

Year 10
Knowledge Organiser
Summer 2021 - 2

Self Quizzing Question Stems

Knowledge

Can you list 3...?
Can you recall...?
How did ___ happen?
How is...?
How would you describe/explain?
What is...?
When did...? (When did it happen?)
Which one?
Who were the main...?
How would you show...?
Why did...?

Application

How would you use...?
What examples can you find...?
How would you solve ___ using what you've learned?
How would you organise ___ to show...?
How would you show your understanding of...?
What approach would you use to...?
What other ways would you plan to...?
What would happen if...?
What faces would you select to show...?

Synthesis

Do you agree with the actions/outcomes?
What is your opinion of...?
How would you prove?...disprove...?
Can you assess the value or importance...?
Would it be better if...?
Why did the characters choose to...?
What would you recommend...?
How would you rate...?
How could you determine...?
What choice would you have made...?
Why was it better that...?

Comprehension

Explain what is happening?
How would you classify...?
Which is the best answer?
Can you tell me in your own words?
What can you say about...?
How would you compare/contrast...?
How is ___ alike? How is it different?
What facts or ideas show...?
What is the main idea of...?

Analysis

What are the parts or features of ...?
How is ___ related to ...?
Why do you think...?
What is the theme...?
What motive is there...?
Can you list the parts...?
What inference can you make...?
What conclusions can you draw...?
Can you identify the different parts of...?
What evidence can you find...?
Can you distinguish between...?

Evaluation

What changes would you make to solve...?
How would you improve...?
What would happen if...?
Can you elaborate on the reason...?
Can you give an alternative...?
Can you invent...?
How could you change or modify the plot?
What way would you design...?
Suppose you could ___ what would you do?
Can you predict the outcome if...?
Can you construct a model of...?

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- | | | |
|----------------|------------|-------------|
| ○Furthermore | ○But | Meanwhile |
| ○Whereas | ○Since | Nonetheless |
| ○Nevertheless | ○Yet | However |
| ○Alternatively | ○Therefore | Although |
| ○Consequently | ○Besides | Moreover |

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*
- ❖ **Other things to consider:**
- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

What traffic light am I?
Is my punctuation accurate?

L iteracy mat

Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!
- Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- Sound out the word
- Think about how it looks
- Think about a similar word
- Is there a memory sentence for this word? (e.g. **big** **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
- Find the word in a list -
 - Key words list
 - Frequently used words list
 - Your own word bank
- Look it up in a dictionary/spellchecker
- Ask a friend or teacher
- To learn it: look, cover, write, check
- Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

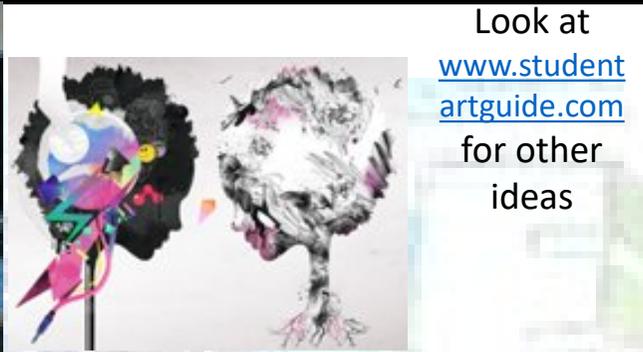
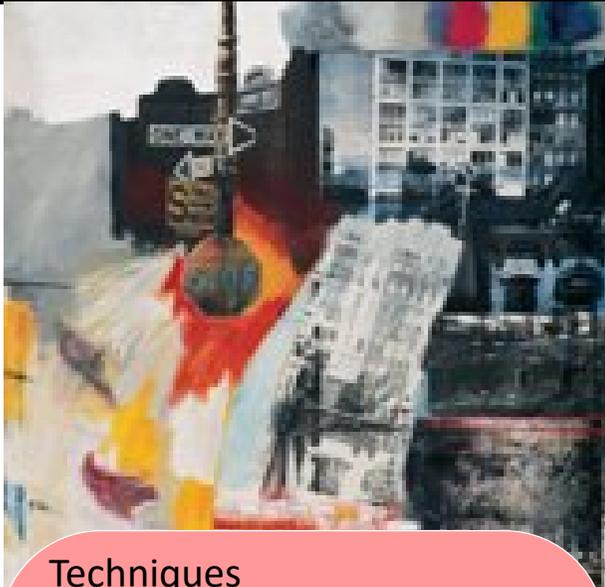
ITS

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

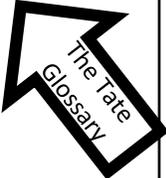
- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*



Look at
www.studentartguide.com
for other
ideas

Don't forget to use your literacy guide for support

- Digital Photography (Silhouettes)
- ✓ Design Ideas, Double Page
- ✓ Drawing from observation
- ✓ Photographs
- ✓ Artist Kara Walker
- ✓ Experiments
- ✓ Analysis
- ✓ Mini outcome
- Artist Jasper Johns/ Jim Dine/Rauschenberg
- ✓ Experiments
- Analysis
- ✓ Mini outcome
- Plan for final outcome
- Outcome
- Reflection



Techniques

- Monoprint
- Drawing
- Paint – acrylic
- Paint – water-colour
- Screen print
- Textiles
- lino print
- abstract
- Layering textures
- Photoshop
- View find a section and enlarge
- Collage



A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

RESPONSE

MEANINGFUL

VISUAL LANGUAGE **DEMONSTRATE**

UNDERSTANDING

MAKE CONNECTIONS

CONCLUSION

Lunchtime sessions for Year 10 on Monday in CS17

Art and Design – Graphic Communication

Techniques

- Photography – how?
- Drawing
- Photoshop
- Filters – which ones?
- Apps
- Rule of thirds
- Monoprint
- Pinhole
- Photogram
- Layers
- Paint – acrylic
- Paint – water-colour



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Don't forget to use your literacy guide for support

- Drawing from observation
- ✓ Digital Photography (Silhouettes)
- Photographs
- ✓ Design Ideas, Double Page
- ✓ Artist complete Kara Walker
- ✓ Experiment:  ← The Tate Glossary
- Analysis
- ✓ Mini outcome
- Artist Jasper Johns/ Jim Dine/ Rauschenberg
- ✓ Experiments 
- Analysis
- ✓ Mini outcome
- Plan for final outcome
- Further experiments
- Outcome
- Reflection

Lunchtime sessions for Year 10 on
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Business Studies – Recap of Units 1-4

Unit 1

ENTERPRISE: A business or company.

STAKEHOLDERS: A person (or group) who have a common interest in a business.



GOODS: A tangible (physical) item.

SERVICES: An intangible (cannot touch) item.

COMPETITION: Exists when more than one business is attempting to attract the same customer.

SOCIAL ENTERPRISE: A business this is set-up to help society rather than to make a profit.

TOTAL QUALITY MANAGEMENT:

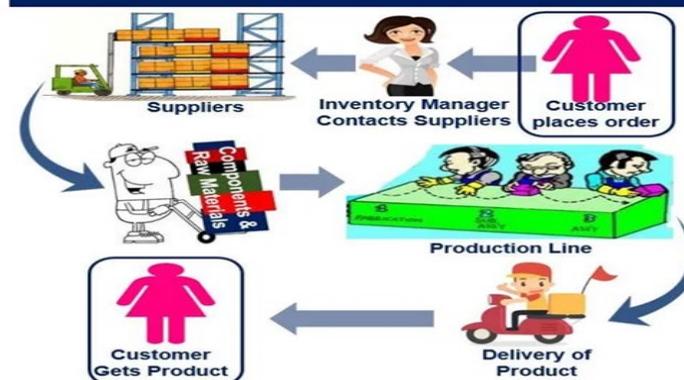
An approach to quality in which everyone is focussed on preventing errors occurring and ensuring quality at each stage of the production processes. The mage above shows what is needed to ensure TQM works effectively.



PROCUREMENT: Involves selecting suppliers, establishing the terms of payment and negotiating contracts.

Unit 3

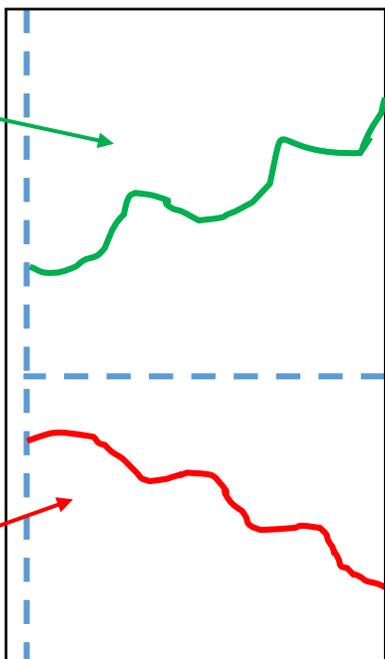
Just In Time



Unit 2

Improving Economy:

Rising levels of employment, production, consumer incomes and consumer spending.



Weakening Economy:

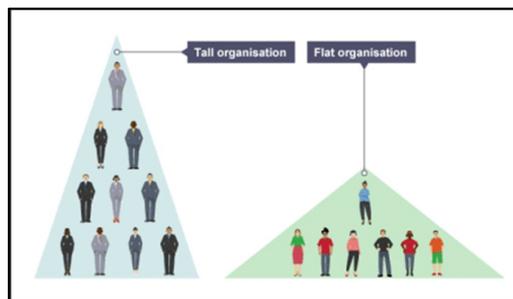
Falling levels of employment, production, consumer incomes and consumer spending.

PRODUCTION MANAGEMENT: Refers to all activities in managing the transformation process.

PRODUCTION: The process of changing inputs such as labour services, into goods or services that can be sold.

ECONOMIC CLIMATE: This describes the "health" of a state by the number of goods/services produced and jobs that are available.

INTEREST RATES: Refers to the cost of borrowing money, or the reward for money saved.



CONTRACTS OF EMPLOYMENT: A legal document stating the hours of work, rates of pay, duties and responsibilities undertaken in the role.

Unit 4

MOTIVATION:

The commitment to doing or carrying out a task.



INDUCTION TRAINING: A short period in which a recruit learns the essentials of a business.

AUTHORITY: An individual with the power or right to give orders and make decisions in a business.

Design principles			
Colours:	<ul style="list-style-type: none"> use of range of colours use of organisational house style ensuring that colours do not clash use of textures 	Font style/size:	<ul style="list-style-type: none"> ensuring text style/style is readable use of sans serif fonts for screen reading avoiding decorative fonts
Language:	<ul style="list-style-type: none"> using appropriate language for user needs and skill level 	Amount of information:	<ul style="list-style-type: none"> appropriate amount of information making appropriate use of white space
Layout:	<ul style="list-style-type: none"> consistency keeping the layout as close as possible to user expectations placing important items in prominent positions grouping related tasks together use of navigational components 	User perception:	<ul style="list-style-type: none"> colour sound symbols visuals
Retaining user attention:	<ul style="list-style-type: none"> grabbing attention screen is uncluttered clearly labelled items/features use of predetermined/default values for common user inputs use of auto-fill use of tip text 	Intuitive design:	<ul style="list-style-type: none"> use graphics to denote what buttons do helpful pop-up messages easy-to-use help feature ensuring consistency easy reversal of actions

Audience needs of a user interface	
Accessibility needs:	<ul style="list-style-type: none"> visual hearing speech motor cognitive
Skill level:	<ul style="list-style-type: none"> expert regular occasional novice
Demographics:	<ul style="list-style-type: none"> age beliefs/values culture past experiences

User Interface - the means by which the user and a computer system interact, in particular the use of input devices and software.

Types of interface:	<ul style="list-style-type: none"> text based speech/natural language Graphical User Interface/Windows, Icons, Menus, Pointers sensors menu/forms 	Factors:	<ul style="list-style-type: none"> performance/ response time ease of use user requirements user experience accessibility storage space
Range of uses:	<ul style="list-style-type: none"> computers handheld devices entertainment systems domestic appliances controlling devices embedded systems 	Influences:	<ul style="list-style-type: none"> operating systems/platforms types/size of screen types of user input hardware resources available emerging technologies

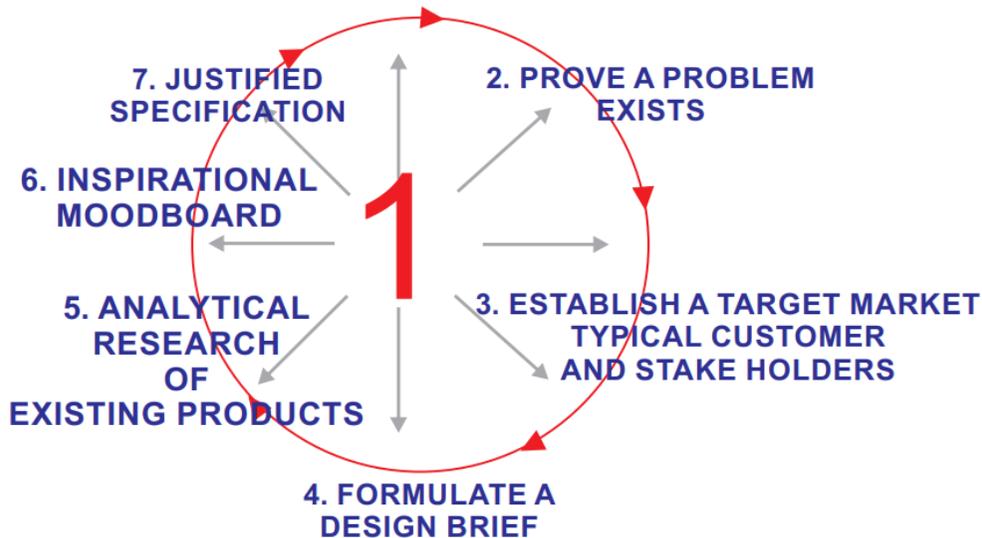


Design and Technology - GCSE

You are about to start your NEA Design Technology task. There are very few entirely new products that are produced, most are developments or **iterations** of previous designs

Iterative design is a circular design process that models, evaluates and improves designs based on the results of testing. You will need to use this process as you develop your own solution over the coming year

1. DESIGN PROBLEM IDENTIFIED



Key Vocabulary	
Key Word	Meaning
Customer Profile	A profile of the person you are designing for. To include details such as: Age, gender, interests, accommodation, family, occupation, income etc. May include photos and could be presented in a chart
Problem Outline	An overview explaining the problem. This will probably give the reason why you are looking to design a solution
Design Brief	A statement of intent usually agreed between the customer and designer before much work is completed. This will give direction to the project.
Specification	A list of requirements your project must fulfil. Usually agreed with the customer and written before much designing takes place.
Analyse	To look at something in detail and draw out the key facts
Anthropometric data	Sizes of the human body. This will be different for different ages / target market groups
Primary research	Research you carry out yourself. Key benefits are it is targeted to your specific need
Secondary research	Generic information that is already in the public domain. This could be in places like the internet, books or other published data. It is less specific but can be useful for collecting general information and trends
Target market	The group of people you are designing for. This could be an interest group, age group, gender etc.

Design and Technology - Engineering

Key knowledge

Ferrous

- Mostly contain iron
- Good conductors of electricity
- Good magnetic properties
- Lower resistance to rust
- Weigh more

Cast iron



Melts at 1200°C and is relatively brittle

Mild steel



Very common metal that is quite tough

High carbon steel



Very hard metal used to make cutting tools

Non ferrous

- Do not contain iron
- Higher resistance to rust and corrosion
- Malleable
- Non-magnetic
- Weigh less

Aluminium



Malleable metal that conducts heat and electricity well

Copper



Malleable metal and used for electrical wire

Zinc



Used to coat ferrous metals and prevent rust

Brass



Machines well and is able to be bent and shaped whilst maintaining its strength

Alloys

Stainless steel



Steel which contains 18% chromium, 8% nickel, 8% magnesium and is resistant to corrosion

Marking out tools



Dividers

Used to scribe circular shapes in metal

Centre punch

Used to create a small dent to increase drilling accuracy



Engineers square

Used to scribe 90° lines in metal

Scriber

Used to scribe lines in metal

Measuring tools



Vernier callipers

Used to accurately measure circular dimensions



Vernier height gauge

Used to measure and scribe parallel lines in metal

Vocabulary

Orthographic - A formal engineering drawing that uses a 2D drawing of each side of an object and consists of a front view, a side view and a plan view.

Isometric - Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings

Cross section - a section of something that has been cut down the middle to show what is inside.

Hidden detail - occurs when a feature of an object cannot be seen in one or more views.

Ferrous - Contains iron and rusts. Also, magnetic: Low carbon steel

Non Ferrous - A metal without iron that is usually conductive

Alloy - A mixture of two or more metals

Tolerance - Variation of a dimension i.e. +/- 0.5mm that will still enable a component to function correctly

Dimension - Measurements of length, width, and thickness. Standard unit we use is millimetres (mm)

Quality control - A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount

QR codes



Ortho drawing



Metals revision



Revision book



Marking out

Keywords

Smart Material

A material that changes its properties in response to changes in its environment.

Technical Textiles

Textiles materials and products that are manufactured for their technical and performance properties.

Microencapsulation

Very thin fibres hold chemicals in tiny capsules, which break open releasing the chemicals.

Nomex

A brand name for a fire-resistant fabric made from a type of polymer called meta-aramid. It is used in the production of fire fighters suits.

Kevlar

A material which is incredibly strong, very light and has a tensile strength over eight times greater than that of steel wool. It is used in the production of bullet proof vests and motorcycle safety equipment.

Smart Materials

Thermochromic pigments: These materials change colour at specific temperatures. They are available as plastic, ink, dyes and paint. They can be used for:

- ⇒ Test strips on batteries
- ⇒ Thermometer strips for children's heads
- ⇒ Colour indicators on drinks
- ⇒ Baby spoons that change colour if the food is too hot.



Shape Memory Alloys: Shape-memory alloys (SMA) are metal alloys that can remember their shape when heated. These alloys have been utilised on spectacle frames that spring back to shape if they are squashed.

Nickel titanium (nitinol) is a type of SMA, and it contracts when heated, whereas most metals expand. When braces are made from nitinol, they heat up in the mouth and 'pull' on the teeth, so they move with the nitinol.

Photochromic Pigments: change their properties when exposed to ultraviolet (UV) light. A well-known example would be glasses where the lenses are clear when worn inside a building, but become more like sunglasses when exposed to bright sunlight outside. The same technology has been used in windows to prevent rooms from getting too hot in warm weather.



Technical Textiles

Conductive Fabrics: These fabrics either have conductive fibres woven into them or conductive powders impregnated into them. These are often called electronic textiles or e-textiles. Conductive materials have been built in to competitors jackets for fencing contests to help with scoring systems.

Fire-resistant Fabrics: Fire-resistant fabrics have multiple uses. Not only are they used for items that are often exposed to flames, such as fire fighters suits, but also for items such as children's nightwear and cotton/viscose furnishings. Such items must be given a flame resistant finish by law.

Gore-Tex: This material has been designed to be waterproof yet breathable. It is used in clothing to provide a waterproof product that also releases perspiration vapour, and is therefore more comfortable to wear than traditional waterproof materials.

Microfibres: A very thin synthetic fibre which is often used for outdoor clothing and sportswear because they are breathable, durable, crease resistant and easy to care for. Some microfibres incorporate microencapsulation, this means the very thin fibres hold chemicals in tiny capsules. These capsules gradually break releasing chemicals, like perfumes, insecticides and antiseptics.

Technology - Food Preparation and Nutrition

Anti-oxidant	Can prevent or slow down damage to our body, which otherwise can lead to diseases such as heart disease and cancers. They also improve the immune system.
Hydrogenated	Liquid fat or oil that has been changed to a solid, at room temperature, by the addition of hydrogen.
Shortening	Butter, lard or other fat that remains solid at room temperature, used for making pastry or bread.
Saturated	Fat in which all of the carbon atoms in the fatty acid molecules are linked by single bonds. This type of fat is mostly from animal sources and can be bad for your health.
Monounsaturated	Fat that contains one double bond in the molecule. This fat is associated with keeping cholesterol levels low. Examples include red meats and avocados.
Polyunsaturated	Fat that contains several double bonds or even triple bonds in the molecule. Salmon, Flaxseeds and Walnuts are all examples.
Monosaccharides	Simple carbohydrates (Mono means one – Saccharide means sugar)
Disaccharides	A carbohydrate made from two sugar molecules
Caramelize	Sugar becomes golden brown when heated.

Animal Fat	Butter	Ghee	Lard	Suet
Description	Made from churning milk to separate out and solidify the cream into butterfat.	Made by removing the milk solids from butter, producing a clear fat.	Made from rendered pig fat.	Hard fat surrounding kidneys of cows and sheep. The fat is shredded into thin strands.
Uses	Adds flavour and colour to baked foods. Must be mixed with oil when frying to prevent burning.	Used widely in Indian cooking for frying and gives food a nutty flavour.	'Shortens' pastry. Good for frying/roasting foods.	Suet pastry, steamed puddings and dumplings

Vegetable Fat	Margarine	Spreads	Cookeen/Trex
Description	Vegetable oils are hydrogenated to form a solid fat.	Margarine blended with vegetable oil so it remains soft and spreadable.	Vegetable oils are hydrogenated to form a solid, white fat.
Uses	Baking and as a butter alternative	Spreading on bread and baking	A lard alternative for pastry.

Oils

- Come from different plant sources such as sunflowers, rapeseed maize and soya beans.
- 'Vegetable' oil is a blend of different oils.
- Most oils cope well with high heats for frying and roasting.
- Oils from walnuts, avocados, almonds, sesame and flax seeds add flavour when used in salad dressings and marinades.
- Fats and oils are extremely energy dense. Over consuming will lead to weight gain, obesity and coronary heart disease.
- To reduce fat intake choose lean cuts of meat and low fat products. Eat fewer ready prepared foods and do not fry or roast foods.
- Fat provides the body with 'good' omega 3 and omega 6 fatty acids and vitamins A, D, E and K.

Fats

Fats tend to be firm, solid or hard at room temperature, whereas oils are liquid.

Fats can come from both **animal** and **plant** sources.

Uses of fats in cooking

Colour – Butter and margarine give a golden colour to cakes, biscuits and pastries.

Flavour – Butter gives all baked products a rich flavour

Texture – melt in the mouth – shortening

Emulsions – Egg yolk added to oil and vinegar stop salad dressings separating

Sugar – is processed from sugar cane or sugar beet. They produce sweet liquids which are refined into molasses and syrup, or dried into crystals.

Sugar is used to sweeten and add colour and texture to foods such as pastries, cakes and biscuits.

Design and Technology - Workshop: Mortise and Tenoned Stool

Keywords

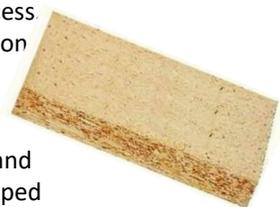
- Mortise:** Square or rectangular hole made to accept tenon
- Tenon:** Cut into the end of a rail to fit into a mortise
- Mortiser:** Machine used to make square holes or mortises in wood
- Mortise gauge:** Tool that scratches 2 parallel lines to mark out a mortise
- Marking Knife:** Tool used to mark across the grain, usually with a try square
- Sash Cramp:** Long cramp with adjustable ends
- Managed forest:** Forest where trees are grown as a crop and replanted
- Conversion:** The process of turning trees into useable wood
- Plywood:** Manmade board made from layers or laminates of wood
- MDF:** Board made from fine particles of dust stuck together
- Laminate:** layer. This could be a veneer of plywood or plastic layer
- Chipboard:** Particle board often made from recycled wood
- Sustainable:** Will not cause environmental harm in it's use / manufacture
- Finite:** Limited. eg oil is a finite resource, it will eventually run out
- Infinite:** Unlimited, will replenish. eg bamboo

Manufactured Boards: Manufactured boards have become widely used in place of solid wood. These boards are available in large sheets of various thicknesses. An available range of manufactured boards includes plywood, chipboard and MDF



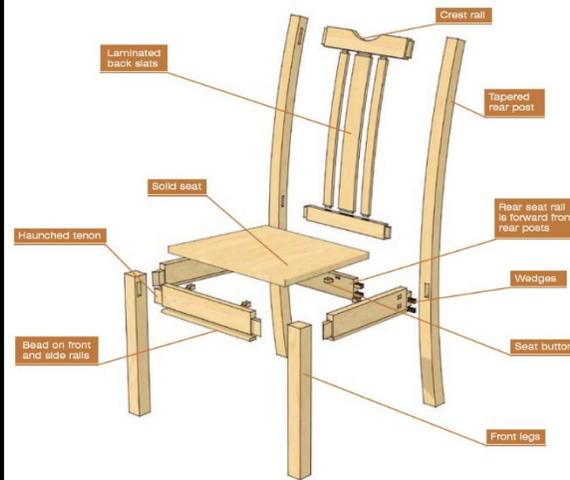
Plywood: Plywood is made by gluing several thin layers of wood together. Each layer is called a ply. The plies are arranged so that the grain of each layer is perpendicular to the layer above or below it.

Chipboard: Chipboard is made by gluing tiny wooden chips together. Heat and pressure are used during the gluing process. Chipboard is a cheap material and is best used in dry condition. It is often made from recycled material.



MEDIUM DENSITY FIBRE BOARD (MDF) - A quality board, relatively cheap. This board is composed of fine wood dust and resin pressed into a board. This material can be worked, shaped and machined easily.

Tools, Equipment and Processes

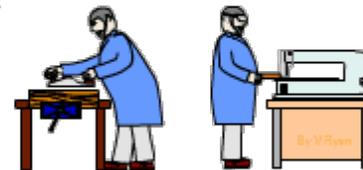


Mortise and tenon joints are used on many wood based frame products. The joint involves cutting one part to fit inside another. This helps locate parts in the correct place, provides mechanical strength and a large surface area for the glue.

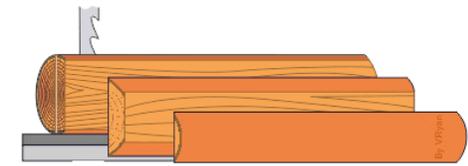
Sourcing, Harvesting and Converting Timber
 Much of the timber we buy from a DIY shop is either **softwood** or **manufactured board**.



Most softwood comes from a managed forest and will be identified by logos such as the **FSC** Forest Stewardship Council stamp to certify that when trees are harvested new plans are grown in their place. Once harvested, the trees are stripped of their bark and cut into planks. These planks are dried. This can be carried out naturally but takes months or years to complete effectively. Usually they are put into a kiln where the moisture is removed in a controlled environment over a few weeks. Rough sawn planks of timber can finally be cut and machined into their required dimensions.



WHEN SEASONED, THE WOOD BOARDS ARE CUT TO SIZE AND SHAPE



TREES ROUGH SAWN TO BOARDS

Drama DNA - By Dennis Kelly Yr10

Characters

John Tate	Starts as the leader of the group. School Bully.
Phil	Eats a lot. Quiet. Emotionless. Only talks when needs to step up to tell the group what to do.
Leah	Often talking a lot over Phil's silences and seeks his attention. Often worried about the group's actions.
Mark	Acts as a narrator next to Jan. Always help to cover things up.
Jan	Acts as a narrator next to Mark. Always helps to cover things up.
Cathy	Violent and ruthless. Shows no empathy towards Adams death.
Brian	Weakest of the group members. He's bullied into covering up Adam's death.
Lou	Worries about the group getting caught. She follows whoever is in charge.
Richard	Challenges John Tate's leadership. Goes along with the group
Danny	Selfish character that is worried about Adam's death as it could stand in the way of him becoming a dentist.

Design

Lighting: How can light be used to enhance the design of a naturalistic set?

Sound: What sound effects would be naturalistic for each scene?

Set: "A wood" "A field" "A Street"

Hair, make-up, costume: What costumes would be appropriate for the characters?

Voice

Pitch: High or low

Pace: Fast or slow

Pause: Lot's of "beats" in the stage directions to create tension.

Projection: How far do actors make their voices travel. Who is being addressed? A friend/ a group?

Volume: How loud is your voice?

Diction: Would your character say "butter" or "bu-er"

Accent: tells the audience where your character is from

Breath: Are you out of breath?

Body

Facial Expression: Eyes, eyebrows, mouth, cheeks, nose.

Body Language: How can you show emotion using your body?

Gesture: what does the character do with your hands. Giving direction, adding emphasis.

Gait: How does the character walk?

Posture: How does the character stand.

Idiosyncrasies: Habits. Nail biting, playing with hair etc.

Proxemics

The special relationship between characters, audience and set.

DNA

Playwright	Dennis Kelly			
Date released	2007			
Style/ genre	Naturalistic	Stanislavski	Dark Comedy	
Themes	Responsibility	Gangs	Power/ status	Friendship
Setting	A wood	A street	A field	

English – Language

Analytical Verbs	Tentative Language	Sharpen Your Expression				
<ul style="list-style-type: none"> • Apply - employ for a particular purpose • Appraise - consider in a comprehensive way • Argue - have a disagreement about something • Assert - declare or affirm solemnly and formally as true • Assess - estimate the nature, quality, ability or significance of • Classify - arrange or order by categories • Compose - form the substance of • Conclude - bring to a close • Construct - make by combining materials and parts • Contrast - the opposition or dissimilarity of things that are compared • Critique - appraise or judge in an analytical way • Debate - a discussion with reasons for and against • Deduce - reason from the general to the particular • Demonstrate - give an exhibition of to an interested audience • Develop - progress or evolve through a process of natural growth • Differentiate - acquire a distinct character • Discuss - to consider or examine in speech or writing • Distinguish - mark as different • Evaluate - estimate the nature, quality, ability or significance • Examine - observe, check out, and look over carefully or inspect • Explain - make plain and comprehensible • Identify - recognise as being • Illustrate - depict with a visual representation • Integrate - make into a whole or make part of a whole • Interpret - make sense of; assign a meaning to • Invent - come up with after a mental effort • Justify - show to be right by providing proof • Outline - the line that appears to bound an object/idea • Paraphrase - express the same message in different words • Perform - get done • Predict - tell in advance • Prepare - make ready or suitable or equip in advance • Propose - present for consideration, examination, or criticism • Prove - establish the validity of something • Recall - bring to mind • Recite - repeat aloud from memory • Relate - give an account of • Report - to give an account or representation of in words • Review - look at again; examine again • Select - pick out or choose from a number of alternatives • Separate - standing apart; not attached to or supported by anything • State - express something definitely or clearly in speech or writing 	<ul style="list-style-type: none"> • It is as if... • Perhaps... • It could be argued that... • It may appear... • It could indicate... • It is possible that... • It is likely that... <ul style="list-style-type: none"> • You might suggest that... • It seems as though... • A belief may be... • An assumption may be... • It is probable that... • It is widely agreed that... 	<ul style="list-style-type: none"> • Aberration - a state or condition markedly different from the norm • Abhor - find repugnant • Acquiesce - agree or express agreement • Alacrity - liveliness and eagerness • Amiable - diffusing warmth and friendliness • Appease - make peace with • Avarice - reprehensible acquisitiveness; insatiable desire for wealth • Brazen - unrestrained by convention or propriety • Brusque - rudely abrupt or blunt in speech or manner • Cajole - influence or urge by gentle urging, caressing, or flattering • Chide - scold or reprimand severely or angrily • Circumspect - careful to consider potential consequences and avoid risk • Clandestine - conducted with or marked by hidden aims or methods • Coerce - cause to do through pressure or necessity • Coherent - marked by an orderly and consistent relation of parts • Complacency - the feeling you have when you are satisfied with yourself • Connive - form intrigues (for) in an underhand manner • Cumulative - increasing by successive addition • Cynical - believing the worst of human nature and motives • Debase - make impure by adding a foreign or inferior substance • Decry - express strong disapproval of • Differential - showing courteous regard for people's feelings • Demure - shy or modest, often in a playful or provocative way • Deride - treat or speak of with contempt • Despot - a cruel and oppressive dictator • Diligent - quietly and steadily persevering in detail or exactness • Elated - exultantly proud and joyful; in high spirits • Eloquent - expressing yourself readily, clearly, effectively • Empathy - understanding and entering into another's feelings • Enmity - a state of deep-seated ill-will • Erudite - having or showing profound knowledge • Fabricate - put together out of artificial or natural components • Feral - wild and menacing • Forsake - leave someone who needs or counts on you; leave in the lurch • Fractious - easily irritated or annoyed • Furtive - secret and sly or sordid • Gluttony - habitual eating to excess 				
	<h3 data-bbox="573 973 1067 1035">Critical Adverbs</h3> <ul style="list-style-type: none"> • Abnormally - out of the realm of normalcy • Absurdly - illogical or inappropriate • Ambitiously - done with the intention of meeting high aspirations • Appropriately - right or expected • Brutally - meaning extremely unpleasant • Creatively - done in an original or imaginative way • Extremely - to a great degree; very • Frequently - often • Highly - to a high degree or level • Importantly - with importance • Incredibly - unbelievably • Ironically - happening in a way contrary to what is expected • Mildly - to a slight extent • Paradoxically - contradictory • Predictably - as expected • Surprisingly - happens unexpectedly • Swiftly - done in a fast way • Thoroughly - done in a complete way • Unexpectedly - surprisingly • Unusually - out of the ordinary • Vividly - strong or bold appearance; bright <table border="1" data-bbox="573 973 1067 1035"> <thead> <tr> <th data-bbox="573 973 777 1035">Comparative Connectives</th> <th data-bbox="777 973 1067 1035">Contrasting Connectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 1035 777 1388"> <ul style="list-style-type: none"> • additionally • also • as well • even • furthermore • in addition • indeed • let alone • moreover • not only </td> <td data-bbox="777 1035 1067 1388"> <ul style="list-style-type: none"> • alternatively • but • by contrast • differs from • however • in contrast • in other respects • in spite of this • instead • nevertheless • on the contrary • on the other hand • whereas • yet </td> </tr> </tbody> </table>	Comparative Connectives	Contrasting Connectives	<ul style="list-style-type: none"> • additionally • also • as well • even • furthermore • in addition • indeed • let alone • moreover • not only 	<ul style="list-style-type: none"> • alternatively • but • by contrast • differs from • however • in contrast • in other respects • in spite of this • instead • nevertheless • on the contrary • on the other hand • whereas • yet 	
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Meter The number of beats and bars in lines that helps to produce a rhythm in a poem, or the rhythmic measure of a line. How many syllables does each line have? Why? How does changing the meter affect the meaning of the poem or the way it is read? Common types of meter or elements of meter are iambic pentameter, dactyls, trochees, spondees and more.	Iamb	One unstressed syllable followed by one stressed syllable (da-DUM!) Here's an example: "The way". You put the emphasis on the second syllable.	Dimeter	Two feet to a line. Combine it with iambs and you get iambic dimeter (two feet of two beats = 4 syllables); trochaic dimeter would be two feet of two beats of DUM-da and so on.
		Trochee	One stressed syllable followed by one unstressed syllable (the opposite of an iamb) – DUM-da: "Garden"	Trimeter
	Tetrameter			Four syllables a line. Are you starting to see a pattern now? The witches in Macbeth spoke in tetrameter to make them sound different from all the other characters who spoke in pentameter. True story.
		Dactyl	One stressed syllable followed by two unstressed syllables (DUM-da-da): "Typical!"	Pentameter
	Spondee		Two stressed syllables in a foot (DUM-DUM): "Praise him!"	Pentameter Unseen poetry 2 questions <ul style="list-style-type: none"> 1 single poem analysis [24 marks] 1 comparison [8 marks]

Rhyme Where words which sound similar to each other are used closely together to link ideas and sounds.
Other useful vocabulary Free verse Blank verse Couplet Triplet Quatrain Cinquain Sestina Epic poem Elegy Ballad Ode Sonnet
Question structure Unseen Poetry Q1: "In '_____', how does the poet present _____? [24 marks]" Unseen Poetry Q2: "In both '_____' and '_____' the speakers describe feelings about _____. What are the similarities and/or differences between the ways the poets present those feelings? [8 marks]"

End rhyme	When you rhyme the final words of lines of poetry: He was a tremendous poet, And by heck he didn't half know it.
Internal rhyme	The rhyming of two words within the same line of poetry. Here's one from Edgar Allan Poe's "The Raven": Once upon a midnight dreary, while I pondered, weak and weary, Over many a quaint and curious volume of forgotten lore,
Slant or half rhyme	This is where only part of a word rhymes with another word. There are two different types: Assonance and Consonance... Assonance is when you rhyme vowel sounds in different words (like <u>moon</u> and <u>sp<u>oo</u>k</u>). Consonance is when you rhyme consonant sounds in different words (like blank and think)
	Rhyme with words that look the same but which are actually pronounced differently. Here's one from Shakespeare's Hamlet: The great man down, you mark his favourite flies; The poor advanced makes friends of enemies.
Eye rhymes	The great man down, you mark his favourite flies; The poor advanced makes friends of enemies.
Identical rhymes	This is basically the same thing as repetition but using the same word to rhyme with itself.

Stanza	A verse or section of a poem. All of the poems in the Power and Conflict collection use stanzas for particular reasons. In Love and Relationships, Climbing My Grandfather has a single stanza structure, whereas Walking Away is divided up into a number of different stanzas and memories/ideas.
Volta	In a sonnet, the Volta is the turn of thought or argument, but the term could be applied to other types of poetry, too, as long as there is a sudden change in tone, thought or argument.
Extended metaphor	An extended metaphor is a long comparison between two dissimilar things that continues throughout a series of sentences, lines, stanzas or even a whole poem. Jacques's speech from Shakespeare's As You Like It is a great example. His 'All the world's a stage' speech compares life to a theatre.
Caesuras – These are pauses in a poem indicated by a form of punctuation. They usually help to slow the pace of a poem or help it to focus on particular images or ideas.	Pauses within a line of poetry indicated with a piece of punctuation, usually within lines. Used to change the tone and pace of a line of poetry
Enjambment – Where there is a lack of punctuation and multiple lines or stanzas feed into each other. This helps to increase the pace of a poem and this changes its tone.	When a sentence in poetry continues on beyond a line, stanza or even multiple stanzas. Enjambment can be used to increase the pace of a poem or change the tone of it as well
Key language features	Imagery Metaphor Simile Onomatopoeia Repetition Adjectives Verbs Adverbs Powerful nouns Alliteration Rhetorical questions Oxymorons Personification Hyperbole

Geography – Will Economic change in the UK be good or bad?

Week 1 and 4 The changing nature of the UK	Week 2 and 5 Changes to the local area	Week 3 and 6 Transport / North South Divide
<p>De-industrialisation : The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and competition from NEEs, leading to economic and social change</p> <p>Globalisation : The process of countries becoming more economically, politically and culturally connected.</p> <p>Industrial structure : The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).</p>	<p>Secondary industry – Manufacturing industries in large factories including ship building.</p> <p>Quaternary industry: Industry linked to the research and development of science and high tech products.</p> <p>Population decline : An area with a falling population</p>	<p>North /South divide : Economic and cultural differences between Southern England Greater London) and Northern England (Yorkshire and the Humber)</p> <p>Devolving : Transfer of power from central government to regional administration</p>
<p style="text-align: center;">UK in the Wider World</p> <p>The UK has one of the largest economies in the world. The UK has huge political (one of only 5 countries to have special 'veto' powers at the United Nations), economic (Part of the G7, the most power world economies) and cultural influences in creative industries such a TV (Sherlock, Doctor Who). Also internet links between the USA and Europe are routed through the UK. It is a member of the Commonwealth (53 states) which promotes co-operation through trade, aid and sport. The Queen is the head. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.</p>	<p>Plymouth has suffered from de-industrialisation due to the reduction in size of secondary industry like Devonport Dockyard and the closure of some industries such as Toshiba. There has been a growth in the quaternary industry with the development of Plymouth science and technology park. Located to the north of the city it has good transport links. It is the leading business environment in the South west with 150 businesses and over 1,000 employees. Designed to create opportunities for the sharing and development of scientific knowledge it has links to the University and Derriford hospital for medical research. Internationally known for Genomics research (research into our genetic make up), underwater technology (Frontier technical) and Argans provides scientific research for the European Space Agency. This means it has a turn over of £100 million each year.</p>	<p>The UK has a large transport network which is improving. A £15 billion 'Road Improvement Strategy' of 10 new roads. The A303 will have extra lanes added to reduce congestion around Stonehenge. £50 billion HS2 railway to improve connections between London and Birmingham, reducing travel times.</p> <p>£18 billion on Heathrow's controversial third runway will increase UK air capacity by 700 planes per day, making us more connected.</p> <p>UK has many large ports for importing and exporting goods, London, Southampton and Liverpool being some of the biggest. Bristol is important for the import of cars to the UK</p>
<p style="text-align: center;">Causes of Economic Change</p> <p>De-industrialisation has led to tertiary (services like retail employs 4 million people) and quaternary (research and development) sectors growing since the 1960's. The UK is also a financial centre, the city of London has the HQ of big banks like HSBC.</p> <p>Globalisation has meant many industries have moved overseas, where labour costs are lower and goods could be produced cheaply.</p> <p>Government policy in the 1980's some government owned industries like steel was privatised. In the 1990's many companies took advantage of cheaper company taxes in the UK and set up industries such as Nissan locating in Sunderland leading to Foreign Direct Investment (FDI)</p>	<p>A rural area in the UK is <i>an area with a population of less than 10,000 people</i>. A rural area is usually sparsely populated and has farming as a major economic activity. Rural areas are described as countryside. Devon has many rural areas. Chagford on Dartmoor is experiencing population decline, this is due to a lack of jobs meaning that young people leave. There is also a decline in the services such as buses. Transport links to other areas are poor in 2001 the population was 1,470 but had declined to 1,449 by 2011. Okehampton is an area of population growth with 5,846 in 2001 increasing to 7,104 by 2011. This is due to it's good road links to north Devon, Cornwall and Exeter (A38).</p>	<p>North South divide is due to northern cities like Manchester suffering greatly from de-industrialisation.</p> <ul style="list-style-type: none"> - Wages are lower in the North. £29,574 in Manchester compared to £40,464 in London. - Health is better in the South, life expectancy for females is 84 years in London but 80 in Manchester. - Education is worse in the North with lower GCSE results. + The government is aiming to support a Northern Powerhouse project to resolve regional differences. Media city UK is a growth hub, with the BBC, ITV and C4 moving studios to the once derelict docks area at Salford

History – The Nazi Rise to Power

Week 1 and 4

Definition of Era :

This period is defined by the emergence of the Weimar Republic after WWI and its eventual collapse in the 1930s. This gave way to the Nazis and their control of the German state. Nazi economic, social and racial policies transformed life in Germany.

Timeline :

1919 - German Worker's Party (DAP) established.

1921 - Hitler became leader of the DAP.

1923 - Munich Putsch.

1924 - Hitler went to prison and wrote Mein Kampf.

1929 - Wall Street Crash

1933 - Hitler became Chancellor.

Keywords and Concepts :

Bolshevists - Another word for communists.

Propaganda - Information designed to persuade people of a particular viewpoint.

Social Darwinism - The idea that there are superior and inferior races.

Anti-Semitism - Hatred of the Jews.

Anti-communism - Hatred of communists and their ideals.

'Lebensraum' - 'Living Space' i.e. the settlement of Germans in eastern Europe and the USSR.

'Volksgemeinschaft' - Creation of a Peoples' Community.

The early development of the Nazi Party

Started as the German Worker's Party (DAP) in 1919. Hitler joined in September 1919. Hitler and Drexler wrote the 'Twenty-Five-Point Programme'. In 1921, Hitler became leader, changing the name of the DAP to the NSDAP. Membership rose as follows: 1,100 June 1920 – 55,000 Nov 1923 In 1921, Hitler set up the SA or 'Brownshirts'. Made of ex-military men to protect Nazis.

Further Development of the Nazi Party

Hitler got the ban lifted upon release. He created his own bodyguard, the SS. He introduced the Hitler Jugend (Hitler Youth) to get younger members.

1925-27,000 1928-Over 100,000

The Nazis only won 12 seats in 1928, having held 32 in 1924. A lot of this was down to the successes of Gustav Stresemann dissuading people from voting for extremist parties.

The Munich Putsch- marched on Munich, state capital of Bavaria. The Nazi Party were subsequently banned. Hitler's trial started in February 1924, lasting one month and gave him publicity. He criticised the November Criminals and the Jewish Bolsheviks. Ludendorff was let off but Hitler was sentenced to 5 years, only serving 9 months. While in prison Hitler realised he had to build on this publicity, also writing his book 'Mein Kampf' (My Struggle).

Week 2 and 5

After the Wall Street Crash in 1929

Stresemann had just died so the government lacked a really competent leader. International trade began to fall, creating unemployment. By 1932, 6 million were unemployed or 4/10 workers. Falling food prices hurt farmers. Many ended up homeless. The government paid out unemployment benefits.

There was talk of benefit cuts. Weimar politicians appeared to be doing little so support increased for the far right and far left parties.

Increasing Support for the Nazi Party-

Impact of the Depression- Wall Street Crash 1929 – Nazi party offered the solutions that other parties didn't.

The Appeal of Hitler- Hitler was an eloquent speaker, projecting the image of the Messiah. Using a private plane, he toured the country making speeches. He kept his message simple with obvious scapegoats

Increasing Support for the Nazi Party continued

The Use of Propaganda- Dr Josef Goebbels used the radio and cinema (Nazis owned 120 Newspapers)

Financial Support- had large scale financial backing from industrialists like Bosch, they were scared of communists and trade unions.

The Use of the SA- disrupted meetings of political rivals. Known as 'bully boy thugs' as they engaged in scraps.

Week 3 and 6

Hitler's ideas expressed in 'Mein Kampf'

Get rid of the **Treaty of Versailles**.

Social Darwinism, the idea that there are some superior races.

Anti-Semitism or the hatred of Jews.

Anti-communism, especially the November criminals.

'Lebensraum' to obtain one land across Eastern Europe for all German speakers.

'Volksgemeinschaft', the creation of a peoples' community.

The End of Democracy-

In 1930, Hindenburg elected Brüning without a majority in parliament. As the depression deepened it became more unpopular. He was known as the 'Hunger Chancellor'. In May 1932 he resigned and the following election led to the Nazis securing 230 seats (37%).

32 – 14 – 12 – 107 – 230 – 196 - 288

The coalitions of von Papen and von Schleicher-

In March 1932, Hitler won 13.2 million votes in the presidential election to Hindenburg's 19.3 million. Hindenburg hated him and appointed von Papen as his chancellor. He could not get a majority, so Hitler called for another election. Hindenburg then appointed defence minister von Schleicher who also failed to get a majority. In January 1933, von Papen (vice-chancellor) formed a coalition with Hitler (chancellor) who he believed he could control. On 30 January 1933, Hitler became chancellor.

Year 10, les évènements au collège!

Décris un voyage scolaire	Describe a school trip
Récemment mon prof d'histoire a organisé un voyage à Kenilworth Castle.	Recently, my history teacher organised a trip to KC.
C'est situé dans le Warwickshire donc le voyage n'était pas long.	It is in Warwickshire therefore the journey was not long
J'ai passé la journée avec mes amis et on s'est bien amusés.	I spent the day with my friends and we had fun.
Aussi, nous avons appris beaucoup de choses sur les châteaux	Also, we learnt a lot of things about castles
ce qui était passionnant et j'ai adoré la visite.	Which was exciting and I loved the visit.
Ce qui était barbant, c'était le quiz de mon professeur	What was boring was my teacher's quiz
car il fallait chercher les informations et je n'aime pas ça.	Because we had to look for information and I do not like it.
Mon amie Aisha a pensé que c'était une perte de temps.	My friend Aisha thought it was a waste of time.
Le moment le plus mémorable est sans doute	The most memorable moment was without any doubt
quand nous avons pique-niqué car on a bien mangé	When we had a picnic because we ate well
et on a pris beaucoup de photos et on les a postées sur Instagram.	And we took a lot of pictures and we posted them on Instagram.
C'était top !	It was top-notch !
https://quizlet.com/8hsh9g?x=1qqt&i=ypbuw	Sound file :
Décris un événement charitable au collège	Describe a charity event in your school
Il y a un mois, mon collège a organisé une collecte de vêtements	A month ago, my school organised a collection of clothes
et de nourriture pour aider les sans-abris de Birmingham.	and food to help homeless people in Birmingham.
Mes amies et moi avons aussi décidé de faire des gâteaux	My friends and I also decided to make some cakes
et d'organiser une vente de cupcakes pour collecter de l'argent.	and organise a cupcake sale to fundraise.
les gâteaux étaient délicieux et colorés.	The cakes were delicious and colourful.
Ce fut un succès car on a collecté £720 et nous étions contentes.	It was a success because we raised £720 and we were happy.
Ce qui m'a fait rire c'est quand Lou a acheté 5 cupcakes et elle les a tous mangés.	What made me laugh was when Lou bought 5 cupcakes and ate them all.
Malheureusement, elle a été malade...	Unfortunately, she has been sick...
Je crois qu'elle a eu les yeux plus gros que le ventre !	I believe she has bitten off more than she could chew!
https://quizlet.com/8hshhz?x=1qqt&i=ypbuw	Sound file:



Voyage scolaire en joie



<https://quizlet.com/8t0fc5?x=1qqt&i=1odwy7>

- **A l'avenir je vais+ vb infinitive**
- **Samedi j'ai décidé de**
- **Si j'ai le temps j'irai...**
- **Afin de + infinitive verb**
- **Si j'avais su, j'aurais choisi de**
- **Si j'avais le choix je voudrais**
- **Il faut que je fasse**
- **Nous allons devoir faire**

Translate it! - Learn it! - Use it! - Think it!

Pour moi, les cours les plus intéressants dans mon école sont l'anglais et l'histoire. Je suis très forte en anglais et je trouve ça fascinant car la littérature anglaise, c'est ma passion. Comme je m'intéresse au passé, l'histoire me plaît aussi. Je continuerai ces matières l'année prochaine quand je serai au lycée.

Notre école est mieux aménagée que beaucoup d'autres parce que nous bénéficions d'un gymnase immense. Nous avons aussi plusieurs terrains de jeux, ainsi qu'une salle de musculation. Les salles de classe sont propres et modernes mais il n'y a ni piscine ni laboratoire de langues.

Je suis très fière de moi car récemment, j'ai participé à un spectacle organisé par mon école. Trois camarades de classe et moi, nous avons chanté ensemble devant plus de 200 personnes! C'était une expérience fabuleuse.

Si j'étais la directrice, je changerais beaucoup de choses. D'abord, je trouve notre uniforme démodé. J'aimerais mieux porter mes propres vêtements. En plus, il y aurait une belle piscine pour ceux qui aiment la natation. Finalement, j'organiserai plus de clubs parce qu'il n'y a rien à faire pendant la pause déjeuner.

Add a bit of sophistication and complexity!

Answer booster	Aiming higher	Aiming for the top
Verbs	Different persons of the verb: not just je but il/elle/on/nous/vous il faut/il est interdit de + infinitive	Different tenses: imperfect, future and conditional Reflexive verbs in the perfect tense: Nous nous sommes endormis. en + present participle
Opinions and reasons	J'aimerais ... Je voudrais ...	More variety: Je me passionne pour ... Les cours me plaisent. Je suis convaincu(e) que ...
Connectives	où, comme	cependant, par contre
Other features	avant de + infinitive ce/cet/cette/ces A range of negatives: ne ... que, ne ... ni ... ni ..., ne ... rien The relative pronoun qui Comparatives/superlatives	Direct object pronouns: Je le/la/les trouve + adjective The relative pronoun que: Ce que je n'aime pas dans mon école, c'est celui/celle/ceux/celles qui ...

Translate it! - Learn it! - Use it! - Think it!

Profiter de l'école

Présentez-vous pour être délégué(e) de classe.
Levez la main autant que possible en classe.
Participez à la chorale.
Soyez «écolo».
N'ayez pas peur de remettre en cause les attitudes sexistes, racistes ou homophobes.
Faites une activité sportive.
N'oubliez pas de remercier vos profs.
Soyez gentils avec les plus jeunes.
Profitez des sorties scolaires.
Amusez-vous bien!
C'est quoi, ton plus grand accomplissement au collège?
Je joue dans l'équipe de rugby.
Je représente les opinions de mes camarades de classe.
Je n'oublierai jamais cette expérience.
Je fais partie du club de théâtre.
C'est une bonne préparation pour la vie d'adulte.
Je suis fier/fière car je n'ai pas beaucoup confiance en moi.
Ce succès est mérité car je travaille très dur.
J'ai donné un concert.
J'ai toujours de bons commentaires sur mon bulletin scolaire.



Making the most of school

Put yourself forward to be class representative.
Raise your hand as often as possible in class.
Join the choir.
Be 'green'.
Don't be afraid to challenge sexist racist or homophobic attitudes.
Do a sporting activity.
Don't forget to thank your teachers.
Be kind to the youngest ones.
Make the most of your school trips.
Have lots of fun!
What is your greatest achievement at school?
I play in the rugby team.
I put forward my classmates' opinions.
I will never forget this experience.
I am in the drama club.
It's good preparation for adult life.
I am proud because I don't have much self-confidence.
I deserve my success because I work hard.
I gave a concert.
I always get good comments in my school report.



Les mots essentiels

dont
en ce moment
parmi
au lieu de
bientôt
à cause de ça
y compris

High-frequency words

of which
at the moment, currently
among
instead of
soon
because of that
including/

Use different tenses

- Je vivais I used to live
- J'habitais I used to live
- Je m'entendais bien avec I used to get on well with
- Je faisais I used to do
- Je voulais I used to want
- J'ai changé d'avis I changed my mind
- J'ai envie de I want to
- J'ai l'intention de I intend to
- Je veux I want
- Je voudrais I would like
- J'aimerais I would like
- J'aurai I will have
- J'habiterai I will live
- Je dois: I must
- Je devais: I had to
- J'aurais dû: I should have
- Il faut: We have to
- Il fallait: We had to
- Il faudrait: we should have
- Mon collège idéal aurait...: My ideal school would have



<https://www.bloocket.com/solo?id=604002c8445883001bb53cb2>

Up grade your work and shine!



Expressing Opinions

- Je suis d'accord I agree
- Je ne suis pas d'accord I don't agree
- Selon moi According to me
- Quant à moi As for me
- À mon avis In my opinion
- En ce qui me concerne As far as I'm concerned
- Malgré ce que tout le monde dit, je trouve que...: despite what everybody is saying I think that...
- Certains croient que...: some believe that...

<https://quizlet.com/gb/575340245/upgrade-your-work-flash-cards/>:

Higher structures for grades 6 and above

Maintenant testes-toi sur Quizlet: Foundation

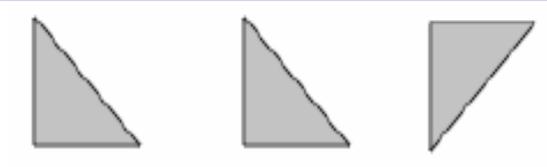
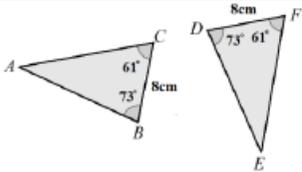
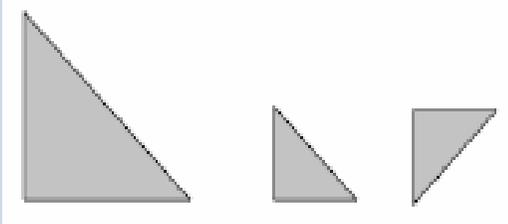
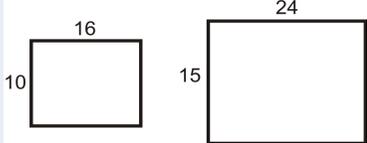


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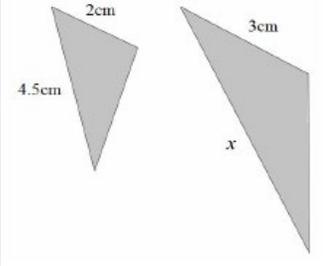
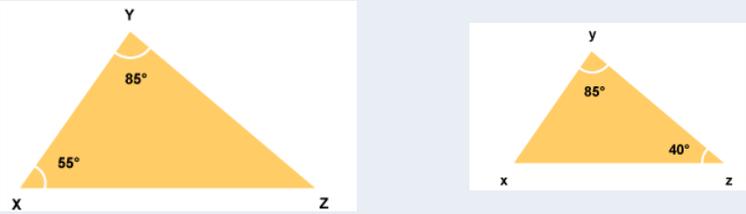
3/a-lecole-flash-cards: word level foundation and higher



Year 10 Maths - Higher: Congruence & Similarity

Topic/Skill	Definition/Tips	Example
1. Congruent Shapes	<p>Shapes are congruent if they are identical - same shape and same size.</p> <p>Shapes can be rotated or reflected but still be congruent.</p>	
2. Congruent Triangles	<p>4 ways of proving that two triangles are congruent:</p> <ol style="list-style-type: none"> 1. SSS (Side, Side, Side) 2. RHS (Right angle, Hypotenuse, Side) 3. SAS (Side, Angle, Side) 4. ASA (Angle, Side, Angle) or AAS <p><u>ASS does not prove congruency.</u></p>	 <p> $BC = DF$ $\angle ABC = \angle EDF$ $\angle ACB = \angle EFD$ \therefore The two triangles are congruent by AAS. </p>
3. Similar Shapes	<p>Shapes are similar if they are the same shape but different sizes.</p> <p>The proportion of the matching sides must be the same, meaning the ratios of corresponding sides are all equal.</p>	
4. Scale Factor	<p>The ratio of corresponding sides of two similar shapes.</p> <p>To find a scale factor, divide a length on one shape by the corresponding length on a similar shape.</p>	<p>Scale Factor = $15 \div 10 = 1.5$</p> 

Year 10 Maths - Higher: Congruence & Similarity

Topic/Skill	Definition/Tips	Example
5. Finding missing lengths in similar shapes	<ol style="list-style-type: none"> 1. Find the scale factor. 2. Multiply or divide the corresponding side to find a missing length. <p>If you are finding a missing length on the larger shape you will need to multiply by the scale factor.</p> <p>If you are finding a missing length on the smaller shape you will need to divide by the scale factor.</p>	<p>Scale Factor = $3 \div 2 = 1.5$ $x = 4.5 \times 1.5 = 6.75\text{cm}$</p> 
6. Similar Triangles	<p>To show that two triangles are similar, show that:</p> <ol style="list-style-type: none"> 1. The three sides are in the same proportion 2. Two sides are in the same proportion, and their included angle is the same 3. The three angles are equal 	
7. Simultaneous Equations	<p>A set of two or more equations, each involving two or more variables (letters).</p> <p>The solutions to simultaneous equations satisfy both/all of the equations.</p>	$2x + y = 7$ $3x - y = 8$ $x = 3$ $y = 1$
8. Variable	<p>A symbol, usually a letter, which represents a number which is usually unknown.</p>	<p>In the equation $x + 2 = 5$, x is the variable.</p>
9. Coefficient	<p>A number used to multiply a variable.</p> <p>It is the number that comes before/in front of a letter.</p>	<p>$6z$</p> <p>6 is the coefficient</p> <p>z is the variable</p>

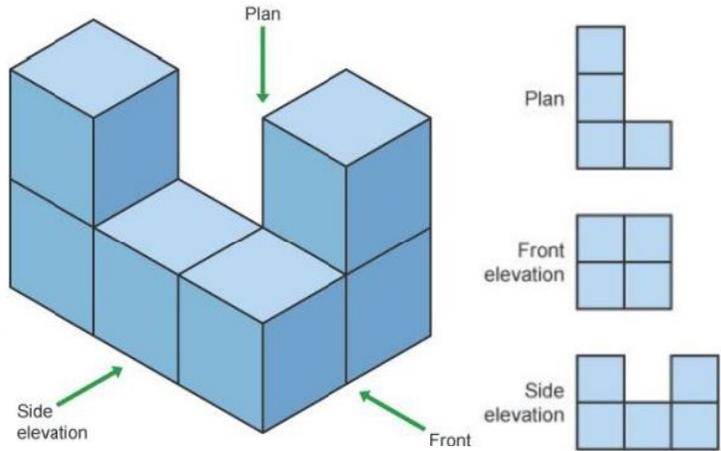
Year 10 Maths - Foundation: Plans and Elevations of 3D Shapes and Nets

KEY VOCABULARY

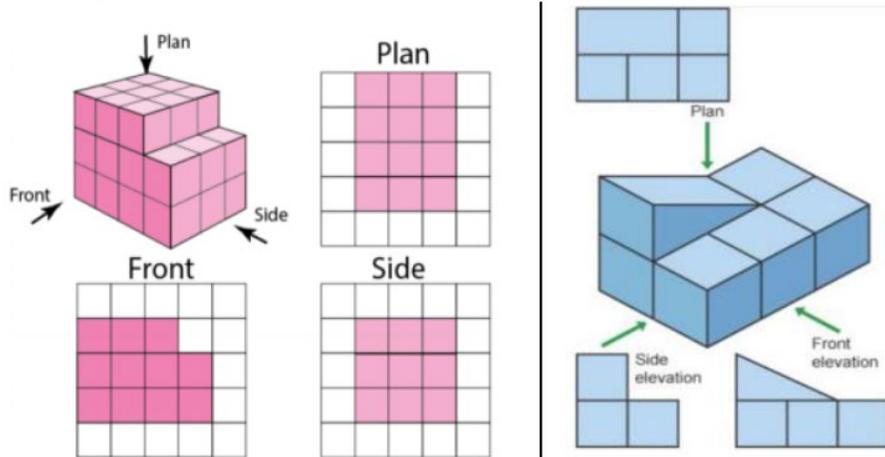
cube, cuboid, cylinder, hemisphere, prism, pyramid, square-based pyramid, sphere, tetrahedron, vertex, vertices, face, edge

Plan	The view from above a solid
Front Elevation	The view from the front of a solid
Side Elevation	The view from the side of a solid

Net: A pattern that you can cut and fold to make a model of a solid shape.

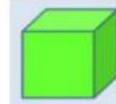


Examples Key concept: Drawing plans and elevations

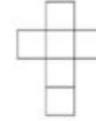


Key concept: Faces/ Vertices/ Edges/ Nets

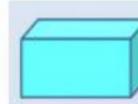
Cube



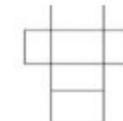
6 Faces
12 Edges
8 Vertices



Cuboid



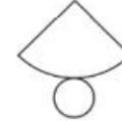
6 Faces
12 Edges
8 Vertices



Cone



2 Faces
1 Edge
1 Vertex

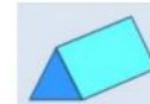


Sphere

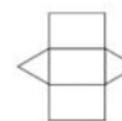


1 Face
1 Edge
0 Vertices

Triangular prism



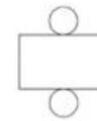
5 Faces
9 Edges
6 Vertices



Cylinder



3 Faces
2 Edges
0 Vertices



Tetrahedron



4 Faces
6 Edges
4 Vertices



Square-based Pyramid



5 Faces
8 Edges
5 Vertices



The Music Industry

EXTERNAL EXAM

Part 1: Understanding different types of organisations that make up the music industry

- Venues and live performance
- Health, safety and security at venues
- Production and promotion
- Service companies and agencies
- Unions
- How organisations interrelate and why these relationships are important

Introducing Music Recording

Part 1: Planning a recording session

- Equipment
- Recording sessions
- Health and safety

Part 2: Use recording equipment safely to produce multi-track recording

- Recording audio
- Mixing down the multi-track

Part 2: Understand jobs roles in the Music Industry

- Performance and creative Roles
- Management and Promotion roles
- Recording Roles
- Media and other roles
- How and why workers are employed in the industry
- Getting a break and starting out
- Importance of individual roles and responsibilities
- How individual roles and responsibilities interrelate
- How the Industry relies on entrepreneurs, the self-employed and small enterprises
- How to get paid



Link to :- Music Industry facts every musician needs to know :-

<https://www.thebalancecareers.com/music-industry-facts-every-musician-needs-to-know-2460726>

Setting up a recording Session

<https://www.izotope.com/en/blog/music-production/18-tips-for-running-a-great-recording-session.html>

Healthy Relationships

KEY CONCEPTS:

Why is pornography a problem for young people?

What is consent?

What does a healthy relationship look like?

How does the media influence behaviour in relationships?

KEY TERMS:

Pornography – The production of sexually explicit material, normally for profit. It is illegal to sell pornography to anyone under the age of 18.

Consent – to be able to freely agree to something, including having sex. If someone is drunk or intoxicated by drug taking they are unable to consent to sex.

Abuse – when someone is trying to force you to do something or they behave in a way that means you feel frightened or unsafe.

Coercive control – using assaults, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten someone and will make a person dependent by isolating them from support, exploiting them, depriving them of their independence and controlling their everyday behaviour.



Notes:

Healthy Relationship advice and support online:

<https://www.ceop.police.uk/safety-centre/>

<https://www.childline.org.uk/>

0800 1111

https://www.thinkuknow.co.uk/14_plus/
(14+ year olds)

Healthy Sex advice and support online:

<https://www.sexwise.fpa.org.uk/>



Healthy Sex

KEY CONCEPTS:

What are the possible health risks of having unplanned and/or unprotected sex?

How can these health risks be reduced?

What are the options for a teenage girl if she becomes pregnant?

KEY TERMS:

STI/STD – Short for Sexually Transmitted Infection/Disease.

Contraception – an artificial way to prevent pregnancy. Some methods can also reduce the risk of contracting an STI/STD.

Barrier method – A type of contraception that provides a physical barrier during sex, such as a condom. A barrier method will also greatly reduce the risk of potentially passing on an STI/STD.

Physical Education - Cricket

Kit Needed:

- White trainers, white socks, short sleeved PE top and black Egguckland shorts

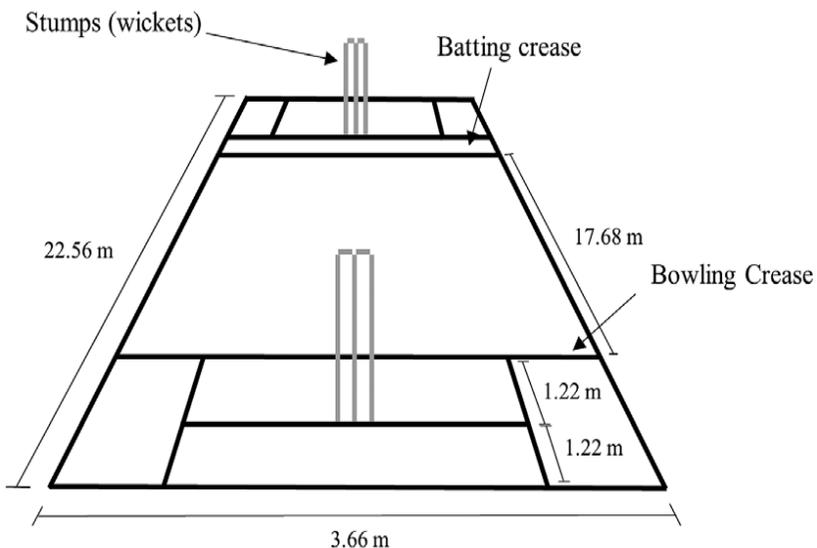
Equipment:

Cricket bats, stumps, cricket balls.

5 Key Rules:

- If you catch the ball after someone hits it they are out
- If you bowl and hit the stumps the batter is out
- When bowling you must keep your arm straight
- When bowling the ball must bounce once
- You must be on or behind your crease to be "safe"

Playing area:



Bowl

- Stand side-on to the target, feet apart.
- Stretch the bowling arm straight behind you and raise the non-bowling arm up, pointing towards the target.
- Keeping the bowling arm straight, swing it over your shoulder and finish across your body.



Grip & Stance (batting)

- Grip the bat with two hands together in the middle of the handle.
- Stand side-on to the bowler, feet a comfortable distance apart, knees bent.
- Your head should be still, eyes level, looking at the bowler

Pull shot

- Swing the bat back while moving your back foot to get your head in line with the ball.
- Step with the front foot so your chest is facing the bowler.
- Swing the bat across your body, aiming to hit the ball along the ground

Overarm throw

- Stand side-on to the target with your feet a big step apart.
- Raise your throwing arm behind you with the elbow above your shoulder and point the non-throwing arm at the target.
- Throw the ball, finishing with your chest facing the target.

Physical Education - Football

Kit Needed

- Moulded studs, Long/ Short sleeved top, Black Egguckland shorts, Shin pads, Long black socks

Equipment

- Footballs, posts, bibs

5 Key Rules

- A player can control the ball with any part of their body except their arms.
- A player must get the ball and not the player when making a tackle. If the tackling player makes contact with the attacking player then a free-kick is awarded.
- If a player is the last person to touch the ball before the side of the pitch then a throw in is awarded to the opposition.
- If the ball crosses the goal line (either side of the goal) and was last touched by a defensive player then a corner is awarded.
- If the ball crosses the goal line (either side of the goal) and was last touched by an attacking player then a goal kick is awarded.

Key Terms

- Pass- how you transfer the ball from one team member to another
- Shot- when a player attempts to score a goal with their feet
- Header- when a player controls or strikes the ball with their head

Skill/Tactic	Technique Points
Short Pass	Non kicking foot next to the ball/ use the side of the kicking foot to contact the ball following a short back swing/ keep head over the ball to improve accuracy and ensure ball stays on the ground/ follow foot through to generate more power.
Long Pass	Non kicking foot next to the ball/ use the front (laces) of the kicking foot to contact the ball following a bigger back swing (flexion of the knee)/ keep head over the ball to improve accuracy of the pass/ lean back slightly to help generate height if required on the pass/ follow foot/leg through to generate more power.
Heading	Keep eyes focused on the ball when preparing to header/ use the forehead to contact the ball/ move feet to ensure body is slightly behind the ball before heading/ use neck to generate more power on the header/ defensive headers are normally headed high with increased distance whereas attacking headers on goal are normally headed down to make it more difficult for the goal keeper to save/ perform a jump before the header to increase power and give yourself more chance of beating the opponent to the header.
Shooting	Non kicking foot next to the ball/ keep body balanced/ head slightly over the top of the ball/ use side foot for placement or top of the foot for increased power/ flex leg back further when preparing to strike to the football for increased power/ aim for the area of the goal that the goalkeeper is least likely to save the ball.
Attacking	Attack defender with pace/ keep ball in close control away from the defender/ move the ball to make it more difficult for the defender to tackle you/ use tricks to outwit the opponent.
Defending	Man to man marking – sideways on/ close to player/ try to slow attacking player down/ on toes/ show attacker to their weaker foot/ time tackle effectively to increase chances of winning the ball back.
Crossing	Non kicking foot placed next to the ball/ contact ball with the instep of the foot/ lean body slightly back to add height on to the cross to avoid the first defender/ follow leg through to increase the power on the cross/ the body needs to remain balanced to increase accuracy and success of the cross.

Physical Education - Netball

Kit Needed

- White trainers, White socks, short or long sleeved PE top and black Egguckland shorts, skort or leggings

Equipment

- Netballs, posts and bases and position bibs

5 Key Rules

- Do not move with the ball
- 3 seconds holding the ball
- No contact
- No closer than 1 metre from the person with the ball
- Only allowed in your positions areas

Positions

- Goal Keeper- Marks the goal shooter to stop the shooting
- Goal Defence- Marks the goal attack to stop them shooting
- Wing Defence- Marks the Wing attack to stop them feeding the ball into the shooting 'D'
- Centre- Marks the other centre. Controls the game from mid court
- Wing Attack- Aim's to feed the ball into the shooting 'D' to provide shooting opportunities
- Goal Attack- To score goals and be a link between mid court and the shooting 'D'
- Goal Shooter- To score goals within the 'D'

Netball

Passing

- Basic body position
- High arms
- Extend elbows to straight to release

Defending

- Basic body position
- Use both arm over the ball and follow where attack holds it.
- When moving, remain close to attacker and ensure you can see player and the ball

Basic body position



Footwork

- Catch the ball and land one foot before the other
- The first foot can not be moved
- The second foot can be moved to pivot
- If landing with both feet at same time, you can choose which one to use to pivot

Shooting

- Basic body position or feet shoulder width apart
- High arms
- Ball above head in both hands
- Extend elbows to straight to release towards the net aiming for the back of the ring

Physical Education - Rounders

Kit Needed:

- White trainers, white socks, short sleeved PE top and black Egguckland shorts, skort or leggings

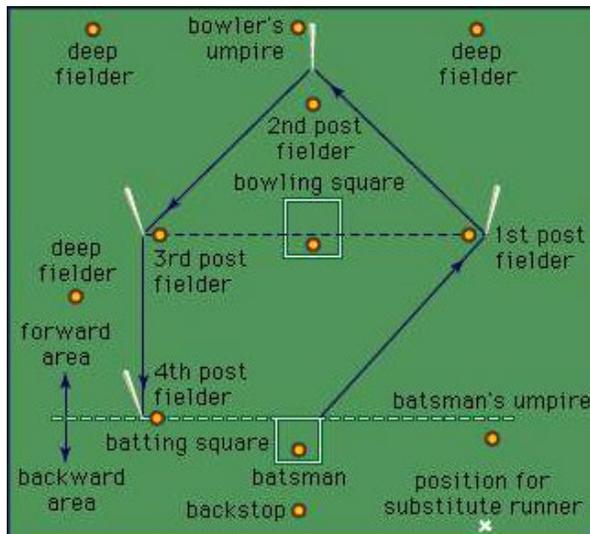
Equipment:

- Rounders bats, balls, posts and bases

5 Key Rules:

- Half a rounder is scored at 2nd or 3rd base in one go. 1 rounder at 4th base.
- Ball should be bowled between head and knee of the batter
- Run around the outside of the posts
- Out if your ball is caught, you overtake another runner or you are stumped out.
- You must stay in contact with the post when waiting and touch 4th base post when finishing your run

Playing area:



Catching

- Eyes focussed on ball
- Move feet to place the body directly in the path of object with wide base of support
- Hands reach the ball
- Cupped slightly relaxed hands
- Catch and control with hands and bend elbows to absorb the impact



Batting

- Sideways on, feet shoulder width apart, knees bent
- Batting arm straight back, bat up at 90 degrees to arm
- Transfer weight from back to front foot
- Follow through in direction you want the ball to go.



Basic body position



Overarm throw

- Use front arm as a pointer, pointing at the target.
- Let go of the ball over the fingers of the pointed arm. Look for the elbow to come through first.
- Hold ball between fingers and thumb on top for control, with your palm facing upwards.

Bowling

- Grip ball with index/middle finger and thumb
- 2 steps in to bowl (opposite arm to leg)
- Hand pointing where you want the ball to go
- Bent knees



Physical Education - Table Tennis

Kit Needed

- White trainers, White socks, short sleeved PE top and black Egguckland shorts, skort or leggings

Equipment

- Table Tennis Tables, Bats, Balls and Nets

5 Key Rules

- The ball must hit your opponents' half of the table to win a point
- When serving you must hit the ball and the ball must bounce on your side of the table before going over the net and then bouncing on your opponents side
- Play on if it hits or clips the net. If it happens on serve and then goes in you play a 'Let'. If it happens on serve and goes out you lose the point
- Games go to 11 points
- The ball must be thrown up 15cm before contact is made with the ball for a service to be legal

Key Terms

- Service – The way you start a rally
- Topspin – Attacking shot which creates forward spinning motion on the ball
- Backspin – Defending shot which creates backward spinning motion on the ball
- Let – A term which means the point is replayed
- Forehand – For a right hander the racket starts on the right side of the body, makes contact and follows through to the left side

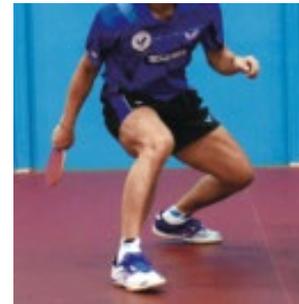
Forehand

- Opposite foot slightly in front of the other
- Side on
- Knees bent
- Strong base position
- Rotate at the hip

Backhand

- Feet shoulder width apart and almost level
- Parallel to the table
- Knees bent
- Strong base position
- Flex and extend in the shot

Basic body position



Spin

- A shot where you can put different types and amount of rotation on the ball to enable different tactics eg
Topspin – attacking shot as ball dips on to table
Backspin – defensive as makes opponent hit the ball down in to net

Serve

- Starts the game and each point
- Ball leaves hand, is hit into your side of the table first then bounces over the net and onto opponents side
- Various spin can be used

Physical Education - Keywords

Cricket		Football	
Key Word	Definition	Key Word	Definition
Run	It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps	Attacker	A player whose job is to play the ball forward towards the opponent's goal area to create a scoring opportunity.
Four	The ball hit by the batsman crosses the boundary rope by rolling or bouncing on the ground	Corner Kick	A free kick taken from the corner of the field by an attacker. The corner kick is awarded when the ball has passed over the goal line after last touching a defensive player. The shot is taken from the corner nearest to where the ball went out.
Six	The shot where the ball lands directly outside the boundary without bouncing. (scores six)	Cross	A pass played across the face of a goal.
No-ball	If a bowler's foot is too close while delivering the ball then, it is called a no-ball	Defender	A player whose job is to stop the opposition attacking players from goal scoring.
Wide	A ball that is bowled away from the batsman and moves too wide to be hit fairly	Dribble	Keeping control of the ball while running.
Out	Bowled, Caught, Run-out, LBW, and Stumped are the most common ways of getting out.	Free Kick	A kick awarded to an opposition player when an player has committed a foul. Free kicks can be either direct or indirect.
Bowled	It is a way of getting out where the batsman misses the ball bowled and the stumps are hit by the ball	Goal Kick	A goal kick is awarded to the defending team when the ball is played over the goal line by the attacking team. It can taken by any player though it is normally taken by the goalkeeper.
Caught	A batsman is declared out when the fielder catches the ball before it bounces	Goalkeeper	The specialized player who is the last line of defence, who is allowed to control the ball with his hands when in the goal area.
Run-out	If a fielder touches the stumps or base with ball in hand while the batsman is not in crease after playing a shot, then the batsman is declared run-out	Midfielder	The playing position for players that are responsible for linking play between attackers and defenders.
		Offside	A player is in an offside position if he is nearer to his opponent's goal line than both the ball and the second-to-last opponent. This does not apply if the players is on their half of the field. An indirect free kick is awarded to the opposing team at the place where the offside occurred.
		Penalty	A penalty kick is awarded when a foul has been committed inside the penalty area in front of the goal. A penalty is taken by one player opposed only by the goal keeper.
		Shot	A kick, header, or any intended deflection of the ball toward a goal by a player attempting to score a goal.
		Striker	An attacking player whose job is to finish attacking plays by scoring a goal.
		Tackle	To take the ball away from the opponent using the feet.

Physical Education - Keywords

Rounders		Netball		Components of Fitness	
Key Word	Definition	Key Word	Definition	Key Word	Definition
Pitch	The playing area	Court	The playing area	Speed	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres'
Box	Bowling box where the bowler is not allowed out of this box during the bowl. Batting box is the area the batter is allowed to stand during the batting turn. The batter must run out the side of the box.	Umpire	Two umpires control the game	Strength	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres
Stump/ base	Equipment that outline the pitch that you run around. Stopping at one of these allows you to be 'safe'. You score points getting to the 2 nd or 4 th base safely. Fielders aim to stump the bases to get the batter out	Obstruction	A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. Measured from the landing foot of the player in possession of the ball.	Power	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'
Fielders	The team currently fielding. Specific positions are within this.	Contact	Any action that results in players touching or bumping into each other	Endurance	The ability to maintain high levels of exercise for a sustained period of time
Batters	The team that are currently batter	Centre pass	The first pass used to started the game and restart after every goal that is scored	Cardio-vascular	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles
Obstruction	If the fielder gets in the way of the running batsman the batting team is awarded half a rounder.	Offside	When a player makes contact with a part of the court which is not included in the players own playing area	Skill	The ability to preform movements and techniques with control and precision
No ball	A ball that is bowled incorrectly. You do not have to run if this is called.	The 'D' or shooting circle	The marked circle which the shooters must land in before attempting to make a goal	Agility	The ability to change direction of the whole body or body parts with speed
Bowler	Player in the fielding team whose job is to bowl	Centre circle	The small circle in the center of the netball court	Balance	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.
Backstop	A player in the fielding team that collects the ball from behind the batter, they may even catch a clipped hit. They should be tactically aware.	Feed the ball	Any pass made to the shooters within the shooting circle	Co-ordination	The ability to control one or more body parts at the same time
Long barrier	A skill within fielding that aids stopping a rolling ball and allows for quick turn and throwing action	Footwork	This is the rule which limits the movement of the player's feet after catching the ball	Reaction Time	The speed with which a person can react to a stimulus or situation
		Landing foot	The first foot to be grounded after catching the ball. You can pivot on this foot.		

Physical Education - Keywords

Components of Fitness		Fitness and Multi-Skills		Table Tennis	
Key Word	Definition	Key Word	Definition	Key Word	Definition
Speed	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres	Speed	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres	Backhand	Any shot done with the back of the band towards the ball.
Strength	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres	Strength	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres	Backspin	Backward spin placed on the ball. Also called Underspin.
Power	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'	Power	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'	Block	A quick, off the bounce return of an aggressive drive done by just holding the racket in the ball's path.
Endurance	The ability to maintain high levels of exercise for a sustained period of time	Endurance	The ability to maintain high levels of exercise for a sustained period of time	Chop	A chop is a heavy underspin shot. It is usually executed away from the table and below the table-top. A chop forces the ball to drop downwards when it hits an opponent's paddle.
Cardio-vascular	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles	Cardio-vascular	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles	Footwork	How a person moves to make a shot.
Skill	The ability to preform movements and techniques with control and precision	Skill	The ability to preform movements and techniques with control and precision	Forehand	Any shot done with the palm of the hand towards the ball.
Agility	The ability to change direction of the whole body or body parts with speed	Agility	The ability to change direction of the whole body or body parts with speed	Let	A service hitting the net as it goes over or a distraction that causes the point played over.
Balance	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.	Balance	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.	Rally Spin	The period in which the ball is in play. The rotation of a ball. Topspin: Spin placed on a ball to allow it to curve down onto the table.
Co-ordination	The ability to control one or more body parts at the same time	Co-ordination	The ability to control one or more body parts at the same time	Topspin	Spin placed by hitting the ball with a closed bat angle to allow it to curve down onto the table. The ball will kick forwards.
Reaction Time	The speed with which a person can react to a stimulus or situation	Reaction Time	The speed with which a person can react to a stimulus or situation		

Physical Education – BTEC Unit 2: Practical Sport

Kit Needed

- Short or long sleeved PE top and black Egguckland shorts, Skort or leggings – white trainers

Equipment

- Netball court, netball posts, bibs (with positions), netballs size 5 and cones
- Badminton – posts, bases, nets, rackets, shuttles and cones

Key components

- Netball and Badminton** – main rules, regulations, laws and scoring system.
- Application of rules
- Roles and responsibilities of officials
- Technical and tactical demands – Continuous, discrete and serial skills
- Observation check lists
- Review of performance – strengths SWOT analysis and improvements

Key words

Netball

Foot fault, marking and defending, held ball, passing, contact and contest, obstruction, offside, free pass, penalty pass, toss up, injuries

Badminton

Service rules, singles or doubles, court markings
Equipment, net, posts, time, faults, lets, injuries

BTEC Unit 2 Practical Sport

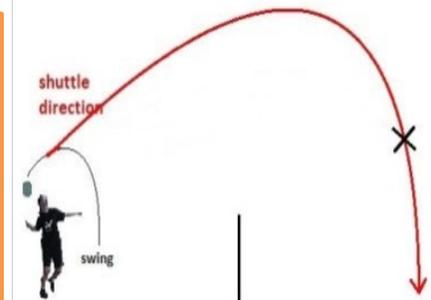


Netball

Chest pass
Bounce pass
Shoulder pass
Interception
Marking and defending with/without the ball

Badminton

Backhand/Forehand
Serving
Drop shot
Overhead clear
Smash shot
Shuttle racket

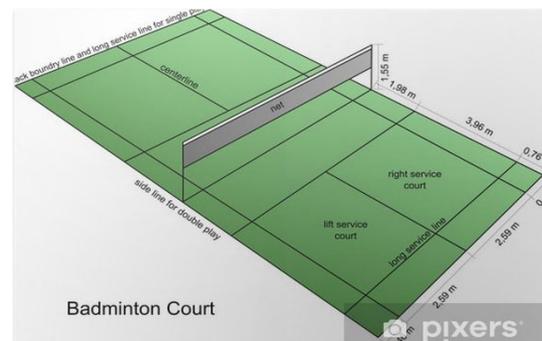
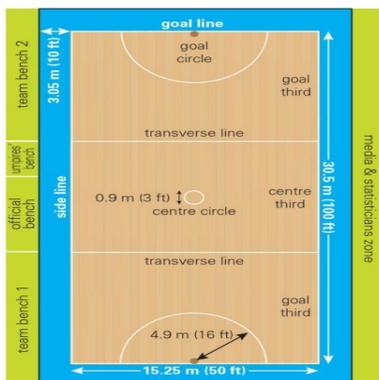


2A.P1 - Describe the rules, regulations and scoring system for netball and badminton.
2A.P2 - Apply the rules in netball and badminton in four specific situations.
2A.P3 - Describe the roles and responsibilities of officials in netball and badminton.
2A.M1 - Explain the roles and responsibilities of officials and the application of the rules, regs and scoring.
2A.D1 - compare and contrast the roles and responsibilities of officials in netball and badminton.

Assessment criteria Pass/Merit/ Distinction

2B.P4 - Describe the technical and tactical demands of badminton.
2B.P5 - use relevant skills, techniques and tactics effectively in conditioned practices.
2B.M2 - use relevant skills, techniques and tactics effectively in competitive situations .

2C.P6 - independently produce an observation checklist to review own performance.
2C.P7 - review own performance.
2C.M3 - explain strengths and areas of improvement.
2C.D2 - analyse strengths and areas of improvement justifying recommended activities.



Continuous skill – a skill that has no obvious beginning and end – running
Discrete skills – has a clear beginning and end. A skill that can be repeated. A serve at the start of a game.
A serial skills – a series of discrete skills that together produce an organised movement

Psychology – Criminal Psychology

Defining Criminal Behaviour

- There is no agreed definition of crime.
- The most straightforward is that crime is anything that is forbidden by the criminal justice system.
- Therefore, we can define a crime as an action that breaks the law.

Crime in Society

Consensus view:

- Actions are crimes if most people within the group agree that they should be.

Morality:

- Immorality and criminality are not the same thing, i.e., not everything that is considered morally wrong is illegal (such as telling lies) nor is everything that is illegal necessarily immoral (e.g., parking on a double yellow line).

Factors of Crime

Age

The age at which children can be held responsible varies widely from culture to culture.

Example: it is 10 years old in England and Wales, 8 in Scotland, 12 in Canada and 15 in Sweden.

Intention

If you hurt someone accidentally, this is not usually a crime, but if you do it deliberately then it is.

Example: murder and manslaughter.

Violent Offences:

Aggressive crimes resulting in physical harm or death.

Drug related offences:

Crimes involving trading in or using illegal substances.

Acquisitive offences:

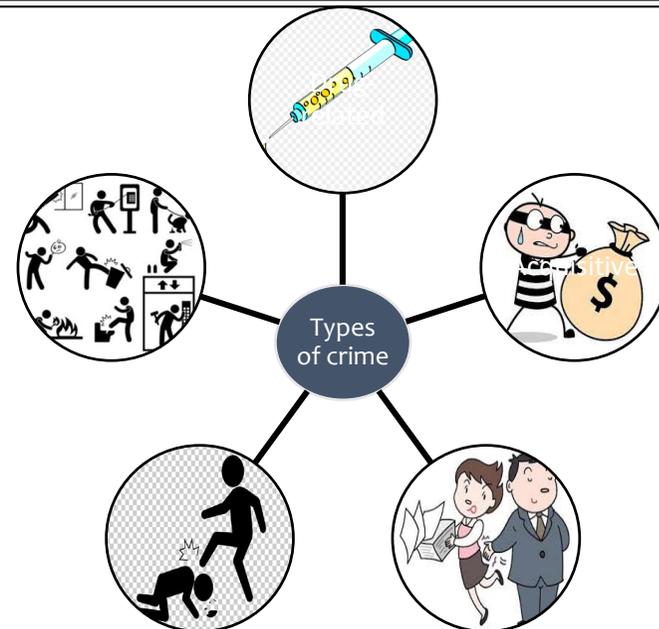
Crimes where capital or belongings are acquired through illegal means.

Sexual offences:

Crimes where a victim is forced to commit or submit to a sexual act against their will.

Anti-Social offences:

Criminal acts that cause harassment, alarm or distress to others.



Measuring Crime

- Official statistics- collected and published by the government
- Self-report surveys- a method used to find out the “darker” figures of crime

Social Learning Theory

- This proposes that we learn our behaviour from others.
- The four elements that make up this theory are...
 - **Modelling (Role models):** People we look up to and respect.
 - **Identification:** What we like about these people.
 - **Observation:** Watching these “liked” behaviours.
 - **Imitation:** Copying them.

Vicarious reinforcement

Learning by watching other people being rewarded, rather than being rewarded directly.

Vicarious punishment

Learning by watching other people being punished, rather than being punished directly, and it discourages crime.

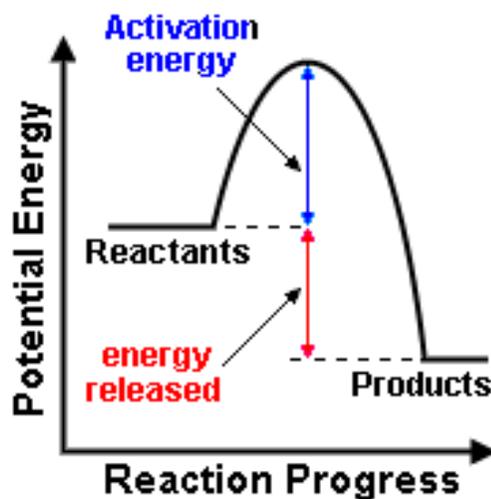
Cooper & Mackie (1986)

Hypothesis	Playing an aggressive video game would lead to an increased level of aggression.
Method	Lab experiment, (84) 9-11 year olds, three conditions (one control group), participants observed
Results	Participants who played the violent video game often played with the more aggressive toys in the playroom immediately after.
Conclusion	Girls appeared more aggressive and so are more likely to continue their aggression after exposure to violence.
Criticism	Sample was biased, lacked ecological validity, measured narrowly, immediate effects of aggressive behaviour only measured.

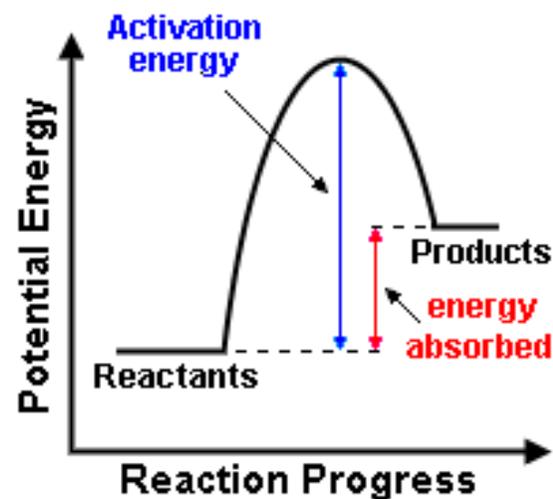
Knowledge Organiser – Energy Changes (Chemistry)

Tier 3 vocab

Exothermic reaction	Reaction where thermal energy is transferred from the chemicals to the surroundings and so the temperature increases
Endothermic reaction	Reaction where thermal energy is transferred from the surroundings to the chemicals and so the temperature decreases
Activation energy	The minimum energy particles must have to react



**Exothermic
reaction**



**Endothermic
reaction**

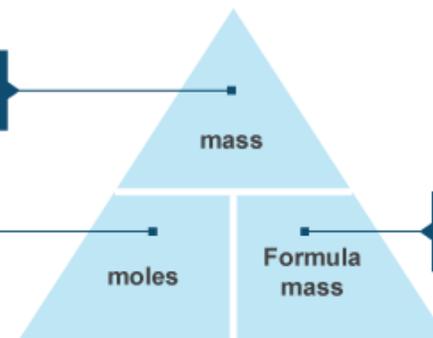
Science – Quantitative Chemistry

Keywords

Relative atomic mass	The average mass of atoms of an element, taking into account the mass and the amount of each isotope it contains.
Relative formula mass	The sum of the relative atomic masses of all the atoms in the formula.
Mole	Measurement of the amount of a substance.
Avogadro constant	The number of atoms, molecules or ions in one mole of a given substance (6.02×10^{23}).
Thermal decomposition	Reaction where high temperature causes a substance to break down into simpler substances.
Excess	When the amount of a reactant is greater than the amount that can react.
Limiting reactant	The reactant in a reaction that determines the amount of products formed. Any other reagents are all in excess and will not react.

Mass measured in grams

Number of moles



Gram formula mass (mass of 1 mole)

carbon + oxygen → carbon dioxide

C + **O₂** → **CO₂**

12 + 2 x 16 → 12 + (2 x 16)

12g 32g 44g

So we need 32g of oxygen to react with 12g of carbon and 44g of carbon dioxide is formed in the reaction.

revisionworld



CH₄
methane

2O₂
oxygen

CO₂
carbon dioxide

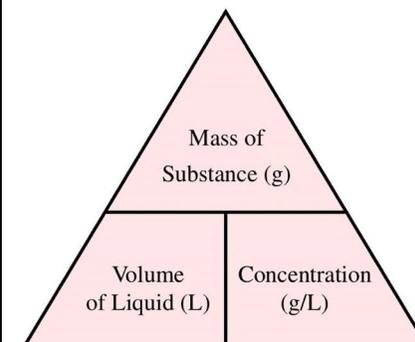
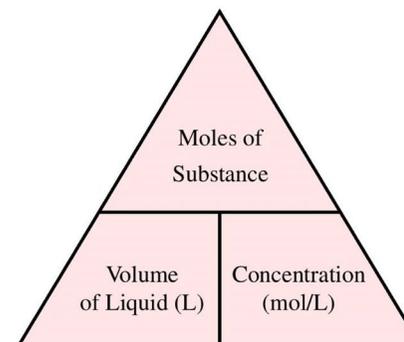
2H₂O
water

16 g

2*32 g

44 g

2*18 g



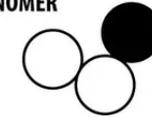
Science - Bonding, structures and the properties of matter

Keywords

Giant Lattice	Ionic substances are made up of a giant lattice of positive and negative ions in a regular structure.
Ionic bonding	The electrostatic attraction between positive and negative ions
Molecule	Particle made from atoms joined together by covalent bonds
Covalent bond	Two shared electrons joining atoms together
Intermolecular forces	Weak forces between molecules
Polymer	Long chain molecule made from joining lots of small molecules together by covalent bonds
Monomer	The building block (molecule) of a polymer
Delocalised	Free to move around
Metallic bonding	The attraction between the nucleus of metal atoms and delocalized electrons
Malleable	Can be hammered into shape
Alloy	A mixture of a metal with small amounts of other elements, usually other metals
States of matter	These are solid, liquid and gas
Fullerenes	Family of carbon molecules each with carbon atoms linked in rings to form a hollow sphere or tube
Catalyst	Substance that speeds up a chemical reaction but is not used up in it

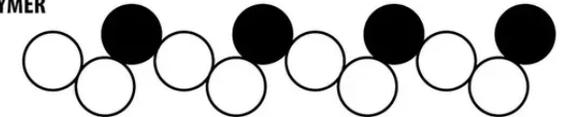
Structure of Monomers and Polymers

MONOMER



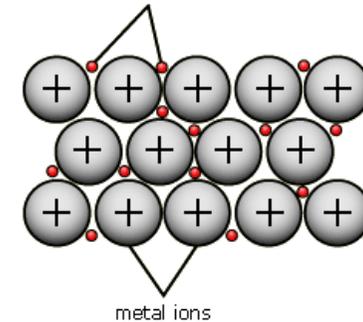
A monomer is a small molecule.

POLYMER



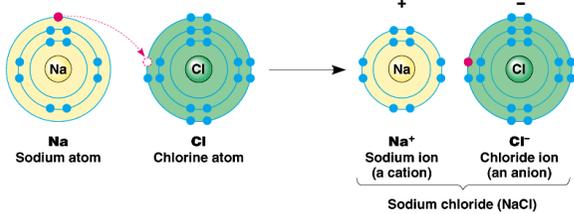
A polymer is a long-chain molecule made up of a repeated pattern of monomers.

free electrons from outer shells of metal atoms

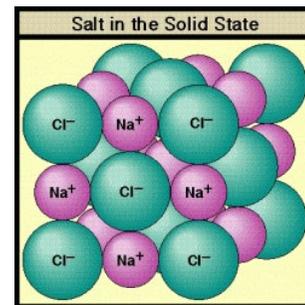


Metallic structure

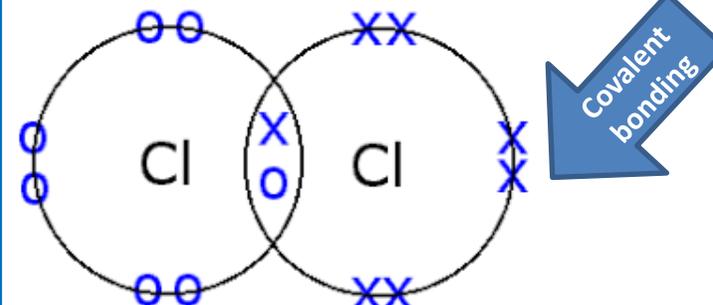
metal ions



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Ionic bonding and structure



My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	07/06/2021	08/06/2021	09/06/2021	10/06/2021	11/06/2021	12/06/2021	13/06/2021
2	14/06/2021	15/06/2021	16/06/2021	17/06/2021	18/06/2021	19/06/2021	20/06/2021
3	21/06/2021	22/06/2021	23/06/2021	24/06/2021	25/06/2021	26/06/2021	27/06/2021
4	28/06/2021	29/06/2021	30/06/2021	01/07/2021	02/07/2021	03/07/2021	04/07/2021
5	05/07/2021	06/07/2021	07/07/2021	08/07/2021	09/07/2021	10/07/2021	11/07/2021
6	12/07/2021	13/07/2021	14/07/2021	15/07/2021	16/07/2021	17/07/2021	18/07/2021
7	19/07/2021	20/07					

My Homework

Week

07/06/2021

14/06/2021

21/06/2021

28/06/2021

05/07/2021

12/07/2021

19/07/2021

Home Contact
