a feather...I am as happy as an angel'</p> <p>This presents how Scrooge has completely transformed and achieved redemption. He is now experiencing love, joy and peace.</p> <p>The simile 'light as a feather' reflects how he has atoned for his sins and is no longer weighed down by them. The religious imagery of the angel portrays how he is now aligned with Christianity again.</p> <p>Dickens portrays here how it is possible for anybody at all to transform and redeem themselves. He conveys that, as he is now generous and loving, Scrooge will have a positive life and an afterlife in Heaven.</p> <p>'a second father' to Tiny Tim</p> <p>This reflects how Scrooge now has deep connections with others and is experiencing a type & joy of family he never could before. This contrasts hugely with his rejection of his nephew in stave 1, and his lack of care for the Cratchits at the beginning of the novel.</p> <p>Dickens shows that the concept of family isn't just restricted to biological family; we can find love from connecting with others around us who may need us. In showing how joyful this makes Scrooge, Dickens also reinforces the positive benefits of charity and family for the sinner who reconnects with them.</p> |

| | | |
|---|---|--|
| <p>Context Divine Right of Kings - People believed that monarchs received their authority from God, and thus to rebel against a King (treason) was like going against God, and highly sinful. Natural order - This is the natural way of things, which the King was considered a part of. People believed if the natural order was altered, nature was disrupted and God would correct it. Linking of the Church and monarch Catholicism was made illegal in the 1500s, so the majority of people in the country had strong Christian beliefs and followed the Church of England/Scotland which King James I was head of. Allegiance and loyalty to the King were therefore seen as religious/moral duties. Some people in the Jacobean era (the time of King James I's reign) questioned the country's power structures. Whilst most people would have seen the King as being aligned with God, some – for instance Catholics - challenged this. The Gunpowder plot of 1605 was an example of this. Catholic rebels, led by Guy Fawkes, attempted to take power back by assassinating King James I. Shakespeare Shakespeare's company of actors was called The King's Men, and James I was their first royal patron. Shakespeare needed to please the King with the play and its messages Witches There was a Witch Panic in Europe in the 15-1700s. King James I was involved in hundreds of Witch Trials and executions and wrote a book on witchcraft called Daemonologie. He encouraged the reporting of suspected witchcraft (this could be for something as small as wishing ill on a neighbour or selling herbal medicine) and believed the Devil was at work in the country through witches.</p> | <p>Act 1 – before the regicide 'all's too weak for Brave Macbeth'</p> <p>Macbeth is portrayed as the quintessential loyal Scottish soldier at the beginning. The plural pronoun 'All's' shows that nobody could beat him - he was far superior to everyone else on the battlefield. He is rewarded with the title Thane of Cawdor.</p> <p>Macbeth has upheld the natural order, as all were expected to do since Kings were believed to be aligned with God, and to have the Divine Right of Kings.</p> <p>'look like the innocent flower, but be the serpent under'</p> <p>Lady Macbeth is portrayed as duplicitous (2 faced), and as encouraging her husband to also be duplicitous and betray King Duncan. The juxtaposition shows the huge contrast between the appearance and reality of the Macbeths and their intentions. In the Bible, the Devil appears disguised as a serpent in the Garden of Eden, and encourages Adam and Eve to commit the sin of the first man, eating the fruit God has forbidden them to.</p> <p>This imagery and LM's behaviour links her to the Devil and portrays her sinfulness at this point. She is also disrespecting the King's Divine Right and nature.</p> | <p>Act 2 – after the regicide 'Will all great Neptune's Ocean wash this blood clean from my hands?'. Macbeth immediately suffers from extreme guilt following the regicide. His phrasing is hyperbolic. Neptune is the Roman God of the seas. If all the water in the world could not clean the blood, this reflects that his sin and guilt can never be wiped clean. Blood is symbolic of guilt throughout the play, and generally in literature. Water symbolises purity in Christianity. Macbeth can never be pure or forgiven by God. This reflects that if someone commits regicide they will suffer punishment both in life and in the afterlife – alive he is guilty, and dead and unforgiven he will face an afterlife in Hell.</p> <p>'a little water clears us of this deed'</p> <p>Lady Macbeth's phrase contrasts with Macbeth's Lady Macbeth here suggests that the sin can be hidden and forgiven. She is trying to calm Macbeth and protect their success. Her words are sinful, as regicide was considered an unforgivable sin that would be punished in Hell.</p> <p>'most sacrilegious murder hath broke ope the Lord's anointed temple'. When Macduff sees Duncan's dead body, he uses religious language to emphasise the grave sin that has been committed. He uses the metaphor to compare Duncan's body to a Church and to reflect how this murder was an attack on God. Macduff is presented as a devout Christian who respects the Divine Right of Kings. He is rewarded as an Earl for his loyalty later. He is a foil character for Macbeth and a model example of how a citizen should behave.</p> |
| <p>Act 3 Macbeth has Banquo murdered.</p> <p>Act 4 'seize upon Fife... his wife, his babes'</p> <p>This command to murder Macduff's wife and children conveys how much Macbeth's violence has escalated.</p> <p>The violent verb 'seize' shows how unforgiving Macbeth is and how brutal he wants the murderers to be. It also reflects how tight a grip he wants on his sinful Kingship. The language linked to innocence (children represent innocence in literature) reflects that he is completely immoral and his violence is totally unnecessary.</p> <p>At this point the audience would detest Macbeth, and this would please King James I, who was paranoid about men like this trying to take his power following his attempted murder during the Gunpowder plot.</p> | <p>Act 5 'all the perfumes of Arabia will not sweeten this little hand'</p> <p>Lady Macbeth is hallucinating blood on her hand and experiencing extreme guilt and loss of sanity. Shakespeare's hyperbolic metaphor emphasises that her sin can never be forgiven. Arabia produced the strongest perfumes in the world, so could definitely literally wash away the smell of blood from her hands. She haunted by her encouragement of Duncan's murder. This, and her suicide, show her punishment for the sin she committed and warn the audience of the danger of even taking part in a plot against a monarch. This would please King James I as he was paranoid after the Gunpowder plot.</p> | <p>Act 5 'bear-like, I must fight the course' – This portrays Macbeth as determined to protect his Kingship and masculinity at all costs. The simile bear-like reflects how savage and animalistic Macbeth and his violence have become. His violent acts are no longer based on logic, they are almost a reflex, like the violence of a bear. The modal verb 'must' reflects how important he feels it is to protect his masculine reputation at all costs. He is displaying toxic masculinity. Macbeth's presentation as a savage would leave the audience disgusted and horrified, which would please King James as it sends a clear warning about the terrible effects of regicide on the sinner.</p> <p>'this dead butcher and his fiend-like Queen'</p> <p>This final description of Macbeth and Lady Macbeth presents their legacy and reputation as ruined. The metaphor of a 'butcher' presents how emotionless and brutal Macbeth's violent acts have been, and the simile 'fiend-like' links Lady Macbeth to the Devil. This presents a warning against committing regicide and treason: the Macbeths will now have no positive legacy or afterlife, and will go to Hell.</p> |

Context

Context of 1912 – The Class Divide - In the early 1900s, the divide between the richer (upper and middle class) and the poorer (working class) citizens of the UK was wide. Due to the Industrial revolution, it was possible for businesses to mass-produce goods using the help of machines and low-paid workers. 80% of the population was working class, and most working class people were paid low wages whilst the owners of the businesses they worked for grew wealthier and wealthier.

Trade Unions first began to be established during the Industrial revolution to protect workers, and due to rising inequality their influence grew. Between 1910-1914 there was an intense period of strike action known as The Great Unrest, where many workers went on strike to protest against low pay and poor working conditions.

Women did not have the right to equal pay to men, and many other rights were unequal e.g. rights to property. They also did not have the right to vote. Suffragettes like the Pankhursts campaigned for women's right to vote in the early 1900s. Some women were first given this right in 1918.

Context of reception - Priestley's socialism and intentions - 1945

Priestley was a radical and a socialist who campaigned for the Labour party. Priestley was from Bradford, a place where inequality and social deprivation were common issues. He wanted more equality.

Act 2

'She was young and pretty...intensely grateful...I became at once the most important person in her life'. This shows that Gerald was drawn to Eva because he found her physically attractive and he wanted her to depend on him. The repeated use of the adjective 'pretty' shows that Gerald's attitude towards women was very superficial and led by the way they looked. The superlative 'most important' reflects that Gerald was arrogant and thought that nobody was more important to Eva than him. Priestley includes this to highlight and expose the self-centred and misogynistic behaviour of men – especially upper-class men – in the early 20th century.

'Her position now is that she lies with a burnt-out inside on a slab' This portrays Eva as having died in an extremely brutal and inhumane way. Birling's sarcastic use of 'position' shows his disdain for the Birlings and their attitudes. The adjectival phrase 'burnt-out inside' forces the Birlings to consider how gruesome, painful and brutal the death was. The harsh noun 'slab' refers to the cold stone used in morgues, and again forces the Birlings to imagine Eva's corpse – Goole refuses to let them avoid the harsh reality of the suicide.

Priestley wanted to emphasise the desperation of working class people that may lead them to take their own lives in such a horrendous fashion. He also shows the power of challenging upper class people and forcing them to face the reality their actions and consequences.

Act 1

'The lighting should be pink and intimate until the INSPECTOR arrives and then it should be brighter and harder'

Presents the Inspector as someone who wants to expose the truth, and who is powerful – possibly Christ-like.

The adjective 'intimate' shows that the wealthy were often able to hide their poor behaviour and keep secrets between family and friends. Light symbolises truth and its exposure; contrasts with the intimacy.

Priestley uses the Inspector as a mouthpiece for his own views, and he wanted to expose the corruption of upper class people and their secrets.

'no work, no money coming in, and living in lodgings, with no relatives to help her'

This emphasises how Eva and working class people were struggling an awful lot to get by and to live.

The repetition of no reinforces how very little Eva had – basically nothing and nobody.

Priestley wanted to expose the reality of life for working class people, in particular women, facing financial difficulties.

Lodgings were rooms in shared houses which could be rented by the night, and were often unsafe for women to stay in.

Act 1

'If you don't come down sharply on some of these people, they'd soon be asking for the earth'

Arthur is judgmental of his employees and believes them to be ungrateful and greedy.

The adverb 'sharply' shows Birling is happy to punish his workers harshly to secure their obedience. The hyperbolic metaphor of 'the Earth' reflects how much he exaggerates what the employees asked for to present himself in a better light. We could say this is ironic (the Inspector points this out sarcastically) as Birling takes the Earth from his workers

Priestley want the audience to despise Arthur and see how poorly he perceives and treats his employees. Priestley wanted the audience to realise these capitalist and ignorant attitudes and challenge them.

'But these girls aren't cheap labour – they're people'

This presents how Sheila quickly begins to challenge her parents and sympathise with working class women when she hears from the Inspector. The noun labour is dehumanising. She uses this to be sarcastic to her father and show that women deserve more respect and humanity, by contrasting it with the humanising noun 'people'

Priestley shows the power of exposing the truth to the younger generation, and of them challenging misogyny and classism in the older generation when they are informed of the truth.

Act 3

'I was in that state when a chap easily turns nasty'

This shows that Eric does not take his behaviour towards Eva seriously when he is first questioned about it.

The adverb 'easily' suggests he expected any man would have behaved in this way and it was almost natural to him to behave in this way.

The adjective 'nasty' reflects how aggressive Eric was in 'threatening to make a row' and therefore raping Eva, yet he does not see this as serious.

Priestley includes this to portray upper class men like Eric as feeling entitled to treat women however they want, and not taking responsibility for their actions. Men were rarely punished for this type of sexual behaviour. Priestley wanted to expose and change this.

'We drove that girl to commit suicide'

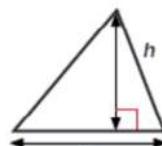
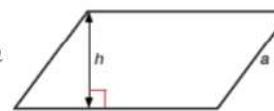
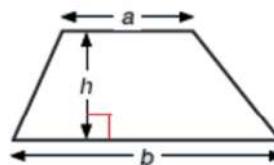
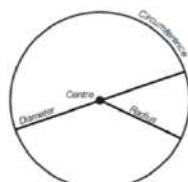
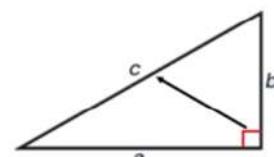
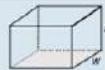
Sheila takes responsibility for her part in Eva's death. The plural pronoun 'we' shows Sheila tries to force the others in her family to also take responsibility. The verb drove reflects the power and control the Birlings had over Eva. Eric agrees with Sheila. Priestley portrays how the younger generation of upper class people can and should adjust their mindsets and attitudes towards working class people. Sheila is a role model for the audience, and displays some feminist views like those of the Suffragettes.

Act 3

'(Triumphant)''. Mr and Mrs Birling are presented as self-centred and heartless in their reaction to discovering Goole may not be a real Inspector. They only care about themselves and their reputation, not Eva. A triumph is a victory to be celebrated – the adverb shows they are acting in a celebratory and upbeat manner despite the dreadful things they have learned about Eva's fate. They have stagnated and their attitudes have not changed, unlike the younger family members. Priestley reinforces the older generation of upper class people as vile and selfish, and further encourages the audience to detest and challenge this type of person.

'if men will not learn that lesson, then they will be taught it in fire and blood and anguish' - This shows that if upper class people continue to treat working class people terribly, they will be punished in the afterlife, even though their mortal lives may be 'richer' than those of the poor. The Biblical imagery of 'fire and blood' reminds the Birlings (and audience) of the grave, painful and eternal consequences of their behaviour when they reach the afterlife. Priestley wanted to remind the audience that eventually, if people behave selfishly – especially in the way he saw upper class people treating working class people – they will face punishment from God, and go to Hell. Priestley would have hoped to motivate and terrify people into changing their behaviour. He would also have hoped to please and motivate socialist and working class audience members, who saw wealthy people escaping justice in the mortal world.

| DAA Cycle 2 Knowledge Organiser | SUBJECT | ENGLISH | TOPIC(S) | Power and Conflict poetry | YEAR GROUP | 11 |
|--|---|--|----------|---------------------------|------------|----|
| Section 1 – summary poems 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. 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. 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. | Section 2 – summary poems Remains by Simon Armitage 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. War Photographer by Carol Ann Duffy Duffy was inspired by a war photographer friend to write this poem about the impact of war on those who witness it or are involved in it in a non-combative way. It also conveys the indifference many people not involved have towards war. In the poem the photographer seems to have helped to end the life of a dying woman in extreme pain and is traumatised. Checking Out Me History by John Agard 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. | Section 3 – summary poems Storm on the Island by Seamus Heaney Heaney wrote this poem ostensibly about storms and their impact, but it could also be seen as a metaphor for the political 'storm' in Ireland around the country's politics and whether it should be part of the United Kingdom or an independent republic. It shows how as humans we are not as powerful or important as we think we are. Tissue by Imtiaz Dharker Dharker writes a lot of poetry about spirituality and the nature of life, and was partially inspired by the loss of her husband and the idea that life is both short and beyond our control. As a Muslim she also believes in the higher power of God over humans which again we cannot control. Bayonet Charge by Ted Hughes 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. | | | | |
| Section 4 - core poems 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'. The Emigree by Carol Rumens Rumens wrote this poem to reflect universal experiences of emigrants such as refugees. She portrays the side of war-torn countries which many do not see: the beautiful memories their citizens have from pre-war years. She also portrays the impact this disconnect has on those who have to flee. Light imagery throughout the poem reflects the positive manner in which the emigree views her homeland despite others' views of it e.g. 'I am branded by an impression of sunlight'. The verb branded here also shows that her positive memories will never leave her and cannot be taken from her by anyone. Language from the semantic field of war shows the damage that has been done to/in the country and the violence that has happened e.g. 'time rolls its tanks and the frontiers rise between us'. Personification of the city reflects how once there was joy and hope in the place and how she loved it like a child e.g. 'I comb its hair and love its shining eyes'. In the last line, the imagery of death and darkness reflects the emigree's feelings of being shut out/unwelcome/having betrayed her home - 'They mutter death, and my shadow falls as evidence of sunlight'. | Section 5 – core poems Poppies by Jane Weir 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. '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. 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.' | Section 6 - core poems Kamikaze by Beatrice Garland 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. 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. 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. Simile 'like bunting' reflects the childish joy of e.g. parties remembered by the pilot. 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. 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. | | | | |
| | | 10 | | | | |

Section 1: Formulae1) Area of rectangle = $l \times w$ 2) Area of triangle = $\frac{b \times h}{2}$ 3) Area of parallelogram = $b \times h$ 4) Area of a trapezium = $\frac{1}{2}(a + b)h$ 5) Area of a circle = πr^2 6) Circumference of a circle = πd
and $2\pi r$ 7) Pythagoras' Theorem: $a^2 + b^2 = c^2$ **Section 4: Rules of indices**The first rule: $a^n \times a^m = a^{m+n}$ The second rule: $(a^n)^m = a^{mn}$ The third rule: $a^m \div a^n = a^{m-n}$ The fourth rule: $a^0 = 1$ The fifth rule: $a^1 = a$ **Section 5: Volume & SA****Volumes**Cuboid = $l \times w \times h$ Prism = area of cross section \times length**Surface Area (SA):**

The surface area of a solid object is a measure of the total area that the surface of the object occupies.

Section 2: Conversion

10mm = 1cm

100cm = 1m

1000m = 1km

1000mg = 1g

1000g = 1kg

1000kg = 1 tonne

1000ml = 1 litre

1000cm³ = 1 litre

100p = 1 pound

24 hours = 1 day

60 seconds = 1 minute

14 days = A fortnight

7 days = 1 week

60 minutes = 1 hour

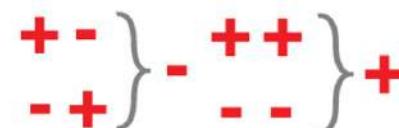
365 days = 1 year

Section 3: Percentage**% of amount:** 36% of 120 = 0.36×120 **Multiplier:** Increase by 16% = $100 + 16 = 116\% \rightarrow 1.16$ Decrease by 23% = $100 - 23 = 77\% \rightarrow 0.77$ **Compound interest:** investment \times multiplier^{no. of years}**% change:** $\frac{\text{amount changed}}{\text{Original}} \times 100$ **Section 6: Negative Number Rules****Multiplication**

| | |
|--------------------|--------------------|
| $(+ \times +) = +$ | $(+ \times -) = -$ |
| $(+ \times -) = -$ | $(+ \div -) = -$ |
| $(- \times +) = -$ | $(- \div +) = -$ |
| $(- \times -) = +$ | $(- \div -) = +$ |

Division

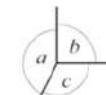
| | |
|------------------|------------------|
| $(+ \div +) = +$ | $(+ \div -) = -$ |
| $(- \div +) = -$ | $(- \div -) = +$ |
| $(- \div +) = -$ | $(- \div -) = -$ |
| $(- \div -) = +$ | |

Addition and Subtraction

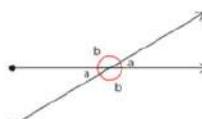
Section 7: Angle Theories**1) Basic Angle Theories (learn the full sentence)**

Angles in a right angle add up to 90°

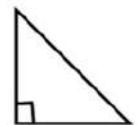
Angles on a straight line add up to 180°



Angles around a point add up to 360°



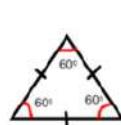
Vertically opposite angles are equal.



Angles in any type of triangle add up to 180°
One of the angles in a right-angled triangle is 90°



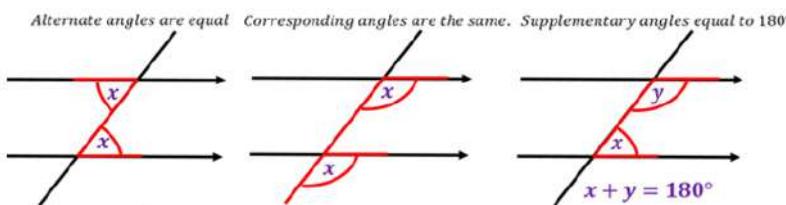
Angles at the base of an isosceles triangle are equal



Angles in an equilateral triangle are all equal and are each 60°

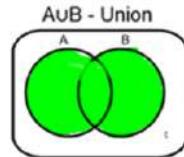
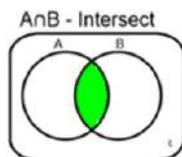


Angles in a quadrilateral add up to 360°

2) Angles in Parallel Lines (learn the full sentence)**3) Angles in polygons: Formulae**

a) The sum of interior angles = $(n - 2) \times 180$

b) One exterior angle = $\frac{360^\circ}{n}$ this is only use for regular polygons

Section 12: Venn Diagrams**Section 8: Fractions**

- 1) **Adding and subtracting fractions** - you must find a common denominator
- 2) **Multiplying fractions** - Multiply the numerators then multiply the denominators.
- 3) **Dividing fractions** - Keep Change Flip (KCF)

Section 9: Inequalities

\geq : Greater than, greater than or equal to

$<\leq$: Less than, less than or equal to

$\geq\leq$

$<\gt;$

Section 10: Equation of a Line

The equation of a line: $y = mx + c$ where **m** is the gradient and **c** is the y intercept.

M = change in y
change in x

Section 11: Averages:

Mode - The most common (popular) number / word / picture

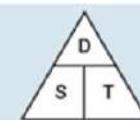
Range – The largest number subtract the smallest number

Median – Put the numbers in order and find the middle number

Mean – Add up all the values and divide by how many values there are

Section 13: Speed

Speed
 $speed = \frac{\text{distance}}{\text{time}}$



SECTION 14 APPROXIMATION AND ESTIMATION

| | |
|------------------------|--|
| rounding | writing a number less accurately so it is easier to work with below 5, stay the same, 5 or above, round up |
| truncating | to shorten by 'chopping off' the end |
| decimal place | the position of a digit after the decimal point |
| money | when working in pounds (£) and pence, all answers should be given to 2 decimal places |
| significant figure | 1 st significant figure: the first digit in a number which is not a zero |
| estimate a calculation | the process of rounding numbers to one significant figure and then calculating to get an approximate answer |
| approximate | an answer close to the exact value |
| other estimates | estimated mean – from a grouped frequency table as using the mid-point estimate from a graph – as we all draw graphs slightly differently so will get different answers |

SECTION 15 VOLUME

| | | |
|----------------------|---|---------------------------|
| volume | the amount of space a 3D shape takes up | |
| prism | volume = area of cross section x length | |
| cube | volume = one side cubed (or, area of square x length of prism) | $V = l^3$ |
| cuboid | volume = area of rectangle x length of prism | $V = lwh$ |
| triangular prism | volume = area of triangle x length of prism | $V = \frac{1}{2}bh$ |
| cylinder | volume = area of circle x length of prism | $V = \pi r^2 h$ |
| pyramid | volume = $\frac{1}{3} \times$ area of cross section x length | |
| square based pyramid | volume = $\frac{1}{3} \times$ area of square base x height of pyramid | $V = \frac{lwh}{3}$ |
| cone | volume = $\frac{1}{3} \times$ area of circle base x height of cone | $V = \frac{\pi r^2 h}{3}$ |
| sphere | $V = \frac{4}{3} \pi r^3$ | |

SECTION 16 PROPERTIES OF 3D SHAPES

| | |
|-------------------|---|
| surface | the outside layer of an object, it has an area and can be flat or curved |
| face | any of the individual flat surfaces of a solid object |
| edge | for a 3D shape, the line segment where two faces meet |
| vertex (vertices) | for a 3D shape, the point where two or more edges meet, a corner |

SECTION 17 SURFACE AREA

| | | |
|--------------------------|---|---|
| surface area | the total area of all the surfaces on a 3D shape , find the area of each face separately, then add them together | |
| surface area of a sphere | $A = 4\pi r^2$ | |
| surface area of a cone | curved surface area = circle base area = add these together |  |

1. Crude oil and hydrocarbons

A hydrocarbon is a molecule made up of hydrogen and carbon atoms, only.

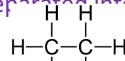
Crude oil is a mixture of different length hydrocarbon chains.

Most of the hydrocarbons in crude oil are called alkanes and have the general formula, C_nH_{2n+2} .

Key alkanes – Methane, ethane, propane and butane.

Ethane could be represented as; C_2H_6 , or

The hydrocarbon chains in crude oil can be separated into fractions, with similar numbers of carbon atoms, by fractional distillation.



Fractional distillation works by heating and evapourating the crude oil and then condensing the fractions depending on the boiling points.

Fractions include; petrol, diesel, kerosene and fuel oil.

They can also be used to produce solvents, lubricants, polymers and detergents.

| Long hydrocarbon molecules | Short hydrocarbon molecules |
|-----------------------------|-----------------------------|
| Difficult to ignite | Easy to ignite (flammable) |
| Difficult to pour (viscous) | Easy to pour |
| High melting point | Low melting point |
| Lower demand | Higher demand (more useful) |

The combustion of hydrocarbon fuels releases energy. During complete combustion, carbon and hydrogen are oxidised to produce carbon dioxide and water.

e.g. Propane + Oxygen \rightarrow Carbon dioxide + water



2. Cracking and alkenes

Hydrocarbons can be broken down to produce smaller, more useful, molecules by cracking.

Cracking can be done by catalytic cracking or steam cracking.

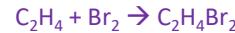
Cracking produces shorter alkanes (often used for fuels) and alkenes (can produce polymers).

Alkenes ($C=C$) are more reactive and will react with bromine water to go from orange to colourless.

Alkenes combust similarly to alkanes but tend to burn with smoky flames due to incomplete combustion.

Alkenes react with hydrogen, water and halogens to split the double bond to form single carbon-carbon bonds.

e.g. Ethene + bromine \rightarrow Dibromoethane



2. Cracking and alkenes (Separate Chemistry only)

Alkenes are hydrocarbons with carbon=carbon double bond and have the general formula, C_nH_{2n} .

Key alkenes – Ethene, propene and butene.

Alkenes are unsaturated because they contain at least two fewer hydrogen atoms than an alkane.

3. Alcohol and Carboxylic acid

Alcohols contain the functional group $-OH$ and have the general formula, $C_nH_{2n+1}OH$.

Key alcohols – Methanol, ethanol, propanol and butanol.

Alcohol can be produced through anaerobic fermentation with yeast; Glucose \rightarrow Ethanol + carbon dioxide

Carboxylic acids have the functional group $-COOH$ and have the general formula, $C_nH_{2n+1}COOH$.

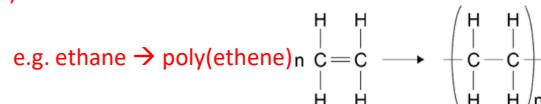
Key carboxylic acids – Methanoic acid, ethanoic acid, propanoic acid and butanoic acid.

Carboxylic acids react with carbonates, dissolve in water and react with alcohols.

Carboxylic acids are weak acids because only a small proportion of molecules ionise.

4. Synthetic and naturally occurring polymers

Alkenes can be used to make polymers, such as poly(ethene) and poly(propene) by addition polymerisation. In these reactions small molecules (monomers) join to form very large molecules (polymers).



Condensation polymerisation involves monomers with two functional groups joining together. When they do, water is released, hence condensation reaction.

Amino acids have different functional groups. Amino acids react by condensation polymerisation to produce polypeptides.

e.g. Glycine (H_2NCH_2COOH) polymerises to $-(HNCH_2COO)-$ and H_2O

DNA is a very large molecule that codes for living organisms and viruses. DNA is made of two polymer chains in a double helix.

Examples of monomers linked to the polymers formed

| Polymer | \Leftrightarrow | Monomer |
|-----------|-------------------|------------|
| Protein | \Leftrightarrow | Amino acid |
| Starch | \Leftrightarrow | Glucose |
| Cellulose | \Leftrightarrow | Glucose |

| CYCLE 2 | SUBJECT | TRILOGY PHYSICS | TOPIC | P5 — FORCES | YEAR GROUP | 11 |
|---|---------|-----------------|---|--|------------|----|
| | | | | | | |
| 1. Forces and their interactions | | | | 4. Continued | | |
| Scalar quantities have magnitude only. Vector quantities have magnitude and an associated direction. A vector quantity may be represented by an arrow. The length of the arrow shows the magnitude, and the direction of the arrow the direction of the vector quantity. | | | | From a distance-time graph; Speed can be calculated from the gradient. Acceleration can be calculated by drawing a tangent and measuring the gradient at that time. | | |
| A force is a push or pull that acts on an object. Force is a vector quantity. All forces between objects are either: contact forces – the objects are physically touching, e.g. friction, air resistance, tension & normal contact force. non-contact forces – the objects are physically separated, e.g. gravitational, electrostatic & magnetic forces. | | | | Acceleration (in m/s^2) = change in velocity (in m/s) / time taken (in s) $[\mathbf{a = \Delta v/t}]$ From a velocity-time graph; The acceleration can be calculated from the gradient. The distance travelled can be calculated from the area under the graph. | | |
| Weight is the force acting on an object due to gravity. Weight (in N) = mass (in kg) x gravitational field strength (in N/kg) $[\mathbf{W = mg}]$ Weight acts through an objects centre of mass. | | | | Acceleration can also be calculated from; (final velocity ² (in m/s) – (initial velocity ² (in m/s)) = 2 x acceleration (in m/s^2) x distance (in m) $[\mathbf{v^2 - u^2 = 2as}]$ An object falling has an acceleration of about 9.8m/s^2 due to the force of gravity. Eventually a falling object will have a resultant force of zero. This is its terminal velocity. | | |
| Resultant force is a single force which replaces a number of forces and has the same effect. | | | | | | |
| 2. Work done and energy transfer | | | | 5. Newton's Laws | | |
| When a force causes an object to move work is done. Work done (in J) = force (in N) x distance moved (in m) $[\mathbf{W = Fs}]$ One joule of work is when a force of one newton causes a displacement of one metre (so $1\text{J} \equiv 1\text{Nm}$). Work done against the friction causes a rise in temperature. | | | | Newton's First Law: If the resultant force acting on an object is zero and: <ul style="list-style-type: none">• the object is stationary, the object remains stationary• the object is moving, the object continues to move at the same speed and in the same direction. | | |
| | | | | Newton's Second Law: The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object. resultant force (in N) = mass (in kg) x acceleration (in m/s^2) $[\mathbf{F = ma}]$ | | |
| 3. Forces and elasticity | | | | Newton's Third Law: Whenever two objects interact, the forces they exert on each other are equal and opposite. | | |
| Forces can lead to the stretching, bending or compressing of an object. For this to happen, more than one force has to be applied. Hooke's Law – the extension of an elastic object is directly proportional to the force applied, up until the elastic limit is reached. (Where, Extension = length – original length) Force (in N) = spring constant (in N/m) x extension (in m) $[\mathbf{F = ke}]$ Elastic potential (in J) = $\frac{1}{2} \times$ spring constant (in N/m) x (extension) ² (in m) $[\mathbf{Ee = \frac{1}{2} ke^2}]$ | | | The stopping distance of a vehicle is the sum of the distance the vehicle travels during the driver's reaction time (thinking distance) and the distance it travels under the braking force (braking distance). For a given braking force the greater the speed of the vehicle, the greater the stopping distance. | | | |
| 4. Forces and motion | | | | Reaction times may be affected by tiredness, drugs and alcohol. Braking distance may be affected by weather conditions and poor condition of the vehicle. Weather conditions include wet and icy roads. Vehicle issues include worn brakes and tyres. | | |
| Distance is how far an object moves. It does not involve a direction, so it is a scalar quantity. Displacement includes both the distance and the direction; and is a vector quantity. | | | | The greater the braking force the greater the heating effect on the brakes. | | |
| Speed does not involve direction and is a scalar quantity. Typical values may be taken as: walking~ 1.5 m/s running~ 3 m/s cycling~ 6 m/s . For an object moving at constant speed; Distance travelled (in m) = speed (in m/s) x time (in s) $[\mathbf{s = vt}]$ Velocity is both the speed and direction of an object, and is a vector quantity. Motion in a circle involves constant speed but changing velocity. | | | | 6. Momentum Momentum (in kg m/s) = mass (in kg) x velocity (in m/s) $[\mathbf{p = mv}]$ Total momentum before an event = total momentum after the event. This is called conservation of momentum. | | |

1. Moments, levers and gears

The turning effect of a force is called the moment of the force.

Moment of a force (in Nm) = force (in N) x perpendicular distance from the pivot (in m) [$M = Fd$]

If an object is balanced, the total clockwise moment about a pivot equals the total anticlockwise moment about that pivot.

Levers or gears can be used to transmit the rotational forces.

2. Pressure in fluids

A fluid can be either a liquid or a gas.

Pressure at the surface of a liquid can be calculated by;

Pressure (in Pa) = force normal to the surface (in N) / area of that surface (in m²) [$p = F/A$]

The pressure due to a column of liquid can be calculated by;

Pressure (in Pa) = height of the column (in m) x density of the liquid (in kg/m³) x gravitational field strength (in N/kg) [$p = h\rho g$]

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

3. Atmospheric pressure

Air molecules colliding with a surface create atmospheric pressure. The number of air molecules (and so the weight of air) above a surface decreases as the height of the surface above ground level increases. So as height increases there is always less air above a surface than there is at a lower height. So atmospheric pressure decreases with an increase in height.

4. Momentum

When a force acts on a moving object a change in momentum occurs.

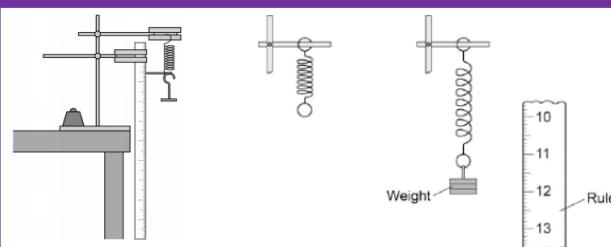
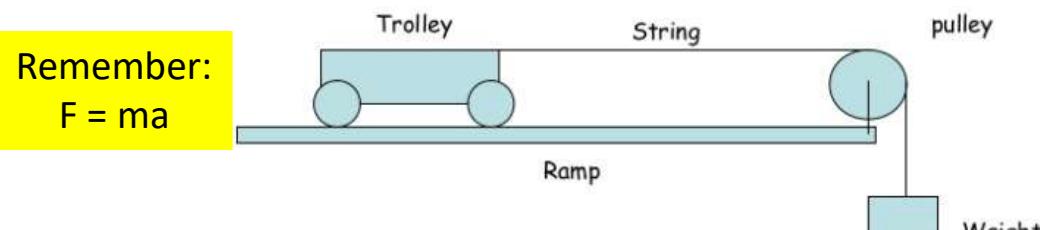
$F = m\Delta v/\Delta t$ (where $m\Delta v$ is the change in momentum)

REQUIRED PRACTICAL – Force and extension (Hooke's Law)

1. Set up your apparatus as in the diagram making sure that the ruler is vertical.
2. Measure the length of the spring with no masses attached – this is the length of the unstretched spring. Record this reading in your results table.
3. Carefully hook the base of the weight stack onto the bottom of the spring. This weighs 1.0 newton (1.0 N). Don't forget that the mass added will have to be converted to Newtons.
4. Take a reading on the ruler – this is the length of the spring when a force of 1.0 N is applied to it.
5. Add further weights. Measure and record the length of the spring each time.
6. Calculate the extension for each weight and record it on the table.

REQUIRED PRACTICAL – $F = ma$

1. Use the ruler to measure intervals on the bench and draw straight lines or place tape across the bench at these intervals.
2. Attach the bench pulley to the end of the bench.
3. Tie a length of string to the toy car or trolley. Pass the string over the pulley and attach the weight stack to the other end of the string.
4. Make sure the string is horizontal and is in line with the toy car or trolley.
5. Hold the toy car or trolley at the start point.
6. Attach the full weight stack (1.0 N) to the end of the string.
7. Release the toy car or trolley at the same time as you start the stopwatch, press the stopwatch (lap mode) at each measured interval on the bench and for the final time at 100 cm.
8. Record the results in the table.
9. Repeat steps 5–8 for decreasing weights on the stack for example, 0.8 N, 0.6 N, 0.4 N, 0.2 N. Make sure you place the masses that you remove from the weight stack onto the top of the car each time you decrease the weight.



Remember: $Ee = \frac{1}{2} ke^2$
and $F = ke$

| CYCLE 2 | SUBJECT | TRILOGY CHEMISTRY | TOPIC | C10 — USING RESOURCES | YEAR GROUP | 11 |
|--|--|-------------------|-------|--|------------|----|
| | | | | | | |
| 1. Earth's resources | | | | 4. Alternative methods of extracting metals | | |
| Humans use the Earth's resources to provide warmth, shelter, food and transport. Natural resources, supplemented by agriculture, provide food, timber, clothing and fuels. Finite resources from the Earth, oceans and atmosphere are processed to provide energy and materials. Chemistry plays an important role in improving agricultural and industrial processes to provide new products and in sustainable development, which is development that meets the needs of current generations without compromising the ability of future generations to meet their own needs. | | | | The Earth's resources of metal ores are limited. Copper ores are becoming scarce and new ways of extracting copper from low-grade ores include phytomining, and bioleaching. These methods avoid traditional mining methods of digging, moving and disposing of large amounts of rock. Phytomining uses plants to absorb metal compounds. The plants are harvested and then burned to produce ash that contains metal compounds. Bioleaching uses bacteria to produce leachate solutions that contain metal compounds. The metal compounds can be processed to obtain the metal. For example, copper can be obtained from solutions of copper compounds by displacement using scrap iron or by electrolysis. | | |
| 2. Potable water | | | | 5. Life cycle assessment (LCA) | | |
| Water of appropriate quality is essential for life. For humans, drinking water should have sufficiently low levels of dissolved salts and microbes. Water that is safe to drink is called potable water. Potable water is not pure water in the chemical sense because it contains dissolved substances. The methods used to produce potable water depend on available supplies of water and local conditions. In the United Kingdom (UK), rain provides water with low levels of dissolved substances (fresh water) that collects in the ground and in lakes and rivers, and most potable water is produced by: | <ul style="list-style-type: none"> choosing an appropriate source of fresh water passing the water through filter beds sterilising. | | | Life cycle assessments (LCAs) are carried out to assess the environmental impact of products in each of these stages: <ul style="list-style-type: none"> extracting and processing raw materials manufacturing and packaging use and operation during its lifetime disposal at the end of its useful life, including transport and distribution at each stage. | | |
| 3. Waste water treatment | | | | 6. Reducing the use of resources | | |
| Urban lifestyles and industrial processes produce large amounts of waste water that require treatment before being released into the environment. Sewage and agricultural waste water require removal of organic matter and harmful microbes. Industrial waste water may require removal of organic matter and harmful chemicals. Sewage treatment includes: | <ul style="list-style-type: none"> screening and grit removal sedimentation to produce sewage sludge and effluent anaerobic digestion of sewage sludge aerobic biological treatment of effluent. | | | The reduction in use, reuse and recycling of materials by end users reduces the use of limited resources, use of energy sources, waste and environmental impacts. Metals, glass, building materials, clay ceramics and most plastics are produced from limited raw materials. Much of the energy for the processes comes from limited resources. Obtaining raw materials from the Earth by quarrying and mining causes environmental impacts. Some products, such as glass bottles, can be reused. Glass bottles can be crushed and melted to make different glass products. Other products cannot be reused and so are recycled for a different use. Metals can be recycled by melting and recasting or reforming into different products. The amount of separation required for recycling depends on the material and the properties required of the final product. For example, some scrap steel can be added to iron from a blast furnace to reduce the amount of iron that needs to be extracted from iron ore. | | |

1. Waves in air fluids and solids

Waves may be either transverse or longitudinal.

In longitudinal waves, vibrations are parallel to the wave motion, e.g. sound waves or ultrasound.

In transverse waves, vibrations are perpendicular to the wave motion, e.g. water ripples or EM spectrum.

Amplitude: height of a wave from the centre to the top.

Wavelength: distance from a point on one wave to the equivalent point on the next wave, ideally, peak to peak, measured in metres (m).

Frequency: the number of waves passing a point each second, measured in Hertz (Hz).

Period = 1 / frequency [T = 1 / f]

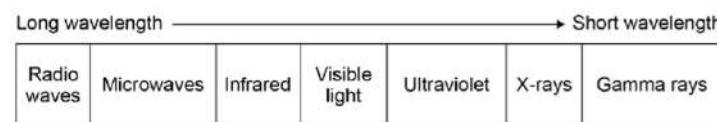
The wave speed is the speed at which the energy is transferred (or the wave moves) through the medium.

Wave speed (in m/s) = frequency (in Hertz, Hz) x wavelength (in metres, m) [v = fλ] or

Speed (in m/s) = distance (in metres) / time (in seconds) [s = d / t]

2. Electromagnetic spectrum

Electromagnetic waves are transverse waves that transfer energy from the source of the waves to an absorber.

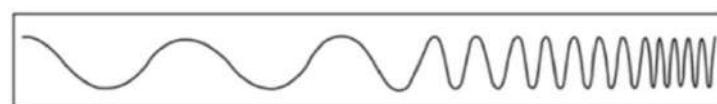
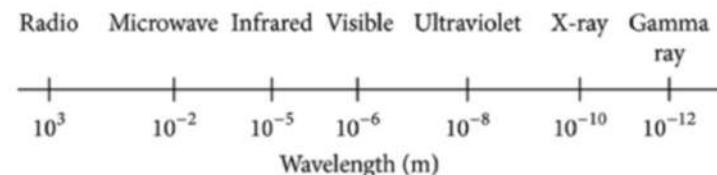


Electromagnetic waves all travel at the same velocity through a vacuum (space) or air.

Our eyes can only detect visible light.

The colours of visible light are:

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet



3. Properties of electromagnetic waves

Rough, black surfaces – are the best emitters and absorbers of infrared radiation.

Shiny, silver surfaces – are the worst emitters and absorbers of infrared radiation.

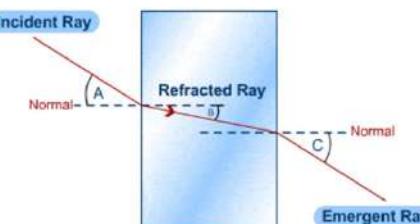
Radio waves can be produced by oscillations in electrical circuits. When radio waves are absorbed they may create an alternating current with the same frequency as the radio wave itself.

Changes in atoms and the nuclei of atoms can result in electromagnetic waves being generated or absorbed.

Radiation dose (in sieverts) is a measure of the risk of harm resulting from an exposure of the body to the radiation.

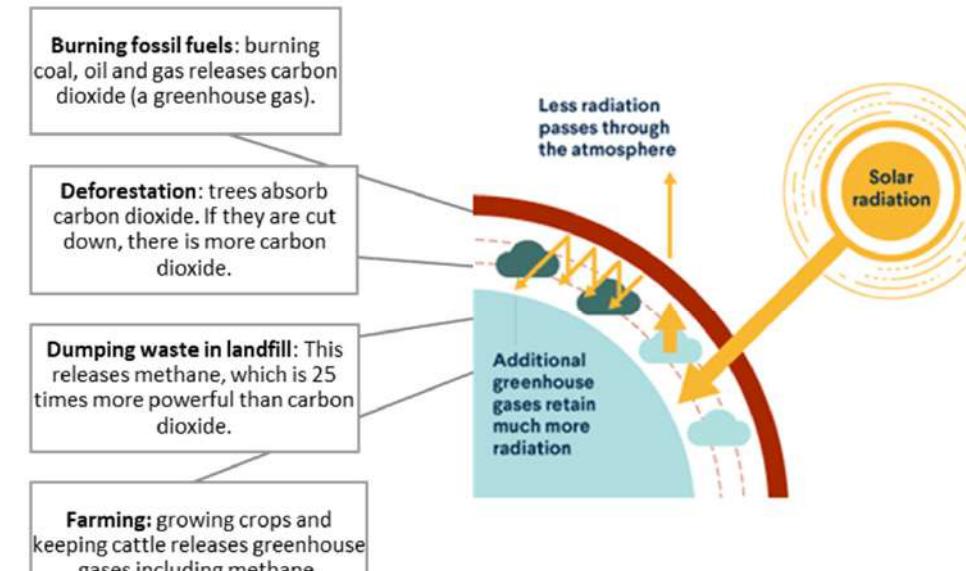
[1000 millisieverts (mSv) = 1 sievert (Sv)]

4. Refraction of waves



5. Uses, applications and dangers of electromagnetic waves

| Type of wave | Uses | Dangers |
|---------------|--|--|
| Radio waves | TV Radio | Can penetrate the body and heat human body cells Possible link to brain tumours via mobile phones (no evidence yet) |
| Microwaves | Heating food, mobile phones, satellite communications | |
| Infrared | Heating, Night vision (infrared camera) Remote controls | Skin burns |
| Visible light | To see, fibre optics communications | None |
| Ultraviolet | Tanning salons, detect forged bank notes, energy efficient lamps | Skin cancer (mutations), premature aging, cataracts |
| X-rays | Detecting broken bones Airport security | |
| Gamma rays | Treating cancer Sterilising food | Ionising radiation can cause mutations and cancer |

| 1. Key terms | | 2. How do tropical storms form? | |
|---|---|---|--|
| Economic impact | | The effect of an event on the wealth of an area or community. | |
| Environmental impact | | The effect of an event on the landscape and ecology of the surrounding area. | |
| Extreme weather | | When a weather event is significantly different from the average or usual weather | |
| Immediate responses | | The reaction of people as the disaster happens and in the immediate aftermath. | |
| Long-term responses | | Later reactions that occur in the weeks, months and years after the event. | |
| Primary effects | | The initial impact of on people and property, caused directly by a tropical storm | |
| Secondary effects | | The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale | |
| Social impact | | The effect of an event on the lives of people or community. | |
| 3. What is climate change and how has it happened naturally? | | 4. Human causes of climate change | |
| Climate change is a large-scale, long-term shift in the planet's average weather. This has happened naturally in the long term. | |  <p>Burning fossil fuels: burning coal, oil and gas releases carbon dioxide (a greenhouse gas).</p> <p>Deforestation: trees absorb carbon dioxide. If they are cut down, there is more carbon dioxide.</p> <p>Dumping waste in landfill: This releases methane, which is 25 times more powerful than carbon dioxide.</p> <p>Farming: growing crops and keeping cattle releases greenhouse gases including methane.</p> | |
| 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. | | |
| 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. |

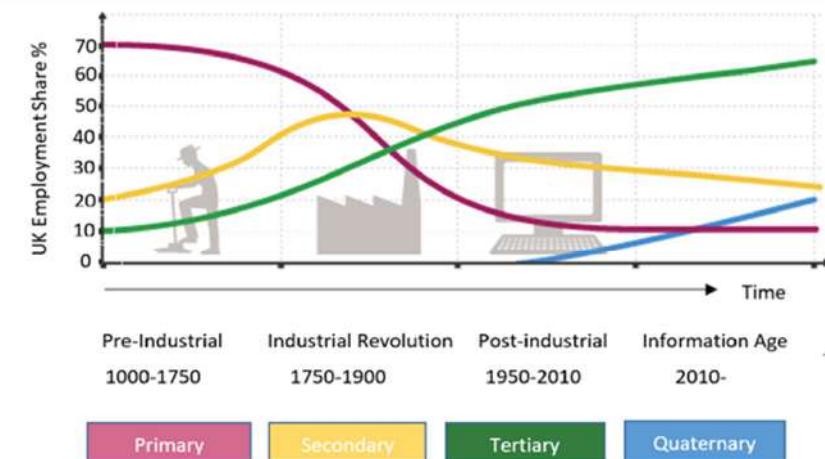
1. Key terms

| | |
|-------------------------|--|
| Industrial Structure | Proportion of people working in different sectors of the economy (types of jobs) |
| Primary (sector) | Extracting raw materials from the earth (e.g. mining) |
| Secondary (sector) | Manufacturing (making) goods from raw materials (e.g. making cars in a factory) |
| Tertiary (sector) | Offering a service to someone else (e.g. a mechanic, teacher, doctor) |
| Quaternary (sector) | Adding further knowledge to businesses and organisations through research |
| Urbanisation | An increase in the percentage of people living in urban areas. |
| De-industrialisation | The decline of a country's traditional manufacturing industry (secondary sector) |
| Post-industrial Economy | The shift of some HIC economies from producing goods to producing services. |
| North-South divide | Economic and cultural differences between southern England and northern England. |

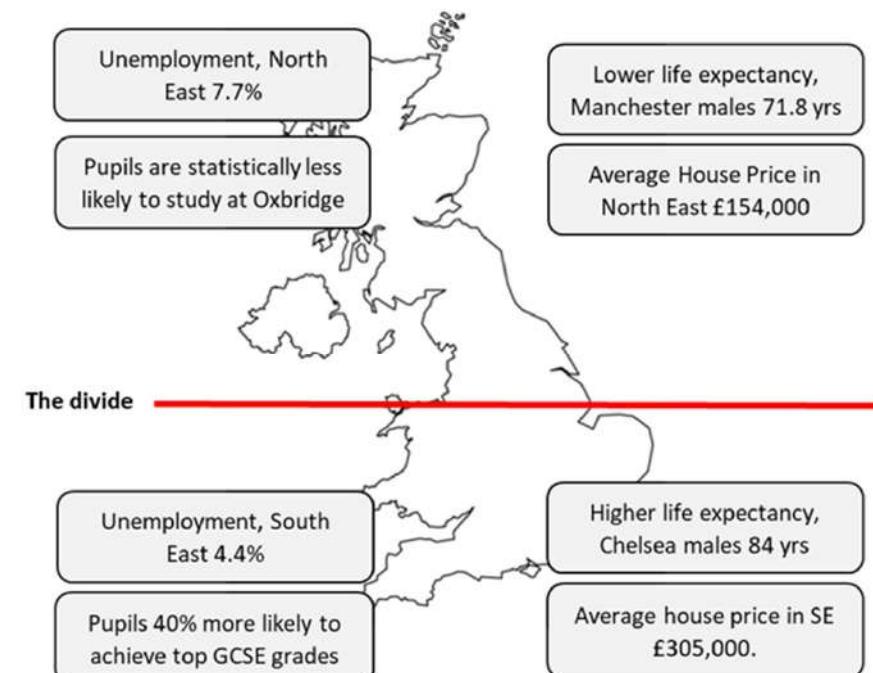
3. Post-industrial landscape of the UK

| Cause | Effect | Response |
|----------------------------|---|--|
| The economic rise of China | Factories move abroad; higher unemployment in the UK in this sector | Government gives grants to run-down areas & retraining and relocating |
| Mechanisation of industry. | Unemployment increases as jobs done by people now done by machines (e.g. in car-making) | Creation of new business parks in the North (e.g. Cobalt, Newcastle) |
| Growth of IT industries | Job creation in financial services, mainly in the South. | Britain, particularly London a global force for their IT services (e.g. online banking); |

2. How has the industrial structure of the UK changed?



4. Is there a north-south divide in the UK?



| 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 |

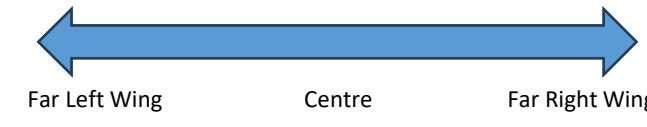
| 4 Political Resistance | |
|-------------------------|--|
| Uprising | Event |
| Spartacist Uprising | Jan 1919, communist uprising led by Rosa Luxemburg and Karl Liebknecht. Uprising put down by Freikorps |
| Kapp Putsch | March 1920 Wolfgang Kapp uses right wing Freikorps to overthrow government. 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 |

| 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



| 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 |

| 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 Führer | | | | |

| 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 |
| Kristallnacht | 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 Führer |
| Joseph Goebbels | Nazi head of propaganda |
| Ernst Röhm | Head of SA (Killed in 1934) |
| Hjalmar Schacht | Chief of economy (1934-1937) |
| Hermann 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 | | |
| Triple Entente | Britain, France, Russia | 1879 | Dual Alliance (Germany and Austria-Hungary) |
| 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 |

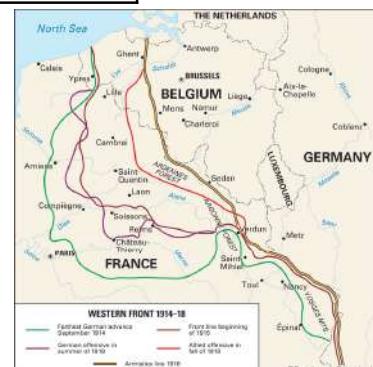
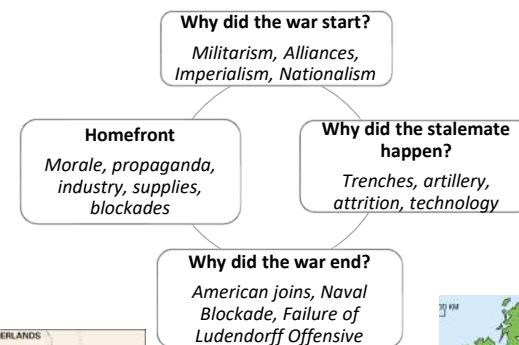
| 6 Nationalism | |
|---------------|--|
| Key Term | Definition |
| Weltpolitik | Germany's desire to be a world power |
| Pan-Slavism | The movement towards Slavic unity |
| Isolationism | Desire to take no part in international affairs |
| Nationalism | Zealous love of one's country over other countries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

| 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 | Definition | 11 |
|----------------|--|----|
| 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 |



| | | | |
|-------------------------|--|--|---|
| 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 Omniscience Omnibenevolence | All-powerful All-knowing All-loving |
| Just Crucifixion | God is fair The killing of Jesus/suffering on cross | Impersonal | God is beyond human understanding |
| Stewardship | Humans are carers of the earth | Grace | God's unconditional love |

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>'I am always with you'</i> <i>'You'll receive power with the Holy Spirit'</i> <i>'Obey God not men'</i> | <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"> <i>'God made the heavens & earth'</i> <i>'The Prodigal Son: A father forgives & welcomes his son back after his losses'</i> <i>'The Story of Job: life is a test. Job loses his wealth & family but God returns it testing his faith through suffering.'</i> | <ul style="list-style-type: none"> God should not make people suffer; If God created the world why is it not perfect? Why are their 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"> <i>'Faith without good action is dead faith'</i> <i>'Christ died for our sins'</i> | <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"> <i>'The Word (God) became flesh'</i> | <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"> <i>'Jesus died for our sins'</i> <i>'Jesus predicts own death'</i> | <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"> <i>'Jesus had risen'</i> <i>'The body raised is imperishable'</i> | <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"> <i>'Your word is a lamp'</i> <i>'Obey God rather than men'</i> | <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"> <i>'He was lifted up'</i> <i>'A cloud took him from their sight'</i> | <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"> <i>'The Parable of Sheep & Goat (evil)'</i> <i>'Do not judge for you will be judged'</i> | <ul style="list-style-type: none"> Ask for forgiveness Give charity & share Not steal or lie |
| 12. | <i>Tip: Always unpack quotes</i> | Where is it from? <i>The Bible / Jesus teaches,</i> | What does it mean? <i>This means / Some Christians believe This influences,</i> |
| | | | Why is it important? <i>This signifies / highlights, This supports / challenges,</i> |

| | | | |
|-------------------------------|--|-----------------------|---|
| 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?

1 & 2

Similar – Are there any practices, teachings & quotes that are similar?

| 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' | <ul style="list-style-type: none"> 'Have no fear of bad news' – B 'Worship Him in Spirit & truth' - 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 |

| 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, |
|---------------------------|--|---|---|
|---------------------------|--|---|---|

11.

| | | | | |
|-----|---|---|---|--|
| 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 |

| DAA CYCLE 2 Knowledge Organiser | | SUBJECT | RE | TOPIC(S) | ISLAM: BELIEFS AND TEACHINGS | | YEAR GROUP | 10 |
|--|---|---|--|--|------------------------------|--|------------|----|
| 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 Omnicience | 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 | | | | | |
| <i>Influence – How does something affect you, inspire you, does it compel certain actions? Similar – Are there any beliefs, teachings & quotes that are similar?</i> | | | | 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, | | | | |

| | | | |
|--|---|--------------|--|
| 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? | | 1 & 2 | |
| Similar – Are there any practices, teachings & quotes that are similar? | | | |

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| 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"> 'God will not burden you beyond that which you cannot bear' | <ul style="list-style-type: none"> 'Fight in the way of God' – Q | <ul style="list-style-type: none"> 'To kill one is to kill all of mankind' - Q |

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| 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"> 'Obey God & His Messenger' | <ul style="list-style-type: none"> Shias say the Shahadah but add: 'Ali is the successor of the prophet / Sunnis don't' |
| 2. | Salah; prayer performed x5 a day as prescribed by the prophet A duty showing ummah | <ul style="list-style-type: none"> 'Prostrate & draw near to God' | <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"> 'Fasting has been prescribed for you' 'Learn self-restraint' | <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"> 'Establish prayer & give zakat' | <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"> 'Hold the rope of God together & do not become divided' 'Pilgrimage to the House is a duty' | <ul style="list-style-type: none"> Strengthens the ummah – diversity Not everyone can afford this due to financial issues Practice the Prophet's actions |

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| 7. | 10 Shia Obligatory Acts | The Quran teaches, | Some argue, |
| | 1. Jihad, 2. Salah, 3. Sawm, 4. Zakat, 5. Hajj | <ul style="list-style-type: none"> 'Call upon Me, I will answer you' | <ul style="list-style-type: none"> Links to Tawalla; love God |
| | 6. Khums – 20% profits to charity | <ul style="list-style-type: none"> 'Whatever you spend, God will replace' | <ul style="list-style-type: none"> Not all have profits to give |
| | 7. Amr Bil Maroof – Direct good | <ul style="list-style-type: none"> 'Satan misled them' - Q | <ul style="list-style-type: none"> Influenced by Shariah laws |
| | 8. Nahi Anil Munkar – Forbid evil | <ul style="list-style-type: none"> 'Enjoin good & forbid evil' | <ul style="list-style-type: none"> Duty to stop sinful acts |
| | 9. Tawalla – Love God & imams | <ul style="list-style-type: none"> 'We made the imams & guided them' | <ul style="list-style-type: none"> Danger worshipping imams |
| | 10. Tabarra – ignore disbelievers | <ul style="list-style-type: none"> 'It is the hearts that are blind not the eyes' | <ul style="list-style-type: none"> Stand up to injustices |

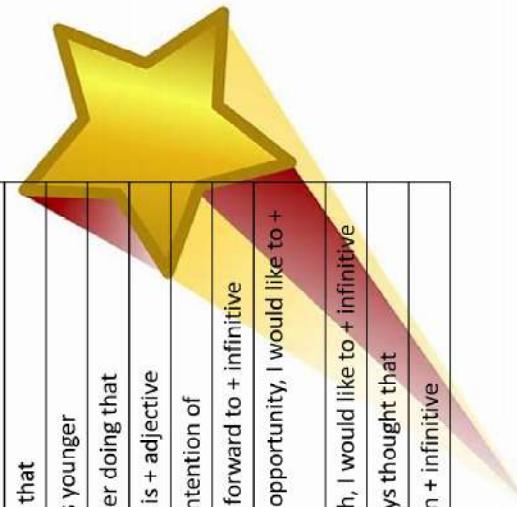
| | | | | |
|----|---|--|---|--|
| 8. | Sunni Ashura | Shia Ashura | The Quran teaches, | Some argue, |
| | <ul style="list-style-type: none"> Sunnis remember God saving Moses & the Jewish slaves in Egypt from slavery enforced by Pharaoh Read & learn about Exodus Fast, read salah & Quran | <ul style="list-style-type: 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"> 'Fight the oppressors' 'To kill one is to kill all of mankind' | <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 |

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|----|--|--|--|---|
| 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"> 'Every atom's weight shall be rewarded or punished' 'You aren't pious until you give that which you love' | <ul style="list-style-type: none"> Both reflect sacrifice; give up love/time Vegan Muslims – donate £ |

| | | | | |
|-----|---------------------------|--------------------------|------------------------------|-----------------------------|
| 10. | Tip: Unpack quotes | Where is it from? | What does it mean? | Why is it important? |
| | | The Quran teaches, | This means / Shias / Sunnis, | This supports / challenges, |



| Ingés | Español |
|---|--|
| Diría que | I would say that |
| Cuando era más joven | When I was younger |
| Antes / después de hacer eso | Before / after doing that |
| Aunque sea + adjective | Although it is + adjective |
| Tengo la intención de | I have the intention of |
| Tengo ganas de + infinitive | I'm looking forward to + infinitive |
| Si tuviera la oportunidad, me gustaría + infinitive | If I had the opportunity, I would like to + infinitive |
| Si fuera rico / a, me gustaría + infinitive | If I were rich, I would like to + infinitive |
| Siempre he pensado que | I have always thought that |
| Para que pueda + infinitive | So that I can + infinitive |



| Connectives | Giving opinions |
|---|--|
| pero (but) (des)afortunadamente ((un)fortunately) sin embargo (however) aunque (although) también / además (also/furthermore) por un lado (on one hand) por otro lado (on the other hand) como resultado (as a result) porque / dado que / puesto que/ ya que/visto que (because) | creo / pienso / opino ... que (I think that) no me gusta(n) / odio (I hate) me ... encanta(n) / chifla(n) / mola(n) (I love) en mi opinión / me parece que (in my opinion) me ... gustó / encantó / chifló (I liked/loved it) me gustaba(n) (I used to like) me ... gustaría / encantaría (I would like/love to) fue (it was) es / son (it is/they are) va a ser (it's going to be) será (it will be) sería (it would be) |
| Infinitive structures (all followed by infinitive verbs) | Intensifiers and useful phrases |
| tengo / tuve / tendré ... que (I have/had/will have to) suelo / solemos (I/we usually) solía (I used to) se puede(n) (one can) se ... debe / debería (one must/should) | bastante (quite) muy (very) extremadamente (extremely) un poco (a bit) |
| tengo / tenía ... ganas de (I want/wanted to) sueño con (I dream of) antes / después de (before/after) en lugar de (instead of) tengo / tenía ... la intención de (I intend/intended to) | hay / había (there is/was) ¡Qué + adjective! (how...) por ejemplo (for example) lo bueno/malo es que (the good/bad thing is that) diría que (I would say that) por mi parte (as for me) |

| <i>Essay writing phrases</i> | |
|-------------------------------------|-------------------------------|
| A mi modo de ver... | In my opinion... |
| Que yo sepa... | As far as I know... |
| Diría que... | I would say that... |
| Si tuviera la oportunidad... | If I had the opportunity... |
| Como puedes imaginar... | As you can imagine... |
| Suelo... (+ infinitivo) | I usually... (+ infinitive) |
| Siempre he pensado que... | I have always thought that... |
| Tengo que admitir que... | I have to admit that... |

Comparatives:

Más + adjective + que – more...than

Menos + adjective + que – less ... than

Tan + adjective + como – as....as

Higher level opinions:

Espera que sea – S/he hopes that it is

Espera que haya – S/he hopes that there is / are

Es importante que sea – It is important that it is

Es obvio que él / ella tenga / sea – It is obvious that s/he has / is

| <i>Verb tenses & time phrases</i> | | |
|--|------------------|-------------------------|
| Voy | Present tense | I go |
| Es | Present tense | It is |
| Son | Present tense | They are |
| Hay | Present tense | There is / there are |
| Me gusta | Present tense | I like |
| No me gusta | Present tense | I don't like |
| Prefiero | Present tense | I prefer |
| Me chifla | Present tense | I am crazy about |
| Me gustaría + infinitive | Conditional | I would like to... |
| Quisiera + infinitive | Subjunctive mood | I would like to... |
| Hice | Preterite tense | I did |
| Celebré | Preterite tense | I celebrated |
| Fui | Preterite tense | I went |
| Fuimos | Preterite tense | We went |
| Hice | Preterite tense | I did |
| Monté | Preterite tense | I rode |
| Vi | Preterite tense | I watched |
| Salí | Preterite tense | I went out |
| Nadé | Preterite tense | I swam |
| Leí | Preterite tense | I read |
| Recibí | Preterite tense | I received |
| Saqué | Preterite tense | I took |
| Mandé | Preterite tense | I sent |
| Voy a ver | Immediate future | I am going to watch |
| Voy a ir | Immediate future | I am going to go |
| Vamos a comprar | Immediate future | We are going to buy |
| Voy a comer | Immediate future | I am going to eat |
| Voy a hacer | Immediate future | I am going to do / make |
| Vamos a beber | Immediate future | We are going to drink |
| Me gustaría ir | Conditional | I would like to go |
| Me gustaría montar | Conditional | I would like to ride |
| Me gustaría jugar | Conditional | I would like to play |

| 11.1 – Festivals & Events | | |
|---------------------------|-----------------------------|-------------------------------|
| تھوار | festival | tehwaar |
| چاند رات | new moon night | chaand raat |
| نماز عید | Eid prayer | namaaz-e-Eid |
| نماز جمعہ | Friday prayer | namaaz-e-juma |
| عیدالفطر | Eid-ul fitr | eid-ul-fitr |
| عیدالاضحی | Eid-ul adha | eid-ul-azha |
| عید میلہ | Eid mela/ fair | eid mayla |
| سالگرہ | birthday | saalgira |
| ولینٹائن ڈے | St Valentine's Day | valentine din |
| کرسمس | Christmas | krissmass |
| بولی/ رنگوں کا تھوار | Holy (colours festival) | holi / rango kaa tehwaar |
| دیوالی/ روشنیوں کا تھوار | Diwali (festival of lights) | diwali / roshniyo kaa tehwaar |

11.2 – Customs Part a

| | | |
|-------------------|---------------------|------------------------|
| پھولوں کا گلستانہ | bouquet of flowers | phoolo kaa ghuldassta |
| روشنی کرنا | to light/ switch on | roshni karrna |
| گانا بجانا | to sing | gaana bjaana |
| لینا/ حاصل کرنا | to get, to receive | laynaa / haasil karrna |
| شکریہ ادا کرنا | to thank | shukriya adaa karrna |
| دعوت دینا/ کرنا | to invite | dawat daynaa / karrna |
| روزہ | fast/ fasting | roza |
| خوشی منانا | to celebrate | khushi manaana |

| Year 11 Urdu: Cycle 2 | | |
|-----------------------------------|-----------------------|-----------------|
| 11.3 – Customs Part b | | |
| پتنگ اڑانا | flying kite | patang uRaana |
| مہمان | guest | mehmaan |
| میزبان | host | mayzbaan |
| تحفہ | present | tuhfa |
| تماشہ | show | tmaasha |
| مذببی | religious | mazhabi |
| مسلمان | Muslim | muslmaan |
| سکھ | Sikh | sikh |
| ہندو | Hindu | hindu |
| عیسائی | Christian | eesaai |
| یہودی | Jew | yahoodi |
| تقریب | celebration/ occasion | taqreeb |
| جلوس | street procession | jlooss |
| سجانا | to decorate | sjaana |
| عبدت کرنا | to worship | ibaadat karrna |
| 11.4 – Marriage & relationships a | | |
| خاوند | husband | khaawind |
| بیوی | wife | beevi |
| سسر | father in law | susser |
| ساس | mother in law | saass |
| رشته / تعلق | relationship | rishta / taaluq |
| شادی شدہ | married | shaadi shuda |

| 11.5 – Marriage & relationships b | | |
|-----------------------------------|----------------------|----------------------|
| دوست/ سہبی | friend (m/f) | dost / sahayli |
| محسوس کرنا | to feel | mehsoos karrna |
| لڑکا | boy | laRka |
| لڑکی | girl | laRki |
| سوتیلا/ سوتیلی | step (relation) | sotaylaa/ sotaylee |
| سگا/ سگی | real (relation) | saghaa / saghee |
| سخت مزاج | strict | sakht mizaaj |
| باتونی | chatty, talkative | baatooni |
| عجیب | strange, odd | ajeeb |
| کسی کو جاننا | to know (a person) | kissi ko jaan-na |
| جان پہچان کرنا | to get to know | jaan pehchaan karrna |
| بوسہ لینا/ چومنا | to kiss | bosa layna / choomna |
| 11.6 – Poverty and Homelessness | | |
| غريب | Gareeb | Poor |
| بے روزگار | Bay Rowz Gaar | Unemployed |
| فقیر/ بھکاری | Faqeer / Bikaari | Beggar |
| قرضہ | Qarza | Debt |
| پناہ لینے والا | Panah laynay wala | Refugee |
| سوسائٹی/ معاشرہ | Sosaaitee / Maashrah | Society |
| بے گھر | Bay ghar | Homeless |
| جرائم | Jurm | Crime |
| خیرات | Khairaat | Charity |
| خیراتی کام | Khairaati Kaam | Charity Work |

| 11.7 – Global Issues a | | |
|------------------------|-------------------|-----------------------------|
| کوڑا کرکٹ | KoRa krkT | rubbish, waste |
| کوڑے کا ٹب | koRay ka Dbah | rubbish bin, litter bin |
| زبریلی گیسیں | poisonous fumes | zehreeli gaissay |
| رددی کاغذ | Radee kagaz | Waste paper |
| آبادی | Aabaadi | Population |
| مصنوعی چیزیں | Masnooi Cheezay | man-made/synthetic material |
| ضائع کرنا | Zaa-ie karna | To waste |
| فضائی الودگی | fezaai aaloodghi | air pollution |
| آبی الودگی | aabi aaloodghee | water pollution |
| اوزون کی تہ | ozone layer | ozone ki the |
| اوزون کی تہ | hole in the ozone | ozone ki teh may soraakh |

| 11.8 – Global Issues b | | |
|------------------------|----------------------------------|----------------------|
| تیزابی بارش | acid rain | tayzaabi baarish |
| نقسان پہنچانا | to damage, to harm | nuqsaan pohonchaana |
| سیلاب | flood | saylaab |
| نقسان دہ | harmful | nuqsaan day |
| بچاؤ کرنا | to protect | bachao karna |
| شمسی توانائی | solar energy | shamsi twaanai |
| عالیٰ حرارت | greenhouse effect/global warming | aalmi hraarat |
| بہت زیادہ آبادی | over-populated | bahut zyaada aabaadi |
| ماہول دوست | environmentally friendly | maahaul dost |

11.9 – Tenses

| | | |
|---|--|-----------------------|
| میں نے کھیلا | Mai nay khaylaa | I played |
| میں کھیلتا ہوں - میں کھیلتی ہوں | Mai khayltaa hoo / Mai khayltee 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 / khayltee tee | I used to play |
| میں کھیل چکا ہوں۔ میں کھیل چکی ہوں | Mai khayl chukka / chukee hoo | I have already played |

خدا۔ میرے بہت سے دوست اور رشتہ دار اس پارٹی میں آئے۔ ریسورٹ کا کھانا بہت اچھا تھا اور انہوں نے 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 food and drink. On this occasion I received many gifts which I really liked.

11.12 – 90 Word Model Answer

میرے اسکول کا نام ٹکسنز الرن ہے۔ مجھے اپنا اسکول بہت پسند ہے۔ ہمارے اسکول میں کھیل کا ایک بڑا میدان ہے جہاں ہم کھیل سکتے ہیں اور کرکٹ کھیلتے ہیں۔ اسکول کے اندر بھی کھیلنے اور ورزش کرنے کا انتظام ہے۔ میں روزانہ کھیلوں میں حصہ لیتا ہوں اور ورزش بھی کرتا ہوں۔ پچھلے سال ہمارے اسکول میں کھیلوں کا ایک شاندار دن منایا گیا۔ دن بھر مختلف کھیلوں کے مقابلے ہوئے بہت مزہ آیا۔ اگلے سال میں اسی اسکول میں اے لیوں کرنا چاہتا ہوں۔

My school is called Dixons Allerton Academy. I really like my school. In our school. We have a large playing field where we play Football and Cricket. There are exercise and playing facilities inside school as well. I take part in games daily and exercise too. Last year we celebrated a splendid sports day. Throughout the day there were many sport competitions, it was so much fun. Next year I will do A-Levels in this school.

11.10 – Tenses

| | | |
|---|---|--------------------------|
| میں نے دیکھا | Mai nay daykha | I saw |
| میں خیراتی کام کرتا ہوں۔ میں خیراتی کام کرتی ہوں | Mai Khairaati Kaam karta hoo Mai Khairaati Kaam kartee hoo | I do charity work |
| میں کام کروں گا۔ میں کام کروں گی | Mai kaam karoongaa / Mai kaam karoongee | I will work |
| بم کو مدد کرنی چاہیے۔ | Hum ko madad karni chahyay | We should help |
| میں نے سبق پڑھا | Mai nay sabaq paRhaa | I have studied my lesson |
| میں تلاش کر رہا ہوں - میں تلاش کر رہی ہوں | Mai talash karraha hoo mai talash karrahee hoo | I am searching |
| میں سیر کروں گا۔ میں سیر کروں گی | Mai sayr karoongaa / Mai sayr karoongee | I will travel |

میرا اگھر شہر کے فتح سے زیادہ دور تھیں ہے۔ مجھے اس علاقے میں رہتے ہوئے بارہ سال ہو گئے ہیں۔ یہاں نزدیک ہی ایک میدان ہے جہاں ہم کرکٹ اور فٹ بال کھیلتے ہیں۔ قریب ایک باغ ہے جہاں ہم سیر کے لیے جاتے ہیں۔ اس کے علاوہ تقریباً اس قسم کی دکانیں یہاں ہیں جہاں پر کھاتے پینے کی چیزوں کے علاوہ کپڑے وغیرہ بھی ملتے ہیں۔ یہاں قریب ہی ایک مسجد بھی ہے۔ میرا اسکول بھی گھر کے قریب ہے اس لیے میں چل کر اسکول چلا جاتا ہوں۔ ہمارا علاقہ بہت صاف سترے ہے۔ اتنی خوبصورت اور پر سکون جگہ پر بننے کے بعد یہاں سے کسی اور جگہ جانتے کا دل خیس چاہتا۔ اگر میں مضمون تو یہی کا یہ مقابلہ جیت گیا تو اتحام میں ملے والی ساری رقم اپنی ای کو دوں گا۔ میں نے بچپن سے ہی یہ سوچا ہوا ہے کہ میں اپنی زندگی کے پہلی سماں اپنی ای کو دوں گا اس لیے کہ ہم زندگی میں جو بھی ملتا ہے یہ اپنی کی دعاؤں سے ملتا ہے۔

My house is not far from city centre. It has been 12 years since I started living here. There is a nearby field where we play Football and Cricket. Nearby there is a garden where we go to visit. Apart from this there are approximately every type of shop where one can find food items along with clothing. Near here there is a masjid as well. My school is close to my house that is why I walk to school. Our area is very clean. After living in such a beautiful and peaceful place, my heart does not want to live anywhere else. If I won the competition then I will give the entire amount to my mother. From my childhood I have thought that I will give my first earning to my mother as everything that is gained in the World is due to her prayers.

Year 11

A03 Record

Drawing, painting, printing, photography, writing

Design Ideas

Annotations

Evidence

Present your ideas

Primary

Photographs

Key Skills

- Take your own photographs based on your ideas.
- Produce a range of small thumbnail sketches to explore ideas.
- Present your refined ideas.



Exam Theme

**A04** Present

Final Piece

Outcome Conclusion

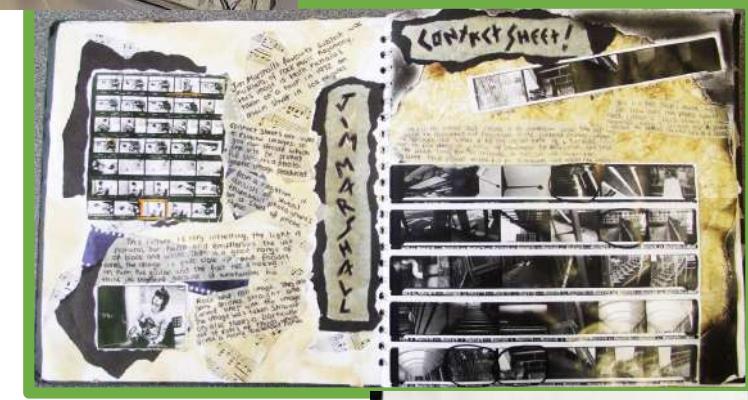
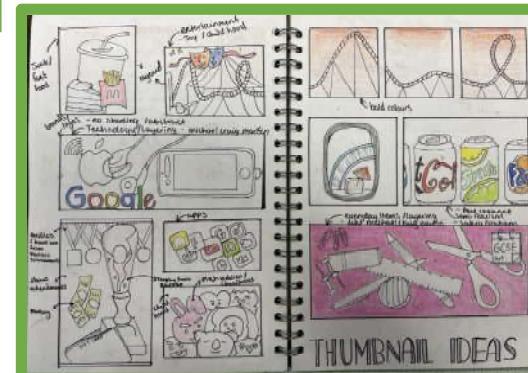
Clear connections

Develop as Planned with
Links to your Ideas

Design Ideas & Final Ideas

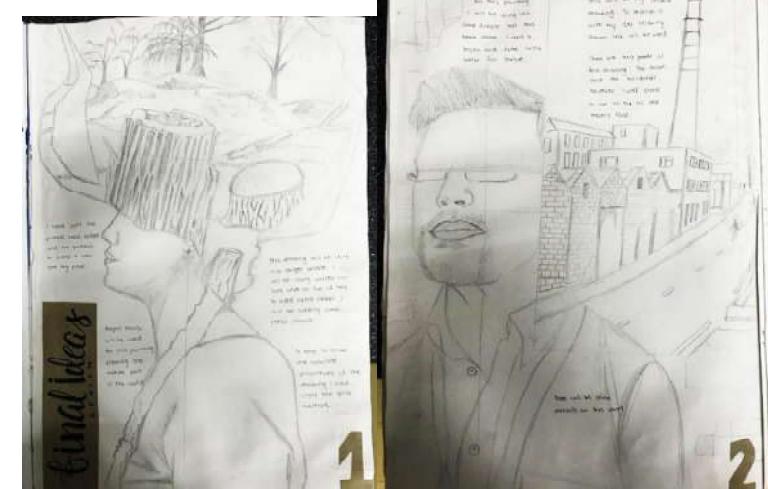
Key Skills

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



TOP TIPS

- As you work through your exam you should be aiming to produce a sketchbook of work.
- Meaningful review and reflections
- Make links to the artists work that is influencing yours
- Attend afterschool workshops
- Try out materials and pick ones that suit you best
- Listen to the advice of your teacher
- Explore a range of ideas
- And remember if you don't know what to do then you probably need to look at another artist and review and reflect on your work to plan the next stages



6 ARTIST RESEARCH GUIDE

BIOGRAPHICAL

- Full name.
- Nationality.
- Date of Birth.
- What media do they usually use/ what are they most famous for? (painting, sculpture, installation, graffiti, animation etc)
- Name one of their most famous pieces of work.

YOUR OPINION

- Why have you chosen to research this artist?
- How do they link to your project title or your ideas?
- What do you like about their work?
- How will you respond to their work?

MOVEMENT/STYLE

- Is the artist part of a movement? (Impressionism, Pop Art etc)
- What is the overall style of their work?

MOOD

- How does this piece make you feel? Why?
- Do you think the artist wanted to make the viewer feel a certain way?

FORMAL ELEMENTS

- Describe the colour used (bright, dull, vibrant etc)
- Describe the pattern if there is any (ordered, random)
- Describe the shapes and form (flat, 3D, geometric)
- Describe the line (messy, neat, expressive etc)
- Describe the tone (dark, light etc)

MEANING

- Do you think this piece has a meaning? Explain your reasons.
- Does anything in the piece symbolise something? (Eg. skull = death, use of pink = love, scratchy texture = difficult emotions)

TECHNIQUE

- Is it a painting / drawing / sculpture etc?
- What media is it made from? (watercolour, oil paint, charcoal, pencil etc) How can you tell?
- How big is the piece?

CONTEXT

- After reading about the artist, is there anything that happened in their life that may have affected their work?
- Is there a reason they made their work? Consider political, social or contextual motivations.



Sentence Starters:

- In this piece I have...
- The materials I have used are...
- The technique I have used is...
- I have shown... in the style of...
- The artist has influenced my work because...
- I am particularly pleased with...
- I will develop this idea further by...
- I could use this in my final piece

Example:

I have created this piece using watercolours, coloured pencil and oil pastel. I have learnt how to blend the watercolours to show different tones and use oil pastels to show the darkest tones and texture. The piece shows strong shapes and vivid colours. I have added coloured pencils to show some areas in more detail and focus. The artist Georgia O'Keeffe has inspired my piece. In her work she uses bright, bold colours to show close up views of flowers with a range of dark to light tones. I aim to develop my outcome by experimenting with other materials in this style. I could do this by experimenting with acrylic or oil paints and also working onto canvas or fabric.

Composition

Formless

Shape

Asymmetric

Happy

Relaxed

Diffused

Filtered

Refracted

Soft

Light

Random

Layered

Defined

Bloated

Man Made

Rounded

Imposing

Worrying

Juxtaposed

Triptych

Undefined

Scaly

Sexual

Focussed

Strong

Minimal

Installation

Organic

Glossy

Aggressive

Underneath

Regimented / ordered

Symmetrical

Slimy

Tense

Contented

Perspective

Natural Forms

Landscape

Man Made forms

Text / Typography

Aerial

Smooth

Human Form

Portrait

Pattern

Imagination / Made up / automatic

Panning

Portrait

Pattern

Carving

Collage

Incremental

Mixed Media

Clay

Chalk Pastel

Charcoal

Obscured

Textile Techniques

Embroidery

Pencil (2B, 3B etc)

Canvas

Close-Up

Photography

Acrylic Paint

Lino Print

Bleached

Tint

Etching

Gouache

Collage

Saturated

Primary

Oil Paint

Block Paint

Zig Zag

Cool

Graphite

Realistic

Thin

Dull

Oil Pastel

Complimentary

Clean

Intense

Fine Liner

Earthy

Soft

Secondary

Biro

Tertiary

Dotted

Shade

Plaster

Translucent

Dotted

Emotional

Sentence Starters:

- In this piece I have...
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Diffused

Filtered

Refracted

Soft

Light

Lighting

Shadow

Tone

Dark

Zooming

Bokeh

Coloured

Hard

Layered

Reduced

Vignette

Soft

Crisp

Linear

Jerky

Sudden

Complex

Rainbow

Sporadic

Animated

Underneath

Aggressive

Underneath

Contented

Aerial

Close-Up

Above / Birdseye view

Perspective

Aerial

Smooth

Smooth

Panning

Smooth

Panning

Smooth

Incremental

Obscured

Close-Up

Close-Up

Close-Up

Close-Up

Close-Up

Close-Up

Close-Up

Close-Up

Close-Up

Tessellated

Rhythmic

Tessellated

Geometric

Tessellated

A hidden place

Weathered

Hard

Furry

Lumpy

Hairy

Shiny

Metallic

Skin-Like

Eroded

Rusted

Rubbery

Dirty

Clean

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.

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.**

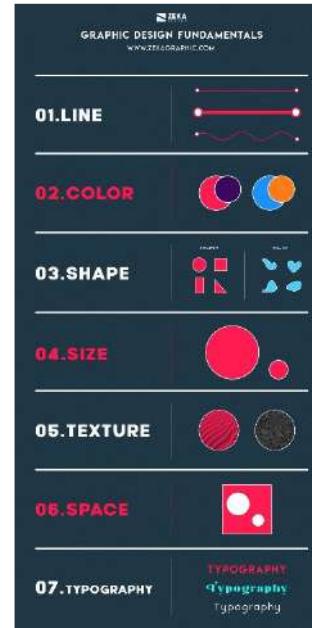
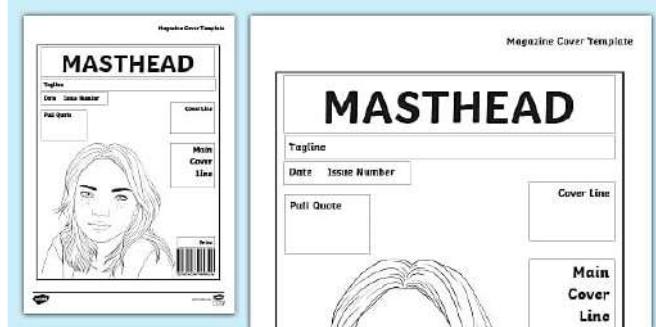
Ability to draw, photograph, write down ideas and show how you think

- ♦ 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 Karl Blossfeldt

Karl Blossfeldt is best known for his precise photographs of plants; however, he began his career as a sculptor, completing apprenticeships at the ironworks and foundry in Mägdesprung and the Kunstgewerbeschule (Institute of the royal arts museum) in Berlin from 1884 to 1890. From 1890 to 1896 he traveled through Italy, Greece, and North Africa, working for Moritz Meurer, who theorized that natural forms were reproduced in art. From 1898 to 1930 Blossfeldt taught at the Kunstgewerbeschule in Berlin; during this time, he amassed an archive of thousands of photographs of plants that he used as models to teach his students.

The close up photographs are often central with a plain background. The tone and texture are visible due to the contrast of the background. The flowers are often dark on light but sometimes this is reversed. There is a small gap between all photographs in the composition. Symmetry and even rules are applied to most of his photographs.



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.

Year 11

A01 Develop

Explore

Detailed Mind Maps

Develop Ideas Analyse

Investigate & Research
Artists, Cultures & IssuesArtist Interpretation
Annotate

Key Skills

- Pick a question from the exam paper
- How to create effective visual mind-maps exploring a theme
- How to research relevant artists and analyse their work.
- How to produce artwork inspired by artists.
- How to interpret artists work to develop own ideas

Exam Theme



Key Words / Terms

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

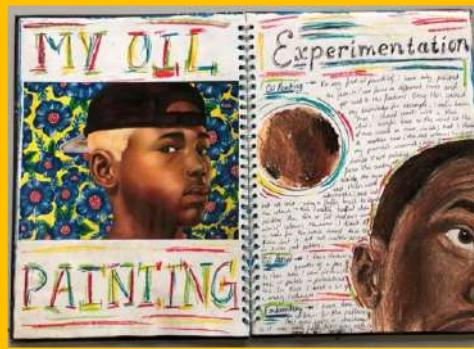
An image you have found from a book/pinterest/magazine

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 art work.



Key Skills

- Produce high quality observational drawing.
- Experiment with a range of media.
- Review experiments and annotate how successful they have been.
- Push most successful outcomes further.

A02 Refine

Experiment with different materials

Review Take Risks

Explore Ideas & Techniques

Select & Improve

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.

Assessment Objectives

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 you tube.

A02

Experiment to develop.

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

A03

Record.

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

A04

Final piece.

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

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.

Key Vocabulary:

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.

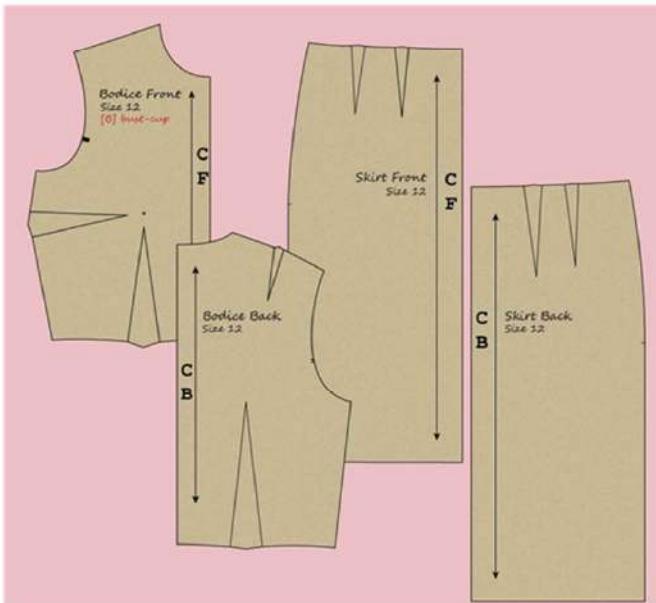
DART:- A common technique used for shaping garments. They normally appear around the waist and bust.

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.



DRESS MAKING BLOCKS

Speaker project – Design, model and make a prototype speaker for a client.

AO1Research.

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.

AO2Experiment to develop.

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

AO3Record.

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

AO4Final piece.

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

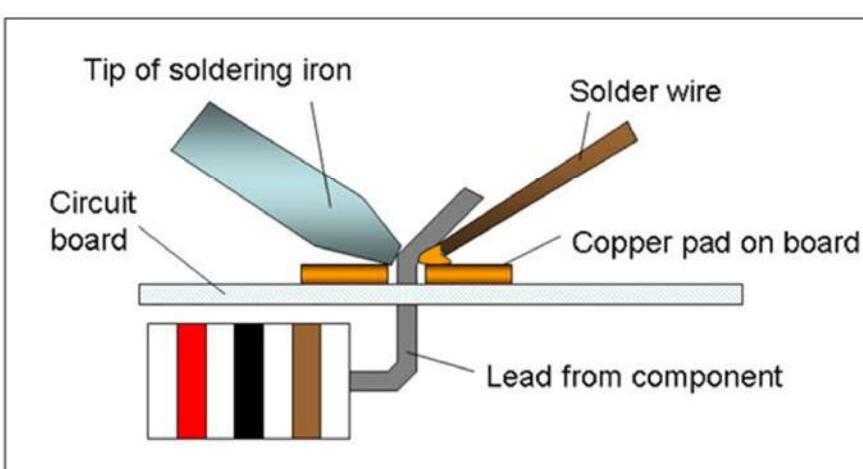
- ◆ Research artists/designers, find imagery and annotate your thoughts using content, form, process, mood method.

- ◆ Model and prototype your ideas to develop them into finalised products. You could use card, foam, wood, metal, plastics etc... development can also be shown through design ideas and idea development drawings.

- ◆ Drawing of a variety of different speaker designs using tone, shape, colour, texture, pattern and colour.

- ◆ Draw ideas for how you might want product 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.

Soldering Diagram



Key Vocabulary:

Design (noun) a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.

Sculpture (noun) the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.

Architecture (noun) the art or practice of designing and constructing buildings.

Homeless (noun) a person without a home, and therefore typically living on the streets.

Refugee (noun) a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Board (noun) a long, thin, flat piece of wood or other hard material, used for floors or other building purposes.

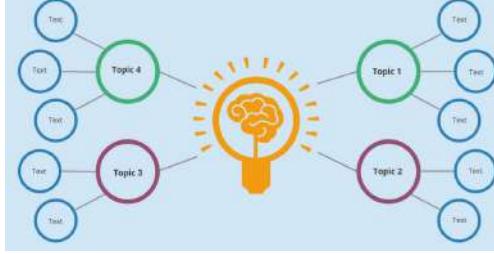
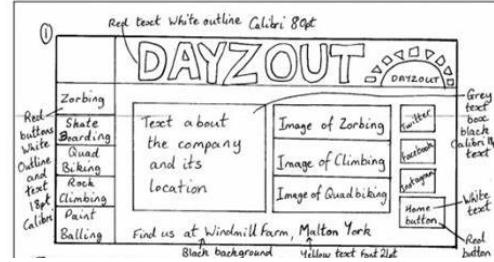
Model (noun) a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original.

| Section 1 | | | |
|--|---|---|--|
| 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 |

| Section 2 | | | |
|-----------------------|---|---|--|
| 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: | 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. |
| 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: | Location, religion, ethnicity, age, gender, income, education, lifestyle and interests. |
| Audience Segmentation | Primary and Secondary Research | Primary Research | Secondary Research |
| | | Gathered for the first time e.g. - Survey - Questionnaire - Focus group, - Interview. | Already been gathered e.g. - Books - Internet - Magazine |

| | | | | |
|-----------------------|---------------------|------------------|-------------|----------|
| Pre-Production | Documents | Client brief | Purpose | Audience |
| Audience requirements | Client requirements | Success criteria | House style | Mind map |
| Mood board | Visualisations | Storyboards | Layout | Timing |
| Annotation | Script | Plan | Design | Hardware |
| Software | Legislation | Work plan | File types | Evaluate |

Section 4

| | | | |
|----------------------|---|--|---|
| Mood board | <p>A mood board is a collection of sample materials and products.</p> <p>Generate ideas by collecting a range of material. To show creativity.</p> | <p>Mood boards can be digital or physical.</p> <p>Images, colours, typography (text)</p> <p>Digital: sound, video and animation</p> <p>Physical: fabrics, materials, objects</p> |  |
| Mind Map | <p>A way of organising thoughts and ideas.</p> <p>To develop and show links between different parts of the project.</p> | <p>Central node</p> <p>Sub nodes</p> <p>Connectors</p> <p>Text</p> <p>Images</p> |  |
| Visualisation | <p>This is rough drawing or sketch of what the final product is intended to look like.</p> <p>Usually, hand drawn. To plan the layout in a visual manner.</p> | <p>Image (description, size, type)</p> <p>Text (style, size, colour)</p> <p>Background colour</p> <p>Dimensions</p> <p>Annotations</p> |  |

| DAA CYCLE 2 Knowledge Organiser | | SUBJECT | ICT & COMPUTING | TOPIC(S) | R093 Exam Revision Section 2 | YEAR GROUP | 11 |
|---------------------------------|--|---------------------|-----------------|------------------|------------------------------|-------------|----|
| Pre-Production | | Documents | | Client brief | | Purpose | |
| Audience requirements | | Client requirements | | Success criteria | | House style | |
| Mood board | | Visualisations | | Storyboards | | Layout | |
| Annotation | | Script | | Plan | | Design | |
| Software | | Legislation | | Work plan | | File types | |
| | | | | | | | |

Section 5

| | | | |
|-------------------|--|--|--|
| Storyboard | <p>A storyboard is used to illustrate a sequence of moving images and has a flow of scenes that follow a timeline.</p> | <p>Storyboards may include:</p> <ul style="list-style-type: none"> Number of scenes Camera Shots Camera Movement Timings Lighting Sounds SFX Locations Camera Shots LS: Long Shot MS: Medium Shot CU: Close Up Camera movements Zoom, pan, tilt, dolly, truck Camera angles High, low, wide | |
| Scripts | <p>A script is a piece of written work that can be for a movie, audio, audio- visual or screenplay.</p> <p>It provides the dialogue.</p> | <p>Dialogue</p> <p>Set or location</p> <p>Scene direction</p> <p>Camera shot</p> <p>Camera movement</p> <p>Character names</p> | <p>EXT. IN THE FOREST</p> <p>SHREK Face it, Donkey! We're lost.</p> <p>DONKEY We can't be lost. We followed the King's instructions exactly. "Head to the darkest part of the woods..." "Past the sinister trees with scary-looking branches." The bush shaped like Shirley Bassey!</p> |

Section 6

| Copyright | Copyright is the legal right to protect the original work of the people whom it may belong to. Copyright can protect books, images, music, software etc. | Copyright, Designs and Patent Act 1988. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---|---|---|-----|---------|--|--|---------|-------|------------|--------|--------------|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Creative Commons | This license allows copyrighted material to be more freely distributed. You must give credit to the owner who created the asset. You are then free to use and edit the asset. | Copyright, Designs and Patent Act 1988. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fair Use | It allows copyright-protected work to be reused under specific circumstances without risking copyright infringement e.g. for educational purpose, recreational. | Copyright, Designs and Patent Act 1988. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trademark | A sign or logo that identifies a brand or company as a unique entity. This is represented by the TM symbol. A brand will display to TM symbol whilst they are registering their trades mark for a R symbol. | Trademarks Act 1999 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Registered Trademark | A registered trademark is under the Trademarks Act 1999 . A trades mark cannot be copied if a brand has a registered trades mark. | Trademarks Act 1999 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Patent | A patent registers your invention and lets you take legal action against anyone who makes, uses, sells, or imports your invention without your permission. | Copyright, Designs and Patent Act 1988. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Royalty Free | Royalty-free refers to the legal permission to use copyrighted material without needing to pay royalties or licensing fees for each use. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asset Log | Used to source assets for a project and identify the legal requirements for each asset. Who: Graphics designer, Web designer, Games Programmer, Animator. | <table border="1" data-bbox="1134 1237 2032 1388"> <thead> <tr> <th colspan="5">Asset Table</th> <th>Author:</th> </tr> <tr> <th>Asset</th> <th>Properties</th> <th>Source</th> <th>Legal issues</th> <th>Use</th> <th></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> | Asset Table | | | | | Author: | Asset | Properties | Source | Legal issues | Use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asset Table | | | | | Author: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asset | Properties | Source | Legal issues | Use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Key outcomes | Definition | Key outcomes | Definition |
|------------------------------|---|-------------------------|---|
| Budget | An estimated spending path over a specific period of time with a specific amount of money | Tickets | sale of the right to gain admission |
| Projected revenue | A projected amount of money coming into a business over a period of time based on sales forecasts | Communication | the imparting or exchanging of information by speaking, writing, or using some other medium. |
| Projected expenditure | A prediction as to how much a project will cost over a period of time | Notices | Integral pieces of information that are thread through to employees and customers throughout the duration of a project/event. |
| Income | The amount of money coming into an event based on ticket sales and also selling of a product or service. | Invoices | Document that states the cost of a product or service that must be paid for by the recipient of said good or service |
| Variance | The difference between predicted and actual. This can be positive or negative | SMART Objectives | Specific, Measurable Achievable Realistic Time bound |
| Costs | Expense that a company will incur throughout the duration of a project | Report | Structure of information, presentation, tone and style of language |
| Expenses | Expense that a company will incur throughout the duration of a project | Plan | Sequence activities Resources required Timing Monitoring Evaluation |
| Registration | The action or process of registering or of being registered. This will be done through a central data base. | Planning tools | Gantt chart Electronic diaries Project planners |

| | | | | | | |
|---------------------------------|---------|------------|----------|---|------------|----|
| DAA CYCLE 2 Knowledge Organiser | SUBJECT | BTEC SPORT | TOPIC(S) | A1: COMPONENTS OF FITNESS (PHYSICAL/HEALTH) | YEAR GROUP | 11 |
|---------------------------------|---------|------------|----------|---|------------|----|

Physical Components M M B S F C – My Mum Bakes Sweet Fairy Cakes.

Box No 1 : Physical components: Muscular Endurance

| Definition | Sporting examples | Links to learning aim B + C |
|--|--|--|
| The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load. | <ul style="list-style-type: none"> • Marathon runner • Rower • Boxer • Cyclist | <p>Methods of training: Strength, muscular endurance and power training – Circuit, Free weight and plyometric.</p> <p>Fitness Testing: One-minute sit up and one-minute press up test.</p> |

Box No 2 : Physical components: Muscular Strength

| Definition | Sporting examples | Links to learning aim B + C |
|---|---|---|
| The maximum force (in KG or N) that can be generated by a muscle or muscle group. | <ul style="list-style-type: none"> • Weight Lifter • Boxer • Rugby player • Gymnast | <p>Methods of training: Strength, muscular endurance and power training – Circuit, Free weight and plyometric.</p> <p>Fitness Testing: Hand grip dynamometer tests usually measured in KGW.</p> |

Box No 3 : Physical components: Body Composition

| Definition | Sporting examples | Links to learning aim B + C |
|---|--|--|
| The relative ratio of fat mass to fat free mass (Vital organs, muscle, bone) in the body. | <ul style="list-style-type: none"> • Sumo Wrestler – needs large physique • Darts player – Body comp doesn't matter • Ballet Dancer – Slim physique • Rugby player – Muscly Physique | <p>Methods of training: Any method of training relevant to maintaining correct body composition for the selected sport to ensure best performance.</p> <p>Fitness Testing: BMI Test – Sum of skinfold test – BIA test.</p> |

Box No 4 : Physical components: Speed

| Definition | Sporting examples | Links to learning aim B + C |
|--|---|--|
| Speed = Distance divided by time taken. Three Types of Speed: | <ul style="list-style-type: none"> Speed skater Sprinter Gymnast – Running up to a vault. Long Jump – Take off phase Hockey player – speed endurance used throughout the game – elements of speed. | <p>Methods of training: Speed training: Hollow Sprints – Acceleration Sprints – Interval training</p> <p>Fitness Testing: 35m Sprint test Measured in S.</p> |

Box No 5 : Physical components: Flexibility

| Definition | Sporting examples | Links to learning aim B + C |
|--|--|---|
| Having an adequate range of movement in all joints of the body; the ability to move joints fluidly through its complete range of movement. | <ul style="list-style-type: none"> Gymnast in a split jump. High jumper – back flexibility Diving Figure skating | <p>Methods of training: Flexibility training: Static (Active Alone) and Passive (Partner) – Ballistic (Fast jerky movements) and Proprioceptive Neuromuscular Facilitation (PNF).</p> <p>Fitness Testing: Sit and reach test measured in Cm or Inches</p> |

Box No 6 : Physical components: Aerobic Endurance

| Definition | Sporting examples | Links to learning aim B + C |
|---|---|--|
| <p>The ability of the cardiorespiratory system to work efficiently, supplying oxygen and nutrients to working muscles during sustained physical activity.</p> <p>Alternative names: Cardiorespiratory fitness – Cardiorespiratory endurance – Aerobic Fitness.</p> <p>The cardiorespiratory system consists of heart blood and blood vessels – Lungs and airways. It is responsible for the uptake of O₂, transporting nutrients and oxygen and removal of waste products such as co₂.</p> | <ul style="list-style-type: none"> Marathon Runner Netball player Long distance swimmer Cross country Skier | <p>Methods of training: Aerobic endurance training: Circuit – Interval – Fartlek and continuous.</p> <p>Fitness Testing: Multi stage fitness test (MSFT) and Forestry step test.</p> |

Human Development – PIES

Physical growth and development

Growth patterns

Puberty

Aging & Menopause

Mobility and movement

Lifestyle and fitness

muscle tone/strength

Skin elasticity



Gross = large (arms, legs)

Fine = small (hands & finger)

Emotional development

Feelings

Identity

Confidence

Self esteem and self image

Adapting to trauma

Bonding and attachment

Independence

Security

Contentment

Decisions and control



Intellectual development

Thinking

Memory

Learning

Language and communication

Creativity

Problem solving and logic

Expression



Social development

Relationships

Friends

Socialisation

Interaction

Communication



Stay safe, tell someone...

All the staff are here to help and support you

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 0800 1111

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

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

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



Safeguarding Team:

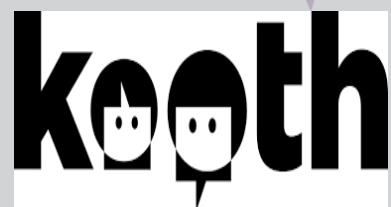
Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

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



Happiness

Industry

Responsibility



Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

| Energy 1046kJ 250kcal | Fat 3.0g LOW | Saturates 1.3g LOW | Sugars 34g HIGH | Salt 0.9g MED |
|-----------------------------|--------------------|--------------------------|-----------------------|---------------------|
| 13% | 4% | 7% | 38% | 15% |

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal

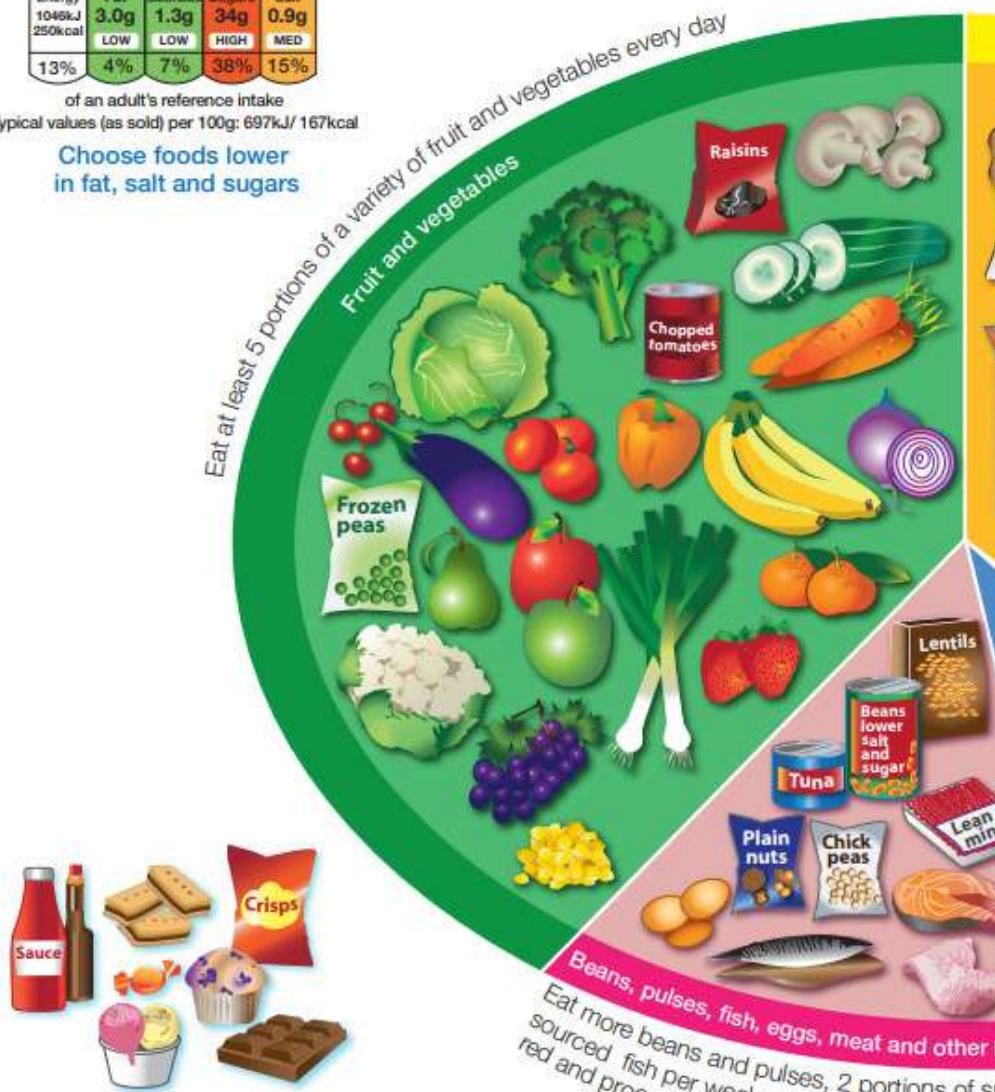
Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



Beans, pulses, fish, eggs, meat and other proteins
Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Choose unsaturated oils and use in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



HEALTHY HYDRATION

for adults and teenagers

We should drink about 6-8 glasses of fluid each day.
This can be from a variety of drinks

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.



Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.



Drink to suit (can contain caffeine; limit if pregnant)

Milk

Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.

Have regularly, but choose lower fat



Drink in moderation

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.

Can have once a day



Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.

Only if needed



*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.



Sugary drinks

Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.

Limit



Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.

Only if needed



Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.

Limit



Note: alcoholic drinks don't count towards your fluid intake.



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