

KNOWLEDGE ORGANISER

YEAR 10 – TERM 2



Think Like An
Environmentalist

Community, Collaboration and Challenge

ATTENDANCE MATTERS



EVERY DAY COUNTS

Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

LEARNING

Being in school allows you the best opportunity to learn.



WELLBEING

Attending school supports your mental and emotional health.

FUTURE SUCCESS

Regular attendance at school is vital for building the key skills needed for future employment



EQUIPMENT



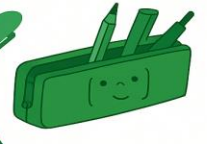
School Bag



Knowledge
Organiser



Black and
Green Pens



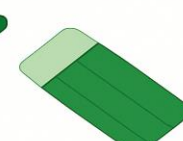
Pencil case



Calculator



Pencil



Rubber



Whiteboard
and whiteboard



Ruler

SCHOOL DAY

9:00–9:05

AM Reg

9:05–10:20

Lesson 1

10:20–11:35

Lesson 2

11:35–12:05

Break 1

12:05–13:20

Lesson 3

13:20–13:50

Break 2

13:50–15:05

Lesson 4

15:05–15:30

PM Reg – assembly or
guided reading

Multiplication Grid

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

PERIODIC TABLE OF ELEMENTS

Chemical Group Block



1																	18							
1	1.0080															2	4.00260							
1	H Hydrogen Nonmetal															2	He Helium Noble Gas							
2	3	4	Atomic Number										13	14	15	16	17	18						
2	7.0	9.012183											5	10.81	6	12.011	7	14.007	8	15.999	9	18.9984...	10	20.180
2	Li Lithium Alkali Metal	Be Beryllium Alkaline Earth Me...											B Boron Metalloid	C Carbon Nonmetal	N Nitrogen Nonmetal	O Oxygen Nonmetal	F Fluorine Halogen	Ne Neon Noble Gas						
3	11	12	Name										13	14	15	16	17	18						
3	22.989...	24.305											13	26.981...	14	28.085	15	30.973...	16	32.07	17	35.45	18	39.9
3	Na Sodium Alkali Metal	Mg Magnesium Alkaline Earth Me...	Chemical Group Block										Al Aluminum Post-Transition M...	Si Silicon Metalloid	P Phosphorus Nonmetal	S Sulfur Nonmetal	Cl Chlorine Halogen	Ar Argon Noble Gas						
4	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36						
4	39.0983	40.08	44.95591	47.867	50.9415	51.996	54.93804	55.84	58.93319	58.693	63.55	65.4	69.723	72.63	74.92159	78.97	79.90	83.80						
4	K Potassium Alkali Metal	Ca Calcium Alkaline Earth Me...	Sc Scandium Transition Metal	Ti Titanium Transition Metal	V Vanadium Transition Metal	Cr Chromium Transition Metal	Mn Manganese Transition Metal	Fe Iron Transition Metal	Co Cobalt Transition Metal	Ni Nickel Transition Metal	Cu Copper Transition Metal	Zn Zinc Transition Metal	Ga Gallium Post-Transition M...	Ge Germanium Metalloid	As Arsenic Metalloid	Se Selenium Nonmetal	Br Bromine Halogen	Kr Krypton Noble Gas						
5	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54						
5	85.468	87.62	88.90584	91.22	92.90637	95.95	96.90636	101.1	102.9055	106.42	107.868	112.41	114.818	118.71	121.760	127.6	126.9045	131.29						
5	Rb Rubidium Alkali Metal	Sr Strontium Alkaline Earth Me...	Y Yttrium Transition Metal	Zr Zirconium Transition Metal	Nb Niobium Transition Metal	Mo Molybdenum Transition Metal	Tc Technetium Transition Metal	Ru Ruthenium Transition Metal	Rh Rhodium Transition Metal	Pd Palladium Transition Metal	Ag Silver Transition Metal	Cd Cadmium Transition Metal	In Indium Post-Transition M...	Sn Tin Post-Transition M...	Sb Antimony Metalloid	Te Tellurium Metalloid	I Iodine Halogen	Xe Xenon Noble Gas						
6	55	56	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86							
6	132.90...	137.33	178.49	180.9479	183.84	186.207	190.2	192.22	195.08	196.96...	200.59	204.383	207	208.98...	208.98...	209.98...	222.01...							
6	Cs Cesium Alkali Metal	Ba Barium Alkaline Earth Me...	Hf Hafnium Transition Metal	Ta Tantalum Transition Metal	W Tungsten Transition Metal	Re Rhenium Transition Metal	Os Osmium Transition Metal	Ir Iridium Transition Metal	Pt Platinum Transition Metal	Au Gold Transition Metal	Hg Mercury Transition Metal	Tl Thallium Post-Transition M...	Pb Lead Post-Transition M...	Bi Bismuth Post-Transition M...	Po Polonium Metalloid	At Astatine Halogen	Rn Radon Noble Gas							
7	87	88	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118							
7	223.01...	226.02...	267.1...	268.1...	269.1...	270.1...	269.1...	277.1...	282.1...	282.1...	286.1...	286.1...	290.1...	290.1...	293.2...	294.2...	295.2...							
7	Fr Francium Alkali Metal	Ra Radium Alkaline Earth Me...	Rf Rutherfordium Transition Metal	Db Dubnium Transition Metal	Sg Seaborgium Transition Metal	Bh Bohrium Transition Metal	Hs Hassium Transition Metal	Mt Meitnerium Transition Metal	Ds Darmstadtium Transition Metal	Rg Roentgenium Transition Metal	Cn Copernicium Transition Metal	Nh Nihonium Post-Transition M...	Fl Flerovium Post-Transition M...	Mc Moscovium Post-Transition M...	Lv Livermorium Post-Transition M...	Ts Tennessine Halogen	Og Oganesson Noble Gas							
	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71									
	138.9055	140.116	140.90...	144.24	144.91...	150.4	151.964	157.2	158.92...	162.500	164.93...	167.26	168.93...	173.05	174.9668									
	La Lanthanum Lanthanide	Ce Cerium Lanthanide	Pr Praseodymium Lanthanide	Nd Neodymium Lanthanide	Pm Promethium Lanthanide	Sm Samarium Lanthanide	Eu Europium Lanthanide	Gd Gadolinium Lanthanide	Tb Terbium Lanthanide	Dy Dysprosium Lanthanide	Ho Holmium Lanthanide	Er Erbium Lanthanide	Tm Thulium Lanthanide	Yb Ytterbium Lanthanide	Lu Lutetium Lanthanide									
	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103									
	227.02...	232.038	231.03...	238.0289	237.04...	244.06...	243.06...	247.07...	247.07...	251.07...	252.0830	257.0...	258.0...	259.1...	266.1...									
	Ac Actinium Actinide	Th Thorium Actinide	Pa Protactinium Actinide	U Uranium Actinide	Np Neptunium Actinide	Pu Plutonium Actinide	Am Americium Actinide	Cm Curium Actinide	Bk Berkelium Actinide	Cf Californium Actinide	Es Einsteinium Actinide	Fm Fermium Actinide	Md Mendelevium Actinide	No Nobelium Actinide	Lr Lawrencium Actinide									

01 Adjectives

THAT DESCRIBE:
age: young, old
colour: red, blue
condition: new, used
size: large, medium
speed: fast, slow
etc.

COMPARATIVE:
 smaller, better...

SUPERLATIVE:
 the smallest,
 the worst,
 the best...

08 Verbs

ACTION:
 to run, to organise,
 to read, to think...
 > Transitive
 or
 > Intransitive

LINKING:
 to be,
 to look, to appear,
 to seem, to smell...

**HELPING
 (= AUXILIARY):**
 can, may,
 will, must,
 should, to be,
 to have...

07 Pronouns

PERSONAL (subject):
 I, you, he, she, it,
 we,
 you, they

PERSONAL (object):
 me, you, him, her,
 it, us, you, them

PERSONAL (reflexive):
 myself, yourself,
 himself, herself,
 itself, ourselves,
 yourselves,
 themselves

DEMONSTRATIVE:
 this, these,
 that, those

POSSESSIVE:
 mine, yours, his,
 hers, its, ours,
 yours, theirs

INTERROGATIVE:
 how, where,
 when, which...?

INDEFINITE:
 somebody,
 anyone...

RELATIVE:
 that, which,
 whose, whom...

06 Prepositions

PLACE / DIRECTION:
 in, at, on,
 under, above,
 across,
 among,
 between...

TIME:
 in, at, on,
 over, until, about,
 during, before,
 after, while,
 through...

**OTHER (agent,
 phrase...):**
 by, with, on, over,
 to, up, within,
 beyond, for...

05 Nouns

COMMON NOUNS: house, dog, laptop...

PROPER NOUNS:
 (Capitalised)
 London, Paris,
 James, William,
 Julia, Jennifer...

> **VERBAL:** swimming...

> **COLLECTIVE:** choir, jury...

> **COMPOUND:** mother-in-law...

> **COUNTABLE:** book, day...

> **UNCOUNTABLE:** traffic, calm...

> **ABSTRACT V. CONCRETE:** wit vs. road...

02 Adverbs

PLACE:
 here, there,
 outside, everywhere,
 upstairs, nowhere,
 somewhere....

TIME:
 ago, before, since,
 yet, for, still,
 afterwards...

FREQUENCY:
 often, never,
 sometimes, always

MANNER:
 just, quite,
 quickly, hardly,
 well, carefully,
 barely, almost,
 scarcely,
 beautifully...

03 Conjunctions

COORDINATING:
 and, or, but,
 yet, nor, for, so

CORRELATIVE:
 both... and...,
 either... or...,
 just as... so...,
 whether... or...,
 neither... nor...,
 not only... but also...

SUBORDINATING:
 after, since, if,
 while, although,
 before, because,
 unless

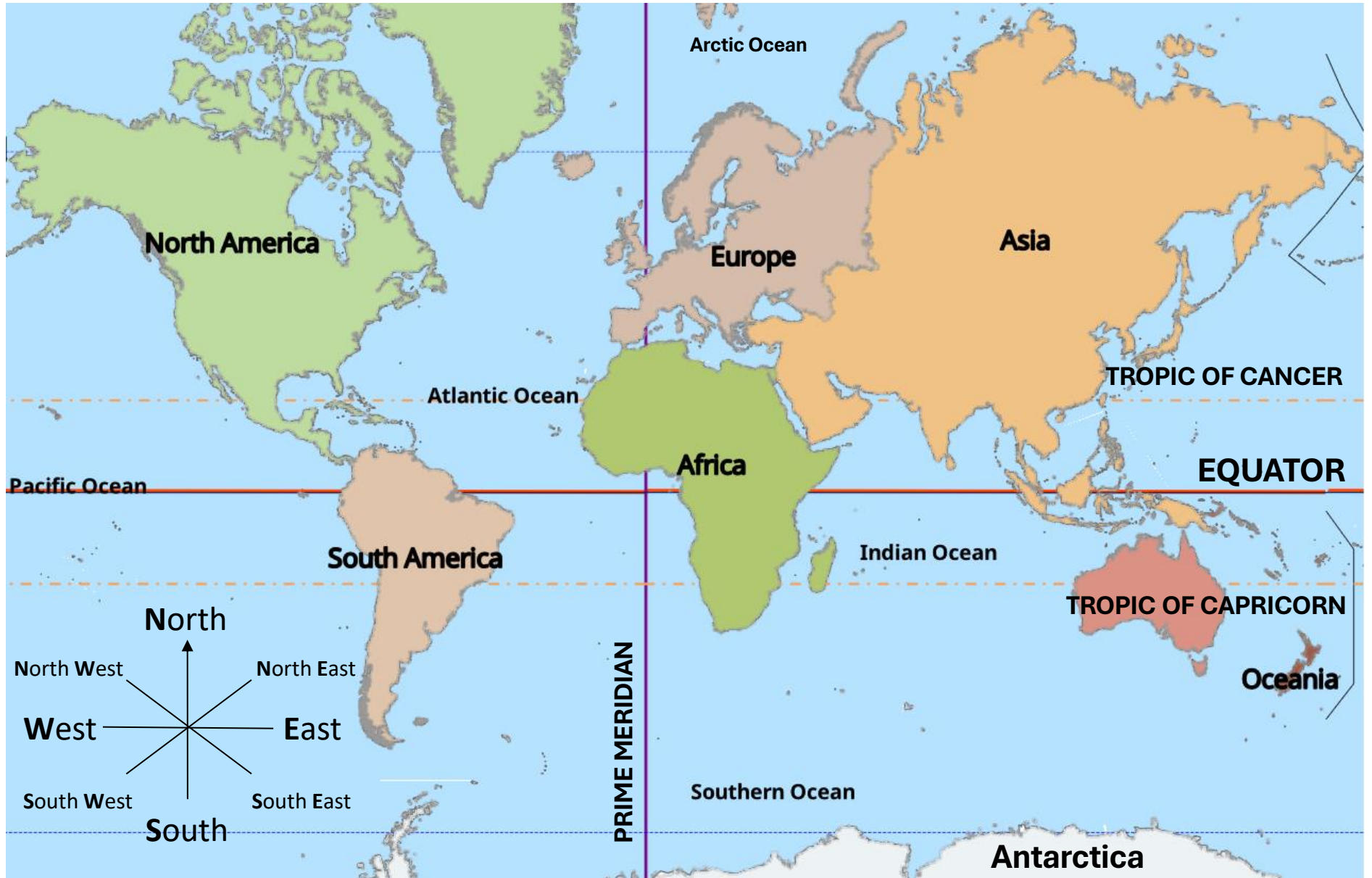
04 Determiners

TELLS US WHICH:
 each, every,
 some, none,
 all...

TELLS US WHOSE:
 my, your, her, his, its,
 our, your, their (= possessive
 adjectives or determiners)



World Map



KS4

AQA GCSE Art, Craft and Design (2 years)

GCSE Art and Design focusing on key assessment objectives and allowing students to develop a personal project while building core skills.

- Students are provided with a choice of 4 topics, based on past exam paper in order to start their course work (A3 sketch book 60% of their final grade)
- In January Y11, students will receive the new exam paper and work on one topic of choice in a small sketch book in preparation for their 10h art exam in April (40% of final grade).

AQA GCSE Art and Design Assessment Objectives:

- **AO1:** Develop ideas through investigations
- **AO2:** Refine work by exploring materials and techniques
- **AO3:** Record ideas, observations and insights
- **AO4:** Present a personal and meaningful response



Introduction and Artist Research (AO1 & AO3)

- **Topic:** *Introduction to the Theme*
- Brainstorm
- Mind map ideas
- Sketchbook setup
- Homework: Bring 3 personal items/photos that represent you
- **Topic:** *Artist Research*
- Study artists exploring topic
- Analyze artworks in sketchbook (use formal elements, art vocabulary)
- Create responses in style of artist

• **Topic:** *Observational Drawing & Personal Symbolism*

- Draw from personal objects/photos
- Begin incorporating symbolic elements
- Media: Pencil, ink, charcoal
- Photography
- Clay and ceramics
- Sculpture: stone, wood
- Digital media:
- Adobe Photoshop
- Animation and Film
- Premier Pro
- IMovie
- Textiles: sew, stitch, crochet, knit

Media Exploration and Developing Ideas (AO2)

- **Topic:** *Experimental Media Workshop*
- Explore: collage, monoprinting, mixed media
- Annotate outcomes in sketchbook
- Development and Refinement (AO2 & AO3)
- **Topic:** *Refining Composition and Style*
- Begin scaled versions of composition
- **Topic:** *Final Media Decisions*
- Experiment with chosen medium for final piece
- Annotate decisions (why this media, how it relates to theme)

Topic: *Final Preparatory Work*

- Complete final sketch/design
- Ensure AO1–AO3 are covered in sketchbook
- Final Piece and Evaluation (AO4)
- **Topic:** *Start Final Outcome*
- Begin working on final piece (A2/A3 format or 3D depending on focus)
- **Topic:** *Continue Final Outcome*
- Focus on detail, refinement, personal expression



Computer Science

Nested structures - Use constructs (e.g. WHILE, FOR, IF) inside another.

use a nested FOR loop to print out a grid	<pre>for i in range (10): for i in range (10): print ("x ",end="") print()</pre>
Use a nested while and if to print out only even numbers	<pre>i=0 while i<51: if (i%2==0): print(i) i=i+1</pre>

Lists

Create a list	shapes=["square","circle"]
Access element by index pos	shapes[1] -> circle
Append item to list	shapes.append("triangle")
Remove item from list	shapes.remove("circle")
Remove item from list by index	shapes.pop(1)
Insert item into list	shapes.insert(2,"rectangle")
Number of elements in a list	len(shapes)
Get index pos of item in list	shapes.index("triangle")
Concatenating lists	<pre>shapesGroup1["square","circle"] shapesGroup2=["triangle"] shapes=shapesGroup1+shapesGroup2</pre>
Loop through list	<pre>for i in range(len(shapes)): print(shapes[i])</pre>
Reverse elements in a list	shapes.reverse()
Order elements in a list	shapes.sort()

2D lists - A list if lists

Create a 2D list	d = [[23, 14, 17], [12, 18, 37], [16, 67, 83]]
Another way to create a 2D list	<pre>a = [23, 14, 17] b = [12, 18, 37] c = [16, 67, 83] d = [a,b,c]</pre>
Access element by index position	d[1][2] -> 37

Strings

Get length of a string	len("Hello")	LEN("Hello")
Character to character code	ord("a") -> 97	ORD("a")
Character code to character	chr(101) -> 'e'	CHR(101)
String to integer	a=int("12")	a=INT("12")
String to float	a=float("12.3")	a=FLOAT("12.3")
integer to string	a=str(12)	a=STR(12)
real to string	a=str(12.3)	a=STR(12.3)

Concatenation -merge multiple strings together	<pre>a="hello " b="world" c=a+b print(c) -> hello world</pre>
Return the position of a character If there is more than 1 of the same character the position of the first character is returned.	<pre>student = "Hermione" student.index('i')</pre>
Find the character at a specified position	<pre>student = "Hermione" print(student[2]) -> r</pre>

sub strings - select parts of a string

Example	student="Harry Potter"	
Output the first two characters	print(student[0:2])	Ha
Output the first three characters	print(student[:3])	Har
Output characters 2-4	print(student[2:5])	Rry
Output the last 3 characters	print(student[-3:])	Ter
Output a middle set of characters	print(student[4:-3])	y Pot

*A negative value is taken from the end of the string.

Subroutines are a way of managing and organising programs in a structured way. This allows us to break up programs into smaller chunks.

- Can make the code more modular and more easy to read as each function performs a specific task.
- Functions can be reused within the code without having to write the code multiple times.
- Procedures** are subroutines that do not return values
- Functions** are subroutines that have both input and output

Procedure: No input parameters or return	<pre>SUB greeting() OUTPUT "hello" ENDSUB</pre>	<pre>def greeting(): print("hello") call: greeting()</pre>
Procedure: One input parameter, no return	<pre>SUB greeting(name) OUTPUT "Hello",name ENDSUB</pre>	<pre>def greeting(name): print("Hello",name) greeting("grey")</pre>
Function: 1 input parameter, and 1 return value	<pre>SUB add(n) a = 0 FOR a = 0 TO n a = a + n ENDFOR RETURN a ENDSUB</pre>	<pre>def add(n): a=0 for a in range(n+1): a=a+n return a</pre>
Function: Two input parameters, and 1 return value	<pre>SUB (num1,num2) sum=num1+num2 return sum</pre>	<pre>def add(num1,num2): sum=num1+num2 return sum greeting(1,2)</pre>

The **scope** of a variable determines which parts of a program can access and use that variable.

A **global variable** is a variable that can be used anywhere in a program. The issue with global variables is that one part of the code may inadvertently modify the value because global variables are hard to track.

A **local variable** is a variable that can only be accessed within a certain block of code typically within a function. Local variables are not recognized outside a function unless they are returned. There is no way of modifying or changing the behavior of a local variable outside its scope.

Global variables need to be defined throughout the running of the whole program. This is an inefficient use of memory resources. Local variables are defined only when they are needed and so have less demand on memory. Local variables only exist within the subroutine.

Reading and writing files

Open file Whatever we are doing to a file whether we are reading, writing or adding to or modifying a file we first need to open it using:

```
open(filename,access_mode)
```

There are a range of access mode depending on what we want to do to the file, the principal ones are given below:

Access Mode	Description
r	Opens a file for reading only
w	Opens a file for writing only. Create a new file if one does not exist. Overwrites file if it already exists.
a	Append to the end of a file. Create a new file if one does not exist.

Reading text files

read - Reads in the whole file into a single string	<pre>f=open("file.txt","r") print(f.read()) f.close()</pre>
readline - Reads in each line one at a time	<pre>f=open("file.txt","r") print(f.readline()) print(f.readline()) print(f.readline()) f.close()</pre>
readlines - Reads in the whole file into a list	<pre>f=open("file.txt","r") print(f.readlines()) f.close()</pre>

Writing text files

Write in single lines at a time	<pre>file=open("days.txt","w") file.write("Monday\n") file.write("Tuesday\n") file.write("Wednesday\n") file.close()</pre>
Write in a list	<pre>say=["How\n","are\n","you\n"] file=open("say.txt","w") file.writelines(say) file.close()</pre>

Drama

KS4 Drama GCSE

Devising: 40% of the overall grade

Term 1 and 2:

- Introduction into workshop-based sessions learning new performance skills.
- Theatre visit September
- Perform to the Year 6 students at the end of the first half term.
- Development and creation of devised performance based on different stimuli for final assessment at the end of the Spring term.

Term 1 homework: Develop your research and complete the first two questions of your mock portfolio. **Term 2 homework:** --First draft of the portfolio to be completed by the end of the summer term.
-Learn your lines and rehearse during lunchtimes and out of school hours organised by the group.
-**Final draft by October half term. (Year 11).**

Devising skills:

- Research (social, historical and cultural contexts), theatrical conventions, current themes and trends, issues and controversies
- Confidence-building
- Collaborate, negotiate, communicate with others and to the audience) and respect
- Listen to others and don't dominate the group
- Contribute ideas and interact positively
- Explore practically rather than just talking about the ideas.**
- Rehearsing and learning lines
- Voice
- Physicality
- Ability to combine and apply vocal and physical skills
- Characterisation
- Understanding of style, genre and theatrical conventions
- Design students must work collaboratively with the performers. (There is a maximum of one designer per group).

Year 10

Practical devising process

- 1) **Mind map** – mind map the stimulus provided – how does it make you feel or what does it make you think about?
- 2) **Research** – research topics that stem from your mind map and interest you to help you to develop your idea.
- 3) **Your idea** – develop your aims and intentions, decide on your target audience and develop your idea for your piece.
- 4) **Improvise** – Create the scenes that are going to form your piece by improvising. Experiment with different drama techniques to help you to achieve your aims.
- 5) **Structure** – Now that you have the scenes, play around with the structure. Is your piece more effective if you start at the end?

3-4 students in a group - time 10-15 minutes..
5-6 students in a group - time: 20-25 minutes.

Techniques:

- Chorus speaking
- Ensemble work
- Forum theatre
- Hot seating
- Improvisations
- Physical sequences/movement
- Soundscapes
- Physical theatre
- Role on the wall

Theatre practitioners to research:

- Frantic Assembly**
- Complicite**
- Stanislavski**
- Brecht**
- Steven Berkoff**
- Kneehigh**

Component 1

Written portfolio: A written document of the creation and development of your devised work. This must be worked on under supervision and written in Google Docs. Minimum requirement 1200 -1500 words. (Use guide provided to support your answers. Include the suggested headings. (Write your name, your candidate number and IDR0/01 **Questions:**

1. What was your initial response to the stimuli and what were the intentions of the performance?
 2. What work did your group do in order to explore the stimuli and start to create ideas for performance?
 3. What were some of the significant moments during the development process and when rehearsing and refining your work?
 4. How did you consider genre, structure, character, form, style, and language throughout the process?
- After the performance:**
5. How effective was your contribution to the final performance? 6. Were you successful in what you set out to achieve?

Analysing and evaluating:

Ensure you follow the PEE structure:

This element of the performance...explored, conveyed, communicated, showed, presented... This symbolised.../This represented.../This moment was.../The use of design elements /...The acting skills made use of ...

Point: When I was first introduced to the stimulus my initial thoughts were...

Evidence: For example, the image of ...made me think of...

Explain: This gave me the idea that we could use ...in my devised piece. **Three areas of focus:**

- 1) Creating and developing a devised piece from stimuli.
- 2) Group performance/design realisation of the devised piece.
- 3) Analysing and evaluating the creative process and group devised performance.

Drama

KS4 Drama GCSE Theatre Makers in Practice (40%)

Autumn 1 (Year 10) Section B

-Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Prepare notes of 500 words maximum for the written exam.

Suggested headings:

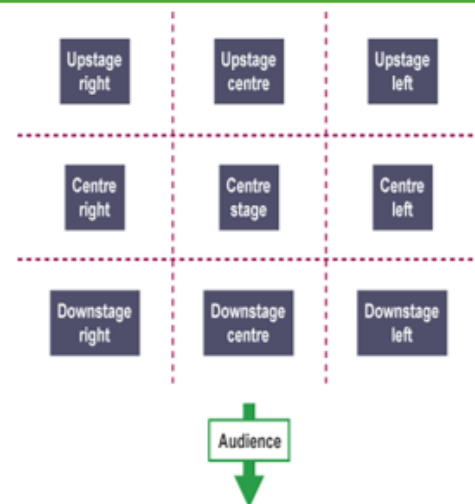
Performers/actors/roles/lighting/costume/set/props/stage furniture/sound/staging/positive/negative evaluations.

Term 1 Homework (Year 10): Complete evaluation notes and drawings for the 500 words for the mock exam on Section B.

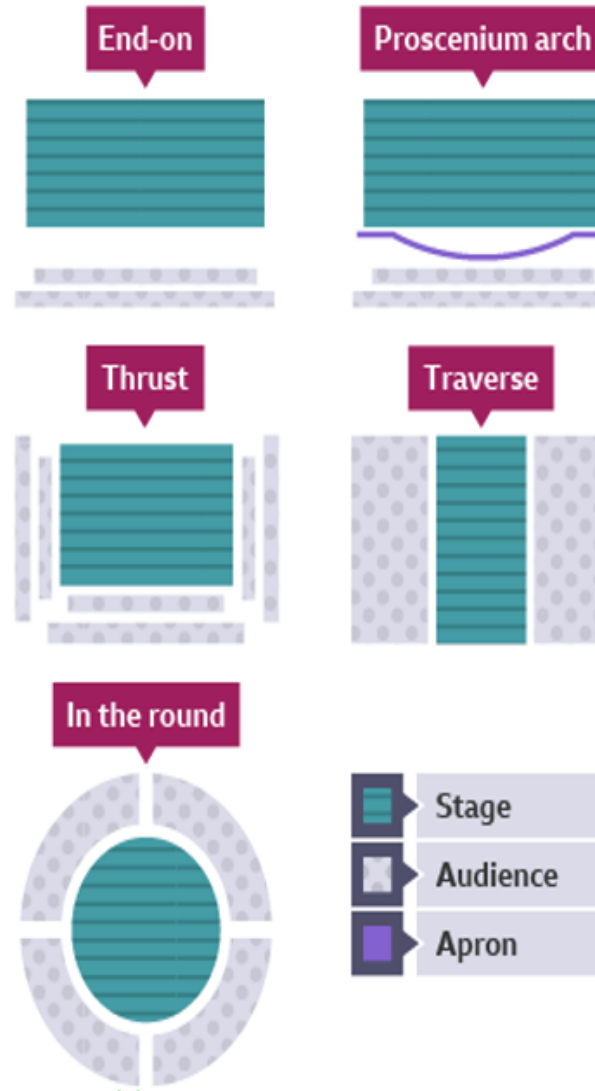
Summer 1 and 2 (Year 10) Practically explore 'An Inspector Calls' understand how to answer questions in Section A and Section B.

Autumn 1 and summer term (Year 11) Revise exam technique and structure of exam question

Term 2 and 3 Homework Year 11: practice papers and revision.



Year 10 and 11 Component 3: Section A



Section A: Bringing Texts to Life (AO3)

Section B: Theatre Evaluation (AO4)

You will have **five questions** of varying marks based on an unseen extract from *An Inspector Calls* by J.B Priestley.

Section A Questions

3(ai) Performer related question – will focus on vocal or physical skills (4 marks).

3(aii) Performer related question – vocal and physical skills (6 marks)

3(bi) Director question – a choice of three options either staging, set, costume, lighting, sound. (9 marks)

3(bii) Director question – focusing on creating characterisation of one or two characters in the play and how you would direct actors to demonstrate this through voice, physicality and stage space. (12 marks)

3(c) Design focus – choose from a choice of three options - either staging, set, costume, sound, lighting (14 marks)

Sentence stems

As an actor/director/designer, I would...to show I would direct...

I would design...

I would direct the actor playing.....to.... on the line '...', I would...

I would direct the sound/lighting engineer to.... For example...

My choice here could represent/show...

This would make the audience...

This reflects on the context of the play because...(Q 3bi only)

Elsewhere in the play, during Act 1/2/3...(Q 3bii only).

WHAT? What would you decide?

WHY? Why would you do that?

HOW How do you want the audience to react?

P

E

E

L/L

Drama

Performance skills are split into three strands:

Vocal Skills

Physical skills

Spatial skills

These are all the things we do to create:

- Good characterisation (embodiment of our character)
- An interesting and engaging performance
- Connection with our audience through emotion

Vocal Skills

Remember to pair up vocal skills eg: a *harsh down and low pitch* or a *slow place and emphasis on the word* _____.

Pitch

High:

Nervousness, excitedness, shock, curious, upset/crying

Low:

Assertiveness, anger, control, authority

Volume

Loud:

Anger, assertiveness, confidence, hysterical, upset, excitedness

Quiet:

Uncertainty, sadness, control/level-headed, upset, shock

Tone

Soft:

Calm, love, happiness, nervous, sad, given up

Harsh:

Angry, aggression, confidence, rejection,

Pace

Quick:

Nervousness, excitedness, anger, passion, shock,

Slow:

Confused, sadness, confidence, control, authority, uncertainty,

Emphasis

A word you stress for meaning.

'She has **nothing** more to tell you' suggests Gerald is saying Sheila hasn't got anything else to say.

'She has nothing more to tell **you**.' suggests Gerald is saying she has got more to say but not to Inspector Goole.

Physical Skills

Facial expressions

Confused- frown and squint eyes, mouth slightly open.

Excited/happy- smile, widen eyes

Angry- furrow eyebrows, scrunch nose,

Shocked- widen eyes, open mouth,

Flirtatious- slight grin, partly widen eyes, purse lips, wink

Sad/upset- slight frown, squint eyes, scrunch nose, downward mouth

Body Language

Open- love, friendship, trust, confidence, assertiveness/authority

Closed- shyness, scared, worried, uncertainty, grief, confused, sadness/upset

Gesture

Pointing- aggression, authority, anger

Fist- anger, frustration, violence/aggression.

Pray- religious, desperation

Clutching- desperation, frustration, shock, confusion, anger, love

Reaching out- love, desperation, flirting, confused

Posture

Upright- confidence, status, authority, control

Hunched- weak, unwell, upset, scared/worried, grief, low status

KS4 Drama

Bringing Texts To Life

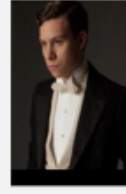
Plot summary

An Inspector Calls by J.B Priestley is a play that revolves around the apparent suicide of a young woman called Eva Smith. In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft. The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them. What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all in fact caught up in this poor girl's death.

Year 10 and 11 Component 3: Section A



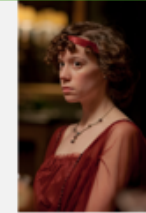
Mr Birling
A successful
business man in
Brumley



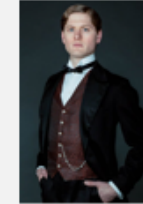
**Eric
Birling.**
The son
and
youngest
of the two
Birling
children.



Mrs Birling
The wife of Mr
Birling.
She is
obsessed with
etiquette and
her status in
society.



**Sheila
Birling.**
The eldest
child and
daughter of
the Birlings.
She is
engaged to
Gerald Croft.



Gerald Croft is
an upper-class
businessman.
His father
owns Crofts
Limited, a rival
company to the
Birling's. He is
engaged to
Sheila.

The context of a play is the circumstances in which it happens. This helps you to understand it. JB Priestley's play, *An Inspector Calls* is set in 1912 but written in 1945. We need to remember that the play is set before both world wars and at a time when the British Empire was still a force to be reckoned with internationally. The play is about a family who are visited by a character who appears to be a police inspector. During the discussion that follows, it becomes clear that everyone in the family, including Gerald, the daughter's fiancé, has contributed to the death of a young girl who took her own life after her treatment at their hands. She was sacked from two jobs and had two unfortunate love affairs and was turned away by a charity committee while pregnant. Pregnancy outside of marriage was greatly frowned upon in this period, another thing to consider when looking at the play's context.

The play is made theatrically effective by the twists and turns in the story and an intriguing chain of events. It then asks questions about blame and personal responsibility, whether the girl actually existed and if the policeman is an imposter or even a spirit.

This is the key moral point of the play. Priestley's message is that we all have a duty to society and it will collapse if we don't honour that duty. Class is also a very important theme in this play. The historical context is that class was still very rigid in Edwardian times and it was thought that the upper classes should never mix with the lower classes. The divide between the upper and lower classes were very apparent.



The context of 'An Inspector Calls' by J.B Priestley. Section A

1912

World Wars

1945

First World War starts in two years. Mr Birling's optimistic that there would not be a war is wrong.



The Second World War ended on 8 May 1945. People were recovering from six years of warfare.



1912

Gender Roles

1945

Women were considered to be lower than men. All a well off women could do was get married; a working woman was seen as a poor person.



As a result of the wars, women had earned a more valued place in society.



1912

The ruling classes saw no need to change the status quo.



Views and Opinions

There was a great desire for social change.



1945

Drama

Lighting

Colour Symbolism



Blue

Sadness, moonlight, night time, eerie, loss, water



Red

Blood, death, danger, anger, conflict



Green

Scientific, uncomfortable, eerie, unnatural, supernatural, jealousy, nature, forestry



Yellow

Outdoors, sunlight, morning/evening, happy, joy



Pink/purple

Love, passion, royal



White

Clinical, washed out, bright/can see everything, artificial, eerie



SPOT- has a hard-edged effect, used to light characters or elements on the stage. Coloured filters can be used with this lamp.



FRESNEL - used for a softer edged effect, with a diffusing lens in front of the lamp. It's useful for good overall light when used with others. Coloured filters can be used with this lamp.



FLOOD - produces a clear wide-angled light, but there's little control over the spread of the light. Coloured filters can be used with this lamp.



STROBE- a flashing light, used for special effects. It's often used to give the effect of old movies. It produces a jerky effect on the movements of actors when used on its own

GOBO- a sheet inserted on a frame at the front of the light with a design cut into it. It filters the light, creating a picture effect on the stage. EG: to create the leaves of a forest, or the bars of a prison.

COLOURED GELS- Added to the front of some lanterns so that they throw coloured light onto the stage.



Sound

Types of Sound

Diegetic:

Sound that characters on stage can hear. E.G Telephone ringing that a character answers



Non Diegetic:

Any sound that a character cannot hear, but instead creates the mood or atmosphere for the performance. For example, if a piece of music is played to accompany a scene (called underscoring), but cannot be heard by the characters, then it is non-diegetic.



Key Types of Sound

Sound effects:

Naturalistic effects to help the realism such as a doorbell, phone ringing, birds tweeting.



Ambient sound:

Creating an atmosphere such as synths, soundscapes, symbolic sounds like water/waves



Music:

Songs or pieces of instrumental music



Drama

Costume

1912 Fashion

WOMEN

Evening dresses were usually made of fine silks, with long length, open necklines and short sleeves. Closures were usually hidden under the various layers. They were tightly fitted to the body.



Hair was usually tied up. The 'Gibson up do' was very fashionable at the time. Or hair to be curled and clipped up on top of the head. Sometimes for special occasions women would wear some form of hair accessory such as an encrusted head band or clip.

1912 Fashion

MEN

'White tie and tails' which was a black tail coat with white waistcoat. Or a Tuxedo was a more informal alternative to the tailcoat. Both tails and tuxedo had satin lapels. Bow ties would be either white or black.



Short slicked hair (usually with a form of gel) with parting. Full moustaches were popular.

The role of set in theatre: the setting (the location), the time period and communicating themes or symbols to communicate messages of the play.

Set Recap

1912 Upper Class Homes



Wood and brass were popular materials to make furniture and decor with.



Chandeliers, large portraits and large draped curtains were popular piece of decor to have in an upper class home.



Floral wallpaper and floral patterns in general were very popular.



Flat

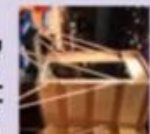
Set pieces



Backdrop



Decking



Door Flat

Examples of An Inspector Calls Sets



Files



Truck



Projection



Drama

C3: Theatre Makers in Practice

Year 10 and 11

Component 3: Section B

Section B: Live Theatre evaluation notes.

9a) You must analyse an aspect of performance you have seen. You could be asked to focus on performance or design. **(6 marks)**

9b) You must evaluate a different aspect from the same performance. Could focus on performance or design. This is worth more marks as you need to form a judgement **(9 marks)**

What is analysis?

What the performers or designers did to explore key ideas or skills.

What is evaluation?

To form judgements about whether an idea or performance element was effective (give your

Sentence stems:

The use of (lighting/stage space/costume) was particularly effective in the moment...

This worked well/ didn't work well, as it showed...

The moment whenwas enhanced by the use of sound/lighting/set/etc

This was a successful/unsuccessful moment because...

A moment which stood out was when....

Remember...you do not need to be entirely positive, you are entitled to have your own opinion as well!

Avoid just the plot of what happened. Analyse and evaluate. What they did, why you think they did it and how effective it was.

Autumn 1 (Year 10)

Component 3: Section B

Section B Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum.

Develop analytical evaluation skills and prepare notes of 500 words maximum for the written exam.

Headings:

Performers/actors/roles/lighting/costume/set/props/stage furniture/sound/staging/positive/negative evaluations.

Homework: Complete evaluation notes for the 500 words for the mock exam.

Summer 1

Section A

Practically explore An Inspector Calls. This includes performer, designer and director considerations. Understand how to write and structure answers.

Autumn 1 (Year 11)

Section A and Section B

Return exam technique and exam questions. Opportunity to see a second live performance for your theatre evaluation.

Summer 1

Refine exam technique and practice papers. Sit exam in May.

Vocal skills

Accent

Articulation

Emphasis

(stressing certain words to make them stand out)

Inflection

(change in pitch or loudness of the voice)

Pace

Pause

Pitch

Projection

Quality

Resonance

Rhythm

Tone

Volume

Physical skills

Body language

Ensemble (move together fluidly as a group)

Eye contact

Facial expressions

Gait

Gesture

Levels (placing characters on upper and lower levels to show status)

Movement

Pace

Physical theatre

Posture

Proxemics (the space between characters to show relationships)

Space

Status

Stillness

Stage directions and stage space

Blocking

(choices about where the performers stand and how they move on stage to bring an extract to life)

Movement

Proxemics

Stage directions:

Centre stage

Downstage

L/R/C/

Upstage

C/L/R

Stage left

Stage right



Paper 1 Language question 5

English

Narrative writing

Timings		Paragraphs	
Planning	10 minutes to gather ideas and plot events, character formation. Start, middle and ending. Know where your story will end up. How will I make it convincing and compelling?	Why use them?	To organise and structure your narrative. To build on ideas and manipulate the response of the reader. To guide your reader and place them where you want them.
Writing narrative	30 minutes	When to use them?	Change of setting, time, mood. To add impact to a line/word/event.
Proof reading	5 minutes- this time is crucial	How to link them?	Adverbials, anaphora, connectives, use of time, a thread running through your narrative.
Assessment objectives		Ambition and originality?	
AO5 - techniques	Communication and organisation. The actual plot. Character and setting.	How can I show this?	Your voice. Let your voice/personality spring from the page.
AO6 - SPaG	Technical accuracy- punctuation, sentence structure, sentence variety, tense accuracy, ambitious vocabulary, spelling	Endings	
Character		How?	Cliff hanger, repetition (cyclical structure), resolving crisis, a question.
How many?	2-3 max. realistic and developed. Show me don't tell me. Only one singular main, dominant, developed character.	Why are they important?	Give the characters and the reader closure and demonstrates your ability to control your communication.
How to make them plausible?	Give them traits you can relate too. Consider creating a stock character to use in all your narratives. Make them 3D. be realistic about behaviours, relationships etc. Show me them.	Plausibility?	Voice needs to be maintained. Planned, not a rush 'and then I woke up' or 'they lived happily ever after'. Needs to fit with narrative and plot.
Setting/plot		SPaG (AO6)	
How many?	1-2 settings. Ideally one, well developed setting. Somewhere you know well and can bring to life. Needs to be realistic. Somewhere the reader can relate to. Plot needs to be relatively simple- you only have 45 minutes- and in a short time frame. Make it believable.	Accuracy? Tense?	Verb tenses need to be used correctly. Past, present, future. Past tends to work best. Needs to be consistent throughout the narrative.
How to make it believable?	Stick with relatable experiences. Use a situation you have experience of directly or indirectly. Somewhere you have experience of which you can 'jazz up' and amplify a little. Use senses to make a setting come to life so the reader can imagine themselves there. Don't use film plots.	Effective SPaG = Proof read for spelling, omissions in words and errors in punctuation. Basics must be accurate: . , ' " " ! ? and capital letters. Use other punctuation sparingly. Don't; overuse ; ; () ... - Vocabulary needs to fit voice and narrative. Ambitious but suitable. Vary sentence structure. Use a range of simple, compound, complex. Vary where your subordinate clauses fall in your sentences. Vary sentence starters. Avoid starting sentences with <i>a</i> , <i>the</i> and <i>an</i> .	



Paper 1 Language question 5

English

Descriptive writing

Timings		Paragraphs	
Planning	10 minutes.4 Annotate around the picture for ideas/vocabulary/senses/mood and atmosphere	Why use them?	To organise ideas across the description. To develop the description.
Writing description	30 minutes	When to use them?	As you move around the picture. Change of mood or pace.
Proof reading	5 mins to proofread	How to link them?	Adverbials, anaphora, connectives, use of time, a thread running through your description.
Assessment Objectives		Endings	
AO5 techniques	Communication and organisation. The structure of the description. How you organise and develop and control it.	How?	Link back to the start, tie up any loose ends to any threads, cliffhanger, a question.
AO6 SPaG	Technical accuracy- punctuation, sentence structure, sentence variety, tense accuracy, ambitious vocabulary, spelling	Why are they important?	Reader needs to have <u>closure</u> and it demonstrates <u>you</u> ability to control your writing.

Techniques to use	
Show me, don't tell me	Try to use figures if speech to describe. Avoid using ordinary nouns and instead use expanded noun phrases, metaphors etc- be more creative e.g. instead of Inside the market, you could say, inside the hustle and bustle of the heart of the town. This tells a reader so much more already.
Be like a camera	Start with a long shot of whole picture. Zoom in on one area of the image Track across the image and zoom in on another area. Zoom out to a medium shot Zoom back in to a big <u>close up</u> . This structure can be played around with in terms of order but provides you with a wide variety of possibilities.
Be in the image	Write in 1 st person as if you are something in the image- the person, the wall, the chair whatever might be there. Show us the image from your perspective.

A collection of beautiful words

- | | | |
|------------|---------------|-------------|
| inevitable | immortal | subvert |
| manifest | catalyst | nostalgia |
| harvesting | transient | condemn |
| justify | ambiguous | deter |
| prototype | criticise | probe |
| aesthetic | controversial | microscopic |
| tolerance | diplomatic | detrimental |

We know that clear and confident written expression is key to both academic success and success in later life. Jennifer Webb (teacher, author) expresses it brilliantly when she says that “those that can successfully communicate have the power to change things and to show their worth.”

Upgrading basic sentences

Adverb start	Interestingly , Galileo is known as the father of modern science.
Because / but / so	<ul style="list-style-type: none"> Galileo is known as the father of modern science because of his discoveries in physics and astronomy. Galileo is known as the father of modern science but his views were controversial during his lifetime. Galileo is known as the father of modern science so he has influenced scientific thought all over the world.
Appositives	Galileo, a Renaissance thinker , is known as the father of modern science.
Subordinate clauses	Although he was criticised during the Renaissance , Galileo is known as the father of modern science.
Ing-verb start	Proving the Copernican theory that the planets revolve around the sun , Galileo is known as the father of modern science.

Word-level

First, decide the individual high-leverage words that illuminate your writing.

Sentence level

After word level, we want to be building to beautiful sentences. This is really where we need to slow right down. Writing takes thought.

Whole text

First draft, re-draft (with focus), extend paragraphs for expression, make links.

Effective writing is both a reflection and a tool of social justice, but it's also a really important learning process in itself. In reality, writing is both a product and a process of learning. Through writing, we push our thinking, process and synthesise our knowledge, and reach higher levels of conceptual understanding. I think this has lots to do with the actual physicality of writing: when we write, we slow down and we're limited by the speed of our handwriting or typing. As a result, we have time to think, to reflect, and to push ourselves into more advanced or more nuanced ideas. And this is reinforced by the research.

English Literature

Stave Summaries

Stave 1 – Marley's Warning
Scrooge introduced as miserly and cruel. Marley's ghost warns him to change his ways. Lesson: Greed isolates; kindness redeems.

Stave 2 – The Past
The Ghost of Christmas Past shows Scrooge's lonely childhood and lost love. Lesson: Our past shapes who we are.

Stave 3 – The Present
The Ghost of Christmas Present reveals joy and hardship around him. Lesson: Empathy brings connection and happiness.

Stave 4 – The Future
The Ghost of Christmas Yet to Come shows Scrooge's death and regret. Lesson: Actions have consequences.

Stave 5 – Redemption
Scrooge awakens transformed, full of joy and generosity. Lesson: It's never too late to change.

Characters

Ebenezer Scrooge: Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.

Marley's Ghost: Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise.

Bob Cratchit: Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, cheerful, loving, forgiving.

Fred: Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring

Ghost of Christmas Past: Contradictory, strong, gentle, quiet, forceful, questioning, mysterious

Ghost of Christmas Present: Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic

Ghost of Christmas Future : Mysterious, silent, ominous, intimidating, frightening, resolute

Tiny Tim: Frail, ill, good, religious

Context

Dickens' Life – Grew up in poverty; father in debtor's prison.

Industrial Revolution – Created huge wealth gap and poor living conditions.

The Poor Law (1834) – Harsh welfare; workhouses criticised by Dickens.

Malthus – Believed poverty was natural; Dickens rejected this.

Religion – Christian duty to help others and redeem oneself.

Education – Ignorance leads to social decay.

Victorian Christmas – Charity, family, generosity.

Ragged Schools

Assessment Objectives & Exam Skills

AO1 – Ideas & References:
Identify what Dickens shows about people, society, and morality. Support ideas with key quotes.

AO2 – Language & Structure:
Explain how Dickens uses techniques (simile, contrast, symbolism) to present ideas.

AO3 – Context:
Link ideas to Victorian society – poverty, religion, social reform, and Dickens' purpose.



English Literature

What / How / Why Model Examples:

How does Dickens present Scrooge's change?

What: Dickens presents Scrooge's change as a moral and emotional transformation.

How: "Hard and sharp as flint" shows his cold nature; "I will honour Christmas in my heart" shows sincerity.

Why: Dickens wanted Victorian readers to believe anyone can change.

How does Dickens present poverty?

What: Dickens presents poverty as a social injustice.

How: The Cratchits are loving despite hardship; Scrooge's remark "Are there no prisons?" exposes cruelty.

Why: Dickens aimed to inspire compassion and challenge the Poor Law.

Homework Ideas:

- Create a leaflet summarising Dickens' context and social message.
 - Make flashcards linking quotes to context.
 - Compare Victorian issues (poverty, class) to modern equivalents.
 - Watch short BBC or YouTube documentaries about Dickens.
 - Practice linking each Stave to one theme and one context idea.
- Explode a quote using the quotes in the boxes.
- Make mind maps about themes in the text or characters.
How are they shown?

Key Quotes and Techniques

"Hard and sharp as flint."

Simile – shows Scrooge's cold nature but potential for change.

"Are there no prisons?"

Rhetorical question – criticises lack of compassion towards the poor.

"A solitary child, neglected by his friends."

Pathos – reveals emotional isolation shaping his bitterness.

"This boy is Ignorance. This girl is Want."

Symbolism – warns of society's neglect and moral decay.

"I am not the man I was."

Transformation – marks Scrooge's acceptance of change and repentance.

"I will honour Christmas in my heart."

Repetition – symbolises redemption and lasting moral awakening.

French

Libre d'être moi (pages 32–33)

Mon identité	<i>My identity</i>
Qu'est-ce qui fait ton identité?	<i>What defines your identity?</i>
Ce qui fait mon identité, c'est ...	<i>What defines my identity is ...</i>
mon *genre.	<i>my gender.</i>
mes amis.	<i>my friends.</i>
ma famille.	<i>my family.</i>
ma langue.	<i>my language.</i>
ma personnalité.	<i>my personality.</i>
ma religion.	<i>my religion.</i>
Il/Elle est né(e) ...	<i>He/She was born ...</i>
au Québec.	<i>in Quebec.</i>
en France.	<i>in France.</i>
Il/Elle vient ...	<i>He/She comes ...</i>
du Sénégal.	<i>from Senegal.</i>
de *Mauritanie.	<i>from Mauritania.</i>
Il/Elle est *fan de ...	<i>He/She's a fan of ...</i>

Il/Elle parle (anglais et *wolof).	<i>He/She speaks (English and Wolof).</i>
Tu es d'accord?	<i>Do you agree?</i>
Oui, je suis d'accord.	<i>Yes, I agree.</i>
Non, je ne suis pas d'accord.	<i>No, I do not agree.</i>
À mon avis, ...	<i>In my opinion, ...</i>
*masculin(e)	<i>masculine</i>
*féminin(e)	<i>feminine</i>
non-binaire	<i>non-binary</i>
transgenre	<i>transgender</i>
gay	<i>gay</i>
hétéro(seuel(le))	<i>straight</i>
*lesbien(ne)	<i>lesbian</i>
bisexuel(le)	<i>bisexual</i>
queer	<i>queer</i>
avec moi	<i>with me</i>
pour toi	<i>for you</i>

Portraits de stars (pages 38–39)

Décris les personnes	<i>Describe the people</i>
Mon acteur / Mon actrice	<i>My favourite actor is ...</i>
préféré(e) est ...	
Mon chanteur / Ma chanteuse	<i>My favourite singer is ...</i>
préféré(e) est ...	
grand(e) / petit(e).	<i>tall / short.</i>
de taille moyenne.	<i>medium height.</i>
*chauve.	<i>bald.</i>
Il/Elle a ...	<i>He/She has ...</i>
le visage long.	<i>a long face.</i>
les cheveux longs / courts.	<i>short / long hair.</i>
les cheveux	<i>white / blond / brown hair.</i>
blancs / *blonds / bruns.	
les cheveux	<i>grey / black / red hair.</i>
gris / noirs / *roux.	
les yeux	<i>blue / green / brown eyes.</i>
bleus / verts / *marron.	
Il/Elle porte un *collier	<i>He/She wears a (black and gold) necklace.</i>
(noir et *doré).	

Sur la photo, il y a (cinq) personnes.	<i>In the photo, there are (five) people.</i>
C'est où?	<i>Where is it?</i>
Ils/Elles sont ...	<i>They are ...</i>
dans un restaurant.	<i>in a restaurant.</i>
en ville.	<i>in town.</i>
Il y a ...	<i>There is/are ...</i>
une route.	<i>a road.</i>
une table.	<i>a table.</i>
des personnes.	<i>some people.</i>
Que font-ils?	<i>What are they doing?</i>
L'homme / La femme ...	<i>The man / The woman ...</i>
regarde ...	<i>is looking at ...</i>
Les personnes / Les amis ...	<i>The people / The friends ...</i>
font du vélo.	<i>are cycling.</i>
mangent.	<i>are eating.</i>
parlent.	<i>are talking.</i>

Un week-end en famille (pages 34–35)

Il y a combien de personnes dans ta famille?	<i>How many people are there in your family?</i>
Dans ma famille, il y a (deux / trois / quatre) personnes.	<i>In my family, there are (two / three / four) people.</i>
Il y a ...	<i>There is/are ...</i>
J'habite avec ...	<i>I live with ...</i>
ma mère / belle-mère.	<i>my mother / step-mother.</i>
ma sœur / demi-sœur.	<i>my sister / step (half)-sister.</i>
mon père / beau-père.	<i>my father / step-father.</i>
mon frère / demi-frère.	<i>my brother / step (half)-brother.</i>
Qu'est-ce que tu fais le week-end, en famille?	<i>What do you do at the weekend with your family?</i>
Le samedi / Le dimanche ...	<i>On Saturday / Sunday ...</i>

après-midi	<i>afternoon</i>
soir	<i>evening</i>
à ... heures.	<i>at ... o'clock.</i>
Après, ...	<i>After, ...</i>
Ensuite, ...	<i>Next, ...</i>
Plus tard, ...	<i>Later, ...</i>
Je joue ...	<i>I play ...</i>
Je me couche.	<i>I go to bed.</i>
Je me lève.	<i>I get up.</i>
Je me prépare.	<i>I get ready.</i>
Je me relaxe.	<i>I relax.</i>
Je mets mes vêtements.	<i>I put my clothes on.</i>
Je vais au lit.	<i>I go to bed.</i>
et donc	<i>and therefore, so</i>
car	<i>because</i>

La place des idoles (pages 40–41)

Qui est ton *modèle dans la vie?	<i>Who is your role model in life?</i>
Mon *modèle s'appelle ...	<i>My role model is called ...</i>
Je le suis parce qu'il est ...	<i>I follow him because he is ...</i>
Je la suis parce qu'elle est ...	<i>I follow her because she is ...</i>
actif/active.	<i>active.</i>
*féministe.	<i>a feminist.</i>
intelligent(e).	<i>intelligent.</i>
Il/Elle m'inspire .	<i>He/She inspires me.</i>
Il/Elle partage ... sur les réseaux sociaux.	<i>He/She shares ... on social media.</i>
Il/Elle a partagé ... sur les réseaux sociaux.	<i>He/She shared ... on social media.</i>
des messages positifs	<i>positive messages</i>
des photos positives	<i>positive photos</i>

Il/Elle lutte ...	<i>He/She fights ...</i>
Il/Elle a lutté ...	<i>He/She fought ...</i>
pour l'égalité	<i>for equality.</i>
pour l'environnement.	<i>for the environment.</i>
contre le *racisme.	<i>against racism.</i>
contre le *sexisme.	<i>against sexism.</i>
Il/Elle est devenu(e) célèbre.	<i>He/She became famous.</i>
Qu'est-ce que c'est, un bon *modèle?	<i>What is a good role model?</i>
Un bon *modèle, c'est une personne qui ...	<i>A good role model is someone who ...</i>
aide les gens.	<i>helps people.</i>
inspire les autres.	<i>inspires others.</i>
encourage l'égalité.	<i>encourages equality.</i>

L'amitié est la clé du bonheur (pages 36–37)

Tu t'entends (toujours) bien avec tes amis?	<i>Do you (always) get on well with your friends?</i>
Pourquoi? / Pourquoi pas?	<i>Why? / Why not?</i>
Je m'entends (toujours) (assez / très) bien avec ...	<i>I (always) get on (quite / very) well with ...</i>
Je ne m'entends pas (toujours) (très) bien avec ...	<i>I don't (always) get on (very) well with ...</i>
mon ami(e).	<i>my friend.</i>
mon/ma meilleur(e) ami(e).	<i>my best friend.</i>
mes ami(e)s.	<i>my friends.</i>
Il/Elle est (assez) ...	<i>He/She is (quite) ...</i>
Ils/Elles sont (très) ...	<i>They are (very) ...</i>
amusant(e)(s).	<i>fun.</i>
ennuyeux/ennuyeuse(s).	<i>boring.</i>
calme.	<i>calm / quiet.</i>
sérieux/sérieuse(s).	<i>serious.</i>
sportif(s)/sportive(s).	<i>sporty.</i>
sympa.	<i>nice.</i>
travailleur(s)/travailleuse(s).	<i>hard-working.</i>

Qu'est-ce que c'est un bon ami, pour toi?	<i>What is a good friend, for you?</i>
Je préfère ...	<i>I prefer ...</i>
un ami proche.	<i>a close friend.</i>
un groupe d'amis sympa.	<i>a group of nice friends.</i>
beaucoup d'amis amusants.	<i>lots of fun friends.</i>
J'aime avoir ...	<i>I like to have ...</i>
des amis dans la vraie vie.	<i>friends in real life.</i>
des groupes d'amis différents.	<i>different groups of friends.</i>
beaucoup d'amis (en ligne).	<i>lots of friends (online).</i>
Mes amis sont ...	<i>My friends are ...</i>
fous.	<i>crazy.</i>
intelligents.	<i>intelligent.</i>
Un bon ami écoute mes problèmes.	<i>A good friend listens to my problems.</i>

Famille, amour, gâteau (pages 42–43)

Normalement, qu'est-ce que tu fais pour ton anniversaire?	<i>What do you normally do for your birthday?</i>
L'année dernière, qu'est-ce que tu as fait pour ton anniversaire?	<i>Last year, what did you do for your birthday?</i>
L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire?	<i>Next year, what are you going to do for your birthday?</i>
Je vais / Je suis allé(e) / Je vais aller ...	<i>I go / I went / I am going to go ...</i>
chez mon voisin.	<i>to my neighbour's house.</i>
chez moi.	<i>home.</i>
au cinéma / au parc.	<i>to the cinema / to the park.</i>
en ville.	<i>into town.</i>
Je mange / J'ai mangé / Je vais manger ...	<i>I eat / I ate / I am going to eat ...</i>
un grand repas.	<i>a big meal.</i>
des *pizzas.	<i>pizza.</i>
du gâteau.	<i>cake.</i>
Je reçois / J'ai reçu / Je vais recevoir ...	<i>I receive / I received / I am going to receive ...</i>
des cadeaux / des cartes.	<i>presents / cards.</i>

Je danse / J'ai dansé / Je vais danser ...	<i>I dance / I danced / I am going to dance ...</i>
Je chante / J'ai chanté / Je vais chanter ...	<i>I sing / I sang / I am going to sing ...</i>
avec mes amis.	<i>with my friends.</i>
L'année prochaine, / Samedi prochain, on va célébrer ...	<i>Next year, / Next Saturday, we are going to celebrate ...</i>
l'anniversaire de ma mère.	<i>my mother's birthday.</i>
Noël / Pâques / L'Aid.	<i>Christmas / Easter / Eid.</i>
J'ai déjà ...	<i>I have already ...</i>
acheté des vêtements.	<i>bought some clothes.</i>
invité toute la famille.	<i>invited the whole family.</i>
préparé un gâteau.	<i>made a cake.</i>
Normalement, ...	<i>Normally, ...</i>
je vais chez mon père.	<i>I go to my father's house.</i>
je mange (au restaurant / avec ma famille).	<i>I eat (at a restaurant / with my family).</i>
On va ...	<i>We are going to ...</i>
beaucoup manger.	<i>eat a lot.</i>
faire la fête.	<i>party.</i>

Life Online	
un portable	A phone
un ordinateur (portable)	A computer (laptop)
un écran	A screen
une tablette	A tablet
des écouteurs	headphones
l'internet (m)	The internet
les réseaux sociaux	Social media/networks
j'envoie des sms/textos	I send
j'achète des vêtements	I buy clothes
je cherche...	I look for...
j'écoute des chansons	I listen to songs
je joue à des jeux en ligne	I play online games
je passe de temps	I pass time
je télécharge la musique	I download music
je mets des photos en ligne	I put photos online
je fais des achats	I shop

Inviting People Out					
tu veux sortir?	do you want to go out?	je suis libre	I am free	ça n'est pas ma tasse de thé	it's not my cup of tea
ça t'intéresse?	are you interested?	je ne suis pas libre	I'm not free		
tu viens?	are you coming?	non désolé(e)	no sorry	tant pis	oh well
je veux bien	I'd really like that	non merci	no thank you	c'est dommage	that's a shame
ça dépend	it depends	tu rigoles!?	you're joking	à bientôt	see you soon

Module 1 – Tu as du temps à perdre?
 Theme 2: Popular culture
 Theme 3: Communication and the world around us

Using the Internet	
les réseaux sociaux	social networks
un mot de passe	a password
il y a...	there is/are...
des applis pour tout	applications for everyone
des risques de sécurité	security risks
des vols d'identité	identity theft
un risque de harcèlement en ligne	a risk of online bullying
la cybercriminalité	cyber crime
des virus	viruses
de fausses informations	false information
on peut devenir accro	you can become addicted

Hobbies and Free Time Activities (Present Tense)	
pendant mon temps libre...	In my spare time...
je joue au basket	I play basketball
je joue du piano	I play piano
je fais du vélo	I ride my bike
je fais de la natation	I swim
je vais à la plage	I go to the beach
je regarde un film	I watch a film
je joue aux jeux-vidéos	I play video games
je fais de promenades	I go for walks
je mange quelque chose	I eat something
je lis un bon livre	I read a good book
je fais mes devoirs	I do my homework
je prends des photos	I take photos
je sors avec amis	I go out with friends
j'achète des vêtements	I buy clothes
je ne fais rien	I don't do anything
je retrouve mes amis	I meet up with friends
je fais du shopping	I go shopping
je joue aux jeux de société	I play board games
je fais de l'exercice	I do exercise

Weather Phrases

Il fait froid	it's cold
Il fait chaud	it's hot
Il y a du soleil	it's sunny
Il fait mauvais	it's bad weather
Il fait beau	it's good weather
Il pleut	it's raining
Il neige	it's snowy
Il y a du vent	it's windy
Il y a des orages	it's stormy
Il y a des nuages	it's cloudy
Il y du brouillard	it's foggy
Il y a un arc en ciel	there's a rainbow

Module 1 – Tu as du temps à perdre?

Theme 2: Popular culture
Theme 3: Communication and the world around us

Past Tense Activities

J'ai fait les magasins	I went shopping
J'ai marché à la campagne	I walked in the countryside
J'ai bu un coca	I drank a coke
Je suis resté(e) à la maison	I stayed at home
J'ai mangé des crêpes	I ate some pancakes
Je suis allé(e)...	I went...
J'ai lu un peu	I read a bit
J'ai passé le weekend...	I spent the weekend...
J'ai fait de la natation	I went swimming
J'ai pris des photos	I took photos
J'ai retrouvé mes amis	I met up with friends
J'ai vu un concert	I saw a concert
J'ai joué de la batterie	I played the drums
J'ai fait mes devoirs	I did my homework
Je n'ai rien fait	I didn't do anything

Places

je vais...	I go...	à la...	to the (f)
au...	to the (m)	mosquée	mosque
château	castle	piscine	pool
parc	park	grand-place	town square
parc d'attractions	theme park	patinoire	ice rink
restaurant	restaurant	bibliothèque	library
musée	museum	à l' + vowel...	to the + vowel
cinéma	cinema	hôpital (m)	hospital
théâtre	theatre	église (f)	church
stade	stadium	université (f)	university
(super)marché	(super)market	aux...	to the (pl)
gymnase	gym	magasins	shops

Watching Preferences

(j'aime) regarder	(I like) to watch
des émissions de sport	sport shows
des émissions de télé-réalité	reality shows
des émissions de cuisine	cooking shows
des infos / des actualités	the news
des films de science-fiction	sci-fi films
des films d'horreur	horror films
des films d'animation	animation films / cartoons
des comédies	comedies
des vidéos amusantes d'animaux	funny animal videos
des clips sur une chaîne de...	clips on a ... channel
un peu de tout	a bit of everything
chez moi	at home/my house
en streaming	on streaming
au cinéma, sur un grand écran	at the cinema on the big screen
un peu partout sur mon portable	anywhere on my phone
quand j'ai du temps libre	when I have free time
avant l'école	before school
après les cours	after lessons
une ou deux fois par mois	once or twice a month
avec ma famille/mes amis	with my family/friends
tout(e) seule(e)	alone

French

Family members

j'habite avec...	I live with...	mon beau-père	my step-dad
je vis avec...	I live with...	ma belle-mère	my step-mum
ma famille	my family	mon demi-frère	my step/half brother
mon père	my dad	ma demi-sœur	my step/half sister
ma mère	my mum	mon cousin	my cousin (m)
mon frère	my brother	ma cousine	my cousin (f)
ma sœur	my sister	mes grands-parents	my grandparents
mon oncle	my uncle	mes parents	my parents
ma tante	my aunt	mes amis/copains	my friends (mpl)
mon grand-père	my grandad	mes amies/copines	my friends (fpl)
ma grand-mère	my grandma	mon petit ami	my boyfriend
mon neveu	my nephew	ma petite amie	my girlfriend
ma nièce	my niece	mon/ma mari(e)	my husband/wife

Describing Appearances

il/elle est...	he/she is...	il/elle a...	he/she has...
ils/elles sont...	they are...	ils/elles ont...	they have...
grand(e)(s)	tall	une barbe	a beard
de taille moyenne	medium height	un hijab	a hijab
petit(e)(s)	short	les cheveux...	hair
chauve(s)	bald	les yeux...	eyes
il/elle porte...	he/she wears	gris/bleus/verts	grey/blue/green/brown/blonde/
ils/elles portent...	they wear	/bruns/blonds/noirs/roux/blancs	black/ginger/white
des lunettes	glasses	longs/courts/mi-longs raides / frisés / ondulés	long/short/mid-length/straight / curly/ wavy
un chapeau	a hat		

Module 2 – Mon clan, ma tribu

Theme 1: People & lifestyle

Theme 2: Popular culture

Daily Routine

je me réveille	I wake up
je me lève	I get up
je me douche	I shower
je me lave	I have a wash
je me baigne	I have a bath
je m'habille	I get dressed
je me maquille	I put on make-up
je me repose	I relax
je travaille	I work
je m'occupe de	I look after...
je vais au lit	I go to bed
je dors	I sleep

Friendship

un(e) bon(ne) ami(e)..	a good friend...
écoute mes problèmes	listens to my problems
apprécie les mêmes choses que moi	appreciates the same things as me
respecte mes opinions	respects my opinions
aide tout le monde	helps everyone
a un bon sens de l'humour	has a good sense of humour
discute de tout avec moi	discusses everything with me
on fait tout ensemble	we do everything together
accepte mes imperfections	accepts my flaws
me fait rire	makes me laugh
garde mes secrets	keeps my secrets
offre de l'aide	offers help

Describing a personality

marrant(e)(s)	funny
patient(e)(s)	patient
content(e)(s)	happy
intelligent(e)(s)	clever
méchant(e)(s)	mean
indépendant(e)(s)	independent
agaçant(e)(s)	annoying
embêtant(e)(s)	irritating
bavard(e)(s)	chatty
fort(e)(s)	strong
têtu(e)(s)	stubborn
(im)poli(e)(s)	(im)polite
curieux/euse(s)	curious
sérieux/euse(s)	serious
ennuyeux/euse(s)	boring
travailleur/euse(s)	hard working
sportif/ive(s)	sporty
créatif/ive(s)	creative
gentil(le)(s)	kind
pareil(le)(s)	similar
sympa	nice
calme(s)	calm
honnête(s)	honest
fidèle(s)	loyal
fou(x)/folle(s)	crazy



Module 2 – Mon clan, ma tribu

Theme 1: People & lifestyle
Theme 2: Popular culture

Celebrations	
célébrer / fêter	to celebrate
un jour férié	A public holiday
des fêtes	parties
des drapeaux	flags
des défilés	parades
des fleurs	flowers
des cadeaux	some presents
des feux d'artifice	fireworks
on se déguise	We/they dress up
on reçoit des cadeaux	We/they receive gifts
on rend une visite à famille	We/they visit family
on échange des cartes	We/they exchange cards
on mange un grand repas	We eat a large meal
il y a beaucoup de bruit	There's a lot of noise
il y a des lumières partout	There are lights everywhere
on envoie des cartes	We/they send cards
on allume des bougies	We/they light candles
On décore la maison	We/they decorate the house
Bien connu(e)s	well-known
Historique(s)	historic
Vif(s)/vive(s)	lively
Dangereux/euse(s)	dangerous
Délicieux/euse(s)	tasty
Typique(s)	typical
divertissant(e)s	entertaining
Passionnant(e)s	exciting
intéressant(e)s	interesting
Populaire(s)	popular
Surprenant(e)s	surprising

Festivals	
La Fête Nationale	Bastille Day (14 th July)
Noël (m)	Christmas
Pâques (m)	Easter
Aïd (m)	Eid
La Chandeleur	Pancake Day
un mariage	A wedding
l'anniversaire de + person	Person's birthday
Le Tour de France	The Tour de France (famous cycling race across France)
le Nouvel An	New Year
le Carnaval	Mardi Gras/Carnaval
le PACS	Civil partnership

Celebrity Culture

Je le/la suis car il/elle...	I follow him/her because he/she...	Un bon modèle...	A good role model...
Il/elle lutte pour / contre...	He/she fights for/against...	...inspire les autres	Inspires others
Il/elle est populaire grâce à...	He/she is popular because of	...aides les gens	Helps people
Il/elle est fameux/fameuse travers le monde car...	He/she is famous across the world because...	...encourage les gens à + infinitive	He/she encourages people to + infinitive
Il/elle partage des posts sur	He/she shares posts about...	...utilise sa tribune	Uses their platform

Identity			
ce qui fait mon identité, c'est... /ce sont...		what defines my identity is...	
ma famille	my family	quand	when
mon genre	my gender	je vais	I go
ma langue	my language	on va	we go
ma personnalité	my personality	au temple	to Temple
la communauté	community	à l'église	to Church
la diversité	diversity	à la mosquée	to Mosque
ma religion	my religion		
ma fois	my faith	à la cathédrale	to the Cathedral
l'amitié	friendship	à la synagogue	to the Synagogue
la joie	joy		
mes amis/ copains	my friends	prier	to pray

GRAMMAIRE

Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)

Je passe	<i>I spend</i>
Tu passes	<i>You spend</i>
Il/Elle/On passe	<i>He/She/One spends</i>
Nous passons	<i>We spend</i>
Vous passez	<i>You spend (form/pl)</i>
Ils/Elles passent	<i>They spend</i>

IR VERBS e.g. Finir = finish

Je finis	<i>I finish</i>
Tu finis	<i>You finish</i>
Il/Elle/On finit	<i>He/She/One finishes</i>
Nous finissons	<i>We finish</i>
Vous finissez	<i>You finish (form/pl)</i>
Ils/Elles finissent	<i>They finish</i>

RE VERBS e.g. vendre = to sell

Je vends	<i>I sell</i>
Tu vends	<i>You sell</i>
Il/Elle/On vend	<i>He/She/One sells</i>
Nous vendons	<i>We sell</i>
Vous vendez	<i>You sell (form/pl)</i>
Ils/Elles vendent	<i>They sell</i>

GRAMMAIRE Irregular present tense verbs

Faire = to do / to make

Je fais	<i>I do</i>
Tu fais	<i>You do</i>
Il/Elle/On fait	<i>He/She/One does</i>
Nous faisons	<i>We do</i>
Vous faites	<i>You do (form/pl)</i>
Ils/Elles font	<i>They do</i>

Aller = to go

Je vais	<i>I go</i>
Tu vas	<i>You go</i>
Il/Elle/On va	<i>He/She/One goes</i>
Nous allons	<i>We go</i>
Vous allez	<i>You go (form/pl)</i>
Ils/Elles vont	<i>They go</i>

Vouloir = to want

Je veux	<i>I want</i>
Tu veux	<i>You want</i>
Il/Elle/On veut	<i>He/She/One wants</i>
Nous voulons	<i>We want</i>
Vous voulez	<i>You want (form/pl)</i>
Ils/Elles veulent	<i>They want</i>

Pouvoir = to be able to

Je peux	<i>I can</i>
Tu peux	<i>You can</i>
Il/Elle/On peut	<i>He/She/One can</i>
Nous pouvons	<i>We can</i>
Vous pouvez	<i>You can (form/pl)</i>
Ils/Elles peuvent	<i>They can</i>

GRAMMAIRE Modal verbs

Grammar

Aujourd'hui	<i>Today</i>
Demain (soir)	<i>Tomorrow (night)</i>
Ce matin / ce soir	<i>This morning/evening</i>
Cet après-midi	<i>This afternoon</i>
La semaine prochaine	<i>Next week</i>

★ **S'il fait beau**
If the weather's nice

★ **S'il fait mauvais**
If the weather's bad

★ **Si j'ai assez d'argent**
If I have enough money

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

Qu'est-ce qu'on va faire? What are we going to do?

Near Future Tense = Aller + infinitive (going to do)

Je vais <i>I am going</i>	aller au parc	<i>to go to the park</i>
	visiter le musée	<i>to visit the museum</i>
On va / Nous allons <i>We are going</i>	manger au resto	<i>to eat at a restaurant</i>
	acheter un jeu vidéo	<i>to buy a videogame</i>
Use the present tense of the verb ALLER from above ↗	voir un spectacle	<i>to see a show</i>
	faire les magasins	<i>to go shopping</i>
	prendre le bus	<i>to take the bus</i>

French

Qu'est-ce que tu as fait le week-end dernier? <i>What did you do last weekend?</i>	J'ai / Nous avons... <i>I / We...</i>	...passé (le week-end) <i>...spent (the weekend)</i>	...participé à une compétition <i>...took part in a competition</i>	fait du vélo <i>...went cycling</i>
	...joué au tennis <i>...played tennis</i>	...fêté (mon anniv) <i>...celebrated my birthday</i>	...regardé un match / film <i>...watched a match / a film</i>	fait de la natation <i>...went swimming</i>



The Past: The Perfect Tense with Avoir									
We use the perfect tense to say what <u>we did</u> or <u>have done</u> in the past. To form it you need 2 parts: PART 1: Avoir (the verb to have) + PART 2: Past participle (e.g. visited/done/eaten)									
PART 1: Avoir = <i>To have</i>		PART 2: The Past participle							
J'ai	<i>I have</i>	ER verbs + é		IR verbs + i		RE verbs + u		Irregulars	
Tu as	<i>You have</i>	visité	<i>visited</i>	fini	<i>finished</i>	perdu	<i>lost</i>	fait	<i>did</i>
Il / Elle / On a	<i>He / She has</i>	regardé	<i>watched</i>	vomi	<i>vomited</i>	attendu	<i>waited</i>	pris	<i>took</i>
Nous avons	<i>We have</i>	écouté	<i>listened</i>	dormi	<i>slept</i>	vendu	<i>sold</i>	bu	<i>drank</i>
Vous avez	<i>You all have</i>	mangé	<i>ate / eaten</i>					vu	<i>saw</i>
Ils / Elles ont	<i>They have</i>	acheté	<i>bought</i>					lu	<i>read</i>

Hier	<i>Yesterday</i>
Avant-hier	<i>The day before yesterday</i>
Le week-end dernier	<i>Last weekend</i>
La semaine dernière	<i>Last week</i>
Il y a deux semaines	<i>Two weeks ago</i>
D'abord / Enfin	<i>Firstly / Finally</i>
Ensuite / puis	<i>Next / then</i>
Après	<i>After</i>
Plus tard	<i>Later</i>
★ Après avoir (mangé)	<i>After having (eaten)</i>
★ Avant de (partir)	<i>Before (leaving)</i>

The Past: The Perfect Tense with Être	
Some specific 'special' verbs take Être (To be) instead of Avoir...	
Être verbs agree with the subject! If it's feminine, add an 'e'. If it's plural, add an 's'	
PART 1: Être = <i>To be</i>	
Je suis	<i>I am</i>
Tu es	<i>You are</i>
Il / Elle est	<i>He/She is</i>
Nous sommes	<i>We are</i>
Vous êtes	<i>You lot are</i>
Ils / Elles sont	<i>They are</i>

Je suis allé(e) ... <i>I went...</i>
Nous sommes allé(e) ... <i>I went...</i>
au parc / au stade <i>...to the parc / stadium</i>
à la piscine <i>...to the pool</i>
aux magasins <i>...to the shops</i>

PART 2: The Past participle (+e) (+s)				
+	allé(e)(s)	<i>went</i>	sorti(e)(s)	<i>went out</i>
	resté(e)(s)	<i>stayed</i>	parti(e)(s)	<i>left</i>
	arrivé(e)(s)	<i>arrived</i>	venu(e)(s)	<i>came</i>
	retourné(e)(s)	<i>returned</i>	revenu(e)(s)	<i>came back</i>
	rentré(e)(s)	<i>went back (home)</i>	devenu(e)(s)	<i>became</i>

AQA French 90 Word Paper 4 Writing Mat

Score 5 ingredients...

- ✓ ALL bullet points of task covered
- ✓ At least 2 opinions with a reason
- ✓ Past tense used
- ✓ Present tense used
- ✓ Future tense used
- ✓ Talk about self and at least 1 other person
- ✓ Connective used
- ✓ Adjective used
- ✓ DIFFERENT adjective to last used
- ✓ Adverb used
- ✓ Intensifier used
- ✓ Interesting vocabulary used



Some Score 8 ingredients...

- ✓ Comparative used
- ✓ Conditional tense used
- ✓ An idiom used

Intensifiers...

vraiment	really	tout à fait	completely
trop	too	un peu	a bit
incroyablement	unbelievably		
très	very		
assez	quite		

Adverbs...

malheureusement	unfortunately
heureusement	fortunately
d'abord	firstly
normalement	normally
généralement	generally
de temps en temps	from time to time
souvent	often
finaleme	finally

Conditional...

Je voudrais I would like
 Ce serait It would be
 On pourrait + infinitive We could...
 On devrait + infinitive We should

Opinions

j'aime bien - I like
 j'aime beaucoup - I like a lot
 j'aime assez - I quite like
 je n'aime pas beaucoup - I don't much like
 je n'aime pas tellement - I don't really like
 je n'aime pas trop - I don't really like too much
 je n'aime pas du tout - I don't like at all
 je déteste - I hate

chouette	great	bête	silly
affreux (euse)	horrible	sympa	nice
ennuyeux (euse)	boring	une perte de temps	waste of time
agréable	pleasant	laid (e)	ugly
amusant (e)	funny	fabuleux (euse)	fabulous
nul (le)	rubbish	impoli (e)	rude
dégoûtant (e)	disgusting	désastreux (euse)	disastrous
pratique	practical	casse-pieds	annoying
dangereux (euse)	dangerous	pas mal	not bad
parfait (e)	perfect	rien de spécial	nothing
mauvais (e)	bad	special	
passionnant (e)	fascinating	ordinaire	ordinary
		effrayant (e)	scary



Content

- Cover **ALL** aspects of the task!
- Opinions
- A lot of information

Response

- Variety of *appropriate* vocab (is it relevant?)
- Complexity
- Three time frames
- Clear message
- Does it fit the task?

Linking words...

et	and
mais	but
quand	when
ou	or
qui	who, which
parce que/ car	because
puisque	as, since
cependant	however
néanmoins	nevertheless
puis	then
si	if
donc	therefore
où	where
par conséquent	as a result
alors	then/ so /at that time
tandis que	whereas
par contre	on the other hand

Comparatives...

plus ...que - more ...than
 je suis plus grand(e) que toi - I am bigger than you
 moins ...que - less ... than
 elle est moins grande que moi - she is less tall than me

BUT good = bon better = meilleur(e)
 bad = mauvais(e) worse = pire

Giving reasons for opinions...

selon... - according to ...
 je pense que - I think that
 je trouve que - I think that
 je crois que - I believe that
 j'estime que - I reckon that
 a mon avis - in my opinion
 c'est - it is
 ce n'est pas - it isn't (it is not)
 ça peut être - it can be
 il/elle peut être - he/she can be
 je peux être - I can be

Idioms...

c'est dommage que - it's a shame that
 quand je m'ennuie - when I'm bored
 j'en ai marre - I'm fed up
 j'en ai marre de travailler - I'm fed up of working
 ça vaut le peine - it's worth it
 (worth the effort)
 une perte de temps - a waste of time
 une perte d'argent - a waste of money
 tant pis ! - too bad !
 ça m'est égal - I don't mind

Don't forget to refer to **THREE** time frames...

Present

Time phrases...

normalement - normally
quelquefois - sometimes
parfois - sometimes
d'habitude - usually
de temps en temps - from time to time
tous les jours - every day
toujours - always
souvent - often
en général - in general
généralement - for the most part
la plupart du temps - most of the time
maintenant - now

Past

Time phrases...

l'année dernière - last year
récemment - recently
l'autre jour - the other day
la semaine dernière - last week
hier - yesterday
L'été dernier - last Summer
le weekend dernier - last weekend
il y a deux ans - ... 2 years ago
Il y a une semaine - a week ago
Pendant les grandes vacances - in the Summer holidays

Future

Time phrases...

demain - tomorrow
la semaine prochaine - next week
le weekend prochain - next weekend
l'année prochaine - next year
après les examens - after exams
après avoir quitté le collège - after leaving school
à l'avenir - in the future
dans mes rêves - in my dreams
l'été prochain - next Summer

Points to note:

- content
- quality
- needs detail
- opinions
- complexity
- time frames.

I	
Je vais	I go
Je fais	I do/make
Je joue	I play
Je travaille	I work
Je mange	I eat
Je bois	I drink
Je finis	I finish
Je prends	I take
Je voyage	I travel
Je sors	I go out
Je dors	I sleep
Je parle	I talk
Je peux	I can
Je lis	I read

HE/SHE/WE	
Il/elle/on va	
Il/elle/on fait	
Il/elle/on joue	
Il/elle/on travaille	
Il/elle/on mange	
Il/elle/on boit	
Il/elle/on finit	
Il/elle/on prend	
Il/elle/on voyage	
Il/elle/on sort	
Il/elle/on dort	
Il/elle/on parle	
Il/elle/on peut	
Il/elle/on lit	

I	
Je suis allé(e)	I went
J'ai fait	I did
J'ai joué	I played
J'ai travaillé	I worked
J'ai mangé	I ate
J'ai bu	I drank
J'ai fini	I finished
J'ai pris	I took
J'ai voyagé	I travelled
Je suis sorti(e)	I went out
J'ai dormi	I slept
J'ai parlé	I talked
J'ai pu	I was able
J'ai lu	I read

HE/SHE/WE	
Il/elle/on est allé(e)	
Il/elle/on a fait	
Il/elle/on a joué	
Il/elle/on a travaillé	
Il/elle/on a mangé	
Il/elle/on a bu	
Il/elle/on a fini	
Il/elle/on a pris	
Il/elle/on a voyagé	
Il/elle/on est sorti(e)	
Il/elle/on a dormi	
Il/elle/on a parlé	
Il/elle/on a pu	
Il/elle/on a lu	

I	
Je vais aller	I will go
Je vais faire	I will do/make
Je vais jouer	I will play
Je vais travailler	I will work
Je vais manger	I will eat
Je vais boire	I will drink
Je vais finir	I will finish
Je vais prendre	I will take
Je vais voyager	I will travel
Je vais sortir	I will go out
Je vais dormir	I will sleep
Je vais parler	I will talk
Je vais pouvoir	I will be able
Je vais lire	I will read

HE/SHE/WE	
Il/elle/on va aller	
Il/elle/on va faire	
Il/elle/on va jouer	
Il/elle/on va travailler	
Il/elle/on va manger	
Il/elle/on va boire	
Il/elle/on va finir	
Il/elle/on va prendre	
Il/elle/on va voyager	
Il/elle/on va sortir	
Il/elle/on va dormir	
Il/elle/on va parler	
Il/elle/on va pouvoir	
Il/elle/on va lire	

Score 5 Checklist:

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- ✓ DIFFERENT adjective to last used
- ✓ Adverb used
- ✓ Intensifier used
- ✓ Interesting vocabulary used

Opinions - past tense

j'ai bien aimé - I liked
j'ai beaucoup aimé - I really liked
je n'ai pas beaucoup aimé - I didn't really like
j'ai détesté - I hated
ça m'a beaucoup plu - I really liked it
Giving reasons - past tense
j'ai pensé que - I thought that
j'ai trouvé que - I thought that
j'étais de l'opinion que - I was of the opinion that
j'étais d'accord que - I agreed that
je n'étais pas d'accord que - I didn't agree that
c'était - it was
ce n'était pas - it wasn't

Giving reasons - future/conditional

ce sera - it will be
ce serait - it would be

Future tense expressions:

Quand je serai grand(e) - When I'm older
J'ai l'intention de + infinitive - I intend to
Je rêve de + infinitive - I dream of

Natural Hazards 1: Weather Paper 1, Question 1

Weather Hazards: Tier 3

Convection cell – Differences in air temp create high and low pressure areas.

Differential heating – Difference in how land and water surfaces absorb heat.

Insolation – The amount of solar radiation (sunlight) an area receives.

High pressure – Occurs when air is descending in the atmosphere.

Low pressure – Occurs when air is rising in the atmosphere.

Westerlies – Winds that move air from high to low pressure areas.

Coriolis effect – The spinning movement of the Earth.

Eye – mostly calm weather found at the centre of a tropical storm.

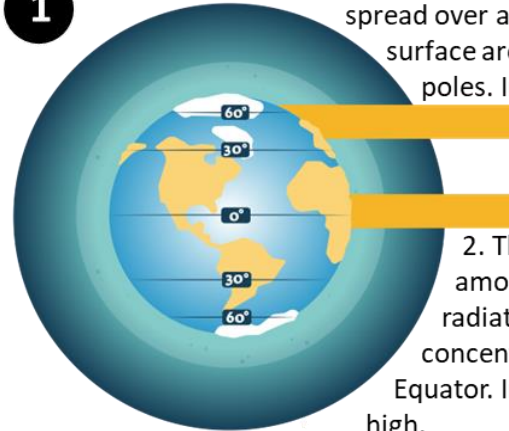
Low-pressure – Occurs when air is rising in the atmosphere.

Tropical storm – An intense low-pressure system, forming over tropical oceans and with winds of hurricane force.



Global Atmospheric Circulation Model

1

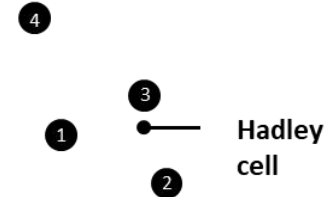


1. Radiation from the sun is spread over a larger surface area at the poles. Insolation is low.

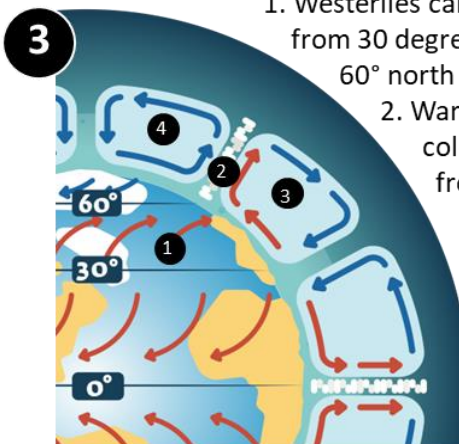
2

2. The same amount of radiation is more concentrated at the Equator. Insolation is high.

1. Warm air rises at the equator
2. This creates an area of low pressure. As the air rises it cools, condenses and forms clouds.
3. The air travels north and south high above the surface.
4. The air sinks at 30° N&S creating high pressure. The air begins to warm and travels north and south at 30°.



3

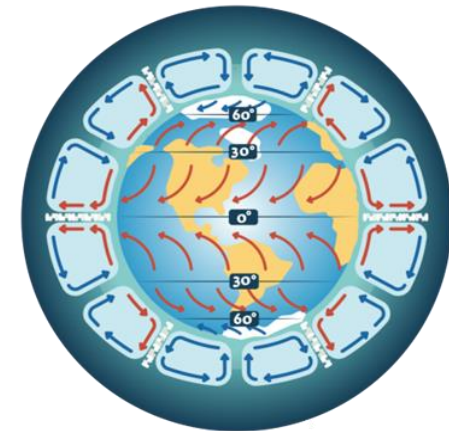


1. Westerlies carry warm air from 30 degrees up to 60° north and south.

2. Warm air meets cold polar air, from polar easterlies.

The air rises creating low pressure and forms the Ferrell (3) and Polar cells (4).

4



GAC

Global atmospheric circulation is a simplified version of how air moves across the planet. It is used to help explain weather patterns and climatic regions. The global atmospheric circulation model is based around atmospheric cells. These cells are regions where the air moves in a circular motion.

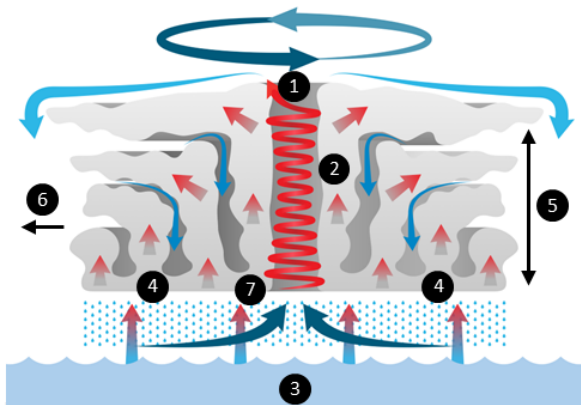
Natural Hazards 1: Weather Paper 1, Question 1

Location

Tropical storms occur between 5 and 30 degrees north and south of the Equator. Areas of intense low-pressure allows warm, moist air to rise rapidly.



Structure and features



- | | |
|----------------------------------|--|
| 1. Eye | 6. Direction of movement |
| 2. Eye wall | |
| 3. Water => 27°C | 7. Torrential rain, very strong winds and thunder and lightning. |
| 4. Rain bands | |
| 5. Height can be more than 13 km | |

Formation

1. Tropical Storms start between 5° and 30° north and south of the equator where surface sea temps reach at least 27°C.
2. Warm air rises rapidly under low-pressure conditions as it is heated.
3. The rising air draws up more airing large volumes of moisture from the ocean, causing strong winds.
4. The Coriolis effect causes the air to spin upwards around a calm central eye of the storm.
5. Rising air cools and condenses to form large, cumulonimbus clouds which generate torrential rainfall.
6. Cool air sinks into the eye, therefore, there is no cloud so it is drier, clear and much calmer.
7. The tropical storm travels across the ocean by the prevailing wind.

Weather Hazards: Tier 3

Primary effects - The initial impact of a natural event on people and property, caused directly by it.

Secondary effects - The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale.

Immediate responses - The reaction of people as the disaster happens and in the immediate aftermath.

Long-term responses - Later reactions that occur in the weeks, months and years after the event.

Natural Hazards 1: Weather Paper 1, Question 1

Typhoon Haiyan Case Study

Overview

📅 November 8th 2013 🌪️ NEE
🕒 04.40 am 🌪️ 190 MPH
📍 Philippines 🌀



Typhoon Haiyan, a category five typhoon, struck the Philippines on 8th November 2013 at 4.40 am. The tropical storm originated in the northwest Pacific Ocean. It is one of the most powerful typhoons to affect the Philippines. Wind speeds of 314 kilometres per hour (195 miles per hour) were recorded.

🕒 Primary Effects

- 6190 people died
- 4.1 million people were made homeless
- 14.1 million people affected
- The overall cost of damage was around \$12 billion
- 1.1 million tonnes of crops destroyed
- 1.1 million houses damaged
- 1 million farmers and 600,000 hectares of farmland affected

🔥 Secondary Effects

- Shortages of food, water and shelter led to outbreaks of disease.
- Survivors fought for food and supplies. Eight people died in a stampede for food supplies.
- Seawater, chemicals and sewerage contaminated surface and groundwater.
- An oil tanker ran aground, causing an 800,000-litre oil leak that contaminated fishing waters.

🕒 Immediate Responses

- Eight hundred thousand people were evacuated following government warning.
- The government provided essential equipment and medical supplies.
- A curfew was introduced two days after the typhoon to reduce looting.
- 1200 centres set up to help the homeless.
- International governments and aid agencies provided food aid, water and shelters.
- Over \$1.5 billion of foreign aid was pledged.

🏠 Long-term Responses

- Build Back Better, the government's response to the typhoon was launched in 2014, to upgrade damaged buildings to protect them from future disasters.
- Aid agencies such as Oxfam provided replacement fishing boats.
- Thousands of homes built away from areas at risk of flooding.

Monitoring a weather hazard – 3 Ps

Prediction: **National Hurricane Centre** in **Miami** gives 2 levels of warning: **'Watch'** = Hurricane possible, & **'Warning'** = Hurricane expected, take action.

Preparation/planning: stores of disaster supply kits, education eg **National Hurricane Preparedness Week**, people know where shelters are.

Protection: galvanised metal straps used to hold roof & walls together. Shelters built on stilts eg **Bangladesh** to protect from flooding - Cyclone shelters can be built on stilts, e.g. in Bangladesh, in case of flooding

Natural Hazards 1: Weather Paper 1, Question 1



Extreme Weather

Extreme weather is when the weather is especially severe or out of season. It is different from the usual weather pattern. Most parts of the UK are at risk from several types of extreme weather. Different air masses that affect the UK bring a variety of weather.



Droughts and Heatwaves

Droughts and heatwaves are long periods with little or no rainfall. In the UK a drought is when there are 15 or more days with less than 0.2mm of rain on any one day. Impacts include:

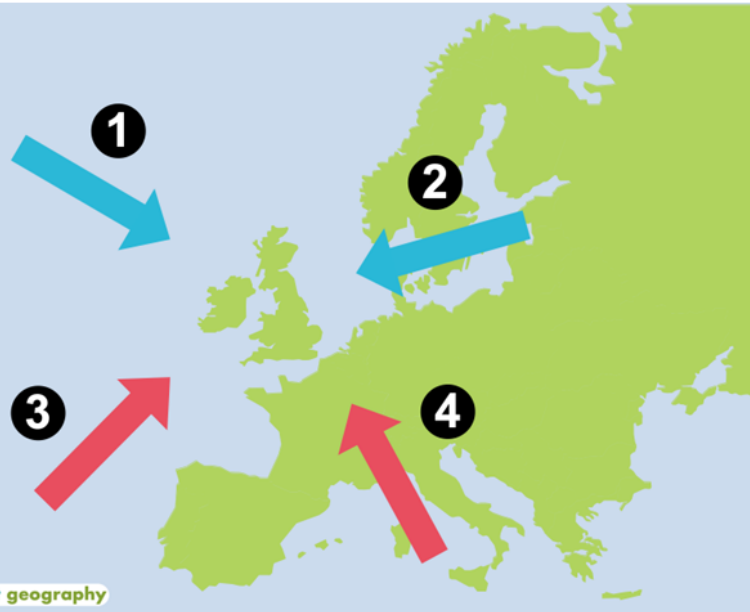
- Crop failure
- Water supplies are restricted due to low reservoirs
- Elderly people become vulnerable to heat exhaustion
- Roads can melt and railway lines buckle



Extremes of Cold Weather

Cold conditions occur if depressions, associated with tropical maritime air masses, are not passing over the UK in winter. Possible impacts include:

- Crop failure and livestock deaths
- Transport infrastructure closed e.g. roads, rail and airports
- Injuries caused by people falling
- Businesses and schools close



- 1 Polar Maritime – Cold, moist air brings low temperatures and rainfall.
- 2 Polar Continental – Cold air brings snow in winter. Warm air in summer.
- 3 Tropical maritime – Storms from the Atlantic bring heavy rain and strong winds.
- 4 Tropical continental – Hot and sunny weather from the south can lead to heatwaves and drought.



Storm Events

The UK regularly experiences depressions, areas of low pressure, which bring strong winds and heavy rain, particularly to the west and north of the country. Impacts can include:

- Flood and wind damage to property
- Trees being uprooted
- Power supplies disrupted
- Deaths and injuries



Flooding

Floods are typically caused by heavy rainfall or storm waves. Torrential rainfall can cause flash flooding. Prolonged rainfall also leads to flooding. Impacts can include

- Damage to property, businesses and possessions
- Landslides
- Deaths and injuries

Natural Hazards 1: Weather Paper 1, Question 1

Somerset Levels Flood, 2014

Background

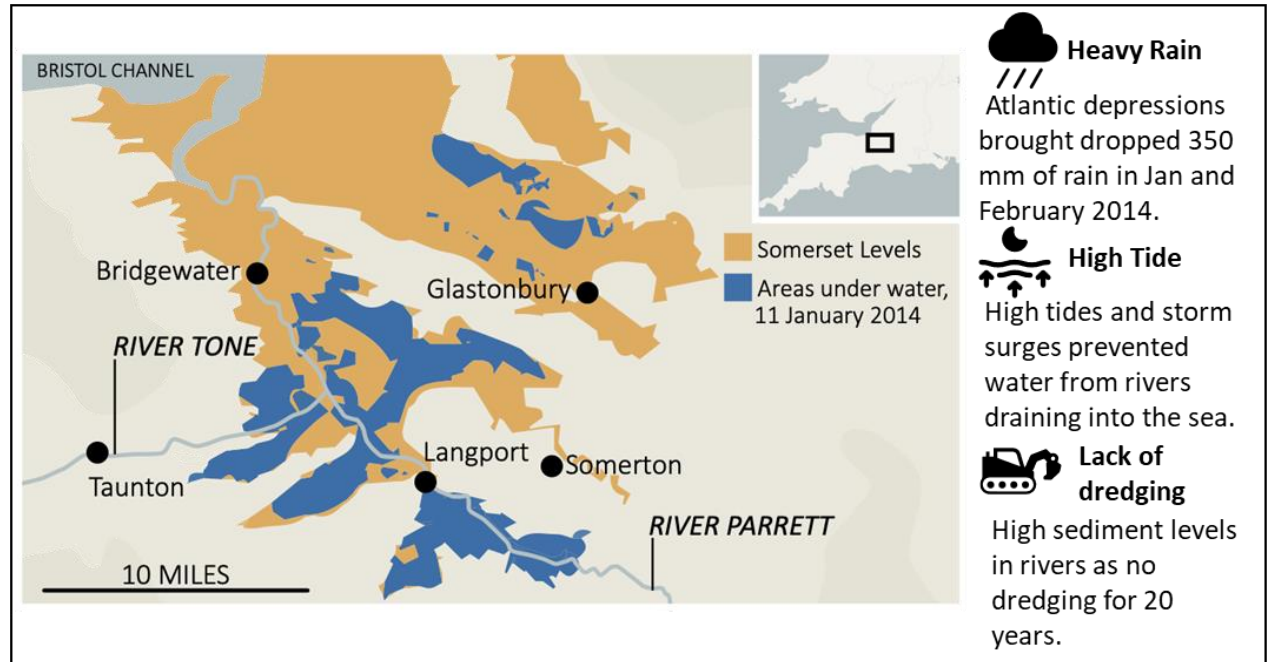
A quick succession of prolonged Atlantic storms, with persistent rainfall and gale-force winds, was the primary cause of flooding. The rivers could not cope with the significant amount of rain that fell. Additionally, high tides in the Bristol Channel and its narrowing created tidal surges.

Social Impacts

- More than 600 homes flooded.
- Sixteen farms evacuated.
- Residents required temporary accommodation for several months.
- Some villages were cut off.
- Power supplies were disrupted.

Management

- River banks have been raised and straightened.
- £20 million was pledged on a flood action plan by Somerset County Council.
- Dredging occurred on the River Tone and Parratt in March 2014.
- Road levels have been raised.
- Flood defences have been constructed for communities at risk.
- Pumping stations have been constructed.



Environmental Impacts

- River water was contaminated with sewage, oils and chemicals.
- A large volume of debris was deposited across the Somerset Levels.
- Stagnant water had to be reoxygenated then pumped back into rivers.

Economic Impacts

- Over 14,000 hectares of agricultural land flooded for months.
- Over 1,000 livestock had to be evacuated from farms.
- Roads were cut off.
- Railway lines were closed.
- It is estimated the flooding caused £10 million of damage.

Natural Hazards 1: Climate Change Paper 1, Question 1

Climate Change: Tier 3

Greenhouse effect – A natural processes that traps heat in the atmosphere.

Enhanced Greenhouse effect – The warming of the Earth's atmosphere due to human activity increasing the layer of greenhouse gases.

Greenhouse gases – gases in the Earth's atmosphere that trap heat.

Long-wave radiation – Energy that is radiated outward by the Earth (land and sea)

Short-wave solar radiation – Solar energy that enters our atmosphere in the form of ultraviolet rays and visible light.

Climate Change – A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.

Milankovitch Cycles – The three ways the Earth's orbit of the Sun changes over the course of tens of thousands of years.



Causes of Climate Change

Natural Causes of Climate Change

Human action is widely accepted as the current cause of climate change by scientists & experts. However, there are some historical natural contributors including:

Orbital changes - Milankovitch cycles = variations in the tilt/orbit of Earth around the Sun, causing natural warming & cooling periods.

Volcanic activity - Carbon dioxide is released into the atmosphere during eruptions.

Solar output - The amount of sun radiation emitted fluctuates. High levels of radiation lead to an increase in Earth's temperatures.

Human Causes of Climate Change

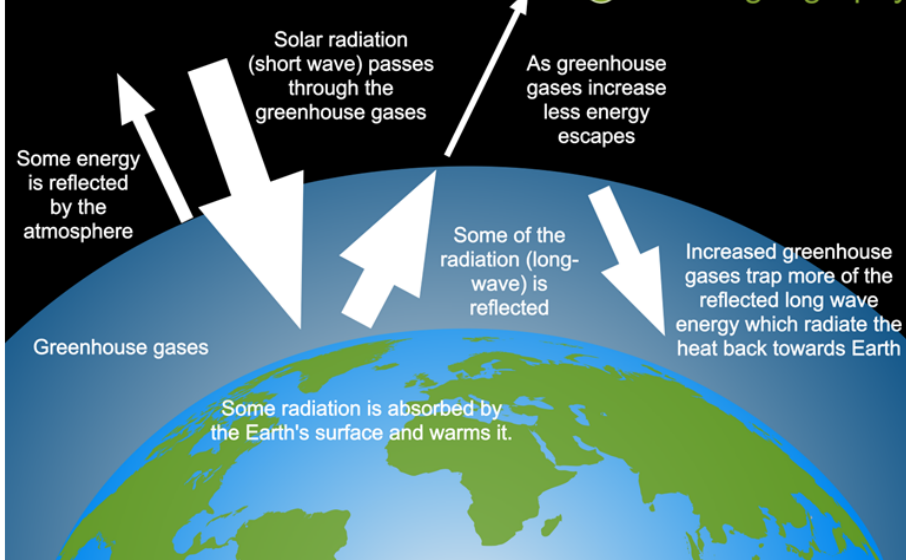
There are a number of human causes of climate change, including:

Burning fossil fuels - When coal, oil and gas are burned, carbon dioxide is released into the atmosphere.

Agriculture - Increased pastoral (animal) farming leads to more methane being released into the atmosphere.

Deforestation - Trees absorb carbon dioxide during photosynthesis. When trees are cut down, less carbon dioxide will be absorbed, leading to increased concentrations in the atmosphere.

Enhanced Greenhouse Effect



Evidence of Climate Change

Weather records - Thermometers have been used to measure temperature since the 1850s accurately - provides reliable, short-term data on climate change.

Tree Rings – Each year a tree grows, it forms a new ring. The width of the ring indicates the climatic conditions for the year. The thicker the ring, the warmer and wetter the climate for that year giving an indication of climatic conditions over time.

Ice Cores – Taken from ice caps by drilling into the ice - can go back over 800,000 years. Trapped air bubbles tell the temperature each year.

Natural Hazards 1: Climate Change Paper 1, Question 1

Climate Change: Tier 3

Climate Change Mitigation – Action taken to reduce or eliminate the long-term risk to human life and property from climate change.

Climate Change Adaptation – Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.



Adaptation

Adaptation strategies do not aim to reduce the impact of climate change but respond to it by reducing its negative effects.



Changes in Agricultural Systems

Farmers respond to climate change by adapting their farming practices. This can include changing the type of crops they grow to those better suited to a warm climate, e.g. grapes.

Areas at risk of desertification will need to change approaches to farming. Low-technology solutions to this include the use of stone lines.



Managing Water Supply

There may be a greater need for developing water transfer schemes. This involves moving water from areas of surplus (more water than is used) to areas of water deficit (not enough water). This can be achieved by building water transfer pipelines. An example of this is the Kielder water transfer scheme in the north-east of England



Reducing the Risk of Rising Sea Levels

This involves developing coastal defences to protect areas at risk of coastal flooding. These aim to reduce the risk of further land being eroded away. It is estimated that sea levels will rise between 28 and 43cm by 2100, putting settlements and valuable agricultural land at risk.



Effects of Climate Change

Social effects

- Increased risk of disease such as skin cancers
- Crop yields affected – maize will decrease by up to 12% in South America.
- Drought reduces food and water supplies in sub-Saharan Africa. Water scarcity in the south and southeast of the UK.
- Flood risk increases, 70% of Asia at increased risk of flooding e.g. 2022 Pakistan floods.
- Extreme weather events become more intense e.g. tropical storms

Environmental effects

- Increased drought and risk of forest fires.
- Sea level rise includes flooding and erosion.
- Change in climate affects ecosystems.
- Coral bleaching and decrease in biodiversity.



Mitigation

Mitigation involves reducing the causes of climate change by reducing greenhouse gases in the atmosphere.

Alternative Energy Production: Developing renewable energy solutions such as wind, solar and tidal energy reduces our reliance on fossil fuel burning power stations. This helps reduce carbon dioxide emissions being released into the atmosphere.

Carbon Capture: Carbon capture involves reducing carbon dioxide emissions from fossil fuel-burning power stations. Carbon Dioxide is removed from waste gases. Once captured, the Carbon dioxide is then converted into a dense liquid that can be stored in safe locations

Planting Trees: Planting trees helps reduce the amount of carbon dioxide in the atmosphere as trees absorb it as part of photosynthesis.

International Agreements: International agreements encourage countries to take responsibility for reducing CO₂ emissions. Targets are more likely to be met if legally binding e.g. Paris 2015. However, financial support may be provided to LICs.



Health and Social Care

R032 Principles of care

1.1 Types of care settings

Healthcare	Social care	1.
Dental practice	Retirement home	
GP surgery	Day centre	
Optician	Residential home	
Nursing home	Homeless shelter	
Health centre	Foodbank	
Pharmacy	Community centre	
Walk-in centre	Support group	
Hospital	Social services department	

1.2 The rights of service users

- Choice
- Consultation
- Confidentiality
- Protection from abuse and harm
- Equal and fair treatment

2.

Choice- giving individuals options

3.

Social care examples

- Offering a range of activities so that residents can choose whether or not to take part
- Ensuring that residents have access to both a television lounge and quiet room
- What to eat
- What clothes to wear
- When to go to bed/get up
- Whether they have a bath or a shower

Health care examples

- Where to receive care e.g. support at home or in a residential home
- Choice of male or female doctor to meet cultural requirements
- Whether or not to receive treatment
- Choosing the GP we want to see

Consultation- involves discussing an issue with another person to get their thoughts and opinions so that a decision can be made that is acceptable for all involved

4.

- This means discussing things with people whatever their age
- People should be asked about the care they want
- Discuss wants and needs
- Clarify likes and dislikes
- Ask for preferences and options
- Peoples opinions and thoughts about different situations should be found out

Confidentiality- keeping limited access and restrictions on personal sensitive information

5.

- Examples include: Having personal notes stored securely, e.g. in a filing cabinet that is locked or passwords on computers only for those that need access to information
- Passing on information on a "need to know" basis
- Not gossiping about service users
- Shredding unwanted written information
- Having conversations in an enclosed room

Need to know basis

- Information is only shared with those directly involved with the care and support of the individual.
- Access to information is restricted to those who have a clear reason to access it when providing care and support for an individual.
- Telling a practitioner the facts they need to be aware of, to provide care for the individual, at the time they need to know them and nothing more.
- If something is said on a need to know basis you can only tell it to the relevant people. For example if someone had a problem at school they would tell the head of year, not all the teachers .



Health and Social Care

R032 Principles of care

1.2 The rights of service users(continued)

Protection from abuse and harm

Some settings provide care for those who are more at risk of abuse and harm , such as:

- Service users with dementia
- Service users with a learning disability
- Children

These service users might not know what abuse is or understand their rights. They may not realise they are being abused or receiving poor treatment and may not remember what has happened or know how to tell anyone clearly. So, it is essential that staff are aware and follow **safeguarding** procedures.

- Staff having CRB (Criminal Records Bureau) checks
- Staff to be trained in first aid, manual handling, safeguarding
- CCTV on entrance and exit
- Another person being there when an examination takes place, e.g. GP and nurse

6.

1.3 The benefits to service users' health and well-being when their rights are maintained

Benefits to service users if rights are maintained:

- To make people feel valued
- To raise self-esteem
- To **empower** individuals
- To instil confidence
- To instil trust
- To make individuals feel safe
- To give equality of access to services
- To meet individual needs



High self-esteem

A person with high self-esteem feels valued and respected. If someone is treated fairly and receives appropriate care that meets their needs , and which enables them to live a better life, they will benefit emotionally and feel more positive. Having high self-esteem improves mental health and leads to feeling:

- Valued
- Respected
- confident

9.



Empowerment

Having choices and being consulted about care preferences gives service users control over their lives and promotes their independence. This increases their self-esteem and makes them feel valued.

Empowerment :

- Encourages independence and being self reliant
- Makes service users feel in control of their lives
- Gives service users choice, control and independence
- Ensures equality of access to care services

10.

Equal and fair treatment- being given the same opportunities and choices as everyone else.

7.

- People should be treated/be able to use services for the needs they have
- e.g. children should all have the same chances in school despite their ability
- elderly people should get the same medical treatment as younger people

A child who has a special educational need or disability should be enabled to take part in the same lessons as the rest of the class. This may mean that they need:

- Extra support such as simpler worksheets or tasks
- One to one support from the teacher or teaching assistant

Staff at a residential home have arranged a trip to the coast. The coach that is taking them must have a wheelchair ramp, otherwise those residents that are wheelchair users will be unable to go.



Health and Social Care

R032 Principles of care

1.3 continued

Service users' needs are met

Service users who receive appropriate care and treatment will be helped to recover from injury or illness, or learn to manage a disability or health condition, and still enjoy and achieve in life.

Meeting a service users' needs:

- Means giving appropriate care and treatment so that service user's requirements are met
- Results in good and improving physical health
- Results in good and improving mental health

11.

Trust

12.

It is important that service users' receiving care feel able to trust their care providers. They must feel that service providers are trustworthy, that they will not harm them and that they have their best interests at heart.

Service users' who can trust their care providers will feel:

- Reassured that service providers will not harm them
- Confident that service providers have their best interests in mind
- Confident in the care they receive
- Confident that staff will be able to provide a safe environment for care, following health and safety policies and procedures

2.1 Person-centred values and how they are applied by service providers

Person-centred values of care are key principles that underpin the work of those providing care and support in health and social care.

- They are a set of guidelines that provide ways of working for care settings and their staff
- Person-centred practice enables service users to receive person centred care that meets their own unique needs.

Person-centred values:

- Individuality
- Choice
- Rights
- Independence
- Privacy
- Dignity
- Respect
- Partnership
- Encouraging decision making of the service user

13.

Individuality

14.

This means recognising that each person has their own identity, needs, wishes, beliefs and values. These individual differences must be considered and taken account of when providing care.

Choice

All service users are entitled to make their own choices. Choice is empowering and this is a feature of person-centred care. For example service users should be offered a range of different care options and given enough information about them to make an informed choice.

15.

Independence

16.

Having independence means that a service user :

Does not have to rely on others

Has the opportunity and freedom to make their own decisions

A service provider should support service users' to have as much control over their lives as possible, as this enables person-centred care

Rights

17.

Everyone is entitled to rights (see Topic area 1)

Service providers who support service users rights will be working within the law and providing a high standard of personalised care.



Health and Social Care

R033 Supporting individuals through life events

KNOWLEDGE ORGANISER HEALTH AND SOCIAL CARE YEAR 10 R033

RO33: Supporting individuals through life event (Live assessment/course work)

KEY TERMS

Topic 1: Life Stages and development

4-10 years: childhood

11-18 years: adolescence

19-45 years: young adult

46-65 years: middle adulthood

65+ years: older adult



Task 1: You will be set a task on growth and development through a life stage, this can be any of the 5 studied set by the exam board.

Factors affecting growth and development across life stages

Physical factors

Social Factors

Emotional Factors

Economic Factors

Cultural Factors

Environmental Factors



PIES: You need to know them

Physical: fine and gross motor skills, mobility, body changes, menopause, ageing characterises.

Intellectual: language development,
Emotional: Bonding, different attachments, independence, self-confidence, self image, self esteem.

Social: relationships, social skills and responsibilities.





Health and Social Care

R033 Supporting individuals through life events

2.1 IMPACTS OF LIFE EVENTS Example of Factors

- **Physical Factors:** Diet and nutrition, activities, lifestyle choices eg alcohol, smoking, genetics, physical and mental health, disability, sensory impairment.
- **Social Factors:** positive and negative relationships, social inclusion/exclusion, opportunities, discrimination bullying.
- **Emotional Factors:** anxiety, fear, sadness, happiness, grief, attachments, family security.
- **Cultural Factors:** Community, religion, race, gender, sexual orientation.
- **Environmental Factors:** housing needs and conditions, pollution (air, noise light), neighbourhood, home environment (neglect, conflict), access to services.

Task 2a: You will set a task on life events and sources of support for individuals. In this task you need to interview a real person.



EXPECTED AND UNEXPECTED LIFE EVENTS AND IMPACTS

PHYSICAL EVENTS: accidents, injury, illness, genetic disorders, puberty, menopause.

RELATIONSHIP CHANGES: starting/ending relationships, divorce/separation, parenthood, bereavement.

LIFE CIRCUMSTANCES: school starting/changing/exclusion, redundancy, imprisonment, retirement, bankruptcy.

IMPACTS:

Physical: illness/tiredness, pain, weight loss/gain, appearance.

Intellectual: adapting to change, learning new skills. Learning impairment.

Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image.

Social: lifestyle choices, personal relationships with friends and family.

Financial: change in income, increases costs change in wealth.

INDIVIDUALS NEEDS EXAMPLES:

Weight gain-dietary advice and support.

Stress/anxiety-coping mechanisms, someone to talk to, mental health support.

Loss of income- financial advice and support

Learning impairment-specialist support, independent living, equipment.



History

WEIMAR GERMANY

Knowledge organiser

Topic 1

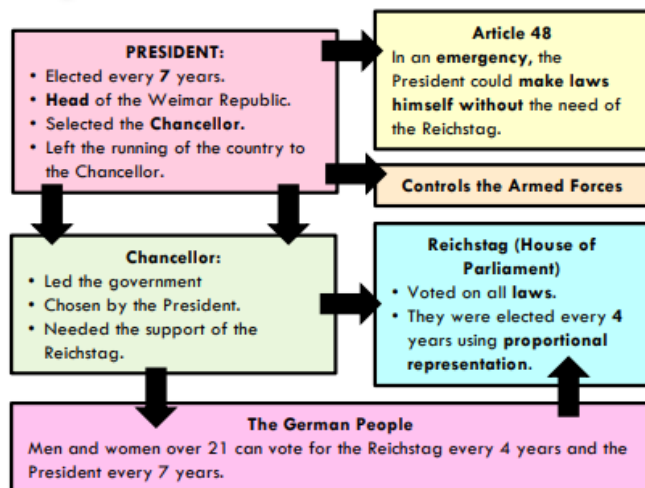
The Weimar Republic faced challenges to its early years from 1919-1924. It experienced a period of recovery in the years 1924-29, during which there were important changes in society.

Key Dates

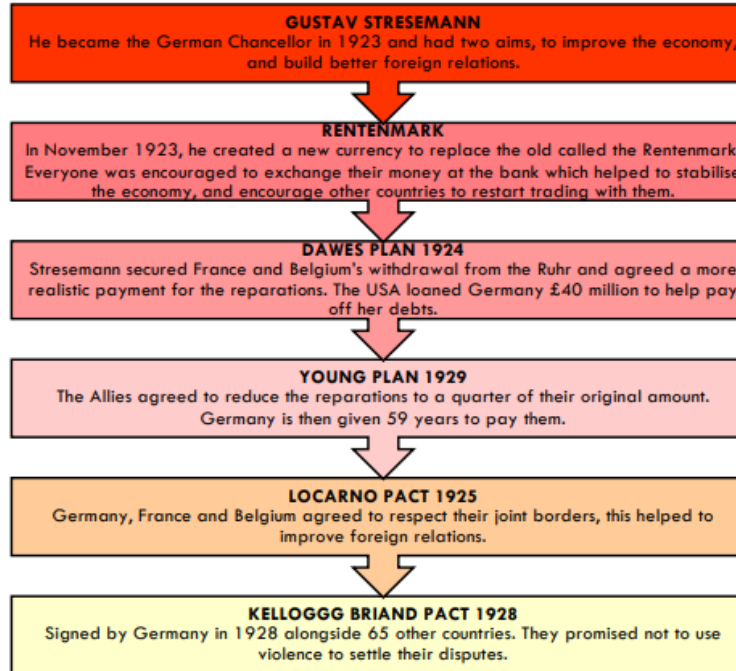
KEY EVENTS

- 1918 November:** World War One ended. The Kaiser abdicated and Germany became a republic.
- 1919 January:** The Spartacist Uprising led by the Communists in Germany against the newly formed Weimar Republic.
- 1919 June:** The Treaty of Versailles is signed, leading many Germans to resent the government.
- 1919 August:** The Weimar Constitution is approved.
- 1920 March:** The Kapp Putsch starts, aiming to put Wolfgang Kapp, a right wing nationalist, in power.
- 1923 January:** The French occupation of the Ruhr begins, leading to hyperinflation across Germany.
- 1924:** The Dawes Plan
- 1925:** The Locarno Pact
- 1926:** Germany joins the League of Nations
- 1928:** Kellogg Briand Pact is signed
- 1929:** Young Plan agreed

WEIMAR CONSTITUTION



RECOVERY OF THE WEIMAR REPUBLIC, 1923-29



CHALLENGES TO THE WEIMAR REPUBLIC

TREATY OF VERSAILLES

The terms of the treaty were severe. Article 238 said they had to take the blame for the war, their army was limited and they had to pay back £6.6 million in reparations. The German People felt as though they had been stabbed in the back.

SPARTACIST UPRISING

This was an uprising from the extreme Left, who wanted a Communist revolution and to get rid of the Weimar Government. Led by Liebknecht and Luxemburg, they tried to take over Berlin by taking key buildings and newspapers. It failed as the Freikorps suppressed the rebellion.

KAPP PUTSCH

Rebellion from the right. It was led by Wolfgang Kapp and the Freikorps. They wanted to create a right wing government. The Freikorps marched to Berlin to overthrow the Weimar government but the German workers opposed this. Berlin was paralysed and Kapp gave up.

INVASION OF THE RUHR

By 1923, Germany could not pay the reparations to France. France and Belgium decided to take Germany's resources instead so they occupied the Ruhr, the richest part of Germany. It gave them access to Germany's iron and coal reserves. The German workers strike in protest.

HYPERINFLATION

Germany tried to solve her debt problems by printing more money, but this plunged the economy into hyperinflation. This is when the value of money decreases so drastically, and the value of goods increases. By 1923 even basic necessities were hard to get hold of. The German people were struggling.

WEIMAR CULTURE AND SOCIETY

WOMEN

- ☐ Now enjoyed equal rights in voting, marriage and work
- ☐ Enjoyed social freedom (fashion, smoking and drinking)
- ☐ Only 36% worked and wages were less than men
- ☐ 3000 female doctors by 1930 and 112 elected to the Reichstag

STANDARD OF LIVING

- ☐ Wages increased by 10%
- ☐ Working hours dropped
- ☐ New housing – 2 million were built
- ☐ 60% less homelessness
- ☐ Benefits for unemployment, war veterans and single mothers at 60 marks a week

CULTURE

- ☐ Germany becomes the culture capital
- ☐ There was no censorship under the Weimar government
- ☐ Freedom of speech was encouraged
- ☐ New architecture – Bauhaus- and art – modernism – were introduced
- ☐ Golden age of German cinema.

History

RISE TO POWER

Knowledge organiser

Topic 2

Key Dates

KEY EVENTS

September 1919: Hitler joins the DAP – a right wing political group

February 1920: The DAP is renamed the NSDAP, the National Socialist German Workers Party.

February 1920: The Nazis published their 25 point programme outlining their road to a stronger Germany

July 1921: Hitler becomes the leader of the NSDAP

November 1921: The SA are set up

November 1923: The Munich Putsch is organised, but it fails.

February 1924: Hitler is imprisoned for his role in the Putsch but only serves 10 months

December 1924: Hitler releases Mein Kampf

May 1928: The Nazis get 12 seats in the general election

October 1929: Wall Street Crash leads to the Great Depression

September 1930: Unemployment reaches 3 million, the Nazis get 106 seats in the election.

April 1932: Hitler comes runner up in the Presidential election. With 13.4 million votes

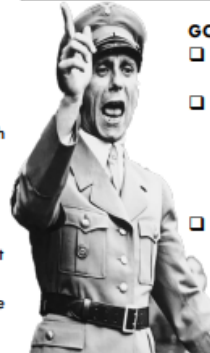
July 1932: Unemployment reaches 6 million, the Nazis get 230 seats in the Reichstag

January 1933: Hitler is appointed Chancellor of Germany

In 1919–20, the Nazi Party was set up and in the Munich Putsch of 1923, Hitler unsuccessfully tried to seize power by force. There was limited backing for the Nazis during the years 1924–28. The Wall Street Crash and depression of 1929 helped the party gain support. Political developments in 1932 led to Hitler becoming chancellor in 1933.

EARLY STAGES OF THE NAZI PARTY

- ❑ Hitler began his political career in the German Workers Party in January 1919. The German Workers Party began to rely on him to get new party members. In 1920, the party was rebranded as the National Socialist German Workers Party
- ❑ In February 1920, the Nazi Party promoted its policies in the 25 point programme: the Treaty of Versailles should be abolished. All German speakers should be united. Only people with German Blood can be classed as citizens. Jews are not allowed to be German
- ❑ In 1921, Hitler founded his own party militia called the SA (the storm troopers). They carried out violent anti-Semitic attacks and intimidated rival political groups.



GOEBBELS

- ❑ He was made head of Nazi propaganda
- ❑ He believed in appealing to the peoples feelings in order to get them to support the party
- ❑ He oversaw huge propaganda campaigns with posters, leaflets, radio and organised rallies.

ROLES IN THE NSDAP

- ❑ Hitler kept control of his own party using 'stormtroopers' or SA led by Ernst Rohm
- ❑ They were ex soldiers who were paid by the Nazis
- ❑ They controlled crowds at meetings and removed opposition
- ❑ They made the NSDAP look strong and official

THE SA



SUPPORT FOR THE NAZIS IN THE 1920S

Under Stresemann, Germany had a better international status and had a stronger economy. Both of these factors limited the support for Hitler and the NSDAP as people realised they did not need extreme solutions to their problems. In 1925, Paul Von Hindenburg became the president. He was an ex WW1 war hero and general. Having him in charge further boosted the support for the Weimar Republic and cut support for parties trying to get rid of it, such as the NSDAP. In 1929, America plunged into severe economic depression with the Wall Street Crash, and dragged Germany down with it. This then meant that people turned back to the NSDAP as the Weimar government did not act quickly enough.

HITLER BECOMES

CHANCELLOR

JANUARY 1932

There are 6 million unemployed. Hitler uses the depression to promise better things, and people are desperate for a solution so they look to his more extreme ideas.

APRIL 1932

Hitler stands against Hindenburg for presidency. He loses, as Hindenburg is still a highly respected army veteran with a good reputation in the job.

JULY 1932

The Nazis were the largest part in the Reichstag with 230 seats. They do not have a majority but can operate with more power.

NOVEMBER 1932

The Nazis lose seats in this election, but they still remain the largest party in the Reichstag. This is a loss for Hitler however.

JANUARY 1933

Hitler is offered the Chancellorship in January 1933. Von Papen was made Vice Chancellor. Von Papen argued that they could control Hitler and use him as a puppet to get what they wanted out of the government. They were very wrong. Hitler therefore became Chancellor with the aid of political alliances which would eventually backfire on those within the deal.

THE MUNICH PUTSCH

HITLER TRIED TO OVERTHROW THE GOVERNMENT IN THE MUNICH PUTSCH

- In November 1923, the Nazis marched on Munich.
- Hitlers soldiers occupied a beer hall in the Bavarian city of Munich where local government leaders were meeting.
- He announced that the revolution had begun



WHAT HAPPENED DURING THE MUNICH PUTSCH?

- The next day Hitler marched into Munich supported by his Storm Troopers (SA)
- The news of the revolt had leaked to the police, who were waiting for them.
- The police fired on the rebels and the revolt collapsed.



HITLER WAS IMPRISONED AND WROTE MEIN KAMPF

- He wrote a book in prison called Mein Kampf (my struggle) describing his beliefs and ambitions
- The Nazi party was banned, but it was removed in January 1925.
- Hitler became supreme leader and changed tactics from violence to politics.



HITLER CHANGES TACTICS IN 1926

- Hitler has a conference with the Nazi Leaders in Bamberg.
- At the conference, he makes it clear that the party would only follow his agenda.
- The party was however not very popular during the 1920s, as there was relative security within Germany thanks to Stresemann.

History

NAZI CONTROL

Knowledge organiser

Topic 3

Key Dates

KEY EVENTS

February 1933: Reichstag Fire. Parliament burns down and Hindenburg passes the Reichstag fire decree.

March 1933: the Reichstag passes the Enabling Act – Hitler can now pass any law without the permission of the government

May 1933: Hitler bans trade unions. These are to be replaced by the German labour front.

June 1933: Concordat signed with the Pope. Rome would not oppose Nazis if the Catholic church was left alone.

July 1933: Hitler bans all the political parties apart from the Nazis.

June 1934: Night of the Long Knives – Hitler eliminates threat from the SA.

August 1934: Hindenburg dies. Hitler combines rules of President and chancellor and takes the title of Fuhrer (leader) of Germany

August 1934: German army swears allegiance to Hitler

August 1936: Berlin Olympics begins

1938: Over the course of the year, Hitler removes 16 army generals from their positions.

From January 1933 to August 1934, the Nazis secured control of all aspects of the German state. Hitler then consolidated his dictatorship through setting up a police state and using propaganda and censorship.

CONTROLLING RELIGION

CATHOLICS

In July 1933, an agreement was signed between the Pope and the Nazi government. Hitler promised to not interfere with the Catholic Church if the church agreed to stay out of German politics. The Catholic Church was now banned from speaking out against the Nazi party, but Hitler soon broke his side of the deal.



PROTESTANTS

The Protestant Church was reorganised and fell under Nazi control. In 1936 all Protestant Churches were merged to form the Reich Church. The Reich Church replaced the symbol of a cross with the Nazi Swastika, and the Bible was replaced by Mein Kampf. Only Nazis could give sermons and the Church suspended non-Aryan ministers.

CREATION OF A DICTATORSHIP

REICHSTAG FIRE AND ELECTION

On 27th March the Reichstag building was set on fire. A Dutch communist Van Der Lubbe, was caught red handed in the burning building. Days later in the election 44% of the population voted for the Nazis, who won 288 seats in the Reichstag – still not an overall majority.

THE ENABLING ACT

With the communist deputies banned and the SA intimidating all the remaining non-Nazi deputies, the Reichstag voted by the required two thirds majority to give Hitler the right to make laws without the Reichstag's approval for four years.

NAZIS IN GOVERNMENT

Hitler then put all officials in charge of the civil service, courts and education. Anyone else in these positions were removed.

TRADE UNIONS

Any trade unions were banned. Instead, German workers were now expected to join the new German Labour Front (DAF)

POLITICAL PARTIES

All other political parties were banned, only the Nazi party were allowed to exist.

NIGHT OF THE LONG KNIVES

Many members of the SA, including its leader Ernst Rohm, were demanding that the Nazi party carry out its socialist agenda and that the SA take over the army. Hitler could not afford to annoy businessmen or the army, so the SS (Hitler's personal bodyguards) murdered 400 members of the SA, including Rohm.

HITLER BECOMES FUHRER

When Hindenburg died, Hitler declared himself jointly president, chancellor and head of the army. Members of the armed forces had to swear a personal oath of allegiance not to Germany, but the Hitler.

THE NAZI POLICE STATE

- The SS replaced the SA, and were put in charge of all police and security services .
- The SD were the security force for the Nazi Party to monitor its opponents. They kept details of everyone it suspected of opposing the Nazi Party or the German government at home or abroad.
- The Gestapo was Hitler's non-uniformed secret police force. Their job was to identify anyone who criticised or opposed the Nazi government.
- The Gestapo were officially given permission to use torture when questioning suspects or gaining confessions.

CONTROLLING THE PEOPLE

PROPAGANDA

The aim was to control the way the people thought. Propaganda means spreading information that influences how people think and behave. Joseph Goebbels was in overall charge of the Nazi propaganda machine.



ARTISTIC WORKS

Goebbels founded the Ministry of Public Enlightenment and Propaganda in 1933. It had departments for music, theatre, film and literature and the radio. All artists, writers, journalists and musicians had to register.



CENSORSHIP OF THE PRESS

All newspapers were controlled by the government and could only print stories favourable to the Nazi regime.



CONTROL OF THE RADIO

People's radios were sold very cheaply so that most Germans could afford. All radio output was controlled by Goebbels' ministry through the Reich Broadcasting Corporation.



MASS RALLIES

These public displays of support from Nazism involved music, speeches and demonstrations of German strength. The biggest one was held each year in August in Nuremberg



USE OF SPORTS EVENTS

Berlin hosted the Olympics in 1936, which the Nazis used as an opportunity to showcase the success of the regime and to demonstrate the superiority of the Aryan race.



History

LIFE IN GERMANY

Knowledge organiser

Topic 4

Key Dates

KEY EVENTS

1935: The Nuremberg Laws are put into place, limiting the rights of Jewish people in Germany

1935: Lebensborn was implemented, meaning German women could 'donate' their bodies to reproduce with Aryan SS men.

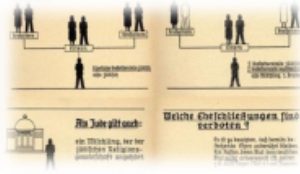
1936: The Reich Church was created, replacing the Protestant church with Nazi memorabilia.

1937: Attendance at the Hitler youth became compulsory, meaning that they were being prepared for their Nazi futures

1938: Kristalnacht begun, with the Nazi's attacking Jewish homes and places of work.

November 1938: 20,000 Jewish people were sent to Concentration camps

1939: WW2 begins as Germany invades Poland



NUREMBERG LAWS

1. The Reich Law on Citizenship:

- Only those of German blood could be a German citizen.
- Jews lost the rights of citizens such as the vote and holding a German passport.

2. The Reich Law for the Protection of German Blood and Honour

- Jews were no longer allowed to marry or have a sexual relationship with a German citizen.
- Jews banned from joining the German armed forces.



PERSECUTION OF MINORITIES

GYPSIES

They were sterilised so they could not have any children, and by 1939 35,000 were sent to concentration camps.

HOMOSEXUALS

They lost their civil rights, and were sterilised so they could not have children. 15,000 died in concentration camps.

DISABLED

350,000 were sterilised and 200,000 were euthanised – killed so that the state would not have to look after them.

The lives of German citizens were drastically by Nazi policies. Policies were introduced for the youth, women and men. There was also the introduction of racial policies against minority groups such as gypsies, Jews, Slavs, homosexuals and people with disabilities.

CONTROLLING THE GERMAN PEOPLE

THE YOUTH

- Youth movements helped produce committed Nazis. Hitler knew that loyalty from young people was essential if the Nazis were to remain strong.
- Youth movements were a way of teaching children Nazi ideas
- Hitler youth was for boys** aged 14 and over. It became compulsory in 1936. they wore military uniforms and took part in military exercises.
- The League of German Maidens** were for girls, and they were trained in domestic skills such as sewing and cooking
- Education across Germany was nazified, with all teachers joining the Nazi Teachers Association. The curriculum was altered to reflect the ideas that Aryan's were the better race and antisemitism was prominent.

WOMEN

- The Nazis had clear ideas of what they wanted from women. They were expected to stay at home, look after the family and produce children in order to secure the future of the Aryan race.
- Hitler wanted a high birth rate, so he introduced laws that encouraged marriage, such as giving couples loans of 1000 marks.
- Women were also given awards called the Maiden's Cross when they had large numbers of children, and could opt to have a baby outside of marriage with an Aryan SS guard.
- Measures were also introduced to stop women working, such as providing them with financial incentives to not work.
- They were also expected to wear plain clothes with their hair in plaits.

KRISTALNACHT

- Nazi officers were told to attack Jewish homes and **synagogues** but do it undercover and not in their Nazi uniform. This would make it look as if the German public had started the violence, not the Nazis.
- Instructions were sent to local Nazis to arrest as many Jews as the prisons would take.

9th and 10th November

- Gangs smashed and burned Jewish property and attacked Jews all over Germany. Some Germans were horrified by the attacks, others were pleased and joined in.
- Official Nazi figures** listed 814 shops, 171 homes and 191 synagogues destroyed. The official figures state that 100 Jews were killed.

The consequence for the Jews

- Goebbels **blamed the Jews** for starting the trouble who were **fined 1 billion marks**.
- By 12th November **20,000 Jews** had been rounded up and sent to **concentration camps**.

IMPROVEMENT IN LIFESTYLES

PUBLIC SERVICES

Hitler began a huge programme of public works, which included building hospitals, schools and public buildings such as the 1936 Olympic stadium. The construction of the Autobahns created work for 80,000 men.

REARMAMENT

Rearmament was responsible for the bulk of economic growth between 1933 and 1938. Rearmament started almost as soon as Hitler came to power but was announced publicly. This created millions of jobs for German workers.

NATIONAL LABOUR SERVICE

The introduction of the National Labour Service (NLS) meant all young men spent six months in the NLS and were then conscripted into the army. They were no longer counted in the unemployment figures.

INVISIBLE EMPLOYMENT

Although Germany claimed to have full employment by 1939, many groups of people were not included in the statistics, including the 1.4 million men in the army, Jews who were sacked from their jobs, women who were encouraged to leave their jobs to start families.

THE LABOUR FRONT

This was a Nazi organisation that replaced Trades Unions, which were banned. It set wages and nearly always followed the wishes of employers, rather than employees.

LABOUR SCHEMES

Strength Through Joy gave workers rewards for their work – evening classes, theatre trips, picnics and even very cheap or free holidays. Beauty of Labour helped Germans see that work was good, and to improve working conditions.

WEIMAR NAZI GERMANY

Glossary

ANSCHLUSS the annexation of Austria by Germany

ANTI-SEMITISM Hatred and persecution of the Jews

ARMISTICE The ending of hostilities in a war

ARYAN Nazi term for a non-Jewish German, someone of supposedly 'pure' German stock

CAPITALISM An economic system in which the production and distribution of goods depend on private investment.

CENSORSHIP Controlling what is produced and suppressing anything against the state.

CENTRE PARTY (ZP) A Catholic party occupying the middle ground in political views.

CIVIL RIGHTS Basic rights of citizens such as the right to vote, equal treatment under the law etc.

COALITION GOVERNMENT A government of two or more political parties.

COMMUNIST PARTY (KPD) The German Communist Party, following the ideas of Karl Marx

CONCENTRATION CAMP Prison for political prisoners and enemies of the state who are placed there without trial.

CONCORDAT An agreement between the Pope and a government concerning the legal status of the Roman Catholic Church within that government's territory.

CONSCRIPTION compulsory military service for a certain period of time.

CONSTITUTION The basic principles according to which a country is government

DAP The German Workers party

DDP German Democratic Party, a left wing liberal party founded in 1918

DNVP The German National People's Party, the nationalist right-wing party supported by business people and landowners.

DOLCHSTOSS 'Stab in the back' theory

ENABLING ACT The law that gave Hitler the power to rule for four years without consulting the Reichstag.

EUTHANSIA bringing death to relieve suffering. The Nazis interpret this as killing anyone who was 'substandard'

FEDERAL STRUCTURE System in which power is divided between a central and regional government.

FREIKORPS Private armies set up by senior German army officers at the end of the First World War. Mainly comprised of ex-soldiers.

FUHRERPRINZIP the idea that the Nazi Party and Germany should have one leader, obeyed by all.

GERMAN LABOUR FRONT (DAF) Organisation set up by the Nazis to control German workers.

GESTAPO Official secret police of the Nazi regime

GHETTO A densely populated area of a city inhabited by the Jews

GLEICHSCHALTUNG Bringing people into an identical way of thinking and behaving

GREAT DEPRESSION Slump in the economy in the 1930s which led to high unemployment.

GYPSY A race of people found across Europe who generally travel across the continent rather than living in one place

HEIL HITLER Form of salute to Hitler

HITLER YOUTH Organisation set up for the young in Germany to convert them to the Nazis

HYPERINFLATION Extremely high inflation, where the value of money plummets and it becomes almost worthless

INDOCTRINATION Converting people to your ideas using education and propaganda

INFORMANT Person who gives information to the authorities about other people.

KAISER The German emperor

LANDER Regional states of Germany

LEAGUE OF NATIONS The international body established after WW1 in order to maintain peace.

LEFT WING Group of politicians and parties which favour socialism

MANIFESTO A public declaration of a political party's policies.

NATIONAL SOCIALIST Member of the NSDAP

NATIONALISE To change from private ownership to state ownership

NAZI TEACHERS LEAGUE Organisation set up to control teachers and what they taught

NOVEMBER CRIMINALS Name given to the German politicians who accepted the armistice which ended the war.

PASSIVE RESISTANCE Opposition to a government, invading power, without using violence.

PROPORTIONAL REPRESENTATION The number of votes won in an election, determined the number of seats in the Reichstag.

PUTSCH Attempted takeover the government.

REICH In German, this has many meanings – state, kingdom, empire. When used by the Nazis it tended to mean an empire of Germany.

REICHSTAG German government

REPARATIONS War damages (money) to be paid by Germany

REPUBLIC A state in which the government is carried out by the people or their elected representatives.

SA The Parliamentary 'storm troopers' of the Nazi party.

SD 'Security Service' the intelligence agency of the Nazis.

SOCIALISTS Those who believe in state ownership

SS Originally the Nazi paramilitary organisation that acted as Hitler's bodyguard, they became the most powerful troops on the Third Reich and carried out the Final Solution.

SWASTIKA Emblem of the Nazi Party; a cross with the arms bent at right angles

THIRD REICH Nazi name for Germany. Means 'Third Empire'

TRADE UNIONS Organisations set up to protect and improve the rights of workers

TREASON A crime against the state

VOLKISCH In Germany it began to mean being linked to extreme German nationalism

WALL STREET CRASH 29th October 1929, when more than 16 million shares were traded in panic selling.

WEIMAR REPUBLIC The republic that existed in Germany from 1919-1933

YEAR 10 — DEVELOPING ALGEBRA... Representing solutions of equations and inequalities

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Form and solve equations and inequalities
- Represent and interpret solutions on a number line as inequalities
- Draw straight line graphs and find solutions to equations
- Form and solve equations and inequalities with unknowns on both sides

Keywords

Solution: a value we can put in place of a variable that makes the equation true

Variable: a symbol for a number we don't know yet

Equation: an equation says that two things are equal — it will have an equals sign =

Expression: numbers, symbols and operators grouped together to show the value of something

Identity: An equation where both sides have variables that cause the same answer includes \equiv

Linear: an equation or function that is the equation of a straight line

Intersection: the point that two lines meet

Inequality: an inequality compares two values showing if one is greater than, less than or equal to another.

Solve equations R

$$3(2x + 4) = 30$$

$$6x + 12 = 30$$

$$6x - 12 = 30$$

$$6x = 18$$

$$3(2x + 4) = 30$$

Expand the brackets

$$6x + 12 = 30$$

-12

-12

$$6x = 18$$

-6

-6

$$x = 3$$

Substitute to check your answer.
This could be negative or a fraction or decimal

$$3(2x + 4) = 30$$

Form and solve inequalities R



Two more than treble my number is greater than 11

Form

$$x \rightarrow x3 \rightarrow +2 \rightarrow 11$$

$$3x + 2 > 11$$

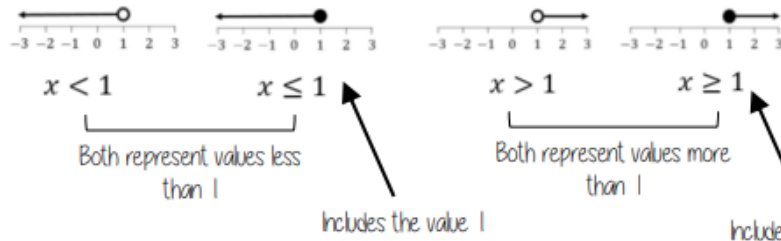
Solve

$$x \leftarrow -3 \leftarrow -2 \leftarrow 11$$

$$x > 3$$

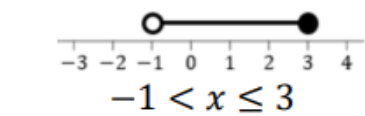
Maths

Solutions on a number line



● Includes the value it sits above
○ Does NOT include the value it sits above

Values less than or equal to 3 but also more than -1



This includes the integer values 0, 1, 2, 3

Plotting straight line graphs

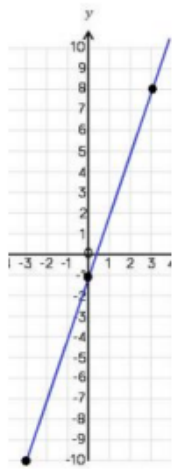
R

$y = 3x - 1$ → 3 x the x coordinate then - 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

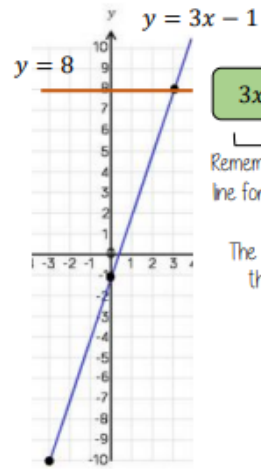
Remember to join the points to make a line

Find solutions graphically

For linear equations there is only one point the graph meets the x value

$x = 2$
 $y = 4$

These two lines will cross at (2,4) because they are just x and y- they are parallel to axes and meet in one place



$3x - 1 = 8$

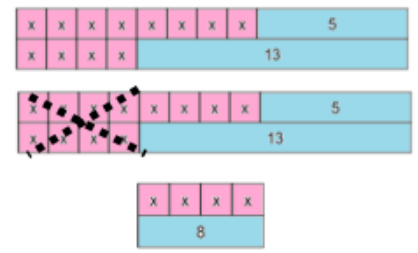
Remember equation of a line format is $y = mx + c$

The solution is the point the two lines meet **(3,8)**

Equations: unknown on both sides

R

$8x + 5 = 4x + 13$



$$\begin{aligned}
 8x + 5 &= 4x + 13 \\
 -4x & \quad -4x \\
 4x + 5 &= 13 \\
 -5 & \quad -5 \\
 4x &= 8 \\
 \div 4 & \quad \div 4 \\
 x &= 2
 \end{aligned}$$

Inequalities: unknown on both sides

$8x + 5 \leq 4x + 13$

$x \leq 2$



Any value 2 or less will satisfy this inequality

YEAR 10 — DEVELOPING ALGEBRA...

Simultaneous Equations

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Determine whether (x,y) is a solution
- Solve by substituting a known variable
- Solve by substituting an expression
- Solve graphically
- Solve by subtracting/ adding equations
- Solve by adjusting equations
- Form and solve linear simultaneous equations

Keywords

Solution: a value we can put in place of a variable that makes the equation true

Variable: a symbol for a number we don't know yet

Equation: an equation says that two things are equal — it will have an equals sign =

Substitute: replace a variable with a numerical value

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Eliminate: to remove

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Coordinate: a set of values that show an exact position

Intersection: the point two lines cross or meet

Is (x, y) a solution?

x and y represent values that can be substituted into an equation

Does the coordinate $(1,8)$ lie on the line $y=3x+5$?

This coordinate represents $x=1$ and $y=8$

$$y = 3x + 5$$

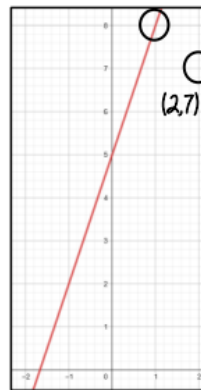
$$8 = 3(1) + 5$$

As the substitution makes the equation correct the coordinate $(1,8)$ IS on the line $y=3x+5$

Is $(2,7)$ on the same line?

$$7 \neq 3(2) + 5$$

No 7 does NOT equal $6+5$



Substituting known variables

A line has the equation $3x + y = 14$

Two different variables, two solutions

Stephanie knows the point $x = 4$ lies on that line. Find the value for y

$$x = 4$$

$$3x + y = 14$$

$$3(4) + y = 14$$

$$12 + y = 14$$

$$-12 \quad -12$$

$$y = 2$$

Substituting in an expression

Substitute $2y$ in place of the x variable as they represent the same value

$$x = 2y$$

$$\begin{array}{|c|c|} \hline y & y \\ \hline x & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline y & y \\ \hline x & \\ \hline \end{array}$$

$$x = 2y$$

$$x + y = 30$$

$$x + y = 30$$

$$\begin{array}{|c|c|} \hline x & y \\ \hline 30 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline y & y & y \\ \hline 30 & & \\ \hline \end{array}$$

$$3y = 30$$

$$\begin{array}{|c|} \hline y \\ \hline 10 \\ \hline \end{array}$$

$$\begin{array}{l} 3y = 30 \\ \div 3 \quad \div 3 \\ y = 10 \end{array}$$

$$x = 2y$$

$$\begin{array}{|c|c|} \hline 10 & 10 \\ \hline x & \\ \hline \end{array}$$

$$x = 20$$

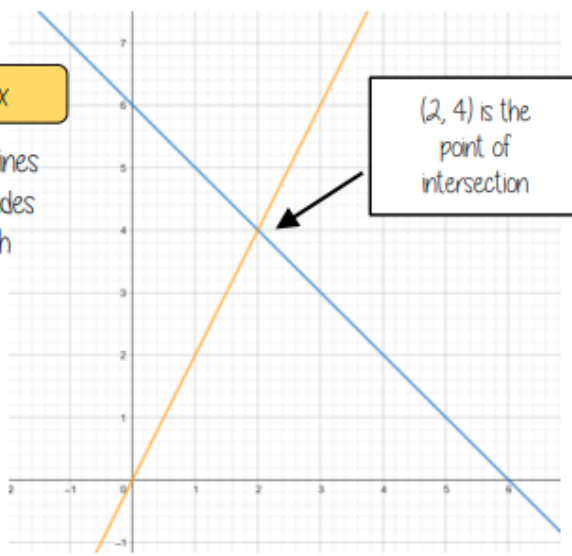
Pair of simultaneous equations (two representations)

Maths

Solve graphically

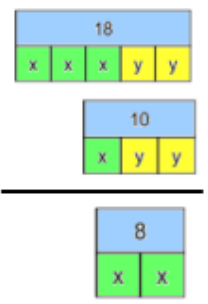
$$x + y = 6 \quad y = 2x$$

Linear equations are straight lines
The point of intersection provides the x and y solution for both equations



The solution that satisfies both equations is
 $x = 2$ and $y = 4$

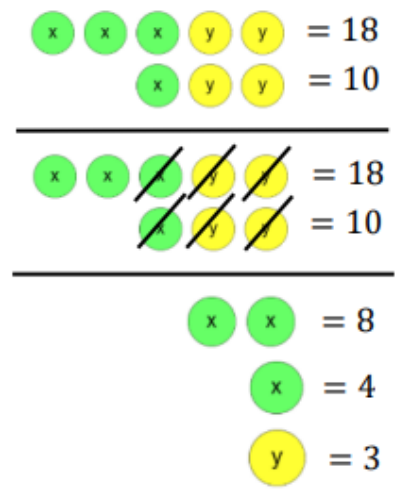
Solve by subtraction



$$\begin{array}{r} 3x + 2y = 18 \\ - (x + 2y = 10) \\ \hline 2x = 8 \\ \div 2 \quad \div 2 \\ x = 4 \end{array}$$

$$x = 4 \\ y = 3$$

$$\begin{array}{r} x + 2y = 10 \\ (4) + 2y = 10 \\ -4 \quad -4 \\ \hline 2y = 6 \\ \div 2 \quad \div 2 \\ y = 3 \end{array}$$

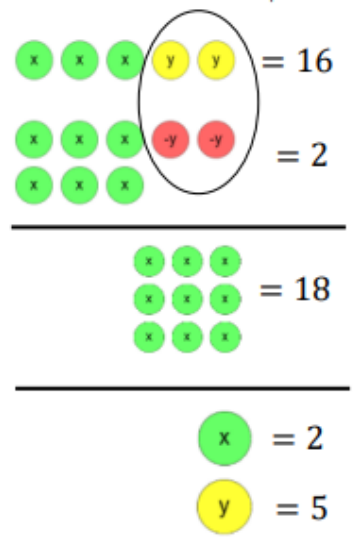


Solve by addition

$$\begin{array}{r} 3x + 2y = 16 \\ + 6x - 2y = 2 \\ \hline 9x = 18 \\ \div 9 \quad \div 9 \\ x = 2 \end{array}$$

$$\begin{array}{r} 3x + 2y = 16 \\ 3(2) + 2(y) = 16 \\ 6 + 2y = 16 \\ -6 \quad -6 \\ \hline 2y = 10 \\ y = 5 \end{array}$$

Addition makes zero pairs



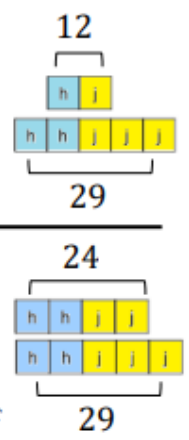
Solve by adjusting one

$$\begin{array}{r} h + j = 12 \\ 2h + 2j = 29 \end{array}$$

No equivalent values

$$\begin{array}{r} 2h + 2j = 24 \\ 2h + 2j = 29 \end{array}$$

By proportionally adjusting one of the equations – now solve the simultaneous equations choosing an addition or subtraction method



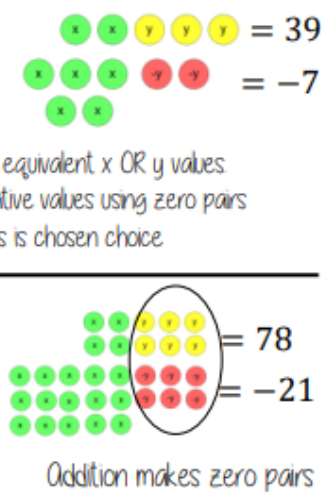
Solve by adjusting both

$$\begin{array}{r} 2x + 3y = 39 \\ 5x - 2y = -7 \end{array}$$

Use LCM to make equivalent x OR y values
Because of the negative values using zero pairs and y values is chosen choice

$$\begin{array}{r} 4x + 6y = 78 \\ 15x - 6y = -21 \end{array}$$

Now solve by addition



KS4

BTEC Tech Music Practice

Component 1 – Purpose

You are to investigate **four contrasting musical styles** (Part 1) and showcase your techniques to create short **music products** (Part 2)

Everything you create must be linked to a **theme** you will be given – e.g. "Colour," or "time"



8 Key Words

Style – a distinct musical sub-genre you must **analyse** (four in total).

Compositional features – melody, harmony, tonality, rhythm, structure.

Sonic features – instrumentation, texture, timbre, production.

Commentary – written / audio / visual notes explaining your musical decisions.

Realisation technique – the **practical** method used (live video, DAW remix, etc.).

Examples – 12–30 s style demos (Task 1) and 30–60 s products (Task 2).

Evidence portfolio – final files submitted for marking (audio, video, scores, notes).

Task 1 Compile a styles portfolio

Analyse **four styles** (max **two** from pop, and **one** each from the other **two** sections). Include how each style uses **compositional** and **sonic** features.

Task 1 Evidence

Provide at least one 12–30 s musical example for each **style** (original or found) plus an **individual commentary**.

You have about **5** supervised hours to complete this task (**24 marks**).

Task 2: Produce three 30–60 s audio tracks.

These should **demonstrate** different **realisation techniques** (e.g. live video, DAW remix, DAW multitrack recording).

Each of them must clearly reflect the theme given

Task 2 Evidence

Submit the **three extracts** plus **commentary** explaining your **techniques, theory** choices, and theme references.

You have around **7 supervised** hours (**36 marks**).

Treat the **assignment** like it's **professional freelance** work.



Component 1

Photography

KS4

AQA GCSE Photography (2 years)

Introduction & Foundations

Students select 2 or more topics as a starting point (past paper)

- **AO1:** Develop ideas through investigations.
- **AO2:** Refine work through experimentation.
- **AO3:** Record ideas, observations, and insights.
- **AO4:** Present a personal and meaningful response.



- **Skills:**
- Basic camera functions: ISO, aperture, shutter speed.
- Each photoshoot needs a contact sheet page.
- Composition rules: Rule of thirds, leading lines.
- **Theory:**
- Introduction to project theme and assessment objectives.
- Photography genres: portrait, landscape, documentary.
- **Homework every week:**
- Take 20-30 photos exploring theme.

Artist Influence & Experimentation

Objective: Explore visual styles and emulate artists' work.

- **Skills:** Editing basics in Photoshop or Lightroom.
 - Emulating chosen artist's technique.

Theory: Analyze a Photographer and his work. Why? What? When? How?

Homework: Artist response photoshoot.

- Annotate contact sheet and edits.
- **Homework every week:**
- Take 20-30 photos exploring theme

Refine & Experiment

Objective: Try new approaches and refine outcomes.

- **Skills:** Advanced photo manipulation.
- Mixed media: combining photography with drawing, collage, or text.
- **Theory:** Experiment log: what worked, what didn't, and why.
- **Homework every week:**
- Take 20-30 photos exploring theme



Developing Final Response

Objective: Final shoot planning & execution.

- **Skills:** Applying best techniques learned so far.
 - Planning lighting, composition, editing.
- **Theory:** Planning final outcome (moodboards, shoot plan, contact sheets).

Homework:

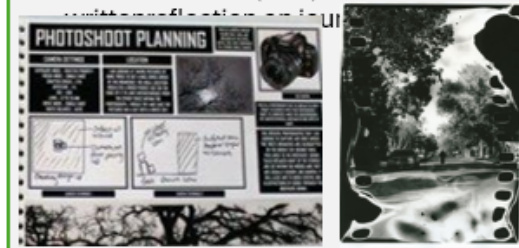
- Carry out final shoot. Start editing.



Presenting and Evaluating






Objective: Complete final presentation and evaluate work.

- **Tasks:**
- Final edits and presentation layout.
- Mounting, printing, and sketchbook organization.
- Final evaluation (AO4):



Science

Keywords

	Hazard	Anything that has the potential to cause harm or damage
	Risk	The harm or damage that could be caused by a hazard
	Accuracy	The closeness of a measurement to its true value
	Precision	How close measurements are to each other
	Reliable	Similar data can be reproduced under same conditions

Scientific Method

Hypothesis: What you predict will happen, based on prior knowledge e.g. As X increases, Y will increase because.....

Independent Variable: The thing that is being changed

Dependent Variable: The thing that is being observed/measured

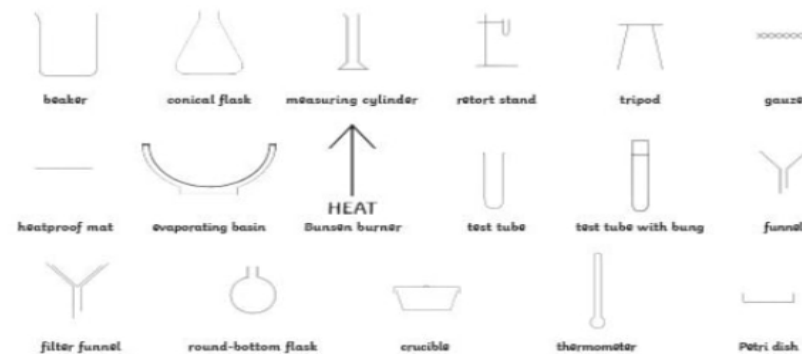
Control Variables: All the things that are being kept the same e.g. volume, concentration, mass, time

Method: Step by step instructions of how to change the independent variable, measure the dependent variable, control all other variables, repeat measurements, perform calculations on collected data

Conclusion: What have you found out? Was your hypothesis correct? Does your data support your hypothesis? Explain the results using scientific knowledge

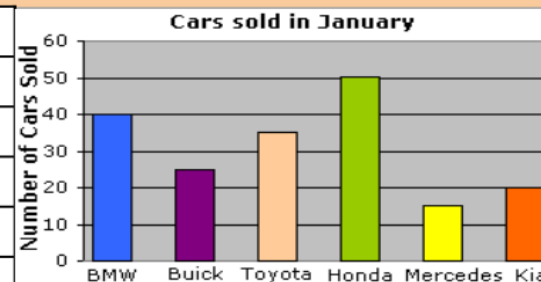
Evaluation: How reliable is your data (could someone follow your method and collect a similar set of results)? Are there anomalies? How could you make it more reliable?

Drawing Scientific Diagrams

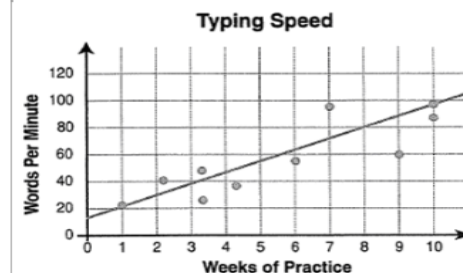


Presenting Data in a Graph

S	Scale
P	Pencil & ruler
A	Axis
T	Title
U	Units
L	Line of best fit if appropriate
A	Accuracy




Bar Graph:
Categoric/Discrete data





Line Graph:
Continuous data

Science - Biology


Viral Diseases


Measles - fever and a red skin rash. Can be fatal. Most young children are vaccinated. Spread by inhalation of droplets from sneezes and coughs. 

HIV - initially causes a flu-like illness. Virus attacks the body's immune cells. Leads to AIDS when the body's immune system becomes badly damaged. Spread by sexual contact or exchange of body fluids. 

TMV - gives a distinctive 'mosaic' pattern of discolouration on the leaves of plants which affects the growth of the plant due to lack of photosynthesis. 


Bacterial diseases


Salmonella - spread by bacteria in undercooked or contaminated food. Causes fever, abdominal cramps, vomiting, and diarrhoea. Poultry are vaccinated to reduce spread. 


Gonorrhoea - an STD with symptoms of a thick yellow or green discharge from the vagina or penis and pain on urinating. Spread by sexual contact. Treated using antibiotics. 


Preventing Infection

Outside the body

Isolation - avoiding contact with others 


Hygiene - hand washing, disinfecting surfaces, keep raw meat away from other food, use a tissue or handkerchief when you cough/sneeze 


Destroying Vectors - killing insects that spread disease e.g. Mosquitoes, house flies, rats etc. 


Vaccination - an injection containing a dead form of the pathogen. This stimulates your immune system to make antibodies 

Inside the body


Primary defences stop the pathogen entering the bloodstream. These include:


Skin - provides a physical barrier 


Respiratory system - has hairs and secretes mucus, which trap pathogens 

Digestive system - acid in the stomach kills pathogens 


Secondary defences involve white blood cells targeting pathogens already in the bloodstream. These include:


Producing antibodies 

Producing antitoxins 

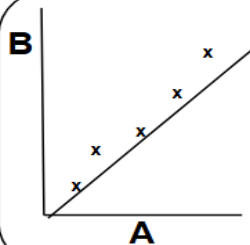
Engulfing pathogens 

Fungal and protist diseases

Rose Black Spot - caused by a fungus. Leads to purple or black spots develop on leaves, which often turn yellow and drop early. Affects the growth of the plant as photosynthesis is reduced. 

Malaria - caused by a protist. Leads to recurrent episodes of fever and can be fatal. The malarial protists has a life cycle that includes an insect vector, mosquitos. 

Science - Biology



Correlation:
A appears to be linked to B
Causal mechanism:
Explanation of the link between A and B

Risk factors



Inherited factors - your genes

Lifestyle: diet & exercise



Lifestyle: smoking



Environmental factors:
Exposure to ionising radiation & pollution

Cancer

cell cycle disrupted and cells divide in uncontrolled way, forming tumours



2 types of tumour

Benign

Cells usually contained in a membrane, not invasive

Malignant (cancer)

Tumour cells can travel through body, and form secondary tumours



Smoking & disease

Damaging chemicals released

Nicotine

Addictive
Cardiovascular disease
High blood pressure



Tar

Coats alveoli
Reduces oxygen uptake
Carcinogenic (cancer causing)



Carbon monoxide

Taken up by red blood cells instead of oxygen



Smoking in pregnancy

Premature babies, low birth weights, stillbirths



Alcohol & disease

Absorbed into bloodstream and broken down in liver

- Addictive
 - Carcinogenic
- Excessive consumption:
- Brain damage
 - Liver disease
 - Coma
 - Death



Alcohol in pregnancy

- Miscarriage
- Stillbirth
- Foetal alcohol syndrome



Diet, exercise & disease



Malnutrition (diet with either insufficient or excess nutrients) is linked with many diseases including cardiovascular disease and type 2 diabetes.



Body Mass Index

$BMI = \frac{\text{body mass (kg)}}{(\text{height})^2 \text{ (m)}}$

B2 - Non communicable diseases

Science - Chemistry



Blast furnace

Huge reaction vessels used in industry to extract iron from its ore



Thermal decomposition

The breakdown of a compound by heating it



Sustainable development

Development that meets the needs of current generations without compromising the ability of future generations to meet their own needs.

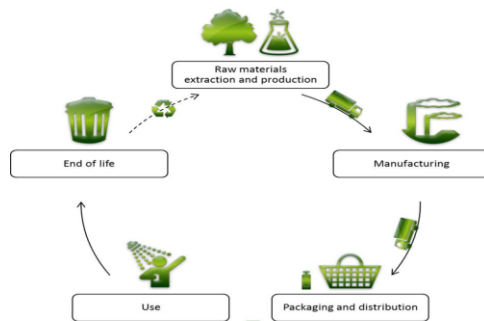


Potable water

Water that is safe to drink or for use in food preparation.

Life Cycle Assessments (LCA's)

A life cycle assessment is a way of analysing the 'life' of a product to see how much water and energy is used and the effects on the environment of each stage



Treating wastewater



Screening - Large objects and grit are removed by passing them through a metal grid. ↓

Primary Treatment - Solids settle out from the mixture, then large paddles rotate pushing the sludge towards the centre of the tank which is piped to a storage tank for further treatment. The watery liquid is pumped to the next tank. ↓



Secondary treatment - bacteria feed on remaining organic matter and harmful microorganisms, breaking them down aerobically. Air is bubbled through the water waste. ↓



Final treatment - The useful bacteria are allowed to settle out to the bottom of the tank as sediment which is recycled back into the secondary treatment or passed into the sludge tank. The water is then safe to be passed into the river.

Extracting Copper (from low grade ores)



Phytomining

Plants absorb copper compounds via roots



Plants are burnt = ash contains copper compounds



Copper extracted from compounds using electrolysis or displacement reactions ⚡



Bioleaching

Bacteria absorb copper compounds



Use acid to make a leachate (solution containing copper ions)



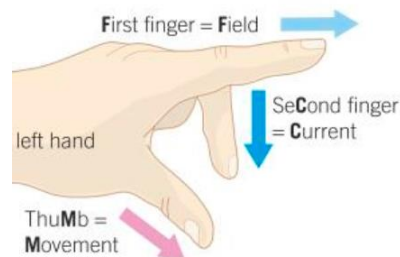
Fleming's left hand rule

The direction of the force - and therefore the movement of the wire - can be determined using Fleming's left hand rule.

To do this, spread out your left thumb, forefinger (index finger) and second finger so they are all at 90° to one another:

- point your forefinger (index finger) in the direction of the magnetic field (north to south)
- point your second finger in the direction of the electric current (positive to negative)

Your thumb will point in the direction of movement.

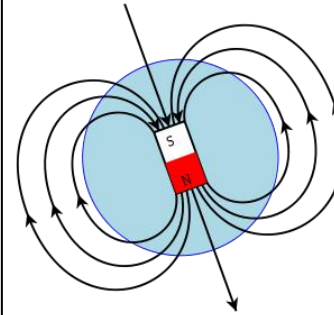


First finger = **F**ield
Se**C**ond finger = **C**urrent
Thu**M** = **M**ovement

Magnets

Magnets create magnetic fields. These cannot be seen. they fill the space around a magnet where the magnetic forces work, where they can attract or repel magnetic materials.

We can detect magnetic fields using iron filings. The tiny pieces of iron line up in a magnetic field.



In the diagram, note that:

- the field lines have arrows on them.
- the field lines come out of N and go into S.
- the field lines are more concentrated at the poles.

The magnetic field is strongest at the poles, where the field lines are most concentrated.

The motor effect

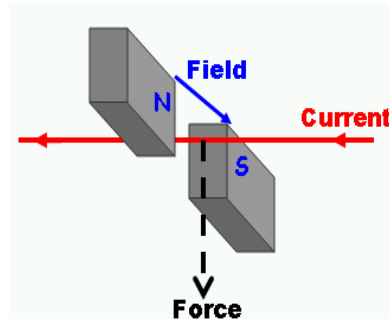
When an electric current passes through a wire in a magnetic field it experiences a force

The size of the force can be increased by:

- Increasing the current.
- Using a stronger magnet.

The size of the force depends on the angle between the wire and the magnetic field lines. The force is:

- Greatest when the wire is perpendicular to the magnetic field.
- Zero when the wire is parallel to the magnetic field lines.



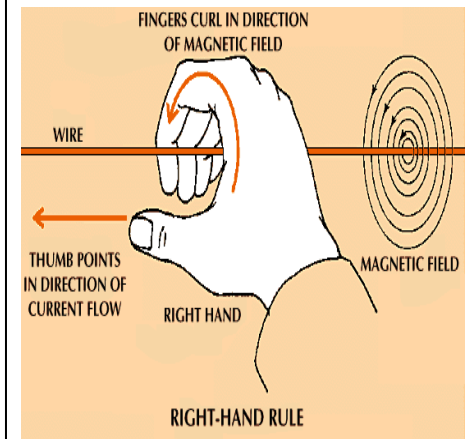
P15 - Electromagnetism

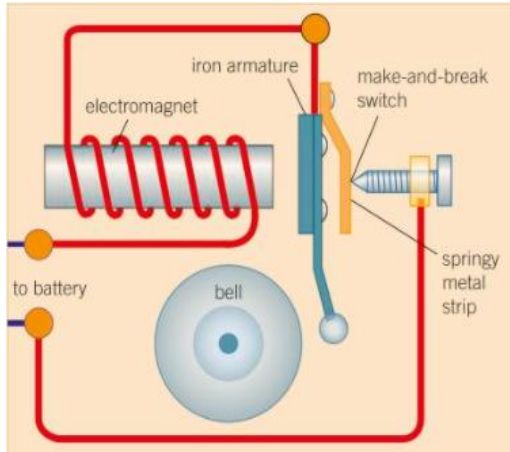
Electromagnets

A coil of wire with a current flowing through it forms an electromagnet. The field can be made stronger by:

- Wrapping the coil around an iron core.
- Adding more turns to the coil.
- Increasing the current flowing through the coil.

The direction of a magnetic field around a current carrying wire can be determined by using the right hand rule. To do this, you need to point your thumb in the direction of the current and curl your fingers around the wire. Your fingers point in the direction of the magnetic field.



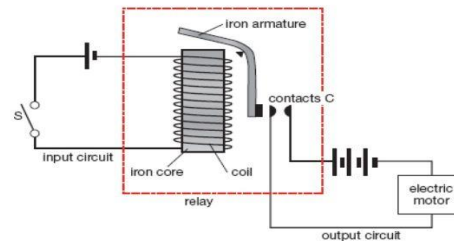


Electric bells, relays and circuit breakers are all devices which use electromagnets.

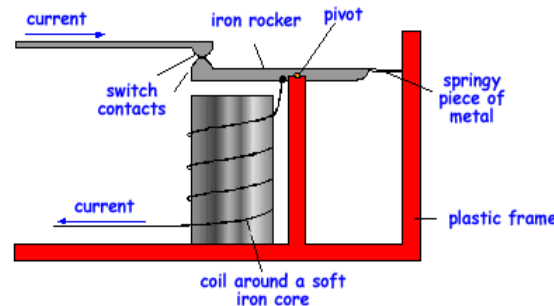
- When the electric bell is connected to a power supply the iron armature is pulled towards the electromagnet.
- This opens the make-and-break switch.
- The electromagnet is switched off because the circuit is broken.
- The armature swings back and the switch closes.
- The whole cycle repeats. This makes the bell ring continuously

A **relay** can be used to switch another electrical device on or off.

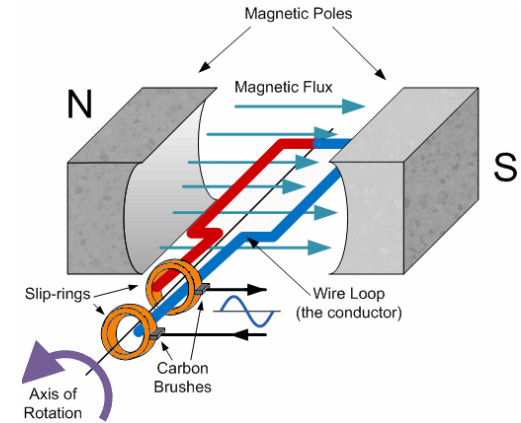
Relay switch



A **circuit breaker** is a switch in series with an electromagnet. The switch is held closed by a spring. When the current is too large, the switch is pulled open by the electromagnet and stays open until it is reset manually.

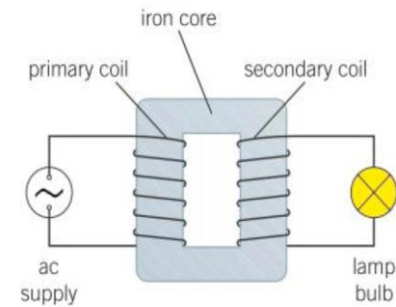


AC Generators



An alternator is a simple AC generator made up of a rectangular coil of wire that is forced to spin in a magnetic field. A potential difference is induced in the coil as it spins.

Transformers



Transformers are used to step a potential difference up or down. Whichever side has the greater number of coils will have the greatest potential difference. Transformers are almost 100% efficient.



Sports Studies

KS4

Sport Studies

Component 1

Unit 1 – Barriers to Participation

Issues in sport:

Barriers include: lack of time, cost, transport, confidence, access, stereotypes. These vary by age, gender, ethnicity, disability.

e.g. Women in football; disabled access in leisure centres.

Overcoming Barriers

Use targeted campaigns, better access to facilities, role models, and inclusive programming.

e.g. This Girl Can, subsidised youth sport.

User Groups

How age, gender, ethnicity, disability, and socio-economic status affect sport involvement.

e.g. Older adults in walking football; inner-city youth initiatives.

Unit 2 – Sporting Values

Sporting Values - Sport promotes **fair play, teamwork, tolerance, inclusion, and citizenship**.

Sportsmanship = Following the unwritten rules of the sport/ game (e.g. Shaking hands after a game)

Gamesmanship = Pushing the limits/ Bending (not breaking) the rules of the sport/ game (e.g. Faking an injury to waste time)

Deviance = Breaking the rules or ethics of the game (e.g. PED's/ Doping, cheating)

Olympic Values:

Respect

Excellence

Friendship

Paralympic Values:

Courage

Determination

Inspiration

Equality

Value	How promoted in sport	Why important in life
Team spirit	Learn to work together towards a common goal	All aspects of life require you to work with and get along with other people
Fair play	Learn the importance of rules and being fair to others	Life has rules – legal, social, moral, ethical – that we must abide by
Citizenship	Being involved in the local community through sport	A feeling of belonging helps create/maintain pride in surroundings and a desire to be socially responsible
Tolerance	Developing an understanding of other people, countries and cultures through sport	Tolerance is needed in order to cooperate and get on with other people
Respect	Understanding that everyone has different abilities and everyone's contribution is valid	Social cohesion requires levels of mutual respect
Inclusion	Adapting sport so that people of all abilities can participate	Everyone has differing abilities and needs, society should accommodate these as best it can
National pride	Supporters and performers unite behind the country/team	National pride fosters positive self-image and pride in achievements and surroundings
Excellence	Striving to be the best you can be	This is relevant in all aspects of life

Sports Studies

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Sport Studies

Component 1

Unit 3 – Hosting Major Sporting Events

Advantages of Hosting Major Events

- Economic benefits** – Increased tourism, local business profits, and job creation.
- Infrastructure improvements** – New or upgraded transport, stadiums, and housing.
- Promotion of sport** – Inspires participation and raises the profile of different sports.
- National pride** – Creates a sense of unity and celebration across the country.
- Legacy creation** – Long-term benefits for sport and society (see below).
- Increased global status** – Raises the country's reputation and influence in sport.

Disadvantages of Hosting Major Events

- High cost** – Facilities, security, and staffing can run into billions.
- Risk of debt** – Countries may overspend and struggle to make a profit.
- Underused facilities** – Expensive stadiums may become “white elephants” after the event.
- Displacement** – Locals may be moved from homes or jobs to make space.
- Security risks** – High-profile events may attract criminal or terrorist threats.
- Pressure on athletes and resources** – Home teams and organisers face huge expectations.

Types of Major Sporting Events

Type	Explanation	Examples
One-off events	Held in a particular country once in a generation or lifetime. These are rare, high-prestige events.	e.g. Olympic Games, FIFA World Cup
Regular events	Hosted on a repeating schedule but not always in the same location.	e.g. Rugby World Cup, Commonwealth Games
Recurring events	Occur frequently (e.g. annually or seasonally), often in the same venue or nation.	e.g. Wimbledon, Six Nations, London Marathon

Pre, During and Post Event effects

Pre-Event

Positives:

- Infrastructure investment
 - Job creation
 - Tourism promotion
 - National pride
- ##### Negatives:
- High financial cost
 - Displacement or disruption
 - Public opposition
 - Environmental concerns

During the Event

Positives:

- Tourism and spending boost
 - Media attention
 - Showcase of sport and talent
 - Volunteer and community spirit
- ##### Negatives:
- Overcrowding and congestion
 - Security risks
 - Pressure on athletes and organisers
 - Short-term jobs only

Post-Event Phase

Positives:

- Legacy benefits
 - Improved reputation
 - Social benefits
- ##### Negatives:
- Underused facilities
 - Debt and financial burden
 - Lack of follow-up
 - Drop in interest



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Unit 4 – The Role of National Governing Bodies

Who are National Governing Bodies?

- National Governing Bodies (NGBs) are organisations responsible for overseeing a specific sport in a country.
- They **set the rules, organise competitions, and support development at all levels** of the sport

• Examples include:

- **The FA** (Football Association – football)
- **LTA** (Lawn Tennis Association – tennis)
- **RFU** (Rugby Football Union – rugby)
- **England Netball, British Cycling**

What do NGB's do?

NGBs play a crucial role in ensuring sport is organised, fair, and accessible. Their responsibilities include:

- **Rule Making** – Creating and enforcing rules and regulations for safe and fair play.
- **Organising Competitions** – Running leagues, tournaments, and national championships.
- **Coach and Official Development** – Providing training, qualifications, and pathways.
- **Grassroots Development** – Increasing participation through schools, clubs, and community projects.
- **Facilities and Equipment Support** – Helping improve access and resources for players and clubs.
- **Promoting Inclusivity and Ethics** – Encouraging equality, anti-doping, and fair play across all levels of sport.

How are NGBs Funded?

NGBs receive funding from several sources:

- 1. Government Grants** – Often from organisations like **Sport England**, which support participation and inclusion.
- 2. Lottery Funding** – National Lottery money is invested in community and elite sport.
- 3. Membership Fees** – From clubs, coaches, and players affiliated to the governing body.
- 4. Sponsorship and Partnerships** – From commercial companies who support events, teams, or programmes.
- 5. Merchandise and Events** – Income from ticket sales, merchandise, and tournaments they organise.



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Component 1

Unit 5 – Technology in Sport

How Technology Has Changed Sport

- Introduction of **video replays**, **goal-line technology**, and **VAR** to assist officiating.
- Development of **wearable technology** for tracking performance and fitness (e.g. GPS vests, heart rate monitors).
- Use of **performance analysis software** and **data tracking** in coaching and elite performance.
- **Improved equipment** design (e.g. lighter boots, advanced rackets, aerodynamic bikes).
- Enhanced **broadcasting quality** (slow-motion, multiple camera angles, virtual graphics).
- Use of **prosthetics and adaptive tech** in Paralympic sport.

Positive Effects of Technology in Sport

- **More accurate officiating** – helps referees make correct decisions (e.g. VAR, Hawk-Eye).
- **Improved athlete performance** – through data analysis, recovery monitoring, and video feedback.
- **Injury prevention** – with tools to track load, movement, and fatigue.
- **Enhanced viewing experience** – for fans through HD replays, interactive stats, and live tracking.
- **Equal opportunities** – with adaptive technologies in Paralympic sport.
- **Fairness** – reduces human error in decision-making (e.g. goal-line tech in football).

Negative Effects of Technology in Sport

- **Delays and interruptions** – e.g. VAR can slow down the flow of a football match.
- **Over-reliance on technology** – may reduce human judgement and referee confidence.
- **Costly to implement** – smaller clubs and grassroots sport may not afford advanced tech.
- **Controversy remains** – decisions can still be debated despite tech (e.g. offside by millimetres).
- **Loss of traditional feel** – critics argue that technology changes the natural rhythm of sport.