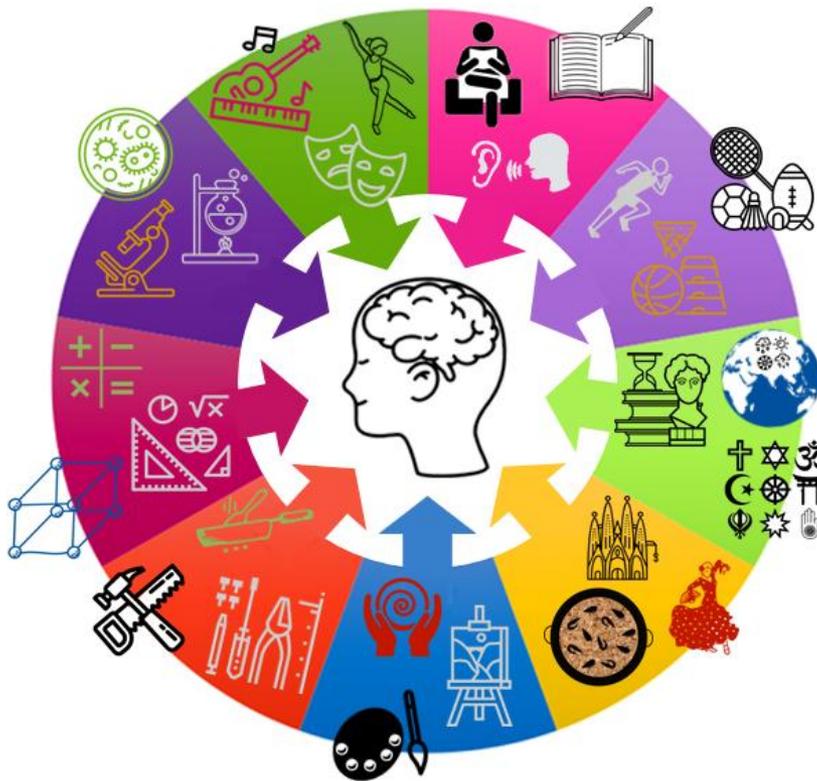


# 100% book - Year 10 Grammar

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

## Term 4



### Swindon Academy 2025-26

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. The main area displays a 'Year 7 Term 1 Knowledge Organiser: Topic 10: Particles'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the different states of matter?'. Each section has a brief definition and a diagram showing the arrangement of particles in solid, liquid, and gas states.

## Step 2

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

The image shows a handwritten page from a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Particle theory' is written. The page also contains a printed version of the 'What is particle theory?' section from the knowledge organiser, including the definition: 'The theory that all matter is made up of particles.' and diagrams of solid, liquid, and gas particle arrangements.

## Step 3

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

The image shows a handwritten page from a prep book with the following text:  
 29th May 2020  
 Properties of the states of matter  
 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.  
 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 a handwritten page from a prep book with the following text repeated three times:  
 Solid = regular pattern  
 particles vibrate in fixed position  
 Solid = regular pattern  
 particles vibrate in fixed position  
 Solid = regular pattern  
 particles vibrate in fixed position

## Step 5

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

The image shows a handwritten page from a prep book with the following text:  
 Self quizzing  
 Arrangement/Movement of matter  
 Solid = regular pattern  
 pa  
 Liquid =  
 Gas =

## 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 a handwritten page from a prep book with the following text:  
 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 ✓  
 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.

## 1. Context

**Playwright:** Shakespeare (April 23<sup>rd</sup> 1564-April 23<sup>rd</sup>1616)  
**Dates:** written around 1606  
**Published:** in 'the First Folio, 1623  
**Era:** Jacobean  
**Genre:** Tragedy = *A play ending with the suffering and death of the main character.*  
**Set:** Scotland,  
**Structure:** Five Act Play

**Macbeth.** The plot is partly based on fact. Macbeth was a real 11<sup>th</sup> Century king who reigned Scotland from 1040-1057. Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.

**The Divine Right of Kings** says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king and that any attempt to depose, dethrone or restrict his powers runs contrary to the will of God and may constitute a sacrilegious act. The action of killing a king is called regicide and is considered a terrible crime.

**King James I of England (and VI of Scotland)** came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. The witches' prophecy that Banquo will found a line of kings is a clear nod to James' family's claim to have descended from the historical Banquo. James was convinced about the reality of witchcraft and its great danger to him leading to witch trials. The play is probably not written simply to please James, but certainly looks at relevant ideas.

**Shakespearean Tragedy.** Macbeth is one of Shakespeare's tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.

**The Great Chain of Being** was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. This idea was important in Elizabethan and Jacobean beliefs. The chain starts from God and progresses downward to angels, demons (fallen/renegeade angels), stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals.

### Conventions of a Shakespearean Tragedy

A **tragic hero** who falls from greatness through a flaw of their own character.

**Hamartia** – the flaw in the tragic hero that destroys them.

A **hero of status** – the central characters are people of importance, with power and status to lose.

**External conflict** – his tragedies feature conflict between characters, and always lead to death.

**Internal conflict** – there are frequent moments of self-doubt or internal torment.

**Supernatural elements** – Many of Shakespeare's tragedies feature supernatural influences.

## KS4 MACBETH Grammar

### 2. Key Characters

**Macbeth:** The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.

**Lady Macbeth:** A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.

**The Witches / Weird Sisters:** Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.

**Banquo:** Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.

**Duncan:** King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.

**Macduff:** A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".

**Malcolm:** Duncan's son and next in line to the throne. He is described as a good man in the play.

### 3. Central Themes

**Ambition**  
The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.

**Kingship and Tyranny**  
The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.

**Order and Disorder**  
The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.

**Appearance and Reality**  
Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.

### 4. Key Vocabulary

tyrant	cruel leader
duplicitous	deliberately dishonest
equivocation	a half truth
regicide	the act of killing a king
sceptical	someone who is unconvinced or doubtful
conflict	a serious disagreement or argument
valiant	great courage in the face of danger
ephemeral	lasting a very short time
transient	something that lasts for a short amount of time
androgyny	of indistinct gender
melancholy	deep sadness
emasculate	to deprive a man of his stereotypical role
catalyst	speeds up a reaction
sacrilege	destruction of something holy
motif	repeated image

### 5. Key Terminology, Symbols and Devices

<b>Motif</b>	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
<b>Soliloquy</b>	When a character is alone on stage and speaks their thoughts aloud to themselves.
<b>Iambic Pentameter</b>	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst <i>do it then you were a man</i> "
<b>Foreshadowing</b>	When a hint or warning is given about a later event.
<b>Dramatic Irony</b>	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
<b>Symbolism</b>	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
<b>Aside</b>	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

The Big Ideas	Notes	The Methods	Notes
<p>1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the <b>natural order</b>. His rule is unnatural and brings only disorder and sickness. His death restores balance.</p>		<p>1. Shakespeare uses <b>blood as a metaphor for guilt</b> through the play. As the guilt increases, the volume of blood increases.</p>	
<p>2. Shakespeare uses the play to demonstrate the consequences of engaging with <b>the supernatural</b>.</p>		<p>2. Shakespeare uses <b>apparitions</b> to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.</p>	
<p>3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive <b>temptation of power</b>.</p>		<p>3. Shakespeare's <b>characterisation of Macbeth and Lady Macbeth</b> establishes the idea that ungodly deeds do not go unpunished.</p>	

# B5 – Homeostasis and Response

## The nervous system

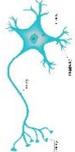
Job is to **detect** stimuli (changes in environment) and **respond** if needed. Consists of:

### Receptors



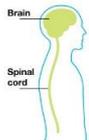
Specialised cells that detect stimuli, found in sense organs and internally

### Neurons



3 types – sensory, relay and motor  
Carry **impulses** joining all parts of the nervous system

### Co-ordination Centres



Brain, spinal cord, pancreas.  
Coordinates the response

### Effectors



Organs that bring about a response

muscle or gland

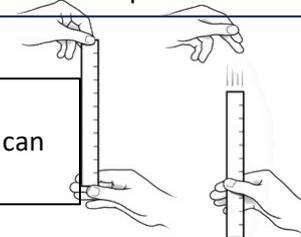
## RP 6 - Investigation into the effect of a factor on human reaction time.

1. Person A holds out hand with a gap between thumb and finger.
2. Person B holds ruler with the zero at the top of person A's thumb.
3. Person B drops ruler without telling Person A and Person A must catch it.
4. The distance on the ruler level with the top of person A's thumb is recorded
5. Repeat this ten times.
6. Repeat steps 1-5 after a factor has been changed
7. Use conversion table to convert ruler measurements into reaction time.

The 'factor' could be...

- Caffeine consumption
- Hours of sleep
- Alcohol consumption
- Amount of practice

A computer reaction test can also be used.



Control variables : distance above the hand, distance between finger and thumb, hand used (dominant or non-dominant, all other factors listed in the box above except the one being changed.

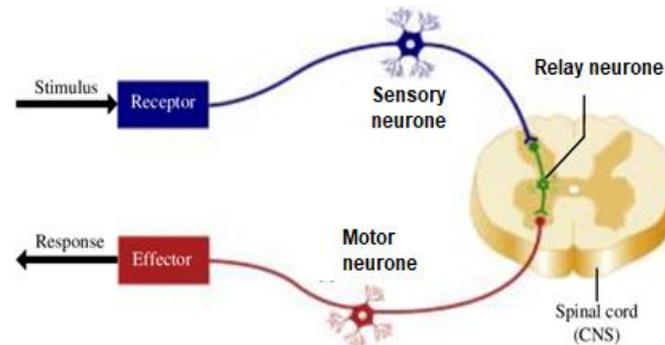
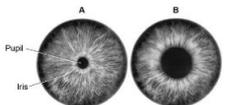
## Reflexes

A reflex is an automatic, rapid response

Reflexes do not involve the conscious part of the brain, so cannot be overridden

The response might be brought about by:

- muscle - e.g. pupil being constricted with bright light or knee jerk response
- gland – e.g. mouth watering or tears being released when something gets in your eye



## Reflex Arc

stimulus → receptor → **sensory neurone** → **relay neurone** → **motor neurone** → effector → response

## Example

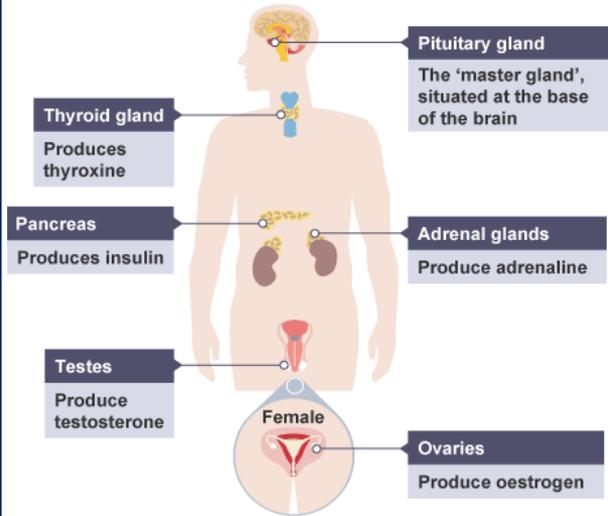
Hot pan → pain receptors → **sensory neurone** → **relay neurone** → **motor neurone** → hand muscles → release pan



# B5 – Homeostasis and Response

## Hormonal responses

Hormones are chemicals released by glands  
They are carried in the bloodstream.  
Hormonal responses are slower than nervous responses but they last longer.



## Homeostasis

This means keeping internal conditions (of the body or a cell) constant to ensure optimum functioning.

In humans, this includes regulating:

- temperature
- water levels
- blood glucose concentration

Homeostasis can involve nervous or hormonal responses.

**Receptors** detect changes in the body

**Coordination centres** (brain, pancreas, spinal cord etc) receive and process information

**Effectors** carry out responses to return to normal

## Blood glucose concentration

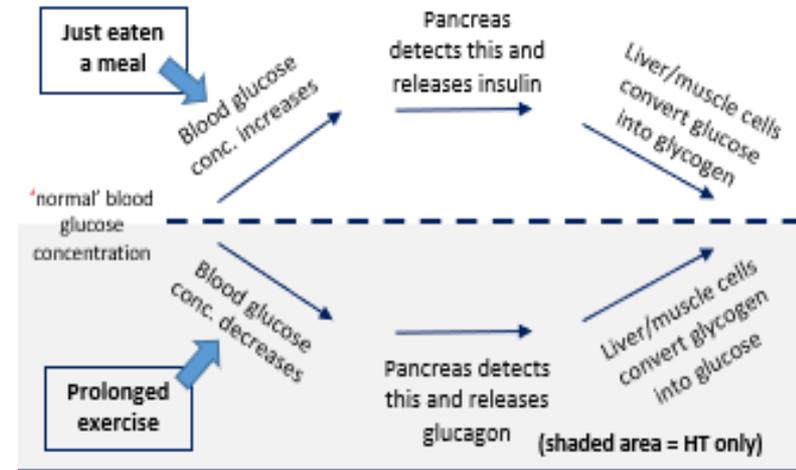
Blood glucose is monitored by the **pancreas**.

If glucose levels rise, the pancreas releases **insulin** into the blood.

This is a message to the liver to remove glucose and store it as **glycogen**.

If blood glucose is too low, **glucagon** is released.

The liver responds by breaking down glycogen into glucose and releasing it into the blood.



## Diabetes

There are two types – Type 1 and Type 2

Both result in a lack of control over blood glucose levels

	Type 1	Type 2
Cause	No insulin is made by the pancreas	Insulin is made, but the liver and muscle cells do not respond
Treatment	Injections of insulin Pancreatic transplant	Controlling carbohydrate intake Losing weight

### HT only

Negative feedback is when the release of something brings the levels back towards acceptable levels, it maintains a steady state.

E.g. if blood glucose increases, insulin is released to bring blood glucose back towards the normal range.

## B5 – Homeostasis and Response

1. What is a hormone?
2. Where are hormones released from?
3. Which gland is known as the 'master gland'?
4. How do hormones travel?
5. How does the speed and duration of a hormonal response compare to a nervous response?
6. Which hormone is made by the thyroid gland?
7. What is homeostasis?
8. Give two examples of conditions that are controlled within the human body

### **Blood glucose concentration**

1. Which organ monitors blood glucose?
  2. Which hormone is released when blood glucose increases?
  3. What causes blood glucose to increase?
  4. Which hormone is released when blood glucose falls?
  5. Which organ releases the hormones involved in blood glucose control?
- 
1. What are the two types of diabetes?
  2. Why are type 1 diabetics unable to control their blood glucose?
  3. What is the treatment for type 1 diabetes?
  4. What is the problem in type 2 diabetes?
  5. What is the treatment for type 2 diabetes?

# B5 – Homeostasis and Response

## Adrenaline and thyroxine (HT only)

**Adrenaline** is produced by the **adrenal glands**.

It is produced in times of fear or stress.

It **increases heart rate** to ensure **more oxygen and glucose** to the cells to prepare for the 'fight or flight' response.

**Thyroxine** is produced by the **thyroid gland**.

It is involved in regulating **metabolic rate** and growth and development.

## Puberty

Females – **Oestrogen** is the main female reproductive hormone produced in the ovary. At puberty, eggs begin to mature, and one is released approximately every 28 days. This is called ovulation.

Males – **Testosterone** is the main male reproductive hormone produced by the testes and it stimulates sperm production.

Name of contraception	Description	+	-
Condoms/diaphragm	Barrier	Very effective, condom protects against STIs	Unreliable if not used properly
Oral Contraception (pill)	Hormonal (oestrogen or progesterone, stops FSH so no eggs mature)	Very effective	Must remember to take everyday, can have side effects
Injection/implant/skin patch	Slow-releasing hormone	Long lasting	Side effects such as heavy periods
Intrauterine Device (IUD or Coil)	Barrier method. Can also contain hormones	Long lasting (up to 5 years)	Side effects such as heavy periods
Surgical Sterilisation	Tying or cutting of sperm ducts/ oviducts.	Almost 100% effective	Difficult or impossible to reverse

## Menstrual Cycle

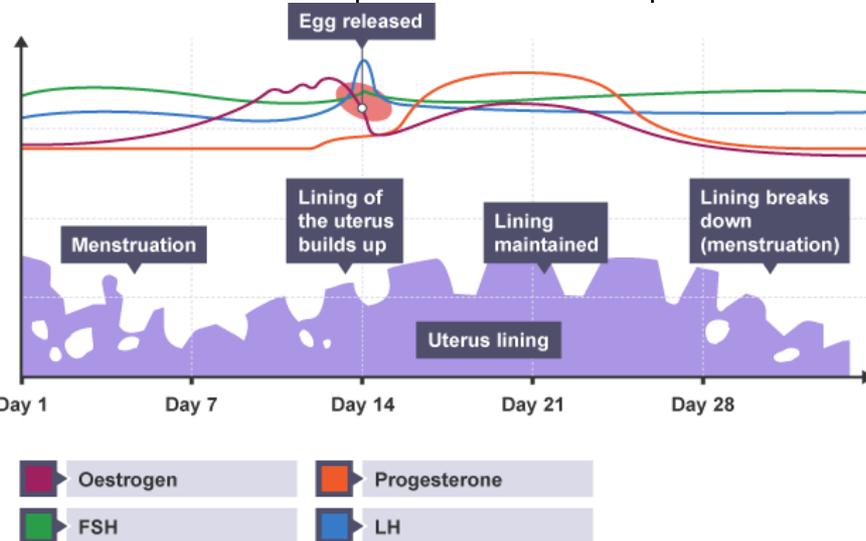
The menstrual cycle is controlled by several hormones:

FSH – from the pituitary. Causes an egg to mature in the ovary

LH – from the pituitary. Causes ovulation

Oestrogen and progesterone are involved in maintaining the lining of the womb.

HT – Oestrogen also feeds back to the pituitary to stop producing FSH.



## Infertility (HT only)

Fertility drugs LH and FSH can be given to increase the number of eggs released and increase the chance of fertilisation.

### IVF

- Woman takes a dose of FSH and LH - stimulates the maturation of several eggs.
- Eggs are collected and fertilised by sperm from the male
- Fertilised eggs develop into embryos.
- One or two embryos inserted into the female's uterus.

### Negatives;

- very emotionally/ physically stressful
- success rates are not high
- can lead to multiple births (twins, etc.)
- Many embryos are not used & destroyed

## B5 – Homeostasis and Response

### Adrenaline and thyroxine (HT only)

1. Where is adrenaline released from?
2. What effects does adrenaline have?
3. What does thyroxine do?

1. What is the male hormone?
2. What is ovulation?
3. Which organ produces oestrogen?

1. Which hormones are contained in the contraceptive pill?
2. Name a 'barrier' method of contraception
3. How does the contraceptive pill prevent pregnancy?
4. Give one advantage and one disadvantage of taking the contraceptive pill.
5. Give one disadvantage of surgical sterilisation

### Menstrual Cycle

1. Which organ releases FSH and LH?
2. What are the two other menstrual cycle hormones?
3. Approximately how long is one cycle?
4. Around which day of the cycle does ovulation occur?
5. What is the role of oestrogen and progesterone?

1. Which drugs are given as fertility drugs?
2. How do they increase the chances of getting pregnant?
3. How many embryos are transferred to the womb in IVF?
4. Give two negatives of IVF treatment

## C6 – Rate and extent of chemical change

### Rate of reaction.

Measuring the rate of anything always involves a **measurement of time**

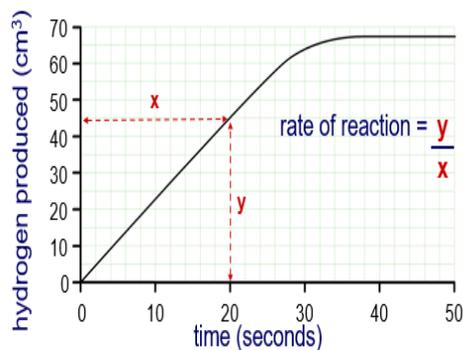
The rate of a chemical reaction can be found using:

$$\text{rate} = \frac{\text{quantity of reactant used}}{\text{time}}$$

$$\text{rate} = \frac{\text{quantity of product formed}}{\text{time}}$$

Quantities for reactants or products are measured in **mass in g** or by **volume in cm<sup>3</sup>**

Rate calculations can be done from tables of data or graphs:



Volume of hydrogen produced = 45cm<sup>3</sup>

Time taken = 20 seconds

$$\text{Rate} = \frac{45 \text{ cm}^3}{20 \text{ s}}$$

**20 s**

$$\text{rate} = 2.25 \text{ cm}^3/\text{s}$$

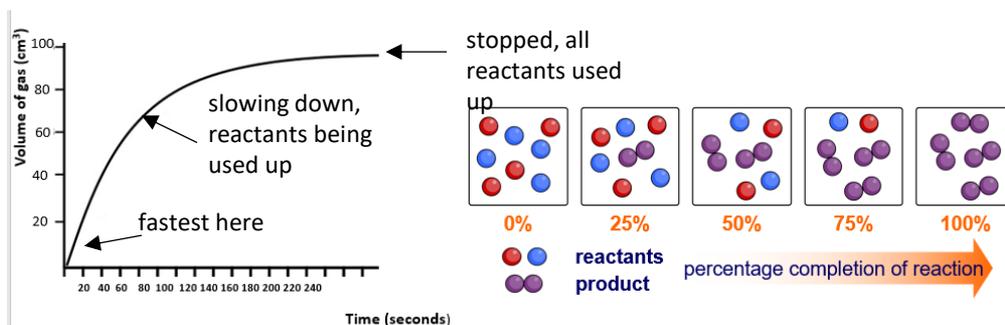
### The progression of a chemical reaction

For a reaction to take place, reactant particles have to collide.

The rate of a reaction depends on the **frequency of collisions** and **the energy with which the particles collide**.

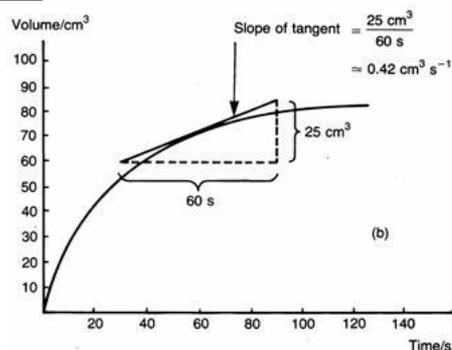
The minimum amount of energy needed to start a reaction is called the **activation energy**.

A reaction is always **fastest at the beginning** and slows down over time as the reactants get used up and the frequency of collisions decreases.



### Using a tangent to calculate rate

**(HT)**

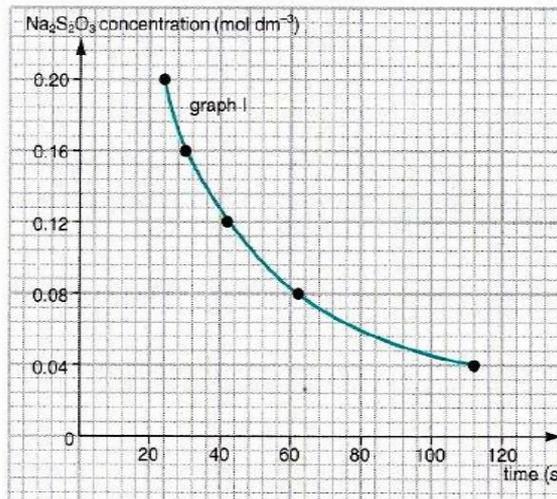


- Draw a line along the point you're interested in. The line should touch the curve at the point given.
- Make a triangle. Try to make the angles either side of the line equal.
- Measure the change in volume and change in time
- Calculate the gradient
- Use units from the axes to determine the units for rate

## C6 – Rate and extent of chemical change

1. Give two ways of calculating the rate of a reaction
2. What does a rate calculation always have to include?
3. What are solid reactants or products measured in?
4. What are liquid or gaseous products measured in?
5. How is the rate calculated from a graph?

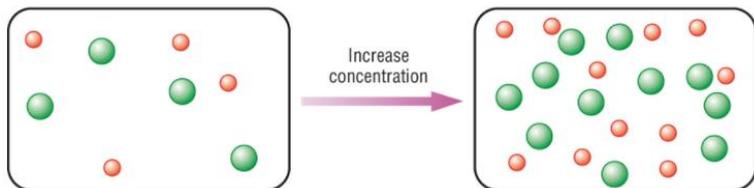
1. What point in a reaction is the fastest?
2. Why does a reaction slow down as it progresses?
3. Why do reactions stop?
4. What two factors affect the rate of a reaction?



1. Describe how to draw a tangent at 50s.
2. Draw the tangent at 50s
3. What will the units for the rate of this reaction be?

## C6 – Rate and extent of chemical change

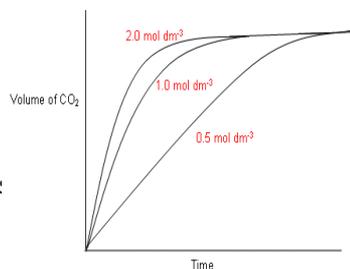
### The effect of concentration



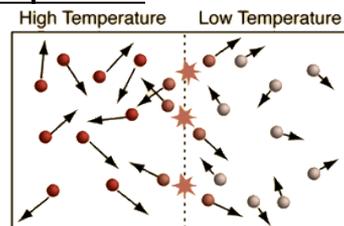
Concentration means number of particles per  $\text{cm}^3$

Increasing the concentration of any of the reactants increases the rate of the reaction

This is because there are more particles per  $\text{cm}^3$  so there are **more frequent collisions**, increasing the rate.

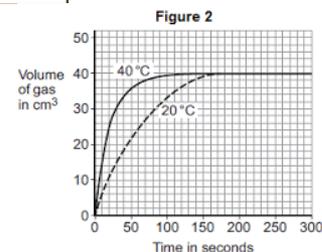


### The effect of temperature

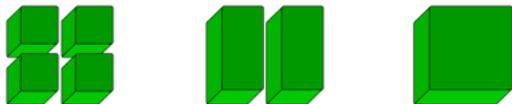


Increasing the temperature of the reactants increases the rate of the reaction.

This is because the particles have more kinetic energy and therefore move faster, so there are **more frequent collisions**, increasing the rate.



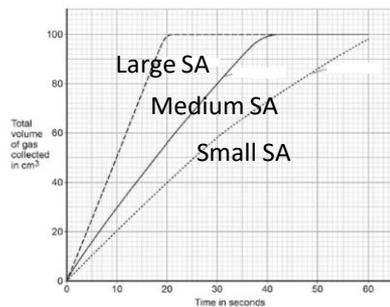
### The effect of surface area



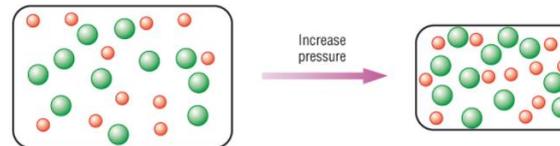
The smaller the pieces of a solid, the higher the surface area. Increasing the surface area of solid reactants increases the rate of reaction.

This is because there is a greater area available for collisions to occur so there are **more frequent collisions**, increasing

the rate.

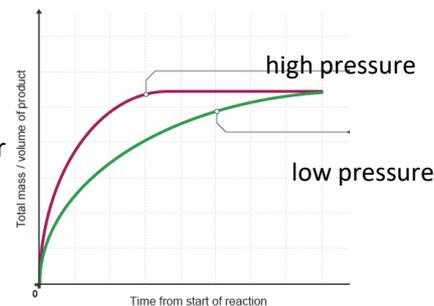


### The effect of pressure



Increasing the pressure of gaseous reactions increases the rate of the reaction.

This is because the same number of particles are now in a smaller volume, so there are **more frequent collisions**, increasing the rate.

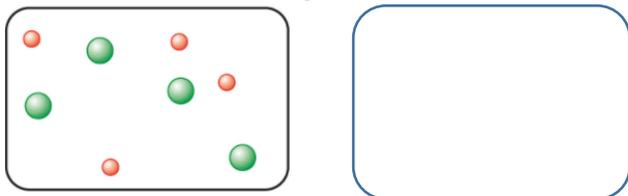


**In all cases, the overall amount of product is the SAME, the end point of the reaction is just reached faster**

## C6 – Rate and extent of chemical change

### The effect of concentration

1. In the box below, draw a reaction involving a higher concentration of the green reactant molecules.



2. What happens to the rate of a reaction if you increase the concentration?

### The effect of temperature

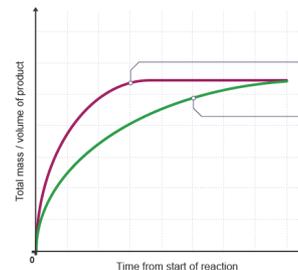
1. Describe how increasing the temperature affects the rate of a reaction.
2. Explain why this happens in terms of particles.

### The effect of surface area

1. Reactions involving what sort of reactant are affected by surface area?
2. What type of piece has a large surface area?

### The effect of pressure

1. Reactions involving what type of reactants are affected by pressure?
2. Label the diagram with 'low pressure' and 'high pressure'

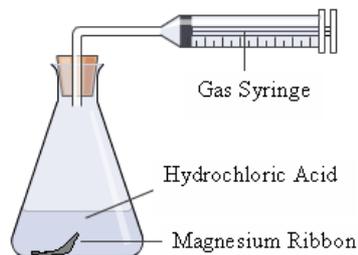
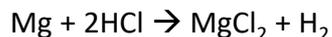


What happens to the overall amount of product if you change the rate of a reaction?

## C6 – Required practical – the effect of concentration on rate of reaction

### Experiment 1

Using volume of gas collected over time as a measure of the rate



**Independent variable:** concentration of HCl

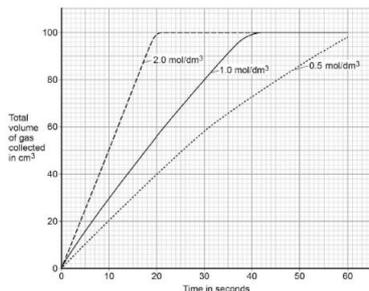
**Dependent variable:** Volume of gas produced / min

**Control variables:** volume of HCl, mass of Mg, temperature of acid

#### Method

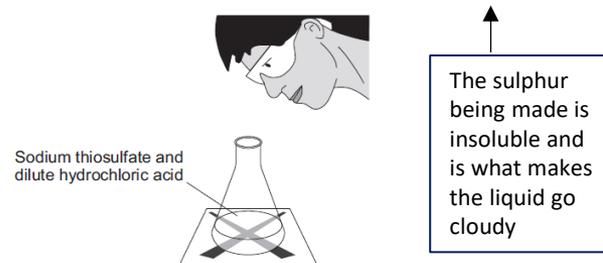
1. Measure 20cm<sup>3</sup> 0.5M HCl into a conical flask.
2. Insert 2 x 2cm pieces of Mg and attach a gas syringe
3. Start a stopwatch and measure the volume of gas collected every 20 seconds until the reaction is over.
4. Repeat using different concentrations of HCl.

An increase in the concentration leads to an increase in the rate of the reaction, but the same volume of product overall



### Experiment 2

Investigating the effect of changing the concentration of HCl on the rate of reaction



**Independent variable:** concentration of HCl

**Dependent variable:** Time taken for the cross to disappear

**Control variables:** volume of HCl, volume of sodium thiosulphate, temperature of both solutions, concentration of sodium thiosulphate

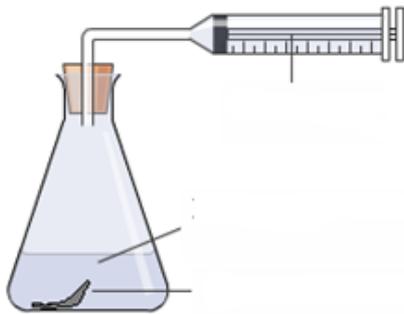
#### Method

1. Use a measuring cylinder to put 10 cm<sup>3</sup> sodium thiosulfate solution into the conical flask.
2. Put the conical flask on the black cross.
3. Put 10 cm<sup>3</sup> of 0.5M hydrochloric acid into the 10 cm<sup>3</sup> measuring cylinder.
4. Put this acid into the flask. At the same time swirl the flask gently and start the stopwatch.
5. Look down through the top of the flask. Stop the stopwatch when you can no longer see the cross. Record the time.
6. Repeat steps 1-5 using different concentrations of HCl – 1M, 1.5M, 2M and 2.5M

## C6 – Required practical – the effect of concentration on rate of reaction

### Experiment 1

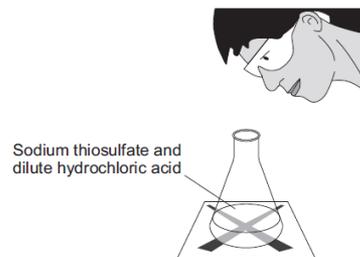
Using volume of gas collected over time as a measure of the rate



1. Label the diagram to show the equipment and chemicals used in this investigation
2. What is the independent variable?
3. Name two control variables.
4. What is a sensible volume of HCl to use?
5. Which piece of equipment, essential for a rate calculation, is not shown?

### Experiment 2

Investigating the effect of changing the concentration of HCl on the rate of reaction

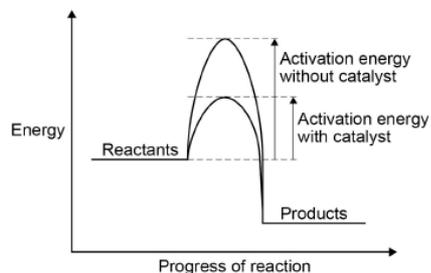


1. What is the dependent variable in this reaction?
2. Why does the solution go cloudy?
3. Name two control variables.

## C6 – Rate and extent of chemical change

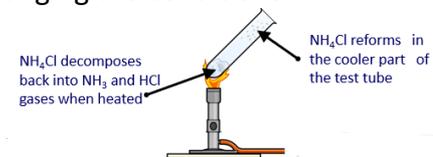
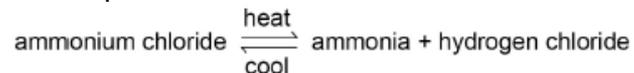
### Catalysts

- Catalysts are substances that speed up chemical reactions without themselves being used up.
- They provide a different pathway for the reaction with a lower activation energy.
- Different reactions require different catalysts.

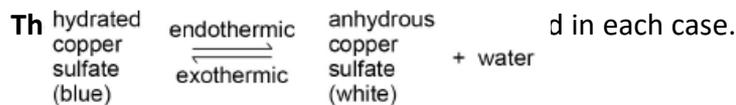


### Reversible reactions

These are reactions in which the products can react to produce the original reactants. They are represented by the symbol  $\rightleftharpoons$ . The direction of the reaction can be changed by changing the conditions. For example:



If a reaction is exothermic in one direction, it is endothermic in the opposite direction.



When a reversible reaction takes place in sealed apparatus, then a point occurs when the forward and backward reactions occur at the same rate. This is **equilibrium**.

### The effect of changing conditions on equilibrium (HT)

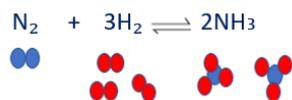
If a system is at equilibrium and a change is made to the conditions, then the system responds to counteract the change.

E.g. – if the temperature is increased, then the system will respond by increasing the rate of the endothermic reaction, to bring the temperature back down

If the concentration of the reactants is increased, then equilibrium will shift right and more products will be made.

In gaseous reactions, a change in pressure will result in equilibrium shifting to the side that restores the pressure.

E.g. :

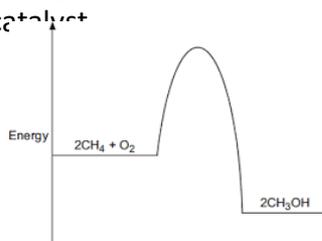


In this reaction, there are 4 moles of gas on the reactants side and only 2 on the product side. If the pressure is increased, equilibrium will shift right as there are fewer moles on the products side, and this will decrease the pressure.

## C6 – Rate and extent of chemical change

1. What is a catalyst?
2. How do they speed up reactions?

3. Draw on the energy level diagram below to show how it would change in the presence of a catalyst



1. What is a reversible reaction?
2. What symbol is used in an equation to represent a reversible reaction?
3. If a reaction is endothermic in the forward direction, what does this tell us about the backward reaction?
4. If 300J of energy is absorbed during an endothermic reaction, how much will be released in the opposite direction?
5. What is equilibrium?

1. When a change is introduced into a closed system, what does the system respond in order to do?
2. If the temperature of a reaction mixture at equilibrium is increased, what would the change aim to do?
3. What sort of reaction would achieve a drop in temperature?
4. If the pressure is increased in a gaseous reaction, which way would equilibrium shift?

Side with fewest moles/side with most moles

# P5 – Forces

## Scalar and Vector Quantities

**Scalar quantities** – have **magnitude** only  
e.g. temperature, mass and speed.

**Vector quantities** – have both **magnitude** and **direction**  
e.g. velocity, displacement.

Vectors can be shown using **arrows**:

Size of arrow = magnitude of the quantity

Direction of arrow = direction of quantity

## Contact and Non-Contact Forces

Force = a push or pull that acts on an object due to interaction with another object.

All forces are either:

- **Contact forces** – objects are physically touching  
e.g. friction, air resistance, tension and normal contact force.

- **Non-Contact forces** – objects are physically separated  
e.g. gravitational force, electrostatic force and magnetic force.

- Forces are **vectors** – shown by arrows.



## Gravity

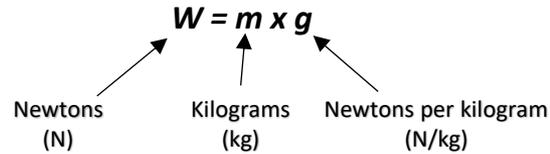
Weight is the **force** acting on an object due to gravity.

- Gravity close to Earth is due to the gravitational field.

- Weight of an object depends on the gravitational field strength at the point where the object is.

Weight can be calculated using:

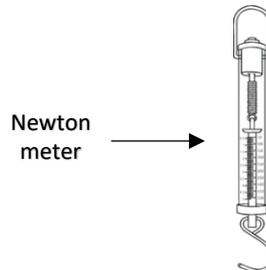
**weight = mass x gravitational field strength**



- Earth's gravitational field strength = 9.8 N/kg

- Weight of an object can be considered to act at a single point = object's '**centre of mass**'

- Weight can be measured using a **newton meter**.



## Resultant Forces

Resultant force = The sum of all forces or overall force acting on an object



Bike is being pushed forward with a force of 13N but there are resistive forces of 13N backwards.

**Resultant force = 0N**

**What happens to the motion depends on what the bike was doing before these forces were applied:**

- If the bike was stationary, it will stay stationary
- if the bike was moving, it will continue to move at a constant velocity



Car is being pushed to the left by a force of 350N. It is also pushed to the right by 500N.

**Resultant force is: 500N – 350N = 150N**

**What happens to the motion depends on what the car was doing before these forces were applied:**

- If the car was stationary, it will **accelerate** to the right
- If the car was already moving to the right, it will move faster (**accelerate**)
- If the car was moving to the left (ie reversing), it will slow down (**decelerate**)

## P5 – Forces

1. What is a scalar quantity?
2. Give 2 examples of a scalar quantity.
3. Give 2 examples of a vector quantity.

1. What is a force?
2. Describe what is meant by a 'contact force'
3. Give 2 examples of contact forces.
4. Give 2 examples of non-contact forces.
5. Are forces scalar or vectors?

1. Define weight.
2. What does the weight of an object depend on?
3. Give the equation which links gravitational field strength, mass and weight?
4. What is 'centre of mass'?
5. How can weight be measured?
6. What is the value for Earth's gravitational field strength?

1. What is a resultant force?
2. What happens to a moving object if the forces are balanced?
3. What does 'decelerate' mean?
4. If an object is stationary and there is a 0N resultant force, what happens to the object?
5. What is needed to make an object accelerate?

# P5 – Forces

## Vector Diagrams (HT only)

- Used to calculate resultant forces that are not acting directly opposite each other, on a straight line.

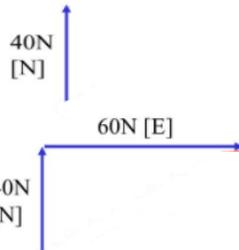
Rules ('tip to tail'):

- Draw first vector to scale, in the direction stated
- Draw second vector, from the tip of the first one in the direction stated.
- Join the two lines in a triangle and measure the resulting line
- Convert length to force using your scale – this is the resultant force

### Example:

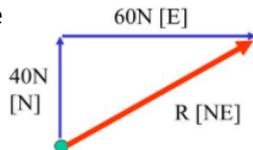
Two forces act on an toy boat - 40N acting north, 60N acting East. Calculate the resultant force and state the direction.

1. Draw the first vector to scale



2. Draw 2<sup>nd</sup> vector from tip of the first one. Again, to scale.

3. Join the two lines. Measure the resulting line.



Resultant force = 72N NE

## Work done and Energy Transfer

- When a force acts on an object and makes it move – **work is done**.

Work done = energy transferred

Work done is calculated by:

$$\text{work done} = \text{force} \times \text{distance}$$

$$W = F \times s$$

Joules (J)
Newtons (N)
Metres (m)

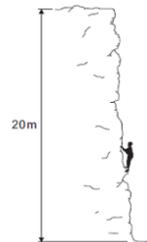
- One joule of work is done when a force of one newton causes a displacement of one metre.
- 1 joule = 1 newton-metre

e.g A climber and his gear weigh 750N Calculate the energy transferred top of the cliff

$$W = F s$$

$$W = 750 \times 20\text{m}$$

$$W = 15000\text{J}$$



- Work done against the frictional forces acting on an object causes a rise in the temperature.



## Forces and Elasticity

- When work is done on an elastic object (e.g. stretching or compressing a spring), energy is stored as elastic potential energy.

### Elastic deformation:

- When force is applied, object changes shape and stretches.
- When the force is no longer applied, object returns to original shape.

**Inelastic deformation** = stretched beyond limit – will not return to original shape and size.

Force = spring constant x extension

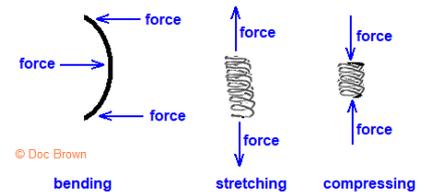
$$F = k \times e$$

$$F = k \times e$$

Newtons (N)
Newtons per metre (N/m)
Metres (m)

Two forces are needed to stretch or compress

Forces acting on an elastic material (steel strip, spring)



### Work done in stretching (or compressing) a spring:

elastic potential = 0.5 x spring constant x (extension)<sup>2</sup>  
energy

$$E_e = \frac{1}{2} \times k \times e^2$$

## P5 – Forces

1. What are vector diagrams used to calculate?

2. Where do you draw the second force from?

3. Two forces act on a boat, pulling it along. The first force is 3N North and the second is 4N East. Follow the rules and draw the forces acting from the point of origin below:

●  
4. What is the resultant force on the boat?

1. When is work done?

2. Give the equation which links distance, force and work done?

3. What is work done the same as?

4. Complete this sentence: One joule of work is done when...

5. What is the relationship between joules and newton-metres?

6. What does work done against the frictional forces acting on an object cause?

1. When an elastic object is stretched or compressed, which energy store is filled?

2. What is 'elastic deformation'?

3. What is 'inelastic deformation'?

4. What happens to a stretched spring when the force is removed?

5. What is the equation linking extension, force and spring constant

6. How many forces are needed to stretch or compress an object?

# P5 – Forces

## Required Practical

**Aim:** Investigate the relationship between force and extension for a spring (or any elastic object, eg elastic band)

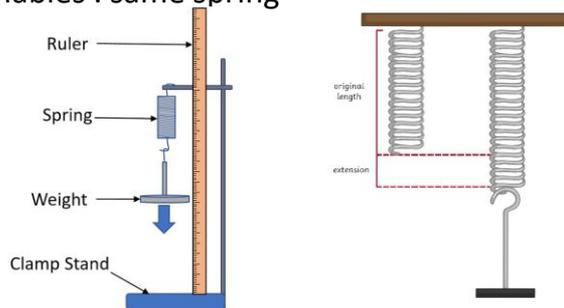
## Method

1. Hang a spring from a clamp and stand
2. Measure original length of the spring and record this.
3. Attach a 100g mass – record the new length of the spring.
4. Continue adding 100g masses recording the length each time, up to a total of 500g.
5. Work out the extension for each mass using:  
**final length – original length**
6. Repeat steps 1-5 twice and calculate a mean
7. Plot a line graph with extension (m) on the x-axis and force (N) on the y-axis.

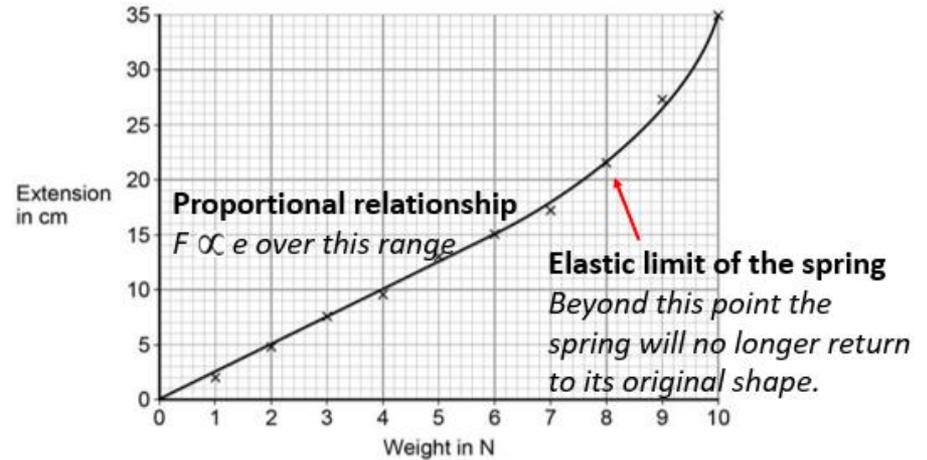
Independent variable : mass on the spring

Dependent variable : extension of the spring

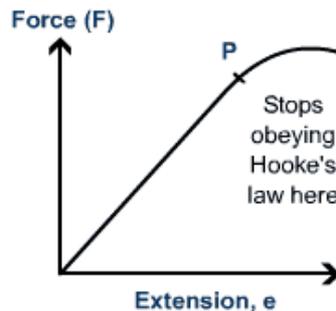
Control variables : same spring



## Results :



- There is a proportional relationship (shown by a straight line through the origin) at first.
- This means: **Force  $\propto$  Extension** ( $F \propto E$ )
- However, there comes a point when the 'elastic limit' of the spring is reached. This is also known as the **limit of proportionality**.
- If more force is applied after this, relationship is **no longer proportional**.
- After this point, the spring will not return to its original shape and size when the force is removed.

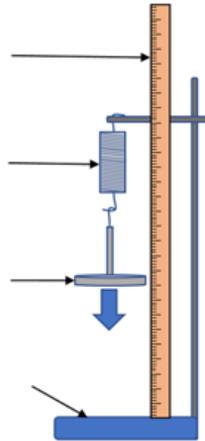


You may see the graphs with the axes switched – with extension on X and force on Y.

**gradient of linear part = spring constant, k, for the spring being used.**

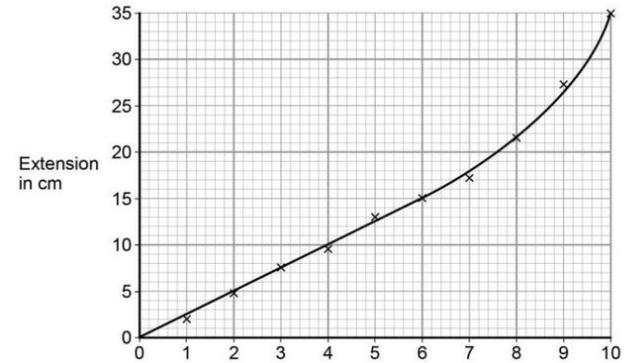
## P5 – Forces

1. What is the independent variable in the investigation into the effect of force on extension of a spring?
2. What is the dependent variable?
3. How is the dependent variable measured?
4. What range of masses could be used?
5. Label the equipment used to investigate the stretching of a spring below:

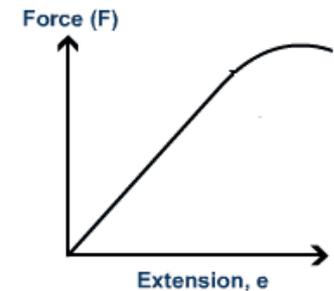


6. Why are repeated readings taken for each mass?

1. Label the X axis for the graph below, including units



2. Label the part of the graph that shows force is directly proportional to extension
3. Label the limit of proportionality for this spring
4. What is the symbol for 'proportional'?
5. How could you use a graph like this to calculate the spring constant of this spring?



# P5 – Forces

## Distance and Displacement

### Distance

- How far an object moves
- Does not involve direction
- Distance = scalar quantity

### Displacement

- Includes both the **distance** an object moves, measured in a straight line, from start to finish point and the **direction** of that straight line.
- Displacement = vector quantity

## Speed

You should be able to recall the following typical speeds.

Activity	Typical Speed (m/s)
Walking	1.5
Running	3
Cycling	6
A car	25
A train	55
Speed of sound	330

Calculating speed:

$$\text{speed} = \text{distance} \times \text{time}$$

E.g. A car travels 100 metres in 3.8 seconds. What is the average speed?

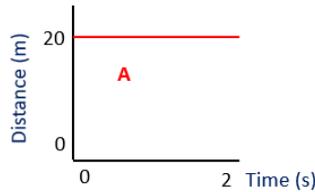
$$v = s/t$$

$$v = 100 \text{ m} / 3.8 \text{ s}$$

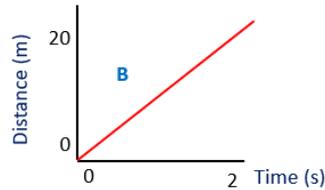
$$v = 26 \text{ m/s}$$

## Distance time graphs

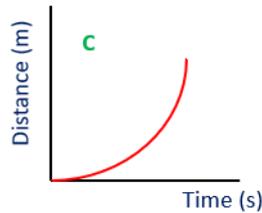
Distance time graphs show the motion of an object  
The gradient tells us the speed of the object



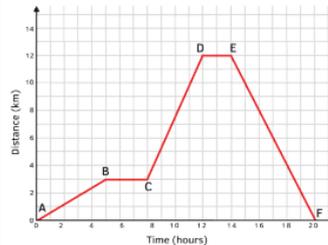
Object is stationary  
(distance not changing)



Object is travelling at constant speed  
 $v = 20/2$   
 $v = 10 \text{ m/s}$



Object is accelerating  
**(HT only) Speed can be calculated by:**  
- Drawing a **tangent** and finding the **gradient** of the tangent



A journey generally has different speeds.  
Average speed can be calculated by using total distance  $\div$  time

## Velocity and Acceleration

Velocity & acceleration = vector quantities

1. Velocity = **speed** in a given **direction**
  - positive velocity = forwards (eg +5 m/s)
  - negative velocity = backwards (eg -5 m/s)
2. Acceleration is a **change in velocity**
  - positive acceleration = speeding up
  - negative acceleration = slowing down

Average acceleration of an object can be calculated using:

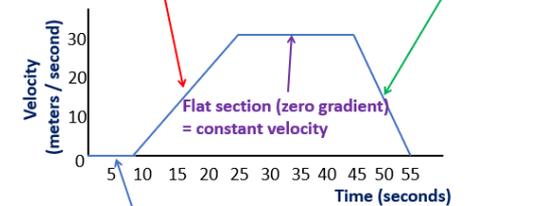
$$\text{acceleration} = \frac{\text{final velocity} - \text{initial velocity}}{\text{time taken}}$$

Units for acceleration are  $\text{m/s}^2$

## Velocity time graphs

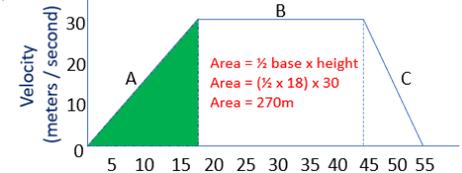
Show how velocity changes during a journey

The gradient shows the acceleration  
Constant positive gradient = acceleration  
Constant negative gradient = deceleration



Flat section along the x-axis (zero gradient) = constant zero velocity

**HT only** - area underneath a velocity time graph is the distance travelled by an object



# P5 – Forces

1. What type of quantity is distance?
2. What is 'displacement'?
3. Why is displacement a vector quantity?

## Speed

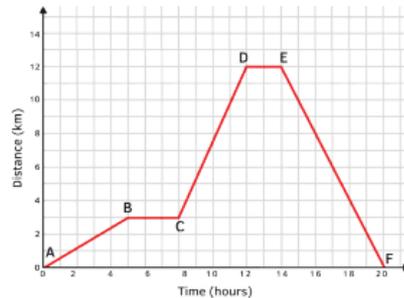
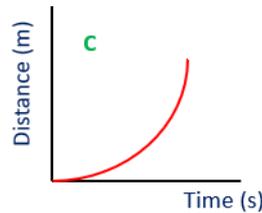
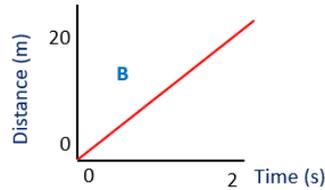
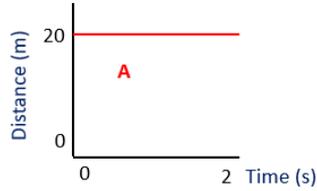
1. Complete the table:

Activity	Typical Speed (m/s)
Walking	
Running	
	6
A car	
	55
Speed of sound	

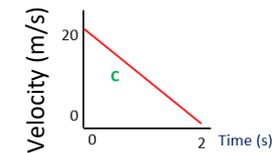
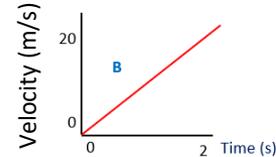
2. What is the equation linking distance, speed and time?

3. What are the units for speed?

1. Describe the motion of the objects:



1. Define velocity and acceleration. Give the units.
2. What does a negative velocity indicate?
3. What does a negative acceleration indicate?
4. What is the equation linking acceleration, final velocity, initial velocity and time?
5. Describe the motion of the objects shown in the graph (include numbers if you can!)



5. How do you calculate acceleration from a velocity time graph?
6. (HT) What does the area under the line on a velocity time graph show?

## P5 – Forces – Required Practical - Acceleration

**Aim:** To investigate the effect of **varying force** on the acceleration of an object of constant mass.

You may be given any of the following apparatus set-ups to conduct these investigations:

**Independent variable = force applied**

**Dependent variable = acceleration**

**Control variables = mass of toy car and surface car is on.**

### Method (using toy car)

1) Place the car on a ramp. Incline the ramp until the car just does not move. This is to remove as much of the effect of friction as possible.

2) Set up a light gate at the end of the ramp

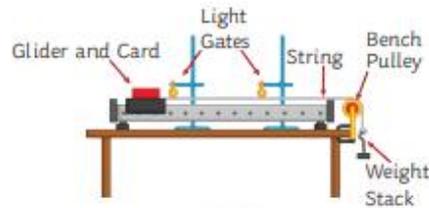
3) Place a 1N weight on the pulley attached to the toy car.

4) Allow the weight to drop and read the acceleration of the car from the light gate

5) Repeat the experiment several times, decreasing the weight on the pulley each time (e.g. 0.8N, 0.6N, 0.4N etc.) Place the removed mass onto the car to keep the mass of the system constant

### Results

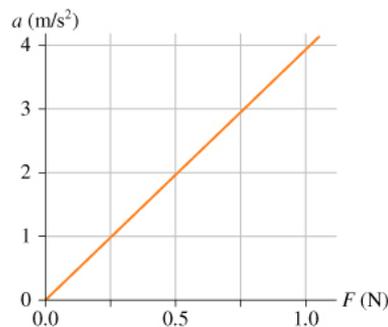
Acceleration is proportional to force applied



or



or



**Aim:** Investigate the effect of **varying mass** of an object on the acceleration produced by a constant force.

You may be given any of the following apparatus set-ups to conduct these investigations:

**Independent variable = mass of glider**

**Dependent variable = acceleration of glider**

**Control variables = force applied and surface car is on**

### Method (using glider)

1) Place the glider on the track. Switch on the air blower and adjust until the glider just doesn't move. This is to remove as much of the effect of friction as possible.

2. Set up a light gate at the end of the air track

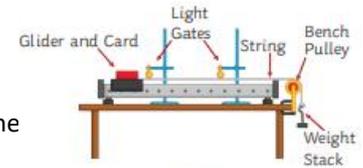
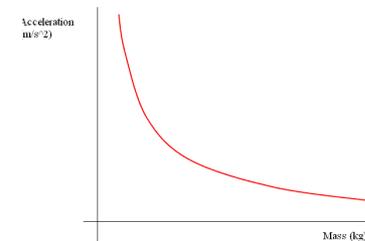
3) Add a 10g mass onto the glider. Place a 1N weight on the pulley attached to the glider and let go.

4) Record the acceleration from the light gate

5) Repeat the experiment several times, increasing the mass on the glider each time (e.g. 20g, 30g, 40g etc.) whilst keeping the weight (1N) on the pulley constant.

### Results

Acceleration is inversely proportional to mass



or



or



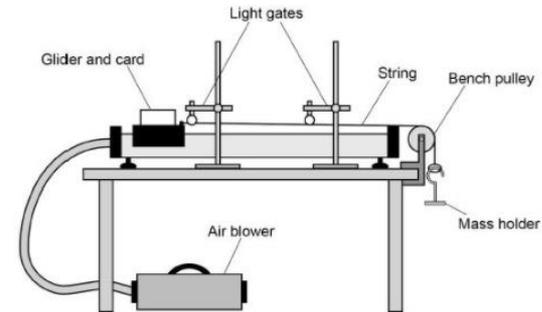
## P5 – Forces – Required Practical - Acceleration

A student was investigating the effect of changing the force on the acceleration of a toy car down a ramp, using the equipment shown below:



1. What provides the force for the car to move?
2. Why is the ramp tilted?
3. What is the independent variable in the investigation?
4. What is the dependent variable?
5. How is force changed during the experiment?
6. What is the name of the piece of equipment shown that measures the acceleration?
7. How is mass kept constant throughout the experiment?
8. What relationship do you expect to see between force and acceleration?

A student was investigating the effect of changing the mass of an object on the acceleration, using the equipment shown below



1. What is the independent variable?
2. What is the dependent variable?
2. What variables need to be controlled?
4. Why is the air blower switched on?
5. Describe the relationship you would expect to find between mass and acceleration

# P5 – Forces

## Stopping Distance

Stopping distance = thinking distance + braking distance

- Greater the speed of vehicle – greater the stopping distance.

## Thinking Distance (reaction time)

Thinking distance = distance travelled before driver reacts and presses brakes.

Reaction times are typically 0.2s to 0.9s

Factors that affect a driver's reaction time:

- Tiredness
- Drugs
- Alcohol
- Age
- Distractions (e.g. phone/music)

## Momentum (HT only)

- Defined by the equation:

$$\text{momentum} = \text{mass} \times \text{velocity}$$
$$p = m \times v$$

Units:

momentum = kilograms metre per second (kg m/s)

mass = kg

velocity = m/s

- In a closed system, total momentum before an event is equal to the total momentum after the event – this is called **conservation of momentum**.

## Braking Distance

**Braking distance** = the distance travelled by a vehicle once with **brakes are applied** until it reaches a full stop.

It can be affected by:

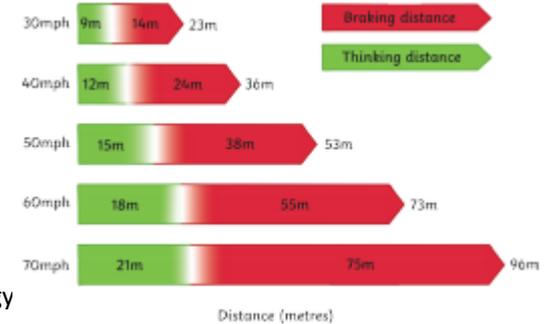
- wet/icy roads
- poor vehicle conditions (brakes/tyres)

When a force is applied to brakes, **work is done** by the friction between the car wheels and the brakes.

Work done – reduces the **kinetic energy store** and energy is transferred to **the thermal store of the brakes**, increasing their temperature.

Increased speed = increased force required to stop the vehicle

Very large decelerations can lead to brakes overheating and/or loss of control of the car.



## Newton's First Law

If resultant force acting on object is zero:

- Stationary object will remain stationary
- Moving object will continue at a steady speed and in the same direction.

100N resistance (friction and air)      100N thrust



**(HT only) Inertia** = tendency of an object to continue in a state of rest or uniform motion (same speed and direction)

## Newton's Second Law

Acceleration of an object is proportional to resultant force acting on it and inversely proportional to the mass of the object

**Resultant force = mass x acceleration**

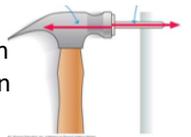
$$F = m \times a$$

**(HT only) Inertial mass** = how difficult it is to change an object's velocity. Defined as ratio of force over acceleration.

## Newton's Third Law

**When two objects interact, forces acting on each other are always equal and opposite.**

e.g. a hammer hitting a nail  
The hammer exerts a force on the nail, and the nail exerts an equal and opposite force on the hammer.



## P5 – Forces

1. What is stopping distance?

2. What is the equation linking braking distance, stopping distance and thinking distance?

3. What is the typical reaction time range of a human?

4. What factors may affect a driver's reaction time?

1. What is the equation linking mass, momentum and velocity?

2. What are the units for momentum?

3. What happens to total momentum during a collision or explosion?

1. What is 'braking distance'?

2. What factors affect braking distance?

3. Describe the energy transfers when brakes are applied to stop a moving car

4. Why are large decelerations dangerous?

1. What happens to a stationary object when the resultant force acting on the object is zero?

2. What happens to a moving object when the resultant forces are zero?

3. (HT) What is inertia?

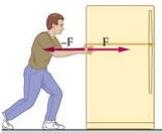
1. State Newton's second law.

2. What is the equation linking acceleration, force and mass?

3. What is inertial mass? (HT)

1. State Newton's third law.

2. Describe the forces acting in the picture





A. Classification of ecosystem (4)	
Ecosystem	A community of things linked together in an environment.
Biome	An ecosystem on a large scale that covers parts of continents and whole countries.
Habitat	A place where plants and animals live. Example: a pond, or hedgerow.
Biodiversity	The amount of variety of life there is in a place.

B. Features of an ecosystem (3)	
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.
Food chain	A diagram that shows what is eating what in an ecosystem.

C.	Major global biomes (5)
Tundra (2)	<ol style="list-style-type: none"> <li>1. Found between 60- and 70-degrees N and S of the equator</li> <li>2. A cold ecosystem, little rainfall.</li> </ol>
Hot desert (2)	<ol style="list-style-type: none"> <li>1. Found along the Tropic of Cancer and the Tropic of Capricorn.</li> <li>2. Hot environments with little rain.</li> </ol>
Tropical rainforest (2)	<ol style="list-style-type: none"> <li>1. Found in places along the Equator.</li> <li>2. Hot and humid environments with huge amounts of rainfall.</li> </ol>
Temperate forest (2)	<ol style="list-style-type: none"> <li>1. The main biome of the UK and other places along the same lines of latitude.</li> <li>2. Warm summers, mild winters. No extremes of temperature, rainfall.</li> </ol>
Coral Reefs (2)	<ol style="list-style-type: none"> <li>1. Located in the tropics between 30 degrees north and 30 degrees south.</li> <li>2. Ocean temperature must be over 20 degrees.</li> </ol>

D. The balance between components in an ecosystems (7)	
Nutrient Cycle	The cycling of nutrients throughout a system to keep everything alive.
Water Cycle	The cycling of water throughout a system to keep everything alive.
Interdependence	When different parts of an ecosystem rely on each other to maintain balance
Producers	Organisms that use sunlight to produce their own nutrients. Often green plants. They provide food for consumers.
Consumers	They cannot make their own energy, and instead rely producers for energy.
Decomposers	Organisms that are responsible for breaking down dead matter. They return nutrients to the soil. Eg. Funghi, Worms
Biomass	Living material within an ecosystem. E.g. Plants and animals.

E.	Rainforest features (4)
Rainforest layers	Forest floor, understorey, canopy, emergent layer.
Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.
Nutrient Cycle / Water Cycle	

F.	Hot Desert characteristics (6)
Diurnal range	Differences between the highest day and lowest night time temperature.
Nocturnal	Animals only come out at night.
Cactus	Long root systems to get as much water as possible from dry ground.
Camel	Webbed feet to help walk in sand.
Soil erosion	Lack of vegetation leads to less decomposition. Soil is loosely packed and eroded easily by wind.
Salination	Hot temperatures draw water to the surface. It evaporates and leaves salt deposits on the soil.



A. Classification of ecosystem (4)	
Ecosystem	
Biome	
Habitat	
Biodiversity	

B. Features of an ecosystem (3)	
Biotic	
Abiotic	
Food chain	

C. Major global biomes (5)	
Tundra (2)	
Hot desert (2)	
Tropical rainforest (2)	
Temperate forest (2)	
Coral Reefs (2)	

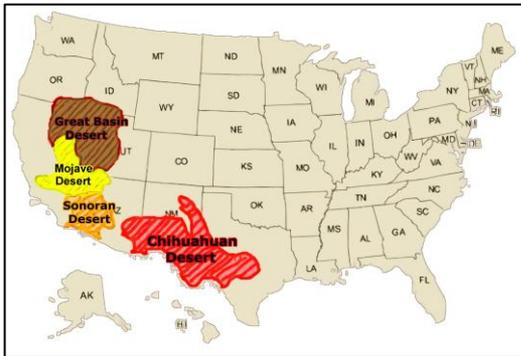
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Nutrient Cycle	
Water Cycle	
Interdependence	
Producers	
Consumers	
Decomposers	
Biomass	

E. Rainforest features (4)	
Rainforest layers	
Nutrient cycle	
Drip tip leaves	
Nutrient Cycle / Water Cycle	

F. Hot Desert characteristics (6)	
Diurnal range	
Nocturnal	
Cactus	
Camel	
Soil erosion	
Salination	



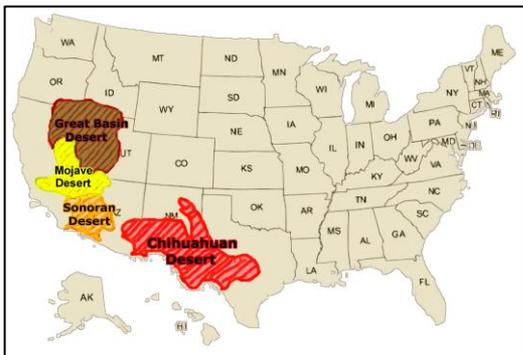
G. CASE STUDY: One tropical rainforest- Malaysia	
Background	60% of Malaysia is covered by rainforest. It is an Newly Emerging Economy
Causes of deforestation/ Opportunities in the rainforest	Sustainable management
<ol style="list-style-type: none"> <li>1. Subsistence farming: Farming on a small scale. Uses slash and burn practices which can get out of control.</li> <li>2. Commercial Farming: Large areas of land cleared for rearing cattle or food production.</li> <li>3. Road building: Forest cleared to make way for industrial vehicles. Breaks up migration patterns and reduces biodiversity.</li> <li>4. Mineral Extraction: Mainly tin mining. Pollutes water sources. Roads needed for vehicles.</li> <li>5. Palm oil: Malaysia is world's largest producer. Is a monoculture so less biodiversity</li> <li>6. Energy Development: Bakum dam – built in 2011. Powers factories in Malaysia. 700km of forest destroyed.</li> <li>7. Logging: in 1980s Malaysia were the largest exporter of tropical wood. Clear felling used to clear entire areas of forest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Selective management system. Does not clear large areas of forest. Gives small trees room to grow. BUT 30% of trees are still removed and it is not well monitored.</li> <li>2. Ecotourism. Provides a source of income for locals BUT hotels and transport can cause damage.</li> <li>3. Forest Stewardship Council. Reduces deforestation BUT membership can be bought.</li> <li>4. International agreements: COP26 agreed to stop deforestation by 2030.</li> <li>5. Debt relief: LIC countries have their debts removed if they reduce damage to the rainforest.</li> </ol>



H. CASE STUDY: One hot desert – The Western Desert, USA	
Opportunities	Valuable minerals (Copper and Uranium), Hydroelectric power from the Hoover Dam/ Sonoran Solar Project (energy for 100,000 homes), tourists visit the grand canyon and Vegas.
Challenges	Population is very spread out (sharing resources is difficult)/ High evaporation causes difficulties for agriculture/ water supplies are limited/ heat exhaustion for works/ Access through the desert is difficult (hot roads melt)
Causes of desertification	Sustainable management
<ol style="list-style-type: none"> <li>1. Climate change: Reduced rainfall and rising temperatures have meant less water for plants.</li> <li>2. Fuel Wood: People rely on wood for fuel. This removal of trees causes the soil to be exposed to erosion.</li> <li>3. Over cultivation: If crops are grown in the same areas too often, nutrients in the soil will be used up causing soil erosion.</li> <li>4. Overgrazing: Too many animals mean plants are eaten faster than they can grow back causing soil erosion.</li> <li>5. Population growth: A growing population puts pressure on the land leading to more deforestation, overgrazing and over-cultivation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Water management - growing crops that don't need much water.</li> <li>2. Tree Planting - trees can act as windbreakers to protect the soil from wind and soil erosion.</li> <li>3. Soil Management - leaving areas of land to rest and recover lost nutrients.</li> <li>4. Technology – using less expensive, sustainable materials for people to maintain. i.e. sand fences, terraces to stabilise soil and solar cookers to reduce deforestation.</li> </ol>



<b>H.</b>	<b>CASE STUDY: One tropical rainforest- Malaysia</b>	
Background		
	<b>Causes of deforestation/ Opportunities in the rainforest</b>	<b>Sustainable management (3)</b>



<b>H.</b>	<b>CASE STUDY: One hot desert – The Western Desert, USA</b>	
Opportunities		
Challenges		
	<b>Causes of desertification</b>	<b>Sustainable management (3)</b>



# Year 10 History : 1. Spain reaches the New World, c1490-1512

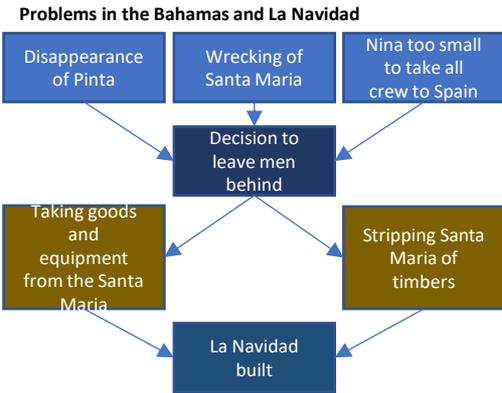


Spain c1490: exploration, religion and ambition
<ul style="list-style-type: none"> <li>Most people knew the world was round</li> <li>Most of Europe was mapped</li> <li>The Spice Trade with the East Indies was well established</li> <li>Portugal and Spain were rivals – both wanted to find a sea route to the East Indies</li> <li>The Catholic Church had 2 concerns in the 2<sup>nd</sup> half of the 15<sup>th</sup> Century:             <ul style="list-style-type: none"> <li>Defend Christendom</li> <li>Spread Christianity to new lands</li> </ul> </li> </ul>



Why did Spain agree to sponsor Columbus?	
<b>Christianity</b>	Isabella was keen to continue spreading Christianity to the East Indies.
<b>Priest</b>	Juan Perez, a priest and friend to Isabella, helped Columbus while he made his case.
<b>Status</b>	Finding the sea route to the East Indies before Portugal would give Spain international status.
<b>Wealth</b>	A successful voyage would bring riches to the Spanish treasure and wealth to Spanish merchants.

Columbus' First Voyage 1492	
<b>Finding ships and crew</b>	Martin and Vicente Pinzon helped Columbus get ships and crew. 2 caravels – the Nina and the Pinta 1 carrack – the Santa Maria (flagship)
<b>Rivalry at sea</b>	Columbus had to change routes to avoid Portuguese caravels.
<b>Sailors' fears</b>	Columbus kept 2 different logs to stop sailors getting worried: -1 was accurate and he kept secret -The other log recorded shorter distances
<b>Possible Mutiny</b>	As the sailors had not spotted land for so long, they came close to mutiny. They allowed Columbus 2 more weeks.
<b>Quarrels</b>	Columbus and Martin Pinzon disagreed on the route.
<b>Land</b>	On the 10 <sup>th</sup> October, after 6 weeks at sea, the crew spotted land.



Columbus' return to Spain 1493	
4 <sup>th</sup> March 1493 Columbus lands in Portugal and meets King John. Columbus is sent congratulatory letters and is cheered by crowds in his way to Barcelona.	<b>The role of the pope</b> The Pope gives Isabella and Ferdinand his support for the new 'Spanish Indies'. He is excited by Columbus' discoveries and wanted Christianity to spread to these lands.
<b>Rivalry with Portugal</b> King John believed he had claim to the lands Columbus had discovered. This led to talks with Spain to determine who had rights over what lands as Spain were getting ready to send Columbus back to govern.	<b>Columbus' Rewards</b> Isabella and Ferdinand encouraged Columbus to carry out another voyage. Columbus was given new titles, a new coat of arms and issued a pension for life. He was also given powers to govern lands in the New World.

Effects of Spanish Settlements	
1	Gold mines set up in Haiti – most of the work done by natives.
2	Tainos and Carib societies destroyed in order to provide work for the Spanish.
3	Columbus had captured natives to sell as slaves – Isabella not pleased and sent slaves back to Haiti.
4	Encomienda system set up. Nicolas de Ovando set this up in 1502.
5	Diseases like smallpox killed many natives. 1492 around 500,000 natives. By 1507 only 60,000.

Impact of contact with the Natives		
Gold, cotton and tobacco	Tainos and Caribs	Incident at Samana
Natives wore gold but would not tell the Spaniards where it came from. Kapock was used by the natives – it could be spin into thread and woven into cloth. Spaniards sailing with Columbus quickly picked up the habit of smoking tobacco.	Tainos – considered friendly and peaceful, allowed Columbus to build La Navidad, found at San Salvador. Caribs – mainly found east of the Bahamas, raided the Tainos taking women, rumours that they were cannibals.	On way back to Spain – Samana, Haiti. Men went ashore and found dried human heads and large canoes. An exchange went wrong and erupted in violence. They learnt that the natives could be hostile.

**The Treaty of Tordesillas 1494**  
On 7<sup>th</sup> June an agreement was reached between Spain and Portugal. An imaginary line was drawn from the North to the South pole. All lands to the west were for Spain. Lands to the east were for Portugal.

Columbus as governor	
La Navidad and Isabela	Santo Domingo
La Navidad found burned to the ground on 28 <sup>th</sup> Nov 1493. A new settlement was named Isabela. It failed as Spaniards wanted adventure and gold. Columbus went exploring and found Jamaica. He returned to Haiti in September 1494.	Bartholomew left in charge when Columbus returned to Spain. He built Santo Domingo. Columbus returned in 1498 to problems – Tainos and Spaniards not cooperating. Order restored by giving Spanish rebels land and providing native labourers to work the land. Rebellions kept breaking out so Columbus carried out executions on both natives and Spaniards. September 1500 – Bobadilla sent to take over from Columbus, Columbus arrested and sent back to Spain in chains.

Imperial Policy towards the Caribbean	
<b>Importance of Santo Domingo</b> It became the centre of Spanish administration in the Caribbean. -Wide roads and squares surrounded impressive stone buildings -The building housed administration offices were rules were issued and taxes collected. -Courts were established to control the laws	<b>Establishment of a monopoly</b> In 1503, the Casa de Contractacion (House of Trade) was established in Seville, Spain. The aim was to control all trade from the Caribbean. Powers included: -Approve all voyages to the Caribbean. -Collect up to date trade routes. -Collect taxes. -Control who travels to the Indies. However, there was smuggling and people worked out ways to avoid paying the taxes.
<b>Catholic Missionaries</b> In 1503, Ferdinand and Isabella issued a series of rules about educating the Indians: -Indians were to live in towns and pay taxes. -Taught about Christianity and expected to live as Christians. -Taught how to read, write and dress. Reports reached Spain about the abuses of Indians. Dominicans were sent to stop the mistreatment. Spaniards shocked at the mistreatment of natives.	<b>Regulation of Exploration</b> Ferdinand and Isabella needed to establish Spanish control over exploration and discovery in the New World. -Every ship sailing to the Caribbean had to leave from Cadiz, Spain and had to register with the Spanish. -Anyone could live in the Indies freely. If the discovered gold, 2/3 had to go to the Spanish government, 1/3 could be kept by the discoverer. 1/10 of all other products had to be sent to Spain. -1/10 if all cargo carried by ship sailing to the New World had to be Spanish.



# Year 10 History : 1. Spain reaches the New World, c1490-1512



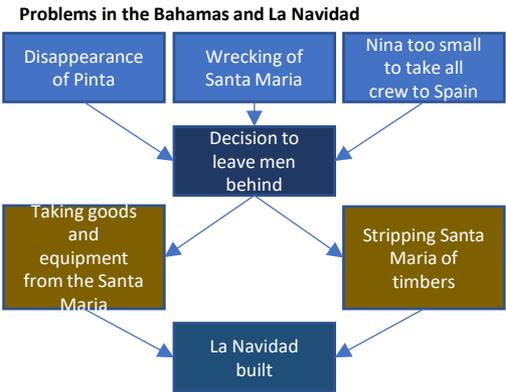
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  - Defend Christendom
  - Spread Christianity to new lands



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Priest	
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Wealth	

Columbus' First Voyage 1492	
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Possible Mutiny	
Quarrels	
Land	



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4 <sup>th</sup> March 1493 Columbus lands in Portugal and meets King John. Columbus is sent _____.	<b>The role of the pope</b> The Pope gives Isabella and Ferdinand his support for _____.
<b>Rivalry with Portugal</b> King John believed he had _____ This led to _____.	<b>Columbus' Rewards</b> Isabella and Ferdinand encouraged _____ Columbus was given _____.

Effects of Spanish Settlements	
1	
2	
3	
4	
5	

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## Year 10 GCSE Religious Education KO - Christianity Practices

Keywords	
Worship	Act of religious honour or devotion
Liturgical worship	Service which follows a set pattern
Non-liturgical worship	Service which does not follow a fixed or set pattern
Sacrament	Rites and rituals through which the believer receives a special gift of grace
Holy communion	A service of thanks giving where bread and wine are consumed to remember Jesus' death and resurrection
Festival	Celebration of Jesus' death and resurrection
Christmas	Celebration of Jesus' birth
Church	The holy people of God, the body of Christ or a building where Christians worship
Agape	Unconditional, unselfish love
Mission	A calling where an individual or group go out and spread the word of God
Missionary	A person sent on a religious mission to promote Christianity in a different country through preaching or charity work
Alpha course	An example of evangelism – trying to tell others about Christianity
Persecution	Hostility or ill-treatment, because of race or religious or political beliefs
Poverty	Restoring of harmony after relationships have broken down

What we are learning in this unit	
A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	<ul style="list-style-type: none"> <li>A specific rite or practice which is given to Christians as a symbol of God's grace</li> <li>The Catholic Church recognises 7 sacraments: <b>baptism, confession, the Eucharist, confirmation, marriage, holy orders, anointing of the sick</b></li> <li><b>More on baptism and eucharist in box D and E</b></li> </ul>

A.	Worship
What is it	<ul style="list-style-type: none"> <li>A way for Christians to show love and respect for God</li> <li>It shows Christians how important God is to them</li> <li>They worship in different ways</li> </ul>
Liturgical worship	<ul style="list-style-type: none"> <li>Worship with a set order or pattern</li> <li>E.g. Roman Catholic Mass</li> <li>Often takes place in a Church but can be elsewhere</li> </ul>
Non-liturgical worship	<ul style="list-style-type: none"> <li>Tends to be Bible-based</li> <li>Often follows a structure but there is free choice in the structure</li> <li>May choose a relevant theme for the community</li> <li>Prayer is often in a personal style</li> </ul>
Informal worship	<p><i>Charismatic worship</i></p> <ul style="list-style-type: none"> <li>Service has characteristics such as hymns, sermon and prayer but is free-flowing</li> <li>Can be anywhere, not just the Church</li> <li>Resembles worship practiced by early Christians</li> <li>Focus on the Holy Spirit</li> </ul>
Private worship	<ul style="list-style-type: none"> <li>Takes place individually</li> <li>Forms a personal relationship with God</li> </ul>

B.	Prayer
What is it / Significance of prayer	<ul style="list-style-type: none"> <li>A means of communicating with God</li> <li>Purpose is to praise God, confess sins, give thanks to God</li> </ul>
The Lord's Prayer	<ul style="list-style-type: none"> <li><b>"Our Father, who art in Heaven"</b></li> <li>Gives a model for how to pray</li> <li>Involves adoration of God, confession of sins, and petition (asking God for something)</li> <li>Asking God for food <b>"give us this day our daily bread"</b></li> <li>Asking for forgiveness <b>"forgive us our trespasses as we forgive those who trespass against us"</b></li> </ul>
Set prayers	<ul style="list-style-type: none"> <li>Written down and said more than once/regularly</li> <li>Allows collective nature e.g. Lord's Prayer</li> </ul>
Informal prayer	<ul style="list-style-type: none"> <li>Use day-to-day language</li> <li>Often private and focus on reflection</li> <li>Pentecostal Church are moved by the Holy Spirit so speak in tongues</li> </ul>

# Year 10 GCSE Religious Education KO - Christianity Practices

	Keywords
Worship	
Liturgical worship	
Non-liturgical worship	
Sacrament	
Holy communion	
Festival	
Christmas	
Church	
Agape	
Mission	
Missionary	
Alpha course	
Persecution	
Poverty	

What we are learning in this unit	
A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	

A.	Worship
What is it	
Liturgical worship	
Non-liturgical worship	
Informal worship	
Private worship	

B.	Prayer
What is it / Significance of prayer	
The Lord's Prayer	
Set prayers	
Informal prayer	

## Year 10 GCSE Religious Education KO - Christianity Practices

D.	<i>Eucharist/Holy Communion</i>
What is it	<ul style="list-style-type: none"> <li>Based on the words and actions of Jesus at the Last Supper</li> <li><b>"Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, 'Take and eat; this is my body'".</b></li> <li>Commemoration of the sacrifice Jesus made on the cross</li> <li>Deepens faith in Jesus</li> <li>Christians share bread and wine in Church which represents the body and blood of Christ</li> </ul>
Significance	<ul style="list-style-type: none"> <li>Some celebrate it weekly</li> <li>Gives them strength to live every day to God's glory</li> </ul>
How is it celebrated	<ul style="list-style-type: none"> <li>Sharing bread and wine during a service at the church</li> <li>Some use grape juice instead of wine</li> </ul>
Different interpretations	<ul style="list-style-type: none"> <li>Roman Catholics believe in transubstantiation – the bread and wine is actually the body and blood of Christ transformed</li> <li>Protestants – expression of faith and obedience</li> <li>Catholic, Orthodox, Anglican – a way to receive God's grace</li> </ul>

E.	<i>Baptism</i>
What is it	<ul style="list-style-type: none"> <li>Involves the candidate being immersed in water or having water poured on them</li> <li>Symbolises cleansing of sin and initiation into the Church</li> <li>Lots regard it as necessary to being saved</li> <li>Jesus told his disciples to <b>"go and make disciples of all nations, baptising them in the name of the Father, the Son and The Holy Spirit"</b></li> </ul>
Significance	<ul style="list-style-type: none"> <li>Initiation into the Christian community</li> <li>Cleansed from sin</li> <li>Reborn into eternal life</li> <li>United with Christ as a child of God</li> <li>Receive the gift of the Holy Spirit</li> </ul>
Infant baptism	<ul style="list-style-type: none"> <li>When a child/baby is baptised</li> <li>Holy water is poured over their heads x3</li> <li>Washes away original sin, starts life on the right track with God, shows commitment, welcomes to the Church</li> </ul>
Believer's baptism	<ul style="list-style-type: none"> <li>When an adult is baptised</li> <li>Whole body is immersed in the water</li> <li>Follows Jesus' example, start a new life with God, wash away sin, making their <b>own</b> decision to be baptised</li> </ul>

F.	<i>Pilgrimage</i>
What is it	<ul style="list-style-type: none"> <li>A visit to a place regarded as holy for the believer</li> <li>Places of pilgrimage have a special meaning and can make people feel closer to God</li> </ul>
Importance	<ul style="list-style-type: none"> <li>Lets people take time out from their every day lives</li> <li>Offers an opportunity for spiritual growth</li> <li>Encourage them to lead lives that reflect the values of God</li> <li>Physical or spiritual healing</li> <li>Deepens their faith – meeting people from different cultures</li> </ul>
Lourdes	<ul style="list-style-type: none"> <li>Virgin Mary appeared to Bernadette in the 19<sup>th</sup> century</li> <li>Believed that the spring water can cleanse pilgrims of sin and cure illnesses</li> <li>People walk in processions, touch the walls of the grotto, take home Lourdes water</li> <li>There is a focus on helping and supporting the sick and disabled</li> <li>People feel healed spiritually, if not physically</li> </ul>
Iona	<ul style="list-style-type: none"> <li>Island off the west coast of Scotland</li> <li>Services and tours for pilgrims</li> <li><b>MONASTIC experience</b> = a simple way of living, i.e. like a monk</li> <li>Share practical tasks e.g., washing up, discussions, studying the Bible</li> <li>People do not go here for miracles</li> </ul>

G.	<i>Christmas</i>
What is it	<ul style="list-style-type: none"> <li>Celebrated to commemorate the birth of Jesus</li> <li>Churches are decorated with the scene of the nativity</li> <li>Carols are sung about the events of Jesus' birth</li> <li>Communion takes place at midnight on Christmas Eve</li> </ul>
Importance	<ul style="list-style-type: none"> <li>Remembering the incarnation</li> <li>Celebrates the birth of a saviour – his birth led to people being saved from their sins</li> </ul>
In GB today	<ul style="list-style-type: none"> <li>Christians thank God for the incarnation</li> <li>A time of giving and receiving from loved ones</li> <li>Time to remember those in difficult circumstances – should give and support those in need</li> <li>Highlights meaning of Christmas to non-believers</li> </ul>

H.	<i>Easter</i>
What is it	<ul style="list-style-type: none"> <li>Remembering Jesus' death and resurrection</li> </ul>
Importance	<ul style="list-style-type: none"> <li>Remembers the resurrection of Jesus</li> <li>Power of good over evil</li> <li>Reminds Christians of the omnipotence of God</li> <li>Shows Christians there is an afterlife</li> </ul>
Lent	<ul style="list-style-type: none"> <li>Time of preparation for Easter – reminds Christians of the temptations of Jesus</li> </ul>
Maundy Thursday	<ul style="list-style-type: none"> <li>Last Supper</li> <li>Observed today by Eucharist</li> </ul>
Good Friday	<ul style="list-style-type: none"> <li>Remembering crucifixion of Jesus</li> <li>Observed today by worshipping together</li> </ul>
Easter Sunday	<ul style="list-style-type: none"> <li>Celebrates Jesus rising from the dead</li> <li>Shows there is an afterlife and death is not the end</li> </ul>

# Year 10 GCSE Religious Education KO - Christianity Practices

D.	<i>Eucharist/Holy Communion</i>
What is it	
Significance	
How is it celebrated	
Different interpretations	

F.	<i>Pilgrimage</i>
What is it	
Importance	
Lourdes	
Iona	

E.	<i>Baptism</i>
What is it	
Significance	
Infant baptism	
Believer's baptism	

G.	<i>Christmas</i>
What is it	
Importance	
In GB today	

H.	<i>Easter</i>
What is it	
Importance	
Lent	
Maundy Thursday	
Good Friday	
Easter Sunday	

## GCSE Religious Education KO - Christianity Practices

I.	<i>Role of the Church: Local community</i>
Local community	<ul style="list-style-type: none"> <li>Churches help in the local community in a number of ways: food banks, day centres for the elderly, helping refugees, food banks, soup kitchens, helping people with taxes</li> <li><b>Parable of the sheep and the goats:</b> Jesus told his disciples that they should help others</li> <li><b>"If anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him?"</b></li> <li>Jesus deliberately sought out people in society who needed help</li> </ul>
Food banks	<ul style="list-style-type: none"> <li>People volunteer to collect, sort and distribute food</li> <li>People in need are identified and are provided with vouchers to exchange</li> <li>The salvation army - soup kitchens and hostels, give emergency assistance, provide community vegetable gardens</li> </ul>
Street pastors	<ul style="list-style-type: none"> <li>Christians who go out on the streets of cities to help care for the needs of young people</li> <li>NOT there to spread Christianity, just to help</li> <li>E.g. St. Vincent de Paul Society – help anybody who needs it – give training to get jobs, run community shops, run hostels, soup kitchens</li> </ul>

I.	<i>Role of the Church: Worldwide</i>
Working for reconciliation	<ul style="list-style-type: none"> <li>Christians need to be reconciled with God but also with one another</li> <li>Christians believe that Jesus' death was an act of reconciliation</li> <li>Worldwide church has a role to restore people's relationship with God and with one another</li> <li>Working for reconciliation is necessary for all Christians</li> </ul>
Persecution	<ul style="list-style-type: none"> <li>Hostility and ill-treatment, especially because of race, or political or religious beliefs</li> <li>Jesus told Christians to expect persecution because if they persecuted Jesus, they would also persecute his followers</li> <li>Those who suffer for their beliefs share in the suffering of Jesus <b>"to know the power of his resurrection and participation in his sufferings"</b></li> <li>Persecution helps the church grow because people witness the hope that Christians have</li> <li><b>"if one part suffers, every part suffers with it"</b> – all Christians suffer together so need to be supported</li> <li>Church supports people by <b>smuggling in Bibles, giving legal and financial support, provide spiritual support, raise awareness of those being persecuted</b></li> </ul>
CAFOD	<ul style="list-style-type: none"> <li>Catholic agency for Overseas Development (CAFOD)</li> <li>Works to bring hope and compassion to people of all faiths and in poor communities</li> <li>Action needs to be taken to remedy the injustice of people suffering</li> <li>Helps to increase access to clean water, education and healthcare, lobbies employers to adopt fair working conditions.</li> </ul>

J.	<i>Mission and evangelism</i>
Mission	<ul style="list-style-type: none"> <li>Vocation or calling of a religious organisation or individual to go out into the world and spread their faith</li> <li><b>"go and make disciples of all nations... teaching them to obey everything I have commanded you"</b></li> <li>Christians have the responsibility, according to the <b>Great Commission</b>, to tell others of their faith</li> <li>Spreading the word to people in everyday life, organised events, preaching, becoming missionaries, humanitarian work</li> </ul>
Evangelism	<ul style="list-style-type: none"> <li>Spreading the message of Christianity and teachings of Jesus in order to make <b>disciples of all nations</b></li> <li>Bring reconciliation between people and God</li> <li>Show the love of God through their own actions</li> <li>Preaching, teaching, performing missions and good works openly, move to foreign lands to spread the word, set up churches and church communities</li> </ul>
The Alpha Course	<ul style="list-style-type: none"> <li>Aims to help church members understand the basics of the Christian faith</li> <li>Many major Christian organisations use it</li> <li>Take place in church premises but also in homes, universities, workplaces, prisons and other venues</li> <li>Courses include topics such as relationship and marriage for adults and study programmes for young people</li> </ul>

K	<i>Persecution</i>
	<ul style="list-style-type: none"> <li>Hostility and ill-treatment of a group of people</li> <li>Jesus told Christians to spread the word of Christianity – may put them in danger – <b>"he who endures to the end will be saved"</b></li> <li>Open Doors and Christian Freedom Internation help persecuted Christians</li> <li>Support them through trauma, provide advice and support, speak on behalf of persecuted Christians to raise awareness, send/smuggle in Bibles, lobby the governments for political power, organise the offer of aid to persecuted, offer rooms to asylum seekers, ask god to forgive the persecuters</li> <li>Turn the other cheek</li> </ul>

L	<i>Reconciliation</i>
How the church works for reconciliation	<ul style="list-style-type: none"> <li>Set up initiatives to bring people together, working in prisons to lead people back to God and bring the victim and perpetrator back together, leading sermons, asking congregation to forgive each other</li> </ul>
WHY they work for reconciliation	<ul style="list-style-type: none"> <li>Jesus' sacrifice, parable of the forgiving father, <b>"love thy neighbour"</b>, he who sees his brother in need and does nothing, how can the love of God be in him?</li> </ul>

# GCSE Religious Education KO - Christianity Practices

I.	<i>Role of the Church: Local community</i>
Local community	
Food banks	
Street pastors	

I.	<i>Role of the Church: Worldwide</i>
Working for reconciliation	
Persecution	
CAFOD	

J.	<i>Mission and evangelism</i>
Mission	
Evangelism	
The Alpha Course	

K	<i>Persecution</i>

L	<i>Reconciliation</i>
How the church works for reconciliation	
WHY they work for reconciliation	



Keywords	
Tawhid	The belief in Islam that there is only one God who created everything
Omnipotent	God is all powerful and "has power over everything"
Immanent	God is active in the world and involved in its' creation.
Transcendent	God is outside of time and space. God cannot age or die or be located in one place.
Beneficent	Allah is compassionate, caring and good
Sunnah	The traditions and practices of the Prophet Muhammad
Qur'an	The Islamic sacred book
Hadith	A collection of traditions and sayings of the Prophet Muhammad
6 Articles of Faith	6 basic beliefs that shape the Islamic way of life
5 Roots of Usul Ad-Din	5 rules which explain how Muslims should act in daily life
Akhirah	Belief in the afterlife
Al Qadr	Supremacy of God's will and The belief in predestination which is slightly different for Sunni and Shi'a Muslims

What we are learning in this unit		
A. 6 Articles of Faith B. 5 Roots of Usul Ad-Din C. Sunnah and Hadith D. Risalah E. Torah, Psalms and Gospels F. Nature of Allah G. Qu'ran H. Torah, Psalms and Gospels I. Angels J. Al Qadir K. Day of Judgement, Paradise and Hell		

B. 5 Roots of Usul Ad-Din		
The 5 roots of Usul ad-Din are central to the Shi'a Muslim faith.		
Root	What is it?	Quote
1: Tawhid	The belief in the oneness of Allah	"He is God the One, God the eternal" Surah 112
2: Nubuwwah	Belief in prophethood: the chain of messengers from Adam to Muhammad	"We sent messengers to every community" Surah 16
3: Adl	Allah is just (fair) and will bring Divine Justice	"I advise you to being just towards both friend and foe" Imam Ali
4: Imamah	A term for God-given leadership	"obey God and the Messenger, and those in authority among you"
5: Mi'ad	The day of judgement and resurrection	"His is the judgement; and to Hjm you shall be returned"

A. 6 Articles of Faith	
Article of faith	What is it?
1: Belief in one God	Allah is the creator and sustainer of life. There is no God but Allah
2: Belief in Angels	Angels do the work of Allah and do not have free will like humans. They obey Allah
3: Belief in God's revealed books	The Torah, the Psalms, the Gospels, the Scrolls of Abraham and the Qur'an.
4: Belief in the messengers of God	Prophets and messengers are chosen by Allah to deliver His message to humankind
5: Belief in the Day of Judgement	There will be a day when all people stand in front of Allah and are sent to Heaven or Hell
6: Belief in pre-destination	Allah knows everything. Everything is ordered by Allah – nothing is random or by chance

C. Sunnah and Hadith	
Sunnah	<ul style="list-style-type: none"> <li>The practices, customs and traditions of Prophet Muhammad</li> <li>They give an example for Muslims to follow</li> <li>The Sunnah and Hadith are sources of Wisdom and authority alongside the Qur'an</li> </ul>
Hadith	<ul style="list-style-type: none"> <li>Reading the Hadith helps a Muslim to learn how Muhammad explained the teachings from the Qur'an</li> <li>The Hadith makes the Qur'an easier to understand</li> </ul>
What does the Sunnah tell Muslims?	<ul style="list-style-type: none"> <li>The Sunnah covers many areas of life</li> <li>It provides a guideline for Muslim life</li> <li>There is a Sunnah for everything</li> </ul>



Keywords	
Tawhid	
Omnipotent	
Immanent	
Transcendent	
Beneficent	
Sunnah	
Qur'an	
Hadith	
6 Articles of Faith	
5 Roots of Usul Ad-Din	
Akhirah	
Al Qadr	

What we are learning in this unit		
A. 6 Articles of Faith B. 5 Roots of Usul Ad-Din C. Sunnah and Hadith D. Risalah E. Muhammad F. Nature of Allah G. Qu'ran H. Torah, Psalms and Gospels I. Angels J. Al Qadir K. Day of Judgement, Paradise and Hell		

B.	5 Roots of Usul Ad-Din	

Root	What is it?	Quote
1:		
2:		
3:		
4:		
5:		

A.	6 Articles of Faith	
Article of faith	What is it?	
1:		
2:		
3:		
4:		
5:		
6:		

C.	Sunnah and Hadith	



D.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it	<ul style="list-style-type: none"> <li>• Muslims believe there has been 124,000 prophets</li> <li>• Every Islamic prophet preached Islam and key beliefs</li> <li>• The first was <b>Adam</b>, the last was Muhammad (Box E)</li> </ul>	Psalms (Zabur)	<ul style="list-style-type: none"> <li>• The Psalms of Dawud are a collection of prayers to Allah</li> <li>• They contain lessons of guidance for the people</li> </ul>
Why are prophets important?	<ul style="list-style-type: none"> <li>• Prophets are guided by Allah</li> <li>• Their love of Allah stops them from sinning</li> <li>• Some prophets are messengers who have been given revelation of news</li> </ul>	Gospel (Injil)	<ul style="list-style-type: none"> <li>• This is the good news about Isa (Jesus)</li> <li>• Muslims highly respect Isa because there are revelations in the Qur'an about him</li> <li>• Muslims believe he was the Masih, he was not the son of Allah, he was not crucified, he did not die to save sins</li> <li>• The gospels contain some mistakes because they were written many years after Isa died</li> </ul>
Adam	<ul style="list-style-type: none"> <li>• The first prophet</li> <li>• The father of all humankind</li> <li>• He taught about the work of Iblis and how to protect themselves</li> <li>• He taught life on Earth was temporary, eternal life is in the next life</li> <li>• He built the Ka'aba as the first place of worship</li> </ul>	Torah (Tawrat)	<ul style="list-style-type: none"> <li>• The Tawrat is the Arabic word for the Torah</li> <li>• These are the revelations given to Moses by Allah on Mt Sinai</li> <li>• The Qur'an refers to the Tawrat as <b>"guidance and light"</b></li> </ul>
Ibrahim	<ul style="list-style-type: none"> <li>• Ibrahim was told in a dream to sacrifice Isma'il as a test of faith – remembered at Hajj every year</li> <li>• His son <b>Isma'il</b> is the ancestor of the prophet Muhammad</li> </ul>	Scrolls of Ibrahim	<ul style="list-style-type: none"> <li>• Revelations received by Ibrahim on the first day of Ramadan</li> <li>• Contained stories about worship and reflection</li> <li>• Not a book, individual revelations</li> </ul>

F.	<i>The Nature of Allah</i>
Tawhid	<ul style="list-style-type: none"> <li>• There is only one God and this God has no equal.</li> <li>• He created everything.</li> <li>• Only He should be worshipped: worshipping other Gods is a sin called <b>shirk</b>.</li> <li>• <b>"There is no God but Allah, and Muhammad is his messenger".</b></li> <li>• <b>"Allah witnesses that there is no deity except Him"</b></li> <li>• <b>"Do they not see that Allah, who created the heavens and the Earth and was not wearied by their creation, has the power to raise the dead to life?"</b></li> </ul>
2: Omnipotent	Allah is all powerful and has power over everything
3: Immanence	Allah is active in the world and able to control events
4: Transcendent	<ul style="list-style-type: none"> <li>• Allah is outside of the universe</li> <li>• Not limited by time or space</li> </ul>
5: Beneficence	God has love and good will
6: Mercy	<ul style="list-style-type: none"> <li>• <b>"In the name of Allah, the most compassionate, the most merciful"</b></li> <li>• God is forgiving and caring</li> </ul>
7: Fairness and justice	<ul style="list-style-type: none"> <li>• Allah is fair to all people</li> <li>• <b>Allah has sent the same message to all prophets to allow humans numerous opportunities to submit to the will of Allah</b></li> <li>• Allah will ensure that judgement is fair and punishments are suitable</li> </ul>



D.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it		Psalms (Zabur)	
Why are prophets important?		Gospel (Injil)	
Adam		Torah (Tawrat)	
Ibrahim		Scrolls of Ibrahim	

F.	<i>The Nature of Allah</i>
Tawhid	
2: Omnipotent	
3: Immanence	
4: Transcendent	
5: Beneficence	
6: Mercy	
7: Fairness and justice	



## Year 10 GCSE Religious Education KO - Islam Beliefs



G.	Qur'an	I.	Angels
Revelation	<ul style="list-style-type: none"> <li>Chapters of the Qur'an were revealed to Prophet Muhammad over 13 years in Makkah</li> <li>While Muhammad received the revelations, he was not able to change them because it was the will of Allah</li> <li>After Muhammad received them, he recited them, and somebody wrote them down.</li> </ul>	What are they?	<ul style="list-style-type: none"> <li>Angels are made from light and have wings which can move at the speed of light</li> <li>They have no gender and are in the unseen world</li> <li>They always complete what Allah asks and they always obey Allah as they have no free will</li> </ul>
Authority	<ul style="list-style-type: none"> <li>It is the direct word of Allah so it has His authority</li> <li>It is without error and remains in its' original form</li> <li>A written book was needed to formalise the religion</li> </ul>	What do they do?	<ul style="list-style-type: none"> <li>Watch over humans</li> <li>Bring peace to believers and instill fear in non-believers</li> <li>Angel of Death takes the soul at death</li> <li>Greet people entering paradise or throw people into the pits of hell</li> <li>Signify the end of the world by blowing a horn</li> </ul>
What does it contain?	<ul style="list-style-type: none"> <li>It covered every aspect of life</li> <li>It influences a person throughout their lives</li> <li>The basics of worship which Muhammad developed</li> <li>Shari'ah law and social systems</li> <li>It explains creations and other ultimate questions</li> </ul>	Jibril	<ul style="list-style-type: none"> <li>Most important angel in Islam</li> <li>Always brings good news</li> <li>Helped Ibrahim when he was thrown in to a fire, opened up the Zamzam well for Hajar</li> <li>Told Maryam she would have a son (Isa)</li> <li>Dictated the Qur'an directly from Allah</li> </ul>
Supreme authority	<ul style="list-style-type: none"> <li>The Qur'an is believed to have supreme authority</li> <li>It is a timeless book – it is only the word of Allah if it is not translated from Arabic</li> </ul>	Mika'il	<ul style="list-style-type: none"> <li>Assisted Muhammad with his spiritual mission</li> <li>Giver of rain and sustenance – in charge of plants and rain</li> <li>Helped Muhammad to fight for Makkah</li> <li>Will help to weigh peoples' actions on Judgement Day</li> <li>Mika'il prepared Muhammad by providing Jibril with purifying water</li> </ul>

K.	Day of Judgement, paradise and Hell	J.	Al Qadir
What will happen?	<ul style="list-style-type: none"> <li>Muslims believe Judgement day will come on a Friday (Adam was created on a Friday)</li> <li>It will be announced by Israfil's trumpet</li> <li>Allah will refer us to the book of deeds to justify damnation or salvation</li> <li>Humans will go to paradise or Hell</li> </ul>	E.	<ul style="list-style-type: none"> <li>Everything happens as a result of Allah's will and nothing is ever random or without reason</li> <li>Allah is in charge of everything</li> <li>Everything is a part of Allah's plan</li> <li><b>"never will we be struck except by what Allah has decreed for us"</b></li> </ul>
Jannah	<ul style="list-style-type: none"> <li>Paradise</li> <li>No growing ill, old or dying – it is a reward and gift from Allah</li> <li>A person must live religiously and ask Allah for forgiveness</li> <li>Good beliefs and actions</li> <li>It is beyond human imagination</li> </ul>	Muhammad	<ul style="list-style-type: none"> <li>Muhammad had characteristics such as responsibility, determination, patience, courage and honesty</li> <li>He was highly respected in his community</li> <li>He was extremely devoted to Allah – he prayed and fasted for long periods of time</li> </ul>
Entry to Jannah	<ul style="list-style-type: none"> <li><b>"enter among my servants! Enter my paradise!"</b></li> <li>People will arrive over the As-Sirat bridge</li> <li>There are 8 gates and you go through the one which represents your best action</li> <li>Two angels welcome people saying <b>"peace be upon you"</b></li> </ul>	Why was he chosen?	<ul style="list-style-type: none"> <li>He became the ruler of Madinah and set up the first Islamic community</li> <li>He converted the people of Makkah to Islam</li> </ul>
Jahannam	<ul style="list-style-type: none"> <li>Hell</li> <li>People wail in misery, 70x hotter than any flame on earth, boiling water poured on their heads, pain, dragged in chains</li> <li>Punishment for a life full of evil or rejecting the teachings of the Qur'an</li> </ul>	What did he do as a prophet?	<ul style="list-style-type: none"> <li>He is seen as the perfect role model as he is trustworthy and obedient to Allah</li> <li>His influence can still be seen in the Hadith and Sunnah</li> <li>The night of power in Ramadan is to remember Muhammad's first revelation from the angel Jibril</li> </ul>
		Why is Muhammad important?	



<b>G.</b>	<i>Qur'an</i>	<b>I.</b>	<i>Angels</i>
Revelation		What are they?	
Authority		What do they do?	
What does it contain?		Jibril	
Supreme authority		Mika'il	

<b>K.</b>	<i>Day of Judgement, paradise and Hell</i>
What will happen?	
Jannah	
Entry to Jannah	
Jahannam	

<b>J.</b>	<i>Al Qadir</i>
<b>E.</b>	<i>Muhammad</i>
Why was he chosen?	
What did he do as a prophet?	
Why is Muhammad important?	

# Year 10 GCSE Religious Education KO - Christianity Beliefs

Keywords	
Ascension	Jesus returning to be with God in Heaven after the crucifixion
Atonement	Making things better after sinning, asking for forgiveness from God
Benevolent	God's nature as all-loving
Crucifixion	Jesus' execution by the Romans on the cross
Incarnation	God becoming flesh in the form of Jesus Christ
Just	God's nature as fair
Omnipotent	God's nature as all-powerful
Original sin	The built-in tendency to do wrong which comes from Eve's disobedience
Resurrection	Jesus returning from the dead after he was crucified
Salvation	Being saved from sin and given eternal life in heaven by God
Sin	Any thought or action which goes against God's will
Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit.

What we are learning in this unit			
A. Nature of God B. Evil and suffering C. The Holy Trinity D. Creation E. Resurrection, judgement, Heaven and Hell		F. Incarnation G. Crucifixion H. Christ in Salvation I. Ascension and resurrection J. Sin and salvation	
A.	<i>The Nature of God</i>	<i>How is it shown in The Bible?</i>	B.
One God	<ul style="list-style-type: none"> <li>Christians believe in one God who is the creator and sustainer of all that exists</li> </ul>	<ul style="list-style-type: none"> <li><b>"the Lord he is God; there is none else beside him"</b></li> </ul>	What is the problem of evil <ul style="list-style-type: none"> <li>There is evil and suffering going on in the world</li> <li>suffering is physical or emotional pain a person goes through for any reason</li> <li>Christians may find it difficult to make sense of God allowing suffering to happen</li> </ul>
Omnipotent	<ul style="list-style-type: none"> <li>God is almighty and has unlimited power</li> <li>Nothing can defeat the power of God</li> </ul>	<ul style="list-style-type: none"> <li><b>"For nothing is impossible with God"</b></li> <li>The creation of the universe</li> <li>miracles performed by Jesus</li> <li>Sending the 10 plagues to Egypt to help the Hebrews be free</li> </ul>	How do Christians solve the problem of evil and suffering? <ul style="list-style-type: none"> <li>Human beings have free will and have the ability to choose their own actions - God doesn't cause it, humans do</li> <li>Jesus Christ suffered on the cross and Christians believe they can learn from suffering too</li> <li>Christians believe they get rewarded for suffering in Heaven</li> <li>"God works in mysterious ways" – we cannot understand God</li> <li><b>Job</b> – there is sin in the world, we need to keep faith</li> </ul>
Benevolent	<ul style="list-style-type: none"> <li>God is all-loving and all-good</li> <li><b>"agape"</b> refers to a self-giving, sacrificial love</li> </ul>	<ul style="list-style-type: none"> <li><b>"For God so loved the world, he gave his One and Only Son"</b></li> <li>Jesus' death on the cross is an example of that love</li> <li>The Parable of the Prodigal Son – the father forgave his son because he loved him how God is also loving</li> </ul>	C.
Just	<ul style="list-style-type: none"> <li>God is perfect and a fair judge</li> </ul>	<ul style="list-style-type: none"> <li><b>"he is faithful and righteous to forgive us our sins"</b></li> </ul>	What is it? <ul style="list-style-type: none"> <li>The concept of the three persons of God</li> <li>Each person of the Trinity is fully God, but they are not the same</li> <li><b>"we believe in one God, Father, Son and Holy Spirit"</b></li> </ul>
Problem of suffering	<ul style="list-style-type: none"> <li>If God is <b>benevolent</b>, why would he allow bad things and suffering to happen to innocent people?</li> <li>Some Christians argue that if God is <b>fair</b> and <b>just</b>, why does he allow suffering?</li> </ul>		God The Father <ul style="list-style-type: none"> <li>God of the Old Testament – creator, ruler, judge</li> <li>The creator of all life</li> </ul>
			God The Son <ul style="list-style-type: none"> <li>Jesus Christ – both fully human and fully God</li> <li>God became incarnate through Jesus</li> </ul>
			The Holy Spirit <ul style="list-style-type: none"> <li>The unseen power of God at work in the world</li> <li>e.g. answering prayers, guides and comforts Christians</li> </ul>
			Why is the trinity important? <ul style="list-style-type: none"> <li>It expresses who God is</li> <li>It expresses how humans can interact with God</li> <li>It allows humans to come face to face with God</li> <li>Helps to make the best sense of what Christians read in the Bible</li> <li>When Jesus was baptised, the Holy Spirit descended like a dove and said <b>"you are my Son..."</b></li> </ul>

# Year 10 GCSE Religious Education KO - Christianity Beliefs

Keywords	
Ascension	
Atonement	
Benevolent	
Crucifixion	
Incarnation	
Just	
Omnipotent	
Original sin	
Resurrection	
Salvation	
Sin	
Trinity	

What we are learning in this unit			
A. Nature of God B. Evil and suffering C. The Holy Trinity D. Creation E. Resurrection, judgement, Heaven and Hell		F. Incarnation G. Crucifixion H. Christ in Salvation I. Ascension and resurrection J. Sin and salvation	
A.	The Nature of God	How is it shown in The Bible?	B. Evil and suffering
One God			What is the problem of evil
Omnipotent			How do Christians solve the problem of evil and suffering?
Benevolent			C. The Holy Trinity
Just			What is it?
Problem of suffering			God The Father
			God The Son
			The Holy Spirit
			Why is the trinity important?

Year 10 GCSE Religious Education KO - Christianity Beliefs

D.	Creation
Beliefs about creation	<ul style="list-style-type: none"> <li>The trinity must have existed before creation</li> <li>The trinity is the way in which the world was created</li> </ul>
Genesis 1:1-3	<ul style="list-style-type: none"> <li><b>"In the beginning, God created the Heavens and Earth"</b></li> <li>God created Earth and all living things</li> <li>Christians believe that everything created <b>"was good"</b></li> <li>Most Christians interpret the story as a way of describing the creation of the world</li> <li>Not all believe it was in literally 6 days</li> <li><b>"now the Earth was formless and empty, darkness was over the face of the deep and the Spirit of God was hovering over the face of the waters"</b></li> </ul>
John 1:1-3	<ul style="list-style-type: none"> <li><b>"In the beginning was the Word, and the Word was with God"</b></li> <li>'The Word' refers to God the Son. This shows the Son (Jesus) was involved in creation</li> </ul>
Messes from the story	<ul style="list-style-type: none"> <li>God is the omnipotent creator</li> <li>Every aspect of God's creation is good</li> <li>The world is sacred</li> <li>Humans have stewardship and dominion – they have authority over the rest of the world</li> <li>Humans are made in the image of God</li> </ul>

E.	Resurrection, judgement, Heaven and Hell
What is Resurrection	<ul style="list-style-type: none"> <li>Jesus overcame death through resurrection</li> <li>If Jesus lived after death, then so will they</li> <li>Makes Christians treat their body as a <b>"temple of the Holy Spirit"</b></li> </ul>
What do Christians mean by resurrection	<ul style="list-style-type: none"> <li>Some Christians believe that God will raise them back to life before Judgement Day</li> <li>Catholics believe in purgatory – where the soul goes after death to be purified.</li> </ul>
Judgement	<ul style="list-style-type: none"> <li>There will be a Judgement Day at the end of time and will be judged by Jesus according to how they behaved</li> <li>Jesus <b>"will come again in glory to judge the living and the dead"</b></li> <li>After judgement, they will wait to be rewarded with Heaven or punished with Hell</li> <li><b>The Parable of the rich man and Lazarus</b> – ignoring the needs of others has eternal consequences</li> <li><b>The Parable of the sheep and the goats</b> – on Judgement Day, some will be rewarded with Heaven for helping others and others are sent to Hell</li> </ul>
Heaven	<ul style="list-style-type: none"> <li>Heaven is being with God outside time and space</li> <li>Eternal happiness with no suffering</li> <li>Heaven is a state of being</li> </ul>
Hell	<ul style="list-style-type: none"> <li>Hell is eternal separation from God</li> <li><b>"God predestines no one go to hell; for this, a wilful turning away from God... is necessary and persistence in it until the end"</b></li> <li>Some Christians reject any idea of hell because they think it would mean God's love would not triumph over evil</li> </ul>

F.	Incarnation
What is it	<ul style="list-style-type: none"> <li>God took on human form as Jesus Christ</li> <li><b>"The Word became flesh and lived for a while among us"</b></li> <li>Jesus was fully divine and fully human</li> </ul>
Jesus as the Son of God	<ul style="list-style-type: none"> <li>Mary was impregnated by the Holy Spirit and gave birth as a virgin – proof that Jesus is the son of God</li> </ul>
Belief in incarnation	<ul style="list-style-type: none"> <li>The incarnation is important to teach Christians how to live</li> </ul>

**Year 10 GCSE Religious Education KO - Christianity Beliefs**

<b>D.</b>	<i>Creation</i>
Beliefs about creation	
Genesis 1:1-3	
John 1:1-3	
Messages from the story	

<b>E.</b>	<i>Resurrection, judgement, Heaven and Hell</i>
What is Resurrection	
What do Christians mean by resurrection	
Judgement	
Heaven	
Hell	
<b>F.</b>	<i>Incarnation</i>
What is it	
Jesus as the Son of God	
Belief in incarnation	

## Year 10 GCSE Religious Education KO - Christianity Beliefs

I.	<i>Ascension and resurrection</i>
Resurrection	<ul style="list-style-type: none"> <li>Jesus was buried in a rock tomb and left there due to the Sabbath</li> <li>When the women returned for the burial, Jesus' body was gone</li> <li>Jesus appeared for the next 40 days to his disciples and other believers</li> </ul>
Ascension	<ul style="list-style-type: none"> <li>Jesus appeared to his disciples and told them to spread the word of him</li> <li>The time between resurrection and ascension reminds Christians that God will forgive sins and they can become closer to God</li> <li>The ascension happened 40 days after the resurrection</li> <li>It assures Christians they will rise again after death and live in the afterlife</li> </ul>
Why is Jesus' resurrection important	<ul style="list-style-type: none"> <li>Christians interpret the resurrection as proof that he is the Son of God</li> <li>Shows God's triumph over evil and death</li> </ul>

G.	<i>Crucifixion</i>
Why was Jesus crucified	<ul style="list-style-type: none"> <li>Jesus was arrested and convicted of blasphemy</li> <li>He was sentenced to death by Pilate</li> <li>Crucifixion was a humiliating method which is slow and agonising</li> </ul>
How does it influence a Christian	<ul style="list-style-type: none"> <li>By accepting Jesus' sacrifice, their sins will be forgiven and they will go to Heaven</li> <li>Suffering is a part of life</li> </ul>
Why did Jesus have to die?	<ul style="list-style-type: none"> <li>Blasphemy – some of the things he said and did were considered blasphemy and threatened authority</li> <li>Pilate – Pilate was going to pardon him but was afraid of the consequences from Rome</li> <li>God – Jesus had to die to fulfil God's commands for him – this way, humans could be reunited with God</li> </ul>

I.	<i>Sin and salvation</i>
Original sin	<ul style="list-style-type: none"> <li>Christians believe humans are separated from God due to original sin which they have due to Adam and Eve (Genesis)</li> <li>God in Christ offered salvation</li> </ul>
Salvation through law	<ul style="list-style-type: none"> <li>Jews thought they needed to obey the law to be accepted by God</li> <li>Some Christian groups claim salvation depends on keeping to all the rules that are put in place</li> <li>However some say that the thoughts in our mind and love in our hearts for God is more important</li> </ul>
Grace and spirit	<ul style="list-style-type: none"> <li>Grace = unconditional love that God shows to everyone, even when it seems undeserved</li> <li>God loves humans despite what we do or do not do</li> <li><b>Parable of the Prodigal Son</b> = the son did not deserve the forgiveness, but that is how God treats humanity</li> <li>Jesus' actions made forgiveness for the sins of the world and reconciliation possible</li> <li>Christians believe they receive God's grace through the presence of the Holy Spirit</li> </ul>

H.	<i>Christ in salvation</i>
Atonement	<ul style="list-style-type: none"> <li>Christians see Jesus' death as atonement</li> </ul>
Reconciliation	<ul style="list-style-type: none"> <li>Reconciliation is the restoration of relationships</li> <li>The relationship between God and human beings was damaged</li> <li>Human beings need to be reconciled with God to get to Heaven</li> <li>God sacrificed his Son to allow this to happen</li> </ul>

Year 10 GCSE Religious Education KO - Christianity Beliefs

I.	<i>Ascension and resurrection</i>
Resurrection	
Ascension	
Why is Jesus' resurrection important	

G.	<i>Crucifixion</i>
Why was Jesus crucified	
How does it influence a Christian	
Why did Jesus have to die?	

I.	<i>Sin and salvation</i>
Original sin	
Salvation through law	
Grace and spirit	

H.	<i>Christ in salvation</i>
Atonement	
Reconciliation	



Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah		
Tawalla	Showing love for God and for those who follow Him	<p>A. The 5 Pillars and 10 Obligatory Acts</p> <p>B. Salah</p> <p>C. Sawm</p> <p>D. Zakah</p> <p>E. Hajj</p> <p>F. Jihad</p> <p>G. Id-ul-Adha</p> <p>H. Id-ul-Fitr</p>		What is it?	<ul style="list-style-type: none"> <li>• <b>“Salah is a prescribed duty that has to be performed at the given time by the Qur’an”</b></li> <li>• <b>Muslims pray 5 times per day and this allows them to communicate with Allah.</b></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						
Khums	The obligation to pay one-fifth of acquired wealth						
Lesser jihad	The physical struggle or holy war in defence of Islam			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>
Greater jihad	The <b>daily</b> struggle and inner spiritual striving to live as a Muslim			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 <b>“Glory be to my Great Lord and praise be to Him”</b></li> <li>• Then sink to their knees saying <b>“Glory be to my Lord, The Most Supreme...”</b></li> </ul>
Sunni	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali as leaders after the Prophet Muhammad			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>
Shi’a	Muslims who believe in the Imamah, leadership of Ali and his descendants			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>• <b>“there is no God but Allah, and Muhammad is His messenger”</b></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>
Niyah	Intention during prayer - having the right intention to worship God					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>
Du’a	A personal prayer that is done in addition to Salah e.g. asking Allah for help			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>		
		<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>• <b>“Fight in the way of God those who fight against you but do not transgress”</b></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>• <b>“encourage what is right and forbid what is wrong”</b></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	

Knowledge Organizer Spanish TERM 4

Módulo 4: Mi estilo de vida

Objectives	Vocabulary	Grammar / Skills / Pronunciation
	<p><b>Key language:</b>                      español/a – españoles/as                      francés/a – franceses/as                      peruano/a(s) / chileno/a(s) / británico/a(s) / argentino/a(s) / *latinoamericano/a(s) / cubano/a(s)</p> <p><b>Antes de ... / Después de ...</b>                      hacer los deberes / levantarme / vestirme / terminar el colegio / tomar el desayuno / volver/llegar a casa / acostarme / /                      coger el autobús / ponerme el uniforme ...</p> <p>el desayuno / la comida/merienda/cena ...</p> <p>me preparo / me pongo el uniforme / me relajo / mando mensajes / vuelvo a casa / tomo la merienda/el desayuno /                      salgo de casa / hago los deberes.</p> algún/a – algunos/as otro/a – otros/as mismo/a – mismos/as demasiado/a – demasiados/as todo/a – todos/as mucho/a – muchos/as cada varios/varias ningún/ninguna (no) hay que / se necesita era / me levantaba / iba / fumaba / tenía / comía / hacías / tenías <p>¿Cómo es tu dieta ahora? ¿Qué comías antes?                      ¿Llevas una vida sana? ¿Llevabas una vida sana?                      ¿Qué haces en tu tiempo libre ahora? ¿Qué hacías en tu tiempo libre antes?                      ¿Qué haces después del colegio? ¿Qué hacías después de la escuela?                      ¿A qué hora te vas a la cama ahora? ¿A qué hora te ibas a la cama cuando eras más joven?</p> <p><b>Additional vocabulary:</b>                      la dieta sana / las verduras / el pescado / la fruta / el agua / la tecnología / el móvil / una vida activa / la comida                      malsana / rica / diversa / típica / el té / el arroz (blanco) / las patatas fritas / la *pizza / la película</p> <p>estar en buena forma / hacer ejercicio / practicar deporte/*meditación / fumar / tomar drogas / lavarse la cara / lavarse                      los dientes / ponerse el uniforme / montar en bicicleta / hacer natación / ir a la piscina</p>	<p><b>Grammar (re-visit):</b>                      Adjectives of nationality</p> <p><b>Grammar (re-visit):</b>                      Reflexive verbs                      Impersonal verbs</p> <p><b>Grammar (re-visit):</b>                      Indefinite adjectives</p> <p><b>Grammar (re-visit):</b>                      Imperfect tense</p>

Objectives	Vocabulary	Grammar / Skills / Pronunciation
	<p><b>Key language:</b>  beber / ir / tener / hacer / romperse / comer / cortarse / caerse</p> <p>Me/te/le(s) duele(n) ...  la garganta / la parte del cuerpo / los oídos / las rodillas / el hombro / la espalda / los ojos / la pierna / los pies / la lengua / la cabeza / el diente / el brazo / el dedo / la nariz.</p> <p>no fumaré / no comeré / haré/hará / tendré / no tomaré / dormiré / apagaré / comenzaré / practicaré / mejorará / montará</p> <p>era / tenía / hacía/ prefería / (no) dormía / estaba / fumaba / llevaba</p> <p>dejé de hacerlo / caminé / me recomendó / fue / decidió</p> <p><b>Additional vocabulary:</b>  las bebidas con azúcar / las hamburguesas / las patatas fritas / el té / los pasteles</p> <p>la cena / la cocina</p> <p>la fiesta / una silla cómoda / la calle / los riesgos</p> <p>una vida sana / la salud mental / el estilo de vida / la *meditación</p> <p>hacia (mucho) frío</p> <p>estoy enfermo/a / enfadado / es malo</p>	<p><b>Grammar (re-visit):</b>  Preterite tense</p> <p><b>Grammar (re-visit):</b>  <i>Doler</i></p> <p><b>Grammar (re-visit):</b>  Simple future tense</p> <p><b>Grammar (re-visit):</b>  Using a range of tenses</p>

## Módulo 5: ¡A clase!

Zona de cultura: La vida escolar en España

Objectives	Vocabulary	Grammar / Skills / Pronunciation
Learning about schools in Spain	<p><b>Key language:</b>  los alumnos / la escuela *primaria / la escuela pública/privada / los estudios / el *bachillerato / la formación <b>profesional</b> / el instituto / el colegio / el curso escolar</p>	<p><b>Grammar:</b>  Absolute superlative:  Suffix <i>-ísimo/a(s)</i></p>
Using absolute superlatives	<p>El año escolar comienza/termina en ...</p> <p>Llevo / Llevamos / Tengo que llevar ...</p>	<p><b>Skills:</b>  Making adjectives agree</p>

un jersey / un pantalón / un vestido.  
una camisa / una chaqueta / una falda / una camiseta.  
zapatos / zapatillas de deporte.

azul(es) / blanco/a(s) / gris(es) / negro/a(s) / rojo/a(s)

bueno/a – buenísimo/a  
rico/a – riquísimo/a  
barato/a – baratísimo/a  
caro/a – carísimo/a  
feo/a – feísimo/a  
facilí – facilísimo/a  
grande – grandísimo/a

¿Cómo se llama tu instituto?  
Mi instituto se llama ...  
Es un instituto público/privado.

¿Qué ropa llevas en el insti?  
Llevo ...  
En mi opinión, es ...

¿Cómo es el edificio?  
El edificio es ...  
moderno / viejo / bonito / \*feo / grande / pequeño.  
Hay ...  
una biblioteca / un **gimnasio** / un campos deportivo.

¿Te gusta la comida de tu insti?  
Sí, me gusta / No, no me gusta porque es ...

**Additional vocabulary:**

¿Lo sabías?

a los doce años / a la edad de dieciséis años / los alumnos mayores de dieciséis años

Educación \*Secundaria \*Obligatoria (ESO)

Estoy en ...

1° (primero) / 2° (segundo) / 3° (tercero) / 4° (cuarto) de \*ESO

1° (primero) / 2° (segundo) de \*Bachillerato

llaman a los profesores por su nombre, no por su \*apellido  
Cuesta mucho dinero.

**Pronunciation and phonics:**

[z] [ce] [ci]

## Módulo 5: ¡A clase!

### Unit 1: Un día en el insti

Objectives	Vocabulary	Grammar / Skills / Pronunciation
Talking about a typical day at school	<p><b>Key language:</b>            ¿Cómo vas al instituto?            Normalmente / Cuando llueve / Cuando hace [sol] ...            voy al insti ...            a pie / en autobús/bicicleta.</p>	<p><b>Skills:</b>            Irregular present tense 'I' form verbs:  <u>hago</u> / <u>vengo</u> / <u>pongo</u> / <u>tengo</u> / <u>salgo</u></p>
Forming questions	<p>¿A qué hora empiezan/comienzan las clases?            ¿Cuándo terminan las clases?</p>	
Translating into English effectively	<p>¿Cuándo termina el insti?            Las clases comienzan/empiezan/terminan a las ...            Salgo de casa a las [seis] porque ...            Cada clase dura [una hora].            Vuelvo a casa [por la tarde].</p> <p>¿Qué haces a la hora de comer?            En el descanso / A la hora de comer ...            compro ... / hablo con ... / voy al / a la ... / juego ...</p> <p>¿Qué día (de la semana) prefieres?            Prefiero los [lunes] porque ...            tengo mis asignaturas favoritas.            hago actividades *extraescolares.</p> <p>¿Qué actividades *extraescolares haces?            Mi pasión es ...            el deporte / el arte / la música.            Soy miembro ...            del club/equipo de [natación] / de la banda.            Juego ...            Voy al club / a clases de ...            Ayudo con la radio escolar.            Toco en la banda.</p> <p>¿Cuándo lo haces?            Lo hago ... los [lunes] / <u>después</u> del insti / a la hora de comer.</p> <p>¿Por qué te gusta (esta actividad)?            Me gusta porque es ...</p>	<p><b>Grammar:</b>            Question words and word order</p> <p><b>Skills:</b>            Translation Span &gt; Eng: phrases which don't translate word for word  <i>la hora de comer, el equipo de natación, el club de baile</i></p>

<p>divertido / emocionante / relajante.  (También) Te ayuda a ...  aprender cosas nuevas / ser *creativo/a / hacer nuevos amigos.</p> <p>¿Qué hiciste recientemente? / ¿Qué hiciste ayer?  El septiembre / La semana pasada / Ayer ...  participé en / organicé ...  un concierto / un espectáculo / una competición / una exposición.  Jugué [un partido].  Gané [un *trofeo / una carrera].</p> <p><b>Additional vocabulary:</b>  llueve / hace calor / hace sol / hay temperaturas de más de [cuarenta] grados</p> <p>la *cantina / el patio / la biblioteca / la Feria de Abril / la radio escolar / el medioambiente / el Día de la *Biodiversidad</p> <p>el/la jugador/a  la hora de comer / el club de baile</p> <p>¿Qué? ¿Cuál? ¿Cuándo? ¿Cuánto/a? ¿Cómo? ¿Dónde? ¿Quién?</p> <p>fue guay / increíble</p>	
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## Módulo 5: ¡A clase!

### Unit 2: ¿Qué tal tus estudios?

Objectives	Vocabulary	Grammar / Skills / Pronunciation
Talking about your studies	<p><b>Key language:</b>  ¿Cuál es tu asignatura favorita?  Prefiero el/la/los/las ... porque es/son ...</p>	<p><b>Grammar:</b>  Talking about the opinions of others (<i>gustar, encantar, interesar</i>)</p> <p><b>Skills:</b>  CaRoLiNa spelling rule</p> <p><b>Pronunciation and phonics:</b></p>
Talking about the opinions of others	<p>Mi asignatura favorita es ... / Mi pasión es ...</p> <p>¿Qué (otras) asignaturas te gustan?  Me gusta(n) ..., ya que es/son ...</p>	
Using correct spelling	<p>Me interesa(n) / Me encanta(n) ... / Mi pasión es ... / Soy aficionado de ...</p> <p>¿Y qué asignaturas no te gustan?  Odio / No me gusta(n) nada ... porque es/son ...</p>	

	<p>No me interesa(n) ...  el dibujo / el español / el inglés / la *geografía / la historia / la *informática / la *literatura / la música / la religión / la educación física / la tecnología / las lenguas / las ciencias / las matemáticas / las asignaturas <b>prácticas</b></p> <p>aburrido/a(s) / difícil(es) / divertido/a(s) / duro/a(s) / fácil(es) / importante(s) / imposible(s) / interesante(s) / <b>práctico/a(s)</b> / útil(es)</p> <p>¿Qué vas a hacer para mejorar?  Voy a ...  escuchar/participar <u>más</u> en clase  aprender de mis errores  estudiar mucho  preguntar al profe si no comprendo  porque quiero ...  aprobar el examen / mejorar mi nivel / sacar buenas notas / tener <u>éxito</u>.</p> <p><u>Additional vocabulary:</u>  la lengua materna / la escuela *bilingüe  decir (dice) / tener deberes / recordar todas las fechas / tener examen pronto</p>	[rr] [r]
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Módulo 5: ¡A clase!

Unit 3: ¿Cómo cambiarías tu instituto?

Objectives	Vocabulary	Grammar / Skills / Pronunciation
<p>Talking about how you would change your school</p> <p>Using the conditional tense</p> <p>Using impersonal verbs with an infinitive</p>	<p><u>Key language:</u>  ¿Cómo cambiarías tu instituto?  ¿Qué harías para mejorar tu instituto?</p> <p>Pondría una piscina.  Mejoraría la comida.  Bajaría el precio del uniforme.  Organizaría más actividades *extraescolares.  Lucharía contra el *acoso.  Abriría una sala de *videojuegos.  Serviría (patatas fritas) todos los días.  Compraría un ordenador portátil para todos los alumnos.  Pintaría las clases.</p> <p>pondría / mejoraría / cambiaría / bajaría / organizaría / lucharía / compraría / tendría / serviría / abriría / pintaría / haría / habría / podría / iría / sería</p> <p><b>primero / luego / finalmente</b></p> <p>Hay que / (No) se debe / Está prohibido ...  respetar a los profesores.</p>	<p><u>Grammar:</u>  <u>Conditional tense</u>  (yo, tú, él forms)</p> <p><u>Grammar:</u>  Impersonal verbs + infinitive  (no)se debe / (está prohibido) / hay que</p>

<p>quedarse sentado en clase. llegar a tiempo. usar el móvil. comer en clase. ir al servicio</p> <p>(No) estoy de acuerdo con esta regla porque ... (no) es justo / imposible / difícil / útil / guay / temprano / importante.</p> <p><b>Additional vocabulary:</b> un programa creado por ... para reducir *acoso los alumnos tienen clases especiales hacen actividades diferentes con los perros. aprenden ... el respeto / la *cooperación / la buena comunicación la importancia de trabajar en equipo y de aceptar las diferencias</p>	
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## Módulo 5: ¡A clase!

Unit 4: La gente de mi insti

Objectives	Vocabulary	Grammar / Skills / Pronunciation
<p>Talking about students and teachers at school</p> <p>Using negatives</p> <p>Forming 'yes/no' questions</p>	<p><b>Key language:</b> ¿Qué tipo de alumno es/eres? (No) Soy/Es (muy/bastante) ... responsable / trabajador(a) / *organizado/a / independiente. importante / aburrido/a. un(a) buen(a) estudiante.</p> <p>(No) Me gusta aprender / escuchar / hablar. No me gusta ninguna asignatura. Nunca leo. / No leo nunca.</p> <p>¿Cuándo llegas al insti por la mañana? Siempre / A veces / Nunca ... Llego / Salgo de casa ... temprano / a tiempo / (un poco) tarde.</p> <p>¿Qué cosas llevas al instituto? Siempre llevo mis cuadernos y mis libros.</p>	<p><b>Grammar:</b> Negatives (no) nada (no) nadie (no) ninguno/a (no) nunca</p> <p><b>Skills:</b> Using intonation and question marks for 'Yes/No' questions</p> <p><b>Skills:</b> Conditional for saying what something or</p>

	<p>A veces olvido algo. No llevo ningún equipo.</p> <p>¿Cómo te preparas para los exámenes? Estudio mucho / un poco, si tengo tiempo. No hago nada.</p> <p>¿Aprendes mucho en clase? Siempre escucho al profe. / No escucho a nadie. Depende, a veces hablo con mis amigos.</p> <p>¿Cómo es tu profesor(a)? Mi profe de [matemáticas] ... Mi profesor(a) (no/nunca) es ... No me gusta mi profesor(a) de [arte] porque es ...</p> <p>¿Cómo sería tu profesor(a) *ideal? Mi profesor(a) perfecto/a (no/nunca) sería ... agradable / alegre / divertido/a / estricto/a / guay / serio/a. Me llevo bien con mi profesor(a) de [español] porque es ...</p> <p>(No/Nunca) Está/Estaría ... contento/a / enfadado/a. (No/Nunca) Me deja/dejaría ... beber / comer / hablar / escuchar. (No/Nunca) Pone/Pondría ... muchos exámenes / deberes.</p> <p><b><u>Additional vocabulary:</u></b> una actitud positiva / el bolígrafo / los deberes <b>me trata</b> como a un niño pequeño sus clases son aburridas si quieres tener éxito odio los exámenes</p>	<p>someone would be like</p> <p><b><u>Pronunciation:</u></b> [i] [u]</p>
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## Módulo 5: ¡A clase!

### Unit 5: El viaje de fin de curso

Objectives	Vocabulary	Grammar / Skills / Pronunciation
Describing a school trip in the past	<p><b>Key language:</b>  recientemente / normalmente / rápidamente / desafortunadamente / completamente / finalmente / realmente / verdaderamente / *fácilmente / generalmente / inmediatamente / especialmente /</p> <p>mucho/a / poco/a / próximo/a / único/a  gran / primer / tercer / buen / mal</p>	<p><b>Grammar:</b>  Adverbs with -  <u>mente</u></p>
Using adjectives and adverbs	<p>Hicimos un viaje de fin de curso a ...</p> <p>¿Adónde fuiste?</p>	<p><b>Grammar:</b>  Adjectives which shorten before nouns (<u>buen</u>, <u>mal</u>, <u>primer</u>, <u>tercer</u>, <u>gran</u>) or change meaning (<u>único</u>)</p>
Identifying false friends	<p>Fuimos a [Liverpool] con mi clase.  Fue ...  divertido / emocionante / especial / increíble / maravilloso / terrible / aburrido.</p> <p>¿Qué actividades hiciste?  El primer/segundo/tercer/último día ...  fuimos a ... / comimos ... / compramos ... / visitamos ... / vimos ... / aprendimos a ... / jugamos ...</p> <p>¿Qué tiempo hizo?  Hizo buen/mal tiempo.  Hizo sol. / Hizo mucho calor/frío.  Llovió mucho.</p> <p>¿Cómo era el pueblo / la ciudad?  El pueblo / La ciudad era [bonito/a] y había [mucha gente].  Me encantó porque ...</p> <p>¿Te gustaría volver en el futuro?  Sí, me gustaría / No, no me gustaría volver porque ...  Me gustaría volver algún día.</p>	<p><b>Skills:</b>  Spotting false friends</p>
	<p><b>Additional vocabulary:</b>  El Parque Natural de la *Albufera / *L'Oceanogràfic / *Terra Mítica / *Valencia / *Bariloche / *Patagonia / *Argentina / el Lago *Nahuel Huapi / Barcelona / *PortAventura / Buenos Aires</p> <p>una clase de cocina / un parque *temático / un *acuario enorme / los animales / la naturaleza</p> <p>la paella / el plato de arroz / la *horchata / una bebida típica / los churros</p>	<p><b>Skills:</b>  Preterite and imperfect  Using different persons of the verb</p>

la montaña rusa / un gran éxito / una ciudad única / el centro comercial / las vistas maravillosas / las montañas / los bosques / los lagos / la fiesta / el fin de estudios / los monumentos históricos / las actividades deportivas

## Módulo 5: ¡A clase!

### Gramática 1

Objectives	Vocabulary	Grammar / Skills / Pronunciation
	<p><b>Key language:</b>  malísimo/a / viejísimo/a / buenísimo/a / lentísimo/a / riquísimo/a / carísimo/a / feísimo/a / utilísimo/a / simpatiquísimo/a / durísimo/a / facilísimo/a / baratísimo/a / difícilísimo / grandísimo/a / famosísimo/</p> <p>¿Qué? ¿Cómo? ¿Cuándo? ¿Cuánto/a(s)? ¿Cuál? ¿Dónde? ¿Quién? ¿Por qué?  ¿A qué hora?</p> <p>¿Cuándo termina el insti?  ¿Qué hiciste?  ¿Qué día prefieres?</p> <p>(No) Me/Te/Le/Les gusta(n) / encanta(n) / interesa(n) ...  el dibujo / el inglés.  la *geografía / la educación física / la tecnología.  las lenguas / las ciencias / las matemáticas.</p> <p>(yo) compraría  (tú) comprarías  (él) compraría</p> <p>haría / podría / pondría / tendría / habría / bajaría / cambiaría / compraría / organizaría / serviría / comenzaría / iría / sería</p>	<p><b>Grammar (re-visit):</b>  Absolute superlative:  Suffix - <u>ísimo/a/os/as</u></p> <p><b>Grammar (re-visit):</b>  Forming questions, question words</p> <p><b>Grammar (re-visit):</b>  Conditional tense</p> <p><b>Grammar (re-visit):</b>  Talking about the opinions of others</p>

# Módulo 5: ¡A clase!

## Gramática 2

Objectives	Vocabulary	Grammar / Skills / Pronunciation
	<p><b>Key language:</b> hay que ... (no) se debe ... está prohibido ... usar / beber / llevar / llegar / hacer / ir / escuchar</p> <p>nunca / ningún / ninguna / nadie / nada / no</p> <p>rápidamente / *posiblemente / normalmente / perfectamente / probablemente / totalmente / inmediatamente / generalmente / realmente / desafortunadamente / *tristemente / *regularmente / *raramente / especialmente / recientemente / verdaderamente / completamente</p> <p>bien / mal / mucho / poco / aquí/acá / allí/allá</p> <p>buen / gran / muchos / interesantes / primer / único/a / mal / tercera / grande</p> <p>le encantan / aburridísimas / tendría / desafortunadamente / hay que / nada / gran / cuál</p> <p><b>Additional vocabulary:</b> el móvil / el insti / la biblioteca / las zapatillas de deporte / los deberes / la clase / el servicio / el profesor / las notas / el examen / la actividad *extraescolar / la banda / la corbata / la asignatura / el descanso / el colegio / el voleibol / la natación / las ciencias / un festival de teatro / la experiencia</p> <p>la ciudad / el día / el museo / el problema / la noche</p>	<p><b>Grammar (re-visit):</b> Impersonal verbs with an infinitive</p> <p><b>Grammar (re-visit):</b> Negatives</p> <p><b>Grammar (re-visit):</b> Adverbs ending in <u>-mente</u></p> <p><b>Grammar (re-visit):</b> Spelling and position of adjectives</p>

# GCSE Business. Paper 1. Making the Business Effective

<b>27. A private limited company (Limited Liability)</b>
When a business fails, a company that has limited liability restricts the losses suffered by the business owners (shareholders) to the sum of money that they invested in the business.
<b>Benefits of limited companies.</b>
A company can have share capital, which makes it easier to divide up the ownership between different investors.
If the business needs to raise more capital, it is quite easy to issue more shares for sale to other investors
The business continues to exist even if the founder dies. The company develops a life of its own
Due to limited liability, the owners/shareholders can be bold about investing in the future of the business. If a bold move goes wrong, the business may suffer but individual shareholders are not liable for debts
<b>28. Sole Trader (Unlimited Liability)</b>
Treating the business and the individual owner as the same entity, therefore making the business owner responsible for all the debts in a business.
<b>Why ignore Limited Liability?</b>
The only logical reason for ignoring limited liability is if there is no realistic possibility of debts building up. For example, if the business is a market stall, where goods are bought for cash. In this scenario debts would be hard to build up and firms will be reluctant to pay the related costs and fill out the required paperwork.
<b>33. Business Locations</b>
Location is key to the success of any business
<b>Factors influencing business location:</b>
<b>Proximity to Market:</b> For many businesses this is the most important factor. For a physical service such as a shop, restaurant or hotel, customer convenience will be critical revenue. Shops must be located in areas of high footfall.
<b>Proximity to Materials:</b> For manufacturing businesses, nearness to materials may be more important than nearness to customers. Being close to materials can cut costs for firms in manufacturing.
<b>Proximity to Labour:</b> Labour is key to any business; therefore businesses must be located in areas where the labour force is equipped with the necessary skills to allow the business to thrive.
<b>Proximity to Competitors:</b> Many businesses want at location far away from competitors – effectively being the only supplier to customers in a local area. However, some businesses will want to be closer to their competitors as location is key to their business. For example; location is key for restaurants and more important than proximity to competitors.
<b>34. How has the internet impacted business location:</b>
Due to the impact of e-commerce, business location matters less. Firms can locate their head office anywhere they choose provided the local labour force are equipped with the skills to run the administration effectively. Internet based firms will have a more extensive stock range in all sizes and can cater more extensively for consumers needs than retail outlets.
<b>35. Business Location: Key terms:</b>
<b>Fixed Premises:</b>
Real life buildings such as shops, offices and warehouses.
<b>Proximity:</b>
Nearness: Whether or not a business wants to be closer to a factor such as its customers.

<b>29. Key Words: Making your business effective</b>	
<b>Term</b>	<b>Definition</b>
Bankrupt	When an individual is unable to pay their debts, even after all personal assets have been sold for cash
Private Limited Company	A small family business in which shareholders enjoyed limited liability
Sole Trader	A business run by one person; that person has unlimited liability for any business debts.
<b>30. Franchising</b>	
Paying a franchise owner for the right to use an established business name, branding and business methods	
<b>Why do Businesses expand by selling franchises?</b>	
A firm can expand its sales quickly; this helps fill gaps that other businesses will fill if they don't	
Franchise owners not only sell a franchise but will receive a share of all future sales. Subway receives 8% of the sales revenue of all 45,000 stores.	
The Franchise owner can concentrate on developing new products and services, and on high quality advertising.	
<b>31. What are the benefits of Franchising for a entrepreneur?</b>	
When you franchise you buy the companies images, products and methods. Starting a business requires a wide range of skills, by franchising you are giving your business a stronger starting point.	
An individual outlet/business could never afford image building TV advertising, franchising enables business to benefit from major marketing campaigns.	
<b>32. What are Royalties?</b>	
The percentage of sales revenue to be paid to the overall franchise owners	
<b>36. Marketing Mix</b>	
The four factors that make up the marketing mix, usually referred to as the marketing mix. Usually referred to as the four ps.	
Product	Targeting customers with a product that has the right blend of functional aesthetic benefits without being too expensive to produce
Price	Setting the price that retailers must pay which in turn affects the consumers price
Promotion	Includes all the methods that a business uses to persuade customers to buy, for example branding, packaging, advertising to boost long term image of the product and short-term offers
Place	How and where the supplier is going to get the product or service to the consumer; it includes selling products to retailers and getting the products displayed in prominent positions.
<b>37. What is a business plan?</b>	
A detailed document setting out the marketing and financial thinking behind a proposed new business.	
<b>38. What should a good business plan contain?</b>	
1.	The business idea; Why, who & how?
2.	Business Aims & Objectives; What is business setting out to do?
3.	Target Market; Who will you be your target consumer?
4.	Marketing Plan; How will you market your product to consumers?
5.	Forecast revenue, costs and profits; Working out the break-even point
6.	Cash Flow Forecast; Cash is key to any business
7.	Sources of Finance; How will the business fund itself?
8.	Location; Where should the business be based?
9.	Marketing Mix: How will the company market their product?

# GCSE Business. Paper 1. Making the Business Effective

<b>27. A private limited company (Limited Liability)</b>
Benefits of Limited companies.

<b>28. Sole Trader (Unlimited Liability)</b>
Why ignore Limited Liability?

<b>33. Business Locations</b>

<b>34. How has the internet impacted business location:</b>

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## Year 10 Food & Nutrition Term 4



### What we are learning this term:

A. Proteins    B. Carbohydrates    C. Fibre & Water    D. Fats    E. Minerals    F. Vitamins

A. Proteins – contain amino acids	
	Used for growth, repair and maintenance of the body.
<b>Source</b> 	Seeds, meat, fish, dairy, nuts and beans. <b>Alternative:</b> soya, mycoprotein, TVP & tofu.
<b>Excess</b> 	Strain on liver and kidneys. These organs process the proteins consumed.
<b>Deficiency</b> 	Slows growth, weak immune system, oedema, kwashiorkor, poor hair /skin / nails.
<b>High Biological Value Proteins</b> 	<b>These contain ALL the essential amino acids.</b> These come from mainly animals sources (as well as soya and quinoa).
<b>Low Biological Value Proteins</b> 	<b>These are missing <u>one or more</u> of the essential amino acids.</b> These come from plant sources.
<b>Protein Completion:</b> when you combine LBV proteins to get all the essential amino acids.	

B. Carbohydrates – used for energy	
	<b>Sugars</b> – digested quickly & energy released quickly. Monosaccharides or Disaccharides
<b>Source</b> 	Fruit or added to food.
	<b>Starch</b> – digested slowly & energy released slowly. Polysaccharides.
<b>Source</b> 	Potatoes, cereals. Have a lot of nutrients & fibre.
<b>Excess</b> 	Gets converted into fat (may lead to obesity), tooth decay, type 2 diabetes.
<b>Deficiency</b> 	Low blood sugar (hunger, dizziness, tiredness), body starts to use up fat & protein (weight & muscle loss).
<b>Glycaemic Index (GI):</b> show how quickly carbohydrates affect blood sugar levels.	

D. Fats	
	Needed for vitamins, insulation (warmth) and protecting your bones & organs, making cholesterol.
<b>Saturated Fats</b>	<b>Unsaturated Fats</b>
Usually come from animal sources	Mostly from vegetable sources.
<b>Excess</b> 	Obesity, Type 2 Diabetes, higher Cholesterol (increased risk Coronary Heart Disease).
<b>Deficiency</b> 	Vitamin deficiency, weight loss, less insulation / bone & organ protection.

E. Minerals	
<b>Calcium</b>	Strong bones & teeth, healthy nerves & muscles, blood clotting
<b>Iron</b>	Forms part of haemoglobin in red blood cells
<b>Sodium</b>	Controls body's water content, helps nerves / muscle function
<b>Phosphorus</b>	Healthy bones & teeth
<b>Fluoride</b>	Helps strengthen teeth & prevent tooth decay
<b>Iodine</b>	Helps make some hormones

F. Vitamins	
	Micronutrients which help the body to function.
Fat Soluble Vitamins	
Found in fatty food. Stored in fat tissue if not used up.	
<b>A</b>	For good eyesight, healthy immune system / skin
<b>D</b>	Helps absorb minerals (especially calcium)
<b>E</b>	For healthy skin, eyes & immune system
<b>K</b>	Helps heal wounds, keeps immune system / bones healthy

Water Soluble Vitamins	
Vitamins that dissolve in water & lost through urine – need to take daily! They are also lost when fruit and vegetables are exposed to air.	
<b>B</b>	Keep the nervous system healthy
<b>B1, B2 &amp; B3</b>	Help with energy release
<b>B9 &amp; B12</b>	Help make red bloody cells.
<b>C</b>	Protects body from infection, heals wounds
Antioxidants	
Vitamins A, C & E are antioxidants which may protect cells from <b>free radicals</b> - chemicals you encounter every day.	

C. Fibre & Water	
Fibre	Water
<ul style="list-style-type: none"> <li>Helps with digestion</li> <li>Prevents constipation</li> <li>Found in fruit, pulses, nuts, veg, wholegrain foods</li> </ul>	<ul style="list-style-type: none"> <li>Helps get rid of waste &amp; digest food</li> <li>Controls body temperature</li> <li>6-8 glasses of water a day</li> <li>More during a hot day or exercising</li> </ul>



## Year 10 Food & Nutrition Term 4



### What we are learning this term:

A. Proteins    B. Carbohydrates    C. Fibre & Water    D. Fats    E. Minerals    F. Vitamins

A. Proteins – contain amino acids	
	_____
Source 	_____
Excess 	_____
Deficiency 	_____
High Biological Value Proteins 	<p>These _____ essential amino acids.            These come from mainly _____ sources (as well as _____ and _____).</p>
Low Biological Value Proteins 	<p>These _____ essential amino acids.            These come from _____ sources.</p>
Protein Completion: _____	

B. Carbohydrates – _____	
	<p><b>Sugars</b> – digested _____ &amp; energy released _____            _____ saccharides or _____ saccharides</p>
Source 	_____
	<p><b>Starch</b> – digested _____ &amp; energy released _____            _____ saccharides.</p>
Source 	_____
Excess 	_____
Deficiency 	_____
Glycaemic Index (GI): _____	

D. Fats are needed for:	
	1. _____ 2. _____ 3. _____
<b>Saturated Fats</b>	<b>Unsaturated Fats</b>
Usually come from _____ sources	Mostly from _____ sources.
Excess 	_____
Deficiency 	_____

E. Minerals	
Calcium	_____
Iron	_____
Sodium	_____
Phosphorus	_____
Fluoride	_____
Iodine	_____

F. Vitamins	
	_____
<b>Fat Soluble Vitamins</b>	
_____	
A	_____
D	_____
E	_____
K	_____
<b>Water Soluble Vitamins</b>	
_____	
B	_____
B1, B2 & B3	_____
B9 & B12	_____
C	_____
<b>Antioxidants</b>	
_____	

C. Fibre & Water	
Fibre	Water
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>



## Year 10 PRODUCT DESIGN Term 4



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Thermistor <i>changes with temperature</i>																																																																																																																																																																																																			
Piezoelectric Sensor <i>changes with sound / electric energy</i>																																																																																																																																																																																																			
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Switch <i>turn on and off power</i>																																																																																																																																																																																																			
Resistor <i>to limit flow of current</i>																																																																																																																																																																																																			
Microcontroller <i>programmable decisions</i>																																																																																																																																																																																																			
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# Year 10 PRODUCT DESIGN Term 4



<b>A. Finite Resources</b>	
Finite resources will _____	
<b>Coal</b>	
<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____
<b>Natural Gas</b>	
<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____
<b>Oil</b>	
<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____
<b>Nuclear</b>	
<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

<b>B. CAD</b>	
CAD stands for _____	
<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**What we are learning this term:**  
 A. Finite Resources    B. CAD  
 C. Renewable    D. Electronic Systems    E.  
 Metals & Alloys    F. Surface Treatments

**C. Renewable Resources**

Renewable resources are \_\_\_\_\_

**Wind**

<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**Solar**

<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**Tidal**

<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**Hydro Electricity**

<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**Biomass**

<b>Advantages</b>	<b>Disadvantages</b>
• _____ • _____ • _____	• _____ • _____ • _____

**D. Electronic Systems**

**Input / Sensor**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Process / Control Device**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Output**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

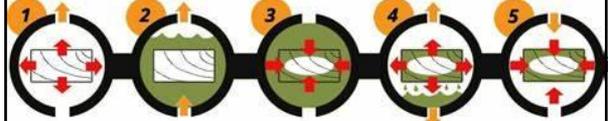
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



**E. Metals & Alloys**

Metals are extracted from \_\_\_\_\_.

<b>Ferrous</b>	<b>Non-ferrous</b>
_____	_____
_____	_____
_____	_____
_____	_____

Contain iron and are magnetic, prone to rust.

Do not contain iron, not magnetic. Do not rust.

**Alloys**

Alloys are \_\_\_\_\_ to improve its \_\_\_\_\_ or \_\_\_\_\_.

\_\_\_\_\_

**F. Surface Treatments of Timber**

Used to \_\_\_\_\_ and to \_\_\_\_\_ such as \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tanalisng / Pressure-treated**

Preservatives can be added to \_\_\_\_\_ of the timber, protecting it from \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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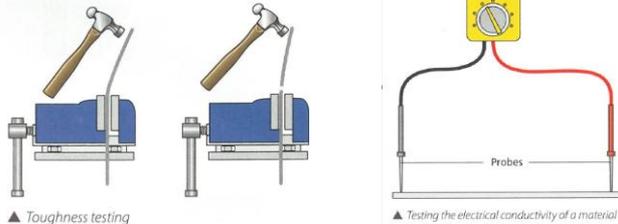
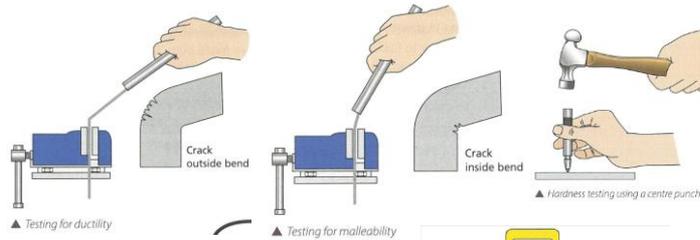
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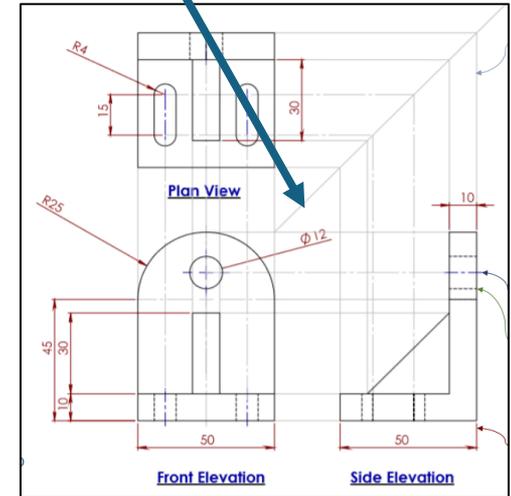
E Materials and properties 	
<b>Strength</b>	Ability of a material to withstand compression, tension, torsion, bending, and shear.
<b>Hardness</b>	Ability to withstand abrasion and wear and tear.
<b>Toughness</b>	Materials that can withstand impact, or are hard to break or snap are tough & can absorb shock.
<b>Malleability</b>	Being able to bend or shape easily would make a material easily malleable
<b>Ductility</b>	Materials that can be stretched along their length are ductile
<b>Elasticity</b>	Ability to be stretched and then return to its original shape



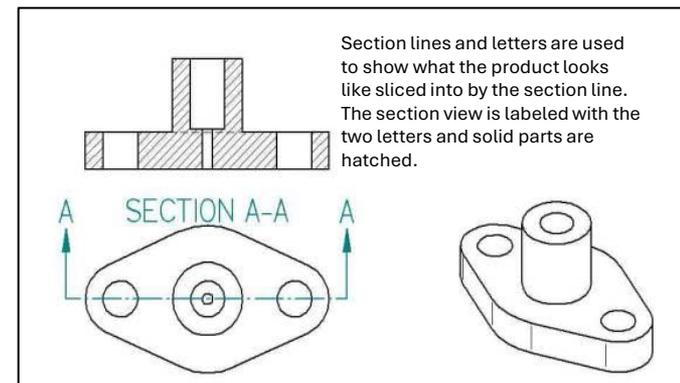
This test can be used to measure elasticity if you measure how much it springs back

Technical drawing questions
<p><b>Always</b> use pencil and ruler.  <b>Always</b> draw faint guide lines first.                      If you are asked to draw isometric, they will give you isometric grid paper. Follow the lines on the grid paper.</p>

Use a 45 degree line to bounce the guidelines from the top view to the side view



	Common exam question types
Identify which tool/ process/ property is needed	Consider the context of the question and underline the key information. If you are stuck on a tool/process question, think back to what we have used in the workshop. State your answer in a few words.
Analyze / evaluate products	Read the context, is it asking you for the pros and cons of the product or to explain how it is constructed? Underline the key words. Key areas to analyse are; structural features, mechanical features, electrical features, material choices, mechanical properties.
Compare / contrast products	Read the context, are they asking you to talk about just the pros and cons or are they talking about how one product is a <b>development</b> of the other? Key points: engineers now have a better range of materials to choose from, electronic components are now smaller and more powerful, modern products can be less durable and recyclable, modern designers can use CAD/CAM.
“Describe using notes and sketches” question	Read the question and underline what process they are asking you to describe. What would be reasonable for an engineer to do in that situation? 1. Break your process down into stages – 1.2.3 etc. For example, Stage 1. Place metal in vice 2 Draw quick diagrams of each step with annotations to show meaning 3. Make a list of the equipment needed for the process



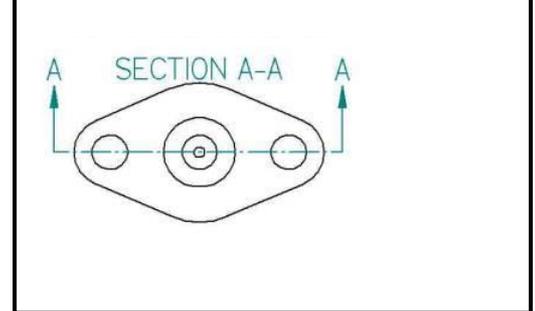
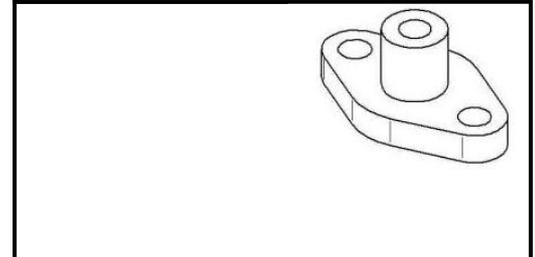
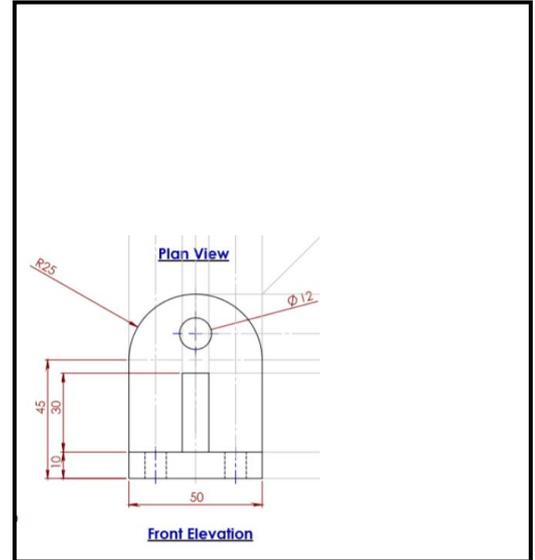


E Materials and properties	
Strength	
Hardness	
Toughness	
Malleability	
Ductility	
Elasticity	

Describe using **notes and sketches** the process of testing a tennis racket for elasticity in a school workshop. [6]

**Technical drawing questions**

1. Complete the orthographic drawing, showing how you used guidelines.
2. Draw the section view



Practice question	Answer
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Identify which material properties are most needed for a car tire.

Developments in technology over recent years have had an impact on society. Discuss the **advantages and disadvantages** of using an electric car

Below are images of a modern cordless drill and an older mains operated drill. Describe how **modern technology** has made the modern cordless



# Music for ensemble

## Area of study 2 - Eduqas GCSE Music



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

### Jazz and blues

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

A jazz ensemble may contain:

- Rhythm section**
  - Drums
  - Bass (guitar or double bass)
  - Piano/guitar
- 'Horn section'**
  - Trumpet
  - Trombone
  - Saxophone

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

### 12 bar blues

#### Chords

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

#### Example in C major

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

### Chamber music

Chamber music was music for a small ensemble, originally played in a small room in someone's home.  
**Baroque:** The **trio sonata** featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).

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

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

### A piece of music for:

<b>DUET</b>	2 performers
<b>TRIO</b>	3 performers
<b>QUARTET</b>	4 performers
<b>QUINTET</b>	5 performers
<b>SEXTET</b>	6 performers
<b>SEPTET</b>	7 performers
<b>OCTET</b>	8 performers

### Musical theatre

Musical numbers may include:  
**Solo:** a song for one singer.  
**Duet:** a song for two singers.  
**Trio:** a song for three singers.  
**Ensemble:** a song sung by a small group.  
**Chorus:** a large group (usually the full company/cast).  
**Recitative:** a vocal style that imitates the rhythms and accents of speech.  
**Overture:** an orchestral introduction to the show, which usually uses tunes from the show.  
 The orchestra/band is used to **accompany** the voices and to **underscore**.

### Voices

**Soprano**  
**Alto**  
**Tenor**  
**Bass**

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

Question	Answer	Question	Answer
What is a <b>Monophonic Texture</b> ?		What does <b>Descant</b> mean?	
Give the definition for <b>Call and Response</b>		How many performers would be in a <b>Quintet</b> ?	<b>2 3 4 5 6 7</b>
Circle the name given to an <b>Ensemble that has 6 performers</b>	<b>Quartet</b> <b>Sextet</b> <b>Octet</b> <b>Quintet</b>	What does <b>Chorus</b> mean?	
What is the key word given to <b>a new melody, combined with a theme</b> ?	<b>Counter Melody</b> <b>Pedal</b> <b>Drone</b> <b>Round</b>	Give the key word used for <b>long held notes</b>	
Give the definition of <b>Walking Bass</b>		Give the definition of a <b>Round</b>	
Which style of music uses this chord structure? <b>C C C C</b> <b>F F C C</b> <b>G F C C/G</b>		List the <b>4 different types of voices</b>	<b>S</b> <b>A</b> <b>T</b> <b>B</b>
List <b>3 instruments</b> found in a <b>Jazz Ensemble</b>		Identify the <b>Texture</b> where the <b>Melody and accompaniment</b> move together	<b>Monophonic</b> <b>Homophonic</b> <b>Polyphonic</b>
Which texture is <b>a more complex texture with a number of different lines</b> ?		What is the role of the <b>Orchestra</b> in <b>Musical theatre</b> ?	
Define <b>Improvisation</b>		List the 3 <b>Blues Notes</b> that are <b>flattened</b>	
Where was <b>Romantic</b> music performed?		Define <b>Chordal</b>	
What is the definition of <b>Melody and Accompaniment</b>		Which instruments can be found in a <b>string quartet</b> ?	

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 (G)	
Fine motor development (F)	
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>
0-2	
3-8	
9-18	
19-45	
46-65	
65+	

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><u>Bonding and Attachment</u></b>	
		<b><u>Self-image and Self-esteem</u></b>	
		<b><u>Security</u></b>	
		<b><u>Contentment</u></b>	
Early childhood		<b><u>Independence</u></b>	
			
		<b>G.</b> How do humans develop socially (S)?	
		<b>Life Stage</b> Types of relationships and social development	
Adolescence		Infancy	
		Early childhood	
		Adolescence	
Early and Middle Adulthood		Early adulthood	
		Middle adulthood	
Later 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
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J.	How does lifestyle affect development?
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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

Positive affects of a persons culture/religion:

- A sense of security and belonging from sharing the same values and beliefs with others.
- Good self-esteem through being accepted and valued by others

Negative affects of a persons culture/religion:

- Feeling discriminated against by people who do not share their religion/culture which leads to low self-image
- Feeling excluded and isolated because their needs like diet, are not catered for.

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

Belonging to a community:

- Brings sense of belonging essential for emotional development.
- Building and maintaining relationships- social development
- Feeling of security.
- Increases self-image and self-confidence

Not belonging to a community:

- Minimal contact with others- isolation
- Anxiety leading to depression
- Making negative lifestyle choices
- Feeling less secure
- Difficulty in building relationships
- Slow self-image and self-confidence

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 choices 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.

Living in good housing with open spaces:

- Feeling good about themselves
- Be more likely to stay healthy,
- Space to take exercise
- Feel safe ad secure
- Warmth

Living in a poor housing with cramped and damp conditions:

- Have low self-esteem and self-image
- Be more likely to experience ill health
- Be lessson likely to exercise
- Anxious and stressed.

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

<u>Positive affects of a persons culture/religion:</u>	<u>Negative affects of a persons culture/religion:</u>
•	•
•	•

**Community** refers to:

<u>Belonging to a community:</u>	<u>Not belonging to a community:</u>
•	•
•	•
•	•
•	•
•	•

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 than 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 and 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	

# SWINDON ACADEMY READING CANON

## Year 7



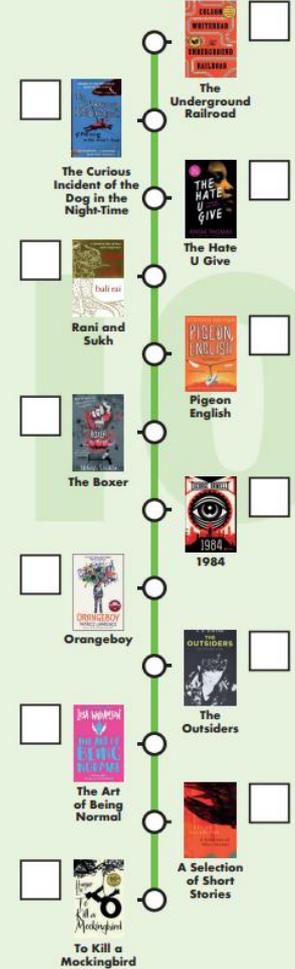
## Year 8



## Year 9



## Year 10



#ReadingisPower