



Cedar Mount Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Knowledge Organiser

YEAR GROUP: 9 TERM: 3

NAME

FORM

“Education opens our eyes, our ears, tells us where delights are lurking, convinces us that there is only one freedom of any importance whatsoever, that of the mind, and gives us the assurance – the confidence – to walk the path our mind, our educated mind, offers.” – Iris Murdoch

How to use your knowledge organiser

You are expected to bring your knowledge organiser to the academy every day

This knowledge organiser contains all the key knowledge that you need to know for your learning this term. You should spend at least 30 minutes every evening using the knowledge organiser to complete a learning homework. You should record the subject or subjects on the learning homework page and show this to your form tutor on a weekly basis.

You will be tested in lessons on your learning from this knowledge organiser.

In some lessons, your teacher will ask you to learn specific sections of the knowledge organiser, but otherwise you should work through each subject independently, trying to memorise the information in the booklet. The more you can remember, the more useful it will be for your lessons.

How to learn using a knowledge organiser

The best way to use a knowledge organiser is to revise the information so that you can recall it when you are asked. The best methods to do this are:

- Look, cover, write and check the key words and knowledge lists
- Ask a family or friend member to test you on the knowledge
- Create a mind map to remember the information in each section
- Write down on a blank piece of paper as much as you can remember from the organiser
- Use the knowledge organiser to help you complete work in school and at home

SCHOLAR

A **scholar** is a person who studies a subject and knows a lot about it.

"She was a good scholar because she worked so hard in class."

Every student at CMA is a SCHOLAR

Sitting up _____ throughout your _____ to ensure maximum _____.

C_____ yourself with your _____ and _____ when challenged.

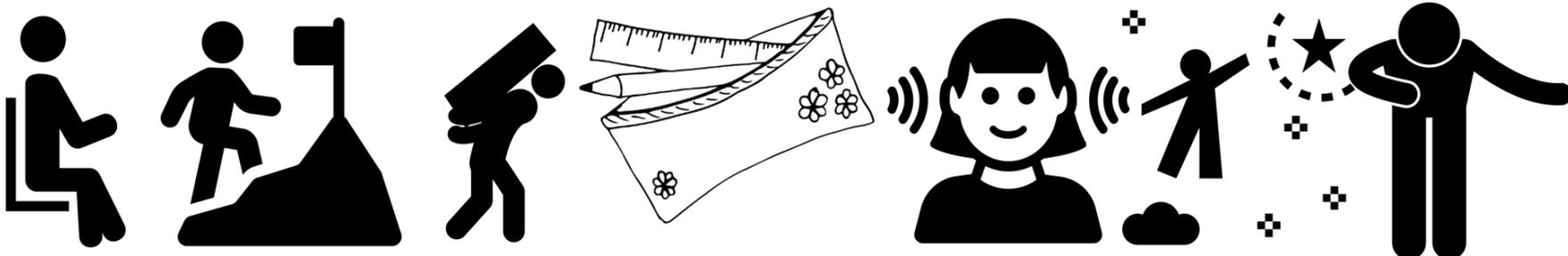
Hard _____ to ensure you complete _____ to the best of your _____.

O_____ so that no time is wasted and you have _____ with you at all times.

L_____ to your _____ and to others in the class respectfully and actively, prepared to _____.

A_____ for the very best and _____ with your learning to take you beyond your current _____.

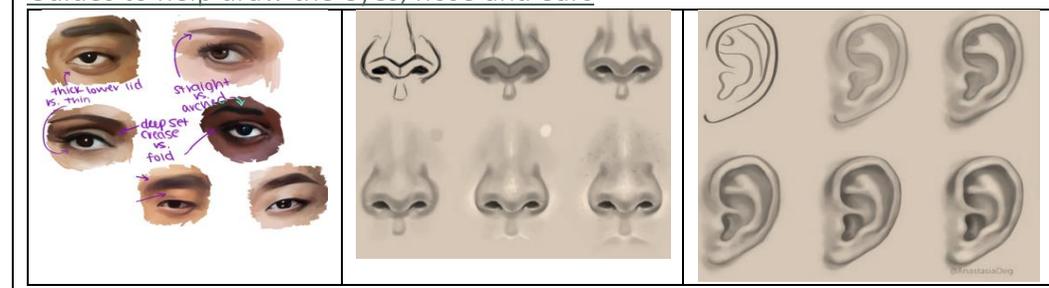
Respectful of everyone in the _____, including _____, staff, governors, visitors and _____.



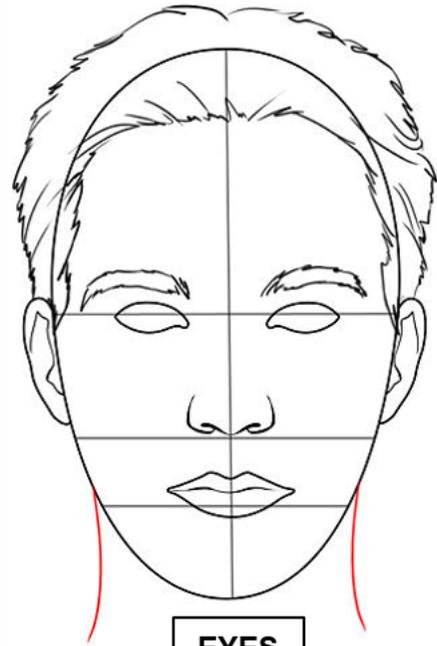
Art – Political Portraiture

Keyword in portraiture		
Guide-lines	Straight lines drawn at different measurement points to help you place the key feature and achieve the correct proportions	
Scale	How big or small something is or the size of something	
Colour blending	Where one (or more) colours merge into another. We call this smooth colour blending	
Highlight	A bright and reflective area. A highlight on a face would normally be around the cheeks, nose or forehead	
Shadow/scale	The darker areas. Adding shade or shadow to a face can make it look realistic	
Proportion	The size relationship between different parts, eg how big the eyes are compared to the nose	

Guides to help draw the eyes, nose and ears



Golden Ratio – Proportions of the face



- Eyes are _____ down the face
- The pupils of the eye line up with the edge of the _____
- The gap between the eyes is approximately the size of an _____
- The edge of the nose line up with the corners of the _____
- If all the features are in the correct position and scale, you will have achieved correct _____
- Heads are shaped like an upside down _____

EYES

EGG
HALFWAY
MOUTH
EYE
PROPORTION

BAME – Black, Asian and Minority Ethnic.
Portrait – A drawing or painting of a person

Colour groups
 Tertiary Colours are made by mixing one primary and secondary colour or two secondary colours. ■ + ■ = ■

Harmonious Colours are next to each other on the colour wheel. 

Tint – when you add white to a colour to make it lighter. 

Shade – when you add black to make the colour darker. 

Art – Political Portraiture

<p>Barbara Walker’s biography</p> <p>Barbara Walker is a British figurative artist.</p> <p>Her work is intended to address misunderstandings and stereotypes about the African – Caribbean community in Britain.</p> <p>She draws directly onto the walls of the gallery, that frequently explore themes of documentation and recording, and erasure</p>		 <p>Born in Birmingham, England She was appointed a (MBE) in 2019 for services to British Art</p>	<p>Notable artwork</p>  <p>Brighter Future Diptych, 2006</p> 	<p>Other BAME Artists...</p> <p>Delita Martin – fuses language with oral storytelling, Martin offers other identities and narratives for women of colour.</p>  <p>The Singh Twins - The Singh Twins are contemporary British artists whose style is a fusion of Indian traditional and contemporary Western influences which they label ‘past modern.’</p> 										
<p>Adrian Brandon’s biography</p> <p>Adrian Brandon is an American artist and illustrator.</p> <p>His work acts to raise awareness to the injustices that the Black community is forced to live with</p> <p>Brandon’s artwork gained notoriety in February 2019, he started his “Stolen” series for Black History Month—a portrait series dedicated to Black people who have been killed by the police.</p>		 <p>Born in Seattle, Washington, America.</p> <p>Brandon’s goal is to create art that creates an understanding of Black culture, Black love and Black pain so that ‘we’ can move forward together.</p>	<p>Study, 2011</p>  <p>Aiyana Stanley-Jones, Stolen Series 2019</p>  <p>Botham Jean, Stolen Series 2019</p>	<table border="1"> <thead> <tr> <th colspan="2">Keywords</th> </tr> </thead> <tbody> <tr> <td>Stereotype</td> <td>Oversimplified image or idea of a particular type of person or thing.</td> </tr> <tr> <td>Injustice</td> <td>A lack of fairness.</td> </tr> <tr> <td>Culture</td> <td>The ideas, customs & social behaviour of a particular people or society.</td> </tr> <tr> <td>Identity</td> <td>The fact of being who or what a person or thing is.</td> </tr> </tbody> </table>	Keywords		Stereotype	Oversimplified image or idea of a particular type of person or thing.	Injustice	A lack of fairness.	Culture	The ideas, customs & social behaviour of a particular people or society.	Identity	The fact of being who or what a person or thing is.
Keywords														
Stereotype	Oversimplified image or idea of a particular type of person or thing.													
Injustice	A lack of fairness.													
Culture	The ideas, customs & social behaviour of a particular people or society.													
Identity	The fact of being who or what a person or thing is.													

English – Persuasive writing

<p>THE ARISTOTELIAN TRIAD: Strategies to appeal to an audience</p>		<p>ANNOTATED EXAMPLE OF SPEECH: ‘I Have A Dream’ speech by Martin Luther King</p>		
<p>Ethos</p>  <p>Logos</p>  <p>Pathos</p> 	<p>Appeal of personality or character. Establishes the author’s credibility.</p> <ul style="list-style-type: none"> ▪ Good will ▪ Good character ▪ Expertise <p>Appeal to reason. Establishes a logic argument.</p> <ul style="list-style-type: none"> ▪ Statistics/Facts ▪ Citing authority ▪ Data ▪ Benefits <p>Appeal to the emotions of the author’s audience.</p> <ul style="list-style-type: none"> ▪ Fear ▪ Duty ▪ Hope ▪ Patriotism 	<p>Anaphora: the repetition of a word or phrase at the beginning of multiple sentences. This helps Martin Luther King stress the point he is trying to make, creating a sense of urgency. Change must happen now or it will not happen at all.</p> <p>Metaphor: Segregation is compared to a ‘dark and desolate valley’ to make it sound bleak. ‘Dark’ suggests negativity and ‘desolate’ implies there is a lack of hope.</p> <p><i>Now is the time to make real the promises of democracy. Now is the time to rise from the <u>dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the <u>solid rock of brotherhood.</u></u></i></p> <p>Pathos created through King’s use of direct address. He is appealing to the audience’s sense of duty. They all have a part to play in helping their country end racism and segregation forever.</p> <p>Metaphor is used here to compare ‘brotherhood’ to a solid rock. A rock is strong and stable, a foundation for Martin Luther King’s dream of a ‘brotherhood’, a community of people who are not divided.</p>		
<p>RHETORICAL METHODS</p> <ul style="list-style-type: none"> ▪ Anaphora - The repetition of a word or phrase at the beginning of multiple sentences. ▪ Direct Address - Addressing a person or a group of people directly through use of name or personal pronouns. ▪ Hyperbole - Exaggerated statements or claims that are not meant to be taken literally. ▪ Imperatives - A command. ▪ Metaphor - A comparison which says one thing is the other. ▪ Rhetorical Questions - A question which does not require an answer 		<p>STRUCTURING PERSUASIVE WRITING</p>  <pre> graph LR A[Introduction • Introduce your argument to your audience.] --> B[Ethos • Establish your ethos. Why are you the best person to present this argument?] B --> C[Argument #1: Logos • Present and explain the first point of your argument. Use logos to make your argument clear.] C --> D[Counterargument • Consider what the opposing side would say and explain why their point of view is wrong.] D --> E[Argument #2: Pathos • Present and explain the second point of your argument. Use pathos to make your audience feel a particular emotion.] E --> F[Conclusion • Conclude your argument using logos, pathos and ethos for the final time.] </pre>		<p>VOCABULARY</p> <ul style="list-style-type: none"> Analogy Anecdote Maxim Rhetoric Sophists Theme Tone

English

Vocabulary- for reading		Vocabulary – for creative writing	Make your word choices sophisticated and ambitious.
Analytical verbs- use these instead of “shows/suggests” to create another level of analysis in reading responses.	Evokes, highlights, implies, reiterates, amplifies, insinuates, intensifies, heightens, hints, exposes, explores, reveals, symbolises, alludes to, depicts.	Verbs	Blocked, towered, rattled, bustling, buzzing, sprayed, huddles, nestled, glistening, burst, wriggling, bathed, littered, boomed, teeming.
Modal verb- use these to show tentative analysis or the strength of your opinion.	Might, Should, Could, May, Will, Must, Ought to	Emotions	Sad: Hollow, misery, choked, sobs, despair Happy: elated, pulse racing, animated, radiant Concentrating: resolved, gritted teeth, furrowed Caring: warm, patient, soft, silky voice, squeeze Relieved: eased, tingled, uttered, relaxed Angry: vicious, furious, clenched, hammered Cold: cunning, sinister, venomous, squinted
Sentence structures		Spellings	Know your errors and weak words and learn them.
Simple- sentence which makes sense on its own and contains a verb and a subject.	The dog sat in his bed.	Homophones	Here/hear there/their/they’re your/you’re see/sea To/two/too which/witch weather/whether Were/we’re where/wear
Compound- where two complete sentences are joined together using and, but, or	The dog sat in his bed but he wanted to go for a walk.	Punctuation	
Complex- where there is one complete sentence with at least one <i>subordinate clause</i> , which will not make sense on its own.	The dog, <i>who was very fat</i> , sat in his bed. The dog sat in his bed, <i>whilst chewing</i> a bone. <i>After eating some toast</i> , the girl was full. <i>Consequently</i> , he knew he had to leave. <i>Running away quickly</i> , the mouse survived.	Get the basic 100% right: . , ? ‘ !	A sentence must end with ? . or ! Commas: use to separate items in a list; use to mark clauses in complex sentences. Apostrophes: use to show missing words when joining two words together e.g. do not- don’t; use to show possession e.g. The flower’s petals were beautiful.
Varying sentence starters	Connectives to show links between ideas: In addition, however, conversely, as well as, moreover Verbs ending in -ing: cycling, crying, laughing Adverbs and adverbial phrases: Carefully, Slowly Prepositional phrases: Across the road... Before I could think... Feelings: Happily, dejectedly, rudely,	Added extras: : ; ... - ()	Colon to introduce a list of items. Semi-solon to separate items in a longer complex list or to show close relationship between two complete sentences. Ellipsis to create a pause and build tension Dashes to add extra detail to a sentence Brackets to add extra detail within a sentence. Works well as voice of narrator or sarcasm.

Ethics and Politics (Citizenship) - Identity

Key words

1. **Identity:** the way you think about yourself, the way you are viewed by the world and the characteristics that define you.
2. **Personality:** the combination of characteristics that form an individual's distinct character.
3. **Character:** the mental and moral qualities specific to an individual.
4. **Homophobic:** having or showing a dislike of or prejudice against gay people.
5. **Xenophobic:** dislike of or prejudice against people from other countries.
6. **Racism:** prejudice and/or discrimination against someone due to their particular racial or ethnic group.
7. **Discrimination:** the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
8. **Human rights:** a right which is believed to belong to every person.
9. **Morals:** being concerned with the principles of right and wrong behaviour.
10. **Moral right:** the responsibility of people to behave in a moral way towards others
11. **Equality Act 2010:** a document that protects 9 key characteristics from discrimination in the work place, school setting and wider society.
12. **United Nations:** an international organization composed of independent states brought together to encourage diplomacy and peace between various countries.
13. **Race Relations Act:** the first legislation in the United Kingdom to address racial discrimination. The Act outlawed discrimination on the "grounds of colour, race, or ethnic or national origins" in public places in Great Britain.

Key knowledge

14. In the UK we currently use passports or driving licences as our main form of identification.
15. Our identity and who we are can be impacted by a) nature (the world around us - your biological background and b) nurture (the way we are brought up).
16. Your identity is made up of lots of different things. These can include, the country you were born in, your hair colour/eye colour, your age, where you live and language you speak.
17. Your identity changes all the time – sometimes without you even realising it. This could be due to changes in hobbies, changes in friendships, getting older, getting married etc.
18. Identity is what makes us the person we are however there can be situations where someone's identity can create issues within society due to no fault of their own. A hate crime is any crime committed against someone because of their: Race Religion Sexuality Gender Disability Appearance or because they are thought to be a certain race/religion/sexuality etc. even if they are not. It can include: Threats, Verbal abuse, Physical attacks, Bullying etc.
19. Case study 1: Pulse nightclub. This was an attack on the LGBTQ+ community. The group had been the target of a severe homophobic attack. This attack was motivated because of their sexuality. Case study 2: Sophie Lancaster. Sophie identified with being 'goth' and was victim to an abusive hate crime which resulted in her death. Case study 3: Coronavirus and the Chinese community. The Chinese community have become victims of hate crime ever since the outbreak of coronavirus.
20. Community cohesion is a way to bring everyone's identities and differences together and this focuses on integrating everyone and creating peace and harmony.
21. Documents such as the Universal Declaration of Human Rights state that we should be able to express ourselves freely without judgement and discrimination. We all have the moral right to protect each other and keep everyone safe.

Ethics and Politics (Citizenship) – Global Community

Key words

1. **Global warming:** a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect
2. **Greenhouse Effect:** the trapping of the sun's warmth in the planet's atmosphere caused by increased levels of carbon dioxide, CFCs, and other pollutants
3. **Factory farming:** a system of bringing up livestock using highly intensive methods where they are kept indoors under strictly controlled conditions.
4. **Animal rights:** the rights of animals to live free from human exploitation and abuse.
5. **Animal testing:** scientific experiment in which a live animal is forced to undergo something that is likely to cause them pain to test the safety of a product for humans.
6. **Stewardship:** taking care of the environment and improving it for the next generation
7. **Advocacy:** supporting and enabling people to express their views and concerns, access information and services, and defend and promote their rights and responsibilities.

Key knowledge

8. Four consequences of global warming are a) ice caps melting, b) flooding, c) extreme weather and d) animals/plants become extinct.
9. Actions individuals can take to reduce global warming are a) don't waste electricity, b) walk/cycle instead of travelling by car, c) buy locally grown produce.
10. Scientists can research alternative energy sources to reduce global warming.
11. The government could bring in stricter laws to ensure that people don't contribute to global warming.
12. Negatives of factory farming include a) antibiotic resistant germs, b) animal cruelty, c) destroyed communities, d) mad cow disease, e) dangerous working conditions, f) manure in the meat.
13. PETA is an example of an animal rights charity.
14. Many people are against animal testing because a) they believe it is wrong to treat animals cruelly, b) some testing may be useless as animals don't necessarily react the same way as humans, meaning animals are killed or harmed for no reason, c) alternative methods of testing products are available.
15. Religious people believe they should look after the planet because a) they believe the world and everything in it is a gift from God, b) climate change effects the world's poorest people and they have a duty to look after them, c)
16. Greta Thunberg is an example of a young activist who is fighting to end the causes of climate change.

Food and nutrition – Food sustainability

Sensory Analysis

The **sensory analysis of food** is an interdisciplinary scientific discipline encompassing the direction, measurement and interpretation of a products characteristics that can be perceived by human sensory organs.

Hear the snap of a crunchy biscuit and the fizz of a drink.



Touch a ripe pear and crusty bread.



Taste lemons, chocolate and blue cheese.



Smell coffee and bread freshly made



See a ripe banana and a trifle decorated with piped cream

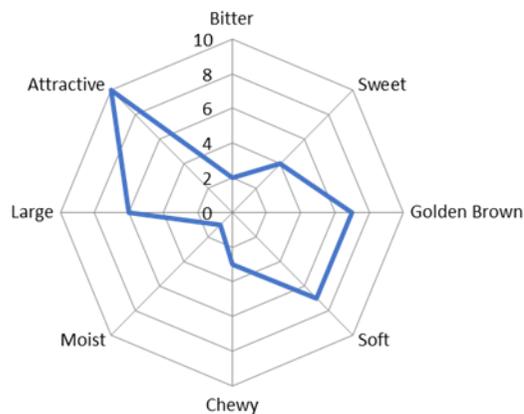


Figure 1 Example of sensory analysis results in a star diagram

Acidic	Rancid
Appetising	Raw
Aromatic	Ripe
Bitter	Rotten
Burnt	Salty
Cheesy	Seasoned Sharp
Citrusy Creamy	Smoky
Eggy	Sour
Fishy	Spicy
Flavourful	Stale
Fried	Strong
Hot	Spicy
Infused	Sugary
Mild	Tangy
Pepper	Tender
Pickled	Yeasty
Plain	Zesty



What is quality control?

When food products are manufactured in large quantities it is important that the quality is controlled and that it reaches a certain

What is computer-aided manufacture (CAM)?

Computer-aided manufacture uses computers to check and control the quality of the food and product manufacturing.

- sensors can control the temperature of an oven, the pH of a mixture (such as yoghurt) and the weight of a product
- detectors are used at the end of the process for detecting alien material such as metal or plastic
- robotics are used for repetitive tasks where products are continuously produced twenty-four hours a day; they are programmed to do exactly the same thing to each product each time
- digital imaging can be used to check the sizes, shapes and positions of some ingredients
- stock control is used to order the correct amount of ingredients; it can also forecast demand and sales.

I-Media

<p>Mood Board</p> <p>Purpose:</p> <ul style="list-style-type: none"> To generate visual ideas about how the campaign or product could look. To develop a feel for the Campaign/Product style. To show the client the fonts, images, colours to be used in the campaign. Can be Digital (created on computer) or Physical. <p>Audience: Client, Design team</p> <p>Do's and Don't</p> <p>Don't Layout in a Grid / table. Do Group images into themes or concept (Water images together, Fire images together) Do Add Tag Lines.</p> <p>Content:</p> <p>Title, Fonts, Text Boxes, Pictures (Drawings/images) Logo, Colours. (NEVER JUST SAY "TEXT")</p> <p>Web site or Web advert</p> <p>Movies, Sounds</p> <p>TV Advert/Movie/animation</p> <p>Costume Ideas Location Ideas</p> <p>Video Game</p> <p>Costume Ideas Location Game Play</p>	<p>Story Board</p> <p>Purpose: Breaks down a film/animation into separate scene. It will have a flow of scenes that follow a timeline. Allows the Editor to piece together the different scenes into the correct order,</p> <p>Audience: Film Crew, helps them plan out the scenes or Editor helps them put the movie together (Not Production team)</p> <p>WHAT TO INCLUDE ON STORYBOARD?</p> <table border="1" data-bbox="618 459 1106 619"> <tr> <td>Numbered Scenes</td> <td>Short Description</td> </tr> <tr> <td>Camera Angles Camera Movement Timings</td> <td>Locations Camera Type Transition</td> </tr> <tr> <td>Lighting</td> <td>Scene Sketch</td> </tr> <tr> <td>Sounds (dialogue, effects)</td> <td>Transitions Colouring</td> </tr> </table> <p>Even a short movie may be shot out of order, a story board means different film crews can work on different scenes and know what each one is doing. Afterwards the editing team can put the scenes together in the correct order</p>	Numbered Scenes	Short Description	Camera Angles Camera Movement Timings	Locations Camera Type Transition	Lighting	Scene Sketch	Sounds (dialogue, effects)	Transitions Colouring	<p>Script</p> <p>Purpose:</p> <p>Provide lines for characters so they know what to say Provide details about expressions or actions Provide stage directions for actors and production crew If the scene is set inside (Interior) or outside (Exterior) the specific location, and the time of day.</p> <p>Audience: Film Crew, Actors, Director</p> <p>Content of a Script</p> <ul style="list-style-type: none"> Location: Set / Slug line (INT / EXT) Direction (Tells the actors what to do, you cannot direct an animal) Character names (centred) Speech / Dialogue between characters(centred) Sound and sound effects (for actions, events) Shot type (close up, mid, long, over shoulder, two shot) Camera movement (pan, tilt, zoom) 	<p>File Types</p> <table border="1" data-bbox="1648 248 2143 574"> <thead> <tr> <th>File</th> <th>Characteristics and Properties</th> </tr> </thead> <tbody> <tr> <td>Tiff</td> <td>High resolution graphic that can produce high quality prints</td> </tr> <tr> <td>JPG</td> <td>Uses lossy compression to reduce its file size so quick to upload</td> </tr> <tr> <td>PSD</td> <td>Proprietary format for Adobe software applications</td> </tr> <tr> <td>PNG</td> <td>Keeps transparencies so it can be used on different coloured backgrounds.</td> </tr> <tr> <td>GIF</td> <td>Can be animated and loads quickly</td> </tr> <tr> <td>SVG</td> <td>Vector graphic that can be scaled without losing quality. (Not for Photographs)</td> </tr> </tbody> </table>	File	Characteristics and Properties	Tiff	High resolution graphic that can produce high quality prints	JPG	Uses lossy compression to reduce its file size so quick to upload	PSD	Proprietary format for Adobe software applications	PNG	Keeps transparencies so it can be used on different coloured backgrounds.	GIF	Can be animated and loads quickly	SVG	Vector graphic that can be scaled without losing quality. (Not for Photographs)
Numbered Scenes	Short Description																								
Camera Angles Camera Movement Timings	Locations Camera Type Transition																								
Lighting	Scene Sketch																								
Sounds (dialogue, effects)	Transitions Colouring																								
File	Characteristics and Properties																								
Tiff	High resolution graphic that can produce high quality prints																								
JPG	Uses lossy compression to reduce its file size so quick to upload																								
PSD	Proprietary format for Adobe software applications																								
PNG	Keeps transparencies so it can be used on different coloured backgrounds.																								
GIF	Can be animated and loads quickly																								
SVG	Vector graphic that can be scaled without losing quality. (Not for Photographs)																								
<p>Mind Map</p> <p>Purpose: Quickly generate outline ideas and to Link or connect aspects of ideas. Based on Central Idea (Hub) and has Branches off for different aspect using Sub-Nodes</p> <p>Audience: Design team</p> <p>Content</p> <p>Central Idea (Hub) Lines (arrows) to link the Nodes and Sub nodes Linked to related ideas (Sub node) The idea in a sub node should be directly linked to the Node.</p> <p>Video file formats</p> <table border="1" data-bbox="98 1340 586 1495"> <thead> <tr> <th>File</th> <th>Properties</th> </tr> </thead> <tbody> <tr> <td>.mp4</td> <td>Compressed format for good quality/small file size video</td> </tr> <tr> <td>.mov</td> <td>Apple QuickTime movie format</td> </tr> <tr> <td>.wav</td> <td>Windows media video format for playback on computer</td> </tr> </tbody> </table>	File	Properties	.mp4	Compressed format for good quality/small file size video	.mov	Apple QuickTime movie format	.wav	Windows media video format for playback on computer	<p>Work Plan</p> <p>Provide timescales so you don't spend too long on one thing. Allow projects to meet deadline using checkpoints to stay on track</p> <p>Advantages:</p> <p>Allows team leader to track all member's tasks are being done on time. Different team members know what to do to help them finish project</p>	<p>Unexpected events</p> <p>Equipment failure Health & Safety concerns Conditions not correct for filming Content: Tasks, Activities, Duration, Deadlines, Milestones; Contingencies, Resources, Budget Contingency - extra time built in (plus extra costs)</p>	<p>Legislation</p> <p>Trademark ™ : When a company has licenced their Name/ Logo so they own it. Other companies must ask for permission to use the name. The Trademark Owner can sell the rights to use the name / Logo. (Lego has bought the Trademark Rights to Star Wars) Copyright: © A company or individual can register an image, song, idea or product. Another company would have to contact the copyright holder and ask for permission to use it. Creative Common: Ability to use a person's work while following a set of clear rules. (Cannot make money, cannot alter original)</p>														
File	Properties																								
.mp4	Compressed format for good quality/small file size video																								
.mov	Apple QuickTime movie format																								
.wav	Windows media video format for playback on computer																								
<p>Visualisation</p> <p>Purpose: A Hand Drawn Design that will plan the layout of a still image in a visual manner. Show how the finished item may look. Magazine cover, website, multimedia product.</p> <p>Audience: the designer or developer of the final product.</p> <p>Content</p> <table border="1" data-bbox="618 1321 1106 1401"> <tr> <td>Images</td> <td>Annotations</td> </tr> <tr> <td>Logos Fonts</td> <td>Colour scheme</td> </tr> <tr> <td>Quotes</td> <td>Dimensions</td> </tr> </table>	Images	Annotations	Logos Fonts	Colour scheme	Quotes	Dimensions	<p>Target audience</p> <p>There are many ways to break down the audience of a product. But these are the six you must know and use.</p> <ul style="list-style-type: none"> Income: target an audience that can afford your Product Age: different ages appeal e.g. children different from adults (consider colour, language etc.) Gender: male and female Location: Audience live a certain distance from store or campaign. Ethnicity/Race/Religion: This will affect a person's attitudes and outlook Accessibility/Disability: the Campaign/Product is accessible to as many people as possible 	<p>Client requirements</p> <p>Also known as brief or specification. Must meet their requirements otherwise your work will not be fit for purpose.</p> <p>Done by:</p> <ul style="list-style-type: none"> Face to face discussion Script <p>Specification Written brief</p> <ul style="list-style-type: none"> Content (look at brief and use words given): Purpose Timescale Target audience Budget Content (information / images) Theme / style / genre Colour scheme (use house style for consistency) 																	
Images	Annotations																								
Logos Fonts	Colour scheme																								
Quotes	Dimensions																								

Health and Social Care – Human Lifespan Developments

<p><u>Understand human growth and development across life stages and the factors that affect it</u></p> <p><i>How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.</i></p>						
<p><u>A1 Growth and development across life stages</u></p>		<p><u>A2 Factors affecting growth and development</u></p>				
<p><u>Lifestages</u></p> <ol style="list-style-type: none"> 1. Infancy (0 – 2 years) 2. Early childhood (3 – 8 years) 3. Adolescence (9 – 18 years) 4. Early adulthood (19 – 45 years) 5. Middle adulthood (46 – 65 years) 6. Later adulthood (65+ years) 	<p><u>Holistic Development</u></p> <ol style="list-style-type: none"> 1. Physical development – Physical growth and physiological change 2. Intellectual development – Developing thinking and language skill and common activities that promote learning and development 3. Emotional development – Developing feelings about self and other 4. Social development – Forming relationships 	<table border="1"> <tr> <td> <p><u>1. Physical factors</u></p> <ol style="list-style-type: none"> a) Genetic inheritance b) Diet and lifestyle choices c) Experience of illness and disease d) Appearance </td> <td> <p><u>2. Economic factors</u></p> <ol style="list-style-type: none"> a) Income/ wealth b) Material possessions </td> </tr> <tr> <td colspan="2"> <p><u>3. Social, Cultural and emotional factors</u></p> <ol style="list-style-type: none"> a) Educational experiences b) Culture, e.g. community involvement, religion, gender c) Influence of role models d) Influence of social isolation e) Personal relationship with friends and family  </td> </tr> </table>	<p><u>1. Physical factors</u></p> <ol style="list-style-type: none"> a) Genetic inheritance b) Diet and lifestyle choices c) Experience of illness and disease d) Appearance 	<p><u>2. Economic factors</u></p> <ol style="list-style-type: none"> a) Income/ wealth b) Material possessions 	<p><u>3. Social, Cultural and emotional factors</u></p> <ol style="list-style-type: none"> a) Educational experiences b) Culture, e.g. community involvement, religion, gender c) Influence of role models d) Influence of social isolation e) Personal relationship with friends and family 	
<p><u>1. Physical factors</u></p> <ol style="list-style-type: none"> a) Genetic inheritance b) Diet and lifestyle choices c) Experience of illness and disease d) Appearance 	<p><u>2. Economic factors</u></p> <ol style="list-style-type: none"> a) Income/ wealth b) Material possessions 					
<p><u>3. Social, Cultural and emotional factors</u></p> <ol style="list-style-type: none"> a) Educational experiences b) Culture, e.g. community involvement, religion, gender c) Influence of role models d) Influence of social isolation e) Personal relationship with friends and family 						
<p>Learning Aim B: Investigate how individuals deal with life events</p>						
<p><u>B1 Different types of life event</u></p>		<p><u>B2 Coping with change caused by life events</u></p>				
<p><u>1. Physical events</u></p> <ol style="list-style-type: none"> a) Accident/ injury b) Ill health 	<p><u>3. Life circumstances</u></p> <ol style="list-style-type: none"> a) Moving house, school or job b) Exclusion from education c) Redundancy d) Imprisonment e) Retirement 	<p><u>1. How individuals adapt to these changes</u></p> <p><u>2. Sources of support</u></p> <ol style="list-style-type: none"> a) Family, friends, partners b) Professional carers and services c) Community groups, voluntary and faith-based organisations 				
<p><u>2. Relationship changes</u></p> <ol style="list-style-type: none"> a) Entering a relationship b) Marriage c) Divorce d) Parenthood e) Bereavement 		<p><u>3. Types of support</u></p> <ol style="list-style-type: none"> a) Emotional b) Information advice c) Practical help, e.g. financial assistance, childcare, transport 				



Geography – Manchester

Social—people

Economic—money and jobs

Environmental—natural world

Key words

- Brownfield site** - a site that has previously been used.
- Dereliction** - abandoned buildings and wasteland.
- Greenfield** - a site that has never been built on before.
- Regeneration** - improving and upgrading the environment.
- Social deprivation** - a lack of services, decent housing and adequate income.
- Urban greening** - increasing and preserving open space such as parks.



Why is Manchester an important city?

- The Greater Manchester area is the second most populous urban area in the UK.
- Known as the ‘Capital of the North’.
- Cottonopolis – world’s first industrial city.
- Airport - busiest airport outside of London.
- Commonwealth games in 2002
- Three Universities

	Opportunities	Challenges
S	<p>Cultural diversity Trafford centre - over 200 shops and 30 million visitors a year. Integrated transport - more trams, free bus travel for 16-18s contactless payment on Metrolink.</p>	<p>Deprivation and inequality Moss side and Didsbury Life expectancy 74 and 80 GCSE in maths and English 25% and 60%</p>
Ec	<p>Employment – Tertiary, IT and finance sectors have grown significantly. Salford Quays has seen huge investment.</p>	<p>Low skilled work in poorer areas. The poorest residents are being left behind as they often do not have the education to apply for the high paying jobs.</p>
En	<p>The Greening Manchester programme is a quest to become Britain's Greenest City. St. Peter’s Square regeneration - 42 mature trees planted. Bridgewater basin floating ecosystems - introduction of 200m2 of floating plant islands.</p>	<p>Dereliction - Run down industrial buildings in city centre. Building on brownfield/ Greenfield - Brownfield sites fulfil less than half of the identified housing need Urban sprawl Waste - half a million tonnes of waste per year.</p>

Salford Quays: regeneration scheme

Why?

- After the docks closed, over 30% of people in the area were left unemployed.
- The area was so undesirable, house prices fell to £10,000 in some areas.
- By the early 1990s £280 million of government and private funding had been invested in the area.

What?

- In 2011 the BBC began a move from London to MediaCityUK.
- Lowry theatre and shopping mall.
- Imperial war museum.

Results?

- There are now more people employed in Salford Quays than when the docks were at their busiest.
- The sector is worth £3.1bn to Greater Manchester’s economy.
- Social exclusion



Geography – Living world

Social—people



Economic—money and jobs



Environmental—natural world



Key words

- Colonialism** - the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
- Conservation** - looking after and protecting biodiversity.
- Endangered species** - a species of animal or plant that is at risk of extinction.
- Exploitation** - Making use of resources, taking something that is not yours for your own benefit.
- Informal economy** - part of the economy that is not taxed or monitored by the government. These jobs are often unskilled and labour intensive.
- Multiplier effect** - money spent or invested that helps to generate further business and improve services.

Nigeria: Africa’s most populated country

Capital: Abuja

Population: 177,155,754

Climate: Tropical in the south and dry in the north

Life expectancy: 53 years

Largest slum: Makoko

- Over 62% of people live in extreme poverty
- Over 43% of the population are below 14 years old
- 1 in 5 Nigerian children is out of school
- 70% of people are employed in farming

Makoko - Squatter settlement



Tourism in Kenya

- | | |
|--|---|
| <ul style="list-style-type: none"> Tourism generates money & jobs. Money can be used to improve local services. Helps people understand different cultures. | <ul style="list-style-type: none"> A lot of the profit goes to foreign companies not the local people. The Maasai have been forced off their land. Wildlife is disturbed by safari jeeps and hot air balloons. |
|--|---|



Saving the Northern white rhinoceros

- The Northern white rhinoceros is critically endangered.
- Rhinoceros horn is valued highly, and many are turned into dagger handles or medicine.
- Since 19 March 2018, there are only two known northern white rhinos left.
- Research and conservation have brought the Southern white rhinoceros from the brink of extinction. They are now heavily protected and are thriving with a population of nearly 20,000.

History

<p><u>Key Words</u></p> <p>Genocide = <i>the deliberate killing of a large group of people, especially those of a particular nation or ethnic group</i></p> <p>Final Solution = <i>Nazi policy of exterminating European Jews. Resulting in the murder of 6 million Jews in concentration camps between 1941 and 1945.</i></p> <p>Persecution = <i>Treating people badly, especially because of race or political or religious beliefs</i></p> <p>Hutu = <i>The largest tribe in Rwanda.</i></p> <p>Tutsi = <i>Smaller tribe and victims of the Genocide</i></p> <p>Interhamwe = <i>Hutu paramilitary organisation and the main perpetrators of the Rwandan genocide</i></p> <p>Rwandan Patriotic Front (RPF) = <i>The ruling political party in Rwanda since 1994</i></p>	<p><u>Key Dates: Holocaust</u></p> <table border="1"> <tr> <td>30th January 1933</td> <td>Hitler becomes chancellor of Germany, a nation with a Jewish population of 566,000.</td> </tr> <tr> <td>22nd March 1933</td> <td>First Nazi Concentration Camps opened in Dachau.</td> </tr> <tr> <td>September 1933</td> <td>'Race studies' (eugenics) is introduced into German Schools.</td> </tr> <tr> <td>January 1934</td> <td>All Jewish shops are marked with a yellow Star of David or the word 'Juden'. Soldiers also stand outside to turn people away.</td> </tr> <tr> <td>September 1935</td> <td>The Nuremberg Laws are introduced. Jews are no longer allowed to vote or marry non-Jews. Under law, Jews in Germany were now 'non citizens'.</td> </tr> <tr> <td>August 1938</td> <td>Male Jews must add the name 'Israel' and female Jews must add the name 'Sara' to their first names.</td> </tr> <tr> <td>November 1938</td> <td>Kristallnacht – Night of Broken Glass. Jewish homes, synagogues and businesses are attacked all over Germany. About 100 Jews are killed and 20 000 sent to Concentration Camps.</td> </tr> <tr> <td>December 1938</td> <td>Jewish and non-Jewish children forbidden to play together.</td> </tr> <tr> <td>April 1939</td> <td>Jews can be evicted from their homes for no reason</td> </tr> <tr> <td>September 1939</td> <td>Jews no longer allowed out of homes between 8pm and 6am.</td> </tr> <tr> <td>January 1942</td> <td>The Wannsee Conference. A 90-minute meeting where it was decided that it would become official policy to kill all of Europe's Jews.</td> </tr> <tr> <td>April 1943</td> <td>Warsaw Ghetto uprising. It lasted 43 days before the Germans finally regained control.</td> </tr> </table>	30th January 1933	Hitler becomes chancellor of Germany, a nation with a Jewish population of 566,000.	22nd March 1933	First Nazi Concentration Camps opened in Dachau.	September 1933	'Race studies' (eugenics) is introduced into German Schools.	January 1934	All Jewish shops are marked with a yellow Star of David or the word 'Juden'. Soldiers also stand outside to turn people away.	September 1935	The Nuremberg Laws are introduced. Jews are no longer allowed to vote or marry non-Jews. Under law, Jews in Germany were now 'non citizens'.	August 1938	Male Jews must add the name 'Israel' and female Jews must add the name 'Sara' to their first names.	November 1938	Kristallnacht – Night of Broken Glass. Jewish homes, synagogues and businesses are attacked all over Germany. About 100 Jews are killed and 20 000 sent to Concentration Camps.	December 1938	Jewish and non-Jewish children forbidden to play together.	April 1939	Jews can be evicted from their homes for no reason	September 1939	Jews no longer allowed out of homes between 8pm and 6am.	January 1942	The Wannsee Conference. A 90-minute meeting where it was decided that it would become official policy to kill all of Europe's Jews.	April 1943	Warsaw Ghetto uprising. It lasted 43 days before the Germans finally regained control.	<p><u>Key Dates: The Rwandan Genocide</u></p> <table border="1"> <tr> <td>1300's</td> <td>Tutsis migrate into what is now Rwanda, which was already inhabited by the Twa and Hutu peoples.</td> </tr> <tr> <td>April 6th 1994</td> <td>Rwanda's president Juvenal Habyarimana, from the Hutu majority, is killed when his aircraft is shot down over Kigali.</td> </tr> <tr> <td>April 7th 1994</td> <td>Soldiers kill the moderate Hutu prime minister, as well as 10 Belgian paratroopers guarding her. Lists of those to be killed -- mostly Tutsis but also opposition Hutus -- are distributed. Mille Collines radio station plays anti-Tutsi propaganda, referring to them as "cockroaches".</td> </tr> <tr> <td>April 9th 1994</td> <td>French and Belgian paratroopers start arriving to evacuate their nationals, leaving Rwandans behind.</td> </tr> <tr> <td>June 30th 1994</td> <td>The UN Human Rights Commission's says the slaughter legally qualifies as "genocide" and appears to have been planned.</td> </tr> <tr> <td>July 4th 1994</td> <td>Soldiers of the mainly Tutsi RPF seize the capital Kigali. The 100 days of killings ends.</td> </tr> <tr> <td>2000</td> <td>Paul Kagame becomes President of Rwanda. He is still the President today</td> </tr> </table>	1300's	Tutsis migrate into what is now Rwanda, which was already inhabited by the Twa and Hutu peoples.	April 6th 1994	Rwanda's president Juvenal Habyarimana, from the Hutu majority, is killed when his aircraft is shot down over Kigali.	April 7th 1994	Soldiers kill the moderate Hutu prime minister, as well as 10 Belgian paratroopers guarding her. Lists of those to be killed -- mostly Tutsis but also opposition Hutus -- are distributed. Mille Collines radio station plays anti-Tutsi propaganda, referring to them as "cockroaches".	April 9th 1994	French and Belgian paratroopers start arriving to evacuate their nationals, leaving Rwandans behind.	June 30th 1994	The UN Human Rights Commission's says the slaughter legally qualifies as "genocide" and appears to have been planned.	July 4th 1994	Soldiers of the mainly Tutsi RPF seize the capital Kigali. The 100 days of killings ends.	2000	Paul Kagame becomes President of Rwanda. He is still the President today
30th January 1933	Hitler becomes chancellor of Germany, a nation with a Jewish population of 566,000.																																							
22nd March 1933	First Nazi Concentration Camps opened in Dachau.																																							
September 1933	'Race studies' (eugenics) is introduced into German Schools.																																							
January 1934	All Jewish shops are marked with a yellow Star of David or the word 'Juden'. Soldiers also stand outside to turn people away.																																							
September 1935	The Nuremberg Laws are introduced. Jews are no longer allowed to vote or marry non-Jews. Under law, Jews in Germany were now 'non citizens'.																																							
August 1938	Male Jews must add the name 'Israel' and female Jews must add the name 'Sara' to their first names.																																							
November 1938	Kristallnacht – Night of Broken Glass. Jewish homes, synagogues and businesses are attacked all over Germany. About 100 Jews are killed and 20 000 sent to Concentration Camps.																																							
December 1938	Jewish and non-Jewish children forbidden to play together.																																							
April 1939	Jews can be evicted from their homes for no reason																																							
September 1939	Jews no longer allowed out of homes between 8pm and 6am.																																							
January 1942	The Wannsee Conference. A 90-minute meeting where it was decided that it would become official policy to kill all of Europe's Jews.																																							
April 1943	Warsaw Ghetto uprising. It lasted 43 days before the Germans finally regained control.																																							
1300's	Tutsis migrate into what is now Rwanda, which was already inhabited by the Twa and Hutu peoples.																																							
April 6th 1994	Rwanda's president Juvenal Habyarimana, from the Hutu majority, is killed when his aircraft is shot down over Kigali.																																							
April 7th 1994	Soldiers kill the moderate Hutu prime minister, as well as 10 Belgian paratroopers guarding her. Lists of those to be killed -- mostly Tutsis but also opposition Hutus -- are distributed. Mille Collines radio station plays anti-Tutsi propaganda, referring to them as "cockroaches".																																							
April 9th 1994	French and Belgian paratroopers start arriving to evacuate their nationals, leaving Rwandans behind.																																							
June 30th 1994	The UN Human Rights Commission's says the slaughter legally qualifies as "genocide" and appears to have been planned.																																							
July 4th 1994	Soldiers of the mainly Tutsi RPF seize the capital Kigali. The 100 days of killings ends.																																							
2000	Paul Kagame becomes President of Rwanda. He is still the President today																																							
<p>Is China committing Genocide against the Uighur Muslims? A number of nations, including the US, have used the term 'Genocide' to describe Chinese treatment of Uighur people. It comes amid growing evidence of abuses at "re-education camps" for Uighurs in Xinjiang province. China has been accused of carrying out forced sterilisations on Uighur women and separating children from their families.</p>																																								

History

Civil Rights (Britain)

1215	Magna Carta. This English Charter acknowledged for the first time that subjects of the crown had legal and was also the first step in giving us the right to a trial by a jury of our peers.
1948	Universal declaration of Human Rights. This sets out a range of rights and freedoms to which everyone, everywhere in the world, is entitled.
1965	Race Relations Act. This was the first legislation in the UK to address racial discrimination but was criticised as it only covered discrimination in specified public places.
1975	Sex Discrimination Act. The act made sex discrimination illegal in the areas of employment, education and the provision of goods, facilities and services.
1976	Race Relations Act. The Race Relations Act was established to prevent race discrimination. It made race discrimination unlawful in employment, training, housing, education and the provision of goods, facilities and services.
1979	Often referred to as the 'bill of rights for women' , the Convention on the Elimination of All Forms of Discrimination against Women defined what constitutes discrimination against women and sets out the core principles to protect their rights.
1989	Governments worldwide promised all children the same rights by adopting the Convention on the Rights of the Child,
1995	Disability Discrimination Act
2010	The Equality Act brought together more than 116 separate pieces of legislation into one single act - a new, streamlined legal framework to protect the rights of individuals and advance equality of opportunity for all.

Civil Rights (USA)

Key Words

Segregation: *The separation of black and white people*
Integration: *Combining black and white people in society*

Jim Crow: *A set of laws that made segregation legal*

Boycott: *When people refuse to use a service to show they don't support it*

Key Dates

1865	Slavery was abolished in America but treatment of black people did not improve due to the Jim Crow Laws keeping the USA segregated .
1954	Brown vs Board of Education The courts forced the board of education to let an African American schoolgirl Linda Brown to a white only school.
1955-6	Montgomery Bus Boycott ; Rosa Parks refuses to give up her seat on a bus.
1957	Little Rock Even after 1954, most schools still would not integrate schools. At a school in Little Rock, 9 black students were stopped from going to a mostly white school.
1963	Martin Luther King Jr gives his 'I have a dream' speech.
1965	Assassination of Malcom X.
1968	Assassination of Martin Luther King Jr.

Civil Rights (South Africa)

Key Words

Apartheid: *Policy of segregation of black and white people in South Africa*

ANC: *African National Congress, political party who fought for the end of apartheid*

Key Dates

1815	South America becomes part of the British Empire
1948	The South African government introduce apartheid. The ANC start a campaign of civil disobedience which meant not following the segregation laws.
1960	Sharpeville massacre – at a protest against Apartheid 69 protesters were shot. The government blamed the ANC and banned them.
1963	Mandela and 10 other ANC members are sentenced to life imprisonment for political offences.
11 th Feb 1990	Mandela is freed from prison after years of protests and petitions.
1994	Mandela becomes the first black president of South Africa.

Performing Arts – Drama

Vocal Skills:	
Volume	How loud or quietly someone speaks
Pitch	How high or low someone speaks
Tone	How something is said – sarcastic tone, happy tone, sad tone
Accent	A way of pronouncing a language (country, area or social class)
Timing	Use of pause or silence. The rhythm of the way you speak
Pace	How fast or slow someone speaks
Intonation	The rise and fall of the voice
Phrasing	How something is said/Delivery of lines for dramatic effect (pause, emphasise words) Emotional range Happy, sad, scared, shy, nervous (linked with tone)
Working with other actors	Action and Reaction
Physical Skills:	
Posture	How someone stands and/or sits (slouched, upright)
Gesture	How someone uses their hands and arms when they are speaking
Facial expression	How the face is used to communicate feeling. (EG – open mouthed, scrunched eyes, pouted lips.)
Movement	How someone moves around the stage space. This also includes physical theatre movement (dance, unison movement.)
Gait	How someone walks (stride, leap, shuffle.)
Relationships with other characters and the audience:	
Proxemics	Distance between characters to show a relationship
Eye Contact	Looking in a particular direction or at another person
Physical contact	Contact and touch between characters
Levels	To show contrast between characters
Lighting	The use of lights to create a particular atmosphere
Sound	Adding sound or music to create an effect
Costume	What the character would wear
Props	Items used within the performance
Set	Backdrops and items to create an atmosphere

Performing Arts – Drama

Key Features of a play:

Performance Style	The way in which something is performed. A realistic performance has a believable or life-like performance style, or a comedy might feature multi-role or physical comedy as its performance style.
Character	A person or other being (such as a talking animal) in a play, novel or film.
Character list	A list of the characters that appear in the play. Some lists include a short description of the characters, such as their age or occupation.
Genre	A category of drama such as historical drama or musical.
Stage directions	Descriptions of aspects of the play not conveyed by the actors' speeches These may include a description of what the set or characters look like, their actions and how certain lines are spoken. It may also note pauses, silences or beats to indicate when characters are not speaking.
Monologue	A long speech spoken by one character.
Plot	The main events of the play presented in a particular sequence by the playwright.
Resolution	The end of the plot when the problems of the play are resolved
Dramatic climax	The moment of greatest dramatic tension in a play
Dialogue	What the characters say

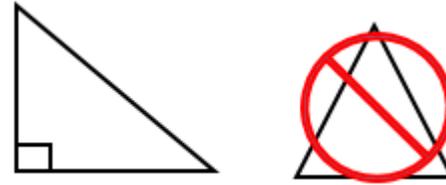
Genres of Drama:

Tragedy	Developed by Ancient Greeks - Serious plot - Sad ending – death of one or more main characters -Aim to produce 'catharsis' for the audience - Most modern tragedies have characters from more normal backgrounds, making it easier for the audience to relate to them. -
Documentary theatre	Recorded Delivery theatre company - Takes stories from real life and brings them to the stage - Modern genre of theatre - Plot, character and script taken from factual sources like newspapers, letters and interviews. - Real life events portrayed in an authentic way. - Performers can repeat source material word for word. This is known as VERBATIM THEATRE. A popular way to deliver strong message about topical issues.
Melodrama	Unbelievable plots - Extreme emotions and exaggerated acting - Stories about love with a happy ending - Music features heavily in Melodrama but doesn't contribute to the plot. Incidental music is played in the background to add to the overall mood.
Comedy	Also dates back to Ancient Greece - Lighthearted plot, witty dialogue - Happy ending for the main characters - Shakespeare used techniques such as wordplay and mistaken identity to create comedy - Visual comedy – characters' appearance, actions and use of props create humour as well as their words

Pythagoras' Theorem

Pythagoras' Theorem is a relationship between sides of a triangle

Pythagoras' Theorem **only** applies to right angled triangles

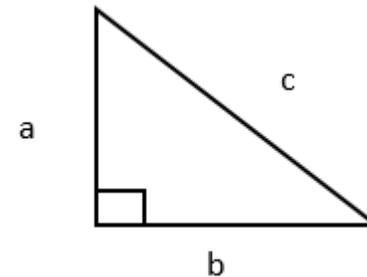


Pythagoras theorem states that

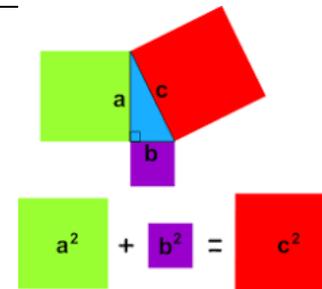
$$a^2 + b^2 = c^2$$

Where:

c must be the longest side (called the Hypotenuse).
 a and b can be either of the two remaining sides



Pythagoras' Theorem can be represented in many different ways – including using the area of squares on each side of the triangle

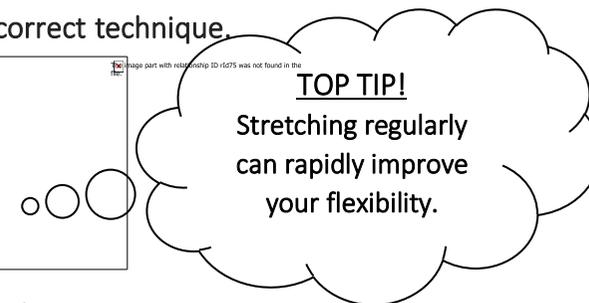


Performing Arts – Dance

Physical Skills:

Physical skills are the skills that give us the ability to perform a wider range of movements safely with control and correct technique.

Skill	Definition
Extension	The lengthening of body parts outwards. E.g. Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.



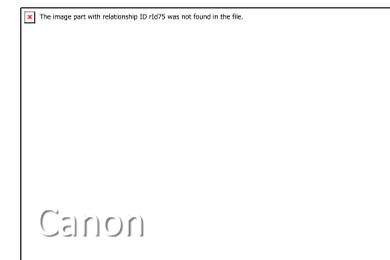
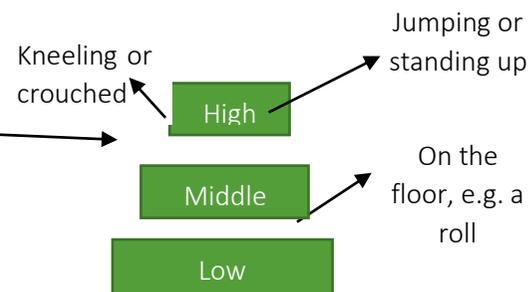
Performance/Interpretive skills: Performance skills are the skills that allow you to engage and connect with your audience.

Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.



Choreographic Devices: Choreographic devices are the tools that we use to make our choreography more interesting and original.

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Accumulation	Gaining dancers as a phrase is performed
Juxtaposition	Showing a contrast on stage. This can be applied using speed or style etc
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase



Performing Arts – Dance

Professional Works

KEY QUESTION: What is a professional work?

A professional work is a performance or piece of dance that has been created by a choreographer. This usually develops from a **brief** or a **stimulus** and can express a theme, story or represent a chosen style of the choreographer.



What is a stimulus?

A stimulus is the theme or starting point for a dance.

Who is involved in creating a professional work?

- **Dancers:** Learn and perform the choreography. Contribute to any choreography tasks.
- **Choreographer:** Creates the movement in response to the brief or stimulus
- **Director:** Directs the whole production
- **Producer:** The producer finds the idea or stimulus and collaborates with the director to translate this into a reality.
- **Editor:** Edits the sound and video for the production
- **Camera operator:** Operates the camera during the production
- **Lighting technician/designer:** Designs and operates the lighting for the production.
- **Costume designer:** Designs the costume for the production
- **Sound technician:** Edits and maintains the sound for the production
- **Composer:** Creates the music for the production

Singing in the rain – Gene Kelly

Singing in the rain was a popular musical released in 1952. The musical was a brand new script Gene Kelly's choreography and performance in the musical is considered iconic. He sings the lyrics live whilst dancing with various props including a lamppost and an umbrella.

Key Features:

- Use of props
- Footwork
- Travelling
- Musicality

Style of dance: Musical Theatre/Tap Dance



Musical theatre is less of a particular style, and more of a description of dancing that is rooted in the history of Broadway musicals. Relying heavily on a knowledge of ballet, tap, and jazz, musical theatre dancers are actors and place a high focus on musical interpretation. Tap dance is a type of dance that uses the sounds of tap shoes striking the floor as a form of percussion.

Sia – The Greatest – Ryan Heffington

Although the stimulus for the choreography in this music video has never been revealed, writers from numerous media outlets concluded that the video was a tribute to the victims of the Orlando nightclub shooting. Heffington's choreography is abstract but precise. Each of the 49 dancers have their own paths whilst moving as a group, their individual actions often sync up with the people around them during climactic points in the song.



Key features:

- Abstract movements
- Call & Response
- Intricate hand and arm movements

Style of Dance: Contemporary Dance

The Talent - Ballet Boyz

The talent is a performance that fuses two short professional works, *Serpent* by Liam Scarlett and *Fallen* by Russel Maliphant. *Serpent* has no storyline but celebrates a movement quality – fluid and slow, coiled, powerful. *Fallen*, has a more tribal, aggressive feel with tight pools of light to concentrate the action so that the surrounding darkness has a threatening force.

Key features:

- Lifts and counterbalances
- Abstract Dance
- Continuous movement



Style of Dance:

Contemporary dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet.

Honey – I Believe – Laurieann Gibson

Honey was inspired by the life of choreographer [Laurieann Gibson](#), who was the film's choreographer. The final scene shows children from the local youth centre dancing together as part of a fundraiser for a new dance studio. The choreography for the piece displays a fusion of a variety of dance styles though the shifting of relationships on stage.

Key features:

- Fusion piece
- Musicality
- Power moves

Style of dance:

Hip-Hop including commercial, break dance, popping, and locking. There are also elements of Latin, Jazz and contemporary dance within the start of the performance.



Performing Arts – Music

Key words and definitions

Musical key words	Definition
Polyrhythm	Lots of rhythms playing at the same time
Ostinato	Repeated rhythmic pattern
Call and Response	Interaction between one group or person and one group. The first group or person will call or sing a phrase, and the second group will respond.

Key words and definitions

Musical Key Words	Definition
Form	How a piece of music is split into sections and organised
Concerto	A piece of music written for a particular main instrument which is accompanied by the orchestra
Symphony	A long piece of composed orchestral music which can last between 90 minutes and 2 hours long.

Polyrhythms
When you combine different rhythms and play them at the same time they become polyrhythms and can create really interesting and exciting musical patterns

	1	2	3	4	5	6	7	8
Beat 1	●		●	●		●		●
Beat 2		●	●		●	●		●
Beat 3	●	●		●			●	
Beat 4								



Performing Arts – Music

Classical – 1730 - 1820

Famous Classical pieces:

Toccat and Fugue in D minor
Moonlight Sonata
Nutcracker Suite

Famous Classical composer:

Johann Sebastian Bach
Amadeus Mozart
Ludwig Van Beethoven

Instrumentation:

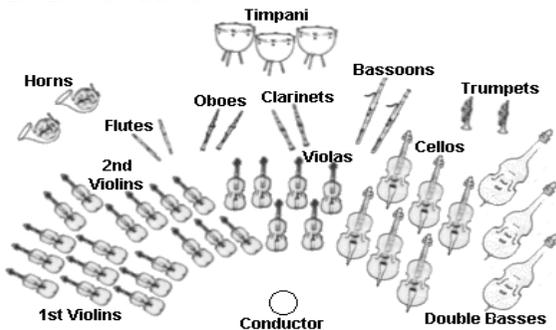
Instruments of the orchestra

Famous for:

Symphonies
Concerto
Sonata

Different Forms:

AB Binary Form
ABA Ternary Form
ABACA Rondo Form



Romantic – 1830 – 1900

Famous Romantic Pieces:

Nocturne
Clair De Lune
Three romances for violin and piano

Famous Classical composer:

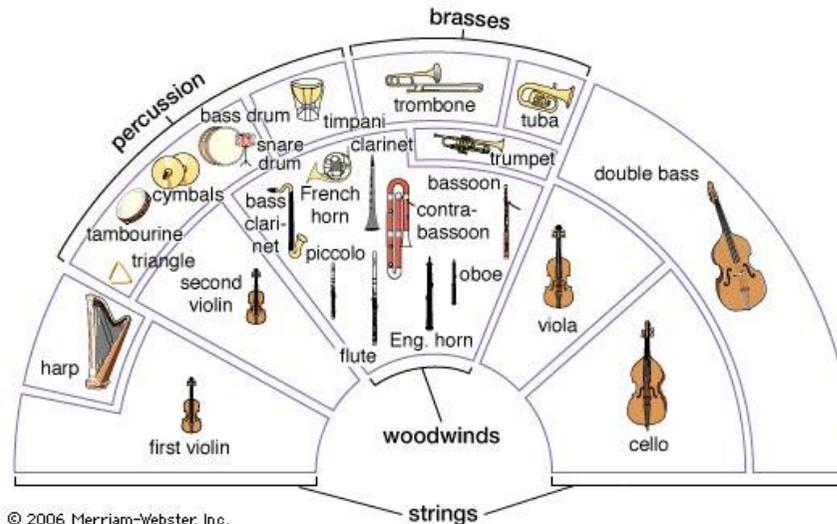
Frederic Chopin
Claude Debussy
Clara Schumann

Instrumentation:

Instruments of the orchestra

Famous for:

Dramatic orchestration
Programmatic - based on narrative and story telling.



© 2006 Merriam-Webster, Inc.

African Drumming

Famous African songs:

Teacher Don't Teacher me
nonsense
Ai Du
M'Bife

Famous Classical composer:

Fela Kuti
Ali Farka Toure
Amadou and Mariam

Instrumentation:

Djembe
Kora
Ngoni
Mbira
Shekere
Kalimba
Famous for:
Polyrhythms
Bass, Tone, Slap
Ostinato
Call and Response



Figure 2 A Kora

Physical Education

<p><u>Shotput</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> Shot must be placed close to the neck resting on the shoulder Shot must be released above shoulder height You must not step out of the circle. </td> <td> <ol style="list-style-type: none"> Clean palm, dirty neck Weight over back leg, slight bend in the knee 'Chin, knee, toe, twist and throw' </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> Shot must be placed close to the neck resting on the shoulder Shot must be released above shoulder height You must not step out of the circle. 	<ol style="list-style-type: none"> Clean palm, dirty neck Weight over back leg, slight bend in the knee 'Chin, knee, toe, twist and throw' 	<p><u>Track</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> Stay low when accelerating Head in a neutral position Run on balls of feet Arms move from lip to hip Knees come in line with hips </td> <td> <ol style="list-style-type: none"> Maintain your speed Control your breathing Save some energy for a burst at the end of the race </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> Stay low when accelerating Head in a neutral position Run on balls of feet Arms move from lip to hip Knees come in line with hips 	<ol style="list-style-type: none"> Maintain your speed Control your breathing Save some energy for a burst at the end of the race 	<p><u>Relay</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> You must not set off before the starter pistol has sounded You cannot drop the baton The changeover must take place within the 20m zone </td> <td> <ol style="list-style-type: none"> Runners carry the baton at the bottom end runner holds the baton vertically with an extended arm when nearing the receiving runner The receiving runner standing start position and with their hands </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> You must not set off before the starter pistol has sounded You cannot drop the baton The changeover must take place within the 20m zone 	<ol style="list-style-type: none"> Runners carry the baton at the bottom end runner holds the baton vertically with an extended arm when nearing the receiving runner The receiving runner standing start position and with their hands
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> Shot must be placed close to the neck resting on the shoulder Shot must be released above shoulder height You must not step out of the circle. 	<ol style="list-style-type: none"> Clean palm, dirty neck Weight over back leg, slight bend in the knee 'Chin, knee, toe, twist and throw' 																
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> Stay low when accelerating Head in a neutral position Run on balls of feet Arms move from lip to hip Knees come in line with hips 	<ol style="list-style-type: none"> Maintain your speed Control your breathing Save some energy for a burst at the end of the race 																
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> You must not set off before the starter pistol has sounded You cannot drop the baton The changeover must take place within the 20m zone 	<ol style="list-style-type: none"> Runners carry the baton at the bottom end runner holds the baton vertically with an extended arm when nearing the receiving runner The receiving runner standing start position and with their hands 																
<p><u>Javelin</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> You must hold the Javelin at the grip The tip must hit the ground first You must not step over the line during and after your throw </td> <td> <ol style="list-style-type: none"> Feet slightly wider than shoulder width apart Throwing arm straight parallel to the body. Elbow stays high, aim to throw the javelin over your head </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> You must hold the Javelin at the grip The tip must hit the ground first You must not step over the line during and after your throw 	<ol style="list-style-type: none"> Feet slightly wider than shoulder width apart Throwing arm straight parallel to the body. Elbow stays high, aim to throw the javelin over your head 	<p><u>Discus</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> An athlete cannot touch the ground outside of the circle Disc must land inside the boundary, The circle must have a diameter of 2.5m </td> <td> <ol style="list-style-type: none"> Loose grip, discus resting in fingertips Weight over back leg with slight bend in the knee Palm faces down, arm straight, release discus at 45-degree angle </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> An athlete cannot touch the ground outside of the circle Disc must land inside the boundary, The circle must have a diameter of 2.5m 	<ol style="list-style-type: none"> Loose grip, discus resting in fingertips Weight over back leg with slight bend in the knee Palm faces down, arm straight, release discus at 45-degree angle 	<p><u>High Jump</u></p> <table border="1"> <thead> <tr> <th><u>Rules</u></th> <th><u>Skills & Teaching Points</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> You must take off using one foot only If the bar is dislodged the jump will not count If you fail 3 jumps at the same height you will be disqualified </td> <td> <ol style="list-style-type: none"> Take a curved run up in the shape of a J Jump off your outside leg Kick your other leg like you're kicking a football </td> </tr> </tbody> </table>		<u>Rules</u>	<u>Skills & Teaching Points</u>	<ol style="list-style-type: none"> You must take off using one foot only If the bar is dislodged the jump will not count If you fail 3 jumps at the same height you will be disqualified 	<ol style="list-style-type: none"> Take a curved run up in the shape of a J Jump off your outside leg Kick your other leg like you're kicking a football
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> You must hold the Javelin at the grip The tip must hit the ground first You must not step over the line during and after your throw 	<ol style="list-style-type: none"> Feet slightly wider than shoulder width apart Throwing arm straight parallel to the body. Elbow stays high, aim to throw the javelin over your head 																
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> An athlete cannot touch the ground outside of the circle Disc must land inside the boundary, The circle must have a diameter of 2.5m 	<ol style="list-style-type: none"> Loose grip, discus resting in fingertips Weight over back leg with slight bend in the knee Palm faces down, arm straight, release discus at 45-degree angle 																
<u>Rules</u>	<u>Skills & Teaching Points</u>																
<ol style="list-style-type: none"> You must take off using one foot only If the bar is dislodged the jump will not count If you fail 3 jumps at the same height you will be disqualified 	<ol style="list-style-type: none"> Take a curved run up in the shape of a J Jump off your outside leg Kick your other leg like you're kicking a football 																

Physical Education

<p><u>Cricket</u></p> <p>Rules/ Laws The bowler must have a part of their foot behind the 'crease' line when the ball is delivered. 'Wide ball' -The batter must be able to reach the ball. 'No ball' - The ball can bounce a maximum of 2 times. A full toss must be below waist height.</p> <p>Fielding Drop knee on opposite leg to throwing arm to create a long barrier. Use feet and hands in front to create a short barrier. If you miss the ball with your hands, the barrier created with your legs should stop the ball. When releasing the ball in throwing, step forwards with back leg to create more power and accuracy.</p> <p>Bowling Head is still and facing towards target through action Back leg steps through when delivering Body moves towards target and towards batter. Moving your head towards the ball will allow you to keep balanced.</p> <p>Batting Keep eyes on the ball Backswing and step forward into the line of the ball Keep a balanced base throughout shot Create a shape of 9 with arms and body</p> <p>Game situation Bowl the ball to a batter's weakness Hit the ball into a gap in the field Communicate to get the ball back to the correct stumps. Calling "wicketkeepers end" or "bowlers end".</p>	<p><u>Healthy Lifestyle</u></p> <p>Sleep Circadian Rhythm - Our bodies internal clock, our bodies use daylight to regulate when we should be awake and when we should sleep Caffeine – blocks adenosine from attaching to receptors in our brain preventing us feeling tired</p> <ul style="list-style-type: none"> ▪ The half life of caffeine, the time taken for our body to remove half of the caffeine consumed is 5-7 hours ▪ Found in fizzy drinks, energy drinks, coffee and tea. <p>Melatonin builds up in our brains throughout the day, it makes us feel tired when it is time for us to sleep, blue light produced from electrical items blocks the production of this making it harder to fall asleep.</p> <p>Fuelling Exercise Simple carbohydrates should be consumed close to exercise as they are broken down quickly Complex carbohydrates should be consumed around 2 hours before beginning exercise Carbohydrate loading is when athletes consume more carbohydrates than normal in the days leading up to an event. This increases our stored glycogen. We should consume water or isotonic drinks prior to an event.</p> <p>Mindfulness Benefit – Helps to focus your thoughts</p> <p>Finger tracing – sit or stand in a comfortable position, track your breath by tracing its pattern on your hand, beginning at the thumb and ending at the little finger, trace your hand and breath in as you move up and breathe out as you move down. Repeat from your little finger to your thumb.</p>	<p><u>Rounders</u></p> <p>Rules Once batters have gone half way they have to keep going. If you lose contact with a base you have to run to the next. On a backwards hit, once the ball has come over the base line the batter can run beyond 1st base</p> <p>Fielding Attack the ball in deep field to stop the batsman from scoring a rounder. Don't throw the ball around the bases, aim for 2nd and 4th to stop scoring. Point fingers up when catching above the chest and fingers pointing down when catching below the chest. Bowler to call where to field the ball.</p> <p>Bowling Change pace and angle of bowl. Add spin to bowl. Donkey drop.</p> <p>Batting Transfer weight from back to front foot. Follow through to direction you want the ball to go.</p> <p>Game Situation Move fielders to where the batter hits the ball most often. Move fielders for left handed batters. If a batter is playing well, use variation to outwit.</p>
--	--	--

Religious Studies - Society Through Hip Hop

Keywords

1. **Jim Crow Laws:** laws that enforced racial segregation in the Southern United States.
2. **Harlem Renaissance:** an intellectual, social, and artistic explosion centred in Harlem (New York City) in the 1920s. At the time, it was known as the "New Negro Movement".
3. **Controversial:** Something that causes public disagreement or heated discussion.
4. **Misogyny:** hatred of or ingrained prejudice against women.
5. **Misogynoir:** hatred of or ingrained prejudice against Black women.
6. **Feminist:** someone who supports women's rights and has the belief women and men are equal.
7. **Stereotype:** a widely held but oversimplified image or idea of a particular type of person or thing.
8. **Bias:** prejudice for or against one person or group, especially in a way considered to be unfair.
9. **Unconscious bias:** the stereotypes that people unconsciously attribute to another person or group of people that affect how they understand and engage with a person or group.
10. **Classism:** prejudice against people belonging to a particular social class

Key knowledge

11. Timbuktu is a city in Mali and was founded in 1100. The city was important for thinking and for religion in the 15th and 16th centuries. The city became the centre of writing and thinking in Africa as many important books were written and copied here in the 14th century and one of the first universities in the world was built here (University of Sankoré).
12. Mansa Musa was the leader of Mali and is said to be the wealthiest person who has ever lived.
13. Controversial events which took place when George W Bush was president of the USA are: a) 9/11 (September 11th), b) Iraq War, c) Hurricane Katrina, and d) 2008 Financial Crisis.
14. Most of the people who were heavily affected by the failure of levees in New Orleans were part of the Black community. The US government was criticised for its failure to maintain infrastructure and organise evacuation plans.
15. The data the government publishes shows pay gaps based on race OR gender OR age. This doesn't give an accurate picture of how race, gender AND age can all have a negative impact on how much someone is paid. Women who are Black African, Bangladeshi or Pakistani are still on average paid less than women who are white.
16. Sexism can be displayed in Hip-Hop through: a) derogatory terms used for women in songs, b) the way women are viewed and treated in music videos
17. As Mayor of Greater London, Boris Johnson made the decision to close 10 fire stations in the city which meant over 500 firefighters lost their jobs. Within two years, the number of deaths due to fires across London had risen by 20%.
18. 72 people were confirmed dead following fire at Grenfell although it's believed there were many more victims. Black, Asian and other ethnic minorities make up 14% of the population of the UK, but 40% of people who live in high rise buildings.
19. Some people argued that the events during and after Grenfell showed racism and classism in the UK because a) substandard living conditions (illegal cladding, failed smoke ventilation system, were permitted for homes for people who were working class and BAME, b) the Prime Minister didn't meet the victims and their families after the fire, c) a resident was described as a "foreigner" by a fire fighter dealing with the blaze which suggests unconscious racism.

Sources of Wisdom and Authority – SOWAs

20. "When feminism does not explicitly oppose racism, and when anti-racism does not incorporate opposition to patriarchy, race and gender politics often end up being antagonistic to each other, and both interests lose." - Kimberlé Crenshaw
21. "The Grenfell fire did not happen in a vacuum. A majority of the Grenfell residents who died were people of colour. Grenfell is inextricably linked with race. It is the elephant in the room." - Leslie Thomas (lawyer representing bereaved families of Grenfell)

Religious Studies

1. The key knowledge for half-term six is based in your mindfulness booklet

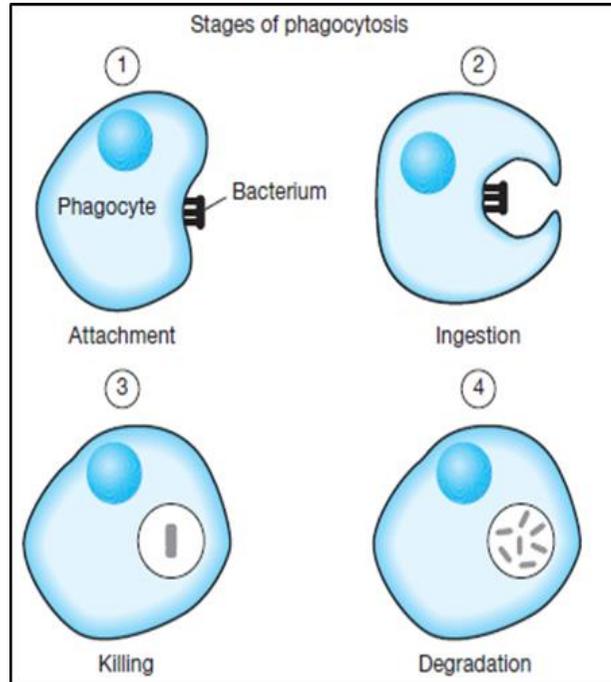
Science - Biology

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Communicable diseases can be passed from person to person.

Non-communicable diseases cannot be passed from person to person.

Body defences	Function
Nose 	Mucus sticks to pathogens trying to enter the body.
Trachea and bronchus 	Mucus sticks to pathogens. Cilia moves mucus and dust away from the lungs.
Stomach acid 	Destroys pathogens.
Skin 	Hard to penetrate physical barrier

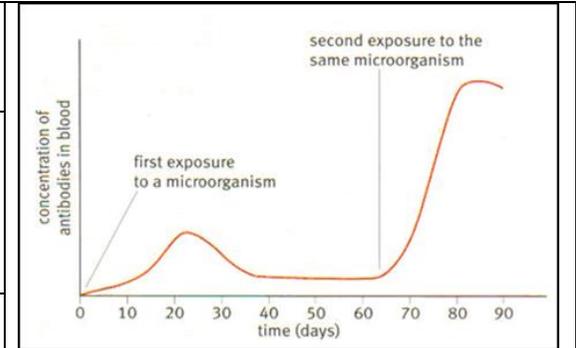


Epidemic is a widespread outbreak in a community.

Pandemic is a worldwide outbreak of a disease

3 things white blood cells do to fight against pathogens:

- Engulf pathogens
- Produce antitoxins
- Produce antibodies



A vaccine contains dead or weakened version of the pathogen. The body responds by making antibodies. Some of these antibodies remain in the blood.

Fungi

Membrane bound organelles, cell wall. e.g. rose black spot

Drug tests:

Efficacy makes sure the drug works.

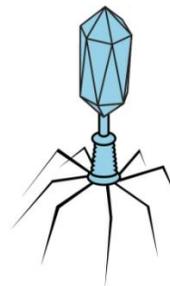
Toxicity checks that the drug is not poisonous.

Optimum dose is the most effective amount to take.

Virus

DNA or RNA surrounded by a protein coat.

e.g. HIV tobacco mosaic virus, influenza, measles

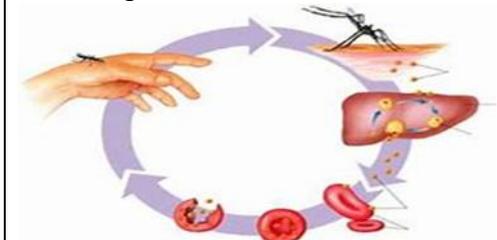


Bacteria

No membrane bound organelles (no chloroplasts, mitochondria or nucleus).
 Cell wall.
 Single celled organisms
 e.g. salmonella, gonorrhoea, tuberculosis (TB)

Protist

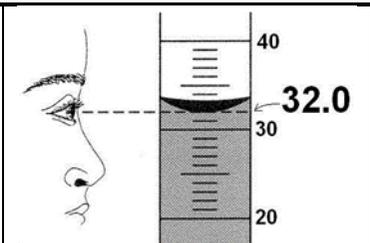
Membrane bound organelles. Usually single celled. e.g. malaria



Science – Chemistry

Relative formula mass (M_r) is the sum of relative atomic masses (A_r) of atoms in the formula

Uncertainty of a set of measurements is half the range of values.



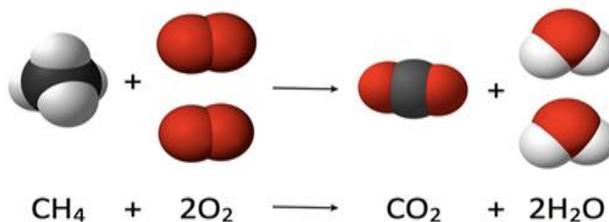
Chemical amounts are measured in moles (mol). The mass of 1 mol of a substance in g is equal to its M_r . The number of atoms in 1 mol is given by Avogadro's Constant, 6.02×10^{23} per mole.

Equal amounts in moles of gases occupy same volume under same temperature and pressure.

Limiting quantity of reactants limits quantity of products.

Concentration of a solution is measured in mol/dm^3 or g/dm^3

$$\text{Moles} = \frac{\text{Mass}}{M_r}$$



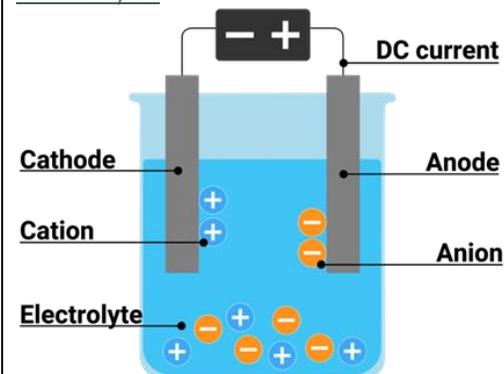
Conservation of mass states:
mass of products = mass of reactants

Oxidation Is Loss (of electrons)
Reduction Is Gain (of electrons)

Reactions
Metal + Oxygen → Metal Oxide
Metal + Acid → Salt + Hydrogen
Acid + Alkali → Salt + Water
Acid + Metal Oxide → Salt + Water
Acid + Metal Carbonate → Salt + Water + Carbon Dioxide

$$\% \text{ Yield} = \frac{\text{Actual mass of product}}{\text{Theoretical mass of product}} \times 100$$

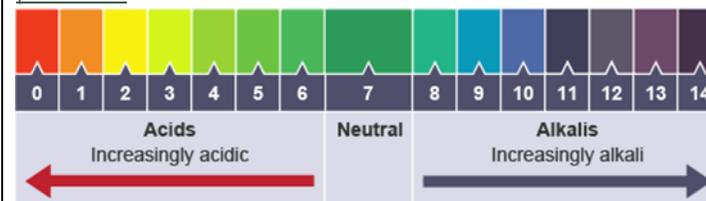
Electrolysis



Reactivity series

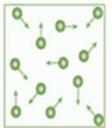
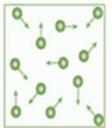
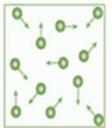
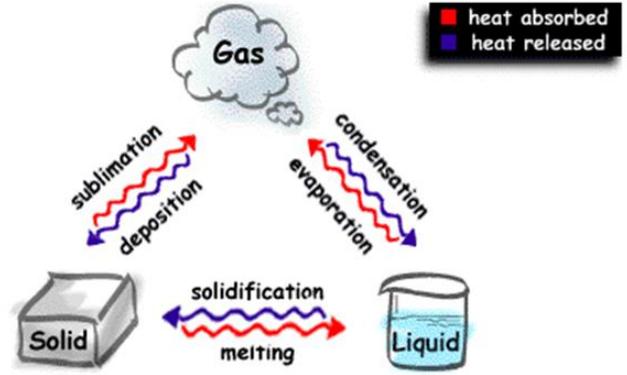
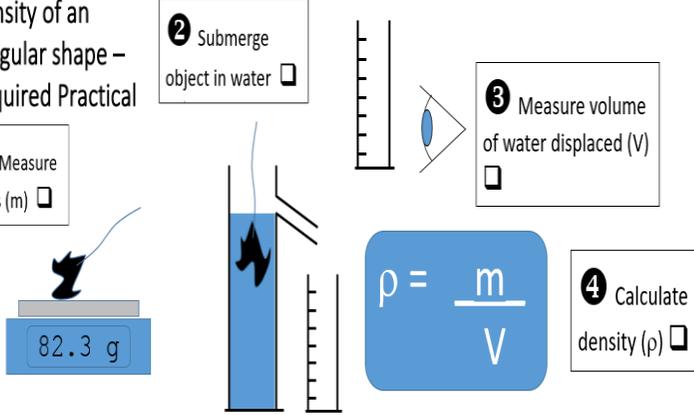
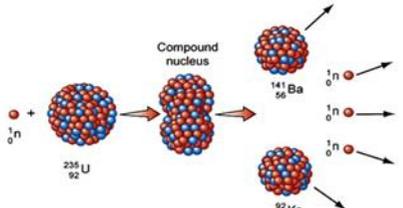
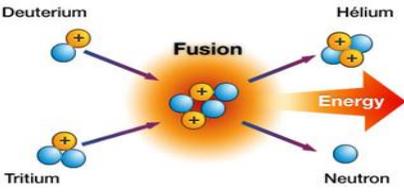
Potassium	Most reactive ↑ ↓ Least reactive	K
Sodium		Na
Lithium		Li
Calcium		Ca
Magnesium		Mg
Aluminium		Al
Carbon		C
Zinc		Zn
Iron		Fe
Hydrogen		H
Copper		Cu
Silver		Ag
Gold		Au

pH Scale



$$\text{Atom economy} = \frac{M_r \text{ of desired product}}{\text{Sum of } M_r \text{ of reactants}} \times 100$$

Science – Physics

<p><u>Stores of energy</u></p> <ul style="list-style-type: none"> magnetic internal (thermal) chemical kinetic electrostatic elastic potential gravitational potential 	<p>Density Equation</p> $density = \frac{mass}{volume}$	<table border="1"> <thead> <tr> <th>State</th> <th>Particle arrangement</th> <th>Properties</th> <th>Diagram</th> </tr> </thead> <tbody> <tr> <td>Solid</td> <td>Packed in a regular structure. Strong forces hold in place so cannot move.</td> <td>Difficult to change shape.</td> <td></td> </tr> <tr> <td>Liquid</td> <td>Close together, forces keep contact but can move about.</td> <td>Can change shape but difficult to compress.</td> <td></td> </tr> <tr> <td>Gas</td> <td>Separated by large distances. Weak forces so constantly randomly moving.</td> <td>Can expand to fill a space, easy to compress.</td> <td></td> </tr> </tbody> </table>	State	Particle arrangement	Properties	Diagram	Solid	Packed in a regular structure. Strong forces hold in place so cannot move.	Difficult to change shape.		Liquid	Close together, forces keep contact but can move about.	Can change shape but difficult to compress.		Gas	Separated by large distances. Weak forces so constantly randomly moving.	Can expand to fill a space, easy to compress.	
State	Particle arrangement	Properties	Diagram															
Solid	Packed in a regular structure. Strong forces hold in place so cannot move.	Difficult to change shape.																
Liquid	Close together, forces keep contact but can move about.	Can change shape but difficult to compress.																
Gas	Separated by large distances. Weak forces so constantly randomly moving.	Can expand to fill a space, easy to compress.																
<p><u>Energy pathways</u></p> <ul style="list-style-type: none"> mechanical work electrical work heating radiation 	 <p>■ heat absorbed ■ heat released</p>	<p>Density of an irregular shape – Required Practical</p> <ol style="list-style-type: none"> Measure mass (m) <input type="checkbox"/> Submerge object in water <input type="checkbox"/> Measure volume of water displaced (V) <input type="checkbox"/> Calculate density (ρ) <input type="checkbox"/> <p>$\rho = \frac{m}{V}$</p> 																
<p>Ways to reduce 'wasted' energy</p>	<p>Energy transferred usefully</p>	<p>Insulation, streamline design, lubrication of moving parts.</p>	<p><u>Nuclear Fission</u> One large unstable nucleus splits to make two smaller nuclei</p> 	<p><u>Nuclear Fusion</u> Two small nuclei join to make one larger nucleus</p> 														

Travel and Tourism

<p><u>Sustainable Tourism</u></p> <p>Sustainable tourism: meets the needs of tourists and local communities while protecting the natural historical and cultural environment for the future.</p> <p>Eco-tourism: resorts that have been developed in a sustainable way.</p> <p>Conserve: protect from harm or destruction</p> <p>4 principles of sustainable tourism</p> <ul style="list-style-type: none"> ▪ Minimise negative environmental impacts in a destination ▪ Create economic benefits, including future employment, for local people. ▪ Conserve local culture ▪ Promote links and respects between tourists and local communities. 	<p><u>Types of Tourism</u></p> <p>Domestic tourism Whenever you go on holiday in the country in which you live or go on a day trip to another town or place of interest</p> <p>Outbound tourism Anyone who travels from the UK to another country for a holiday (or other type of visit).</p> <p>Inbound tourism People who travel to the UK for tourism purposes are inbound tourists.</p>	<p><u>Importance of the travel and tourism sector to the UK economy</u></p> <p>Employment The Travel and Tourism sector provides jobs. Direct employment: jobs that are in direct contact with tourists (e.g. hotel desk clerk, airline pilot). Indirect employment: jobs that supply the direct employment (e.g. aircraft suppliers, hotel laundry supplier).</p> <p>Infrastructure Development Growing infrastructure to attract tourists Example: an efficient and easily accessible airport.</p> <p>Economic Multiplier Effect Definition: the additional income or employment created in an area as a result of spending on tourism. Example: Staying at a hotel, a tourist pays for room and food. The hotel uses its income to buy more supplies of food, to pay for laundry and maintenance. Staff will receive wages which they can then spend.</p>
	<p><u>Types of Travel</u></p> <p>Leisure travel Pleasure is the usual motivation for leisure travel. It includes day trips, short breaks, holidays, visiting friends and relatives, staycations and special events.</p> <p>Business travel Travel for business reasons such as attend meetings, conferences and events</p>	

Travel and Tourism

<p><u>Factors influencing Tourism</u></p> <p>Economic Recession/boom - affect the amount of money people can spend on holidays Levels of employment – changes in exchange rates and fuel costs.</p> <p>Political Laws and legislation Passport & visa requirements Trade and airport taxes Political instability (eg, civil war)</p> <p>Media Positive and negative media publicity. Social media, newspapers, TV & blogs.</p> <p>Natural disasters Earthquakes, volcanoes & tsunamis Extreme weather (eg, flooding, fires, snowstorms, droughts)</p> <p>Health Infectious diseases and illnesses (eg, malaria, cholera, coronavirus) Precautions – vaccinations, insurance & hygiene</p>	<p><u>Impact of Tourism</u></p> <p>Social Impacts effecting peoples and their lives. Negative: Crime, loss of culture, disruption Positive: Facilities, transport & services</p> <p>Economic Negative: increased cost of living, low paid and seasonal jobs Positive: More jobs, multiplier effect</p> <p>Environmental Negative: Loss of habitats & wildlife, pollution, overcrowding, erosion Positive: conservation, regeneration</p>	<p><u>Key Terms</u></p> <p>Sustainable tourism: meets the needs of tourists and local communities while protecting the natural historical and cultural environment for the future.</p> <p>Eco-tourism: resorts that have been developed in a sustainable way.</p> <p>Multiplier effect: Income created by tourism in an area which boosts and improves the development of an area</p> <p>Response to factors</p> <ul style="list-style-type: none"> ▪ Travel Organisations (adapt destinations, services, prices) ▪ Government (travel restrictions, improving security & image) ▪ Voluntary organisations (promoting sustainability, conservation, ethical and environmental tourism)
	<p><u>Managing impacts</u></p> <p>Sustainability Social: Improved education, infrastructure and community projects Economic: Employment and training opportunities for local people. Encourage spending on local companies and businesses. Environmental: Traffic and visitor restrictions. Conservation and protection. Education, legislation & ecotourism</p>	

World Languages - French

<p>La nourriture et les boissons</p> <p>du beurre/du fromage du lait/du pain du poisson/du poulet du yaourt de la confiture de la glace de la viande de l'eau (f) des bananes/des fraises des œufs/des pêches des poires/des pommes des pommes de terre</p> <p>Les repas</p> <p>Qu'est-ce que tu prends pour le petit-déjeuner? Qu'est-ce que tu manges à midi? Qu'est-ce que tu manges comme casse-croûte? Qu'est-ce que tu manges le soir? Qu'est-ce que tu bois? Pour le petit-déjeuner, ... À midi, ... Comme casse-croûte, ... Le soir, ... Comme dessert, ... Je prends/je mange ... des céréales du pain grillé un sandwich des chips/des biscuits des pâtes de la salade de la glace au chocolat Je bois du jus d'orange.</p>	<p>Food and drink</p> <p>butter/cheese milk/bread fish/chicken yoghurt jam ice cream meat water bananas/strawberries eggs/peaches pears/apples potatoes</p> <p>Meals</p> <p>What do you have for breakfast? What do you eat at lunchtime? What do you have as a snack? What do you eat in the evening? What do you drink? For breakfast ... At lunchtime ... As a snack ... In the evening ... For dessert ... I have/I eat ... cereal toast a sandwich crisps/biscuits pasta salad chocolate ice cream I drink orange juice.</p>																																								
<p>G The present and near future tenses</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Use the present tense to say what you normally or usually do.</td> <td style="padding: 5px;">Use the near future tense to say what you are going to do.</td> </tr> <tr> <td style="padding: 5px;"><i>Je mange/danse (etc.)</i></td> <td style="padding: 5px;"><i>Je vais manger/danser (etc.)</i></td> </tr> <tr> <td style="padding: 5px;"><i>On mange/danse (etc.)</i></td> <td style="padding: 5px;"><i>On va manger/danser (etc.)</i></td> </tr> </table>		Use the present tense to say what you normally or usually do .	Use the near future tense to say what you are going to do .	<i>Je mange/danse (etc.)</i>	<i>Je vais manger/danser (etc.)</i>	<i>On mange/danse (etc.)</i>	<i>On va manger/danser (etc.)</i>																																		
Use the present tense to say what you normally or usually do .	Use the near future tense to say what you are going to do .																																								
<i>Je mange/danse (etc.)</i>	<i>Je vais manger/danser (etc.)</i>																																								
<i>On mange/danse (etc.)</i>	<i>On va manger/danser (etc.)</i>																																								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Un repas spécial</td> <td style="width: 25%;">A special meal</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td>Je vais/On va apporter ...</td> <td>I am/We are going to bring ...</td> <td>une laitue</td> <td>a lettuce</td> </tr> <tr> <td>du jambon/du pâté</td> <td>ham/pâté</td> <td>des tomates/des oignons</td> <td>tomatoes/onions</td> </tr> <tr> <td>du saucisson</td> <td>salami</td> <td>des poivrons</td> <td>peppers</td> </tr> <tr> <td>des baguettes</td> <td>baguettes</td> <td>des champignons</td> <td>mushrooms</td> </tr> <tr> <td>des biftecks</td> <td>steaks</td> <td>des abricots</td> <td>apricots</td> </tr> <tr> <td>des saucisses</td> <td>sausages</td> <td>des framboises</td> <td>raspberries</td> </tr> <tr> <td>des salades composées</td> <td>mixed salads</td> <td>du raisin</td> <td>grapes</td> </tr> <tr> <td>une salade de riz</td> <td>a rice salad</td> <td>des mini-gâteaux</td> <td>mini-cakes</td> </tr> <tr> <td>du concombre</td> <td>cucumber</td> <td>une tarte aux fruits</td> <td>a fruit tart</td> </tr> </table>		Un repas spécial	A special meal			Je vais/On va apporter ...	I am/We are going to bring ...	une laitue	a lettuce	du jambon/du pâté	ham/pâté	des tomates/des oignons	tomatoes/onions	du saucisson	salami	des poivrons	peppers	des baguettes	baguettes	des champignons	mushrooms	des biftecks	steaks	des abricots	apricots	des saucisses	sausages	des framboises	raspberries	des salades composées	mixed salads	du raisin	grapes	une salade de riz	a rice salad	des mini-gâteaux	mini-cakes	du concombre	cucumber	une tarte aux fruits	a fruit tart
Un repas spécial	A special meal																																								
Je vais/On va apporter ...	I am/We are going to bring ...	une laitue	a lettuce																																						
du jambon/du pâté	ham/pâté	des tomates/des oignons	tomatoes/onions																																						
du saucisson	salami	des poivrons	peppers																																						
des baguettes	baguettes	des champignons	mushrooms																																						
des biftecks	steaks	des abricots	apricots																																						
des saucisses	sausages	des framboises	raspberries																																						
des salades composées	mixed salads	du raisin	grapes																																						
une salade de riz	a rice salad	des mini-gâteaux	mini-cakes																																						
du concombre	cucumber	une tarte aux fruits	a fruit tart																																						

World Languages - French

<p>Quel temps fait-il?</p> <p> Il fait beau.</p> <p> Il fait mauvais.</p> <p> Il fait chaud.</p> <p> Il fait froid.</p> <p> Il y a du soleil.</p> <p> Il y a du brouillard.</p> <p> Il y a du vent.</p> <p> Il y a un orage.</p> <p> Il pleut.</p> <p> Il neige.</p>	<p>Les activités en vacances</p> <p>Je fais de la planche à voile. Je fais de la voile. Je fais de l'accrobranche. Je fais du ski. Je visite les musées. Je visite les monuments. Je vais à la pêche. Je vais à la plage.</p> <p>Holiday activities</p> <p>I go windsurfing. I go sailing. I do a tree-top adventure. I go skiing. I visit the museums. I visit the monuments. I go fishing. I go to the beach.</p> <p>Je joue à la pétanque. Je me baigne. Je me promène. Je me repose. Je me lève (tôt/tard). Je m'habille. Je ne m'ennuie pas. Je sors au restaurant.</p> <p><i>I play French bowls. I swim (in the sea). I go for a walk. I rest. I get up (early/late). I get dressed. I don't get bored. I go out to a restaurant.</i></p>	<p>Les vacances</p> <p>Où vas-tu en vacances? Je vais ... en France au pays de Galles aux États-Unis</p> <p>Comment voyages-tu? Je voyage ... en avion/en bateau en car/en train en voiture à vélo</p> <p>Où loges-tu? Je loge dans ... un camping un hôtel</p> <p>Holidays</p> <p>Where do you go on holiday? I go ... to France to Wales to the USA</p> <p>How do you travel? I travel ... by plane/by boat by coach/by train by car by bike</p> <p>Where do you stay? I stay in/on ... a campsite a hotel</p>	<p>Qu'est-ce qu'il y a dans ta région?</p> <p>Dans ma région, il y a ... un lac un port de pêche une rivière/un fleuve des champs des collines des fermes des forêts des stations de ski des vignobles</p> <p>En Bretagne, il y a ... un beau château une belle cathédrale des villes historiques de vieilles maisons de vieux bâtiments</p> <p>On peut ... faire de la voile faire des randonnées à vélo</p>	<p>What is there in your region?</p> <p>In my region there is/are ... a lake a fishing port a river fields hills farms forests ski resorts vineyards</p> <p>In Brittany there is/are ... a beautiful castle a beautiful cathedral historical towns old houses old buildings</p> <p>You can ... go sailing go for bike rides</p>
<p>C'est le drapeau de quel pays? Écrivez la bonne réponse.</p>  <p>la Belgique le pays de Galles l'Allemagne l'Angleterre les Pays-Bas l'Espagne l'Italie le Pakistan</p> <p>l'Algérie les États-Unis le Danemark la Suisse la Russie le Royaume-Uni la Pologne l'Autriche</p>				

World Languages – Spanish – Healthy Living

<p><u>Los Alimentos food</u> La comida - food El atún - tuna La barra (de pan) – loaf (of bread) La bebida - drink El bocadillo – sandwich Los dulces – sweet (chocolate) Los caramelos - sweets Los champiñones - mushrooms un huevo -an <i>egg</i> un pastel - <i>a cake</i> el marisco - <i>seafood</i> el pescado -<i>fish</i> el pollo -chicken el zumo de naranja -<i>orange juice</i> el aceite de oliva- <i>olive oil</i> el ajo - garlic el azúcar - <i>sugar</i> la mantequilla - <i>butter</i> los pepinos- <i>cucumbers</i> los pimientos - <i>peppers</i> los plátanos - <i>bananas</i> los refrescos - <i>fizzy drinks</i> las cebollas - <i>onions</i> las fresas - <i>strawberries</i></p>	<p><u>La comida meals</u> el desayuno <i>breakfast</i> la comida / el almuerzo -lunch la merienda - snack la cena- dinner desayunar - to have breakfast comer / almorzar - to have lunch merendar- to have afternoon snack cenar -to have dinner tomar - to have (food / drink) beber -to drink</p> <p><u>El cuerpo</u> La boca - mouth El brazo - arm La cabeza - head El dedo - finger La mano - hand La nariz - nose La muelas teeth La oreja - ear El pie – foot La pierna – leg La espalda –back El corazón, el – heart La rodilla – the knee Me duele -it is hurting/ ache Tengo dolor de- I feel pain in</p>	<p><u>La vida sana – Healthy life</u> El ejercicio – exercise La enfermedad - illness El enfermo - ill La farmacia - pharmacy El fumador - smoker La muerte – death La salud - health sano - healthy vegetariano – vegetarian</p> <hr/> <p><u>Los deportes</u> El alpinismo – rock climbing El atletismo - athletics El baloncesto – basketball La bicicleta/bici - bike La natación- swimming El ciclismo - cycling El deporte - sport deportista - sporty El equipo = team Correr – to run El monopatín – skateboarding El patinaje- ice skating La pista de hielo- ice rink</p>	<p><u>Estoy enfermo/a I feel ill</u> Me siento fatal. I feel awful. Tengo calor / frío. I am hot / cold. Tengo catarro. <i>I have a cold.</i> Tengo diarrea. <i>I have diarrhoea.</i> Tengo dolor de cabeza.I have a headache. Tengo fiebre. I have a fever. Tengo gripe. I have flu. Tengo sueño. I am sleepy. Tengo quemaduras de sol –I got sunburnt</p> <hr/> <p>Estoy en forma = I’m in shape Suelo comer = I usually eat Suelo beber = I usually drink</p> <hr/> <p>Siempre = always Cada dia = every day Generalmente = generally De vez en cuando = from time to time Raramente = rarely Nunca = never</p>
---	--	--	---

las manzanas - *apples*

las naranjas - *oranges*

las zanahorias - *carrots*

el queso - *cheese*

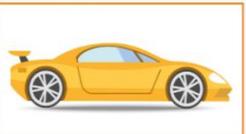
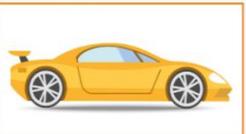
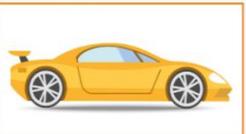
la cerveza - *beer*

World Languages - Spanish

<p>Está nublado – It is cloudy Hace buen tiempo – It is nice weather Hace calor – It is hot Hace mal tiempo – It is bad weather Hace frío – It is cold Hace sol – It is sunny Hace viento – It is windy Hay tormenta – There is a storm Hay niebla – It is foggy Nieva – It is snowing</p>	<p><u>Question Words:</u> ¿qué? = what ¿dónde? = where ¿cómo? = how ¿por qué? = why ¿quién? = who ¿cuándo? = when</p> <p>Seasons and time frames</p> <p><i>En invierno in winter</i> <i>En primavera in spring</i> <i>En Verano in summer</i> <i>En otoño in autumn</i> <i>El año pasado last year</i> <i>El año próximo next year</i> <i>Hace 3 años 3 year s ago</i> <i>El fin de semana pasado last weekend</i> <i>El fin de semana que viene next weekend</i> <i>Hace un mes a month ago</i></p>	<div data-bbox="1075 199 1892 957" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <h3>Los Medios de Transporte</h3>  </div>	<div data-bbox="1937 199 2139 1021" style="text-align: center;">  BARCELONA  LA MANCHA  MADRID </div>																
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Voy a tomar unas tapas</td> <td style="width: 50%;">I am going to have some Tapas</td> </tr> <tr> <td>Voy a ver vistas espléndidas</td> <td>I'm going to see beautiful views</td> </tr> <tr> <td>Voy a ver una corrida</td> <td>I am going to watch a bullfight</td> </tr> <tr> <td>Voy a sacar fotos</td> <td>I'm going to take photos</td> </tr> </table>	Voy a tomar unas tapas	I am going to have some Tapas	Voy a ver vistas espléndidas	I'm going to see beautiful views	Voy a ver una corrida	I am going to watch a bullfight	Voy a sacar fotos	I'm going to take photos		<p><u>Los países:</u></p> <table style="width: 100%;"> <tr> <td>Francia = France</td> <td>Espana = Spain</td> </tr> <tr> <td>Grecia = Greece</td> <td>Irlanda = Ireland</td> </tr> <tr> <td>Portugal</td> <td>Alemania = Germany</td> </tr> <tr> <td>Polonia = Poland</td> <td>Rumania = Romania</td> </tr> </table>	Francia = France	Espana = Spain	Grecia = Greece	Irlanda = Ireland	Portugal	Alemania = Germany	Polonia = Poland	Rumania = Romania	
Voy a tomar unas tapas	I am going to have some Tapas																		
Voy a ver vistas espléndidas	I'm going to see beautiful views																		
Voy a ver una corrida	I am going to watch a bullfight																		
Voy a sacar fotos	I'm going to take photos																		
Francia = France	Espana = Spain																		
Grecia = Greece	Irlanda = Ireland																		
Portugal	Alemania = Germany																		
Polonia = Poland	Rumania = Romania																		

Voy a dar un paseo	I am going to go for a walk	Paquistán = Pakistan Los Estados Unidos = The USA	
Voy a comprar recuerdos	I'm going to buy souvenirs		
Nadé en el mar = I swam in the sea	Tomé el sol = I sunbathed	Saqué fotos = I took photos	
Comí helados = I ate ice-creams	Nos quedamos en un hotel = we stayed in a hotel	Visité museos = I visited museums	

Spelling, Punctuation and Grammar

Word Classes																																																							
<p>Nouns- The name of a person, place or thing</p> <p>Abstract nouns are words that refer to emotions, thoughts or ideas.</p> <table border="1"> <tr> <td>love Jessica knew her love for Jordan was real.</td> <td>anger He was filled with anger.</td> <td>passion She has a passion for swimming.</td> </tr> </table> <p>Proper nouns are words that name a particular place, person or object.</p> <table border="1"> <tr> <td>France (place)</td> <td>Mike (person)</td> <td>Eiffel Tower (object)</td> </tr> </table> <p>Common nouns are words that refer to an object, person or place.</p> <table border="1"> <tr> <td>ball The ball is round.</td> <td>boy The boy was lonely.</td> <td>library It is an old library.</td> </tr> </table> <p>Collective nouns are words that refer to a group or collection of people, animals, objects or places.</p> <table border="1"> <tr> <td>crowd</td> <td>troop</td> <td>bunch</td> </tr> </table>		love Jessica knew her love for Jordan was real.	anger He was filled with anger .	passion She has a passion for swimming.	France (place)	Mike (person)	Eiffel Tower (object)	ball The ball is round.	boy The boy was lonely.	library It is an old library .	crowd	troop	bunch	<p>Pronouns- Used to avoid repeating a noun</p> <p>I you he/she it we they me him/her it us them</p> <p>We went to the concert, but you forgot the tickets.</p> <p>Possessive pronouns show ownership.</p> <p>my your his/her its our their mine yours his/hers ours theirs</p> <p>Mason took my bag and hid it under his desk.</p>																																									
love Jessica knew her love for Jordan was real.	anger He was filled with anger .	passion She has a passion for swimming.																																																					
France (place)	Mike (person)	Eiffel Tower (object)																																																					
ball The ball is round.	boy The boy was lonely.	library It is an old library .																																																					
crowd	troop	bunch																																																					
<p>Modal Verbs- comes before another verb to change its meaning</p> <p>will shall can might should must may could would</p>		<p>Adjectives- Adds detail to a noun. Can be placed before or after a noun</p> <table border="1"> <tr> <td> Ella has an enormous meal for breakfast.</td> <td> The ferocious storm caused significant damage.</td> <td> Her stylish new car has incredible acceleration.</td> </tr> </table>		 Ella has an enormous meal for breakfast.	 The ferocious storm caused significant damage.	 Her stylish new car has incredible acceleration.																																																	
 Ella has an enormous meal for breakfast.	 The ferocious storm caused significant damage.	 Her stylish new car has incredible acceleration.																																																					
<p>Adverbs- Adds detail to verbs, adjectives or other adverbs</p> <p>Adverbs are used to describe how, when, how often and where something is happening.</p> <table border="1"> <thead> <tr> <th>How?</th> <th>When?</th> <th>How often?</th> <th>Where?</th> </tr> </thead> <tbody> <tr> <td>quickly</td> <td>lately</td> <td>frequently</td> <td>above</td> </tr> <tr> <td>cruelly</td> <td>recently</td> <td>constantly</td> <td>inside</td> </tr> <tr> <td>angrily</td> <td>again</td> <td>daily</td> <td>there</td> </tr> <tr> <td>nervously</td> <td>after</td> <td>sometimes</td> <td>away</td> </tr> </tbody> </table>		How?	When?	How often?	Where?	quickly	lately	frequently	above	cruelly	recently	constantly	inside	angrily	again	daily	there	nervously	after	sometimes	away	<p>Verbs- Doing or being words- they tell you what someone or something is doing</p> <p>Some verbs express physical or mental actions.</p> <table border="1"> <tr> <td> Abby rides her bike to school.</td> <td> Henry saved the ball from the goal.</td> <td> I guessed the correct answer.</td> <td> Rahim likes his new television.</td> </tr> </table> <p>Some verbs express a state-of-being. The following table shows different forms of the verb to be.</p> <table border="1"> <thead> <tr> <th></th> <th>Past</th> <th>Present</th> <th>Future</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>was</td> <td>am</td> <td>will be</td> </tr> <tr> <td>You</td> <td>were</td> <td>are</td> <td>will be</td> </tr> <tr> <td>He/She</td> <td>was</td> <td>is</td> <td>will be</td> </tr> <tr> <td>It</td> <td>was</td> <td>is</td> <td>will be</td> </tr> <tr> <td>We</td> <td>were</td> <td>are</td> <td>will be</td> </tr> <tr> <td>They</td> <td>were</td> <td>are</td> <td>will be</td> </tr> </tbody> </table>		 Abby rides her bike to school.	 Henry saved the ball from the goal.	 I guessed the correct answer.	 Rahim likes his new television.		Past	Present	Future	I	was	am	will be	You	were	are	will be	He/She	was	is	will be	It	was	is	will be	We	were	are	will be	They	were	are	will be
How?	When?	How often?	Where?																																																				
quickly	lately	frequently	above																																																				
cruelly	recently	constantly	inside																																																				
angrily	again	daily	there																																																				
nervously	after	sometimes	away																																																				
 Abby rides her bike to school.	 Henry saved the ball from the goal.	 I guessed the correct answer.	 Rahim likes his new television.																																																				
	Past	Present	Future																																																				
I	was	am	will be																																																				
You	were	are	will be																																																				
He/She	was	is	will be																																																				
It	was	is	will be																																																				
We	were	are	will be																																																				
They	were	are	will be																																																				

Capital Letters- and when to use them					
Starting a sentence	A long time ago, in a galaxy far, far away...	Headings and Book/ Film Titles	My favourite book is Alice in Wonderland.		
Names and Titles	Zara took her son to see Dr. Habib.	Companies and Organisations	The RSPCA takes care of injured and abandoned animals.		
Days of the Week and Months	The football game is on Wednesday 2 nd July.	Nationalities and Languages	The man is Mexican but he speaks Spanish.		
Place Names	I live in Gorton, Manchester.				
Punctuation					
	A full stop marks the end of a sentence	I had to push my bike all the way home.		An apostrophe is used to show ownership or that a letter or letters are missing	The rabbit's tail is black. (The tail belongs to the rabbit) It is going to rain. ↓ It's going to rain.
	A comma separates items in a list. It is also used to punctuate speech and separate parts of a sentence, such as clauses, to help clarify meaning	The bag contained a bottle, some trainers, shorts, socks and a shirt. Let's eat Grandma! Let's eat, Grandma!			
	A question mark indicates the end of a question	Do you know when to use a question mark?		Brackets are used to indicate parenthesis- extra information that is separate from the main sentence or statement	Dashes (see below) can also be used to separate extra information.
	An exclamation mark is used to end a dramatic sentence or statement	Don't put your hand in the fire!		Dashes are also used to indicate parenthesis. They are twice as the length of a hyphen	The ingredients- tomato, basil, onion and chilli- were ready to be cooked.
	Speech marks , or inverted commas , indicate direct speech (i.e- the exact words spoken)	"I like football," said Marta. "Me too," replied Amina.		A hyphen is used to join words together. It can join prefixes to root words, and words that are linked, such as compound adjectives.	She is an award-winning novelist
	A colon introduces extra information, such as a list. It connects part of a sentence, where the second part provides further explanation of the first	Hammad thought it was his Mum's fault: she shouldn't have moved his homework.		A semi-colon links two clauses of equal importance. It is also used to separate items in a list, when the list already contains commas	The trip may be on or off; it all depends on the weather. The guides are: Sam Yates, Biology; Amy Elliot, Chemistry; and Karen Cooper, Physics.

Computer Science

<p><u>Back to the Future</u> Cipher: a secret or disguised way of writing; a code Decipher: convert (a text written in code, or a coded signal) into normal language Encryption: Encryption is the method by which information is converted into secret code that hides the information's true meaning. WWW: world wide web also known formally as the internet Internet: A network which connects website to be displayed within a browser Hypertext: Text which is highlighted and connected to a destination e.g. a link to website CPU: Central processing unit within the computer which controls how data is moved around within the hard drive Logic: The reasoning needed to solve a problem. Logic gates: A digital circuit which uses a Boolean function. Computer: A digital device used to run programs Problem solving: The process used to find a solution to a problem given</p>	<p><u>Python</u> Input: Values which get sent from the user into the computer Variable: The place where inputs get stored by the program Output: The values which get sent from the computer to the user Data Type: The type of data being used by the program String: A combination of characters, letters and numbers. Integer: "Whole Number" data type Real/Float: This means any decimal (fractional) number Selection: A control structure which allows programs to make decisions e.g. IF statements</p>	<p><u>Scrolling Game Maker</u> Sprite: A programmable object Scrolling background: The illusion that the screen is panning / moving across the ground Co-ordinates: Two numbers to identify the position of an object Gravity: The illusion that an object will fall if not controlled in the up direction. Annotation: Labelling the features of your game / level Success Criteria: What your game needs to have for it to be a success Objectives: The aim / purpose of the game (or level) Game elements: Features of the game Graphics: How the elements look</p>	<p><u>Scrolling Game Maker continued...</u> Gameplay: How the game is played Coding: How the blocks are used to program the game. <u>HTML, CSS and Javascript</u> HTML: Hypertext mark-up language is the code which a website is written in. The latest version is HTML five. CSS: Cascading style sheets format the website and allow web developers to specify the theme of a website and embed images. Javascript: Another programming language. Within a website we use this language to create pop-ups and scrolling messages. Tags: Commands to display</p>
	<p><u>Python Revisited</u> See some of the information in Python as well as some of the key terms below. For Loops: Known as counter-controlled loops. The loops run dependent on the input entered While Loops: Known as condition-controlled loops. The loops continuously run until specified to stop within the program.</p> <p><u>R082 Practice Project</u> Copyright: Considering the creator of images to request permission. Brief: The basis</p>	<p><u>R082 Practice Project</u> How are graphics used: To Entertain, To Inform, To advertise, To promote, To educate Bitmap Images: An image when pixelated, the pixels are visible Vector Graphics: A graphic created using lines/shapes combined. File Formats: File extensions used for graphics, music, and documents. E.g. a photograph can be represented using a JPEG which compresses the image. Target audience: This can be defined in many categories such as gender, age etc. When making a product this must be considered. Visualisation: A visual representation usually a sketch of a multimedia product Assets: Images, music, videos etc. Exporting: Compressing the image into a suitable format Review: How the project went. Considering what went well and what can be improved.</p>	

