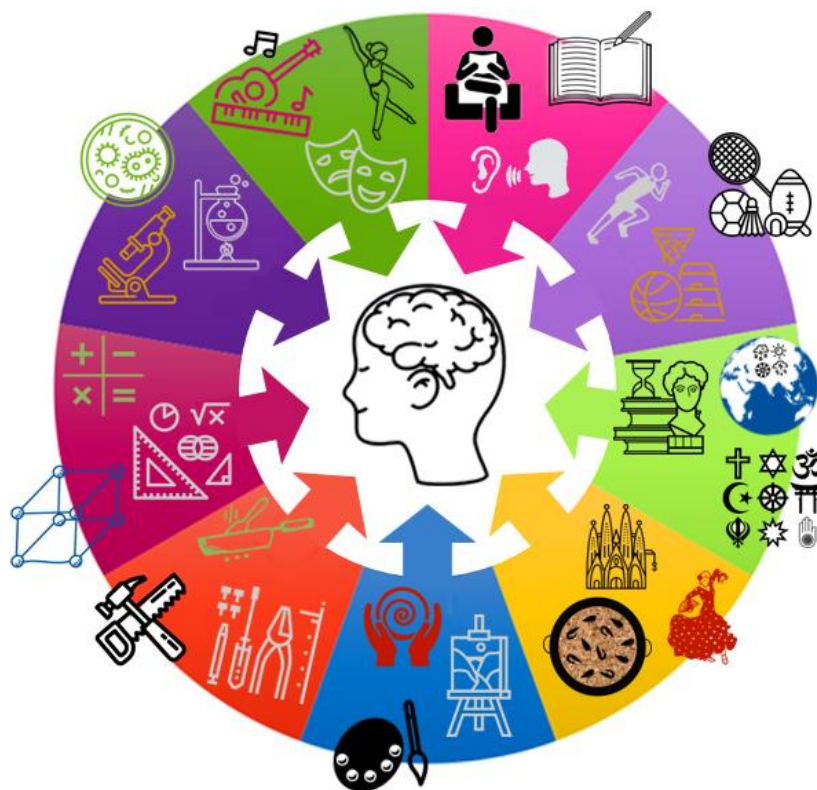


# 100% book - Year 10 Mainstream set 3

Aim to memorise 100% of the knowledge on these Knowledge Organisers.



## Term 2

### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

# How to use your 100% book of Knowledge Organisers and Quizzable Organisers

## Knowledge Organisers

Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

## Quizzable Knowledge Organisers

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

### Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

## Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

# How do I complete Knowledge Organiser Prep?

## Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. On the right is a 'Knowledge Organiser' for 'Particle Theory'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different states of matter?', 'What are the differences between the states of matter?', and 'What are the differences between the states of matter?'. There are also diagrams of particle arrangements for solid, liquid, and gas.

## Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

This image shows a printed page from a knowledge organiser. The date '29th May 2020' is handwritten at the top. The title 'Particle theory' is also handwritten. The page contains several sections: 'A. What is particle theory?' (The theory that all matter is made up of particles), 'A. What is the law of conservation of mass?' (The Law of Conservation of Mass states that mass cannot be created or destroyed), 'B. What are the different changes of state?' (Melting, Freezing, Evaporation, Condensation), and 'What are the differences between the states of matter?'. There are also diagrams of particle arrangements for solid, liquid, and gas, and a diagram showing energy changes during state transitions.

## Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written. The notes define 'Particle theory = all matter is made of particles'. It then defines the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows handwritten notes on lined paper. It repeats the definitions of the three states of matter three times: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

This image shows a printed page from a quizzable knowledge organiser. The date '29th May 2020' is handwritten at the top. The title 'Self quizzing' is written. The page contains several sections: 'A. What is particle theory?', 'A. What is the law of conservation of mass?', 'B. What are the different changes of state?', and 'What are the differences between the states of matter?'. There are also diagrams of particle arrangements for solid, liquid, and gas, and a diagram showing energy changes during state transitions. The handwritten answers are: 'Solid = regular pattern', 'Liquid = particles are arranged randomly but are still touching each other', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows handwritten notes on lined paper. It repeats the definitions of the three states of matter, with checkmarks indicating correct answers: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

## Year 10 - ENGLISH – Poetry cluster 1: The Romantics- set 6/7

Key Vocabulary		Poem	Context	Events in the poem	Message	Form/ structure					
<b>Tyrant</b>	A cruel and unfair ruler	<b>The Prelude- William Wordsworth</b>	<ul style="list-style-type: none"> <li>Born in in 1770, Wordsworth was orphaned at 13 and sent to a grammar school.</li> <li>Whilst there, he was influenced by the countryside.</li> <li>The poem you study is just a section of an epic poem originally going to be called 'The Recluse'</li> </ul>	<ul style="list-style-type: none"> <li>An autobiographical account of Wordsworth as a boy.</li> <li>The poem focusses on a boy stealing a boat and rowing it into the middle of a lake.</li> <li>Whilst there he feels as though nature is judging him and feels guilt for his theft.</li> <li>He returns the boat, but the memory stays with him</li> </ul>	<ul style="list-style-type: none"> <li>Nature has the power to inspire and destroy and so should be respected.</li> <li>Nature can be overwhelming and make us feel small and insignificant.</li> <li>It can remind us of our flaws and inspire us to do better.</li> <li>Imagination and memories are powerful. They can cause us to permanently change our outlook.</li> </ul>	<ul style="list-style-type: none"> <li>The poem is written in blank verse and uses iambic pentameter to mimic the flow of speech.</li> <li>It is not split into separate stanzas</li> <li>It flows continuously- much like the power of nature over us.</li> </ul>					
<b>Transient</b>	Lasting for only a short time										
<b>Hubris</b>	Having extreme pride or self-confidence										
<b>Oppression</b>	When leaders treat people in a cruel or unfair way over a long period of time.										
<b>Patriarchy</b>	A society where men have the most power and control										
<b>Egocentric</b>	Thinking only of oneself										
<b>Awe</b>	A feeling of deep respect mixed with fear or wonder	<b>My Last Duchess- Robert Browning</b>	<ul style="list-style-type: none"> <li>Browning was inspired by the writing of radical poets such as Shelley</li> <li>Written in 1834, it is inspired by the actions of an Italian duke who married a young girl, who died in suspicious/strange circumstances.</li> <li>Browning moved to Italy to marry his wife because of her overprotective father. As a result, he was familiar with over-controlling patriarchy(fathers).</li> </ul>	<ul style="list-style-type: none"> <li>The speaker of the poem (the Duke) shows a visitor through his palace. He stops before a portrait of the late Duchess who has died.</li> <li>The Duke reminisces (thinks about) about the portrait and about the Duchess. His thoughts give way to a rant about her disgraceful behaviour: he claims she flirted with everyone and did not appreciate his "gift of a nine-hundred-years- old name."</li> <li>As his speech continues, the reader realises that the Duke caused the Duchess's early death: "[he] gave commands; / Then all smiles stopped together."</li> <li>Having made this admission, the Duke returns to arranging another marriage, with another young girl.</li> </ul>	<ul style="list-style-type: none"> <li>Browning makes us question whether the expectations of society are too oppressive, especially for women;</li> <li>strict rules should not be forced on others</li> <li>There should be equality of power in society.</li> <li>The power of humans is shown as having potential dangers and Browning warns us that evil can take many forms</li> <li>Furthermore, Browning shows how unattractive arrogance is; it can lead to the abuse of power.</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic monologue- reflective of the Duke's egocentricity</li> <li>The regular meter and rhyme scheme (rhyming couplets) demonstrate the Duke's control over the narrative and how he has carefully constructed his argument.</li> <li>However, some of the rhyming couplets use enjambment (continuation into the next sentence) so are hidden when listening to the poem.</li> <li>This is reflective of the Duke's true nature. Beneath his wealth and status, he is no more than a murderous villain.</li> <li>There are no breaks in the poem to split it into stanzas. This could symbolize the lack of gaps in his fortress.</li> </ul>					
<b>Radical</b>	Wanting to see extreme changes in politics and society										
<b>Ephemeral</b>	Lasting a very short time										
<b>Autocrat</b>	A ruler who has complete power and makes decisions without asking anyone else's advice										
<b>Sinister</b>	Something that seems evil or harmful										
<b>Revolution</b>	A large group of people using force to change the political system of their country										
<b>Exploit</b>	Treating someone unfairly in order to benefit from them.	<b>Ozymandias- Percy Shelley</b>	<ul style="list-style-type: none"> <li>Shelley was considered to be a radical due to his atheism (lack of faith)and his opposition of the church and monarchy</li> <li>The poem is inspired by an Egyptian pharaoh, Ramesses II.</li> <li>Rameses II was remembered for leading armies into many battles and building a huge empire.</li> <li>he used slave labour and allowed his people to struggle whilst he invested huge sums of money into expanding his kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>The poem imagines a traveler describing the broken statue of Ozymandias in the vast expanse of the empty desert.</li> <li>In the poem, the tyrannical Ramesses II believed himself to be 'king of kings' and that his power would be eternal.</li> <li>However, where a great empire once stood, now only sand and ruins remain.</li> <li>Shelley uses the poem to demonstrate the transient(ever changing) nature of political power and as a metaphor for his opposition of the Establishment's power.</li> </ul>	<ul style="list-style-type: none"> <li>Shelley wanted to communicate how all power is transient (ever changing) – even powerful individuals are no match against nature and time.</li> <li>Shelley warns tyrants (evil rulers) that they are vulnerable; they should not be arrogant</li> <li>The poem offers hope to ordinary people as they are reminded that no one's power can last forever. Shelley reminds us that the power of art and artists endures over the power of kings – particularly tyrants.</li> </ul>	<ul style="list-style-type: none"> <li>Sonnet are typically love poems written in iambic pentameter.</li> <li>They are 14 lines long and have a strict rhyme scheme.</li> <li>The use of the sonnet form is reflective of Ramesses' love of power</li> <li>It could also reflect the poet's lasting power and control over the way we remember Ozymandias – far outlasting the power of Ramesses II.</li> <li>Shelley also breaks the conventional sonnet form which could symbolise how the power of tyrants is ephemeral (lasting a short time)</li> </ul>					
<b>Anti-establishment</b>	Disagreeing with the people who have power and make decisions										
<b>Romanticism:</b>											
<p>A movement in literature and the arts From around 1800-1890</p> <p>During this time, major transitions took place in society, as dissatisfied intellectuals and artists challenged the Establishment (the church and the monarchy). The Romantics valued freedom, imagination, emotion and nature They were critical of power that institutions (such as the church and monarchy) had as they believed that they exploited the poor and restricted people's freedoms</p>											
							<b>London- William Blake</b>	<ul style="list-style-type: none"> <li>Born in London in 1757, Blake was against the establishment (church, kings and government) and opposed many of the things he saw in London.</li> <li>He believed that the government, the church and the monarchy were to blame for the suffering he saw on London's streets.</li> <li>During this era (time), life was difficult for the poor. There was much sickness, disease and the children of poor parents would have had to work hard and dangerous jobs, such as chimney sweeping.</li> </ul>	<ul style="list-style-type: none"> <li>The speaker sees sadness in the faces of every person he passes and hears pain in every voice in the city.</li> <li>Every law and restriction oppresses the people of London.</li> <li>He hears the cry of young chimney-sweeps, whose misery (poverty) brings shame on the Church authorities.</li> <li>Thinking of British soldiers dying in vain (without reason), the speaker imagines their blood running down the walls of a palace.</li> <li>He also hears the cries of young prostitutes, who curse (criticise) their situation.</li> <li>The speaker also imagines this sound plaguing (distressing)what the speaker calls "the Marriage hearse"—a surreal imagined vehicle that carries love and death together.</li> </ul>	<ul style="list-style-type: none"> <li>Blake wanted to highlight the desperate suffering of the poor in 19<sup>th</sup> century Britain.</li> <li>Blake believed people should be supported and cared for by institutions of power such as the church, the government and the education system.</li> <li>Blake hated (was appalled) that people had such difficulties and wanted them to break free from the oppressive control.</li> <li>It could be said to be his call to revolution</li> </ul>	<ul style="list-style-type: none"> <li>Blake uses regular stanzas and a regular rhyme scheme which reflects the monotony of the pain and suffering that the people of London face. The controlled structure is also symbolic of the control that the Establishment has over society.</li> </ul>



# Year 10 - ENGLISH – Poetry cluster 1: The Romantics- set 6/7

Key Vocabulary		Poem	Context	Events in the poem	Message	Form/ structure
	A cruel and unfair ruler	<b>The Prelude- William Wordsworth</b>	<ul style="list-style-type: none"> <li>Born in _____, Wordsworth was _____ at 13 and sent to _____</li> <li>Whilst there, he was influenced by the _____</li> <li>The poem you study is just a section of an _____ originally going to be called '_____'. The poem is mostly a _____ical.</li> </ul>	<ul style="list-style-type: none"> <li>An a _____ account of Wordsworth as a _____</li> <li>The poem focusses on a _____ a boat and rowing it into the middle of a lake.</li> <li>Whilst there he feels as though nature is judging him and feels guilt for his theft.</li> <li>He returns the boat, but the memory stays with him</li> </ul>	<ul style="list-style-type: none"> <li>Nature has the power to _____</li> <li>_____ Nature can be _____ and render us _____ It can remind us of our _____</li> <li>Imagination and memories are powerful. They can cause us to _____</li> </ul>	<ul style="list-style-type: none"> <li>The poem is written in _____ to mimic the conversational _____.</li> <li>It is not split into separate stanzas but flows continuously- much like the power of nature over us.</li> </ul>
	Lasting for only a short time					
	Having extreme pride or self-confidence					
	When leaders treat people in a cruel or unfair way over a long period of time.					
	A society where men have the most power and control	<b>My Last Duchess- Robert Browning</b>	<ul style="list-style-type: none"> <li>Browning was inspired by _____</li> <li>Written in 1834, it is inspired by the actions of an Ita _____ who died in suspicious circumstances.</li> <li>Browning moved to Italy to marry his wife because of her _____. As a result, he was familiar with _____</li> </ul>	<ul style="list-style-type: none"> <li>The speaker of the poem (_____) shows a visitor through _____.</li> <li>He stops before a portrait of the _____ who has died.</li> <li>The Duke reminisces about the portrait sessions and about the Duchess. His musings give way to a rant about her _____; he claims she f _____d with everyone and did not appreciate his _____ name."</li> <li>As his monologue continues, the reader realises that the Duke caused the _____:</li> <li>_____ when her behaviour escalated, "[he] gave commands; / Then all smiles stopped together."</li> <li>Having made this admission, the Duke returns to the business at hand: _____ with another young girl.</li> </ul>	<ul style="list-style-type: none"> <li>Browning makes us question whether the expectations of society are _____, especially for _____; strict rules should not be imposed on others and there should be _____.</li> <li>The power of humans is exposed as having _____ and Browning warns us _____ can take many forms – we should not be deceived by the outward appearance of someone; anyone can be cruel.</li> <li>Furthermore, Browning shows how _____ arrogance is; it can lead to the _____ of power. He warns us of the consuming nature _____; they can take over</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic monologue- reflective of the Duke's _____</li> <li>The regular meter and rhyme scheme (rhyming couplets) demonstrate the Duke's control over the _____ and how he has carefully _____.</li> <li>However, some of the rhyming couplets are subdued by _____ so are hidden when listening to the poem. This is reflective of the Duke's true nature. Beneath his _____ and _____, he is no more than a _____</li> <li>There are no breaks in the poem to split it into stanzas. This could symbolize _____</li> <li>In a patriarchal society, a man of such a high status is protected from the repercussions of his actions.</li> </ul>
	Thinking only of oneself					
	A feeling of deep respect mixed with fear or wonder					
	Wanting to see extreme changes in politics and society					
	Lasting a very short time					
	A ruler who has complete power and makes decisions without asking anyone else's advice	<b>Ozymandias - Percy Shelley</b>	<ul style="list-style-type: none"> <li>Shelley was considered to be a _____ due to his _____ and his _____ of the church and monarchy</li> <li>The poem is inspired by an Egyptian pharaoh, _____.</li> <li>Rameses II was remembered for leading _____ and building a _____. However, to do this he used _____ and allowed his people to struggle whilst he invested huge sums of money into _____.</li> </ul>	<ul style="list-style-type: none"> <li>The poem imagines _____ describing the broken statue of _____ in the vast expanse of the _____</li> <li>In the poem, the _____ Ramesses II believed himself to be '_____ ' and that his power would be eternal.</li> <li>However, where a great empire once stood, now only _____.</li> <li>Shelley uses the poem to demonstrate the _____ of _____ and as a _____ for his opposition of the Establishment's power.</li> </ul>	<ul style="list-style-type: none"> <li>Shelley wanted to communicate how all power is _____ – even powerful individuals are no match against nature and time.</li> <li>Shelley warns _____ that they are v _____e; they should not be a _____t, but instead be humble and accept their own limitations and the ephemeral nature of their power.</li> <li>The poem offers hope to ordinary people as they are reminded that no one's power can last forever. Shelley reminds us that the _____ and artists endures over the _____ – particularly tyrants.</li> </ul>	<ul style="list-style-type: none"> <li>Sonnet- Sonnets are typically _____ written in _____. They _____ lines long and have a _____ scheme. The use of the sonnet form is reflective of _____ of power whilst the rigid structure is symbolic of both Ozymandias' oppressive r _____. It could also reflect the poet's _____ and control over the way we remember Ozymandias – far outlasting the power of Ramesses II.</li> <li>Shelley also breaks the conventional sonnet form which could symbolise how the power of tyrants is _____l.</li> </ul>
	Something that seems evil or harmful					
	A large group of people using force to change the political system of their country					
	Treating someone unfairly in order to benefit from them.					
	Disagreeing with the people who have power and make decisions	<b>London- William Blake</b>	<ul style="list-style-type: none"> <li>Born in London in 1_____, Blake was a _____hment and opposed many of the things he saw in London. He believed that the government, the church and the monarchy were to _____e for the widespread su _____ he saw on London's streets.</li> <li>During this era, life was difficult for the _____. There was much si _____s, d _____e and the children of poor parents would have had to _____ jobs, such as chimney sweeping.</li> </ul>	<ul style="list-style-type: none"> <li>Walking through through London's streets, the speaker notices how the course of the Thames seems to be dictated as it flows through the city.</li> <li>The speaker sees s _____s in the faces of every person he passes and hears pain in every voice in the city. Every law and restriction _____he people of London.</li> <li>He hears the cry of _____, whose misery brings shame on the _____ authorities. Thinking of British s _____s dying in vain, the speaker imagines their b _____ running down the walls of a palace.</li> <li>He also hears the cries of young _____, who curse at their situation. This miserable sound brings misery to their tearful new-born children. The speaker also imagines this sound plaguing what the speaker calls "the Marriage hearse"—a surreal imagined vehicle that carries love and death together.</li> </ul>	<ul style="list-style-type: none"> <li>Blake wanted to highlight the _____ of the poor in 19<sup>th</sup> century Britain.</li> <li>Blake believed people should be _____ for by institutions of power such as _____h, the go _____ and the education system.</li> <li>Blake was appalled that people endured such difficulties and wanted them to break free from the _____.</li> <li>It could be said to be his call to revolution as he subtly hints at the French revolution in which people stood up against oppressive rulership.</li> </ul>	<ul style="list-style-type: none"> <li>Blake uses _____ and a regular _____ which reflects the _____ of the _____ that the people of London face. The controlled structure is also symbolic of the c _____ that the Est _____t has over society.</li> </ul>
<b>Romanticism:</b>						
<p>A movement in literature and the arts From around _____</p> <p>During this time, major transitions took place in society, as dissatisfied _____ and _____ challenged the _____ (the church and the monarchy).</p> <p>The Romantics valued _____, _____, _____ and _____</p> <p>They were _____ of power that institutions (such as the church and monarchy) had as they believed that they _____</p>						

1. Context	
<p><b>Writer:</b> Charles Dickens (1812-1870)  <b>Dates:</b> First published in 1843  <b>Genre:</b> Allegorical; a ghost story.  <b>Era:</b> Victorian  <b>Set:</b> Victorian London  <b>Structure:</b> The novella is divided into 5 staves (chapters).</p>	<p><b>Biography of Dickens</b></p> <ul style="list-style-type: none"> <li>Born in Portsmouth in 1812</li> <li>When Dickens was 12, his father was sent to debtors' prison as he was unable to pay his bills.</li> <li>His mother and youngest siblings were sent with him, whilst Dickens stayed with a family friend. In order to help his family, Dickens had to leave school and work in a factory sticking labels on bottles.</li> <li>Dickens dedicated his life to writing works that revealed the horrors of life in Victorian London for those living in poverty.</li> </ul>
<p><b>Christmas:</b> Dickens grew concerned that, due to capitalism, society had lost sight of traditional values (Christian morals, forgiveness, charity). He felt that Christmas was the perfect time to reconnect with these values and used his novella to do this. He also knew that Christmas would be a popular topic so it would sell well – therefore enabling his message to reach a wider audience.</p>	<p><b>London and inequality:</b> Dickens contrasts the lives and attitudes of the different classes. He switches between scenes of wealth and poverty to highlight the inequality within Victorian London.</p>
<p><b>The Poor Law, 1834</b> In order to prevent poor people from claiming financial help, the government made people live in workhouses if they did not have enough money. The workhouses were essentially, prisons for the poor. Dickens hated this law and wanted to highlight the situation facing poor people.</p>	<p><b>Malthusian Theory</b> Thomas Malthus argued that if living standards increased, population would increase and eventually the number of people would be too great for the food that could be produced. As a result, Malthus thought it was important not to support the poor or improve their standards of living, but to allow them to die if they couldn't support themselves because charity would only prolong their suffering.</p>
<p><b>The Supernatural:</b> Victorian society was fascinated by the supernatural, including mediums, ghosts, and spiritualism. However, this belief in the supernatural was also heavily influenced by the church, with the belief that ghosts were souls who were trapped in purgatory (a place of suffering where the souls of sinners were trapped).</p>	

2. Key Characters	
<p><b>Ebenezer Scrooge:</b> He is initially established as a villain who dismisses the generosity associated with Christmas and refuses to help others. After being forced to change, he feels remorse for his avarice and becomes a symbol of Christmas spirit. Scrooge demonstrates that anyone can change.</p>	
<p><b>Bob Cratchit:</b> Bob is Scrooge's loyal employee. His family live in poverty but remain cheerful, love one another and demonstrate the Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness.</p>	
<p><b>Fred:</b> Scrooge's nephew. He demonstrates Christmas cheer and refuses to be discouraged by his Scrooge's misery. Fred shows that Scrooge has chosen isolation and forgives Scrooge in Stave Five.</p>	
<p><b>Marley's Ghost:</b> Marley's ghost shows the reader Scrooge's potential fate. The chains that drag him down symbolize the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he will experience the same fate if he does not change.</p>	
<p><b>The ghosts:</b> The Ghost of Christmas Past is a symbol of childhood, truth and realisation                  The Ghost of Christmas Present represents goodwill, plenty and the festival of Christmas.                  The Ghost of Christmas Yet to Come symbolises what will happen if Scrooge does not change.</p>	
<p><b>Belle:</b> The woman that Scrooge was engaged to when he was a young man. Belle broke off the engagement between her and Scrooge because he was not the man she had fallen in love with- now he loved money too much.</p>	
3. Central Themes	
<p><b>Social injustice</b></p>	<p>Dickens highlights the unfairness within society through the poor and wealthy characters. Scrooge's refusal to give to charity and his view that the poor should be in workhouses or die shows the selfishness of the higher classes. The children, Ignorance and Want, demonstrate what could happen if poverty continues.</p>
<p><b>Transformation and redemption</b></p>	<p>The character of Scrooge emphasises the idea that everyone is capable of transformation and redemption. From starting as a greedy man, Scrooge is able to reflect upon his actions and to understand that he must live his life helping others to avoid Marley's fate.</p>
<p><b>Social responsibility</b></p>	<p>Dickens felt that every individual had a responsibility for those around them. Marley's Ghost conveys the message of the novella when he cries, 'Mankind was my business' demonstrating that the proper 'business' of life is not about making money but is about having concern for others. Just like Scrooge realises at the end, we must realise that we should help others and be kind to them.</p>

4. Key Vocabulary	
<b>Avarice</b>	Extreme greed of possessions or money
<b>Salvation</b>	Saving someone from harm or destruction
<b>Miserly</b>	someone who is greedy and does not like spending money
<b>Callous</b>	Mean or cruel
<b>Antithesis</b>	The exact opposite of something
<b>Epiphany</b>	A moment of sudden understanding
<b>Redemption</b>	The act of being saved or freed from sin or error
<b>Benevolence</b>	Kind and helpful towards others
<b>Philanthropic</b>	Showing concern for others by being charitable
<b>Misanthropic</b>	Someone who has a hatred for other people
<b>Penitence</b>	sincere regret for wrong or evil things that you have done
<b>Remorse</b>	a strong feeling of sadness and regret about something wrong that you have done
<b>Deprivation</b>	When someone is unable to have the things they need or want
<b>Despotism</b>	exercising power in a cruel and controlling way
<b>Capitalism</b>	A political system in which property, business, and industry are owned by private individuals and not by the government
5. Key Terminology, Symbols and Devices	
<p><b>Stave</b></p>	<p>Chapters in the novella, but we normally associate staves with music, as if the <b>book</b> is a Christmas carol, and each chapter is part of the song. As Christmas carols are repetitive and easy to remember, it links to how Dickens wishes his message to be remembered.</p>
<p><b>Circular structure</b></p>	<p>Circular narratives cycle through the story one event at a time to end back where the story originated.</p>
<p><b>Allegory</b></p>	<p>A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.</p>
<p><b>Foreshadowing</b></p>	<p>Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.</p>
<p><b>Semantic Field</b></p>	<p>A set of words that are related in meaning. Dickens frequently uses semantic fields of warmth and coldness that are associated with the characters.</p>

1. Context	
<p><b>Writer:</b> _____ (1812-1870)</p> <p><b>Dates:</b> First published in _____</p> <p><b>Genre:</b> Allegorical; a ghost story.</p> <p><b>Era:</b> _____</p> <p><b>Set:</b> V _____ n London</p> <p><b>Structure:</b> The novella is divided into _____ staves (chapters).</p>	<p><b>Biography of Dickens</b></p> <ul style="list-style-type: none"> <li>Born in Portsmouth in 1812</li> <li>When Dickens was 12, his father was sent to _____ n as he was unable to _____.</li> <li>His _____ were sent with him, whilst Dickens _____ . In order to help his family, Dickens had _____ school and work in a factory s _____.</li> <li>Dickens dedicated his life to writing works that revealed the _____.</li> </ul>
<p><b>Christmas:</b></p> <p>Dickens grew concerned that, due to _____, society had lost sight of _____ (Christian morals, f _____). He felt that Christmas was the perfect time to _____ . He also knew that Christmas would be a popular topic so it would _____ – therefore enabling his message to reach a _____.</p>	<p><b>London and inequality:</b></p> <p>Dickens j _____ scenes of middle-class _____ and _____ to emphasise the close proximity and contrast of the different _____. It highlights the _____ concept of 'love _____'. The urban setting allows Dickens to exercise his fondness for h _____ e, with the exaggerated extremes of _____ adding to the effect of the 'plight of the poor'.</p>
<p><b>The Poor Law, 1834</b></p> <p>In order to deter poor people from claiming financial help, the government made claimants live in _____: essentially, _____.</p> <p>Dickens _____ this law. He spent 1843 touring _____ in England and wished to highlight the situation facing _____ people.</p>	<p><b>Malthusian Theory</b></p> <p>The reformation of The Poor Law was partially informed by the writings of Thomas Malthus. Malthus argued that if _____, population would i _____ and eventually the number of people would be _____. As a result, Malthus argued it was important not to _____ the poor or improve their standards of living, but to allow them to die _____.</p>
<p><b>The Supernatural:</b> Victorian society was fascinated by the supernatural, including _____.</p> <p>However, this belief in the supernatural was also heavily influenced by the _____, with the belief that ghosts were _____ s who were trapped in purgatory (a place of suffering where the souls of sinners were trapped).</p>	

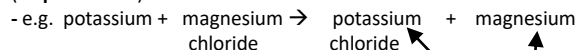
2. Key Characters	
<p><b>Ebenezer Scrooge:</b> The protagonist is initially established as an _____ who dismisses the _____ and generosity associated with Christmas. After being forced to transform, he feels r _____ for his a _____ and becomes a s _____ l of Christmas spirit. Scrooge embodies the relentless capitalist spirit of the time, but also demonstrates that everyone has the capacity to reform.</p>	
<p><b>Bob Cratchit:</b> Bob is Scrooge's d _____ but _____ employee. His family are a s _____ of Victorian poverty, c _____ in a _____, t _____ and Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness. His son, Tiny Tim, is an emblem for noble poverty; he accepts his disability without complaint.</p>	
<p><b>Fred:</b> Fred j _____ the character of Scrooge and e _____ the concept of g _____ and f _____, refusing to be discouraged by his uncle's misery. People speak _____ of Fred and his g _____, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation and shows forgiveness to Scrooge, welcoming him in Stave Five.</p>	
<p><b>Marley's Ghost:</b> Marley's ghost is the s _____ representation of Scrooge's potential fate. The chains that drag him down s _____ the _____ caused by his f _____ to help people in _____. Marley's ghost warns Scrooge that he too will experience _____.</p>	
<p><b>The ghosts:</b> The Ghost of Christmas Past is a symbol _____ The Ghost of Christmas Present represents _____. The Ghost of Christmas Yet to Come symbolises _____.</p>	
<p><b>Belle:</b> The woman that Scrooge was engaged to when he was a young man. Belle's role is crucial in Scrooge's transformation, as the scenes show Scrooge what he might have had in his life if he had not been so avaricious. Through the character of Belle, Dickens sets emotional love directly against Scrooge's love of money and suggests that avarice can lead to a deprivation of kindness, love and empathy.</p>	
3. Central Themes	
<p><b>Social injustice</b></p>	<p>Dickens highlights the u _____ within society through the j _____ of the _____ and w _____. Through Scrooge's refusal to give to charity and his exclamation that the poor should be in workhouses or die, Dickens illustrates the se _____ of the higher _____ s and the i _____ e of wealth distribution in Victorian society.</p>
<p><b>Transformation and redemption</b></p>	<p>By establishing Scrooge as an archetypical v _____, Dickens is able to emphasise the idea that _____ . From starting as a greedy, avaricious miser, Scrooge is able to reflect upon his actions and to understand that he _____.</p>
<p><b>Social responsibility</b></p>	<p>Dickens felt that every individual had a re _____ . Marley's Ghost conveys the message of the novella when he _____, 'M _____ was my bu _____ s' demonstrating that the proper 'business' of life is not about seeking financial reward but having concern for others..</p>

4. Key Vocabulary	
	Extreme greed of possessions or money
	Saving someone from harm or destruction
	someone who is greedy and does not like spending money
	Mean or cruel
	The exact opposite of something
	A moment of sudden understanding
	The act of being saved or freed from sin or error
	Kind and helpful towards others
	Showing concern for others by being charitable
	Someone who has a hatred for other people
	sincere regret for wrong or evil things that you have done
	a strong feeling of sadness and regret about something wrong that you have done
	When someone is unable to have the things they need or want
	exercising power in a cruel and controlling way
	A political system in which property, business, and industry are owned by private individuals and not by the government

5. Key Terminology, Symbols and Devices	
	Chapters in the novella, but we normally associate staves with music, as if the <b>book</b> is a Christmas carol, and each chapter is part of the song. As Christmas carols are repetitive and easy to remember, it links to how Dicken's wishes his message to be remembered.
	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic. In 'A Christmas Carol' the narrator helps to shape our impressions of Scrooge.
	Circular narratives cycle through the story one event at a time to end back where the story originated.
	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
	An <b>allegorical</b> figure is a <b>character</b> that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.
	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
	A set of words that are related in meaning. Dickens frequently uses semantic fields of warmth and coldness that are associated with the characters.

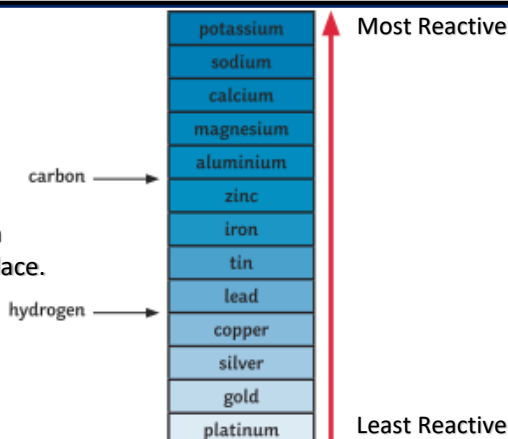
## The Reactivity Series

- A more reactive metal will replace a less reactive metal in a compound (displacement)



Potassium is more reactive than magnesium

Potassium displaces magnesium from the compound and takes its place.



## Extraction of Metals

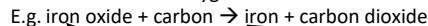
- Extraction = remove metal from an ore or a compound.

**Ore** = a rock containing enough metal to make extracting metal worthwhile.

## How to extract metals:

**Less reactive than carbon** – reduction with carbon

Reduction = loss of oxygen



Oxygen has been removed to extract iron.

Carbon and the oxygen removed from the iron react to make carbon dioxide

**More reactive than carbon** – electrolysis is used.

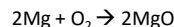
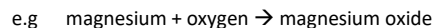
- Some metals are found in **native** form (not reacted, so in element form) – usually platinum and gold as **very unreactive**.

1. What is meant by displacement?
2. Name a very reactive metal
3. Name two metals which are less reactive than hydrogen.

1. Define extraction.
2. What is an ore?
3. How do you extract a metal less reactive than carbon?
4. What is meant by reduction?
5. What is meant by a 'native metal'?
6. Give an example of a metal found in native form.

## Reaction of metals with oxygen

- Metal + oxygen → metal oxide



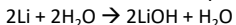
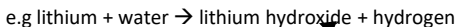
- Oxidation = gaining oxygen  
- Reduction = losing oxygen

Oxidation reaction as metal gained oxygen

## Reaction of metals with water

- Most metals don't react well with water  
- Group 1 and group 2 react to form alkalis

- Metal + water → metal hydroxide + hydrogen



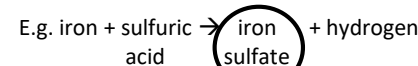
Metal hydroxides are alkaline

1. State the general equation for the reaction of metal with oxygen.
2. Write a word equation for the reaction of iron with oxygen.

1. State the general equation for the reaction of metal with water.
2. Are hydroxides acid/alkaline?

## Reactions of acids with metals

- Metal + acid → salt + hydrogen



To name salt :  
1<sup>st</sup> name Metal  
2<sup>nd</sup> name Acid used

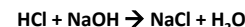
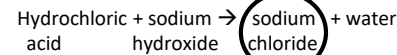
## Naming Salts

Acid used	Salt produced
Hydrochloric	Chloride
Sulfuric	Sulfate
Nitric	Nitrate

## Reactions of acids with alkalis

- Acid + alkali → salt + water

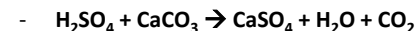
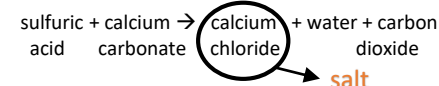
neutralisation



salt

## Reactions of acids with carbonates

- Acid + carbonate → salt + water + carbon dioxide



1. State the general equation for the reaction of metal with acid.
2. State the salts produced from hydrochloric acid, sulfuric acid and nitric acid.

1. State the general equation for the reaction of acid with an alkali.

1. State the general equation for the reaction of acid with carbonates.

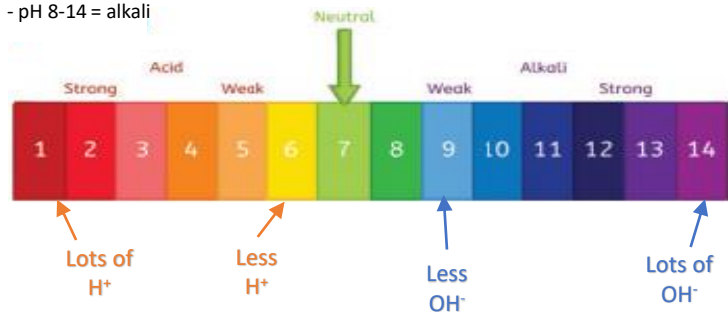


# Science T2 Y10 C2.5 - Mainstream Foundation – Chemical Changes

## pH Scale

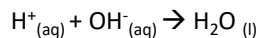
- Shows how acidic or alkaline solution is.

- pH 1-6 = acid
- pH 7 = neutral
- pH 8-14 = alkali



- **In aqueous solutions:**  
Acids – produce H<sup>+</sup> ions  
Alkalis – produce OH<sup>-</sup> ions

In neutralisation reactions:



## Measuring pH of a solution

- Can use **universal indicator**
- Gives the solution a colour
- Can compare colour to the pH scale



Unknown solution



Add universal indicator



Changes colour to give pH value



## Disadvantages of method

- Colour is **subjective** – different people may see different colours
- Doesn't give an exact pH number (could use **pH probe** to make more **accurate**).

1. What is the pH range for an acid?
2. What is the pH range for an alkali?
3. If a substance has a pH of 7, what type of substance is it?
4. What ions do acids produce in solution?
5. What ions do alkalis produce in a solution?
6. State the ionic equation for neutralisation reactions.

1. Describe a simple method to test the pH of an unknown solution.
2. State 2 disadvantages of using universal indicator.
3. How can pH be measured more accurately?

## Science T2 Y10 C2.5 - Mainstream Foundation – Chemical Changes – Required Practical – Preparation of soluble salts

### Aim

Prepare a pure, dry sample of a soluble salt from an insoluble **oxide or carbonate**.

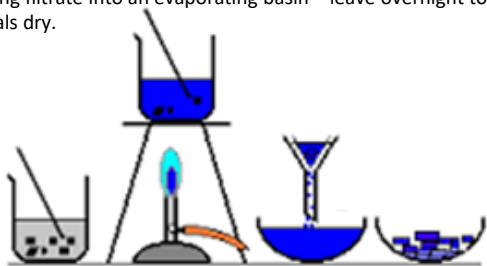
### Equipment

- Beaker
- Measuring cylinder
- Bunsen burner and safety mat
- Filter funnel and filter paper
- Named acid (e.g. hydrochloric acid)
- Metal oxide or carbonate.
- Spatula
- Glass stirring rod

Change method  
depending on reactants in  
the question.

### Method (example copper oxide and sulfuric acid to make copper sulfate)

1. Using measuring cylinder – 20cm<sup>3</sup> **sulfuric acid** → beaker
2. Warm the acid gently (not boiling)
3. Using spatula add **copper oxide** to the acid and stir
4. Keep adding until no more oxide will dissolve (excess).
5. Using a filter funnel and filter paper – filter excess copper oxide.
6. Evaporate some of the filtrate using a water bath.
7. Pour remaining filtrate into an evaporating basin – leave overnight to evaporate water
8. Pat the crystals dry.



1. Write a method to prepare a pure, **dry** sample of copper sulfate crystals (6 marks).

### Common questions

Q1) Why do you heat the acid before adding the oxide?

A1) To speed up the reaction (particles have more energy to react).

Q2) Why is the oxide added in excess?

A2) To make sure that all the acid has been neutralised.

Q3) Why is the solution filtered?

A3) Remove any unreacted, excess solid.

Q4) Why is the solution left overnight in a warm, dry place?

A4) To evaporate excess water, to form crystals (crystallise).

Q5) Name 2 safety precautions you should take during this practical.

A5) Safety goggles and allow equipment to cool before putting away

Q2) Why do you heat the acid before adding the oxide?

Q3) Why is the oxide added in excess?

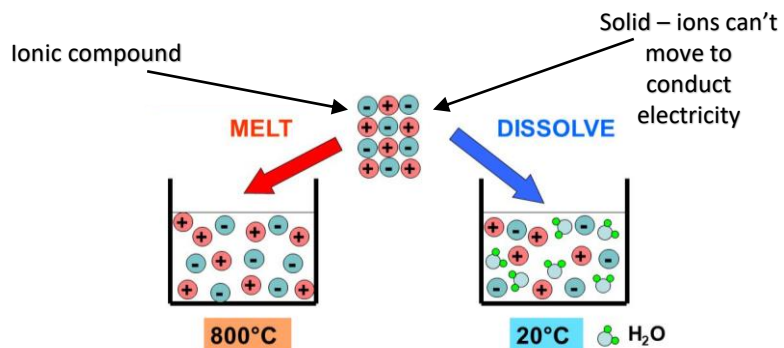
Q4) Why is the solution filtered?

Q5) Why is the solution left overnight in a warm, dry place?

Q6) Name 2 safety precautions you should take during this practical.

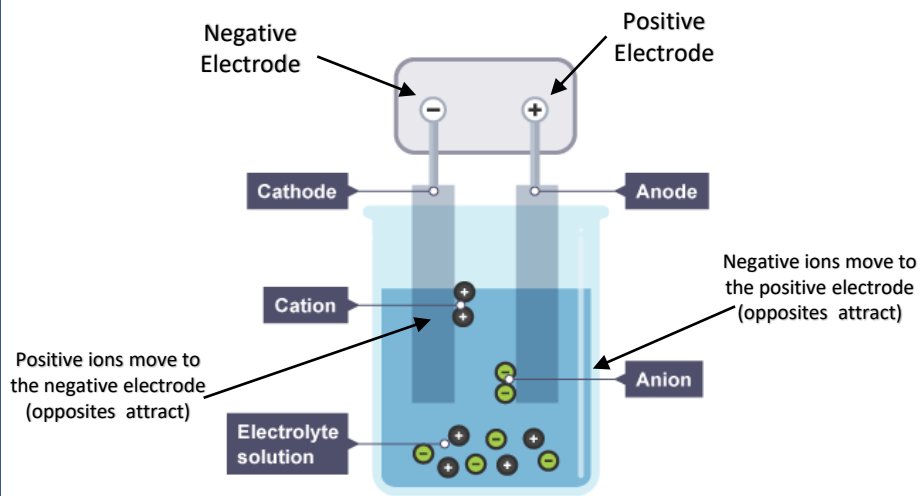
### Electrolysis

- **Splitting** up a **compound** using electricity.
- Used to extract metals from compounds, purify metals (eg copper)
- Must be **molten** or **aqueous** (dissolved in water) to allow **ions** to **move** to the electrodes



### The Process of Electrolysis

Two **electrodes** – made of **inert** material (doesn't react)



1. What is meant by the term electrolysis?
2. What is electrolysis used for?
3. What must the compound be for electrolysis to take place?
4. Why can solid ionic compounds not conduct electricity?

1. What does inert mean?
2. Name the positive electrode.
3. Name the negative electrode.
4. Why do positive ions move to the negative electrode?

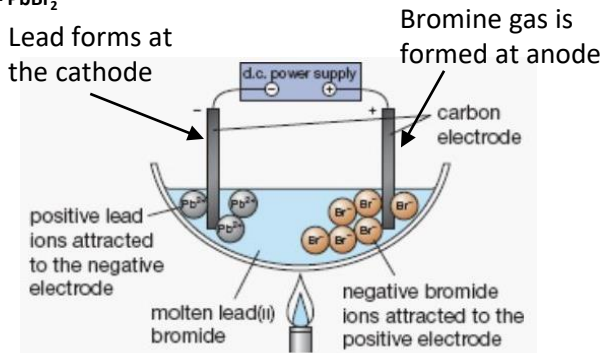
# Science T2 Y10 C2.6 - Mainstream Foundation Mainstream Foundation - Electrolysis

## Electrolysis of Molten Ionic Compounds

**Molten** = melted so ions can move.

- Metal = produced at **anode**
- Non-metal = produced at **cathode**

**Example: Lead Bromide - PbBr<sub>2</sub>**



## Using Electrolysis to Extract Metals

- Used if metal is **too reactive** to be extracted by reduction with carbon.
- Requires **large amount of energy** to melt the compound and produce electrical current. (**expensive**)

**Example: Aluminium Oxide**

- **Cryolite** is added – reduces the melting point (less energy needed – less expensive)
- **Carbon** used as positive electrode – needs to be replaced constantly as **oxygen** will react with it to produce CO<sub>2</sub> – it will degrade.

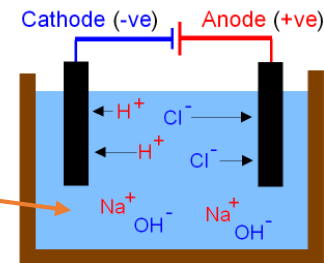
1. Why is an ionic compound melted before electrolysis takes place?
2. Metals are produced at the..
3. Non-metals are produced at the..

1. When is electrolysis used to extract a metal?
2. Why is electrolysis expensive?
3. Why is cryolite added to aluminium oxide before electrolysis?
4. Why does the positive anode need constantly replacing when electrolysis aluminium oxide?

## Electrolysis of Aqueous Solutions

- Compound is dissolved in water so ions can move.

When aqueous -H<sup>+</sup> and OH<sup>-</sup> (from H<sub>2</sub>O) are also present along with the two ions from the compound.



- Only **one** ion is discharged at each electrode.

**Anode** – Non-metal or oxygen

**Cathode** – Metal or hydrogen

## Rules

+ ANODE	- CATHODE
Attracts - ions ('Anions')	Attracts + ions ('Cations')
If - ions are group 7 i.e. <b>chloride Cl<sup>-</sup></b> <b>bromide Br<sup>-</sup></b> <b>iodide I<sup>-</sup></b> Then the groups 7 element is produced as a gas	If + ions (metals) are <b>MORE REACTIVE</b> than hydrogen <b>K, Na, Ca, Mg, Zn, Fe</b> Then <b>HYDROGEN</b> is produced
If - ions are <b>NOT</b> Group 7 Eg sulphate SO <sub>4</sub> <sup>2-</sup> nitrate NO <sub>3</sub> <sup>-</sup> carbonate CO <sub>3</sub> <sup>2-</sup> <b>OXYGEN</b> is produced.	If + ions (metals) are <b>LESS REACTIVE</b> than hydrogen <b>Cu, Ag, Au</b> Then the <b>METAL</b> is produced

## Examples

Solution	Product at cathode	Product at anode
Potassium chloride	Hydrogen – because K is more reactive than H	Chlorine – as it is a halogen
Copper sulfate	Copper – as copper is less reactive than H	Oxygen – as there is no halogen

1. Why is the compound dissolved in water before electrolysis?
2. What two ions are also present in aqueous solutions (along with the compound)?
3. Which two substances can be produced at the anode?
4. Which two substances can be produced at the cathode?
5. When would a metal be produced at the cathode?
6. When would oxygen be produced at the anode?

# Science T2 Y10 C2.6 - Mainstream Foundation Mainstream Foundation - Electrolysis

## Aim

To investigate the electrolysis of an aqueous solution using inert (unreactive) **electrodes**.

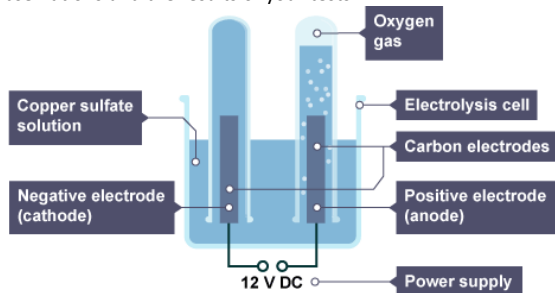
## Equipment

- Beaker
- Two test tubes (or measuring cylinders)
- Graphite electrodes
- Two splints
- Aqueous solution
- DC powerpack

Change method depending on the question.

## Method (example copper sulfate solution.)

1. Pour some copper sulfate solution into a beaker.
2. Place two graphite rods into the copper sulfate solution. Attach one electrode to the negative terminal of a dc supply, and the other electrode to the positive terminal.
3. Completely fill two small test tubes with copper sulfate solution and position a test tube over each electrode as shown in the diagram.  
(use measuring cylinders if measuring volume of gas produced)
4. Turn on the power supply and observe what happens at each electrode.
5. Test any gas produced with a glowing splint and a burning splint.
6. Record observations and the results of your tests.



## Common questions

**Q1)** How do you test for hydrogen gas?

**A1)** Lit splint will make a squeaky pop.

**Q2)** How do you test for oxygen gas?

**A2)** Glowing splint – will relight.

**Q3)** Explain why copper is produced at the cathode.

**A3)** Copper ions are **positive**, so are attracted to the negative electrode (opposites attract). Copper is less reactive than hydrogen so is discharged. The copper ions **gain electrons** and are **reduced** to form **copper atoms**.

**Q4)** Why do hydrogen ions move to the cathode?

**A4)** Hydrogen ions are **positive** so move to the negative electrode as **opposites attract**.

**Q5)** Why are measuring cylinders better to collect the gas?

**A5)** Because they are more accurate when measuring the volume of gas produced.

**Q1.** Draw a labelled diagram to show the equipment needed to electrolyse copper chloride.

**Q2.** Write a method for the electrolysis of aqueous copper chloride solution.

**Q2)** How do you test for hydrogen gas?

**Q3)** How do you test for oxygen gas?

**Q4)** Explain why copper is produced at the cathode.

**Q5)** Why do hydrogen ions move to the cathode?

**Q6)** Why are measuring cylinders better to collect the gas?



# Year 10 OCR A Term 1 –Landscapes of the UK



Background:	
1.	The physical landscapes of the UK have distinctive characteristics. The characteristics are caused by changes in Geology, Climate and Land Use (A).
2.	There are a number of geomorphic processes which create distinctive landscapes (B, C, D)
3.	Rivers create a range of landforms which change with distance from their source within a river basin (E).
4.	There are a range of landforms within the coastal landscape (G, H, I & J)
5.	Landscapes are dynamic and differ depending on their geology, climate and human activity (F & K)

A.	UK Distinctive Landscapes
Mountainous / Upland Area	<ul style="list-style-type: none"> <li>Over 600m in height.</li> <li>Unevenly distributed across the UK,</li> <li>Located in Northern Ireland, Scotland &amp; Wales.</li> <li>Characteristics are mountainous, steep, rocky with low population.</li> <li>Geology = Igneous &amp; Metamorphic Rock</li> <li>Climate is cool and wet.</li> </ul>
Lowland Area	<ul style="list-style-type: none"> <li>Between 0 and 200m above sea level.</li> <li>Evenly distributed across Southeast England.</li> <li>Characteristics are hills, wide rivers, flat land and farmland with high population.</li> <li>Geology = fertile soil over Sedimentary rock.</li> <li>Climate is mild with lower rainfall.</li> </ul>
Glaciated Areas	<ul style="list-style-type: none"> <li>Glaciers are slow moving flows of ice which carve large valleys into mountains.</li> <li>Unevenly distributed across UK</li> <li>Located in Northern Scotland./ Lake district.</li> <li>Characteristics are mountainous areas with U shaped valleys used for sheep farming &amp; tourism.</li> <li>Geology = Igneous &amp; Metamorphic Rock</li> <li>Climate is cool and wet.</li> </ul>

B.	Geomorphic Processes
Geomorphic means a process that changes the landscape.	
Weathering	A Weathering is the breakdown of material in place (without being transported).
Mechanical weathering	Physical actions of rain, frost and wind that weaken the rock such as Onion Skin weathering and freeze thaw.
Chemical Weathering	Minerals in rocks reacting in different ways making them weaker such as Carbonic Acid dissolving limestone.
Biological	Plants and animals breaking rocks apart, such as roots growing in cracks or rabbits burrowing through soil.
Mass Movement	<p>The movement of soil and sediment down a slope by gravity.</p> <p><b>Sliding</b> happens when a section of soil or rock moves suddenly down a slope.</p> <p><b>Slumping</b> happens when a section of soil or rock moves gradually down a slope.</p>

C.	Erosion
Attrition	The 'knocking' of sediment against each other to become more rounded.
Hydraulic action	The sheer force of the water and air in cracks breaking down the riverbanks and bed.
Solution	The dissolving of minerals.
Abrasion	The action of sediment scraping against the bed and bank of the river (like sandpaper).

D.	Rivers - Transportation
Traction	Large rocks and boulders that are too heavy to pick up are ROLLED along the river bed.
Saltation	Medium size rocks are BOUNCED along the river bed.
Suspension	Small particles of sediment are CARRIED along by the river.
Solution	Minerals from the rock are DISSOLVED into the water.

E.	Rivers - Landforms
<b>V Shaped Valley (Upper Course)</b>	
<ul style="list-style-type: none"> <li>When it rains, the water soaks into the sides of the valley making them unstable.</li> <li>Vertical erosion makes the valley sides even more unstable.</li> <li>They collapse into the river and are transported away.</li> <li>This leaves behind a v-shaped valley.</li> </ul>	
<b>Waterfall (Upper Course)</b>	
<ul style="list-style-type: none"> <li>Occur when hard rock overlies soft rock.</li> <li>Soft rock erodes faster, <b>undercutting</b> the hard rock leaving a <b>ledge</b>.</li> <li>Eventually the unsupported ledge <b>collapses</b> and falls into the plunge pool.</li> <li>The process <b>repeats</b> and the waterfall <b>retreats</b> upstream, leaving behind a <b>Gorge</b>.</li> </ul>	
<b>Meander (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>A meander is a bend in a river.</li> <li>Water flows faster around the outside of the bend eroding the riverbank and creating a <b>River Cliff</b>.</li> <li>Water flows slower around the inside of the bend, depositing sediment and creating a <b>slip off slope</b>.</li> <li>Meanders constantly change the floodplain making it flat.</li> </ul>	
<b>Oxbow Lake (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>Form when the neck of a meander has been cut through by erosion.</li> <li>Water takes the quickest route.</li> <li>Deposition occurs sealing off the old meander,</li> <li>Over time sediment builds up completely cutting the Oxbow Lake off from the river.</li> </ul>	
<b>Levee (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>Levees are made of large material which cannot travel as far.</li> <li>When a river floods, it slows down away from the channel. The larger material is deposited first either side of the river.</li> <li>When the flood water drains away, the large pieces of sediment are left behind.</li> <li>These form raised embankments either side of the river called levees.</li> </ul>	

# Year 10 OCR A Term 1 –Landscapes of the UK



Background:	
1.	The physical landscapes of the UK have distinctive characteristics. The characteristics are caused by changes in Geology, Climate and Land Use (A).
2.	There are a number of geomorphic processes which create distinctive landscapes (B, C, D)
3.	Rivers create a range of landforms which change with distance from their source within a river basin (E).
4.	There are a range of landforms within the coastal landscape (G, H, I & J)
5.	Landscapes are dynamic and differ depending on their geology, climate and human activity (F & K)

A.	UK Distinctive Landscapes
Mountainous / Upland Area	<ul style="list-style-type: none"> <li>Over _____ in height.</li> <li>_____ distributed across the UK,</li> <li>Located in _____, Sc _____ d &amp; _____.</li> <li>Characteristics are _____s, v, r _____ with v population.</li> <li>Geology = I _____ &amp; M _____ ic Rock</li> <li>Climate is _____.</li> </ul>
Lowland Area	<ul style="list-style-type: none"> <li>Between 0 _____ above sea level.</li> <li>Evenly distributed across _____</li> <li>Characteristics are h _____</li> <li>Geology = _____</li> <li>S _____ y rock.</li> <li>Climate is _____.</li> </ul>
Glaciated Areas	<ul style="list-style-type: none"> <li>Glaciers are _____ Unevenly distributed _____</li> <li>Located in _____./ Lake district.</li> <li>Characteristics are _____.</li> <li>Geology = _____</li> <li>_____ Rock</li> <li>Climate is _____.</li> </ul>

B.	Geomorphic Processes
Geomorphic means a process that changes the landscape.	
	A Weathering is the breakdown of material in place (without being transported).
	Physical actions of rain, frost and wind that weaken the rock such as Onion Skin weathering and freeze thaw.
	Minerals in rocks reacting in different ways making them weaker such as Carbonic Acid dissolving limestone.
	Plants and animals breaking rocks apart, such as roots growing in cracks or rabbits burrowing through soil.
	The movement of soil and sediment down a slope by gravity. <b>Sliding</b> happens when a section of soil or rock moves suddenly down a slope. <b>Slumping</b> happens when a section of soil or rock moves gradually down a slope.

C.	Erosion
	The 'knocking' of sediment against each other to become more rounded.
	The sheer force of the water and air in cracks breaking down the riverbanks and bed.
	The dissolving of minerals.
	The action of sediment scraping against the bed and bank of the river (like sandpaper).

D.	Rivers - Transportation
	Large rocks and boulders that are too heavy to pick up are ROLLED along the river bed.
	Medium size rocks are BOUNCED along the river bed.
	Small particles of sediment are CARRIED along by the river.
	Minerals from the rock are DISSOLVED into the water.

E.	Rivers - Landforms
<b>V Shaped Valley (Upper Course)</b>	
<ul style="list-style-type: none"> <li>When it rains, the water _____ making them u _____.</li> <li>_____ makes the valley sides _____</li> <li>They collapse into _____ and are transported away.</li> <li>This leaves behind a _____.</li> </ul>	
<b>Waterfall (Upper Course)</b>	
<ul style="list-style-type: none"> <li>Occur when _____ overlies _____.</li> <li>Soft rock _____, <b>undercutting</b> the _____ leaving a l _____ e.</li> <li>Eventually the u _____ ledge <b>collapses</b> and falls into the p _____ pool.</li> <li>The process <b>repeats</b> and the waterfall <b>retreats</b> upstream, leaving behind a _____.</li> </ul>	
<b>Meander (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>A meander is a _____.</li> <li>Water flows f _____ around the outside of the bend eroding the riverbank and creating a _____.</li> <li>Water flows _____ around the inside of the bend, depositing s _____ t and creating a _____.</li> <li>Meanders constantly _____</li> </ul>	
<b>Oxbow Lake (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>Form when the neck of a meander _____</li> <li>Water takes the _____.</li> <li>Deposition occurs sealing off the _____.</li> <li>Over time sediment builds up completely cutting the _____ from the river.</li> </ul>	
<b>Levee (Middle / Lower Course)</b>	
<ul style="list-style-type: none"> <li>_____ are made of large material which cannot travel as far.</li> <li>When a river floods, _____ away from the channel. The larger material is deposited _____</li> <li>When the flood water drains away, the large pieces of sediment are _____.</li> <li>These form raised e _____ either side of the river called _____s.</li> </ul>	

# Year 10 OCR A Term 1 –Landscapes of the UK



Background:	
1.	The physical landscapes of the UK have distinctive characteristics. The characteristics are caused by changes in Geology, Climate and Land Use (A).
2.	There are a number of geomorphic processes which create distinctive landscapes (B, C, D)
3.	Rivers create a range of landforms which change with distance from their source within a river basin (E).
4.	There are a range of landforms within the coastal landscape (G, H, I & J)
5.	Landscapes are dynamic and differ depending on their geology, climate and human activity (F & K)

G.	Coast - Landforms
	<p><b>Headland</b></p> <ul style="list-style-type: none"> <li>An area of resistant rock that sticks out into the sea.</li> </ul> <p><b>Bay</b></p> <ul style="list-style-type: none"> <li>An inlet along the coast where rock has been eroded away</li> </ul> <p><b>Concordant coasts</b></p> <ul style="list-style-type: none"> <li>A stretch of coastline that is made of the same rock type.</li> </ul> <p><b>Discordant Coasts</b></p> <ul style="list-style-type: none"> <li>A stretch of coastline that is made of different rock types, forming headlands and bays.</li> </ul>

J.	Coasts – Depositional Landforms
	<p>Deposition is the dropping of sediment due to reduction in energy.</p> <p><b>Beaches</b></p> <ul style="list-style-type: none"> <li>Beaches are formed by deposition. The sea loses energy due to friction with the seabed slowing down the wave.</li> <li>This causes the sea to drop sediment which forms a beach along the coastline.</li> <li>It can also be formed in sheltered bays where the land stops the wind and slows the waves down.</li> <li>Longshore drift moves sediment along a beach.</li> </ul> <p><b>SPIT</b></p> <ul style="list-style-type: none"> <li>A spit is a stretch of beach that projects out to sea.</li> <li>Longshore drift moves material along the coastline.</li> <li>A spit forms when the material is deposited due to change in direction of the coast.</li> <li>As the spit grows it will develop a hook if there is a secondary wind direction.</li> <li>Salt marshes form in the sheltered area behind the spit.</li> </ul>

F.	Case Study - River Wye
Human Influence	<p><b>Craig Goch Dam</b></p> <ul style="list-style-type: none"> <li>Provides flood protection downstream by regulating flow.</li> <li>Is a reservoir (it stores water for drinking)</li> <li>Made of impermeable rock.</li> <li>Some people think it is an eyesore.</li> </ul> <p><b>Flood Warning</b></p> <ul style="list-style-type: none"> <li>Soft engineering to alert people when flooding is likely.</li> </ul> <p><b>River Straightening</b></p> <ul style="list-style-type: none"> <li>River Lugg, a tributary to the Wye near Hereford was illegally straightened in 2020.</li> <li>River straightening speeds up flow and reducing flooding where it is straightened.</li> <li>It can cause flooding downstream and destroys habitats.</li> </ul> <p><b>Floodplain Zoning</b></p> <ul style="list-style-type: none"> <li>Land use on the lower course is restricted.</li> <li>Building houses on the floodplain is prohibited, as they would be damaged by flooding.</li> <li>Farming, sports fields and car parks are allowed on the floodplain around towns such as Hereford.</li> </ul> <p><b>Industry</b></p> <ul style="list-style-type: none"> <li>Industry grew near the River Wye as it provides raw materials (Iron and Stone) and was used for transport</li> </ul> <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>The lower course is used for farming because it cannot be built on and is flat, fertile land.</li> </ul> <p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>Tourists use the river for walking, canoeing, rock climbing and visit attractions such as Tintern Abbey.</li> </ul>

H.	Coasts - Erosional Landforms
	<p>As headlands erode they form a sequence of distinctive landforms.</p> <p><b>Crack</b></p> <ul style="list-style-type: none"> <li>The top of the headland is weathered, exposing an area of weakness that turns into a <b>crack</b>.</li> </ul> <p><b>Cave</b></p> <ul style="list-style-type: none"> <li>Abrasion and hydraulic action erode the crack making it wider and turning it into a <b>cave</b>.</li> </ul> <p><b>Arch</b></p> <ul style="list-style-type: none"> <li>Eventually the cave erodes through to the other side of the headland forming an <b>arch</b>.</li> </ul> <p><b>Stack</b></p> <ul style="list-style-type: none"> <li>The bottom of the arch is eroded making it wider, and top of the arch is weathered making it weaker. Eventually the arch will collapse leaving behind a pillar of rock called a <b>stack</b>.</li> </ul> <p><b>Stump</b></p> <ul style="list-style-type: none"> <li>The base of the stack is eroded by waves and collapses leaving a <b>stump</b>.</li> </ul>

I.	Coasts - Transport
	<p>Longshore drift is a process of transportation that moves eroded material along the coastline.</p> <ol style="list-style-type: none"> <li>The prevailing wind makes waves approach the coast at an angle.</li> <li>Swash carries sediment up the beach at an angle.</li> <li>Backwash carries sediment straight down the beach with gravity – at right angles to the beach.</li> <li>This creates a zig-zag movement of sediment along the beach.</li> </ol>

K.	Case Study – Holderness Coast
Geology	Made of hard rock (Chalk) to the North and weak rock to the south (Boulder Clay). Has one of Europe's fastest eroding coastlines at 2m / year.
Human Influences	<p><b>Hard Engineering</b></p> <ul style="list-style-type: none"> <li>Groynes act as barriers to stop longshore drift.</li> <li>Gabions stabilise the base of cliffs stopping landslips.</li> <li>Sea walls reflect wave energy back out to sea.</li> </ul> <p><b>Soft Engineering</b></p> <ul style="list-style-type: none"> <li>Beach nourishment is where sand is pumped back onto the beach.</li> <li>Beach reprofiling is the reshaping of a steep beach, usually after a storm event.</li> <li>Managed retreat means deciding that some areas cannot be protected and are left to be flooded by the sea.</li> </ul>

# Year 10 OCR A Term 1 –Landscapes of the UK



Background:	
1.	The physical landscapes of the UK have distinctive characteristics. The characteristics are caused by changes in Geology, Climate and Land Use (A).
2.	There are a number of geomorphic processes which create distinctive landscapes (B, C, D)
3.	Rivers create a range of landforms which change with distance from their source within a river basin (E).
4.	There are a range of landforms within the coastal landscape (G, H, I & J)
5.	Landscapes are dynamic and differ depending on their geology, climate and human activity (F & K)

G.	Coast - Landforms
	<p><b>Headland</b></p> <ul style="list-style-type: none"> <li>An area of resistant rock that sticks out into the sea.</li> </ul> <p><b>Bay</b></p> <ul style="list-style-type: none"> <li>An inlet along the coast where rock has been eroded away</li> </ul> <p><b>Concordant coasts</b></p> <ul style="list-style-type: none"> <li>A stretch of coastline that is made of the same rock type.</li> </ul> <p><b>Discordant Coasts</b></p> <ul style="list-style-type: none"> <li>A stretch of coastline that is made of different rock types, forming headlands and bays.</li> </ul>

J.	Coasts – Depositional Landforms
	<p>Deposition is the dropping of sediment due to reduction in energy.</p> <p><b>Beaches</b></p> <ul style="list-style-type: none"> <li>Beaches are formed by deposition. The sea loses energy due to friction with the seabed slowing down the wave.</li> <li>This causes the sea to drop sediment which forms a beach along the coastline.</li> <li>It can also be formed in _____ where the land stops the wind and slows the waves down.</li> <li>Longshore drift moves sediment along a beach.</li> </ul> <p><b>SPIT</b></p> <ul style="list-style-type: none"> <li>A spit is a stretch _____</li> <li>Longshore drift moves material _____.</li> <li>A spit forms when the material is _____</li> <li>As the spit grows it will develop a _____ if there is a secondary wind direction.</li> <li>_____ form in the sheltered area behind the spit.</li> </ul>

F.	Case Study - River Wye
Human Influences	<p><b>Craig Goch Dam</b></p> <ul style="list-style-type: none"> <li>Provides _____ downstream by regulating _____</li> <li>Is a reservoir (it stores water for drinking)</li> <li>Made of _____</li> <li>Some people think _____.</li> </ul> <p><b>Flood Warning</b></p> <ul style="list-style-type: none"> <li>Soft engineering to alert people when flooding is likely.</li> </ul> <p><b>River Straightening</b></p> <ul style="list-style-type: none"> <li>River Lugg, a tributary to the _____ near H _____ was illegally straightened in 2020.</li> <li>River straightening _____ flow and reducing flood risk where it is straightened.</li> <li>It can cause flooding downstream and destroys _____</li> </ul> <p><b>Floodplain Zoning</b></p> <ul style="list-style-type: none"> <li>Land use on the lower course is restricted.</li> <li>_____ on the floodplain is prohibited, as they would be damaged by _____.</li> <li>_____ are allowed on the floodplain around towns such as Hereford.</li> </ul> <p><b>Industry</b></p> <ul style="list-style-type: none"> <li>Ironstone mining grew near the River Wye as it provides _____ (Iron and Stone) and was used for transport</li> </ul> <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>The lower course is used for farming because it cannot be built on and is _____.</li> </ul> <p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>Tourists use the river for _____ and visit attractions such as _____.</li> </ul>

H.	Coasts - Erosional Landforms
	<p>As headlands erode they form a sequence of distinctive landforms.</p> <p><b>Crack</b></p> <ul style="list-style-type: none"> <li>The top of the headland is weathered, exposing an area of weakness that turns into a _____</li> </ul> <p><b>Cave</b></p> <ul style="list-style-type: none"> <li>_____ erode the crack making it wider and turning it into a cave.</li> </ul> <p><b>Arch</b></p> <ul style="list-style-type: none"> <li>Eventually the _____ erodes through to the other side of the _____ forming an arch.</li> </ul> <p><b>Stack</b></p> <ul style="list-style-type: none"> <li>The _____ is eroded making it _____, and top of the arch is weathered making it _____.</li> <li>Eventually the arch will collapse leaving behind a _____</li> </ul> <p><b>Stump</b></p> <ul style="list-style-type: none"> <li>The base of the stack is eroded by _____ and collapses leaving a stump.</li> </ul>

K.	Case Study – Holderness Coast
Geology	Made of hard rock (Chalk) to the North and weak rock to the south (Boulder Clay). Has one of Europe's fastest eroding coastlines at 2m / year.
Human Influences	<p><b>Hard Engineering</b></p> <ul style="list-style-type: none"> <li>_____ act as barriers to stop longshore drift.</li> <li>_____ stabilise the base of cliffs stopping landslips.</li> <li>_____ reflect wave energy back out to sea.</li> </ul> <p><b>Soft Engineering</b></p> <ul style="list-style-type: none"> <li>Beach nourishment is where sand is pumped _____.</li> <li>Beach reprofiling is the _____</li> <li>Managed retreat means deciding that some areas _____.</li> </ul>

I.	Coasts - Transport
	<p>Longshore drift is a process of transportation that moves eroded material along the coastline.</p> <ol style="list-style-type: none"> <li>The prevailing wind makes waves _____</li> <li>Swash carries sediment _____.</li> <li>Backwash carries sediment _____.</li> <li>This creates a _____ of sediment along the beach.</li> </ol>

## GCSE History : Medicine in 18<sup>th</sup> and 19<sup>th</sup> Century Britain

### What we are learning this term:

- 3.1 Ideas about the cause of disease and illness
- 3.2 Approaches to treatment and prevention
- 3.3 Key Individuals and fighting cholera in London, 1854

### A.

#### Can you define these key words?

microbes	Any living organism that is too small to see without a microscope. Microbes include bacteria.
vaccination	Treatment with a vaccine to produce immunity against a disease
spontaneous generation	Claimed rotting matter created microbes.
bacteriology	The study of bacteria.
inoculate	Deliberately infecting yourself with a disease to avoid a more severe case later on.

### C.

#### Fighting cholera in London , 1854 (3.3)

What is Cholera?	Cholera was a terrible water borne disease that spread quickly across England from 1831. There were lots of cases in slum dwellings.
Attempts to prevent it	Some steps were taken to clean up the filthiest areas of the city. Idea that it was caused by miasma was widespread, so local councils focused on cleaning up the mess in which they were living
John Snow	John Snow was surgeon who investigated the 1854 epidemic. He created a spot map to show the deaths and noticed they were concentrated around a water pump in Broad Street, SoHo. Clear the water pump was the source of the outbreak
Impact of Snows work	In the short-term Snow removed the handle from the Broad Street pump and the deaths in that area went away. Long-term Snow presented his work to the government arguing clean water needed to be supplied. Many rejected his work and clung to the idea of miasma causing cholera

## B. Change and continuity in ideas about disease and illness in the 18<sup>th</sup> and 19<sup>th</sup> Century. (3.1-3.2)

Causes	Prevention	Treatments
Religion – People no longer believed that God was responsible for illnesses and world events	Vaccinations – the work of Edward Jenner in the 18 <sup>th</sup> century led to the first vaccination being created for smallpox. This led the way to other vaccinations being produced as Pastuer and Robert Koch isolated microbes which caused certain diseases	Continuance – despite the new ideas about the cause of disease and illness in the 18 <sup>th</sup> century, it took a while for medical science to catch up. Not a great deal of understanding how to remove germs as part of treatment
Age of Enlightenment/Scientific Revolution – people started to look for answers in the world about disease and illness. There was also great change across science influencing ideas about cause	Public Health Act 1875 – in the 18 <sup>th</sup> Century the government had a very <i>laissez-faire</i> attitude to public health. This changed when more men could vote. The government realised changes were needed and passed the Public Health Act. This Act stated that clean water, sewage system, public parks, housing officers and street lighting had to be provided	Hospitals – Florence Nightingale was a pioneer in changing hospitals and hospital care in the 19 <sup>th</sup> Century. Following her success at the war hospital in the Crimea, Nightingale changed the way that hospitals were designed to having separate wards and more ventilation. Also set up a training school for nurses to give better care
Miasma – people still believed in the theory that disease and illness was caused by harmful fumes in the air. BUT it was becoming less popular	Role of the government – Took a more active role in preventing disease, making smallpox vaccinations compulsory	Anaesthetics – one of the big problems in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries was pain during surgery. Ether and laughing gas had been used but they were not good enough. <b>John Simpson</b> discovered that chloroform could be used as a pain relief – this led to more complex surgeries being performed
Spontaneous Generation – this theory stated that rotting matter caused bacteria to form, causing people to get ill		Antiseptics – another big problem with surgery was infections. <b>Joseph Lister</b> built on Pasteur's work and discovered that carbolic acid could be used to prevent infections. Used on wounds and Sterilised equipment, but some surgeons did not like the change
Germ Theory – this correct theory put forward by Louis Pastuer was that germs caused matter to rot. He linked this to disease and illness, stating that germs caused people to get ill		

### D. Key People (3.3)

Edward Jenner	John Snow	Edwin Chadwick
Country doctor who realised that milkmaids who got cowpox did not catch smallpox – decided they must be connected. Tested his theory by infecting a local boy with cowpox and then tried to infect him with smallpox but he did not get ill. Wrote up his findings to make sure doctors could follow. Had successfully developed the first vaccine, which was supported by the government.	Used scientific methods to prove that cholera was a water borne disease in the 1850's. Snow presented his findings to the government, recommending that the sewer systems were improved, which they were eventually.	Published his <i>Report on the Sanitary Conditions of the Labouring Classes</i> in 1842. he spent time researching the urban poor and discovered that people living in cities had a lower life expectancy than people living in the countryside. Campaigned for all cities to set up boards of health, responsible for clean water and disposing sewage.



**What we are learning this term:**

- 3.1 Ideas about the cause of disease and illness
- 3.2 Approaches to treatment and prevention
- 3.3 Key Individuals and fighting cholera in London, 1854

**B. Change and continuity in ideas about disease and illness in the 18<sup>th</sup> and 19<sup>th</sup> Century. (3.1-3.2)**

Causes

Prevention

Treatments

<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>

**A.**

***Can you define these key words?***

microbes	
vaccination	
spontaneous generation	
bacteriology	
inoculate	

**C.**

**Fighting cholera in London , 1854 (3.3)**

What is Cholera?	
Attempts to prevent it	
John Snow	
Impact of Snows work	

**D. Key People (3.3)**

**Edward Jenner**

**John Snow**

**Edwin Chadwick**

<b>Edward Jenner</b>	<b>John Snow</b>	<b>Edwin Chadwick</b>

**GCSE History : Medicine in 18<sup>th</sup> and 19<sup>th</sup> Century Britain**

**What we are learning this term:**

- 3.1 Ideas about the cause of disease and illness
- 3.2 Approaches to treatment and prevention
- 3.3 Key Individuals and fighting cholera in London, 1854

A.	<i>Can you define these key words?</i>
microbes	Any living organism that is too small to see without a microscope. Microbes include bacteria.
vaccination	Treatment with a vaccine to produce immunity against a disease
spontaneous generation	Claimed rotting matter created microbes.
bacteriology	The study of bacteria.
inoculate	Deliberately infecting yourself with a disease to avoid a more severe case later on.

**C. Fighting cholera in London , 1854 (3.3)**

What is Cholera?	Cholera was a terrible water borne disease that spread quickly across England from 1831. There were lots of cases in slum dwellings.
Attempts to prevent it	Some steps were taken to clean up the filthiest areas of the city. Idea that it was caused by miasma was widespread, so local councils focused on cleaning up the mess in which they were living
John Snow	John Snow was surgeon who investigated the 1854 epidemic. He created a spot map to show the deaths and noticed they were concentrated around a water pump in Broad Street, SoHo. Clear the water pump was the source of the outbreak
Impact of Snows work	In the short-term Snow removed the handle from the Broad Street pump and the deaths in that area went away. Long-term Snow presented his work to the government arguing clean water needed to be supplied. Many rejected his work and clung to the idea of miasma causing cholera

**B. Change and continuity in ideas about disease and illness in the 18<sup>th</sup> and 19<sup>th</sup> Century. (3.1-3.2)**

<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>
Religion – People no longer believed that God was responsible for illnesses and world events	Vaccinations – the work of Edward Jenner in the 18 <sup>th</sup> century led to the first vaccination being created for smallpox. This led the way to other vaccinations being produced	Continuance – despite the new ideas about the cause of disease and illness in the 18 <sup>th</sup> century, treatments to remove germs took longer to find
Miasma – people still believed in the theory that disease and illness was caused by harmful fumes in the air. BUT it was becoming less popular	Public Health Act 1875 – in the 18 <sup>th</sup> Century the government did not care much about public health.  This changed when more men could vote. The government realised changes were needed and passed the Public Health Act.  This Act stated that clean water, sewage system, public parks and street lighting had to be provided	Hospitals – Florence Nightingale helped to change hospitals and nursing.  Nightingale changed the way that hospitals were designed to having separate wards and more ventilation.  Also set up a training school for nurses to give better care
Spontaneous Generation – this theory stated that rotting matter caused bacteria to form, causing people to get ill	Role of the government – Took a more active role in preventing disease, making smallpox vaccinations compulsory	Anaesthetics – one of the big problems in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries was pain during surgery.  Ether and laughing gas had been used but they were not good enough.  <b>John Simpson</b> discovered that chloroform could be used as a pain relief – this led to more complex surgeries being performed
Germ Theory – this correct theory put forward by Louis Pasteur was that germs caused matter to rot. He linked this to disease and illness, stating that germs caused people to get ill		Antiseptics – another big problem with surgery was infections.  <b>Joseph Lister</b> built on Pasteur's work and discovered that carbolic acid could be used to prevent infections.  Used on wounds and Sterilised equipment, but some surgeons did not like the change

**D. Key People (3.3)**

Edward Jenner	John Snow	Edwin Chadwick
Country doctor who realised that milkmaids who got cowpox did not catch smallpox – decided they must be connected. Tested his theory by infecting a local boy with cowpox and then tried to infect him with smallpox but he did not get ill.  Had successfully developed the first vaccine, which was supported by the government.	Used scientific methods to prove that cholera was a water borne disease in the 1850's.  Snow presented his findings to the government, recommending that the sewer systems were improved, which they were eventually.	Published his <i>Report on the Sanitary Conditions of the Labouring Classes</i> in 1842.  He spent time researching the poor in cities and discovered that people living in cities had a lower life expectancy than people living in the countryside. Asked for boards of health to be set up to make cities cleaner.

**GCSE History : Medicine in 18<sup>th</sup> and 19<sup>th</sup> Century Britain**

**What we are learning this term:**

- 3.1 Ideas about the cause of disease and illness
- 3.2 Approaches to treatment and prevention
- 3.3 Key Individuals and fighting cholera in London, 1854

**A. Can you define these key words?**

microbes	Any living organism that is too small to see _____ . Microbes include _____
vaccination	Treatment with a vaccine to _____ against a _____
spontaneous generation	Claimed _____ created microbes.
bacteriology	The study of _____ .
inoculate	Deliberately _____ yourself with a disease to avoid a _____ case later on.

**C. Fighting cholera in London , 1854 (3.3)**

What is Cholera?	Cholera was a terrible _____ disease that spread quickly across England from _____. There were lots of cases in _____ dwellings.
Attempts to prevent it	Some steps were taken to clean up the _____ areas of the city. Idea that it was caused by _____ was widespread, so local councils focused on _____ up the mess in which they were living
John Snow	John Snow was _____ who investigated the 1854 epidemic. He created a _____ to show the deaths and noticed they were concentrated around a water pump in _____, SoHo. Clear the water pump was the source of the outbreak
Impact of Snows work	In the short-term Snow removed the _____ from the Broad Street pump and the deaths in that area _____. Long-term Snow presented his work to the government arguing _____ needed to be supplied. Many _____ his work and clung to the idea of _____ causing cholera

**B. Change and continuity in ideas about disease and illness in the 18<sup>th</sup> and 19<sup>th</sup> Century. (3.1-3.2)**

Causes	Prevention	Treatments
Religion – _____	Vaccinations – the work of _____ in the 18 <sup>th</sup> century led to the first vaccination being created for _____. This led the way to other vaccinations being produced	Continuance – despite the new ideas about the cause of disease and illness in the 18 <sup>th</sup> century, _____ took longer to find _____
Miasma – people still believed in the theory that _____ was caused by harmful fumes in the air. BUT it was becoming _____	Public Health Act 1875 – in the 18 <sup>th</sup> Century the government did not care much about _____.  This changed when more men could vote. The government realised changes were needed and passed the _____.  This Act stated that clean _____, _____, public parks and street lighting had to be provided	Hospitals – _____ helped to change hospitals and nursing.  Nightingale changed the way that hospitals were _____ to having separate wards and more _____.  Also set up a _____ for nurses to give better care
Spontaneous Generation – this theory stated that _____, causing people to get ill	Role of the government – Took a more _____ in preventing disease, making smallpox vaccinations _____	Anaesthetics – one of the big problems in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries was _____ during surgery.  Ether and laughing gas had been used but they were _____  <b>John</b> _____ discovered that chloroform could be used as a _____ – this led to more complex surgeries being performed
Germ Theory – this correct theory put forward by _____ was that germs caused matter to rot. He linked this to _____ and illness, stating that germs _____		Antiseptics – another big problem with surgery was _____  <b>Joseph</b> _____ built on Pasteur's work and discovered that _____ could be used to prevent infections.  Used on wounds and Sterilised _____, but some surgeons did not like the change

**D. Key People (3.3)**

Edward Jenner	John Snow	Edwin Chadwick
Country doctor who realised that _____ who got _____ did not catch smallpox – decided they must be connected. Tested his _____ by infecting a local boy with cowpox and then tried to infect him with smallpox but he _____.	Used _____ to prove that cholera was a _____ disease in the 1850's.  Snow presented his findings to the _____, recommending that the sewer systems were _____, which they were eventually.	Published his <i>Report on the Sanitary Conditions of the Labouring Classes</i> in _____.  He spent time researching the _____ and discovered that people living in cities had a _____ expectancy than people living in the countryside. Asked for boards of health to be set up to make cities _____.
Had successfully developed the first _____, which was supported by the government.		



Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah		
Tawalla	Showing love for God and for those who follow Him	A. The 5 Pillars and 10 Obligatory Acts B. Salah C. Sawm D. Zakah E. Hajj F. Jihad G. Id-ul-Adha H. Id-ul-Fitr		What is it?	<ul style="list-style-type: none"> <li>“Salah is a prescribed duty that has to be performed at the given time by the Qur’an”</li> <li>Muslims pray 5 times per day and this allows them to communicate with Allah.</li> <li>The prayers are done at dawn (fajr), afternoon (zuhr), late afternoon (asr), dusk (maghrib) and night (isha)</li> <li>Muslims face the holy city of Makkah when paying.</li> </ul>		
Tabarra	Disassociation with God’s enemies			A.	5 Pillars of Islam and 10 obligatory acts	Wuzu	<ul style="list-style-type: none"> <li>The washing process to purify the mind and body for prayer</li> <li>Muhammad said the key to Salah is cleanliness</li> <li>Hands, arms, nose, mouth, head, neck and ears are cleaned as well as both feet up to the ankle.</li> </ul>
Khums	The obligation to pay one-fifth of acquired wealth			What are the 5 pillars	<ul style="list-style-type: none"> <li>5 key practices or duties for Muslims</li> <li>Both Sunni and Shi’a keep these (Shi’a have them as part of the 10 obligations)</li> <li>They are seen as pillars “holding up the religion” and are all of equal importance</li> </ul>	Rak’ahs and recitations	<ul style="list-style-type: none"> <li>These are the movements that Muslims make during prayer</li> <li>Takbir – raise hands to ears and say ‘Allahu Akbar’</li> <li>Qiyam – Standing, Muslims recite Surah</li> <li>Then bow to the waist saying “Glory be to my Great Lord and praise be to Him”</li> <li>Then sink to their knees saying “Glory be to my Lord, The Most Supreme...”</li> </ul>
Lesser jihad	The physical struggle or holy war in defence of Islam			What are the 10 obligatory acts	<ul style="list-style-type: none"> <li>There are 10 obligations for a Muslim according to the Shi’a branch of Islam.</li> <li>These include prayer, fasting, almsgiving, pilgrimage, jihad, khums, directing others towards good, forbidding evil, tawalla and tabarra</li> </ul>	Salah at home	<ul style="list-style-type: none"> <li>Salah is a big part of family life</li> <li>Meals and other activities are usually scheduled to fit around prayer times</li> <li>Families pray all together and might have a room set aside for prayer</li> </ul>
Greater jihad	The daily struggle and inner spiritual striving to live as a Muslim			Shahadah	<ul style="list-style-type: none"> <li>Shahadah is the first of the 5 pillars</li> <li>It is the Muslim declaration of faith</li> <li>“there is no God but Allah, and Muhammad is His messenger”</li> <li>This is a statement that Muslims reject anything but Allah as their focus of belief</li> <li>It also recognises that Muhammad has an important role and his life is an example to follow</li> </ul>	Salah in the mosque	<ul style="list-style-type: none"> <li>All mosques have a qiblah wall which is to show where to face Makkah</li> <li>Men and women pray in separate rooms at the Mosque</li> </ul>
Sunni	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali as leaders after the Prophet Muhammad			Jumma	<ul style="list-style-type: none"> <li>Jumma is congregational prayer held on a Friday at the mosque where the imam leads the prayer</li> <li>Praying together as a community develops the feeling of unity amongst Muslims</li> <li>Men are obliged to attend unless they are sick or too old</li> <li>Women do not have to go – they may pray at home instead</li> </ul>		
Shi’a	Muslims who believe in the Imamah, leadership of Ali and his descendants			Differences between Sunni and Shi’a	<ul style="list-style-type: none"> <li>Shi’a Muslims combine some prayers so they may only pray 3x a day</li> <li>Shi’a use natural elements e.g. clay where their head rests</li> </ul>		
Niyah	Intention during prayer - having the right intention to worship God						
Du’a	A personal prayer that is done in addition to Salah e.g. asking Allah for help						
		<i>Jihad</i>					
Lesser Jihad		<ul style="list-style-type: none"> <li>Originated when Prophet Muhammad and early Muslims were being attacked and oppressed by the Meccans and had no choice but to engage</li> <li>“Fight in the way of God those who fight against you but do not transgress”</li> <li>Conditions for declaration                             <ul style="list-style-type: none"> <li>self-defense</li> <li>proportionate</li> <li>legitimate authority</li> <li>no harm to civilians</li> </ul> </li> </ul>					
Greater Jihad		<ul style="list-style-type: none"> <li>A struggle within oneself to follow the teachings of Islam and be a better person</li> <li>e.g. perform the Five Pillars, follow Sunnah and avoid temptation</li> <li>“encourage what is right and forbid what is wrong”</li> </ul>					



Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah		
Tawalla		A. The 5 Pillars and 10 Obligatory Acts B. Salah C. Sawm D. Zakah E. Hajj F. Jihad G. Id-ul-Adha H. Id-ul-Fitr		What is it?			
Tabarra				A.	5 Pillars of Islam and 10 obligatory acts	Wuzu	
Khums				What are the 5 pillars		Rak'ahs and recitations	
Lesser jihad				What are the 10 obligatory acts		Salah at home	
Greater jihad				Shahadah		Salah in the mosque	
Sunni				<i>Jihad</i>		Jummah	
Shi'a						Lesser Jihad	
Niyah						Greater Jihad	
Du'a			Differences between Sunni and Shi'a				





The 5 Pillars - Zakah	
The role of giving alms	<ul style="list-style-type: none"> <li>• <b>Muslims believe it is their duty to ensure Allah's wealth has been distributed equally as everyone is the same</b></li> <li>• The Qur'an commands to give to those in need</li> </ul>
The significance of giving alms	<ul style="list-style-type: none"> <li>• Giving 2.5% of savings/wealth to charity</li> <li>• Wealth can cause greed which is evil, so Zakah purifies wealth – wealth is given by God and must be shared</li> <li>• The Prophet Muhammad practiced Zakah as a practice in Medina</li> <li>• Given to the poor, needy and travellers</li> <li>• <b>Sadaqah</b> is giving from the heart out of generosity and compassion</li> </ul>
Khums	<ul style="list-style-type: none"> <li>• Shi'a Islam – one of the 10 obligatory acts</li> <li>• 20% of any profit earned by Shi'a Muslims paid as a tax</li> <li>• Split between charities that support Islamic education and anyone who is in need</li> <li>• <b>"know that whatever of a thing you acquire, a fifth of it is for Allah, for the Messenger, for the near relative, and the orphans, the needy, and the wayfarer"</b></li> </ul>

The 5 Pillars - Sawm	
The role of fasting	<ul style="list-style-type: none"> <li>• Fasting during Ramadan (9<sup>th</sup> month in Muslim calendar)</li> <li>• Muslims give up food, drink, smoking and sexual activity in daylight hours</li> <li>• Pregnant people, children under 12, travellers and elderly people are exempt from fasting.</li> </ul>
The significance of fasting	<ul style="list-style-type: none"> <li>• Ramadan is believed to be the month that Prophet Muhammad began to receive revelations of the Qur'an</li> <li>• Helps Muslims to become spiritually stronger</li> </ul>
Reasons for fasting	<ul style="list-style-type: none"> <li>• Obeying God and exercising self-discipline</li> <li>• Develops empathy for the poor</li> <li>• Appreciation of God's gifts</li> <li>• Giving thanks for the Qur'an</li> <li>• Sharing fellowship and community with other Muslims</li> </ul>
Night of power	<ul style="list-style-type: none"> <li>• The night when the Angel Jibril first appeared to Muhammad and began revealing the Qur'an.</li> <li>• The most important event in history – <b>"better than a thousand months"</b> <b>[Surah 97:3]</b></li> <li>• Laylat Al-Qadr is the holiest night of the year. Muslims try to stay awake for the whole night to pray and study for the Qur'an</li> </ul>

The 5 Pillars - Hajj	
The role of pilgrimage	<ul style="list-style-type: none"> <li>• A pilgrimage to Makkah which is compulsory for Muslims to take at least once as long as they can afford it and are healthy</li> </ul>
The significance of pilgrimage	<ul style="list-style-type: none"> <li>• God told Ibrahim to take his wife and son on a journey and leave them without food or water</li> <li>• Hajira ran up and down two hills in search of water, could not find any and prayed to God. Then water sprung from the ground. This is the Zamzam well</li> <li>• When Ibrahim returned he was commanded to build the Ka'ba as a shrine dedicated to Allah</li> <li>• Hajj is performed in the month of Dhu'l-Hijja</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• Ihram – dressing in two pieces of white cloth</li> <li>• Circling the Ka'aba 7 times (tawaf)</li> <li>• Drinking water from the Zamzam well like Hajar</li> <li>• walking between Al-Safa and Al-Marwa hills seven times</li> <li>• Throwing stones at 3 pillars (jamarat) to represent casting out the devil and remembering Ibrahim throwing stones at the devil to drive him away</li> <li>• Asking Allah for forgiveness at Mt Arafat</li> <li>• Collecting pebbles at Muzdalifah</li> </ul>

Id-ul-Adha, Id-ul-Fitr, Ashura	
Id-ul-Adha  Not an official holiday in UK	<ul style="list-style-type: none"> <li>• <b>Festival of sacrifice</b></li> <li>• Marks the end of Hajj and is a chance for whole Ummah to celebrate</li> <li>• <b>Origins</b> – Ibrahim's commitment to God in being willing to sacrifice his son, Ishmael. God was testing Ibrahim</li> <li>• <b>Key events</b> – new clothes, sacrificing an animal, visiting the Mosque.</li> <li>• People ask a butcher to slaughter a sheep for them and share the meat with the community</li> </ul>
Id-ul-Fitr  Public holiday in Muslim majority countries, not UK	<ul style="list-style-type: none"> <li>• <b>Festival of fast-breaking</b></li> <li>• Marks the end of Ramadan</li> <li>• <b>Key events</b> – Decorate homes with colourful light and banners, dress in new clothes, gather in Mosques, give gifts and money, give to the poor</li> <li>• <b>Zakah ul-Fitr</b> – donation to the poor so that everyone can eat a generous meal at the end of Ramadan.</li> </ul>
Ashura	<ul style="list-style-type: none"> <li>• Sunni celebration – many fast on this day which was established by Prophet Muhammad</li> <li>• Shi'a mourning – Husayn was murdered and beheaded. Muslims remember his death and betrayal</li> <li>• <b>Key events</b> – public displays of grief, day of sorrow, wear black, re-enactments of martyrdom, not a public holiday in Britain but Muslims may have day off school</li> </ul>



	<i>The 5 Pillars - Zakah</i>
The role of giving alms	
The significance of giving alms	
Khums	

	<i>The 5 Pillars - Sawm</i>
The role of fasting	
The significance of fasting	
Reasons for fasting	
Night of power	

	<i>The 5 Pillars - Hajj</i>
The role of pilgrimage	
The significance of pilgrimage	
Actions	

	<i>Id-ul-Adha, Id-ul-Fitr, Ashura</i>
Id-ul-Adha Not an official holiday in UK	
Id-ul-Fitr Public holiday in Muslim majority countries, not UK	
Ashura	

**GCSE Unit 7 SPANISH Knowledge organiser.**  
**Topic Global Issues**

Key Verbs				
Reciclar To recycle	Ir To go	Apagar To turn off	Hacer – to do/make	Encender To turn on
Reciclo I recycle	Voy I go	Apago I turn off	Hago I do	Enciendo I turn on
Reciclas You recycle	Vas You go	Apagas You turn off	Haces You do	Enciendas You turn on
Recicla Sh/e recycles	Va s/he goes	Apaga He/she turns off	Hace s/he does	Enciende He/she turns on
Reciclamos We recycle	Vamos They go	Apagamos We turn off	Hacemos We do	Encendemos We turn on
Reciclan They recycle	Van They go	Apagan They turn off	Hacen They do	Enciendan They turn on

What we are learning this term:	
A. Talking about reusing things, reducing waste and recycling	
B. Talking about ways of protecting the environment	
C. Talking about poverty	
D. Talking about homelessness	
6 Key Words for this term	
1. la libertad	4. el destrozo
2. pensamientos	5. violento/a
3. asistir a	6. la culpa

7.1F Protegiendo el medio ambiente	
la basura	rubbish
la bombilla (de bajo consumo)(low-energy)	light bulb
el combustible	fuel
combatir	to fight, to combat
la contaminación atmosférica	air pollution
desaparecer	to disappear
el desastre	disaster
desconectar	to disconnect, to unplug,
switch off	
deshacer	to undo
los desperdicios	rubbish, refuse, waste
la especie	species
incluso	even
inquietante	worrying
luchar	to struggle, fight
la medida	measure, means
medioambiental	environmental
el motor	engine
los residuos	refuse, waste, rubbish
salvar	to save

7.2F Los “sin techo”	
el destrozo	damage, destruction
escoger	to choose
la falta	lack
formar parte de	to be part of
el/la gamberro/a	hooligan, lout,
troublemaker	
maltratar	to mistreat, to ill-treat
los niños de la calle	street children
la ONG (organización NGO (non-governmental organisation) no gubernamental)	
la pobreza	poverty
recoger	to pick up
robar	to steal, rob
el vertedero	rubbish dump, tip
la violencia	violence
violento/a	violent

7.1H Problemas ecológicos	
acercarse a	to approach
el agujero	hole
la aldea	(small) village
alejarse	to move (something)
further away	
alejarse de	to move further away
from	
amenazar	to threaten
arruinar	to ruin
el atasco	traffic jam, hold-up
el ave (marina) (fem.) (sea) bird	
el calentamiento global	global warming
la capa de ozono	ozone layer
el casco	helmet, hull (of ship)
el centenar	about a hundred
la central eléctrica	power station
la circulación	traffic
constituir	to constitute
cortar	to cut, to cut off
el efecto invernadero	greenhouse effect
extender	to spread, to stretch
frenar	to brake, to put a stop
to	
el humo	smoke
el huracán	hurricane
el incendio	fire
la lluvia	rain
la mancha	stain
la marea negra	oil slick
la muerte	death
el nivel	level
el petrolero	oil tanker
el/la pescador/a	fisherman/fisherwoman

7.1G Reutilizar, reducir, reciclar	
ahorrar	to save
la basura	rubbish
la bolsa de plástico	plastic bag
el cartón	cardboard
cerrar	to shut, to close, to turn off (tap)
el contenedor	container
en vez de	instead of
intentar	to try to
la lata	tin, can
el malgasto	waste
el papel (reciclado)	(recycled) paper
la papelera	wastepaper basket
la pila	battery
el plástico	plastic
ponerse	to put on (clothes)
los productos químicos	chemicals, chemical
products	
el proyecto	project
recargable	rechargeable
reciclar	to recycle
reutilizar	to reuse
la Tierra	Earth
tirar	to pull, to throw away
tratar de	to try to
el vidrio	glass

7.2G Los necesitados	
a favor (de)	in favour (of)
la alimentación	feeding,
nourishment, food	
la asistencia médica	medical care
asistir a	to attend
buscar	to look for
contribuir	to contribute
la creencia	belief
la culpa	blame, fault
la enfermedad	illness
en contra	against
estar dispuesto/a a	to be prepared to, to be
ready to	
faltar	to be lacking, to be
missing	
fresco	fresh
hace(n) falta	to be necessary, to need
la libertad (de pensamiento)	freedom (of thought)
merecer	to deserve
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love

7.2H Es importante ayudar a los demás	
el agua corriente (fem.)	running water
bastar	to be enough
la comisaría	police station
consumir	to consume
la corriente	(electric) current,
electricity supply	
crear	to create
la criminalidad	crime
cualquier(a)	any
el empleo	job
el/la encargado/a	person in charge
el éxito	success

**GCSE Unit 7 SPANISH Knowledge organiser.**  
**Topic Global Issues**

Key Verbs				
Reciclar _____	Ir To go	Apagar To turn off	Hacer – _____	_____ To turn on
_____ I recycle	Voy I go	Apago _____	_____ I do	_____ I turn on
Reciclas _____	Vas _____	_____ You turn off	Haces _____	Enciendes _____
_____ Sh/e recycles	Va s/he goes	Apaga He/she turns off	Hace _____	_____ He/she turns on
Reciclamos _____	Vamos They go	Apagamos We turn off	Hacemos We do	Encendemos _____
Reciclan They recycle	Van They go	Apagan They turn off	_____ They do	_____ They turn on

**What we are learning this term:**

A. Talking about reusing things, reducing waste and recycling  
 B. Talking about ways of protecting the environment  
 C. Talking about poverty  
 D. Talking about homelessness

**6 Key Words for this term**

1. la libertad	4. el destrozo
2. pensamientos	5. violento/a
3. asistir a	6. la culpa

**7.1F Protegiendo el medio ambiente**

la basura \_\_\_\_\_  
 la bombilla (de bajo consumo)(low-energy) light bulb  
 el \_\_\_\_\_ fuel  
 \_\_\_\_\_ to fight, to combat  
 la contaminación \_\_\_\_\_  
 atmosférica \_\_\_\_\_  
 desaparecer to \_\_\_\_\_  
 el desastre \_\_\_\_\_  
 \_\_\_\_\_ to disconnect, to unplug,  
 switch off  
 deshacer \_\_\_\_\_  
 los \_\_\_\_\_ rubbish, refuse, waste  
 la especie \_\_\_\_\_  
 \_\_\_\_\_ even  
 inquietante \_\_\_\_\_  
 \_\_\_\_\_ to struggle, fight  
 la \_\_\_\_\_ measure, means  
 medioambiental \_\_\_\_\_  
 \_\_\_\_\_ engine  
 \_\_\_\_\_ refuse, waste, rubbish  
 salvar \_\_\_\_\_

**7.1G Reutilizar, reducir, reciclar**

ahorrar \_\_\_\_\_  
 la basura \_\_\_\_\_  
 la bolsa de plástico \_\_\_\_\_  
 el cartón \_\_\_\_\_  
 \_\_\_\_\_ to shut, to close, to turn off (tap)  
 el contenedor \_\_\_\_\_  
 \_\_\_\_\_ instead of  
 intentar \_\_\_\_\_  
 la lata \_\_\_\_\_  
 \_\_\_\_\_ waste  
 el papel (reciclado) \_\_\_\_\_  
 la \_\_\_\_\_ wastepaper basket  
 la \_\_\_\_\_ battery  
 el \_\_\_\_\_ plastic  
 ponerse to \_\_\_\_\_  
 los \_\_\_\_\_ chemicals, chemical products  
 el proyecto \_\_\_\_\_  
 \_\_\_\_\_ rechargeable  
 \_\_\_\_\_ to recycle  
 reutilizar to \_\_\_\_\_  
 la \_\_\_\_\_ Earth  
 \_\_\_\_\_ to pull, to throw away  
 tratar de \_\_\_\_\_  
 el \_\_\_\_\_ glass

**7.2G Los necesitados**

a favor (de) \_\_\_\_\_  
 la alimentación feeding, \_\_\_\_\_  
 nourishment, food  
 la asistencia médica \_\_\_\_\_  
 \_\_\_\_\_ to attend  
 \_\_\_\_\_ to look for  
 contribuir to \_\_\_\_\_  
 la \_\_\_\_\_ belief  
 la culpa \_\_\_\_\_  
 la enfermedad \_\_\_\_\_  
 en contra \_\_\_\_\_  
 estar dispuesto/a to be prepared to, to be ready to  
 \_\_\_\_\_ to be lacking, to be missing  
 fresco \_\_\_\_\_  
 \_\_\_\_\_ to be necessary, to need  
 la libertad (de pensamiento) \_\_\_\_\_  
 \_\_\_\_\_ to deserve  
 necesitar to \_\_\_\_\_  
 \_\_\_\_\_ to lose  
 perezoso/a \_\_\_\_\_  
 \_\_\_\_\_ to love

**7.2F Los “sin techo”**

el \_\_\_\_\_ damage, destruction  
 escoger to \_\_\_\_\_  
 la falta \_\_\_\_\_  
 formar parte de \_\_\_\_\_  
 \_\_\_\_\_ hooligan, lout,  
 troublemaker \_\_\_\_\_  
 \_\_\_\_\_ to mistreat, to ill-treat  
 los niños de la calle \_\_\_\_\_  
 la ONG (organización NGO (non-governmental organisation) no gubernamental)  
 \_\_\_\_\_ poverty  
 \_\_\_\_\_ to pick up  
 \_\_\_\_\_ to steal, rob  
 \_\_\_\_\_ rubbish dump, tip  
 la violencia \_\_\_\_\_  
 violento/a v \_\_\_\_\_

**7.2H Es importante ayudar a los demás**

el agua corriente \_\_\_\_\_  
 \_\_\_\_\_ to be enough  
 la \_\_\_\_\_ police station  
 consumir to \_\_\_\_\_  
 la \_\_\_\_\_ (electric) current,  
 electricity supply \_\_\_\_\_  
 \_\_\_\_\_ to create  
 la criminalidad \_\_\_\_\_  
 cualquier(a) \_\_\_\_\_  
 \_\_\_\_\_ job  
 el/la encargado/a \_\_\_\_\_  
 \_\_\_\_\_ success

**7.1H Problemas ecológicos**

acercarse a to \_\_\_\_\_  
 el agujero \_\_\_\_\_  
 la aldea \_\_\_\_\_  
 \_\_\_\_\_ to move (something) further away  
 \_\_\_\_\_ to move further away from  
 \_\_\_\_\_ to threaten  
 arruinar to \_\_\_\_\_  
 el \_\_\_\_\_ traffic jam, hold-up  
 el ave (marina) (fem.) \_\_\_\_\_  
 el calentamiento global \_\_\_\_\_  
 la \_\_\_\_\_ ozone layer  
 el \_\_\_\_\_ helmet, hull (of ship)  
 el \_\_\_\_\_ about a hundred  
 la central eléctrica \_\_\_\_\_  
 la circulación \_\_\_\_\_  
 c \_\_\_\_\_ to constitute  
 \_\_\_\_\_ to cut, to cut off  
 el efecto invernadero \_\_\_\_\_  
 \_\_\_\_\_ to spread, to stretch  
 \_\_\_\_\_ to brake, to put a stop to  
 el humo smoke \_\_\_\_\_  
 el huracán \_\_\_\_\_  
 el \_\_\_\_\_ fire  
 la lluvia \_\_\_\_\_  
 la mancha \_\_\_\_\_  
 la marea negra \_\_\_\_\_  
 la \_\_\_\_\_ death  
 el nivel \_\_\_\_\_  
 el petrolero \_\_\_\_\_  
 el/la pescador/a \_\_\_\_\_

**GCSE Unit 8 SPANISH Knowledge organiser.**  
**Topic Holidays and Travel**



**What we are learning this term:**

A. Talking about travelling to holiday destinations  
 B. Talking about the weather  
 C. Talking about holiday accommodation  
 D. Talking about the regions of Spain  
 E. Understanding tourist leaflets and websites

- 6 Key Words for this term**
- |               |               |
|---------------|---------------|
| 1. alojarse   | 4. vacaciones |
| 2. veranear   | 5. un folleto |
| 3. la pensión | 6. el AVE     |

**8.1G ¡Me voy de vacaciones!**

el aire acondicionado air conditioning  
 el andén platform  
 el asiento seat  
 el autocar coach  
 el AVE (tren de alta velocidad) high-speed train  
 el avión plane  
 barato/a cheap  
 el barco boat  
 la bici(cleta) bike, bicycle  
 el coche car  
 la consigna left-luggage office  
 el crucero cruise  
 desde luego of course  
 echar de menos to miss  
 Escocia Scotland  
 estrecho/a narrow  
 el equipaje luggage  
 el ferrocarril railway  
 el invierno winter  
 la maleta suitcase  
 el metro underground  
 no fumador non smoking  
 el otoño autumn  
 la primavera spring  
 la sala de espera waiting room  
 Sudamérica South America  
 el tranvía tram  
 las vacaciones holidays  
 el verano summer  
 viajar to travel  
 el viaje journey

**8.1F ¿Dónde te alojas?**

el abrebottellas bottle-opener  
 el abrelatas tin-opener  
 el aeropuerto airport  
 a la derecha on the right  
 a la izquierda on the left  
 el albergue juvenil youth hostel  
 Alojarse to stay (in a hotel)  
 el bañador swimming costume  
 la cama de matrimonio double bed  
 camping campsite, camping  
 la estación de servicio petrol station  
 la estrella star  
 fatal awful, terrible  
 el folleto leaflet  
 la gasolina (sin plomo) (unleaded) petrol  
 el guía / la guía guide (person)  
 la guía guidebook  
 la habitación (doble/ (double/single) room individual)  
 la llave key  
 mojarse to get wet  
 la oficina de turismo tourist office  
 el papel higiénico toilet paper  
 el parador state-owned hotel (in Spain)  
 el pasaporte passport  
 la pensión boarding house, B & B  
 ponerse en camino to set off  
 por desgracia unfortunately  
 la recepción reception  
 la reserva reservation  
 el saco de dormir sleeping bag  
 los servicios toilets  
 la tarjeta de embarque boarding card  
 la tienda (de campaña) tent  
 la taquilla ticket office

**8.2G ¿En qué región vives?**

el desempleo unemployment  
 la diversión entertainment  
 muy poblado crowded  
 nacer to be born  
 Nací I was born  
 nació he/she was born  
 el país country  
 Pescar to fish  
 el río river  
 la sierra mountain range  
 tanto so much, so many

Key Verbs				
Quedarse To stay	Ir To go	Veranear To summer holiday	Hacer – to do/make	Volar To fly
Me quedo I stay	Voy I go	Veraneo I summer holiday	Hago I do	Vuelo I fly
Te quedas You stay	Vas You go	Veraneas You summer hol	Haces You do	Vuelas You fly
Se queda He/she/it stays	Va s/he goes	Veranea He/she summer hol	Hace s/he does	Vuela He/she/ it flies
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	Hacemos We do	Volamos We fly
Se quedan They stay	Van They go	Veranean They summer hol	Hacen They do	Vuelan They fly

**8.2F Un folleto turístico**

abrir to open  
 abierto/a open  
 callado/a quiet, reserved  
 cargar to load  
 cerrar to close, shut  
 la cocina cuisine, cooking  
 conocer to know (a person /a place)  
 el cultivo crop  
 entero/a entire, whole  
 gruñón/oña grumpy  
 ir de paseo to go for a walk  
 la mina mine  
 el monasterio monastery  
 el monte hill, mountain  
 la oveja sheep  
 Pintoresco picturesque  
 recomendar to recommend  
 el recuerdo memory, reminder, souvenir  
 la refinera (de petróleo) (oil) refinery  
 la sombrilla sunshade, parasol  
 el taller workshop  
 tranquilo/a peaceful  
 la vaca cow  
 el valle valley  
 el/la visitante visitor

**8.2H Describiendo tu región**

acostumbrado/a accustomed to, used (adj) to  
 la barca pesquera fishing boat  
 casero/a home-made  
 la cita amorosa date (with someone)  
 el clima climate

**8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?**

aburrirse to get bored  
 acabar de (+ infinitive) to have just (done something)  
 broncearse to get a tan  
 coger to catch, to take  
 el crucero cruise  
 descansar to rest  
 el esquí acuático water skiing  
 extranjero/a foreign  
 el extranjero (en el \_\_, abroad al \_\_)  
 Francia France  
 genial brilliant, great  
 Grecia Greece  
 la insolación sunstroke  
 la isla island  
 las Islas Canarias Canary Islands  
 a mediados de in the middle of (time)  
 el Mediterráneo Mediterranean  
 ocupado/a busy, engaged  
 el oro gold  
 la plata silver  
 regresar to return  
 relajarse to relax  
 la sombrilla sunshade, parasol  
 el vestuario changing room, cloakroom  
 la vida nocturna night life  
 volver to return  
 el vuelo flight  
 colocar to place, to put  
 la empresa company, firm  
 la época era, age, time



Key Verbs				
Quedarse To stay	To go	To summer holiday	Hacer – to do/make	Volar _____
Me quedo _____	Voy I go	_____ I summer holiday	Hago _____	_____ I fly
Te _____ You stay	Vas _____	Veraneas _____	_____ - You do	Vuelas _____
_____ queda He/she/it stays	_____ s/he goes	He/she summer hol	Hace s/he does	Vuela He/she/ it flies
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	_____ We do	_____ We fly
Se _____ They stay	_____ They go	_____ They summer hol	Hacen They do	_____ They fly

<b>What we are learning this term:</b>
A. Talking about travelling to holiday destinations B. Talking about the weather C. Talking about holiday accommodation D. Talking about the regions of Spain E. Understanding tourist leaflets and websites
<b>6 Key Words for this term</b>
1. alojarse 2. veranear 3. la pensión
4. vacaciones 5. un folleto 6. el AVE

<b>8.1F ¿Dónde te alojas?</b>
el abrebotellas _____ _____ tin-opener
el aeropuerto _____ _____ on the right
a la izquierda _____ el albergue juvenil _____ Alojarse _____ _____ swimming costume
la cama de matrimonio _____ camping campsite, camping la estación de servicio _____ la estrella _____ _____ awful, terrible
el folleto _____ la gasolina (sin plomo) _____ el guía / la guía _____ la guía _____ (doble/ (double/single) room individual) la llave _____ to get wet
la oficina de turismo _____ el papel higiénico _____ _____ state-owned hotel (in Spain) el pasaporte _____ _____ boarding house, B & B ponerse en camino _____ _____ unfortunately
la recepción _____ _____ reservation
el saco de dormir _____ los servicios _____ la tarjeta de embarque _____ la tienda (de campaña) _____ la taquilla ticket _____

<b>8.2F Un folleto turístico</b>
abrir to _____ _____ open _____ quiet, reserved
cargar _____ _____ to close, shut _____ cuisine, cooking _____ to know (a person /a place)
el cultivo _____ _____ entire, whole
gruñón/oña _____ _____ to go for a walk
la mina _____ _____ monastery
el monte _____ _____ sheep
pintoresco _____ _____ to recommend _____ memory, reminder, souvenir _____ (de petróleo) (oil) refinery _____ sunshade, parasol
el taller _____ tranquilo/a _____ _____ cow _____ valley
el/la visitante _____

<b>8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?</b>
aburrirse _____ _____ (+ infinitive) to have just (done something) broncearse _____ _____ to catch, to take _____ cruise
descansar _____ el esquí acuático _____ _____ foreign
el extranjero (en el ____, abroad al __)
Francia _____ _____ brilliant, great
Grecia _____ la insolación _____ _____ island
las Islas Canarias _____ a mediados de _____ _____ Mediterranean _____ busy, engaged
el oro _____ la plata _____ _____ to return
relajarse _____ _____ sunshade, parasol _____ changing room, cloakroom
la vida nocturna _____ volver _____ el vuelo _____ colocar to place, _____ la empresa _____ la época _____

<b>8.1G ¡Me voy de vacaciones!</b>
el aire acondicionado _____ el andén _____ el asiento _____ el autocar _____ el AVE (tren de alta velocidad) _____ _____ plane _____ cheap _____ boat _____ bike, bicycle _____ car _____ left-luggage office _____ cruise
desde luego _____ echar de menos _____ _____ Scotland _____ narrow _____ luggage _____ railway
el invierno _____ la maleta _____ _____ underground _____ non smoking
el otoño _____ _____ spring la sala de espera _____ _____ South America _____ tram
las vacaciones _____ _____ summer
viajar _____ el viaje _____

<b>8.2G ¿En qué región vives?</b>
_____ unemployment _____ entertainment _____ crowded
nacer _____ Nací _____ _____ he/she was born
el país _____ pescar _____ _____ river
la sierra _____ _____ so much, so many

<b>8.2H Describiendo tu región</b>
_____ accustomed to, used (adj) to la barca pesquera _____ _____ home-made _____ date (with someone) _____ climate

**17. Business Aims & Objectives****Businesspeople like to use the term SMART objectives**

Which Objective?	Explanation of Objective
<b>Specific</b>	Businesses set very specific targets that are very clear and to the point
<b>Measurable</b>	Businesses set measurable targets that can be measured. For example: Business set themselves specific sales targets over a set period.
<b>Achievable</b>	Businesses set realistic targets that are ambitious yet achievable.
<b>Realistic</b>	Businesses set realistic targets that will motivate employees at the same time they will be achievable
<b>Time- Bound</b>	Businesses set their targets over a <u>period of time</u> as this creates a sense of excitement and urgency.

**18. Aims and Objectives in Business****Businesses have both financial and non-financial aims**

Type of Objectives	Explanation
<b>Financial Objectives</b>	Profit. Sales. Market Share. Reduce costs.
<b>Non-Financial Objectives</b>	Social objectives. Independence. Control.

**19. Business Revenue, Costs & Profits**

Term	Definition
<b>Fixed Costs</b>	Costs that don't vary just because output varies for example 'rent'.
<b>Profit (gross/net)</b>	The difference between revenue and total costs; if the figure is negative the business is making a loss
<b>Revenue</b>	The total value of the sales made within a set period, such as a month.
<b>Total Costs</b>	All the costs for a set period, such as a month
<b>Variable Costs</b>	Costs that vary as output varies such as raw materials

**20. Business Revenue, Costs & Profits**

Term	Formulae
<b>Sales Revenue</b>	<b>Price x Quantity Sold</b>
<b>Total Costs</b>	<b>Variable costs + Fixed Costs</b>
<b>(Gross) Profit</b>	<b>Total Revenue – Total Costs</b>

**21. Breaking Even**

Term	Definition
<b>Break - Even</b>	The level of sales at which total costs are equal to total revenue. At this point the business is making neither a profit nor a loss.
<b>Break-even Chart</b>	A graph showing a company's revenue and total costs at all possible levels of output
<b>Margin of Safety</b>	The amount by which demand can fall before the business starts making losses

**22. The Importance of Cash**

Question	Answer
<b>Why does Cash matter to a Business?</b>	Cash matters because, without it, bills go unpaid and a business can fail. If you have no cash, you can't pay suppliers or employees.
<b>Why is cash important to a business?</b>	Cash is required to pay suppliers, employees or other costs. Typical overheads include: <b>Salaries/ Rent and Rates/ Utilities and Bills</b>
<b>What is the difference between cash and profit?</b>	Cash flow shows the immediate impact of a transaction on a company's bank account; profit shows the longer-term impact after costs have been taken into account.

**23. The Importance of Cash (definitions)**

Term	Definition
<b>Cash</b>	The money the firm holds in notes and coins, and in its bank accounts
<b>Cash Flows</b>	The movement of money into and out of the firm's bank account.
<b>Insolvency</b>	When a business lacks the ability to pay its debts
<b>Overdraft</b>	A short-term form of credit. A bank will allow a business to spend more money than it actually has.
<b>Overdraft Facility</b>	An agreed maximum level of overdraft

**25. Short Term Sources of Finance**

Term	Definition
<b>Bank Overdraft</b>	If a company requires some short term finance they can negotiate to extend their overdraft facility with the bank
<b>Trade Credit</b>	When a supplier provides goods without immediate payment – This gives the business time to sell products in order to pay off the debt.

**24. Cash Flow Forecasts**

**Cash flow forecasting means predicting the future flows of cash into and out of a Business.**

Successful cash flow forecasts require:

- Accurate prediction of monthly sales
- Accurate predictions of when customers will pay for the goods they have bought
- Careful allowance of operating costs and the timing of payments
- Careful allowance for **in flows** and **outflows** of cash

Key Term	Definition
<b>Opening Balance</b>	The amount of cash in the bank at the start of the month
<b>Net Cash Flow</b>	Cash inflow minus cash outflow over the course of a month
<b>Negative Cash Flow</b>	When cash outflows are greater than cash inflows
<b>Closing Balance</b>	The amount of cash left in the bank at the end of the month

**26. Long Term Sources of Finance**

Term	Definition
<b>Crowdfunding</b>	Raising Capital online from many small investors (but not through the stock market).
<b>Share Capital</b>	Raising finance by selling a share of the business, Shareholders have the right to question the directors and take profit out the firm.
<b>Venture Capital</b>	A combination of share capital and loan capital, provided by an investor.
<b>Retained Profit</b>	Profit kept within the Business that is used for business growth.

**17. Business Aims & Objectives****Businesspeople like to use the term SMART objectives**

Which Objective? Explanation of Objective

**Specific****Measurable****Achievable****Realistic****Time- Bound****19. Business Revenue, Costs & Profits**

Term

Definition

**Fixed Costs****Profit  
(gross/net)****Revenue****Total Costs****Variable Costs****20. Business Revenue, Costs & Profits**

Term

Formulae

**Sales Revenue****Total Costs****(Gross) Profit****18. Aims and Objectives in Business****Businesses have both financial and non-financial aims**

Type of Objectives

Explanation

**Financial  
Objectives****Non-Financial  
Objectives****21. Breaking Even**

Term

Definition

**Break - Even****Break-even Chart****Margin of Safety**

### 22. The Importance of Cash

Question	Answer
Why does Cash matter to a Business?	
Why is cash important to a business?	
What is the difference between cash and profit?	

### 24. Cash Flow Forecasts

Cash flow forecasting means predicting the future flows of cash into and out of a Business.

Key Term	Definition
Opening Balance	
Net Cash Flow	
Negative Cash Flow	
Closing Balance	

### 23. The Importance of Cash (definitions)

Term	Definition
Cash	
Cash Flows	
Insolvency	
Overdraft	
Overdraft Facility	

### 26. Long Term Sources of Finance

Term	Definition
Crowdfunding	
Share Capital	
Venture Capital	
Retained Profit	

### 25. Short Term Sources of Finance

Bank Overdraft	
Trade Credit	

**What we are learning this term:**

- A. Oil pastels
- B. Artist research
- C. Mono-printing
- D. Trace Layering
- E. Lino Print
- F. Charcoal

**6 Key Words for this term**

- |              |            |
|--------------|------------|
| 1 Observe    | 4 Blending |
| 2 Construct  | 5 scoring  |
| 3 Proportion | 6 accuracy |

**A. What are three different ways to use charcoal?**




**B. What is analysis?**

What makes a good quality photograph?

**B. How do you separate an image to respond to the work of Keith Vaughan?**

- 1
- 2
- 3

**C. Describe the process of creating a lino print – How does this differ from a monoprint?**

Lino Print:

- 1
- 2
- 3

Monoprint

- 1
- 2
- 3

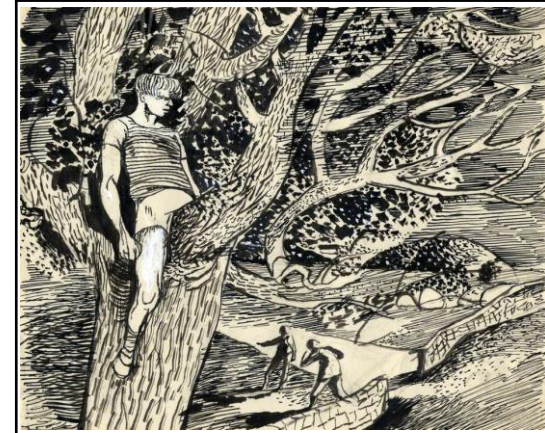
**G. Describe the framework we use when we annotate a piece of work we have made**

*Describe*

*Evaluate*

*Reflect*

*Analyse*



**Describe**

**What did you do?**

I created.....  
I have worked on.....  
I have made.....

**What did you use?**

I have used the following materials.....  
I created this by using.....

**Analyse**

**How does this process compare with the last item you made?**

This process differs from the last technique I used, because.....

**What did you think about working with this material?**

I have enjoyed working with this material because.....  
I have struggled working with this material because.....

**Evaluate**

**What was the benefit of working in this way?**

This material was good to work with, because.....  
This material was hard to work with, because.....

**How could this way of working be improved?**

Working with..... could be improved by.....

**What was difficult about the task?**

The most difficult aspect of this task was.....  
The process I found most difficult was.....

**Reflect**

**Would you use this technique again?**

I could use this technique again because.....  
I would use this material again because.....

**How would you use the materials differently?**

I would like to try using..... in a different way because.....  
This technique would work well if used.....

**How could you adapt this technique to fit in with other materials you have used?**

I would like to try using this technique, in the same way I used.....  
I would like to try using this technique, in the same way I used.....



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Macronutrients, fibre and water

### Macronutrients

Macronutrients provide energy. The macronutrients are:

- carbohydrate;
- protein;
- fat.

Macronutrients are measured in grams (g).

### Alcohol

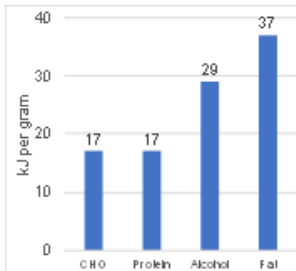
Alcohol is not considered a nutrient, but is a source of energy in the diet.

The government recommends no more than 14 units of alcohol per week for both men and women.

### Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).
- Different macronutrients, and alcohol, provide different amounts of energy.

	Energy per gram
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)



### Protein

- Made up of building blocks called amino acids.
- There are 20 amino acids found in protein.
- Eight amino acids have to be provided by the diet (called essential amino acids).

The essential amino acids are isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan and valine.

In young children, additional amino acids, e.g. histidine and tyrosine, are sometimes considered to be essential (or 'conditionally essential') because they may be unable to make enough to meet their needs.

### Recommendations

- 0.75g/kg bodyweight/day in adults.

Sources:

**Animal sources:** meat; poultry; fish; eggs; milk; dairy food.

**Plant sources:** soya; nuts; seeds; pulses, e.g. beans, lentils; mycoprotein.

### Protein complementation

Different food contains different amounts and combinations of amino acids.

Vegans and vegetarians can get all the amino acids they need by combining different protein types at the same meal. This is known as protein complementation.

Examples are:

- rice and peas;
- beans on toast;
- hummus and pitta bread;
- bean chilli served with rice.

### Carbohydrate

All types of carbohydrate are compounds of carbon, hydrogen and oxygen. They can be divided into three main groups according to the size of the molecule.

These three types are:

- monosaccharides (e.g. glucose);
- disaccharides (e.g. lactose);
- polysaccharide (e.g. sucrose).

The two types main of carbohydrate that provide dietary energy are starch and sugars. Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods - we should be choosing wholegrain versions of starchy foods where possible.

### Recommendations

- Total carbohydrate - around 50% of daily food energy.
- Free sugars include all sugars added to foods plus sugars naturally present in honey, syrups and unsweetened fruit juice (<5% daily food energy).
- Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine (30g/day for adults).

### Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.

Dietary fibre helps to:

- reduce the risk of heart disease, diabetes and some cancers;
- help weight control;
- bulk up stools;
- prevent constipation;
- improve gut health.

### Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

Fats can be saturated, when they have no double bonds, monounsaturated, when they have one double bond, or polyunsaturated, when they have more than one double bond.

### Recommendations

- <35% energy, Saturated fat <11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

Sources:

**Saturated fat:** fatty cuts of meat; skin of poultry; butter; hard cheese; biscuits, cakes and pastries; chocolate.  
**Monounsaturated fat:** edible oils especially olive oil; avocados; nuts.  
**Polyunsaturated fatty acids:** edible oils especially sunflower oil; seeds; margarine; spreadable fats made from vegetable oils and oily fish.

**Dietary reference values (DRVs)** are a series of estimates of the energy and nutritional requirements of different groups of healthy people in the UK population. They are not recommendations or goals for individuals.

**Reference Intakes** are guidelines for the maximum amount of energy (calories), fat, saturated fat, sugars and salt consumed in a day (based on a healthy adult female).

### Key terms

**Dietary reference values:** Estimated dietary requirements for particular groups of the population.

**Essential amino acids:** 8 of the different amino acids found in proteins from plants and animals that have to be provided by the diet.

**Macronutrients:** Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.

**Protein complementation:** combining different protein types at the same meal to ensure all EAAs are ingested.

**Reference Intakes:** Guidelines for the maximum amount of nutrients consumed.

### Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

20% of water is provided by food such as soups, yogurts, fruit and vegetables.

The other 80% is provided by drinks such as water, milk and juice.

Drinking too much water can lead to 'water intoxication' with potentially life-threatening hyponatraemia.

This is caused when the concentration of sodium in the blood gets too low.

## Micronutrients

**Micronutrients** are needed in the body in tiny amounts. They do not provide energy, but are required for a number of important processes in the body.

There are two main groups of micronutrients:

- vitamins;
- minerals and trace elements.

Micronutrients are measured in milligrams (mg) and micrograms ( $\mu\text{g}$ ) with  $1\text{mg} = 0.001\text{g}$  and  $1\mu\text{g} = 0.001\text{mg}$ .

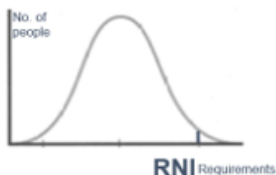
**Micronutrient recommendations**  
People have different requirements for each micronutrient, according to their:

- age;
- gender;
- physiological state (e.g. pregnancy).

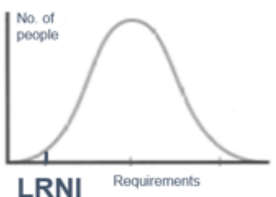


### Micronutrient recommendations

The recommendations for vitamins and minerals are based on the **Reference Nutrient Intake (RNI)**.



When looking at low intakes of micronutrients, the **Lower Reference Nutrient Intake (LRNI)** is used.



For more information, go to: <https://bit.ly/36KUn1j>

### Vitamins

Vitamins are nutrients required by the body in small amounts, for a variety of essential processes.

Most vitamins cannot be made by the body, so need to be provided in the diet.

Vitamins are grouped into:

- fat-soluble vitamins (vitamins A, D, E and K);
- water-soluble vitamins (B vitamins and vitamin C).

### Minerals

Minerals are inorganic substances required by the body in small amounts for a variety of different functions.

The body requires different amounts for each mineral.

Some minerals are required in larger amounts, while others are needed in very small amounts and are called 'trace elements'.

### Vitamins

Nutrient	Function	Sources
<b>Vitamin A</b>	Helps the immune system to work as it should and with vision.	Liver, cheese, eggs, dark green leafy vegetables and orange-coloured fruits and vegetables.
<b>B vitamins</b>	<b>Thiamin</b> , riboflavin, niacin, folate, and vitamin B12 have a range of functions within the body.	Different for each B Vitamin.
<b>Vitamin C</b>	Helps to protect cells from damage and with the formation of collagen.	Fruit (especially citrus fruits), green vegetables, peppers and tomatoes.
<b>Vitamin D</b>	Helps the body to absorb calcium & helps to keep bones strong.	Oily fish, eggs, fortified breakfast cereals and fat spreads.
<b>Vitamin E</b>	Helps to protect the cells in our bodies against damage.	Vegetable and seed oils, nuts and seeds, avocados and olives.
<b>Vitamin K</b>	Needed for the normal clotting of blood and is required for normal bone structure.	Green vegetables and some oils (rapeseed, olive and soya oil).

### Minerals

Nutrient	Function	Sources
<b>Calcium</b>	Helps to build and maintain strong bones and teeth.	Dairy, calcium-fortified dairy-alternatives, canned fish (where soft bones are eaten) and bread.
<b>Iron</b>	Helps to make red blood cells, which carry oxygen around the body.	Offal, red meat, beans, pulses, nuts and seeds, fish, quinoa, wholemeal bread and dried fruit.
<b>Phosphorus</b>	Helps to build strong bones and teeth and helps to release energy from food.	Red meat, poultry, fish, milk, cheese, yogurt, eggs, bread and wholegrains.
<b>Sodium</b>	Helps regulate the water content in the body.	Very small amounts found in foods. Often added as salt.
<b>Fluoride</b>	Helps with the formation of strong teeth and reduce the risk of tooth decay.	Tap water, tea (and toothpaste).
<b>Potassium</b>	Helps regulate the water content in the body and maintain a normal blood pressure.	Some fruit and vegetables, dried fruit, poultry, red meat, fish, milk and wholegrain breakfast cereals.
<b>Iodine</b>	Helps to make thyroid hormones. It also helps the brain to function normally.	Milk, yogurt, cheese, fish, shellfish and eggs.

### Key terms

**Micronutrients:** Nutrients needed in the diet in very small amounts.

**Lower Reference Nutrient Intake (LRNI):** is the amount of a nutrient that is enough for only the small number of people who have low requirements (2.5%). The majority of people need more.

**Reference Nutrient Intake (RNI):** the amount of a nutrient that is enough to ensure that the needs of nearly all the group (97.5%) are being met. The RNI is used for recommendations on protein, vitamins and minerals.

### Vitamin D

Vitamin D is a pro-hormone in the body. It can be obtained in two forms:

- ergocalciferol (vitamin D<sub>2</sub>);
- cholecalciferol (vitamin D<sub>3</sub>).

Vitamin D<sub>3</sub> is also formed by the action of sunlight. Different to most vitamins, the main source of vitamin D is synthesis in the skin following exposure to sunlight. The wavelength of UVB during the winter months in the UK does not support vitamin D synthesis.



### Frayer Model Key Words

<b>Protein</b>	A macronutrient that is essential to building muscle mass.
<b>Fat</b>	A macronutrient which supplies the body with energy.
<b>Carbohydrates</b>	A macronutrient that is required by all animals. It is made in plants by the process of photosynthesis.
<b>Vitamin</b>	Vitamins are split into two categories, water soluble and fat soluble. Fat soluble vitamins (A, D, E, and K) dissolve in fat. Water soluble vitamins (the B group and vitamin C) dissolve in water.
<b>Nutritional</b>	Providing or obtaining the food necessary for health and growth.
<b>Energy</b>	The strength and vitality required for sustained physical or mental activity.



# QUIZ

### Macronutrients

Macronutrients provide energy. The macronutrients are:

- .
- .
- .

Macronutrients are measured in..... ( ).

**Micronutrients** are needed in the body in .....amounts. They do not provide....., but are required for a number of important.....in the body.

There are two main groups of micronutrients:

- .
- .

Micronutrients are measured in ..... (mg) and ..... (µg) with 1mg = 0.001g and 1µg = 0.001mg.

### Key terms

**Dietary reference values:**

**Essential amino acids:**

**Macronutrients:**

**Protein complementation:**

**Reference Intakes:**

### Protein

Made up of building blocks called .....

There are ..... amino acids found in protein. Eight amino acids have to be provided by the diet (called..... amino acids).

Sources:

**Animal sources:**

**Plant sources:**

### Vitamins

Vitamins are nutrients required by the body in small amounts, for a variety of essential processes.

Most vitamins cannot be made by the body, so need to be provided in the diet.

Vitamins are grouped into:

-

-

### Protein complementation

Different food...

Vegans and vegetarians can get all the amino acids they need by combining different protein types at the same meal. This is known as protein complementation.

Examples are:

- .
- .
- .
- .
- .

### Carbohydrate

All types of carbohydrate are compounds of carbon, hydrogen and oxygen. They can be divided into three main groups according to the size of the molecule.

These three types are:

- 
- 
- 

The two types main of carbohydrate that provide dietary energy are starch and sugars. Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods –

### Recommendations

- Total carbohydrate – around.....of daily food energy.
- Free sugars include .....plus sugars naturally present in honey, syrups and unsweetened fruit juice (<5% daily food energy).
- Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine (30g/day for adults).

### Key terms

**Micronutrients:**

.

**Lower Reference Nutrient Intake (LRNI):**

**Reference Nutrient Intake (RNI):**

### Fat

Sources of fat include: saturated fat; monounsaturated fat; polyunsaturated fat.

Fats can be saturated, when they have no double bonds, monounsaturated, when they have one double bond, or polyunsaturated, when they have more than one double bond.

### Recommendations

<35% energy, Saturated fat <11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

**Sources:**



**What we are learning this term:**

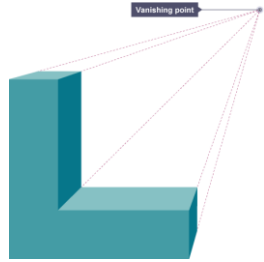
- A. One-Point Perspective
- B. Two-point Perspective
- C. Isometric Drawing
- D. Exploded Drawing
- E. Oblique Drawing
- F. CAD
- G. Orthographic Drawing

**Design Strategies Introduction.**

Design strategies are used to create technical drawings, to show an object in 3D on a 2D page. Perspective drawings show an object getting smaller in the distance. The rest are done to scale.

**A. One-point Perspective Drawing**

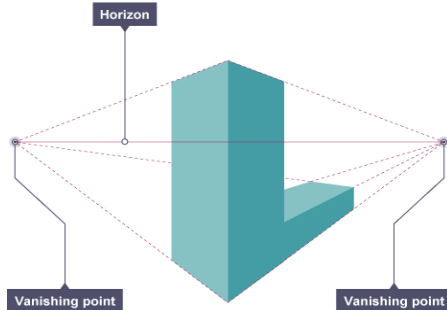
Single-point perspective shows an object from the front in a realistic way. The front view goes back towards a vanishing point on the horizon.



Commonly used by interior designers to show a view into a room.

**B. Two-point Perspective Drawing**

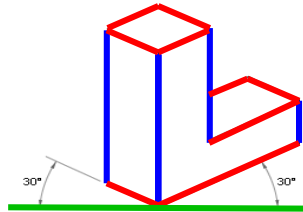
Two-point perspective shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.



Commonly used by architects to show realistic building ideas.

**C. Isometric Technical Drawing**

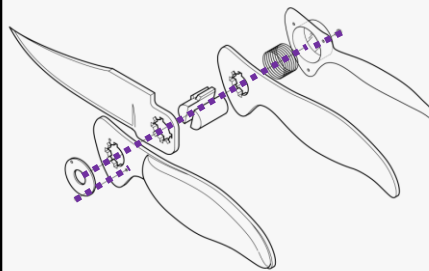
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



Used by architects and engineers to communicate their ideas to the client and manufacturer.

**D. Exploded Technical Drawing**

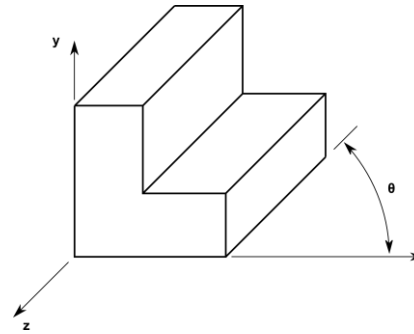
Exploded technical drawing is an Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

**E. Oblique Technical Drawing**

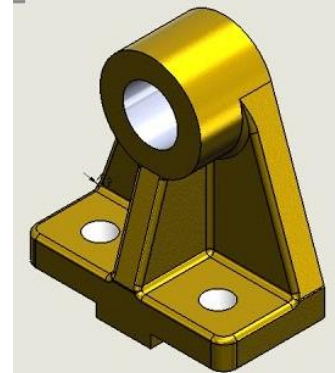
Consists of an object where the front view is drawn flat with height and width of the object drawn to the correct lengths. Diagonal lines are drawn at 45-degrees.



Commonly used by engineers for drafting ideas.

**F. CAD (Computer Aided Design)**

This is designing using a computer using a software such as 2D Design or Solidworks.



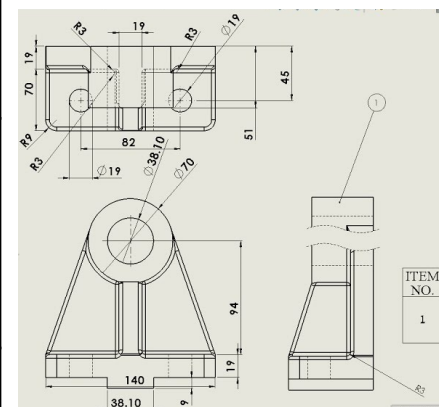
Commonly used to model, test and develop an idea before manufacture.

**G. Orthographic Projection – 2D NOT 3D Drawing Strategy!**

This shows 2D views of a 3D object from different angles – front, plan and end. Lines are dimensions have specific meaning to avoid confusion.

- Object Line
- - - Hidden Line
- · - · - Center Line
- Dimension Line
- Construction Line

Commonly used in industry to help the manufacturer understand the design.







What we are learning this term:

- A. One-Point Perspective
- B. Two-point Perspective
- C. Isometric Drawing
- D. Exploded Drawing
- E. Oblique Drawing
- F. CAD
- G. Orthographic Drawing

Design Strategies Introduction.

Design strategies are used to create technical drawings, to show an object in 3D on a 2D page. Perspective drawings show an object getting smaller in the distance. The rest are done to scale.

**A. One-point Perspective Drawing**

Commonly used by interior designers to show a view into a room.

**C. Isometric Technical Drawing**

Used by architects and engineers to communicate their ideas to the client and manufacturer.

**E. Oblique Technical Drawing**

Commonly used by engineers for drafting ideas.

**F. CAD (Computer Aided Design)**

Commonly used to model, test and develop an idea before manufacture.

**B. Two-point Perspective Drawing**

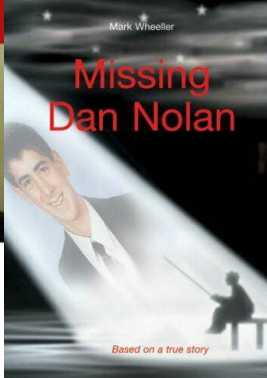
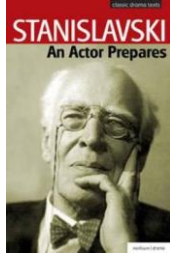
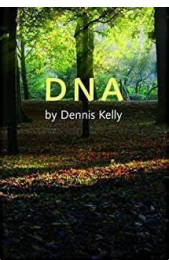
Commonly used by architects to show realistic building ideas.

**D. Exploded Technical Drawing**

All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

**G. Orthographic Projection – 2D NOT 3D Drawing Strategy!**

Commonly used in industry to help the manufacturer understand the design.



What we are learning this term:	
A.	Understanding professional works
B.	What is a professional work
C.	What is a practitioner
D.	How do we analyse a performance
E.	What are physical skills
F.	What are interpretive skills
G.	Three different performance styles / genres

G.	Key learning aims from Component 1
<p><i>Learning aim A: Examine professional practitioners' performance work</i></p>	<p><b>A1: Professional practitioners' performance material, influences, creative outcomes and purpose</b> Examine live and recorded performances in order to develop understanding of practitioners' work with reference to influences, outcomes and purpose. Focus on thematic interpretation of particular issues and how artists communicate their ideas to an audience. How do the different roles and responsibilities in theatre collaborate to produce shows?</p>
<p><i>Learning aim B: Explore the interrelationships between constituent features of existing performance material</i></p>	<p>Processes used in performance</p> <ul style="list-style-type: none"> <li>● Responding to stimuli to generate ideas for performance material.</li> <li>● Exploring and developing ideas to develop material.</li> <li>● Discussion with performers.</li> <li>● Setting tasks for performers.</li> <li>● Sharing ideas and intentions.</li> <li>● Providing notes and/or feedback on improvements.</li> </ul>

E.	Keywords
Practitioners	A professional theatre maker who creates in a specific style led by a specific theatre ideology.
Performance material	The practical work that a practitioner creates for performance.
Creative Intentions	The ideas behind the choreography, why the choreographer choose to create the work.
Review	Look over your current work and the work of others and be able to review and comment on your own and others practice
Analyse/ Evaluate	Watch and then analyse your own performance and the work of others and giving comments and judgements on what you see
Influences	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
Physical skills	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.

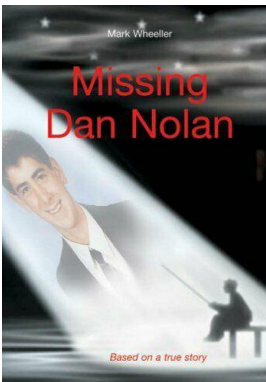
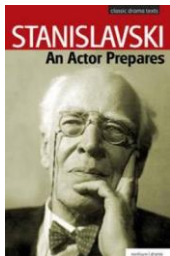
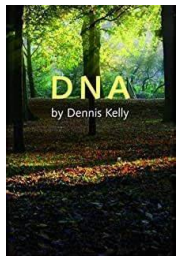
A.	Component 1 – Key focus
<p>In this component, you will develop your understanding of drama by examining the work of the practitioners: Stanislavski, Splendid Productions and Mark Wheeler. The practitioners cover the genres: Naturalism, Epic Theatre and physical visual storytelling. You will explore the processes used to create performance by working through the processes yourselves. At the same time you will research the job roles and responsibilities within the industry that enable shows to happen.</p> <p>You will experience a range of work across the discipline of drama by viewing recorded and/or live work. We will aim to go to live shows in Bristol, London and the surrounding area in order to absorb as many different styles as possible. While this is primarily a theoretical study of the performing arts practical investigations, students will be working at developing practical skills through workshops and links with Component 2 Developing Skills and Techniques in the Performing Arts, to engage in primary exploration of specific repertoire.</p>	

A.	Key question – What is the artistic purpose of a performance work?
<p>When watching a professional performance, the key questions you need to think about are the following... How do we Explore artistic purpose? Explore artistic purpose (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> <li>to educate</li> <li>to inform</li> <li>to entertain</li> <li>to provoke</li> <li>to challenge viewpoints</li> <li>to raise awareness</li> <li>to celebrate.</li> </ul>	



C.	Key question from Assessment objectives
<ol style="list-style-type: none"> <li>1. What are physical skills</li> <li>2. What are interpretive skills</li> <li>3. How do we use these skills practically?</li> <li>4. How do we IMPROVE on these skills?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a professional work</li> <li>2. What is a practitioner</li> <li>3. How do we analyse a performance</li> <li>4. What are a practitioner's creative intentions</li> </ol>





**What we are learning this term:**

- A. Understanding professional works
- B. What is a professional work
- C. What is a practitioner
- D. How do we analyse a performance
- E. What are physical skills
- F. What are interpretive skills
- G. Different performance styles / genres

**G. Key learning aims from Component 1**

<p><i>Learning aim A: Examine professional practitioners' performance work</i></p>	<p><b>A1: Professional practitioners' performance material, influences, creative outcomes and purpose</b> Examine live and recorded performances in order to develop understanding of practitioners' work with reference to influences, outcomes and purpose. Focus on thematic interpretation of particular issues and how artists communicate their ideas to an audience. How do the different roles and responsibilities in theatre collaborate to produce shows?</p>
<p><i>Learning aim B: Explore the interrelationships between constituent features of existing performance material</i></p>	<p>Processes used in performance</p> <ul style="list-style-type: none"> <li>● Responding to stimuli to generate ideas for performance material.</li> <li>● Exploring and developing ideas to develop material.</li> <li>● Discussion with performers.</li> <li>● Setting tasks for performers.</li> <li>● Sharing ideas and intentions.</li> <li>● Providing notes and/or feedback on improvements.</li> </ul>

<b>E.</b>	<b>Keywords</b>
Practitioners	
Performance material	
Creative Intentions	
Review	
Analyse/ Evaluate	
Influences	
Physical skills	

<b>A.</b>	<b>Key question – What is the artistic purpose of a performance work?</b>
<p>When watching a professional performance, the key questions you need to think about are the following...</p> <p>How do we Explore artistic purpose? Explore artistic purpose (across all three disciplines/styles) including:</p>	



**A. Component 1 – Key focus**

In this component, you will develop your understanding of drama by examining the work of different practitioners: Stanislavski, Splendid Productions and Missing Dan Nolan. The practitioners cover the genres: Naturalism, Epic Theatre and physical visual storytelling. You will explore the processes used to create performance by working through the processes yourselves. At the same time you will research the job roles and responsibilities within the industry that enable shows to happen.

You will experience a range of work across the discipline of drama by viewing recorded and/or live work. We will aim to go to live shows in Bristol, London and the surrounding area in order to absorb as many different styles as possible. While this is primarily a theoretical study of the performing arts practical investigations, students will be working at developing practical skills through workshops and links with Component 2 Developing Skills and Techniques in the Performing Arts, to engage in primary exploration of specific repertoire.

**C. Key question from Assessment objectives**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What are physical skills</li> <li>2. What are interpretive skills</li> <li>3. How do we use these skills practically?</li> <li>4. How do we IMPROVE on these skills?</li> </ol> | <ol style="list-style-type: none"> <li>1. What is a professional work</li> <li>2. What is a practitioner</li> <li>3. How do we analyse a performance</li> <li>4. What are a practitioner's creative intentions</li> </ol> |
|---|---|






What we are learning this term:	
A.	How media can increase exposure of minority sports
B.	How it provides an increase in promotional opportunities
C.	How it educates its audience
D.	How media increases income for sports
E.	How the media inspires people to participate
F.	How it provides competition between sports

A.	Key question from Assessment objectives?
Key word	Key definition
Minority sport	A sport that is not very popular
Promotional opportunities	The opportunity to promote a brand or business
Income	Money generated
Participation	Taking part in sport
Exposure	Greater publicity from the media
Media rights	The rights to share media
Investment	Money invested into projects/equipment
Role models	A person looked to by others as an example

A.	What sports are minority sports in the UK but maybe not in other parts in the world?
American football- USA Table tennis- China Badminton- Asia Ice Hockey- Canada	

Main assessment objectives	
Learning outcome: Understand the positive effects that media can have on sport	
C.	How might a club get more spectators?
	<ol style="list-style-type: none"> <li>Cheap tickets for children or older people</li> <li>Alternative formats of the game</li> </ol>
How may the media increase participation?	How might the media educate people?
<ol style="list-style-type: none"> <li>Success in Olympics</li> <li>When certain sports are on- Wimbledon</li> <li>Creation of positive role models</li> </ol> 	<ol style="list-style-type: none"> <li>Develop a better understanding about rules and tactics</li> </ol>

A.	Give 5 examples of minority sports in the UK
<ol style="list-style-type: none"> <li>Archery</li> <li>Squash</li> <li>Ultimate frisbee</li> <li>Lacrosse</li> <li>Water polo</li> </ol>	  

A.	How can clubs promote themselves through the media?
<ol style="list-style-type: none"> <li>Many clubs now have social media accounts</li> <li>Some football clubs have their own TV channels</li> <li>Increased interaction with fans.</li> </ol>	 

G.	How can an increased income improve a sport or club
Sport(3)	<ol style="list-style-type: none"> <li>Bigger prize money for tournaments</li> <li>More teams in tournaments</li> <li>Higher participation levels</li> </ol>
Club (4)	<ol style="list-style-type: none"> <li>Build new facilities</li> <li>Invest in new equipment</li> <li>Buy better players</li> <li>Employ more coaches/experts</li> </ol> 


Key information	
Sky sports channels	Skysports Golf Skysorts Cricket Skysports F1
Social media accounts	Real Madrid FC have 200+million followers on Twitter
Educating the audience	Through analysis in highlights
Increase income	Through media rights
Rises in participation	Cycling participation rises around the time of the Olympics
Positive role models	Usain Bolt Nicola Adams Mo Farah
Exposure of minority sports	Increased TV time. Highlights on BBC Sport
MNF	Monday night football provides key analysis to help educate people
Jargon Buster	ITV racing explain specific words related to horseracing
Ashes Zone	Give demonstrations on how to play shots properly and different bowling techniques
Golf swing analysis	Allows you to track your ball and analysis your swing
Serve Analysis	Gives a slow-motion analysis of how to serve effectively




What we are learning this term:	
A.	<i>How media can increase exposure of minority sports</i>
B.	<i>How it provides an increase in promotional opportunities</i>
C.	<i>How it educates its audience</i>
D.	<i>How media increases income for sports</i>
E.	<i>How the media inspires people to participate</i>
F.	<i>How it provides competition between sports</i>

A.	Key question from Assessment objectives?
	<b>Key definition</b>
	A sport that is not very popular
	The opportunity to promote a brand or business
	Money generated
	Taking part in sport
	Greater publicity from the media
	The rights to share media
	Money invested into projects/equipment
	A person looked to by others as an example

A.	What sports are minority sports in the UK but maybe not in other parts in the world?
	American football- USA Table tennis- China Badminton- Asia Ice Hockey- Canada






Main assessment objectives	
Learning outcome: Understand the positive effects that media can have on sport	
C.	How might a club get more spectators?
	<ol style="list-style-type: none"> <li>Cheap tickets for children or older people</li> <li>Alternative formats of the game</li> </ol>
How may the media increase participation?	How might the media educate people?
	

A.	Give 5 examples of minority sports in the UK
	<ol style="list-style-type: none"> <li>Archery</li> <li>Squash</li> <li>Ultimate frisbee</li> <li>Lacrosse</li> <li>Water polo</li> </ol>









A.	How can clubs promote themselves through the media?
	 

G.	How can an increased income improve a sport or club
Sport(3)	
Club (4)	

Key information	
	Skysports Golf Skysorts Cricket Skysports F1
	Real Madrid FC have 200+million followers on Twitter
	Through analysis in highlights
	Through media rights
	Cycling participation rises around the time of the Olympics
	Usain Bolt Nicola Adams Mo Farah
	Increased TV time. Highlights on BBC Sport
	Monday night football provides key analysis to help educate people
	ITV racing explain specific words related to horseracing
	Give demonstrations on how to play shots properly and different bowling techniques
	Allows you to track your ball and analysis your swing
	Gives a slow-motion analysis of how to serve effectively





What we are learning this term:	
A.	Key words
B.	What are the main life stages
C.	What are the 4 areas of growth and development (PIES)?
D.	How do Humans develop physically (P)?

A. Key words for this Unit	
Characteristics	Something that is typical of people at a particular life stage.
Life stages	Distinct phases of life that each person passes through.
Growth	Increased body size such as height, weight.
Development	Involves gaining new skills and abilities such as riding a bike.
Gross motor development (G)	Refers to the development of large muscles in the body e.g. Legs
Fine motor development (F)	Refers to the development of small muscles in the body e.g. Fingers
Language development	Think through and express ideas
Contentment	An emotional state when people feel happy in their environment, are cared for and well loved
Self-image	How individuals see themselves or how they think others see them
Self-esteem	How good or bad an individual feels about themselves and how much they value their abilities.
Informal relationships	Relationships formed between family members
Friendships	Relationships formed with people we meet in the home or in situations such as schools, work or clubs
Formal relationships	relationships formed with non-family/friends – such as teachers and doctors.
Intimate relationships	romantic relationships.

B	What are the main life stages?		C	What are the 4 areas of growth and development (PIES)?
Age Group	Life Stage	Developmental Characteristics and Progress	 Physical Development (P)  Intellectual Development (I)  Emotional Development (E)  Social Development (S)	P = growth patterns and changes in the mobility of the large and small muscles in the body that happen throughout life.  I = how people develop their thinking skills, memory and language.  E = how people develop their identity and cope with feelings.  S = describes how people develop friendships and relationships.
0-2 years	Infancy	Sill dependent on parents but growing quickly and developing physical skills.		
3-8 years	Early Childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships.		
9-18 years	Adolescence	Experiencing puberty, which bring physical and emotional changes.		
19-45 years	Early Adulthood	Leaving home, making own choices about a career and may start a family.		
46-65 years	Middle Adulthood	Having more time to travel and take up hobbies as children may be leaving home; beginning of the aging process.		
65+ years	Later Adulthood	The aging process continues, which may affect memory and mobility.		






D.	How do humans develop physically (P)?
<b>0-2</b>	<ul style="list-style-type: none"> <li>Gross Motor Development (G) = life head, roll over, sit unaided, walk holding onto something, walk unaided, climb stairs, kick and throw, walk upstairs, jump.</li> <li>Fine Motor Development (F) = hold a rattle for short time, reach for an item, pass item from one hand to other, hold between finger and thumb, scribble, build a tower, use a spoon, draw lines and circles, turn page of a book.</li> </ul>
<b>3-8</b>	<ul style="list-style-type: none"> <li>G = ride a tricycle, catch a ball with two hands, walk backwards and step to the side, bounce a ball, run on tiptoes, ride a bike, catch a ball with one hand, balance along a thin line.</li> <li>F = hold a crayon to make circles and lines, thread small beads, copy letters and shapes with a pencil, make detailed models with construction bricks, joined up writing, use a needle to sew.</li> </ul>
<b>9-18</b>	<ul style="list-style-type: none"> <li>Girls = puberty starts at 10-13 years, breasts grow, hips widen, menstruation begins, uterus and vagina grow.</li> <li>Boys = voice deepens, muscles and strength increase, erections, facial hair, produce sperm.</li> <li>Both = pubic and underarm hair, growth spurts.</li> </ul>
<b>19-45</b>	<ul style="list-style-type: none"> <li>Physically mature, sexual characteristics are fully formed, peak of physical fitness, full height, women at most fertile.</li> <li>Later in the life stage people may put on weight, hair turn grey and men may lose hair, women's menstrual cycle was slow down</li> </ul>
<b>46-65</b>	<ul style="list-style-type: none"> <li>People may put on weight, hair turn grey and men may lose hair, women's menstrual cycle was slow down.</li> <li>Women go through the menopause – when menstruation ends and they can no longer become pregnant.</li> <li>Men may continue to be fertile throughout life but decrease in sperm production in this life stage.</li> </ul>
<b>65+</b>	<ul style="list-style-type: none"> <li>Women's hair becomes thinner, men may lose most of their hair, skin loses elasticity and wrinkles appear, nails hard and brittle, bones weaken, higher risk of contracting infections disease and illness.</li> <li>Stamina, reaction time, muscle and senses (hearing, sight, taste) all reduce.</li> </ul>

What we are learning this term:	
A. Key words	
B. What are the main life stages	
C. What are the 4 areas of growth and development (PIES)?	
D. How do Humans develop physically (P)?	
A.	Key words for this Unit
Characteristics	
Life stages	
Growth	
Development	
Gross motor development ( <b>G</b> )	
Fine motor development ( <b>F</b> )	
Language development	
Contentment	
Self-image	
Self-esteem	
Informal relationships	
Friendships	
Formal relationships	
Intimate relationships	






B	What are the main life stages?		C	What are the 4 areas of growth and development (PIES)? Explain them.
Age Group	Life Stage	Developmental Characteristics and Progress		
0-2 years			Physical Development (P) 	
3-8 years				
9-18 years			Intellectual Development (I) 	
19-45 years			Emotional Development (E) 	
46-65 years				
65+ years			Social Development (S) 	

D.	<u>How do humans develop physically (P)?</u>
<b>0-2</b>	
<b>3-8</b>	
<b>9-18</b>	
<b>19-45</b>	
<b>46-65</b>	
<b>65+</b>	



What we are learning this term:		F. How do humans develop emotionally (E)?	
E. How do humans develop intellectually (I)? F. How do humans develop emotionally (E)? G. How do humans develop socially (S)?			
<b>E. How do humans develop intellectually (I)?</b>			
Infancy  	At birth brains are already well developed. Infants use all of their senses to learn about the world around them. Infancy is a time of rapid intellectual development. At 3 months infants can remember routines. At 9-12 months infants are developing their memory. At 12 months to 2 years infants understand processes and how things work. Language begins to develop during this stage.	<b><u>Bonding and Attachment</u></b> Bonding and attachment describe the emotional ties an individual forms with others. It starts in the first year of life between infants and their main carer because that person fulfils the infants needs which makes them feel safe and secure.	<b><u>Self-image and Self-esteem</u></b> Self-image is heightened during adolescence because of the physical changes we experience. Our self-esteem can change from day to day based on a variety of factors including employment and health status.
		<b><u>Security</u></b> For infants and young children, security is mainly the feeling of being cared for, being safe and loved – it is closely linked with attachment.	<b><u>Security</u></b> Adolescence may feel insecure because of puberty. Adults may feel insecure about relationships, job security of income. Later in life adults may feel insecure about staying in their own home or going into a care home. Feeling secure helps us cope better with everyday situations.
		<b><u>Contentment</u></b> Infants and young children are content if they have had enough food, love, are clean and dry and all other needs are met.	<b><u>Contentment</u></b> When people feel discontented with aspects of their life – for example, relationships or work – their emotions can be negatively affected.
Early childhood  	At 3-4 years of age children become more inquisitive and enjoy exploring objects and materials. They ask lots of questions and enjoy solving simple problems. At 5-6 years old children’s memory is becoming well developed. This helps them to talk about the past and anticipate the future.	<b><u>Independence</u></b> Independence is to care for yourself and make your own decisions. Infants are completely dependent on their carer. As children enter early childhood they develop more independence – feed self and get dressed. However, children still need a lot of help from their carer.	<b><u>Independence</u></b> Adolescence are dependent on their parents but are beginning to enjoy more independence and freedom to make their own choices. Adults enjoy living independently and controlling their own lifestyle and environment. Later in adulthood people become more dependent on others again.
		G. How do humans develop socially (S)?	
		Life Stage	Types of relationships and social development
Adolescence  		Infancy	<ul style="list-style-type: none"> <li>• Solitary Play - From birth to 2 years, infants tend to play alone although they like to be close to their parent or carer; they may be aware of other children but not play with them.</li> </ul>
		Early childhood	<ul style="list-style-type: none"> <li>• Parallel Play - From 2 to 3 years, children enjoy playing next to other children but are absorbed in their own game; they are not socialising or playing with other children.</li> <li>• Cooperative or social play – from 3 years upwards, children start to play with other children; they have developed social skills that help them to share and talk together; they often make up games together, such as being a shopkeeper and customer.</li> </ul>
Early and Middle Adulthood  		Adolescence	<ul style="list-style-type: none"> <li>• People become more independent and build more informal and formal relationships.</li> <li>• Social development closely linked to emotions.</li> <li>• Often strongly influenced by peers – ‘peer group pressure’.</li> </ul>
		Early adulthood	<ul style="list-style-type: none"> <li>• Increased independence means greater control of decisions about informal relationships.</li> <li>• People may be developing emotional and social ties with partners and their own children.</li> <li>• Social life often centred on the family but social skills are required to build and maintain formal relationships.</li> </ul>
Later adulthood  		Middle adulthood	<ul style="list-style-type: none"> <li>• Children have often left home, but there are likely to still be strong family relationships.</li> <li>• Social circles may expand through travel, spending more time on hobbies or joining new groups.</li> </ul>
		Later adulthood	<ul style="list-style-type: none"> <li>• Retired by this stage and so may enjoy more social time with family and friends or join new groups.</li> <li>• However, later in the life stage people may begin to feel isolated if they struggle to get out or if partners and friends pass away.</li> </ul>







<b>What we are learning this term:</b>		<b>F.</b> How do humans develop emotionally (E)? Explain each.	
E. How do humans develop intellectually (I)? F. How do humans develop emotionally (E)? G. How do humans develop socially (S)?		<b>Infancy and Early Childhood</b>	
<b>E.</b> <i>How do humans develop intellectually (I)?</i>		<b>Adolescence and adulthood</b>	
Infancy 		<b>Bonding and Attachment</b>	<b>Self-image and Self-esteem</b>
Early childhood 		<b>Security</b>	<b>Security</b>
Adolescence 		<b>Contentment</b>	<b>Contentment</b>
Early and Middle Adulthood 		<b>Independence</b>	<b>Independence</b>
Later adulthood 		<b>G.</b> How do humans develop socially (S)?	
		<b>Life Stage</b>	Types of relationships and social development
		Infancy	
		Early childhood	
		Adolescence	
		Early adulthood	
		Middle adulthood	
		Later adulthood	

What we are learning this term:	
H.	Key words
I.	How do physical factors affect development?
J.	How does lifestyle affect development?
K.	How do social and cultural factors affect development?
L.	How do relationships and isolation affect development?
M.	How do economic factors affect development?

H	Key words:
Genetic inheritance	Genes the person inherits from their parents
Genetic disorders	Health conditions that are passed on from parent to child through their genes. e.g. cystic fibrosis
Lifestyle Choices	Include the food you eat and how much exercise you do. They also include whether you smoke, drink alcohol or take illegal drugs.
Appearance	The way that someone or something looks
Factor	A circumstance, fact, or influence that contributes to a result
Gender role	The role and responsibilities determined by a person's gender.
Culture	ideas, customs, and social behaviour.
Role models	Someone a person admires and strives to be like.
Social Isolation	Lack of contact with other people
Material possessions	Things that are owned by an individual
Economic	To do with person's wealth and income.



I.	How do physical factors affect development?	
	Genetic Disorders	Disease and Illness
Physical Development	A person's physical build can affect physical abilities. Inherited diseases may affect strength and stamina needed to take part in exercise.	May affect the rate of growth in infancy and childhood. Could affect the process of puberty. Could cause tiredness and/or mobility problems. Could limit of prevent participation in physical activity.
Intellectual Development	Some genetically inherited diseases may result in missed schooling, or have a direct impact on learning – conditions such as Edward's syndrome impact learning.	School, college, university, work or training could be missed. Memory and concentration could be affected.
Emotional Development	Physical appearance affects how individuals see themselves (self-image), and how others respond to them impacts on their confidence and wellbeing.	May cause worry and/or stress. Individuals may develop negative self-esteem. Could lead to feelings of isolation.
Social Development	Physical characteristics or disease may affect opportunities or confidence in building friendships and becoming independent.	May cause difficulty in having opportunities to socialize with other and build wider relationships.

J.	How does lifestyle affect development?	
<b>Lifestyle choices</b> include; diet, exercise, alcohol, smoking, sexual relationships and illegal drugs, appearance.		
<b>Positive lifestyle choices lead to:</b> <ul style="list-style-type: none"> <li>• Healthy hair, skin, nails and teeth</li> <li>• Positive self-image</li> <li>• Energy and stamina</li> <li>• Good health</li> <li>• Emotional security</li> </ul> 		<b>Negative lifestyle choices lead to:</b> <ul style="list-style-type: none"> <li>• Being overweight or underweight</li> <li>• Lack of energy</li> <li>• Ill health</li> <li>• Negative self-image</li> <li>• Sexually transmitted diseases (STDs)</li> <li>• Unplanned pregnancy</li> </ul> 
Our <b>appearance</b> includes: body shape, facial features, hair and nails, personal hygiene and our clothing. Our appearance can affect the way we view ourselves- self-image		
<b>Positive self-image:</b> <ul style="list-style-type: none"> <li>• Feel good about yourself.</li> <li>• Healthy hair, skin, nails and teeth</li> <li>• Big social circle.</li> <li>• High self-esteem.</li> <li>• High self-confidence.</li> </ul> 		<b>Negative self-image</b> <ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Low self-confidence</li> <li>• Can lead to eating disorders e.g. anorexia</li> <li>• Can lead to anxiety or depression</li> <li>• Can lead to self-harm</li> <li>• Negative impact on building relationships- social circle decreases.</li> </ul> 

What we are learning this term:	
H.	Key words
I.	How do physical factors affect development?
J.	How does lifestyle affect development?
K.	How do social and cultural factors affect development?
L.	How do relationships and isolation affect development?
M.	How do economic factors affect development?

H	Key words:
Genetic inheritance	
Genetic disorders	
Lifestyle Choices	
Appearance	
Factor	
Gender role	
Culture	
Role models	
Social Isolation	
Material possessions	
Economic	

I.	How do physical factors affect development?	
	<u>Genetic Disorders</u>	<u>Disease and Illness</u>
Physical Development		
Intellectual Development		
Emotional Development		
Social Development		

J.	How does lifestyle affect development?	
Lifestyle choices include; diet, exercise, alcohol, smoking, sexual relationships and illegal drugs, appearance.		
<u>Positive lifestyle choices lead to:</u>		<u>Negative lifestyle choices lead to:</u>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Our <b>appearance</b> includes: body shape, facial features, hair and nails, personal hygiene and our clothing. Our appearance can affect the way we view ourselves- self-image		
<u>Positive self-image:</u>		<u>Negative self-image</u>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



**K How do social and cultural factors affect development**

Development can be influenced by the persons **culture or religion** because it affected their:

- **Values:** how they behave
- **Lifestyle choices:** diet, appearance

<p><u>Positive affects of a persons culture/religion:</u></p> <ul style="list-style-type: none"> <li>• A sense of security and belonging from sharing the same values and beliefs with others.</li> <li>• Good self-esteem through being accepted and valued by others</li> </ul>	<p><u>Negative affects of a persons culture/religion:</u></p> <ul style="list-style-type: none"> <li>• Feeing discriminated against by people who do not share their religion/culture which leads to low self-image</li> <li>• Feeing excluded and isolated because their needs like diet, are not catered for.</li> </ul>
---	--

**Community** refers to: local area where people live, school, religious group or hobby clubs. They have common values and goals.

<p><u>Belonging to a community:</u></p> <ul style="list-style-type: none"> <li>• Brings sense of belonging essential for emotional development.</li> <li>• Building and maintaining relationships- social development</li> <li>• Feeling of security.</li> <li>• Increases self-image and self-confidence</li> </ul>	<p><u>Not belonging to a community:</u></p> <ul style="list-style-type: none"> <li>• Minimal contact with others- isolation</li> <li>• Anxiety leading to depression</li> <li>• Making negative lifestyle choices</li> <li>• Feeling less secure</li> <li>• Difficulty in building relationships</li> <li>• Slow self-image and self-confidence</li> </ul>
--	--

Traditionally, men and women had distinctive responsibilities and expectations which for their gender called **gender roles**. However, nowadays UK equality legislation stops people being discriminated against because of their gender.

What happens when people face discrimination because of gender:

- They might be excluded from a group
- They may be refused promotion at work
- They may be expected to carry out a particular role
- They may be paid less.

**What we are learning this term:**

- K. How do social and cultural factors affect development?
- L. How do relationships and isolation affect development?
- M. How do economic factors affect development?

**L How do relationships and isolation affect development?**

1	In adolescence, young people often argue with parents because they want more independence- negative affect on family relationships- can lead to isolation from them.
2	In later life, older people might need to rely on their children for support. This then has a positive affect on their development because all their need are catered for.
3	Relationships are important because they provide emotional security, contentment and positive self- esteem.
4	The breakdown of personal relationships can have a negative effect on persons PIES development: Low self-esteem, loss of confidence, stress.
5	Isolation can happen when individuals do not have the opportunity of regular contact with others. They have no one to share their feelings, thoughts and worries with resulting in feeling insecure and anxious.
6	Isolation can happen because they live alone, are unemployed or retired, are discriminated against or have an illness or a disability.
7	People have role models- infants learn by copying others, and adolescence base their identity on their role models. Role models can influence how people see themselves compared to others and their lifestyle chices0 can be positive or negative.

**M How do economic factors affect development**

Having enough money gives individuals and their families feeling of content and security	Not having enough money causes stress and anxiety.
Having enough money means that the whole family is eating healthy.	Not having enough money can mean that the family is not about to eat well balanced diet, and this has a negative effect on their physical development
Elderly people rely on state pension to live which is not enough and have to cut down on travel, shopping, bills, therefore it speeds their aging process and lead to health decline.	
<p><u>Living in good housing with open spaces:</u></p> <ul style="list-style-type: none"> <li>• Feeling good about themselves</li> <li>• Be more likely to stay healthy,</li> <li>• Space to take exercise</li> <li>• Feel safe ad secure</li> <li>• Warmth</li> </ul>	<p><u>Living in a poor housing with cramped and damp conditions:</u></p> <ul style="list-style-type: none"> <li>• Have low self-esteem and self-image</li> <li>• Be more likely to experience ill health</li> <li>• Be lesson likely to exercise</li> <li>• Anxious and stressed.</li> </ul>
Material possession like a new phone or coat has a positive effect on the persons development because they might have more friends as they look nicer, high self-image.	Not having a phone or the newest trainers can have a negative affect in the persons self-image and self-esteem. They might feel isolated from others.



**K How do social and cultural factors affect development**

Development can be influenced by the persons **culture or religion** because it affected their:

- **Values:** how they behave
- **Lifestyle choices:** diet, appearance

Positive affects of a persons culture/religion:

- 
- 

Negative affects of a persons culture/religion:

- 
- 

**Community** refers to:

Belonging to a community:

- 
- 
- 
- 
- 

Not belonging to a community:

- 
- 
- 
- 
- 

Traditionally, men and women had distinctive responsibilities and expectations which for their gender called **gender roles**. However, nowadays UK equality legislation stops people being discriminated against because of their gender.

What happens when people face discrimination because of gender:

- 
- 
- 
- 

**What we are learning this term:**

- K. How do social and cultural factors affect development?
- L. How do relationships and isolation affect development?
- M. How do economic factors affect development?

**L How do relationships and isolation affect development?**

1	
2	
3	
4	
5	
6	
7	

**M How do economic factors affect development**

Having enough money.... • •	Not having enough money ..... • •
→	→
Having enough money means that.... • •	Not having enough money can mean that... • •
→	→
Elderly people rely on state pension to live which is not enough and have to cut down on travel, shopping, bills, therefore it speeds their aging process and lead to health decline.	
<u>Living in good housing with open spaces:</u> • • • •	<u>Living in a poor housing with cramped and damp conditions:</u> • • • •
Material possession like a new phone or coat has a positive effect on the persons development because.....	Not having a phone or the newest trainers can have a negative affect on.... Because.... • • • •
→	→

What we are learning this term:	
<p>N. What are life events?                      O. How do people deal with life events?                      P. How is dealing with life events supported?</p>	
N.	What are life events?
Life Events	Life events are expected or unexpected events that can affect development. Examples include starting nursery, getting married or becoming ill.
Expected Life Events	Expected life events are life events that are likely to happen. Examples include starting primary school aged four and secondary school aged 11.
Unexpected Life Events	Unexpected life events are events which are not predictable or likely to happen. Examples could include divorce and bereavement (the death of a loved one).
Physical Events	Physical events are events that make changes to your body, physical health and mobility. Examples include illnesses such as diabetes and injuries and accidents such as car accidents.
Relationship Changes	Relationship changes could be new relationships such as the birth of a sibling, a new friendship or romantic relationship. Relationship changes can also be changes to existing relationships such as divorce.
Life Circumstances	Life circumstances are different situations that arise in our life that we must deal with. Examples include redundancy (losing a job), moving house or retirement (finishing work in later adulthood).

O.	How do people deal with life events?
Individual	<ul style="list-style-type: none"> <li>The effects of life events vary from person to person based on how they deal with their new situation.</li> <li>Some people react to able to react to life events positively, others find it more difficult due to a range of factors.</li> </ul>
Factors	<ul style="list-style-type: none"> <li>Factors that may affect how people cope with life events: age, other life events happening at the same time, the support they have, their disposition (their mood, attitude and general nature), their self-esteem, their resilience (how quickly they recover).</li> </ul>
Adapting	<ul style="list-style-type: none"> <li>Adapt – to adjust to new conditions or circumstances.</li> <li>Expected on unexpected life events can often force people to make changes to their lives. Individuals must find their own way to adapt to the changes that life throws at them.</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Resilience – a person's ability to come to terms with, and adapt to, events that happen in life.</li> <li>Resilience is stronger in people who have a positive outlook on life, accept that change happens, has supportive family and friends and plans for expected life events.</li> </ul>
Time	<ul style="list-style-type: none"> <li>Sometimes people need a long time to adapt to unexpected life events.</li> <li>It can take time for people to move on from and accept difficult changes in their life.</li> </ul>


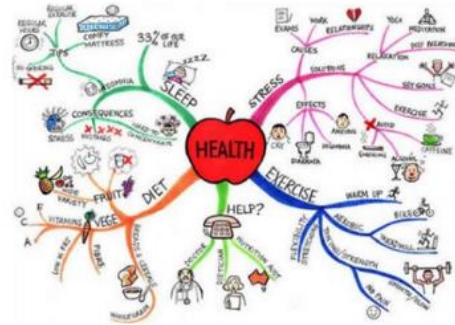

P.	How is dealing with life events supported?
Types of Support	How this helps individuals deal with life events
Emotional Support	Emotional support is needed to help individuals deal with all life events – expected and unexpected. Having someone to talk to helps people feel secure and adapt to change. Sometimes individuals can find this support in family and friends or professionals to process difficult life events – such as bereavement.
Information and Advice	Life events, particularly unexpected ones, can cause people to feel like they do not know what to do. Information and advice can help people to have a better understanding of their situation, which allows them to deal with it more successfully. Information and advice help them know where to go for help, the choices that are available to them and how to make healthy choices.
Practical Help	<ul style="list-style-type: none"> <li>Financial help – an individual may need money to help them adapt to a life change i.e. money to pay for a stair lift if their mobility has been effected.</li> <li>Childcare – an individual may need support looking after their children i.e. a lone parent after a divorce that needs to go to work.</li> <li>Transport – an individual may need support with transport if they have mobility problems i.e. a car could be adapted to support a person who has had an accident and can no longer walk.</li> </ul>
Informal Support	Informal support is the support an individual receives from partners, family and friends. It is usually the first form of support an individual experiences after an expected or unexpected life event. Informal support can provide reassurance, encouragement, advice, a sense of security, someone to talk through options with and practical help.
Professional Support	Formal support may be provided by statutory care services (the state), private care services and charitable organizations. Professional support may include counsellors, teachers, careers advisers, occupational therapists, social workers and health specialists. Professional support may be needed to help people with a health condition, regain mobility, deal with life changes and emotions, get advice and information or change their lifestyle.
Voluntary Support	Organizations offering voluntary support are charities, community groups and religious groups. At voluntary support services, many staff are volunteers (they work for free), but they also employ qualified people who are paid by donations. Community groups work at a local level to meet the needs of people living in a specific neighbourhood i.e. foodbanks. Religious groups are formed by people who share the same religious or spiritual beliefs but they help all people in need regardless of their beliefs and background i.e. a church run soup kitchen for the homeless.



<b>What we are learning this term:</b>	
N. What are life events? O. How do people deal with life events? P. How is dealing with life events supported?	
<b>N.</b>	<b>What are life events?</b>
Life Events	
Expected Life Events	
Unexpected Life Events	
Physical Events	
Relationship Changes	
Life Circumstances	

<b>O.</b>	<b>How do people deal with life events?</b>
Individual	
Factors	
Adapting	
Resilience	
Time	
<b>P.</b>	<b>How is dealing with life events supported?</b>
<b>Types of Support</b>	<b>How this helps individuals deal with life events</b>
Emotional Support	
Information and Advice	
Practical Help	
Informal Support	
Professional Support	
Voluntary Support	

# CREATIVE IMEDIA – TERM 1 & 2 PLANNING AND REQUIREMENTS

Planning Item	Purpose	Contents	Example
Mood board	<p>Central focus of ideas, in one place.</p> <p>Generate ideas for a client to meet their approval.</p> <p>Used to share ideas and concepts.</p>	<p>Images</p> <p>Colours</p> <p>Text – Fonts, colours, styles, keywords</p> <p>Textures – Fabrics and other materials</p> <p>Digital – Sound and video clips</p>	
Mind Map / Spider Diagram	<p>Generate and outline ideas quickly.</p> <p>Develop and show links between thoughts, aspects and processes.</p> <p>Show a range of ideas and connections between them.</p>	<p>Central node with main theme.</p> <p>Sub-nodes with interconnecting lines/branches.</p> <p>Text.</p> <p>Images can also be used.</p>	
Visualisation Diagram	<p>Plan the layout of a still image in a visual manner.</p> <p>Shows how the finished item may look so that changes can be made if needed.</p> <p>Provides the graphic designer with information needed to create.</p> <p>To show a client what the product will look like.</p>	<p>Multiple images and graphics showing size and position.</p> <p>Colours and colour scheme.</p> <p>Position and style of text.</p> <p>Fonts to be used.</p> <p>Annotations providing more detail.</p>	


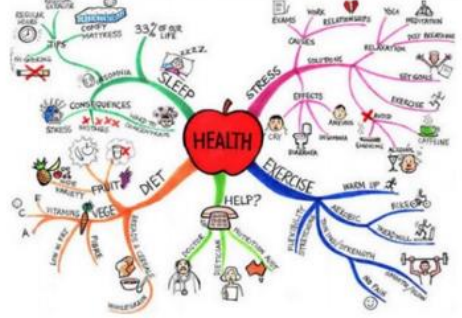

<p>Storyboard</p>	<p>Provide a visual representation of a how a media project will look. Provide a graphical illustration of a sequence of movements. Provide guidance on what scenes to film or create. Help visualise the characters and the scenes.</p>	<p>Images. Locations. Camera shot types and angles. Camera movement. Shot length and timings. Lighting. Sound.</p>	
<p>Script</p>	<p>Identify the location where the action takes place. Identify who will be in the scene. Provide stage directions for actors and production crew. Provide dialogue for actors.</p>	<p>Set locations. Scene descriptions. Scene/stage directions. Camera shot types. Camera movement. Sounds and sound effects. Names of actors/ characters. Dialogue.</p>	

CREATIVE IMEDIA – TERM 1 & 2 PLANNING AND REQUIREMENTS

Requirements	Purpose	Content
Client	Clear statement of what is to be created / produced. Provides the developer / creators with an outline of expectations and constraints (timescale).	Statement of product. Purpose of the product. Target Audience Content Timescale Restrictions House Style (Colours/ themes)
Target Audience	Identifies who the final product is intended for. Provides the developer/ creators with the necessary information for them to design the product to appeal to the Target Audience.	Age Gender Location – Local, National, International Ethnicity – Background, Culture, Race, Religion, Language

Research	Definition	Examples
Primary Sources	Information is obtained <u>firsthand</u> from an original source.	Autobiography First hand account Diary Interview Video Footage Photo Official Records
Secondary Sources	Information is obtained second hand where somebody else has created the data.	Biography Second hand account History textbook Magazine Article Report Other people's products News Broadcast

CREATIVE IMEDIA – TERM 1 & 2 PLANNING AND REQUIREMENTS

Planning Item	Purpose	Contents	Example
Mood board			
Mind Map / Spider Diagram			
Visualisation Diagram			

# CREATIVE IMEDIA – TERM 1 & 2 PLANNING AND REQUIREMENTS

<p>Storyboard</p>			<p style="text-align: right;"><b>"Beach Days" Page 3</b></p> <p><b>PARTY BARBERS GO DOWN THE WATER</b></p> <p><b>PARTY BARBERS USE RAG DOLL</b>  <small>© Disney Channel Original Movie. Based on actual events.</small></p> <p><b>ALAN JUMPS OFF BOAT AND OTHERS FOLLOW</b></p> <p><b>SHARK ATTACKS LOSTER IN CHINA</b>  <small>MOTHER: Shark in the water!</small></p> <p><small>Disney Channel Movie "13 Days of Terror"; Storyboard by Clay Butler - www.clipartia.com - clip@clipartia.com</small></p>
<p>Script</p>			<p style="text-align: right;">302</p> <p><b>INT. BOB'S OFFICE - DAY</b></p> <p>Bob is alone in the office. He is drinking the last of the second of beers; the refrigerator air conditioning has been restored.</p> <p>The door opens and in a cloud with alligator, Bob's mother, Linda, enters the room. She looks directly at the camera, slowly and with a smile. She then is alone in the room with Bob's wife.</p> <p><b>BOB'S MOTHER</b>      Here we have a glass for the old man.</p> <p><b>BOB'S MOTHER</b>      My wife was sleeping before she fell asleep, because she didn't get any sleep in the night, and it's midnight. She's tired, and she's drunk. I don't know what you should tell her that she's very drunk.</p> <p><b>BOB</b>      I don't know what she's doing. I don't know what she's doing. I don't know what she's doing. I don't know what she's doing.</p> <p><b>BOB'S MOTHER</b>      But you need a little drink.</p> <p><b>BOB</b>      Yes.</p> <p><b>BOB'S MOTHER</b>      Now you've had your drink.</p> <p><b>BOB</b>      Yes, yes, thank you for the drink. It's good.</p> <p><b>BOB'S MOTHER</b>      Now, Bob, thank you for the drink. It's good.</p> <p><b>BOB'S MOTHER</b>      Now, Bob, thank you for the drink. It's good.</p>



CREATIVE IMEDIA – TERM 1 & 2 PLANNING AND REQUIREMENTS

Requirements	Purpose	Content
Client		
Target Audience		

Research	Definition	Examples
Primary Sources		
Secondary Sources		