# KNOWLEDGE ORGANISER

## YEAR 10 – TERM 3

THOMAS HALL SCHOOL

Think Like An
Environmentalist

Community, Collaboration and Challenge

# ATTENDANCE MATTERS

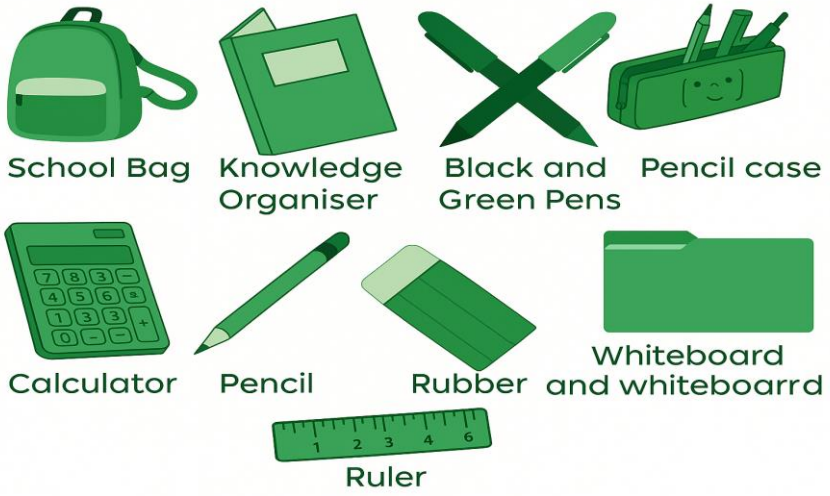
## EVERY DAY COUNTS
Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

## LEARNING
Being in school allows you the best opportunity to learn.

## WELLBEING
Attending school supports your mental and emotional health.

## FUTURE SUCCESS
Regular attendonce at school is vitol for building the key skills needed for future employment

# EQUIPMENT




# SCHOOL DAY

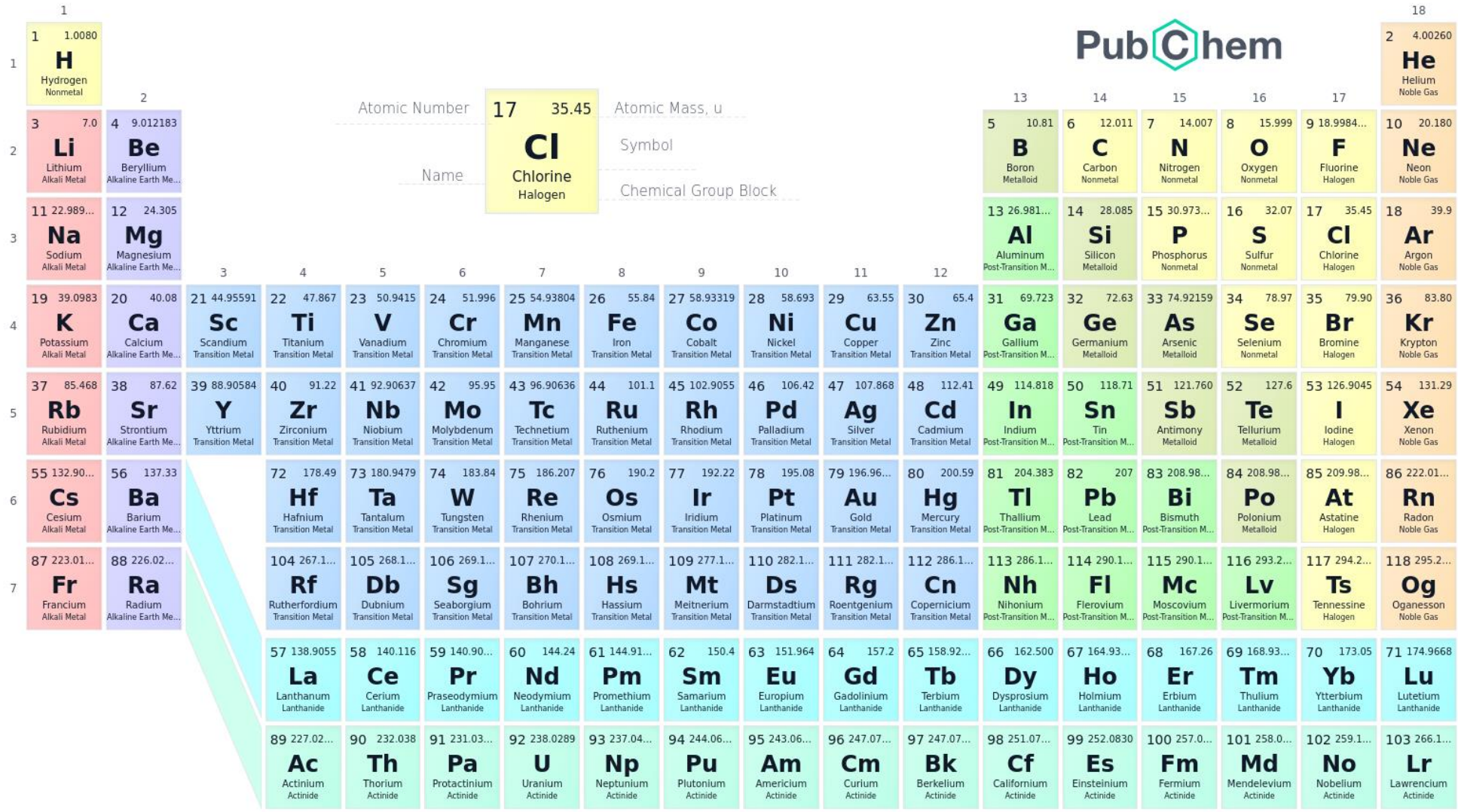
| | |
|---|---|
| 9:00–9:05 | AM Reg |
| 9:05–10:20 | Lesson 1 |
| 10:20–11:35 | Lesson 2 |
| 11:35–12:05 | Break 1 |
| 12:05–13:20 | Lesson 3 |
| 13:20–13:50 | Break 2 |
| 13:50–15:05 | Lesson 4 |
| 15:05–15:30 | PM Reg – assembly or guided reading |

# Multiplication Grid

| × | 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 |

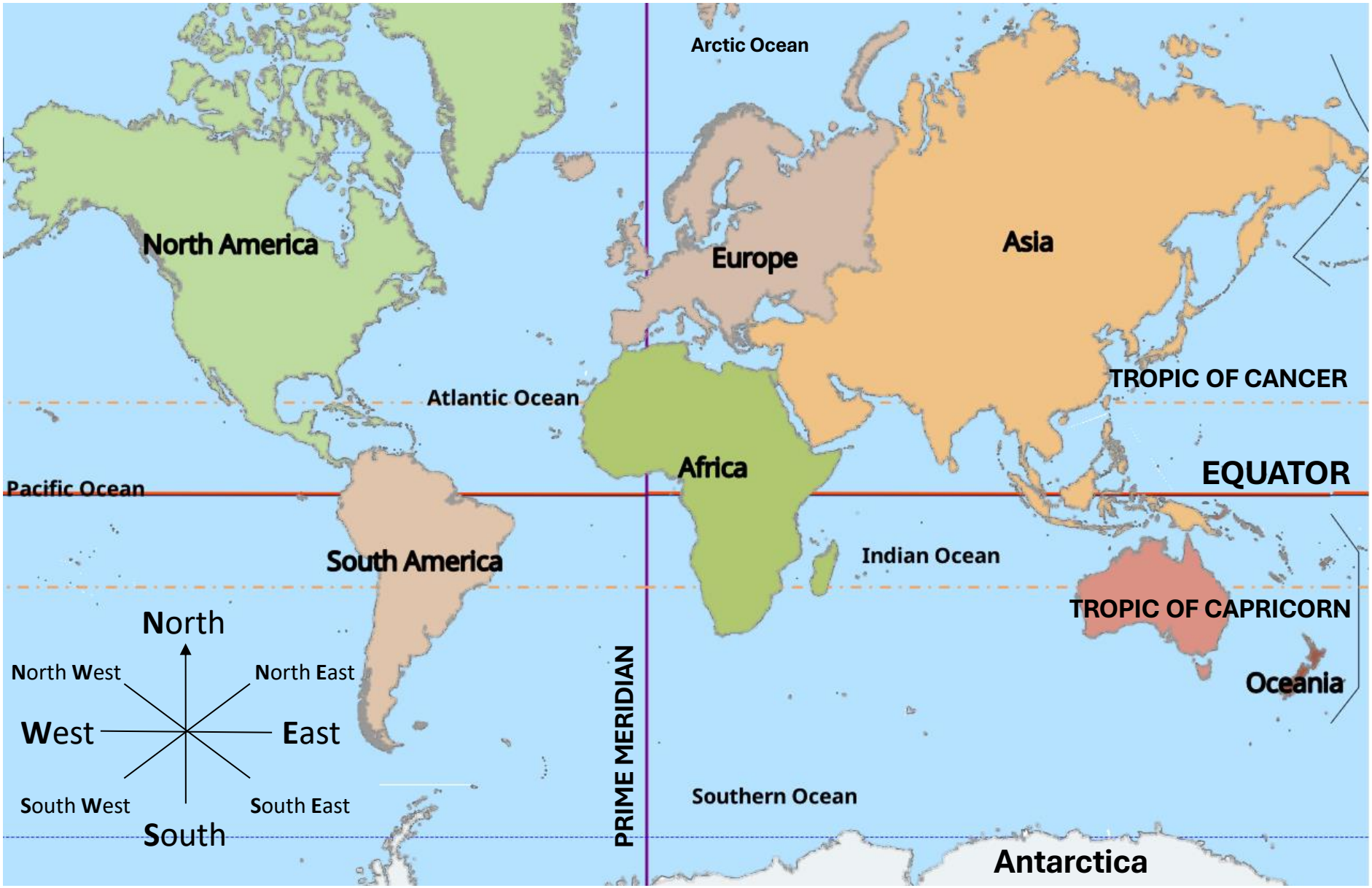
# PERIODIC TABLE OF ELEMENTS

## Chemical Group Block




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...
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)
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...
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...
07 Pronouns
PERSONAL
(subject):
I, you, he, she, it,
we,
you, they
PERSONAL
(reflexive):
myself, yourself,
himself, herself,
itself, ourselves,
yourselves,
themselves
DEMONSTRATIVE:
this, these,
that, those
PERSONAL
(object):
me, you, him, her,
it, us, you, them
POSSESSIVE:
mine, yours, his,
hers, its, ours,
yours, theirs
INTERROGATIVE:
how, where,
when, which...?
INDEFINITE:
somebody,
anyone...
RELATIVE:
that, which,
whose, whom...
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...
Word Classes

# World Map


Arctic Ocean
North America
Europe
Asia
Atlantic Ocean
TROPIC OF CANCER
Africa
EQUATOR
Pacific Ocean
South America
Indian Ocean
TROPIC OF CAPRICORN
Oceania
North
North West
North East
West
East
South West
South East
South
PRIME MERIDIAN
Southern Ocean
Antarctica

# Art

## 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 preperation 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 forfinal piece
- Annotate decisions (why this media,how it relates to theme)

**Topic**: *Final Preparatory Work*

- Complete final sketch/design
- Ensure AO1–AO3 are covered insketchbook
- Final Piece and Evaluation (AO4)
- **Topic**: *Start Final Outcome*
- Begin working on final piece (A2/A3format or 3D depending on focus)
- **Topic**: *Continue Final Outcome*
- Focus on detail, refinement, personalexpression

# Computer Science

## Sorting Algorithms

### Bubble Sort

Bubble sorts work like this:
Start at the beginning of the list. Compare the first value in the list with the next one up. If the first value is bigger, swap the positions of the two values. Move to the second value in the list. Again, compare this value with the next and swap if the value is bigger. Keep going until the there are no more items to compare. Go back to the start of the list.

Each run through the list, from start to finish, is known as a pass. The bubble sort continues until a pass is made where no values have been swapped. At this point, the list is sorted.

Consider this unsorted list:

| Position in list | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Data value | 9 | 4 | 2 | 6 | 5 |

The value at position 0 is 9, and the value at position 1 is 4. 9 is bigger than 4, so the two items would be swapped. The list would now be:

| Position in list | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Data value | 4 | 9 | 2 | 6 | 5 |

We move up to the next position, position 1. The value at position 1 is 9, and the value at position 2 is 2. 9 is bigger than 2, so the two items would be swapped. The list would now be:

| Position in list | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Data value | 4 | 2 | 9 | 6 | 5 |

We move up to the next position, position 2. The value at position 2 is 9, and the value at position 3 is 6. 9 is bigger than 6, so the two items would be swapped. The list would now be:

| Position in list | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Data value | 4 | 2 | 6 | 9 | 5 |

We move up to the next position, position 3. The value at position 3 is 9, and the value at position 4 is 5. 9 is bigger than 5, so the two items would be swapped. The list would now be:

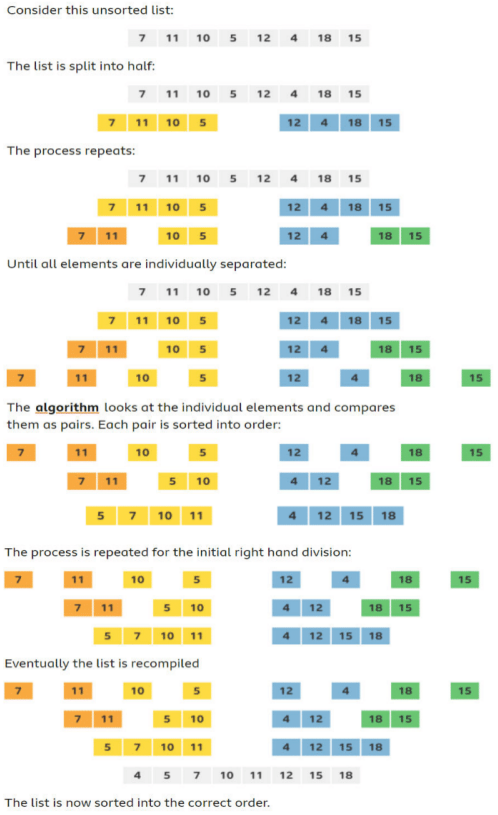
| Position in list | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Data value | 4 | 2 | 6 | 5 | 9 |

The first pass is now complete. However, this list may still be unsorted, so another pass takes place.

### Merge Sort

A merge sort is a more complex sort, but also a highly efficient one.

A merge sort uses a technique called divide and conquer. The list is repeatedly divided into two until all the elements are separated individually. Pairs of elements are then compared, placed into order and combined. The process is then repeated until the list is recompiled as a whole.

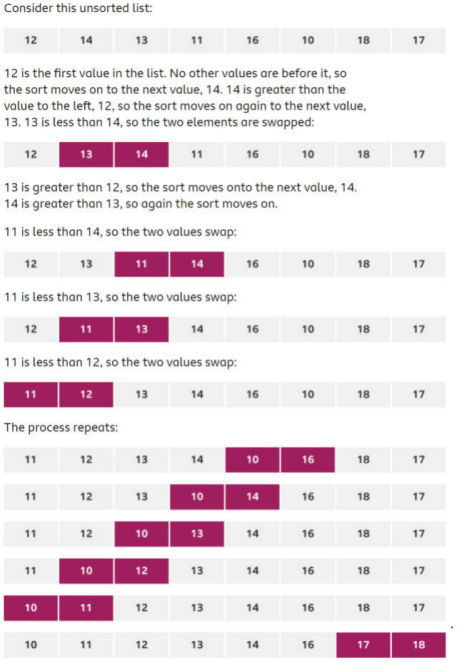



### Insertion Sort

An insertion sort is less complex and efficient than a merge sort, but more efficient than a bubble sort. An insertion sort compares values in turn, starting with the second value in the list.

If this value is greater than the value to the left of it, no changes are made. Otherwise this value is repeatedly moved left until it meets a value that is less than it.

The sort process then starts again with the next value. This continues until the end of the list is reached.



# Computer Science

| Length of a string | Python syntax |
|---|---|
| The length of a string can usually be determined using the len statement. This gives the length as an integer. | word = (“Computer”)<br>word_length = (len(word)) |

| Character position | Python syntax |
|---|---|
| It is possible to determine which character features at a position within a string as each character is numbered. Computers start counting at 0 so the first character is always 0. | word = (“Computer”)<br>print (word[2]) #would print the character “m” as c = 0 and o = 1. |
| Several characters can be determined using a range of characters. | word = (“Computer”)<br>print (word[3:8]) #would print “puter” |

| Upper and lower case | Python syntax |
|---|---|
| It is possible to change all letters in a string to either lowercase or uppercase. This can be very useful, for example when checking possible inputs. | word = (“Computer”)<br>word = word.upper() #would change the string to “COMPUTER” |
| | word = (“Computer”)<br>word = word.lower() #would change the string to “computer” |

| Concatenation | Python syntax |
|---|---|
| To concatenate strings means to join them to form another string – adding two strings together. | word = (“Computer”)<br><br>sentence = ( word + “Science”) #would add the two strings together to form one string which is “Computer Science” |

# 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. I s 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:**

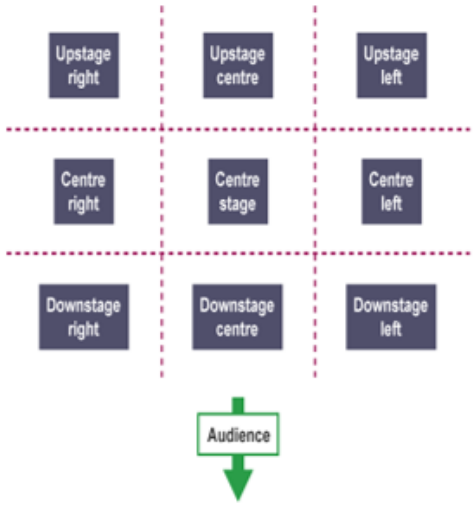
Ensure you follow the PEE structure:
This element of the performance...explored, conveyed, communicated, showed, presented...
This symbolised.../This represented.../This moment was.../The use of design elements /...The acting skills made use of ...
**Point:** When I was first introduced to the stimulus 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

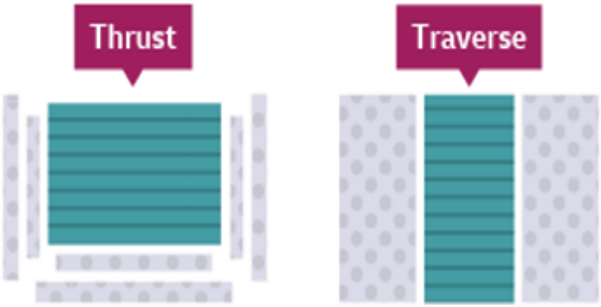
## KS4 Drama GCSE
## Theatre Makers in Practice (40%)

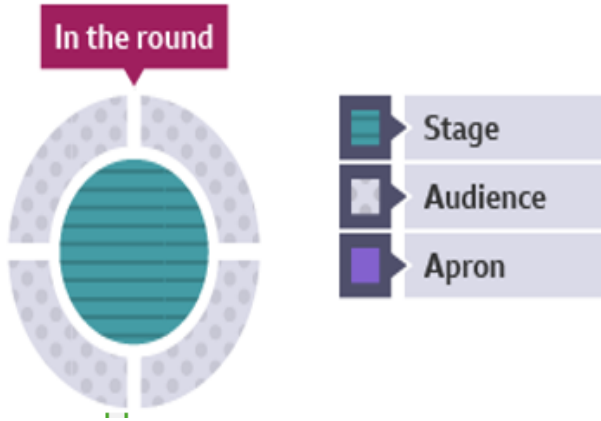
**Autumn 1 (Year 10)** Section B
-Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Prepare notes of 500 words maximum for the written exam.
Suggested headings:
Performers/actors/roles/lighting/costume/set/ props/stage furniture/sound/staging/positive/negative 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 | Volume | Tone | Pace | Emphasis |
|---|---|---|---|---|
| **High:** Nervousness, excitedness, shock, curious, upset/crying<br><br>**Low:** Assertiveness, anger, control, authority | **Loud:** Anger, assertiveness, confidence, hysterical, upset, excitedness<br><br>**Quiet:** Uncertainty, sadness, control/level-headed, upset, shock | **Soft:** Calm, love, happiness, nervous, sad, given up<br><br>**Harsh:** Angry, aggression, confidence, rejection, | **Quick:** Nervousness, excitedness, anger, passion, shock,<br><br>**Slow:** Confused, sadness, confidence, control, authority, uncertainty, | A word you stress for meaning.<br>'She has **nothing** more to tell you' suggests Gerald is saying Sheila hasn't got anything else to say.<br>'She has nothing more to tell **you**.' suggests Gerald is saying she has got more to say but not to Inspector Goole. |

# Drama

## Physical Skills

| Facial expressions | Body Language | Gesture | Posture |
|---|---|---|---|
| **Confused**- frown and squint eyes, mouth slightly open.<br>**Excited/happy**- smile, widen eyes<br>**Angry**- furrow eyebrows, scrunch nose,<br>**Shocked**- widen eyes, open mouth,<br>**Flirtatious**- slight grin, partly widen eyes, purse lips, wink<br>**Sad/upset**- slight frown, squint eyes, scrunch nose, downward mouth | **Open**- love, friendship, trust, confidence, assertiveness/ authority<br>**Closed**- shyness, scared, worried, uncertainty, grief, confused, sadness/upset | **Pointing**- aggression, authority, anger<br>**Fist**- anger, frustration violence/aggression.<br>**Pray**- religious, desperation<br>**Clutching**- desperation, frustration, shock, confusion, anger, love<br>**Reaching out**- love, desperation, flirting, confused | **Upright**- confidence, status, authority, control<br>**Hunched**- weak, unwell, upset, scared/worried, grief, low status |

# Drama

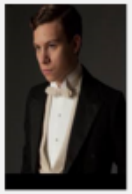
## KS4 Drama
## Bringing Texts To Life

Year 10 and 11 **Component 3: Section A**

**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.**

**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.

# Drama

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

### World Wars

**1912**

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

**1945**

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

### Gender Roles

**1912**

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.

**1945**

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


### Views and Opinions

**1912**

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

**1945**

There was a great desire for social change.

# 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

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.

SPOT- has a hard-edged effect, used to light characters or elements on the stage. 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.

## Set Recap

**Examples of An Inspector Calls Sets**

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

**1912 Upper Class Homes**

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.

**Set pieces**

Flat

Backdrop

Door Flat

Decking

Truck

Flies

Projection

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

# 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 when .....was 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 is 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 | Physical skills | Stage directions and stage space |
|---|---|---|
| Accent<br>Articulation<br>Emphasis (stressing certain words to make them stand out)<br>Inflection (change in pitch or loudness of the voice)<br>Pace<br>Pause<br>Pitch<br>Projection<br>Quality<br>Resonance<br>Rhythm<br>Tone<br>Volume | Body language<br>Ensemble (move together fluidly as a group)<br>Eye contact<br>Facial expressions<br>Gait<br>Gesture<br>Levels (placing characters on upper and lower levels to show status)<br>Movement<br>Pace<br>Physical theatre<br>Posture<br>Proxemics (the space between characters to show relationships)<br>Space<br>Status<br>Stillness | Blocking (choices about where the performers stand and how they move on stage to bring an extract to life)<br>Movement<br>Proxemics<br>Stage directions:<br>Centre stage<br>Downstage<br>L/R/C/<br>Upstage<br>C/L/R<br>Stage left<br>Stage right |

# English

**GCSE English Language – Paper 2 Section B Viewpoint Writing** Expressing Opinions with Power and Purpose

**Question 5 – 45 mins, 40 Marks**

**Overview:**
This question tests your ability to write a non-fiction piece expressing a **viewpoint**
•Linked to the **theme or topic** of the reading sources in Section A
•You'll be given:
•A **form** (e.g., article, speech)
•A **purpose** (e.g., persuade, explain)
•An **audience** (e.g., newspaper readers, students)

You will need to structure your writing for effect, write with accuracy and fully develop your arguments, while using impressive vocabulary and a range of sentence styles and punctuation.

| AO | Description | Marks |
|---|---|---|
| **AO5** | Communicate clearly. Organise ideas. Use tone and register effectively. | 24 |
| **AO6** | Use varied vocabulary and sentence structures. Accurate spelling, punctuation, grammar. | 16 |

| Form | Key Features |
|---|---|
| **Letter** | Addresses, Date greeting, paragraphs, sign-off (e.g., Yours sincerely) |
| **Article** | Title, strapline, subheadings, overview paragraph |
| **Leaflet** | Title, bullet points, subheadings, sections |
| **Speech** | Address audience, rhetorical devices, sign-off |
| **Essay** | Introduction, body paragraphs, conclusion |

# English

| | Technique | Explanation | Example |
|---|---|---|---|
| I | **Imperatives** | Commanding language to instruct or persuade. | "Act now!" / "Join us today!" |
| C | **Connectives** | Linking ideas to structure arguments clearly. | "Furthermore", "However", "In contrast" |
| D | **Direct Address** | Speaking directly to the reader/audience. | "You have the power to change this." |
| A | **Alliteration** | Repetition of initial sounds to create emphasis or rhythm. | "Big, bold, and brave decisions." |
| F | **Facts** | Using evidence or data to support your viewpoint. | "70% of students agree with this policy." |
| O | **Opinions** | Expressing personal beliefs or viewpoints. | "I strongly believe this is unfair." |
| R | **Rhetorical Questions** | Asking questions that don't need an answer to provoke thought. | "Is this really what we want for our future?" |
| E | **Emotive Language** | Words that stir emotions in the reader. | "Heartbreaking", "outrageous", "inspiring" |
| S | **Statistics** | Numerical data to support arguments. | "1 in 3 people are affected by this issue." |
| T | **Triplets (Rule of Three)** | Grouping ideas in threes for impact. | "Fair, fast, and effective." |

| Purpose | Example Task |
|---|---|
| **Explain** | "Explain what you think about..." |
| **Argue** | "Argue the case for or against..." |
| **Persuade** | "Persuade the writer that..." |
| **Instruct/Advise** | "Advise the reader on the best way to..." |

🏆 **Top Tips for Viewpoint Writing (Paper 2 Section B)**

Read the question carefully: identify the **form**, **audience**, and **purpose.** Link your writing to the **theme** of the reading sources in Section A.

🧠 **Know Your AOs**

**AO5 (24 marks)**: Communicate clearly, organise ideas, use tone and style effectively.

**AO6 (16 marks)**: Use varied vocabulary and sentence structures. Check spelling, punctuation, grammar.

🗣️ **Use a Strong Voice**

Be confident and clear in your viewpoint.
Vary sentence lengths for impact.
Use persuasive techniques naturally—not forced.

🔍 **Proofread!**

Check spelling, punctuation, and grammar.
Make sure your tone matches the audience.
Ensure your ideas flow logically.

# English

## Planning Top Tips:

- Understand the task and be clear about your viewpoint.
- Identify the audience and purpose.
- Choose the correct form (article, speech, letter, essay).
- Plan structure: introduction, main points, counter argument, conclusion.
- Include persuasive techniques (ICDAFOREST).

## Tips for structure

- Start with a clear topic sentence to introduce each paragraph.
- Use emphatic paragraphs to highlight key points or emotional appeals.
- Include counter arguments to strengthen your viewpoint.
- Use connectives to guide the reader through your argument: 'However', 'In addition', 'On the other hand'.
- End with a strong concluding paragraph that reinforces your viewpoint.

## Aim high- Variety of punctuation

- Use colons to introduce lists or explanations: 'There are three reasons: clarity, impact, and precision.'
- Use dashes for emphasis or interruption: 'This is important – really important.'
- Use ellipses to create suspense or indicate omission: 'And then it happened...'
- Use semicolons to link related ideas: 'She was tired; she kept going.'
- Use exclamation marks sparingly for impact: 'This must stop!'
- Use question marks to engage the reader: 'What can we do about it?'

## ⚠️ What loses marks:

**Avoid:**

✗ Using informal language in formal writing. E.g. 'kids' or missing grammar.

✗ Forgetting to paragraph or structure ideas

✗ Overusing rhetorical questions or repetition

✗ Not addressing the audience or purpose

✗ Writing without planning or clear argument

✗ Weak or abrupt conclusion

✗ Lack of persuasive techniques

✗ Spelling and grammar errors

# English

## Article Sentence Starters

### Introduction
- Have you ever wondered why this issue matters?
- In this article, we explore the impact of...
- The debate surrounding this topic continues to grow.

### Persuasive Points
- One major concern is...
- Supporters argue that...
- It's clear that action must be taken because...

### Conclusion
- In conclusion, the evidence shows that...
- Ultimately, we must consider the consequences of...
- The time to act is now—let's make a difference.

## Letter Sentence Starters

### Introduction
- Dear Sir/Madam,
- I am extremely concerned about...
- I feel strongly that...

### Persuasive Points
- Firstly, it is important to note that...
- Many people believe that...
- I urge you to consider...

### Conclusion
- Thank you for taking the time to read my letter.

I hope you will take my views into account.
I look forward to your response.

## Speech Sentence Starters

### Introduction
- Good morning, everyone, and thank you for being here.
- Today, I want to talk to you about...
- Let me begin by asking you a question...

### Persuasive Points
- You might be wondering why this matters...
- Let me tell you why this is important...

-We cannot ignore the fact that...

### Conclusion
- So what can we do?
- Let's stand together and make a change.
- Thank you for listening – now it's time to act.

## Essay Sentence Starters

### Introduction
In today's society, the issue of... has become increasingly important.
This essay will explore the reasons why...
There are many arguments both for and against...

### Persuasive Points
One key reason is that...
Furthermore, it is evident that...
Some may argue that... however...

### Conclusion
In conclusion, it is clear that...
Ultimately, we must recognise that...
To ensure progress, we must...

## Leaflet Sentence Starters

### Introduction
•Are you aware of the impact this issue has on your community?
•This leaflet aims to inform you about...
•Here's what you need to know about...

### Persuasive Points
•You can make a difference by...
•Many people don't realise that...
•It's time we took action against...

### Call to Action
•Join us in making a change.
•Visit our website to learn more.
•Speak up and share your views today.

# English

## 🧠 Self-Quizzing ideas

### 🔤 Vocabulary & Techniques
•List 5 persuasive techniques from ICDAFOREST and explain their effect.
•Write a sentence using **emotive language**, then rewrite it using **factual language**.
•Match the technique to its definition (e.g. rhetorical question, direct address, hyperbole).

### ✍️ Sentence Practice
•Write 3 different **topic sentences** for a paragraph about school rules.
•Create a sentence using a **colon**, one using a **dash**, and one using **ellipsis**.
•Rewrite a simple sentence to include **triplets** and **alliteration**.

### 🧩 Structure & Planning
•Plan a viewpoint response using bullet points: intro, 3 main ideas, counter argument, conclusion.
•Identify the **emphatic paragraph** in a sample response and explain why it's effective.
•Write a short paragraph that includes a **counter argument** and a rebuttal.

### 📄 Form & Audience
•Choose a form (article, speech, letter) and write a suitable **opening line**.
•Explain how your tone would change if writing to a friend vs a headteacher.
•List 3 features of a speech and 3 of a letter.

### 📝 Checklist Challenge
•Use the viewpoint writing checklist to assess a paragraph you've written.
•Create your own mini checklist for persuasive writing.

## Practise exam questions

• Write an article arguing for or against stricter school uniform rules.

• Write a speech for a youth climate summit expressing your views.

• Write a letter to your MP about social media's impact on youth.

• Write an essay on whether public transport should be free for students.

• Write a newspaper article about the importance of life skills in school.

## Writing checklist:

### AO5 – Content & Organisation (24 marks)
•My viewpoint is clear and consistent throughout.
•I have used a range of persuasive techniques (e.g. ICDAFOREST).
•My writing is structured with clear paragraphs and topic sentences.
•I have included a counter argument and a strong rebuttal.
•I used an emphatic paragraph to end with impact.
•My tone and register suit the audience and purpose.
•I used connectives to link ideas and guide the reader.

### AO6 – Technical Accuracy (16 marks)
•I used a variety of sentence structures for effect.
•I used ambitious and precise vocabulary.
•I used punctuation accurately and for impact (e.g. colon, dash, ellipsis).
•I checked spelling and grammar carefully.
•I proofread my work to improve clarity and flow.

# French

## Au collège chez nous (pages 58–59)

| Décris les personnes | *Describe the people* |
|---|---|
| Sur la photo, ... | *In the photo, ...* |
| Il y a ... | *There is/are...* |
| (un) garçon / (trois) filles. | *(a) boy / (three) girls.* |
| Il y a aussi ... | *There is also ...* |
| un professeur / une *professeure. | *a teacher.* |
| Un garçon / Une fille porte ... | *A boy / A girl is wearing ...* |
| **C'est où?** | ***Where is it?*** |
| Ils/Elles sont ... | *They are ...* |
| au collège. | *at school.* |
| à la *cantine. | *in the canteen.* |
| dans une salle de classe. | *in a classroom.* |
| sur le terrain de foot(ball). | *on the football pitch.* |

| | |
|---|---|
| Au premier *plan, il y a ... | *In the foreground, there is/are ...* |
| des élèves / livres. | *some pupils / books.* |
| de la nourriture. | *some food.* |
| Derrière, il y a des ... | *In the background, there are some ...* |
| arbres / fenêtres. | *trees / windows.* |
| ordinateurs / tables. | *computers / tables.* |
| **Que font-ils?** | ***What are they doing?*** |
| Les élèves / enfants ... | *The pupils / children ...* |
| jouent. | *are playing.* |
| travaillent. | *are working.* |
| Le/La prof / Un garçon / Une fille | *The teacher ... / A boy ... / A girl ...* |
| discute. | *is talking.* |
| mange. | *is eating.* |

## Quelle est ta matière préférée? (pages 60–61)

| Ma matière préférée est ... | *My favourite subject is ...* |
|---|---|
| J'aime ... | *I like ...* |
| J'adore ... | *I love ...* |
| Je n'aime pas ... | *I don't like ...* |
| Je déteste ... | *I hate ...* |
| parce que/qu' ... | *because ...* |
| je suis *créatif/creative. | *I'm creative.* |
| je suis sportif/sportive. | *I'm sporty.* |
| le/la prof est sympa / strict. | *the teacher is nice / strict.* |
| on a trop de devoirs. | *we have too much homework.* |
| Je suis fort(e) / faible en ... | *I'm good / bad at ...* |
| anglais. | *English.* |
| informatique. | *computer science, computing.* |
| Je trouve (le français / la musique / les maths) ... | *I find (French / music / maths) ...* |
| facile(s). | *easy.* |
| difficile(s). | *difficult.* |
| utile(s). | *useful.* |
| amusant(e)(s). | *fun.* |
| intéressant(e)(s). | *interesting.* |
| passionnant(e)(s). | *exciting.* |
| ennuyeux/ennuyeuse(s). | *boring.* |
| Je pense que ... | *I think that ...* |
| (l'anglais) est plus/moins ... que ... | *(English) is more/less ... than ...* |
| (les maths) sont plus/moins ... que ... | *(maths) is more/less ... than ...* |

| | |
|---|---|
| la *biologie. | *biology.* |
| la *chimie. | *chemistry.* |
| l'*EPS. | *PE.* |
| l'*histoire-géo. | *history/geography.* |
| le théâtre. | *drama.* |
| Ici, ... | *Here, ...* |
| Au Canada, / Maroc, / Sénégal, ... | *In Canada / Morocco / Senegal ...* |
| En Belgique, / France, ... | *In Belgium / France ...* |
| À La Réunion, ... | *In Réunion ...* |
| la journée scolaire est plus courte ... | *the school day is shorter ...* |
| la *pause-déjeuner est plus longue ... | *the lunch break is longer ...* |
| qu'ici. | *than here.* |
| qu'au Canada / Maroc / Sénégal. | *than in Canada / Morocco / Senegal.* |
| qu'en Belgique / France. | *than in Belgium / France.* |
| qu'à La Réunion. | *than in Réunion.* |
| Les cours commencent à ... | *Lessons start at ...* |
| Le collège commence / finit à ... | *School starts / finishes at ...* |
| On n'a pas de cours le samedi ... | *We don't have school on Saturdays ...* |
| Ils ont cours le samedi ... | *They have school on Saturdays ...* |
| et je trouve ça ... | *and I find that ...* |
| important. | *important.* |
| intéressant / utile. | *interesting / useful.* |

## C'est injuste! (pages 62–63)

| Il faut ... | *You have to ...* |
|---|---|
| Il est essentiel / important de ... | *It is essential / important to ...* |
| porter l'uniforme scolaire. | *wear the school uniform.* |
| faire ses devoirs. | *do your homework.* |
| **s'asseoir** à sa place. | *sit down in your seat.* |
| **respecter** les profs. | *respect the teachers.* |
| Il ne faut pas / jamais ... | *You must not / never ...* |
| Il est interdit de/d' ... | *It is forbidden to ...* |
| arriver en retard. | *arrive late.* |
| manger en classe. | *eat in class.* |
| **harceler** d'autres élèves. | *bully other pupils.* |
| utiliser son portable en classe. | *use your mobile phone in class.* |
| Quel est ton avis sur ... | *What is your opinion of ...* |
| les règles? | *the rules?* |
| le **règlement** scolaire? | *the school rules?* |

| | |
|---|---|
| À mon avis, c'est ... | *In my opinion, it's ...* |
| un peu / assez ... | *a bit / quite ...* |
| très / trop ... | *very / too ...* |
| important. | *important.* |
| juste / injuste. | *fair / unfair.* |
| nul / *stupide. | *rubbish / stupid.* |
| strict. | *strict.* |
| parce que/qu' / car ... | *because / as ...* |
| c'est important pour les examens. | *it's important for exams.* |
| c'est essentiel pour le travail scolaire. | *it's essential for schoolwork.* |
| il faut **respecter** les autres. | *you must respect others.* |
| l'uniforme scolaire (n')est (pas) agréable / beau / **formidable** / pratique. | *the school uniform is (not) nice / beautiful / terrific / practical.* |

## As-tu fait des progrès? (pages 64–65)

| J'ai / Il/Elle a ... | *I have / He/She ...* |
|---|---|
| appris beaucoup de choses. | *learned lots of things.* |
| bu du coca en classe. | *drank cola in class.* |
| couru dans le *couloir. | *ran in the corridor.* |
| écrit une histoire extraordinaire. | *wrote an extraordinary story.* |
| fait beaucoup de progrès. | *made a lot of progress.* |
| reçu de bonnes / mauvaises notes (en ...). | *got good / bad grades (in ...).* |
| lu beaucoup d'articles. | *read lots of articles.* |
| pris des photos *exceptionnelles. | *took exceptional photos.* |
| Je n'ai jamais oublié (de faire) mes devoirs. | *I have never forgotten (to do) my homework.* |
| Je n'ai rien appris (en ...). | *I have learned nothing (in ...).* |
| Je n'ai pas ... | *I have not ...* |
| fait beaucoup d'efforts (en ...). | *made a lot of effort (in ...).* |

| un(e) élève **moyen(ne)** | *an average student* |
|---|---|
| le/la prof le/la plus sympa | *the nicest teacher* |
| le garçon le moins travailleur | *the least hard-working boy* |
| l'acteur le plus fort | *the best actor* |
| le/la meilleur(e) élève | *the best student* |
| le/la pire prof ... | *the worst teacher ...* |
| de la classe / du collège | *in the class / in the school* |
| ma matière préférée, c'est | *my favourite subject is ...* |
| le *dessin | *art* |
| l'*histoire-géo | *history/geography* |
| la musique | *music* |
| l'*EPS | *PE* |
| la technologie | *technology* |
| faible | *weak* |
| gentil/gentille | *kind* |
| intelligent(e) | *intelligent* |
| sympa | *nice* |

## Souvenirs d'école (pages 66–67)

| Quand tu étais petit(e), tu étais comment? | *When you were little, what were you like?* |
|---|---|
| Quand j'étais petit(e) ... | *When I was little, ...* |
| j'étais / je n'étais pas ... | *I was .../I wasn't ...* |
| (très) travailleur/travailleuse. | *(very) hard-working.* |
| (très) *créatif/créative. | *(very) creative.* |
| l'enfant le plus sportif de la classe. | *the sportiest child in the class.* |
| J'aimais (beaucoup / bien) l'anglais / la musique. | *I liked English / music (a lot).* |
| Je jouais de la *clarinette dans un *orchestre. | *I played the clarinet in an orchestra.* |
| Je lisais des *magazines. | *I read magazines.* |
| Je trouvais (l'*EPS) ennuyeux. | *I found (PE) boring.* |
| Tu allais à l'école comment? | *How did you go to school?* |
| J'allais à l'école ... | *I went to school ...* |
| à pied / à vélo. | *on foot / by bike.* |
| en bus / en voiture. | *by bus / by car.* |

| Qu'est-ce que tu aimais, comme matières? | *Which subjects did you like?* |
|---|---|
| Ma matière préférée était ... | *My favourite subject was ...* |
| J'aimais (beaucoup / bien) ... | *I liked ... (a lot)* |
| Qu'est-ce que tu faisais pendant la *pause-déjeuner? | *What did you do during the lunch break?* |
| Je mangeais à la *cantine. | *I ate in the canteen.* |
| Je jouais au foot(ball) avec mes amis / copains. | *I played football with my friends.* |
| Qu'est-ce que tu faisais après l'école? | *What did you do after school?* |
| J'aidais (mon frère / mon père) (sur son bateau / à la cuisine). | *I helped (my father / my brother) (on his boat / in the kitchen).* |
| Je faisais mes devoirs. | *I did my homework.* |
| Je regardais la télé. | *I watched TV.* |
| Je jouais avec (mon frère). | *I played with (my brother).* |

# French

## GRAMMAIRE
Regular present tense verbs

| ER VERBS e.g. Passer = to spend (time) | |
|---|---|
| Je pass**e** | *I spend* |
| Tu pass**es** | *You spend* |
| Il/Elle/On pass**e** | *He/She/One spends* |
| Nous pass**ons** | *We spend* |
| Vous pass**ez** | *You spend (form/pl)* |
| Ils/Elles pass**ent** | *They spend* |

| IR VERBS e.g. Finir = finish | |
|---|---|
| Je fini**s** | *I finish* |
| Tu fini**s** | *You finish* |
| Il/Elle/On fini**t** | *He/She/One finishes* |
| Nous fin**issons** | *We finish* |
| Vous fin**issez** | *You finish (form/pl)* |
| Ils/Elles fin**issent** | *They finish* |

| RE VERBS e.g. vendre = to sell | |
|---|---|
| Je vend**s** | *I sell* |
| Tu vend**s** | *You sell* |
| Il/Elle/On vend | *He/She/One sells* |
| Nous vend**ons** | *We sell* |
| Vous vend**ez** | *You sell (form/pl)* |
| Ils/Elles vend**ent** | *They sell* |

## GRAMMAIRE Irregular present tense verbs

| Faire = to do / to make | | Aller = to go | |
|---|---|---|---|
| Je fais | *I do* | Je vais | *I go* |
| Tu fais | *You do* | Tu vas | *You go* |
| Il/Elle/On fait | *He/She/One does* | Il/Elle/On va | *He/She/One goes* |
| Nous faisons | *We do* | Nous allons | *We go* |
| Vous faites | *You do (form/pl)* | Vous allez | *You go (form/pl)* |
| Ils/Elles font | *They do* | Ils/Elles vont | *They go* |

**GRAMMAIRE** Modal verbs

| Vouloir = to want | |
|---|---|
| Je veux | *I want* |
| Tu veux | *You want* |
| Il/Elle/On veut | *He/She/One wants* |
| Nous voulons | *We want* |
| Vous voulez | *You want (form/pl)* |
| Ils/Elles veulent | *They want* |

| Pouvoir = to be able to | |
|---|---|
| Je peux | *I can* |
| Tu peux | *You can* |
| Il/Elle/On peut | *He/She/One can* |
| Nous pouvons | *We can* |
| Vous pouvez | *You can (for/pl)* |
| Ils/Elles peuvent | *They can* |

## Grammar

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

⭐ **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 + infintive (going to do)**

**Je vais**
I am going

**On va** / **Nous allons**
*We are going*

Use the present tense of the verb ALLER from above ↗

| | |
|---|---|
| **aller** au parc | *to go to the park* |
| **visite**r le musée | *to visit the museum* |
| **manger** au resto | *to eat at a restaurant* |
| **acheter** un jeu vidéo | *to buy a videogame* |
| **voir** un spectacle | *to see a show* |
| **faire** les magasins | *to go shopping* |
| **prendre** le bus | *to take the bus* |

# French

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

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

## The Past: The Perfect Tense with Avoir

We use the perfect tense to say what we did or have done 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 = *To have*** | |
|---|---|
| J'**ai** | *I have* |
| Tu **as** | *You have* |
| Il / Elle/ On **a** | *He / She has* |
| Nous **avons** | *We have* |
| Vous **avez** | *You all have* |
| Ils / Elles **ont** | *They have* |

+

| **PART 2: The Past participle** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ER verbs +é** | | **IR verbs +i** | | **RE verbs +u** | | **Irregulars** | |
| visité | *visited* | fini | *finished* | perdu | *lost* | fait | *did* |
| regardé | *watched* | vomi | *vomited* | attendu | *waited* | pris | *took* |
| écouté | *listened* | dormi | *slept* | vendu | *sold* | bu | *drank* |
| mangé | *ate /eaten* | | | | | vu | *saw* |
| acheté | *bought* | | | | | lu | *read* |

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

## 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 = *To be*** | |
|---|---|
| Je **suis** | *I am* |
| Tu **es** | *You are* |
| Il / Elle **est** | *He/She is* |
| Nous **sommes** | *We are* |
| Vous **êtes** | *You lot are* |
| Ils / Elles **sont** | *They are* |

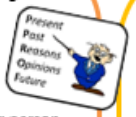
+

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

Grammar

# 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

## 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

**Ça me plaît beaucoup** - I like it a lot
**Ça me plaît de m'amuser** - I like having fun
**Ça me plaît de sortir** - I like going out
**Ça me plaît de faire ...** - I like doing/going ...
**Ça me plaît d'aller ...** - I like going

| | |
|---|---|
| **chouette** | *great* |
| **affreux (euse)** | *horrible* |
| **ennuyeux (euse)** | *boring* |
| ***agréable*** | *pleasant* |
| **amusant (e)** | *funny* |
| **nul (le)** | *rubbish* |
| **dégoûtant (e)** | *disgusting* |
| **pratique** | *practical* |
| **dangereux (euse)** | *dangerous* |
| **parfait (e)** | *perfect* |
| **mauvais (e)** | *bad* |
| **passionnant (e)** | *fascinating* |

| | |
|---|---|
| **bête** | *silly* |
| **sympa** | *nice* |
| **une perte de temps** | *waste of time* |
| **laid (e)** | *ugly* |
| **fabuleux (euse)** | *fabulous* |
| **impoli (e)** | *rude* |
| **désastreux (euse)** | *desastrous* |
| **casse-pieds** | *annoying* |
| **pas mal** | *not bad* |
| **rien de spécial** | *nothing special* |
| **ordinaire** | *ordinary* |
| **effrayant (e)** | *scary* |

## 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* |

## Intensifiers...

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

## 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**

## Adverbs...

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


## 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** (worth the effort) | - it's worth it |
| **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 |

## Conditional...

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

## 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?

# Geography

## Urban Issues & Challenges: LICs
## Paper 2, Question 1

## Urbanisation Tier 3 Vocab

**Urbanisation** – an increase in the proportion of people living in towns and cities.
**Natural Increase** – The birth rate minus the death rate of a population.
**Rural to urban migration** – the movement from rural to urban areas, due to push and pull factors.
**Industrial Revolution** – sudden growth of secondary industry in the UK.
**Mega cities** – urban areas with populations over 10 million.
**Deindustrialisation** – decline/closure of the majority of the UK's secondary industries.
**Squatter settlements/favellas** – people's homes that are set up illegally on owned land.
**Brownfield sites** – land that has already been developed.
**Greenfield sites** – land that has never been developed.
**Urban sprawl** – growth of cities outwards into surrounding areas.

## Urban Trends

- Urbanisation first occurred in high-income countries (HICs) during the Industrial Revolution. People were attracted to urban areas (pulled) from rural areas to work in factories. They were also pushed as developments in technology led to mechanisation on farms.
- Nowadays, the rate of urbanisation in low-income countries (LICs) is greater than in HICs. As LICs develop, more people migrate to urban areas. The choropleth maps below clearly show how many LICs are becoming more urbanised.

## Urbanisation Factors

Although urbanisation is greater in wealthier areas of the world compared to poor areas, rates of urban growth (changes between 1950 and 2024) are higher in less developed areas of the world. rates of urbanisation in poorer parts of the world are very high. This is due to **rural-urban migration** and **natural increase** Current rates are projected to increase due to industrialisation and economic development in some poorer countries. Urban growth rates are lower in more developed countries because they have already taken place, hence the high levels (over 80%).

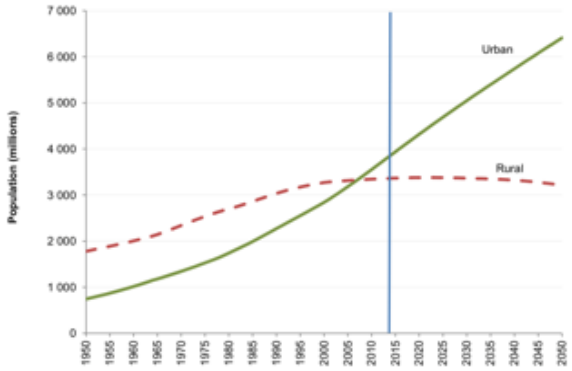
***Push Factors***
- Agricultural changes
- Economic pressures
- Resource scarcity
- Disasters and conflicts

***Pull Factors***
- Employment
- Improved living standards
- Education
- Social factors

## Global Urban Change

By 1804, the world's population had grown from half a billion to one billion over 300 years. By 1999, it had surged from 3 billion to 6 billion in merely 39 years. It is anticipated that the global population will stabilise in the twenty-second century.

Urbanisation is the increase in the proportion of people living in towns and cities. The graph below shows a significant increase in urbanisation between 1950 and 2014, from 0.8 billion to 3.85 billion people.




## Megacities

- A megacity is an urban area with a population of over ten million people.
- In 1975, there were only four megacities – New York, Tokyo, Mexico City and São Paolo. Today, there are estimated to be 35.
- Asia is home to 62.9% of the world's megacities, most of which are located in India and China.
- In 2024, most megacities are located in NEEs.
- By 2050, 14 more urban areas are set to become megacities.
- Many of the world's fastest growing cities are currently in Africa.

# Geography

## Urban Issues & Challenges: LICs
## Paper 2, Question 1

## The Location of Rio


**Rio de Janeiro (Rio)**

- Brazil's second most populated city after Sao Paulo with a population of 6.5 million, and a further 12.5 million in the urban area.
- Located in southeast of Brazil on the Atlantic coast.
- Rio was the capital of Brazil under Portuguese colonial rule. It was established as a trading port.
- Brasilia became the capital city of Brazil in 1960 to encourage economic development further inland.

## Regional Importance

- Rio is important in providing hospitals, schools and universities and provides employment, leisure and recreation opportunities
- A thriving arts and culture scene.
- The city is a major transport hub with an airport and important docks providing raw materials for local and regional industries exporting products.

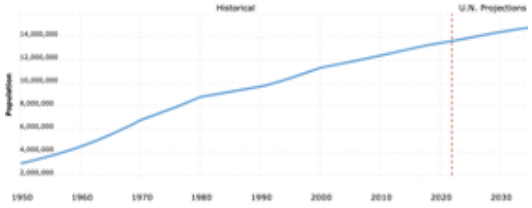
## National Importance

- Brazil's oil, mining and telecommunications companies have their headquarters in Rio.
- Several of the country's universities and research and development institutions area based in Rio.
- Rio is a major manufacturing centre specialising in chemicals, processed food, clothing and pharmaceuticals.
- The port is important for the export of coffee, sugar and iron ore.
- It is Brazil's second most important industrial area and produces 5% of the country's gross domestic product (GDP).
- Major entertainment and media organisations are based in Rio.

## International Importance

- Rio has hosted several global sporting events for example the 2016 Olympic and Paralympic Games Games, and the 2014 World Cup
- Tourists from around the world are drawn to Rio to see attractions such as the Statue of Christ the Redeemer and participate in colourful festivals.
- The city is an international centre for industry and finance.
- It has five ports and three airports, which make it a major international transport hub.
- It is one of the most visited cities in the southern hemisphere due to natural attractions such as its stunning beaches and Sugarloaf mountain.

## Population Growth




- Population growing rapidly. Since the 1950s, population has tripled.
- As a result, Rio de Janeiro has an estimated 2020 population of 6.48 million.
- The metro population (surrounding area under the same local government) of Rio de Janeiro is much larger, however, with 13.5 million residents in 2021.

## Reasons for Growth

**Rural to Urban Migration**

Largest groups of migrants is the Portuguese people. Rio is the largest Portuguese city outside of Portugal.
Rural-to-urban migration has been a significant cause of population growth.
Pull factors - better education, employment opportunities, and improved living conditions.
Push factors -mechanisation (use of machinery) on farms, poor living conditions and the lack of employment opportunities
Recently from South Korea and China who seek business opportunities

# Geography

Urban Issues & Challenges: LICs
Paper 2, Question 1

## Rio Reasons for Growth

### Natural Increase

- High migration rate into Rio = youthful population.
- City has a high rate of natural increase due to the high birth rate and relatively low death rate.
- The death rate was 5.7 per 1000 people in 2015 and the death rate was 12.75 per 1000 people. This is a natural increase of 7.05 per 1000 people.

## Rio Economic Development

### Manufacturing

- Rio is a hub for diverse industries, (engineering, pharmaceuticals, printing, publishing, and food processing).
- Offshore oil discoveries have driven the growth of oil-related industries such as refining and shipbuilding, which provide stable employment and attract investment. These industries create a multiplier effect, fostering new businesses in the supply chain and boosting economic growth.

### Commercial and Industrial Zones

- The North and Centro zones are key industrial hubs, benefiting from their proximity to Brazil's third-busiest port.
- Areas export goods like coffee, sugar, and oil, while thriving industries here provide employment for the local population.
- The city's high income per capita drives demand for services and retail, boosting the economy further.

### Infrastructure

- Significant investment in infrastructure has improved roads, transport, and services.
- City's port facilities and transport links enhance its role as a centre for commerce and industry.
- Planned infrastructure improvements will continue to attract business and create further economic opportunities

## Rio Social Opportunities

### Health Care

- Rio de Janeiro offers better healthcare access than rural areas, with 3.44 doctors per 1,000 people compared to Brazil's average of 2.81.
- Initiatives like "family health teams" reach up to 3,000 individuals per team.
- Healthcare coverage in favelas increased from 4% to 70% since 2008, supported by investments for the World Cup and Olympics.
- During the COVID-19 pandemic, Rio achieved higher vaccination rates than other regions, reflecting its advanced healthcare infrastructure.

### Water supply

- 96% of Rio residents access piped water, vs only 88% in favelas. The city's water system is world's largest treatment facility - seven new plants, & 300 km of pipelines built since 1998.
- Most of Rio's water comes from the Guandu River, supported by over 1,000 mm of annual rainfall, ensuring a reliable supply with proper infrastructure and management.

### Education

- Rio's education system surpasses that of rural areas - over 1,000 primary schools, 400 secondary schools, & 6 universities.
- City has 97% literacy rate for those aged 15+, exceeding national average of 93.2%.
- "Schools for Tomorrow" programme & government grants improve favela education.
- The opening of Estácio de Sá University in Rocinha further enhances higher education opportunities.

### Energy

- Nearly 99% of Rio's population has electricity access, with the 2013 Simplicio hydroelectric plant (supply increase of 30%).
- 2 nuclear reactors are operational, with a third underway.
- Solar panels in the Santa Marta favela provide clean energy to poorer areas.
- However, illegal power tapping in favelas remains an issue, leading to risks such as fires.

## Rio Economic Development

**Tourism** – With its iconic beaches, cultural heritage, and global events like Carnival, Rio is a top tourist destination. The South Zone, in particular, thrives on tourism, providing jobs in hospitality, retail, and luxury services. Tourism significantly contributes to the city's economy.

**Informal Sector** – Unemployment in Rio's favelas can exceed 20%, with many residents relying on the informal economy. Jobs include street vending, housekeeping, and handicraft production. While these roles offer essential income, they are low-paid, sporadic, and lack formal contracts, leaving workers without benefits or job security. This sector represents one-third of Rio's workforce but does not generate tax revenue for the government.

# Geography

Urban Issues & Challenges: LICs
Paper 2, Question 1

## Rio's Challenges

- **Favelas:** Informal settlements housing over 1.5 million people, often lacking basic services like clean water, electricity, and sanitation.
- **Overcrowding:** Densely populated slums with poor infrastructure and high crime rates.
- **Employment:** Limited job opportunities and informal work with low pay.
- **Health Risks:** High rates of disease due to poor sanitation and unsafe housing.

## Favela Bairro Project

- **What is it?** A site and service scheme where authorities provide land, materials, and infrastructure, allowing residents to improve their own homes.
- Example: Complexo do Alemão:
- Home to 26,000 residents.
- Improvements include:
- Fresh water and sanitation systems.
- Paved roads and street lighting.
- Schools, health centres, and community facilities.
- A cable car system improving access to the city centre.
- Credit schemes for residents to purchase materials for home upgrades.

## Tier 3

**Favela:** A densely populated informal settlement in Brazil, often self-built homes and a lack of access to services such as sanitation, water, and electricity.

**Site and Service Scheme:** A project where infrastructure is provided, and residents build their own homes.

**Quality of Life (QoL):** Measures well-being based on health, education, and living conditions.

## Features

**Social:**

- Childcare and after-school programmes.
- Adult education and skills training (e.g., computing and hygiene).
- Access to healthcare services.

**Economic**

- Legal land ownership for residents.
- Credit access to enable home improvements.
- Increased job opportunities through better transport links.

**Environmental**

- Replacement of unsafe housing with brick structures.
- Infrastructure upgrades for water, electricity, and sanitation.
- Road widening to improve waste collection and emergency access.

## Improvements to QOL

- **Social:** Better healthcare, education, and safer housing.
- **Economic:** Legal ownership and credit schemes improve financial stability.
- **Environmental:** Safer housing and improved sanitation reduce health risks.

## Successes and Challenges

**Successes:**

- Recognised by the UN as a model for sustainable urban planning.
- QOL and job prospects significantly improved.
- Mobility enhanced through the cable car system.

**Challenges:**

- Limited literacy affected training programmes.
- Credit schemes were not widely accessible.
- Rent increase made homes inaccessible to some.
- Maintenance of costly infrastructure (e.g., elevated pavements causing flooding).

# Health and Social Care

## R032 Principles of care

### 2.2 Benefits of applying person-centred values

Benefits for **service providers** of applying person-centred care

27.

| Benefit | Explanation |
|---|---|
| Provides clear guidelines of the standards of care that should be given | Service providers will know how to do their job effectively. Service users will receive appropriate care, attention and treatment to meet their individual needs. All of the staff in a care setting will be working to the same high standards |
| Improves job satisfaction | The service provider's role is clearly defined and they are aware of how to apply "best practice"; this provides job satisfaction for service providers. |
| Maintains or improves quality of life | People who use services will have their individual needs met. For example , by:<br>• Providing hospital patients with appropriate nutritional meals<br>• Providing help to eat and drink<br>• Discussing their treatment with them<br>• Consulting with them about alternative types of treatment available |
| Supports rights to choice and consultation | Choice is empowering and this is a feature of person-centred care as service providers will be involved in helping to construct a plan of care with a service user that fully takes account of their care needs and preferences. |
| Supports service providers to develop their skills; enables the sharing of good practice. | Partnership working enables collaboration between colleagues to develop best practice which will lead to the best possible outcomes as individual needs will be met. |

Benefits for **service users** of applying person-centred care

28.

| Benefit | Explanation |
|---|---|
| Ensures standardisation of care given; improves the quality of care being given to the service user. | Provides clear guidelines of the standards of care that should be given, and this maintains quality of care. When service providers apply the person-centred values of care in their day-to-day work , they ensure that service users:<br>• Always receive appropriate care that meets their needs<br>• Do not experience discriminatory attitudes<br>• Have their diversity valued and rights supported |
| Maintains or improves quality of life for service user | Service users rights, beliefs and preferences will be respected and their individual needs will be met. This ensures that the care they receive is beneficial in every way for example, an occupational therapist carries out a home assessment of an older person with arthritis. As a result of the visit, various kitchen aids such as an easy grip knife and a special bottle and jar opener are provided. These will enable the service user to continue preparing their own meals independently. |
| Supports service users to develop their strengths | Person centred care ensures the service user is involved in decision-making by discussing their care needs and then being given, for example information about the different options that will meet their needs. The service user can then choose the care that they prefer. This is enabling and empowering, ensuring the service user is at the centre of their care and has choice and control |

# Health and Social Care

## R032 Principles of care

### 2.3 Effects on service users' health and well-being if person-centred values are not applied

Effects on service users can be :
Physical
Intellectual
Emotional
Social

29.

This can be remembered as PIES.

**Physical effects**
Effects on your body.

30.

A nursing home resident suffers with coeliac disease this causes unpleasant symptoms if gluten is consumed. If they are not given gluten free food, it will lead to a deterioration of their digestive health.
If a hospital patient is not given regular drinks, they will become dehydrated and their condition will get worse.

**Intellectual effects**

31.

These relate to your thought processes such as thinking skills, understanding, learning, reasoning, comprehension and knowledge.

If a young adult who has learning difficulties is not given support and learning activities matched to their needs, that learning will not progress and they will not reach their potential.

If staff at a retirement home expect residents to sit and watch television for most of the day and do not provide a range of activities to engage their interests, the residents will lack mental stimulation and suffer loss in concentration. This can have negative effects on their mental health and well being.

34.

| Physical | Intellectual |
|---|---|
| • Pain<br>• Existing illness gets worse<br>• Bruising<br>• Cuts and grazes<br>• Broken bones<br>• Dehydration<br>• Malnutrition<br>• injury | • Lack of skills development<br>• Lack of knowledge<br>• Lack of progress<br>• Loss of concentration<br>• Losing interest<br>• Lack of stimulation<br>• Will not achieve potential |
| **Emotional** | **Social** |
| • Low self esteem<br>• Low self confidence<br>• Disempowered<br>• Upset<br>• Loss of trust<br>• Angry<br>• depressed<br>• stress<br>• Frustrated<br>• humiliated<br>• self harm frightened feeling unsafe | • Withdrawn<br>• isolated<br>• Lonely<br>• Excluded<br>• Become anti social<br>• Uncooperative<br>• Lack of friends<br>• Develop behaviour problems<br>• Refusal to use the service |

**Emotional effects**

32.

These relates to a service users feelings.

An elderly woman attends a day centre. She's a vegetarian but at lunch is expected to eat the same meal as the others, just without the meat. This is unfair treatment, and is likely to upset her as she is not being treated as well as the others. She might develop low self esteem she feels she is not important enough to be given a proper vegetarian meal. She could also feel embarrassed that she's being a nuisance, expecting a "special "meal.

An expectant mum would be upset, angry and frustrated if her midwife told her that she cannot have a home birth, without explaining the reasons why or giving her the chance to ask questions.

**Social effects**

33.

These relate to service users relationships with others. If Stafford a centre do nothing about other young adults laughing at a girl who has a birthmark on her face, the girl may lack friends, become isolated and withdrawn, and refused to attend. An elderly resident at a retirement home has an undiagnosed hearing problem. The stuff do not bother to talk to him much because they think he just doesn't like socialising and prefers to be by himself. He avoids spending time with other residents, he can't hear properly and has to keep asking for things to be repeated. He doesn't want to bother other people so he keeps to himself.

# Health and Social Care

R033 Principles of care

## KNOWLEDGE ORGANISER
## HEALTH AND SOCIAL CARE YEAR 10
## RO33

**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 Principles of care

## 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

## Anglo-Saxon c.1000-.1066

### New Definitions of Crime

- The Kings and nobility decided on crimes.
- **Crime against the person**: murder, fights.
- **Crime against property**: poaching, arson.
- **Crime against authority**: treason, attack on a person of a higher status.

### Methods of Law Enforcement

- **Responsibility of King** to maintain King's Peace.
- **Local Collective Responsibility**: Hue and Cry, Tithings, Hundreds, Shire Reeves,
- **Role of the Church**: Religious oaths, trail by hot water, hot poker, cold water, blessed bread to decide guilt or innocence

### Punishments

- **Public punishments:** Stocks and pillory
- **Fines:** Wirgild
- **Capital Punishment:** Hanging
- **Corporal Punishment:** Branding, maiming

## Norman Britain 1066 - 1154

## Medieval: c.1000 - c.1500

### *New* Definitions of Crime

- **William the Conquer** asserts his control
- **Deals violently** with Anglo-Saxon Rebels
- **Builds Castles**
- **Feudal System**
- **Forest Laws & poaching & outlaws**
- **Murdrum Fine**

### Methods of Law Enforcement

- **Collective Responsibility** still ongoing.
- **The King's Mund** (The King's Peace)
- ***NEW* Trial by Combat** for nobility.

### Punishments

- Similar punishments to Anglo-Saxon **BUT**
- ***NEW* Wergild** Fine paid to the King
- More brutal punishments
- Community punishments
- Increased use of death penalty to show authority as King.

## Late Medieval 1154-1500

### Definitions of Crime

- The Kings highly influenced by nobles when deciding new laws to protect their own interests against the poor.
- ***NEW LAW* Statute of Labourers 1351**
- ***NEW LAW* Heresy 1382**

### Methods of Law Enforcement

- Collective Responsibility ongoing
- ***NEW*** Henry II **Assizes of Clarenden** – set of rules and a jury for law courts.
- Prisons to hold suspects before trial.
- Royal Judges and Justices of Eyre visit every county twice a year.
- **Standardised** written instructions given to Shire Reeves.
- ***NEW*** Coroners and Justices of Peace.

### Punishments

- Corporal punishment as deterrent
- ***NEW*** **Hanged, drawn, quartered** for the crime of treason.

## The Influence of the Church

- **A huge influence of the Church over attitudes and law & order.**
- **Church Courts more lenient on punishments.**
- **The Pope ends Trial by Ordeal to encourage law courts & juries.**
- **Henry II challenged the Church's power – dislike of Benefit of the Clergy and seeking religious sanctuary.**

# History

**Early Modern 1500 - 1700** → **18th and 19th century 1700 - 1900** → **Twentieth Century 1900 - Present**

## Early Modern: c.1500 - c.1700

### Main causes of change

- ❑Religion
- ❑Politics
- ❑Changing attitudes
- ❑Role of monarchs
- ❑Growing towns
- ❑Population
- ❑Exploration
- ❑Trade/Economy

### New Definitions of Crime

**MANY RELIGIOUS INFLUENCES IN THIS TIME**

***NEW*** Heresy and Treason – think changes in religion (Catholic Vs Protestants).
***NEW*** Vagabondage/vagrancy Laws:
- The Vagrancy Act
- Relief of the Poor Act
- The Poor Law

***NEW*** Smuggling
***NEW LAW*** 1671 Game Act (poaching still a social crime)
***NEW*** Puritan Laws 1653 – Strict Puritan laws after the Civil War
***NEW*** Witchcraft

### KEY INDIVIDUAL: Matthew Hopkins & Witchcraft

- ❑Why did so many believe in witchcraft?
- ❑What were the laws against it?
- ❑How were individuals put on trial?
- ❑What was the punishment?
- ❑What was the role of Matthew Hopkins as a key individual?

### KEY EVENT: The Gunpowder Plot 1605

- ❑ An example of religious and political influences.
- ❑ An example of harsh Bloody Code punishments
- ❑ An example of how laws change as a result of crime: 1605 **Thanksgiving Act**, 1606 **Popish Recusants Act**

### CHANGE — Methods of Law Enforcement

***NEW*** The wide use of Town Constables
***NEW*** The Night Watchman
***NEW*** Thief Taker

### SIMILARITY

- ❑**Collective Responsibility** still effective in smaller towns and villages. Hue and Cry etc.
- ❑Still **no national form of organised** policing
- ❑**Standards** of law enforcement varied across the country.
- ❑**Rich** better protected than the poor.

### CHANGE — Punishments

- ❑***NEW*** **Transportation** to North America.
- ❑***NEW*** **Early prisons** as a form of punishment.
- ❑***NEW*** **Houses of Correction** and hard labour.
- ❑***NEW*** The start in the belief of the **BLOODY CODE**.

### SIMILARITY

- ❑**Corporal punishments** remain
- ❑Punishments as a **deterrent** and **retribution** remain.
- ❑**Positive attitudes** to harsh punishments.

# History

# Industrial Revolution: c.1700 - c.1900

## New Definitions of Crime

**SIMILARITY**

**SMUGGLING:** Still a social crime, still hard to tackle, declined as import duty reduced.
**POACHING**: Still a social crime by the poor, not often reported, enforced by the rich.
**HIGHWAY ROBBERY**: A very minor crime in previous era.
**WITCHCRAFT:** Still some poorer, rural belief in witchcraft.

**CHANGE**

**SMUGGLING:** Increased, gangs, punished harshly, rich supported it for luxury goods.
**POACHING**: Increased, gangs, harsher punishments, 1723 Black Act..
**HIGHWAY ROBBERY**: Dramatic increase with use of transport and trade.
**WITCHCRAFT:** Was decriminalised in 1735. Most educated attitudes no longer believed in witchcraft.

**KEY INDIVIDUAL: Home Secretary & Prime Minister Robert Peel.**

- ❑Major changes to Prison Reform and police. Known as the 'Father of Modern Policing'.
- ❑1823 Gaols Act, 1829 Metropolitan Police Act

## Main causes of change

- ❑Decline in religious beliefs
- ❑Politics, population increase, voting.
- ❑Exploration, economy of the Industrial Revolution.
- ❑Improved transport & trade.
- ❑Changing attitudes, humanitarianism, & education.

## KEY EXAMPLE: Pentonville & the Separate System

- ❑Prison first of its kind.
- ❑Emphasised hard work & isolated prisoners
- ❑Split prisoners into different groups.
- ❑However, health was taken into account through sanitation.
- ❑**KEY TERMS:** The Crank, treadwheel, discipline, separate system, silent system, religion, cells, religious teaching, toilets, deterrent, reform.

## Methods of Law Enforcement

**CHANGE**

*NEW* 1748 Bow Street Runners
*NEW* 1829 First police force by Robert Peel and **Metropolitan Police Act**
*NEW* Rural Constabulary Act
*NEW* 1842 Start of the C.I.D.
*NEW* 1856 Police Act – National Force.

**SAME**

- ❑**Rural areas** still dealt with crime
- ❑**Parish Constables** dealt with local crime
- ❑**Watchmen** still employed by the rich.
- ❑**Soldiers/army** could still be brought in.
- ❑**Collective Responsibility** still expected.

## Punishments

**MUCH CHANGE**

*NEW* Humanitarianism & prison reform
*NEW* Elizabeth Fry and John Howard.
*NEW* Bloody Code ended.
*NEW* Laws to improve prisons.
*NEW* Religion influenced prison changes.
*NEW* Robert Peel influenced change.
*NEW* Technology improved prison health
*NEW* Emphasis on reform & rehabilitation
Transportation & capital punishment ended in 1869.

# History

## 20th Century: c.1900-Present

### Main causes of change

- ❑ Technology & science
- ❑ Public attitudes and democracy
- ❑ Politics
- ❑ Trade and economy
- ❑ Liberal attitude towards reform and rehabilitation.
- ❑ Immigration & population.

## New Definitions of Crime

**SIMILARITY & DIFFERENCE**

***NEW * methods of crime but same act.**

- ❑ **Driving Offences:** speeding, drink driving.
- ❑ **Drug Taking and dealing (social crime)**
- ❑ **Cyber Crimes:** fraud, theft, copyright.
- ❑ **Slavery: people trafficking.**
- ❑ **Terrorism:** Remember 1605?
- ❑ **Smuggling:** Advanced gangs & methods.

***NEW* Crimes due to changing attitudes.**

- ❑ **Homophobic crime** – homosexuality decriminalised & Sexual Offences Act 1967.
- ❑ **Race/hate crime:** Race Relations Act 1968.
- ❑ **Dom. Violence** Domestic Violence Act 1976
- ❑ **Abortion:** Decriminalised in 1967.

## Methods of Law Enforcement

**CHANGE**

***NEW*** A range of technological and scientific developments to help law enforcement.
***NEW*** An emphasis on crime prevention, targeting youth & education.
***NEW* Specialist police units** to target specific groups – Special Branch, Fraud Squad, Dog Unit.
***NEW*** A standardised set of rules for policing the whole country and police training.

**SAME**

**Neighbourhood Watch** a form of Collective Responsibility.
A re-introduction of police '**on the beat**' with the use of Community Support Officers.

## KEY EXAMPLE:

## The treatment and attitudes towards Conscientious Objectors.

**The Military Services Act 1916**

- ❑ Reasons for not joining the army and becoming a C.O. or 'Conchie'.
- ❑ Attitudes of the **media** towards C.O.s in WW1
- ❑ Attitude of the **government** towards C.O.s in WW1
- ❑ Attitude of the **public** towards C.O.s in WW1
- ❑ Punishment of the C.O.s in WW1
- ❑ How attitudes stayed the same and changed by WW2.

## Punishments

**CHANGE**

- ❑ **Abolition of the Death Penalty 1969 –** Know the reasons why.
- ❑ **Further Prison Reforms:** Borstals, Education, Criminal Justice Act 1948, Increase in prison numbers, Mental hospitals,
- ❑ **Non-Custodial Sentences:** Youth Detention Centre, probation, parole, community service, electronic tagging, ASBO, treatment programmes, restorative justice, fines.
- ❑ **Hard Labour abolished.**

# YEAR 10 – GEOMETRY...

@whisto_maths

# Angles and bearings

## What do I need to be able to do?

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

- Understand and represent bearings
- Measure and read bearings
- Make scale drawings using bearings
- Calculate bearings using angle rules
- Solve bearings problems using Pythagoras and trigonometry

## Keywords

**Cardinal directions:** the directions of North, South, East, West
**Angle:** the amount of turn between two lines around their common point
**Bearing:** the angle in degrees measured clockwise from North
**Perpendicular:** where two lines meet at 90°
**Parallel:** straight lines always the same distance apart and never touch. They have the same gradient
**Clockwise:** moving in the direction of the hands on a clock
**Construct:** to draw accurately using a compass, protractor and or ruler or straight edge
**Scale:** the ratio of the length of a drawing to the length of the real thing
**Protractor:** an instrument used in measuring or drawing angles

## Measure angles to 180° (R)


Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90° and 180°

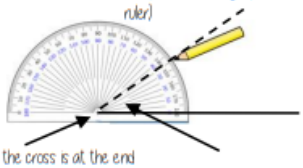
The base line follows the line segment

Make sure the cross is at the point the two lines meet

## Draw angles up to 180° (R)

Draw a 35° angle

Make a mark at 35° with a pencil. Then join to the angle point (use a ruler)



Make sure the cross is at the end of the line (where you want the angle)

The angle

## Angle notation (R)

The letter in the middle is the angle. The arc represents the part of the angle


**Angle Notation:** three letters $ABC$. This is the angle at B = 113°

$\angle ABC$ is also used to represent the angle at B

## Scale drawings (R)

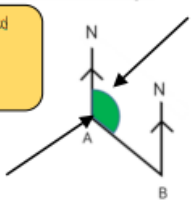
1 : 20

For every 1cm on the model there are 20cm in real life

**Remember: Scale drawings ONLY change lengths and distances. Angles remain the same.**

## Understand and represent bearings

- A bearing is always measured from **NORTH**
- It is always given as three figures




The angle indicated starts from the North line at A and joins the path connecting A to B

This angle shows the bearing of **B from A**

The bearing of B from A is calculated by measuring the highlighted angle

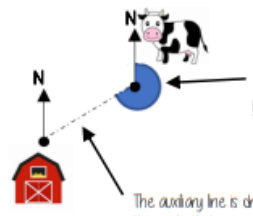
The sentence... "Bearing of ____ from _____" is really important in identifying the bearing being represented

Using **estimation** it is clear this angle is between 090° and 180°

## Directions

Clockwise | Anti-Clockwise


## Measure and read bearings



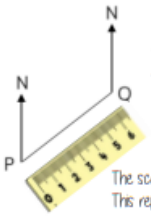

The bearing of the cow to the barn

This angle is measured from **NORTH**
It is measured in a clockwise direction
**Estimation** indicates this angle is between 180° and 270°
Use a protractor to measure accurately
Remember bearings are written as three figures

The auxiliary line is drawn to help you measure and draw the angle that is measured to represent the bearing

## Scale drawings using bearings

Remember – angles **DO NOT** change size in scaled drawings




The bearing measurements do not change from "real life" to images

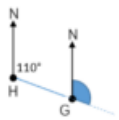
The units in the ratio scale are the same

The scale may need to be calculated from the image. This represents 30km from P to Q

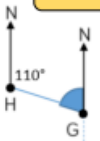
6cm : 30km
6:3,000,000

## Bearings with angle rules

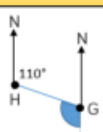
Because two North lines are **PARALLEL**...




They form **corresponding** angles and therefore are the same size



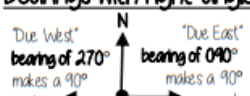

They form **co-interior** angles and add up to 180°




They form **alternate** angles and therefore are the same size

## Bearings with right-angled geometry

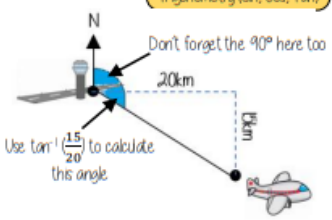
Look for Right-angles
Pythagoras
Trigonometry (Sin, Cos, Tan)




"Due West" **bearing of 270°** makes a 90° angle

"Due East" **bearing of 090°** makes a 90° angle

A plane flies East for 20km then turns South for 15km. Find the bearing of the plane from where it took off




Use $\tan^{-1}\left(\frac{15}{20}\right)$ to calculate this angle

Maths

# YEAR 10 – GEOMETRY...

@whisto_maths

# Working with circles

## What do I need to be able to do?

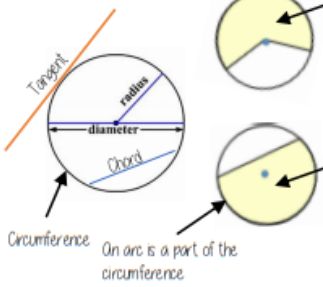
**By the end of this unit you should be able to:**

- Recognise and label parts of a circle
- Calculate fractional parts of a circle
- Calculate the length of an arc
- Calculate the area of a sector
- Understand and use volume of a cone, cylinder and sphere
- Understand and use surface area of a cone, cylinder and sphere

## Keywords

**Circumference:** the length around the outside of the circle – the perimeter
**Area:** the size of the 2D surface
**Diameter:** the distance from one side of a circle to another through the centre
**Radius:** the distance from the centre to the circumference of the circle
**Tangent:** a straight line that touches the circumference of a circle
**Chord:** a line segment connecting two points on the curve
**Frustrum:** a pyramid or cone with the top cut off
**Hemisphere:** half a sphere
**Surface area:** the total area of the surface of a 3D shape

## Parts of a circle




Sector (part of the circle made from two radii)

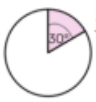
Segment (part of the circle made from a chord)

An arc is a part of the circumference

## Fractional parts of a circle

A circle is made up of 360°

Formula to remember
Area of a circle = $\pi r^2$
Circumference of a circle = $\pi d$ or $2\pi r$




30° represents $\frac{30}{360}$ of a full circle

$\frac{30}{360} = \frac{1}{12}$

$\frac{270}{360}$ of a full circle (in degrees)

$\frac{6}{8}$ of a full circle (in equal parts)

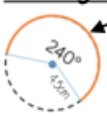
$\frac{3}{4}$ of a full circle

The fraction of the circle is as $\frac{\theta}{360}$

$\theta$ represents the degrees in the sector

## Arc length

Remember an arc is part of the circumference
Circumference of the whole circle = $\pi d = \pi \times 9 = 9\pi$




Arc length = $\frac{\theta}{360} \times$ circumference

$= \frac{240}{360} \times 9\pi$

$= \frac{2}{3} \times 9\pi = 6\pi$

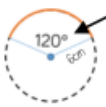
**Perimeter**

Perimeter is the length around the outside of the shape.
This includes the arc length and the radii that encloses the shape.

Perimeter = $\frac{\theta}{360} \times$ circumference $+ 2r$ $= 6\pi + 9$

## Sector area

Remember a sector is part of a circle
Area of the whole circle = $\pi r^2 = \pi \times 6^2 = 36\pi$

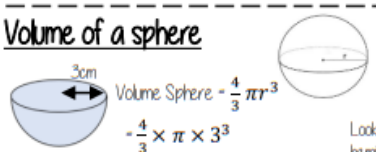



Sector area = $\frac{\theta}{360} \times$ area of circle

$= \frac{120}{360} \times 36\pi$

$= \frac{1}{3} \times 36\pi = 12\pi$

## Volume of a sphere




Volume Sphere = $\frac{4}{3}\pi r^3$

$= \frac{4}{3} \times \pi \times 3^3$

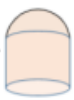
$= \frac{4}{3} \times \pi \times 27$ $= 36\pi$

A hemisphere is half the volume of the overall sphere $= 36\pi \div 2$ $= 18\pi$

Volume Sphere = $\frac{4}{3}\pi r^3$

NOTE: This is now a **cubed** value

Look out for hemispheres being placed on other 3D shapes, e.g. cones and cylinders



## Volume of a cone and a cylinder

Volume Cylinder = $\pi r^2 h$

A cylinder is a prism – cross section is a circle

Volume Cone = $\frac{1}{3}\pi r^2 h$

A cone is a pyramid with a circular base


$V = \pi r^2 h$
$= \pi \times 4^2 \times 10$
$= \pi \times 160$
$= 160\pi$ cm$^3$

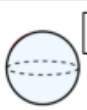
Give your answer in terms of $\pi$' means **NOT** in terms of pi $= 502.7$cm$^3$


The height of a cone is the perpendicular height from the vertex to the base

Look out for trigonometry or Pythagoras theorem – the radius forms the base of a right-angled triangle

## Surface area of a sphere

Surface area = $4\pi r^2$



Radius = 5cm

Surface area = $4\pi r^2$

$= 4 \times \pi \times 5^2$

$= 4 \times \pi \times 25$

$= 100\pi$

The curved surface area of a sphere

A hemisphere has the curved surface AND a flat circular face

$= 100\pi \div 2 = 50\pi$

$= 50\pi + \pi \times 5^2$

Hemisphere $= 75\pi$

## Surface area of cones and cylinders

Surface area cylinder = $2\pi r^2 + \pi dh$


The area of two circles (top and bottom face) + the area of the curved face

The length of shape B is the circumference of the circles

Curved surface area Cone = $\pi rl$


Look out for the use of Pythagoras to calculate the length $l$

Total surface area = curved face + circle face (area of base)

Maths

# YEAR 10 — GEOMETRY...

@whisto_maths

# Vectors

## What do I need to be able to do?

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

- Understand and represent vectors
- Use and read vector notation
- Draw and understand vectors multiplied by a scalar
- Draw and understand addition of vectors
- Draw and understand addition and subtraction of vectors

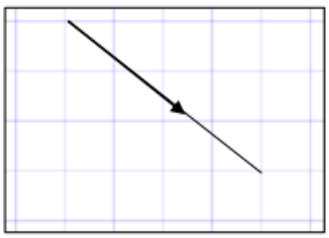
## Keywords

**Direction:** the line our course something is going
**Magnitude:** the magnitude of a vector is its length
**Scalar:** a single number used to represent the multiplier when working with vectors
**Column vector:** a matrix of one column describing the movement from a point
**Resultant:** the vector that is the sum of two or more other vectors
**Parallel:** straight lines that never meet

## Understand and represent vectors

Column vectors have been seen in translations to describe the movement of one image onto another

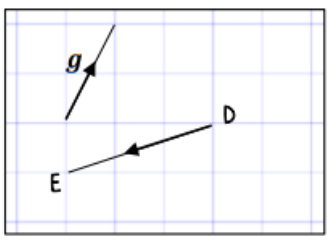
Movement along the x-axis → $\begin{pmatrix} 4 \\ -3 \end{pmatrix}$ ← Movement along the y-axis



Vectors show both direction and magnitude

| | |
|---|---|
| The arrow is pointing in the direction from starting point to end point of the vector | The direction is important to correctly write the vector |
| The magnitude is the length of the vector (This is calculated using Pythagoras theorem and forming a right-angled triangle with auxiliary lines) | The magnitude stays the same even if the direction changes |

## Understand and represent vectors




Vector notation $\overrightarrow{DE}$ is another way to represent the vector joining the point D to the point E

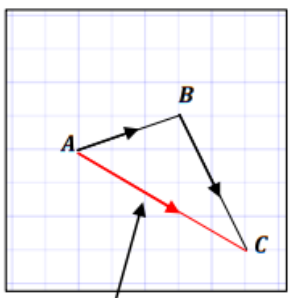
$\overrightarrow{DE} = \begin{pmatrix} -3 \\ -1 \end{pmatrix}$

The arrow also indicates the direction from point D to point E

Vectors can also be written in bold lower case so $\boldsymbol{g}$ represents the vector $\boldsymbol{g} = \begin{pmatrix} 1 \\ 2 \end{pmatrix}$

## Addition of vectors

$\overrightarrow{AB} = \begin{pmatrix} 3 \\ 1 \end{pmatrix}$ $\overrightarrow{BC} = \begin{pmatrix} 2 \\ -4 \end{pmatrix}$




The resultant

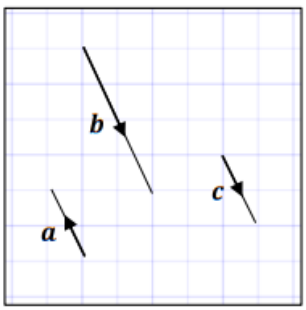
$$\overrightarrow{AB} + \overrightarrow{BC}$$
$$= \begin{pmatrix} 3 \\ 1 \end{pmatrix} + \begin{pmatrix} 2 \\ -4 \end{pmatrix}$$
$$= \begin{pmatrix} 3+2 \\ 1+-4 \end{pmatrix}$$
$$\overrightarrow{AC} = \begin{pmatrix} 5 \\ -3 \end{pmatrix}$$

Look how this addition compares to the vector $\overrightarrow{AC}$

$\overrightarrow{AB} + \overrightarrow{BC} = \overrightarrow{AC} = \begin{pmatrix} 5 \\ -3 \end{pmatrix}$

## Vectors multiplied by a scalar

Parallel vectors are scalar multiples of each other




$\boldsymbol{b} = 2 \times \boldsymbol{c} = 2\boldsymbol{c}$

Multiply $\boldsymbol{c}$ by 2 this becomes $\boldsymbol{b}$. The two lines are parallel

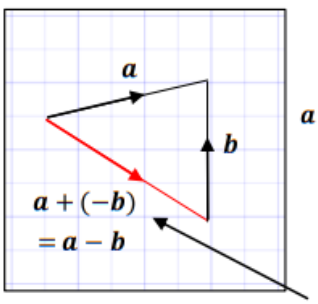
$\boldsymbol{a} = -1 \times \boldsymbol{c} = -\boldsymbol{c}$

The vectors $\boldsymbol{a}$ and $\boldsymbol{c}$ are also parallel. A negative scalar causes the vector to reverse direction

$\boldsymbol{b} = -2 \times \boldsymbol{a} = -2\boldsymbol{a}$

$\boldsymbol{a} = \begin{pmatrix} -1 \\ 2 \end{pmatrix}$ $\boldsymbol{b} = \begin{pmatrix} 2 \\ -4 \end{pmatrix}$ $\boldsymbol{c} = \begin{pmatrix} 1 \\ -2 \end{pmatrix}$

## Addition and subtraction of vectors




$\boldsymbol{a} = \begin{pmatrix} 5 \\ 1 \end{pmatrix}$ $\boldsymbol{b} = \begin{pmatrix} 0 \\ 4 \end{pmatrix}$

$\boldsymbol{a} + (-\boldsymbol{b}) = \begin{pmatrix} 5 + -0 \\ 1 + -4 \end{pmatrix} = \begin{pmatrix} 5 \\ -4 \end{pmatrix}$

The resultant is $\boldsymbol{a} - \boldsymbol{b}$ because the vector is in the opposite direction to b which needs a scalar of -1

Maths

# Music

## 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 one12–30 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 **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 andemulate artists' work.

- **Skills**:Editing basics in Photoshop orLightroom.
  - Emulating chosen artist'stechnique.

**Theory**: Analyze a Photographer and hiswork. Why? What? When? How?
**Homework**: Artist response photoshoot.

  - Annotate contact sheet andedits.

- **Homework every week**:
- Take 20-30 photos exploring theme

**Refine & Experiment**
**Objective**: Try new approaches and refineoutcomes.

- **Skills**:Advanced photo manipulation.
- Mixed media: combining photographywith 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 learnedso far.

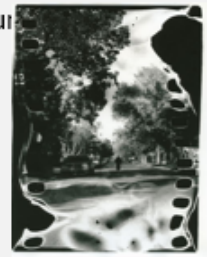
- Planning lighting, composition, editing.

**Theory**: Planning final outcome (moodboards, shoot plan, contact sheets).
**Homework**:

- Carry out final shoot. Start editing.

**Presenting and Evaluating**
**Objective**: Complete final presentationand evaluate work.

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

# Science - Physics

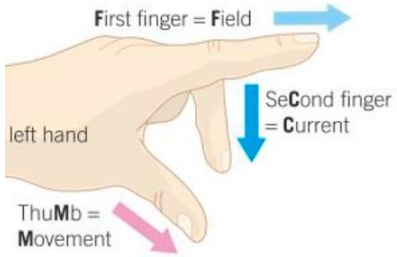
## Fleming's left hand rule

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.

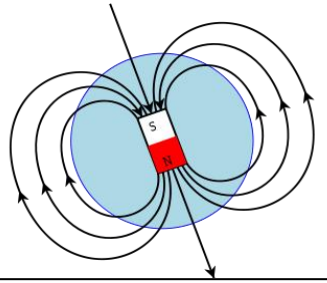



**F**irst finger = **F**ield
Se**C**ond finger = **C**urrent
Thu**M**b = **M**ovement

## 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.



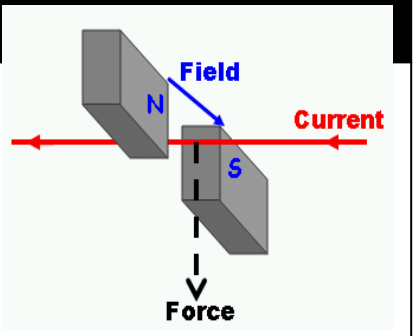

In the diagram, note that:

- 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:

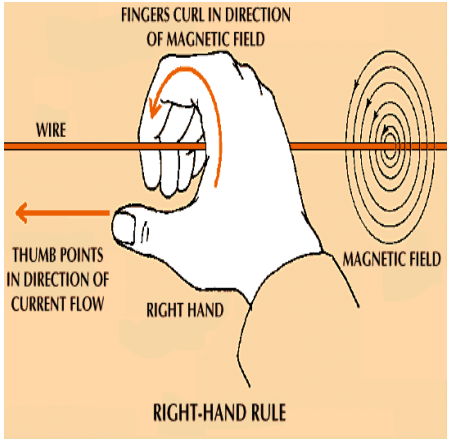
- Greatest when the wire is perpendicular to the magnetic field.
- Zero when the wire is parallel to the magnetic field lines.

## Electromagnets

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

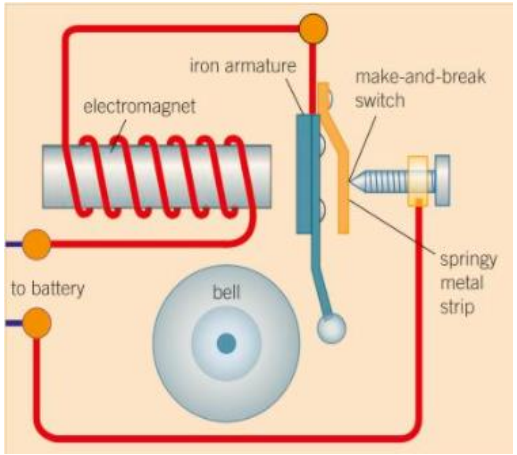
- Wrapping the coil around an iron core.
- Adding more turns to the coil.
- Increasing the current flowing through the coil.

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.




P7 - Electromagnetism

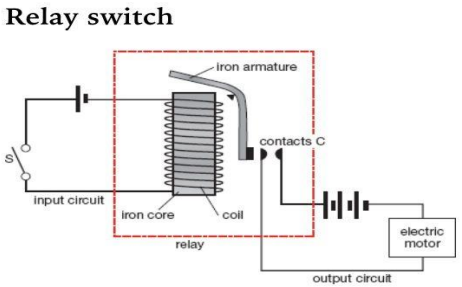
## Electromagnets in devices



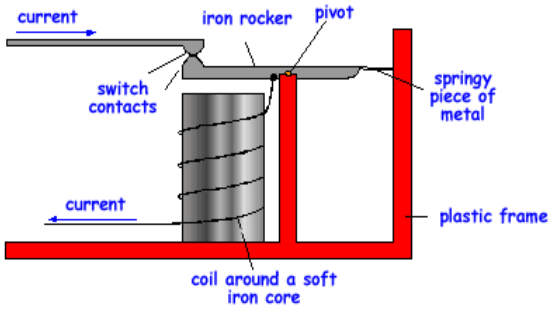

Electric bells, relays and circuit breakers are all devices which use electromagnets.

- 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.

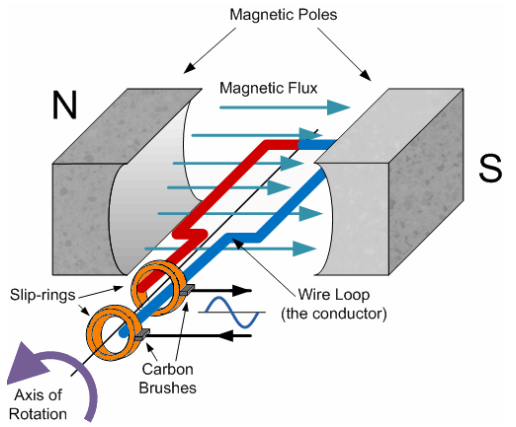



A **circuit breaker** is a switch in series with an electromagnet.
The switch is held closed by a spring.
When the current is too large, the switch is pulled open by the electromagnet and stays open until it is reset manually.



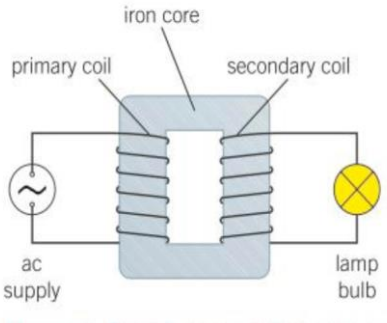

# P7 - Electromagnetism

## 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.

# Science - Biology

B5 – Nervous system

## Keywords

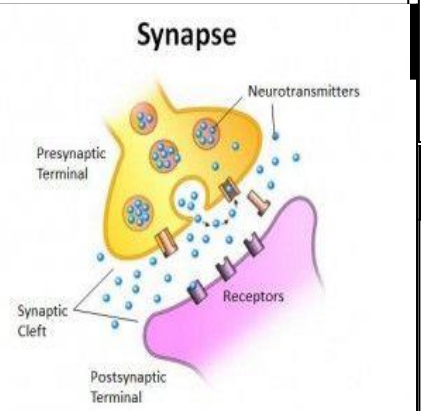
| | |
|---|---|
| Homeostasis | The regulation of internal conditions of cells to maintain optimum conditions for functioning in response to internal and external changes. |
| Receptors | Cells that detect changes in the environment. |
| Effectors | Muscles or glands that bring about a response. |
| Coordination centres | Areas that receive and process information. They coordinate a response. |
| Stimuli | Changes in the environment |
| Reflex action | Rapid automatic responses of the nervous system that do not involve conscious thought. |
| Synapse | A junction between two neurons across which electrical signals pass. |
| Central Nervous System | The brain and spinal cord. |

## Synapses

Junctions between neurons that pass on electrical signals.

Sequence:

1. A nerve impulse arrives at the presynaptic terminal, it triggers the **release of neurotransmitter** from synaptic vesicles.
2. The chemical neurotransmitters **diffuse** across the synaptic cleft and bind with receptors on the post-synaptic neurone
3. This **triggers another impulse** in the post synaptic neurone




## Control system

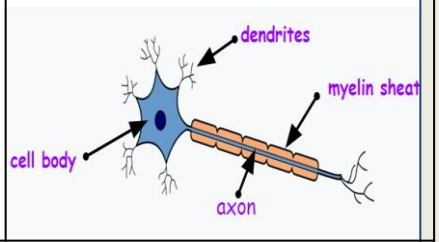

In a reflex the control centre is replaced by a relay neurone creating automatic rapid responses.

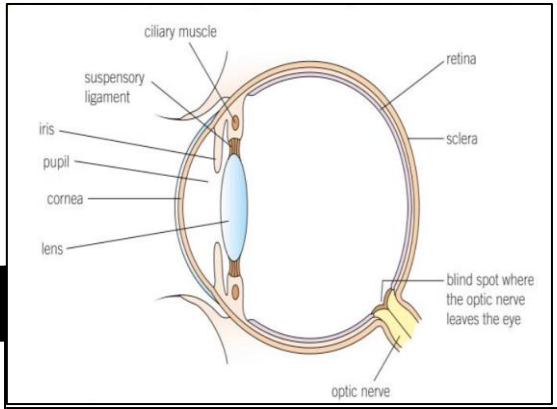
## Neurones

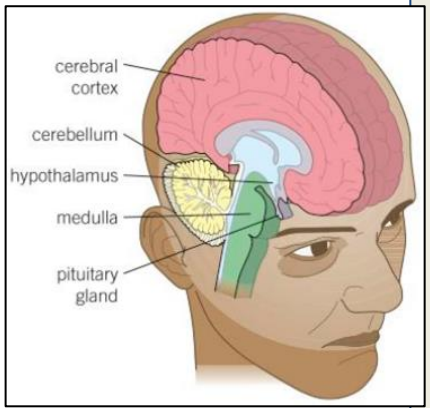
**Sensory neurones** connect receptors to the coordination centre

**Motor neurones** connect the coordination centre to an effector

**Relay neurones** are used to replace the coordination centre in reflexes




## Reflex Arc

1. **Receptor** detects a stimulus.
2. Nerve impulse travels along a **sensory neuron** to the spinal cord.
3. **Relay neurone** transmits the impulse across the spinal cord.
4. Impulse is carried along a **motor neurone** to the effector.
5. **Effector** responds to the stimulus.

# B11 Hormones

## Hormones

Chemicals produced in one area of the body of an organism that have an effect on the functioning of another area of the body. In animals hormones are produced in glands

## Endocrine system

The glands that produce the hormones that control many aspects of the development and metabolism of the body, and the hormones they produce.

The hormones travel in the blood

## Control of blood glucose

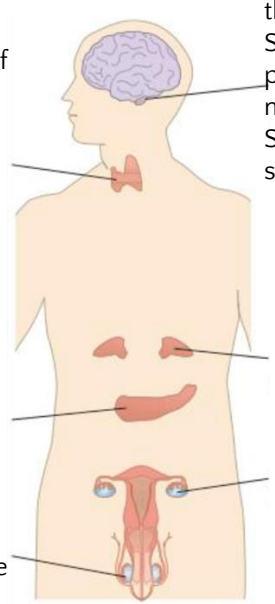
Too high → **Pancreas** produces **insulin** → **Glucose → Glycogen**

Optimum blood sugar level

Too low → **Pancreas** produces **glucagon** → **Glycogen → glucose** Released into blood

**Thyroid gland**
Controls the metabolic rate of the body

**Pituitary gland (master gland)**
Growth in children.
Stimulates the thyroid to make thyroxine (controls metabolism)
Stimulates the ovaries to produce/release eggs and to make oestrogen (women)
Stimulates the testes to produce sperm and testosterone (men)



**Pancreas**
Controls the levels of glucose in the blood

**Adrenal gland**
Prepares the body for stressful situations, controls the release of adrenaline.

**Ovaries**
Controls secondary female sexual characteristics. Involved in the menstrual cycle.

**Testes**
Controls secondary male sexual characteristics. Involved in sperm production

## Menstrual cycle

**Follicle stimulating hormone (FSH)**
Causes the eggs in the ovary to mature.

*stimulates*

**Oestrogen**
Stimulate the build up of the uterus lining

*inhibits* ↑ FSH

*stimulates*

**Luteinising hormone (LH)**
Stimulates the release of the egg at ovulation.

*inhibits* ↑ Oestrogen

*stimulates*

**Progesterone**
If egg fertilised = uterus lining is maintained
Not fertilised= progesterone breaks down, stops LH and produces FSH

## Contraception

**Barrier method**
Stops the sperm reaching the egg, condom, diaphragm

**Hormonal control - Stops uterus lining developing**
Combined pill (and inhibits productions of FSH), Implant (and prevents egg maturing), Patch (and prevents egg maturing)

| Keywords | |
|---|---|
| Thermoregulatory centre | The area of the brain sensitive to temperature of the blood. |
| Vasodilation | The dilation or opening of the blood vessels. |
| Vasoconstriction | The constriction or narrowing of the blood vessels. |
| Dialysis | The process of cleansing the blood through a dialysis machine when the kidneys fail. |

# B12 Homeostasis in action

## Controlling body temperature

**Too hot:**
- Blood vessels supplying capillaries near the surface of the skin dilate so the blood flow through them increases and more energy is lost to the environment.
- Lots of sweat produced by sweat glands.
- Hairs lie flat.
- Skeletal muscles do not contract and relax - no shivering.

**Too cold:**
- Blood vessels supplying capillaries near the surface of the skin constrict so the blood flow through them decreases and less energy is lost to the environment.
- Less sweat produced by sweat glands.
- Hairs pulled erect to trap an insulating layer of air.
- Skeletal muscles do not contract and relax rapidly causing you to shiver.

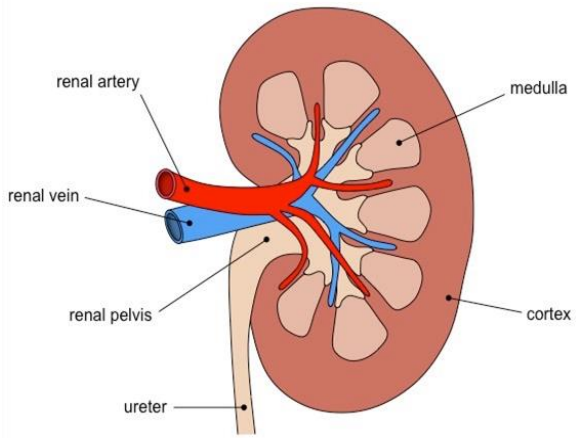
## Removing waste products

**Carbon dioxide:**
This needs to be removed from our bodies because it dissolves in and forms a weak acid called Carbonic Acid ($H_2CO_3$).

**Urea:**
Urea is the result of the breakdown of excess proteins. The breakdown happens in the liver. Urea is poisonous so it needs to be removed from the body.

## The human kidney

**1. Ultrafiltration:**
Small molecules are removed from the blood into the kidney tubules (Glucose, mineral ions, urea, water). Large molecules like proteins stay in the blood.
**2. Selective reabsorption:**
Useful substances are reabsorbed from the tubules back into the blood by diffusion. Glucose is reabsorbed by active transport.
**3. Excretion:**
Excess water, ions and urea pass along the ureter to the bladder as urine.




## Treating kidney failure

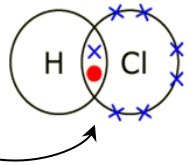
1. Dialysis - A dialysis machine carries out the same functions as a kidney. A person's blood flows between partially permeable membranes. Dialysis fluid is on the other side of the membranes.
2. Kidney transplants - Diseased kidneys can be replaced using a single healthy kidney from a donor. The donor kidney is joined to the blood vessels in the groin of the patient.

# Science - Chemistry

## C2 Structure & Bonding

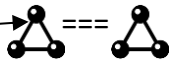
### Covalent Bonding – Between non metals

Pairs of electrons shared
No ions are formed

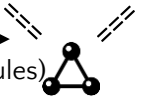



### Simple covalent structures

Strong covalent bonds



Weak intermolecular forces
(attraction between the individual molecules)



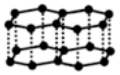
Low melting and boiling points

Does not conduct electricity

### Giant covalent structures

Contain many atoms joined by strong covalent bonds.
Examples :

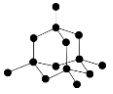
**Graphite** – each carbon is covalently bonded to 3 other carbon atoms.



Delocalised electrons free to carry charge
Layers can slide over each other

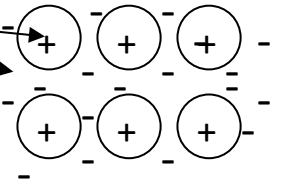
**Diamond** – Each carbon atom is covalently bonded to 4 other carbon atoms

Does not conduct electricity
Very hard
High melting and boiling points



### Metallic bonding

Positive metal atoms
Sea of delocalised electrons



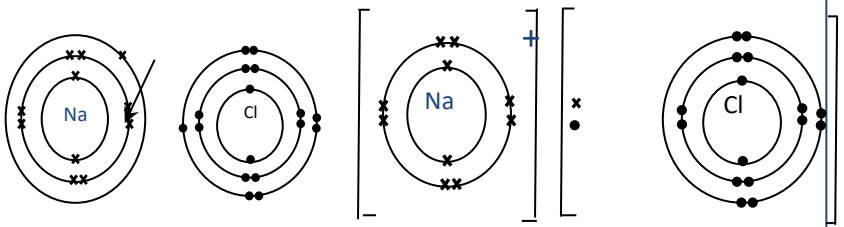
Strong electrostatic force of attraction between + nuclei and delocalised electrons

High boiling and melting points

Delocalised electrons free to carry charge throughout the structure

### Ionic bonding – Between metals and non metals

**Ion** – charged particle formed when an atom gains or loses electrons.




Metal atoms **transfer** electrons to non metal atoms to complete outer shells

Strong electrostatic force of attraction between positively (metal) and negatively charged (non metal) ions.

Ions form giant lattices

High melting and boiling points

Liquid / molten: charged ions can move and carry current

Solids: ions cannot move so cannot carry current

# 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

## KS4

## 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

# Sports Studies

## KS4 Sport Studies Component 1

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.

# Sports Studies

## KS4

## Sport Studies

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.

# Sports Studies

## KS4 Sport Studies

Component 2

**Types of Skills**
•Open Skills – Performed in a changing environment (e.g. passing in football).
•Closed Skills – Performed in a stable environment (e.g. a serve in tennis).
•Basic Skills – Simple movements requiring little concentration (e.g. running).
•Complex Skills – More difficult, involving coordination and decision-making (e.g. dribbling past opponents).

**Types of Practice**
•Fixed Practice – Repeating the same skill in the same environment (good for closed skills).
•Variable Practice – Changing the environment or conditions (good for open skills).
•Whole Practice – Practising the entire skill at once.
•Part Practice – Breaking the skill into sections.

**Open–Closed Skill Continuum**
•Skills aren't just open or closed—they exist on a **spectrum**.
•Some skills are **very closed**, some are **very open**, and many are **somewhere in between**, depending on the environment.


**What is a SMART Target?**
A target that is:
•**S**pecific – Clear and focused on one skill.
•**M**easurable – Progress can be tracked.
•**A**chievable – Realistic for the performer.
•**R**elevant – Linked to performance goals.
•**T**ime-bound – Set within a timeframe (e.g. 4 weeks).

Example
**"To improve my passing accuracy in football from 60% to 80% in small-sided games over the next 4 weeks by practicing passing drills twice a week."**
•**S – Specific**: Focused on passing accuracy in football
•**M – Measurable:** Measured as a percentage (60% → 80%)
•**A – Achievable:** 20% improvement with regular practice
•**R – Relevant:** Passing is a key skill in football
•**T – Time-bound:** To be completed in 4 weeks

**How to Show Progression**
•Using video before/after performances.
•Tracking scores/times or coach feedback.
•Comparing against SMART targets.
•Demonstrating improved technique or decision-making.

**Review and Adjust:**
•After your timeframe, compare your initial and final scores.
•If you meet the target, set a new target or maintain consistency.
•If not, assess what's working and what needs more focus (e.g., specific passing techniques or types of drills).

# Sports Studies

KS4 Sport Studies Component 2

**Risk Assessment**

**What is a Hazard?**
•Something that could cause harm (e.g. wet floor, broken equipment).

**What is a Risk?**
•The chance that the hazard could cause harm and how serious the harm could be.

**What is the Risk Level?**
•**Likelihood** = How likely is it to happen? (1–5 scale)
•**Severity** = How serious would the injury be? (1–5 scale)
(1- Low / 5- High)

Multiply the two together:
- 1–6 = **Low**
- 7–12 = **Medium**
- 13–25 = **High**

**Control Measures**
•Actions taken to reduce risk (e.g. wiping floors, checking equipment, using cones to mark space).

**Emergency Procedures**
•Knowing what to do if an incident happens:
- **Stop play**
- **Call first aider**
- **Contact emergency services if needed**
- **Follow school or venue protocol (Invacuation, Fire Alarm)**

**Session Planning**
**What Makes Up a Session Plan?**
**1.Session aim** – What you're trying to achieve.
**2.Warm-up**
**3.Main drills/activities**
**4.Conditioned game/game scenario**
**5.Cool down**

**What Is in a Warm-Up?**
•**Pulse raiser** (e.g. jogging)
•**Mobility exercises** (e.g. arm swings)
•**Dynamic stretches** (e.g. leg swings)
•Sport-specific movement prep

**What Are Drills and Why Are Drill Diagrams Important?**
•**Drills** are structured activities to practise specific skills or techniques.
•**Drill diagrams** help:
- Show player positions and movement
- Communicate the layout clearly
- Make setup quicker and easier

**How Should the Game Relate to Your Session Aim?**
•The game should **apply the skill** learned in a realistic setting.
•Use **conditioned rules** (e.g. only scoring with a pass, limited touches) to focus on the target skill.

**What Is Involved in a Cool Down?**
•**Gentle exercise** to lower heart rate
•**Static stretching** to aid flexibility and reduce soreness

# Sports Studies

KS4 Sport Studies Component 2

**Leadership in Sport**

**Types of Leadership**

•**Autocratic** – Leader makes all decisions (useful in safety-critical or large groups).
•**Democratic** – Leader involves the group in decisions (good for experienced groups).
•**Laissez-Faire** – Very relaxed, minimal instruction (used in creative sessions).

**Important Skills of a Leader**

•**Communication** – Clear instructions and feedback.
•**Organisation** – Planning sessions and using time well.
•**Confidence** – Speaking in front of groups and leading activities.
•**Decision-Making** – Reacting to changes and adjusting activities.
•**Motivation** – Encouraging others and maintaining enthusiasm.
•**Awareness** – Monitoring safety, participation, and ability levels.

Key Leadership Hints Before Coaching a Session

✅ **Before You Start**
•**Plan ahead** – Know your activity, equipment, timings, and aim clearly.
•**Set up your area early** – Organise cones, balls, and space before your group arrives.
•**Be visible** – Stand in a position where everyone can **see and hear you clearly**.
•**Have a whistle or signal** – Get attention quickly when you need it.

🗣️ **Giving Instructions**
•**Get full attention first** – Ask students to **put equipment down and stop moving** before speaking.
•**Face the group** – And make sure they are facing you.
•**Speak clearly and confidently** – Use a loud, calm voice and short, clear sentences.
•**Demonstrate the activity** – Show the movement yourself or choose a confident student.
•**Check understanding** – Ask questions or get students to repeat back instructions.

🧠 **During the Session**
•**Scan the group regularly** – Look for safety, effort, and understanding.
•**Give praise and feedback** – Encourage good work, and correct mistakes kindly.
•**Adapt the task if needed** – Make it easier or harder depending on ability.
•**Stay calm and in control** – Don't rush, shout, or panic if something goes wrong.