KNOWLEDGE ORGANISER

YEAR 11 – TERM 4

THOMAS HALL SCHOOL

Think Like An
Environmentalist

Community, Collaboration and Challenge

ATTENDANCE MATTERS

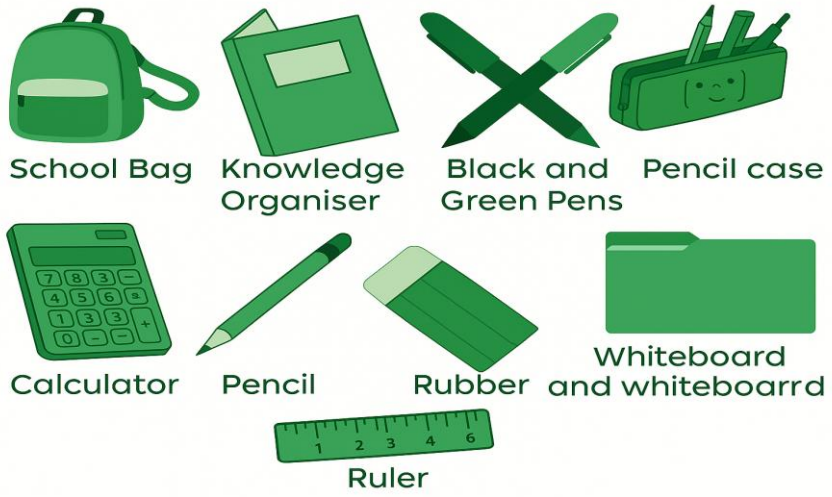
EVERY DAY COUNTS
Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

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

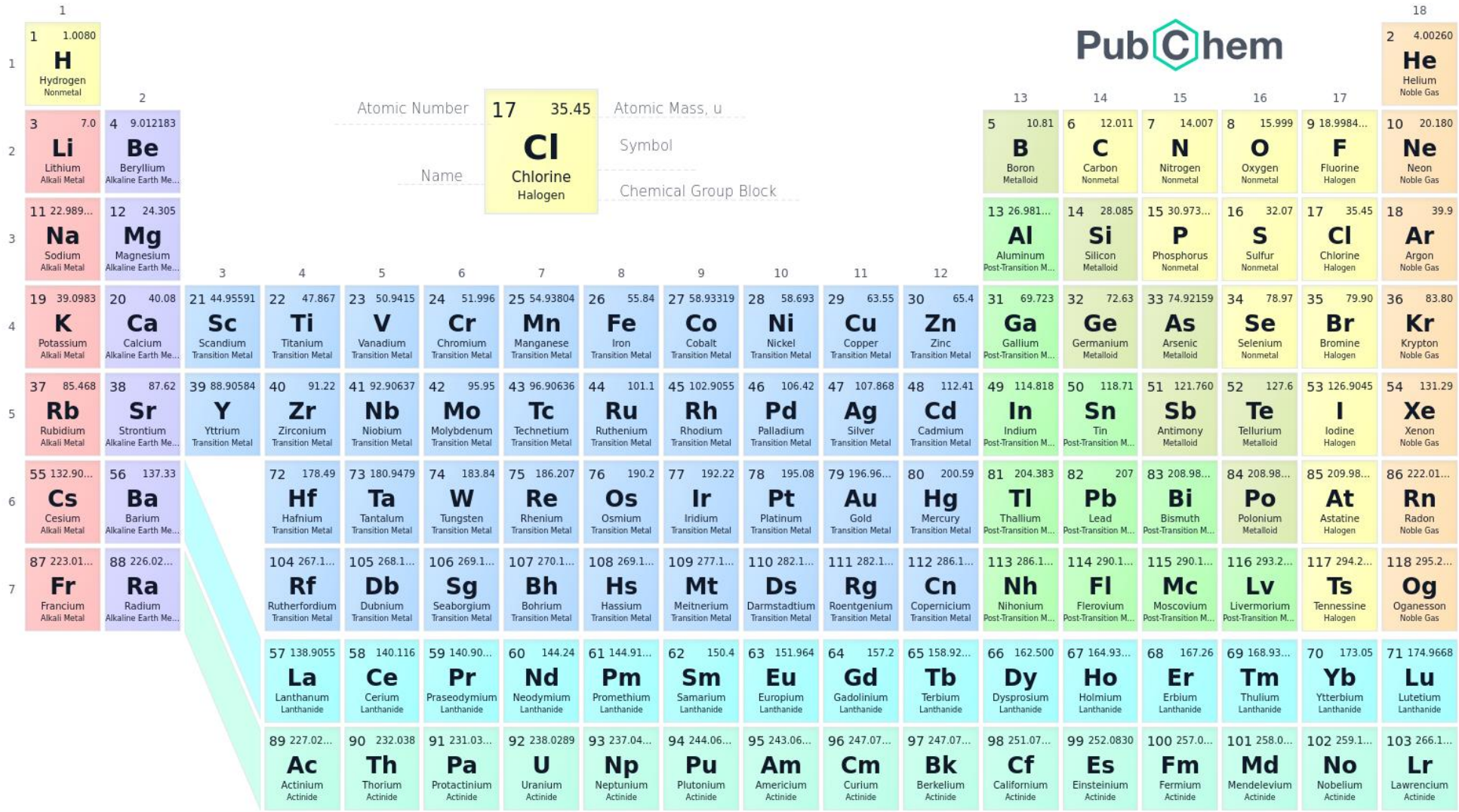
9:00–9:05	AM Reg
9:05–10:20	Lesson 1
10:20–11:35	Lesson 2
11:35–12:05	Break 1
12:05–13:20	Lesson 3
13:20–13:50	Break 2
13:50–15:05	Lesson 4
15:05–15:30	PM Reg – assembly or guided reading

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

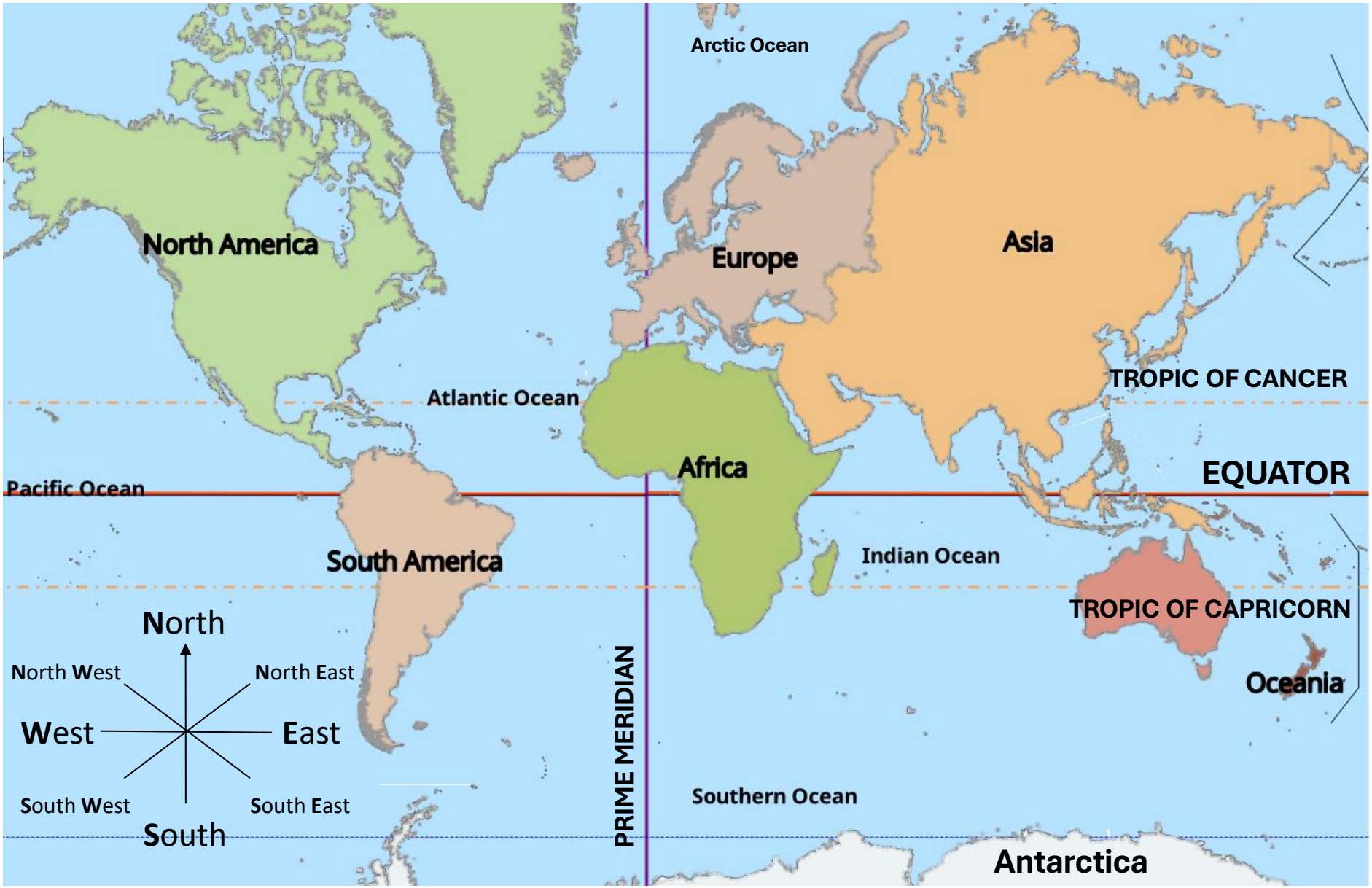
PERIODIC TABLE OF ELEMENTS

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*

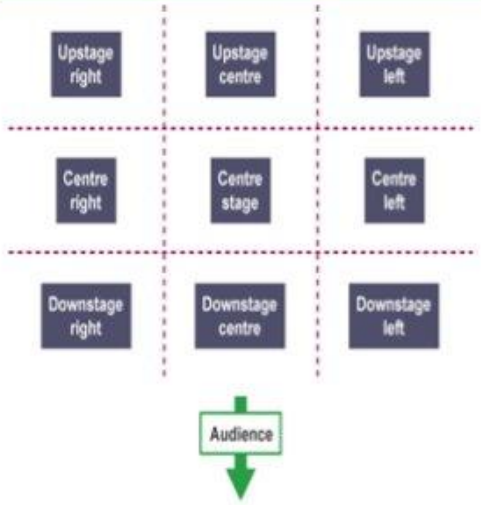
- Complete final sketch/design
- Ensure AO1–AO3 are covered insketchbook
- Final Piece and Evaluation (AO4)
- **Topic**: *Start Final Outcome*
- Begin working on final piece (A2/A3format or 3D depending on focus)
- **Topic**: *Continue Final Outcome*
- Focus on detail, refinement, personalexpression

Drama

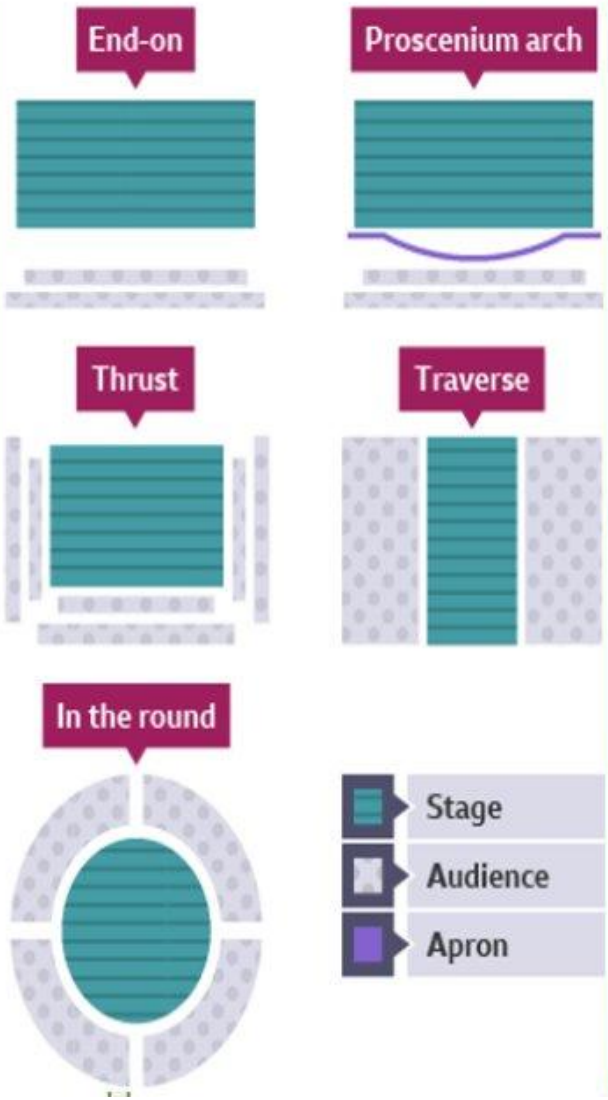
KS4 Drama GCSE
Theatre Makers in Practice (40%)

Year 10 and 11

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.



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 **Low:** Assertiveness, anger, control, authority	**Loud:** Anger, assertiveness, confidence, hysterical, upset, excitedness **Quiet:** Uncertainty, sadness, control/level-headed, upset, shock	**Soft:** Calm, love, happiness, nervous, sad, given up **Harsh:** Angry, aggression, confidence, rejection,	**Quick:** Nervousness, excitedness, anger, passion, shock, **Slow:** Confused, sadness, confidence, control, authority, uncertainty,	A word you stress for meaning. 'She has **nothing** more to tell you' suggests Gerald is saying Sheila hasn't got anything else to say. 'She has nothing more to tell **you**.' suggests Gerald is saying she has got more to say but not to Inspector Goole.

Drama

Physical Skills

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

Drama

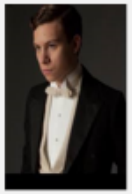
KS4 Drama
Bringing Texts To Life

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

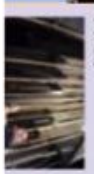
Examples of An Inspector Calls Sets

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.



Flies

Truck

Backdrop

Flat

Set pieces

Projection

Decking

Door Flat

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

English

French

C'est combien? (pages 158–159)

Qu'est-ce que tu penses de cet appartement?	*What do you think of this apartment?*
Il y a combien de pièces?	*How many rooms are there?*
Est-qu'il y a un/une ...?	*Is there a ...?*
Il y a ...	*There is ...*
un *accès pour les personnes handicapées.	*access for disabled people.*
un *ascenseur / un *balcon.	*a lift / a balcony.*
une chambre / une cuisine *équipée / une *douche.	*a bedroom / an equipped kitchen / a shower.*
une entrée / une pièce / une salle de bains.	*an entrance hall / a room / a bathroom.*
Il n'y a pas de jardin / d'*ascenseur.	*There is no garden / lift.*
À mon avis, c'est ...	*In my opinion, it is ...*
assez / trop / un peu ... petit / cher.	*quite / too / a bit ... small / expensive.*

Qu'est-ce que tu vas acheter?	*What are you going to buy?*
Qu'est-ce que tu vas porter à la fête / au mariage de ...?	*What are you going to wear to the party / to ...'s wedding?*
Je pense que je vais acheter / porter ...	*I think I'm going to buy / wear ...*
J'**aimerais** (bien) acheter ... ces *baskets ...	*I would (really) like to buy ... these ... trainers*
*marron / bleu(e)(s)	*brown / blue*
gris(e)(s) / noir(e)(s)	*grey / black*
mais ...	*but ...*
c'est trop cher pour moi.	*it is too expensive for me.*
je n'ai pas assez d'argent.	*I don't have enough money.*
Pour aller à la fête d'anniversaire ce week-end ...	*To go to the birthday party this weekend ...*
Qu'est-ce que tu **en** penses?	*What do you think about it?*

Là où j'habite (pages 160–161)

Est-ce que tu habites dans une ville ou un village?	*Do you live in a town or a village?*
Où se situe ta ville / ton village?	*Where is your town / village?*
Tu **y** habites **depuis** quand / combien de temps?	*How long have you lived there?*
Ta ville / Ton village est comment?	*What is your town / village like?*
Tu aimes **y** habiter? Pourquoi (pas)?	*Do you like living there? Why (not)?*
J'habite ...	*I live ...*
dans un petit village / une grande ville / à *Londres.	*in a small village / a large town / in London.*
près de la capitale.	*near the capital city.*
J'habite à / en ... **depuis** ... ans / mois.	*I have lived in ... for ... years / months.*
Vivre à la campagne / en ville est (parfait pour moi).	*Living in the countryside / town is (perfect for me).*
Je n'aime pas **y** habiter.	*I don't like living there.*
J'adore **y** habiter.	*I love living there.*
J'**aimerais** mieux habiter en ville.	*I would prefer to live in town.*
On peut **y** voir / trouver ...	*You can see / find ... there.*
une vieille ville historique.	*an old historic town*
une ville moderne et industrielle.	*a modern and industrial town*

de **nombreux** bâtiments modernes / vieux.	*lots of modern / old buildings*
une des plus grandes villes.	*one of the largest towns*
avec de belles maisons traditionnelles	*with beautiful, traditional houses*
peu de magasins	*few/not many shops*
un bel endroit	*a nice / beautiful place*
sans pollution / trop de bruit	*without pollution / too much noise*
Il/Elle se trouve dans ...	*It is in ...*
le nord / le nord-est / l'est ...	*the north / northeast / east ...*
le sud-est / le sud ...	*the southeast / south ...*
le sud-ouest / l'ouest ...	*the southwest / west ...*
le nord-ouest ... de l'Angleterre / de la France.	*the northwest ... of England / France.*
en Angleterre / en France	*in England / in France*
L'année dernière, j'ai visité (*York).	*Last year, I visited (York).*
J'**y** suis allé(e) avec ma famille / mes parents.	*I went there with my family / my parents.*
J'**aimerais** habiter (à Paris).	*I would like to live (in Paris).*

Sur la bonne route (pages 162–163)

Pour aller à la bibliothèque / la boulangerie, s'il vous plaît?	*How do you get to the library / bakery, please?*
Allez / Continuez tout droit.	*Go / Continue straight ahead.*
Tournez à gauche / à droite.	*Turn left / right.*
Traversez la place / le pont / aux *feux.	*Cross the square / the bridge / at the traffic lights.*
Prenez la première / la deuxième rue à gauche / à droite.	*Take the first / the second road on the left / right.*
C'est loin de / près d'ici?	*Is it far from / near here?*
C'est à côté de / en face de ...	*It's next to / opposite ...*
C'est devant / derrière / entre ...	*It's in front of / behind / between ...*
Dans mon village, ...	*In my village ...*
À Paris, ...	*In Paris ...*
Là où j'habite, ...	*Where I live ...*

Au centre de ma ville, ...	*In the centre of my town ...*
On peut acheter ... à la boulangerie / à la *pharmacie / aux magasins.	*You can buy ... at the bakery / at the pharmacy / at the shops.*
Il faut visiter le parc / le théâtre / le musée.	*You must visit the park / the theatre / the museum.*
Il **n'**y a **aucun** espace vert.	*There are no green spaces.*
Il **n'**y a **ni** gare **ni** station de métro.	*There is no train station or underground station.*
Il n'y a pas de ..., mais il y a	*There is/are no ... but there is/are ... .*
Il n'y a personne de mon âge.	*There is nobody my age.*
Il **n'**y a **plus** de cinéma.	*There is no longer a cinema / There isn't a cinema anymore.*
Il **n'**y a **que** quelques petits magasins.	*There are only a few small shops.*

Mode et shopping (pages 164–165)

Vous cherchez quelque chose en *particulier?	*Are you looking for something in particular?*
Je peux vous aider?	*Can I help you?*
Vous aimez cette *chemise?	*Do you like this shirt?*
Vous l'aimez?	*Do you like it?*
Il/Elle coûte combien, s'il vous plaît?	*How much does it cost, please?*
Je peux l'*échanger s'il y a un problème?	*Can I exchange it if there is a problem?*
Vous devez le *rapporter à la caisse là-bas.	*You have to bring it back to the checkout over there.*
Je voudrais *échanger ce *tee-shirt.	*I would like to exchange this tee-shirt.*
Quel est le problème?	*What is the problem?*
Malheureusement, il est trop petit.	*Unfortunately, it is too small.*
Désolé(e). Je n'**en** ai plus dans cette couleur.	*Sorry. I don't have any more of them in this colour.*
Avez-vous la même chose en (noir)?	*Do you have the same thing in (black)?*
Je peux l'essayer, s'il vous plaît?	*Can I try it on, please?*
Pas de problème.	*No problem.*

J'ai acheté ...	*I bought ...*
ce **chapeau** / ce pantalon / ce *tee-shirt / cette *jupe	*this hat / these trousers / this tee-shirt / this skirt*
cette *chemise / cette *cravate	*this shirt / this tie*
ces *chaussettes	*these shoes*
ces *chaussures	*these socks*
blanc(he)(s) / *jaune(s) / *rose(s)	*white / yellow / pink*
*orange / rouge(s) / vert(e)(s)	*orange / red / green*
joli(e)(s) / beau(x)/belle(s)	*pretty / beautiful*
pour la fête / l'anniversaire de (mon copain / ma mère)	*for (my friend's / mum's) party / birthday*
J'ai trouvé / vu ça ...	*I found / saw that ...*
Il/Elle a coûté ...	*It cost ...*
Ils/Elles ont coûté ...	*They cost ...*
Malheureusement, ...	*Unfortunately, ...*
il/elle est / ils/elles sont ... trop grand(e)(s) / trop petit(e)(s).	*it is / they are ... too big / too small.*
je n'aime pas la couleur.	*I don't like the colour.*
La prochaine fois, ...	*Next time, ...*
j'**achèterai** / je **choisirai** ...	*I will buy / choose ...*
j'**essayerai** / j'**irai** ...	*I will try / go ...*

La maison de mes rêves (pages 166–167)

Comment **serait** ta maison idéale?	*What would your ideal house be like?*
Moi, si j'avais le choix, j'**aimerais** habiter dans ...	*If I had the choice, I would like to live in ...*
Si j'étais riche, j'**habiterais** dans ...	*If I were rich, I would live in ...*
un château ancien à la campagne.	*an ancient castle in the countryside.*
un bel appartement tout récent.	*a beautiful, new (recently built) apartment.*
J'**aurais** / Il y **aurait** ...	*I would have / There would be ...*
une cuisine propre, moderne et bien *équipée.	*a clean, modern and well-equipped kitchen.*
un bon *accès pour les personnes handicapées en *fauteuil roulant.	*good access for disabled people in a wheelchair.*
de grandes fenêtres, pour **profiter de** la lumière naturelle.	*big windows, to make the most of the natural light.*

ma propre chambre, calme et confortable.	*my own calm and comfortable bedroom.*
de **nombreuses** pièces, avec beaucoup d'espace.	*lots of rooms, with a lot of space.*
la salle de bains et les toilettes séparées.	*a separate bathroom and toilet.*
un joli jardin **plein** de fleurs et d'**arbres**.	*a pretty garden full of flowers and trees.*
de bons voisins avec qui je peux parler et rire.	*good neighbours with whom I can talk and laugh.*
une télévision à grand écran à chaque **étage**.	*a large-screen TV on every floor.*
un cinéma *privé pour voir les derniers films.	*a private cinema to watch the latest films.*
une maison à quatre / plusieurs **étages**	*a house with four / several floors*
au *sous-sol	*in the basement*
au *rez-de-chaussée	*on the ground floor*
au troisième **étage**	*on the third floor*

As-tu déjà visité Paris? (pages 168–169)

Quand est-ce que tu **iras** à Londres?	*When will you go to London?*
As-tu déjà visité le *Royaume-Uni / la France?	*Have you ever visited the United Kingdom / France?*
Pourquoi veux-tu visiter Paris?	*Why do you want to visit Paris?*
Comment est-ce que tu **voyageras**?	*How will you travel?*
Quel pays / Quelle ville voudrais-tu visiter un jour?	*Which country / town would you like to visit one day?*
Qu'est-ce que tu **feras** pendant ta visite?	*What will you do during your visit?*
Je crois que tu as reçu de bonnes *nouvelles?	*I think you have received some good news?*
J'ai gagné un concours.	*I won a competition.*
Je n'**y** suis jamais allé(e).	*I have never been there.*
J'ai toujours **voulu** visiter Paris.	*I have always wanted to visit Paris.*

Paris est une belle ville historique et culturelle.	*Paris is a beautiful historic and cultural city.*
J'ai *envie de (visiter la tour Eiffel).	*I want to (visit the Eiffel Tower).*
J'**irai** ...	*I will go ...*
le week-end prochain.	*next weekend.*
bientôt à Londres.	*to London soon.*
à un spectacle **son** et lumière.	*to a sound and light show.*
Je **voyagerai** ...	*I will travel ...*
en avion première classe.	*first class by plane.*
en train.	*by train.*
Je **ferai** ...	*I will do ...*
le tour de la ville en *bateau-mouche sur la *Seine.	*a boat tour of the city on the Seine.*
une visite de la tour Eiffel et du musée du *Louvre.	*a visit of the Eiffel Tower and the Louvre museum.*
Je voudrais aller à / visiter ...	*I would like to go to / to visit ...*

Geography

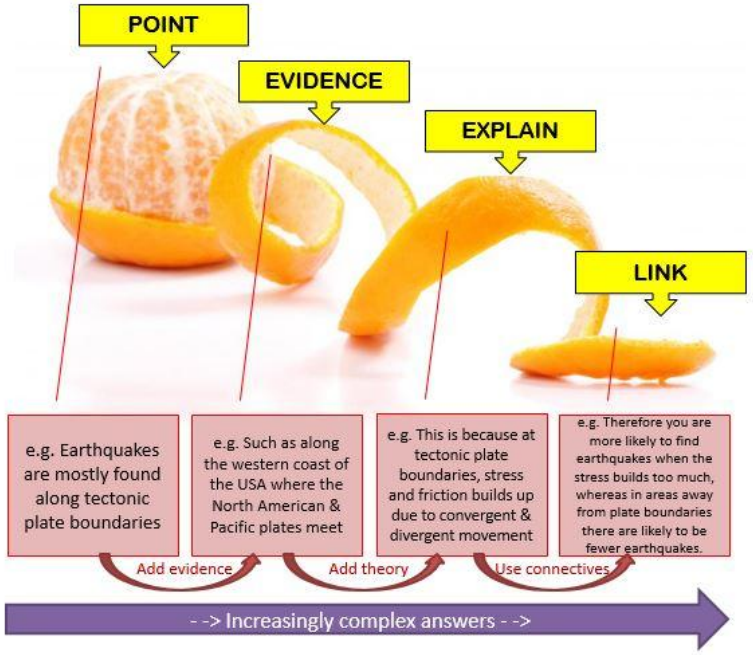
Paper Breakdown:

Paper 1: Living with the Physical Environment
Section A: Challenge of Natural Hazards – 33 marks
Tectonic - Nepal vs Japan Earthquakes,
Weather & Climate Change - Typhoon Haiyan Tropical Storm, Somerset Levels (Storm)
Section B: The Living World – 25 marks
Ecosystems – Slapton Ley/Local Woodland,
Tropical Rainforests - Malaysia Tropical Rainforests
Hot Deserts - Thar Tropical Desert
Section C: Physical Landscape of the UK – 30 marks
Coasts – Jurassic Coast, Lyme Regis or Dawlish Warren
Rivers – River Tees, Somerset Levels Flood Management/Banbury Floods

Paper 2: Challenges in the Human Environment
Section A: Urban Issue & Challenges – 33 marks
Urban Issues – Rio de Janeiro (NEE), Bristol (HIC)
Section B: The Changing Economic World – 30 marks
Development – Jamaica, Nigeria
Changing UK Economy – Cambridge Science Park, Torr Quarry, UK infrastructure improvement examples (HS2, Liverpool2, South-west superhighway, Crossrail)
Section C: The Challenge of Resource Management – 25 marks
Resource management choose the Energy option (last section in paper) – Gas (as a non-renewable resource), Chambamontera micro-hydro scheme

Paper 3: Pre-release, fieldwork
Section A: Issue Evaluation - 37 marks
Pre-release Booklet – Released in March
Section B: Fieldwork – 39 marks
Unseen Fieldwork – range of questions
Fieldwork – Human Bristol (Was the Bristol redevelopment project (Harbourside and/or Cabot Circus) successful?)
Fieldwork – Physical Dawlish Warren (Is coastal management at Dawlish successfully preventing longshore drift?)

PEEL : holding it all together ☺



Rivers – Tier 3

Cross profile – The side to side cross-section of a river channel and/or valley.

Long profile – The gradient of a river, from its source to its mouth.

River – A ribbon-like body of water that flows downhill from the force of gravity.

River valley – A low stretch of land between hills with a river flowing in it.

Abrasion – Rocks carried along by the river wear down the river bed and banks.

Attrition – Rocks transported by the river collide and become smaller and rounded.

Erosion – The wearing away of rock and soil found along the river bed and banks.

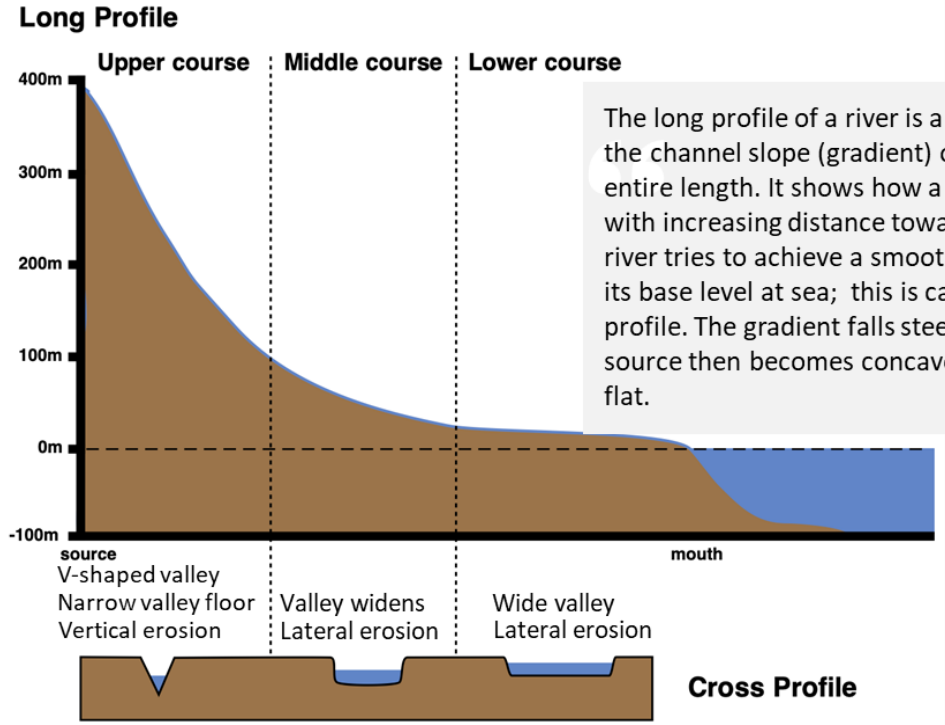
Hydraulic Action – The force of water compressing air in cracks, weakening river banks.

Lateral erosion – Sideways erosion by a river on the outside of a meander.

Solution – Soluble particles are dissolved into the river.

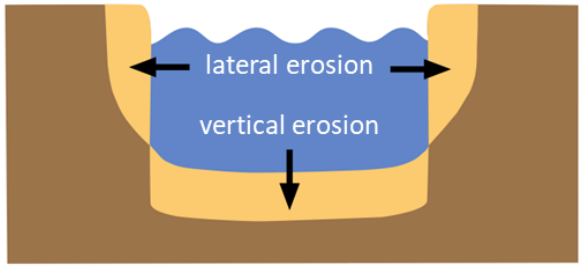
Vertical erosion – Downward erosion of a river bed.

Long Profile

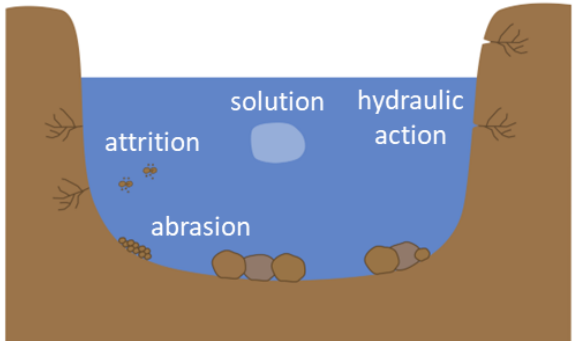


The long profile of a river is a way of displaying the channel slope (gradient) of a river along its entire length. It shows how a river loses height with increasing distance towards the sea. A river tries to achieve a smooth curve to reach its base level at sea; this is called a graded long profile. The gradient falls steeply from the source then becomes concave and then almost flat.

Lateral and Vertical Erosion



Processes of River Erosion



UK Landscapes 1: Rivers
Paper 1, Question 3

Geography

River Erosion – Tier 3

Fluvial landforms – Landforms formed by river processes.

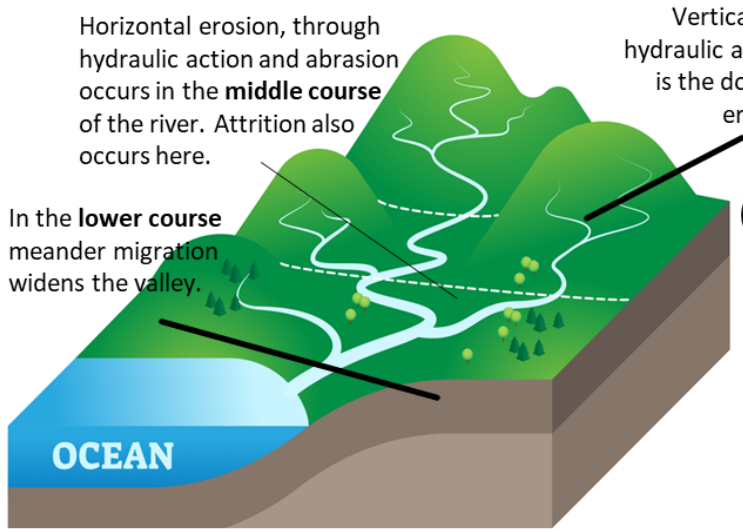
Gorge – a narrow, steep sided valley, often formed as a waterfall retreats.

Interlocking spurs – Ridges projecting out on alternate sides of a valley.

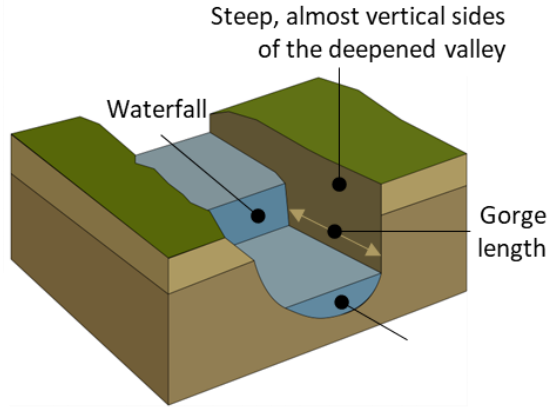
Plunge pool – A deep depression at the base of a waterfall.

Vertical erosion – Downward erosion of a river bed.

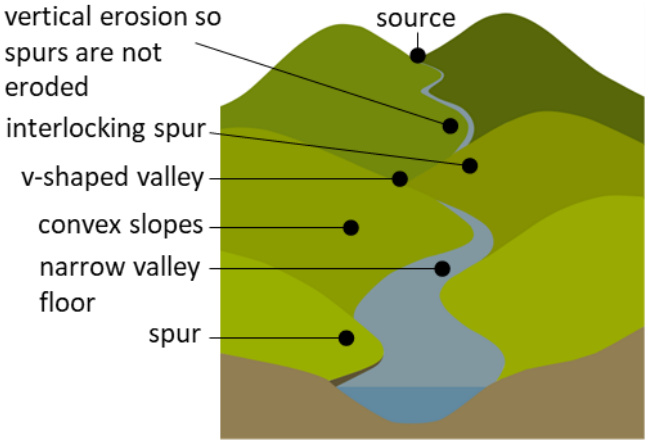
Waterfall – A sudden descent of a river or stream over a vertical or very steep slope in its bed.



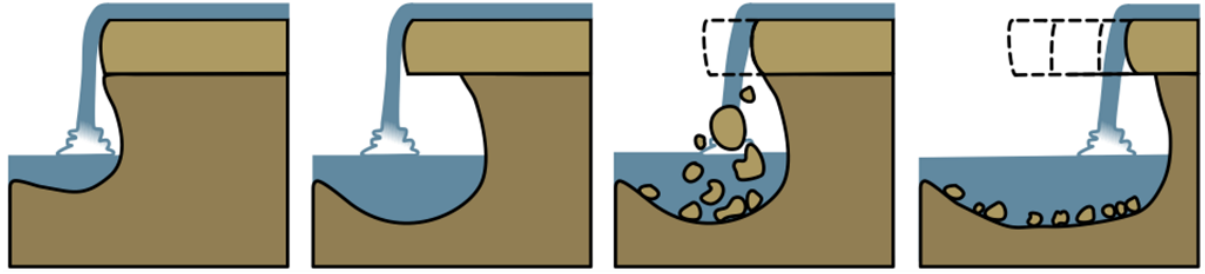
Upper Course: Gorge



Upper: Interlocking Spurs



Upper Course: Waterfall



1. Waterfalls occur in the upper stage of a river where a band of hard rock overlies a softer rock. Falling water and rock particles erode the soft rock below the waterfall, creating a plunge pool.

2. The soft rock is undercut by erosional processes e.g. hydraulic action & abrasion creating a plunge pool where water & debris swirl around eroding the rock creating an overhang.

3. The layer of hard rock overhang above the plunge pool collapses as its weight is no longer supported.

4. Erosion continues and the waterfall retreats upstream leaving behind a gorge.

UK Landscapes 1: Rivers
Paper 1, Question 3

Geography

River Erosion/Deposition

Helicoidal flow – The cork-screw-like flow of water in a meander.

Meander – One of a series of bends in a river.

Oxbow lake – A curved lake formed when a river cuts off a meander.

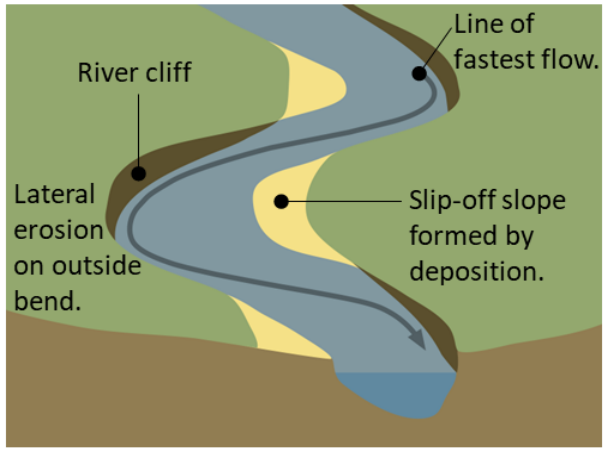
Pools – Areas of deep water and greater erosion in a river.

Riffles – Areas of shallow water created by the deposition of coarse sediment.

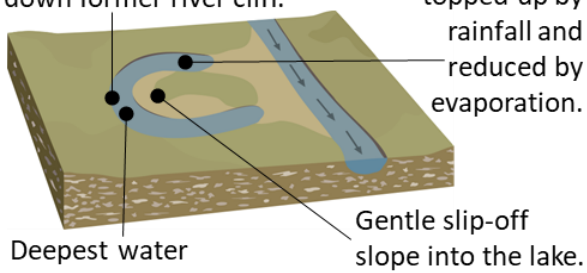
River cliff – Cliff formed by lateral erosion on the outside bend of a meander.

Slip-off slope – A gently sloping river beach formed on the inside of a meander.

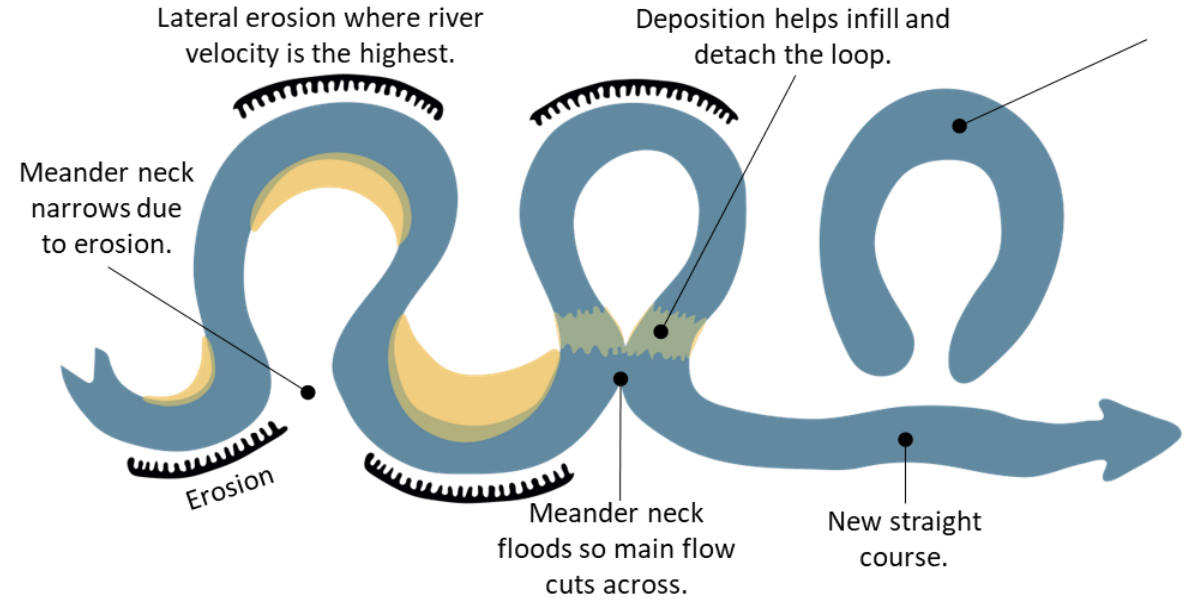
Mender characteristics



Oxbow lake characteristics



Middle Course: The formation of an oxbow lake



UK Landscapes 1: Rivers
Paper 1, Question 3

Geography

Transport & Deposition

Deposition – Material that is being transported by a river is dropped.

Transportation – The process by which a river carries its load.

Traction – The rolling of boulders and pebbles along the river bed.

Saltation – Particles bouncing along the river bed.

Solution– Soluble particles are dissolved into the river.

Suspension – Fine solid material held in the water while the water is moving.

Estuary – The tidal mouth of a river where it meets the sea.

Flood plain – The flat area forming the valley floor either side of a river.

Levèe – An embankment of sediment along a river caused by flooding.

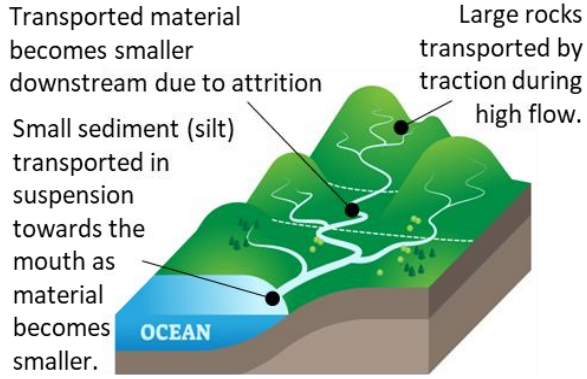
Mud flats – A stretch of muddy land left uncovered at low tide.

River bluff– A steep and broad hill found along the edge of a flood plain.

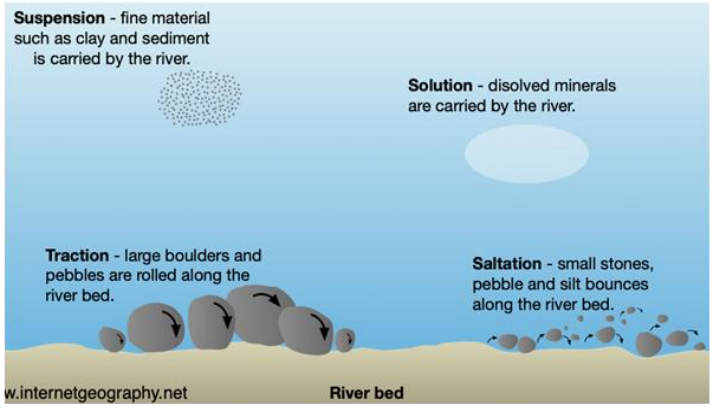
Silt – fine sand and clay carried by a river and deposited as a sediment.

River Transportation

Transportation is affected by river velocity.

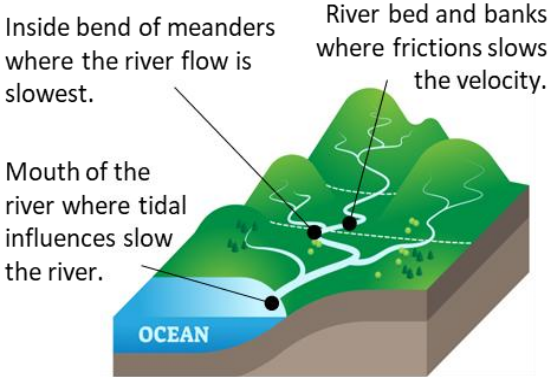


River Transportation

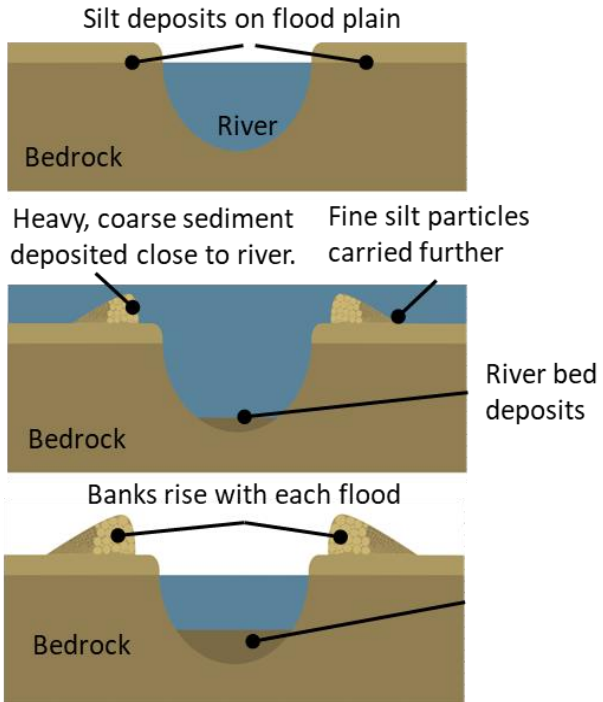


River Deposition

Deposition occurs when a river loses velocity.



Lower course: Levèe Formation



UK Landscapes 1: Rivers
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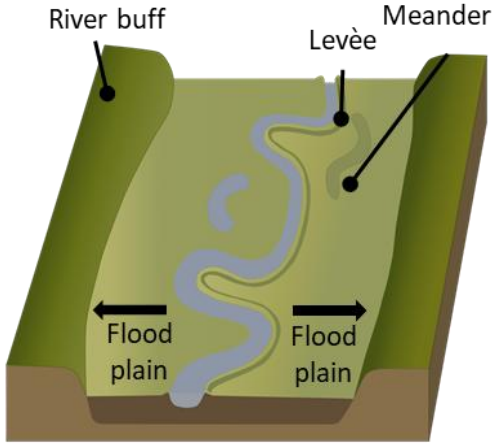
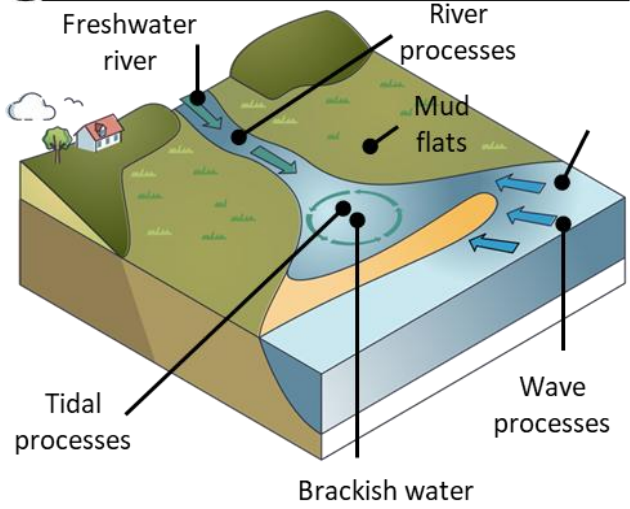
Geography

Flood Plain Characteristics



Flood plain widens due to meander migration.

Estuary Characteristics



River Landforms on the River Tees

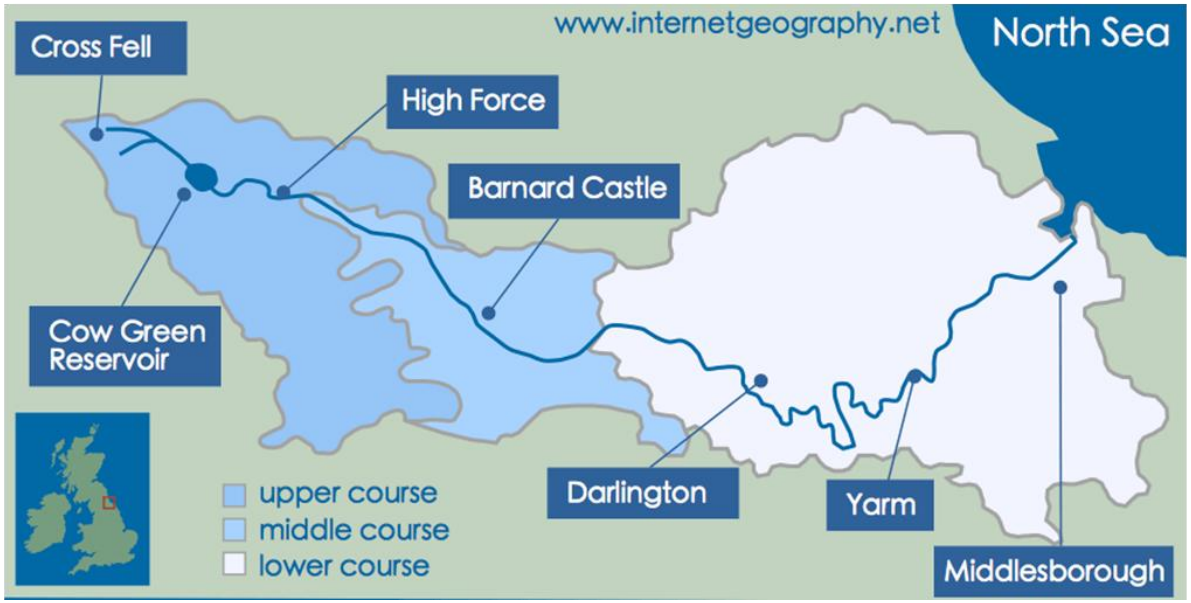
High Force
Waterfall and gorge

The River Tees drops around 20m into a plunge pool at High Force. The river then flows through the gorge it has formed as it retreats. Resistant dolerite, an igneous rock lies on top of less resistant limestone.

As the river plunges over the waterfall it undercuts the weaker limestone to form an overhang. This eventually collapses forming the gorge as the waterfall retreats.

Yarm
Meanders, levees and floodplains

In its lower course, the River Tees has extensive meanders, particularly between Darlington and Yarm. The meandering river has widened the river valley to create a significant floodplain. There are also levees along this stretch of the River Tees that have formed when this low-lying area has experienced flooding in the past.



UK Landscapes 1: Rivers
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Geography

Tier 3 Vocab

Agriculture – Farming, including growing crops and rearing animals.

Deforestation – The action of clearing an area of trees.

Flood risk – The probability of flooding and the impact if it occurred.

Greenfield site – Land that has not been built upon previously.

Geology – The composition and structure of the Earth.

Relief – The shape of the land including height and steepness.

Tier 3 Vocab

Baseflow – The normal flow of a river when sustained by groundwater flow.

Bankfull discharge – Level of discharge above which a flood will occur.

Falling limb – The reduced discharge following the peak discharge.

Hydrograph – A graph showing river discharge, related to rainfall, over time.

Lag time – The time difference between peak rainfall and peak discharge.

Peak discharge – The highest recorded discharge following a rainfall event.

Peak rainfall – The highest amount of rainfall per time unit (highest bar).

Hard Engineering Tier 3

Channel straightening – Removing meanders to straighten a river channel.

Dam – A structure across a river to control the flow of water.

Embankments – Building up the banks of a river creating levees or building walls.

Flood-relief channel – An artificial channel to divert water.

Hard engineering – building structures, to control natural processes locally.

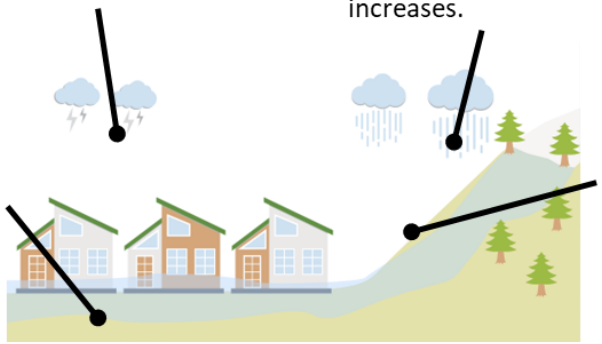
Reservoir – An artificial lake where water is stored.

Flooding Physical Causes

Heavy rainfall – water arrives too quickly to infiltrate the soil increasing surface run-off. Water rapidly reaches river channel.

Prolonged rainfall - Soil becomes saturated. This increases surface run-off as rainfall can no longer infiltrate the soil. Flood risk increases.

Geology - Impermeable surfaces e.g. clay and granite reduce infiltration leading to greater surface run-off. The risk of flooding increases as water reaches the river channel quickly, increasing discharge and the risk of flooding.



Relief - The steeper the slope the more rapid the flow of water into a river channel, increasing the risk of flooding.

Dams and Reservoirs

Benefits
- Large storage capacity
- Generate electricity
- Controlled release of water
- Source of drinking water

Costs
- Expensive
- People displaced
- Large area of land flooded
- Sediment is trapped behind the dam

Channel Straightening

Benefits
- Water moves quickly away from urban areas
- Navigation improved
- Reduces flood risk in prone areas
- Reduces insurance costs

Costs
- Expensive
- Looks unattractive
- Increases flood risk downstream
- Aquatic habitats affected

Embankments

Benefits
- Increases river capacity
- New habitats created
- Provides walkways
- Reduces flood risk

Costs
- Looks unattractive
- Expensive
- Ongoing maintenance
- If embankments fails flooding more serious

Flood Relief Channels

Benefits
- Flood risk reduced near urban areas
- New habitats created
- Recreation e.g. fishing and paddle boarding
- Reduces insurance costs

Costs
- Expensive
- Habitats disturbed
- Ongoing maintenance
- Looks unattractive if concrete used

UK Landscapes 1: Rivers
Paper 1, Question 3

Geography

Soft Engineering Tier 3

Afforestation – The establishment of trees in an area with no previous cover.

Flood warnings and preparation – An alert system to the risk of flooding.

Floodplain zoning – Land in a river valley is used in a way to minimise flooding.

River Restoration – Returning an engineered river to its natural state.

Soft Engineering – Adapting to a river and learning to live with it.

Human Causes of Flooding

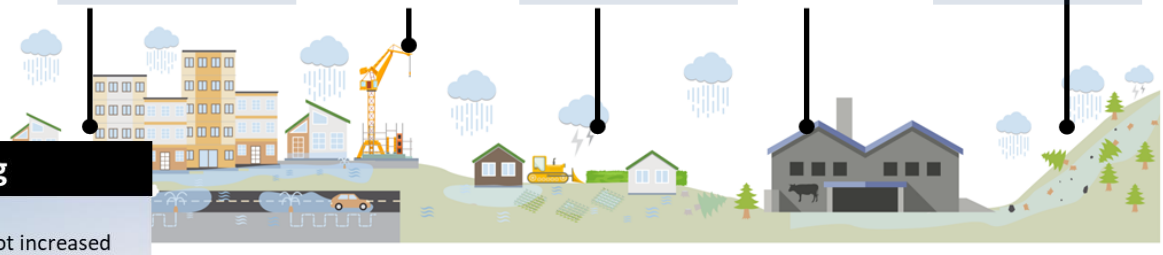
Disappearing gardens
The growth in the use of impermeable surfaces increases run off e.g. installing new drives and paving gardens.

New infrastructure
Urbanisation leads to new roads, houses, and other developments. This increases surface run off.

Agriculture
Field sizes have increased, loss of hedges means there is less interception increasing the risk of flooding.

Disappearing fields
Large scale farming leads to fields being replaced by huge sheds.

Forestry
Deforestation reduces interception and and roots no longer take water from the soil.



Flood Warnings and Prep

Benefits
- Cheap and dependent on communications
- If warned in advance people can protect valuables
- Ensures safety without the cost of hard engineering.

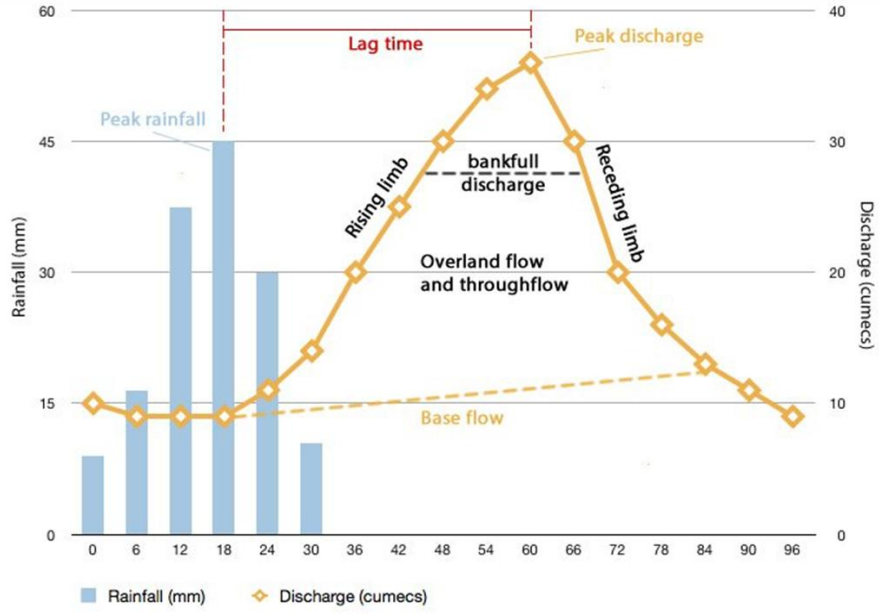
Costs
- Only effective if people listen and take action
- Not everyone has access to digital communications
- Floods continue to occur

Floodplain Zoning

Benefits
- Impermeable surfaces are not increased
- Low-cost, as it only involves administration
- Traditional water meadows protected
- Creates a welcome green space

Costs
- Limited impact as most floodplains are developed
- House prices inflated due to lack of housing stock
- Other greenfield sites affected

Characteristics of a Flood Hydrograph



Planting Trees

Benefits
- Interception reduces surface run-off
- Increases carbon storage
- Creates new habitats and increases biodiversity
- Relatively inexpensive

Costs
- Loss of potential grazing land
- Changes the appearance of the countryside
- Can increase soil acidity

River Restoration

Benefits
- Creates new wetland habitats and increases biodiversity
- Increased water storage in areas affected by flooding
- Reduces the risk of flooding downstream

Costs
- Possible loss of agricultural land
- Can be very expensive

Health and Social Care

4.2 Infection prevention.

Personal hygiene 58.

- Hair tied back/covered
- Open wounds covered
- No jewellery
- No nail polish
- Appropriate protective clothing/wear an apron/ disposable gloves
- Appropriate hand washing routines
- Regular brushing of teeth
- Regular shower and hair washing
- Appropriate use and disposal of tissues/antiseptic wipes
- Wear blue plasters

- **How it protects:**

Prevents transfer of bacteria

Destroys bacteria

Carries less bacteria

Ensures high level of cleanliness

Reduces opportunity for spreading bacteria/germs

Stops others coming into contact with bacteria/germs

Barrier method reduces/prevents transfer of bacteria

Removes places for bacteria to be trapped

Nail polish/hair can fall into food and contaminate it

When should workers wash their hands

- Before putting on and after removing disposable gloves
- Before and after treating wounds or caring for a sick or injured person
- Before or after providing personal care such as feeding them or helping get them dressed.
- Before and after changing a nappy or incontinence pad
- Before and after preparing or handling food
- After handling clinical waste
- After cleaning up rubbish and putting it in the bin
- After cleaning up toys and equipment
- After touching your face or hair 59.
- After using the toilet

Personal protective equipment 61

Wearing PPE is a barrier method of preventing the spread of infection. The clothing or equipment can prevent the transfer of germs from one person to another.

Examples of PPE include:
Disposable aprons, disposable gloves, and rubber gloves – a fresh pair of disposable or rubber gloves/apron should be used for each new task, to prevent cross-contamination

Face masks provide a barrier that retains droplets released when talking, sneezing or coughing.

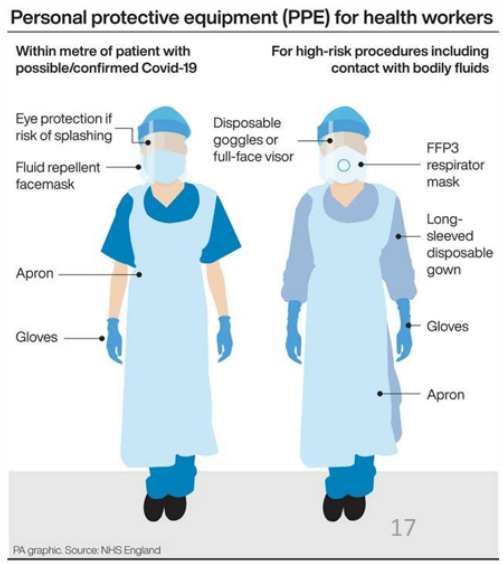
Hairnets or hygiene hats- for example , these are important when serving food to prevent hair contaminating the food, and when changing dressings

Overalls, overshoes- these provide a barrier covering the service provider's clothes and so reduce the likelihood of transferring germs

Surgical garments/scrubs- when carrying out operations and other surgical procedures and dental work, they can protect the service provider and the patient from infection.

General cleanliness 60.

- Clear spillages , for example vomit, urine, blood straightaway then clean and disinfect the area.
- Sterilise surgical equipment after use
- Dispose of hazardous waste following correct procedures , for example dispose of hospital sharps (needles, cannulas) in a hard yellow sharps box.
- Clean and disinfect bathrooms and toilets frequently (at least once a day)
- All used antiseptic wipes and tissues should be disposed of immediately after use into a covered bin.
- Provide specialist disposal methods , such as red laundry bags for soiled bed linen and yellow bags for used dressings , disposable gloves and other clinical waste.



Health and Social Care

4.3 Safety procedures and measures

Safety procedure –a set of actions or instructions that are carried out in a particular order. They will tell service providers what they have to do and how to do it. Examples of safety procedures are how to del with emergency situations such as a fire.

Safety measures – are specific actions, such as putting out a "wet floor" sign or placing a fire extinguisher by each exit. Other examples:

Fire safety notices
Signs indicating fire doors and assembly points
A fire blanket in kitchen areas
General safety measures
A "no entry" sign to prevent unauthorised access

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Procedures to prevent accidents and promote good practice

- Emergency fire procedures
- Emergency evacuation procedures
- Equipment considerations e.g. appropriate training
- Specialist training for the use of manual handling equipment
- Regular risk assessments
- Regular fire drills
- First aid procedures
- Food safety procedures
- Supervision - children at all times/ adults as necessary
- Adequate staff to children/ patient/ resident ratio

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How safety procedures protect service users and service providers

Safety procedures provide guidance for staff so they know what to do to keep service users and themselves safe at all times. Knowledge of safety procedures enable staff to take quick , efficient action in emergencies.

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Staff will know how to treat service users with first aid and how to reduce the risks of cross-contamination to aid the spread of infection. Training staff how to use equipment prevents accidents, which helps to provide a safe environment.

Safety procedures for reducing risk/danger and promoting good practice

First aid policy
It is a legal requirement that all care settings and service providers must have enough trained first aiders available for the number of staff and service users in case of health emergencies.

Numbers of service users with specific health needs or conditions have to be noted, as this may impact on the number of first aiders that should be available.

Staff trained in using adrenaline auto-injectors, e.g. Epipens, should be available , based on an assessment of the number of service users in a care setting who are at risk of anaphylactic shock.

First aid
First aiders must be trained and attend regular refresher training every three years to ensure they have up-to-date knowledge. The Health and Safety Regulations 1981 require that employers provide:

- Suitable and appropriate equipment
- Facilities such as a first aid room

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Safety procedures for reducing risk/danger and promoting good practice

66

Risk assessments

Need to be carried out for any activities or visits and trips that care settings organise. They are needed to check that equipment is safe and that the care setting building itself is safe . Risk assessments identify dangers such as

- Potential accidents
- Trip hazards
- Risks activities that require more than the usual amount of staff supervision

The 5 risk assessment steps
1.Look for hazards
2.Decide who might be harmed and how
3.Consider the level of risk – decide on the precautions needed to reduce the risk
4.Make a written record of the findings
5.Review the risk assessment from time to time and improve precautions if necessary

Why carry out a risk assessment?

- It is a legal requirement under the Health and Safety at Work Act
- Staff, service users and visitors have a right to be protected, and kept safe from harm
- An assessment will check what could cause harm to people using the care setting
- A risk assessment should help prevent accidents, illness and danger
- Staff, service users and visitors will feel confident using the service, knowing that risk assessments are carried out.

Safety procedures for reducing risk/danger and promoting good practice

Staff training programmes

Equipment use
Service providers in health and social care settings will use a wide range of equipment , from mobility aids and manual handling equipment to household appliances.
Staff should be trained to use specialist equipment such as:

- Hoists
- Transfer boards
- Slings
- Slide sheets
- Leg-lifters
- Fire evacuation chairs

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Moving and handling techniques

Service providers have to assist service users to move e.g.:

- Assisting an older person with a physical disability to get out of a bed/chair/shower/bath
- Transfer from bed to chair
- Moving or handling objects , such as shopping bags
- Use of hoists when bathing or getting out of bed

4.3 (continued)

Who benefits?	The benefits of being trained in moving and handling techniques 68
Service providers	• Staff are given guidance on good practice – they will be aware of the correct posture and position to be in when using equipment for lifting or moving • The environment, equipment and load will always be risk assessed • The risk assessment identifies if a second person is needed to assist with the lift • It prevents injury to service providers • It helps service providers to do their job correctly ; this results in a safer environment as it reduces risk • Improved knowledge of moving and handling develop the service provider's confidence when moving an handling service users. • The training provides protection from accusations of abuse as correct procedures will have been followed
Service users	• Training of staff prevents injury to service users • It improves comfort and dignity of service users • It shows respect • It instils confidence, trust, and a feeling of safety as the service user knows that the service provider is trained and qualified to carry out manual handling • It results in a safer environment and reduces risk to service users • Service users will not feel disempowered by being handled incorrectly

Safety procedures for reducing risk/danger and promoting good practice
Equipment considerations

Equipment considerations 70.	How it improves safety
Appropriate training of staff for specialist equipment (e.g. hoists, transfer boards)	Staff will know how to use it correctly
Is equipment fit for purpose, appropriate for the task? Is specialist equipment available?	Correct equipment provided for the task , which reduces risk of injury to staff and service users
Regular safety checks for damage-items repaired or disposed of if necessary(e.g. wheelchairs)	No worn out, damaged or potentially dangerous equipment will be used
Is equipment risk assessed to ensure it is safe? is special training required?	Only equipment deemed safe is used. Staff will receive training if required
A reporting system for damaged or faulty equipment	Action can be taken immediately to take equipment out of use. This reduces the risk of accidents
Replacement programme for older or worn-out equipment	A good standard of equipment is maintained
Regular PAT testing of electrical equipment	Testing ensures safe electrical equipment

Safety procedures for reducing risk/danger and promoting good practice

69.

Emergency procedures

All care settings should have emergency procedures in place for situations such as fire, bomb scares and intruders.

- Service providers should be made aware of the procedures and their role in an emergency
- Service users also need to be made aware of fire evacuation procedures

- There should be regular evacuation practices and fire drills so that everyone is familiar with what to do and where to go .

- Emergency events such as:
- Gas leak
- Flood
- Bomb threat

Will all require a setting to be evacuated quickly and efficiently to keep people safe.
In the very rare event of a firearms or weapons attack, the Government provides advice on how service users can keep themselves safe. Care settings are encouraged to ensure that they raise awareness of this advice sensitively, particularly with children.
Run- if you can
Hide – if you can't run away
Tell – the police when it is safe to do so

Health and Social Care

4.4 How security measures protect service users and staff

An important part of maintaining the safety of a care setting is keeping it secure from strangers and intruders entering the building. Security measures also prevent service users leaving the care setting on their own, for example children from a breakfast club or service users with dementia leaving a residential home.

71.

Security measure	How it helps keep service users and service providers safe .
Identifying staff	Wearing ID lanyards and staff uniform quickly identify who is a member of staff
Monitoring keys	This will limit the number of people with access to keys and there will be a list of authorised key holders. This means the location of each set of keys is known.
Receiving and monitoring visitors	• Manned reception desk – access can be monitored. A receptionist can monitor CCTV to ensure there are no intruders around and report any incidents to the manager • A signing in and out book for visitors ensures that reception knows who is there and who has left the building • Some settings have staff signing in and out, or swiping their ID card • Issuing visitor badges identifies visitors quickly and clearly
Reporting concerns to line managers	It is important to report concerns to the manager so that they are aware of security breaches. Senior staff can take appropriate action to address security issues
External doors, restricting access	• An electronic swipe card entry system or a security pad with a pin code will be able to enter. • A buzzer entry system allows reception staff to control who enters
Window locks and restraints	• Keep vulnerable service users safe – for example, window locks and restraints prevent service users falling out of or leaving through open windows • Prevent intruders from entering

History

'Elizabethan England' Knowledge Organiser.

Key People:

Elizabeth I: Reigned from 1558 to 1603. Elizabeth I was a Protestant. She never married and became known as the 'Virgin Queen'.

Mary Queen of Scots: She was cousin to Elizabeth I. She was a Roman Catholic. It was feared that she was plotting to take the throne of England. Elizabeth had her arrested, imprisoned for 19 years before executing her in 1588.

Lord Robert Dudley: He was Elizabeth I's favourite courtier at the start of her reign.

Sir Robert Cecil: He became Elizabeth's Chief Advisor.

Sir Francis Walsingham: He was Elizabeth's Chief Spy Master – Head of her Secret Service. Walsingham kept a close eye on Catholic attempts to take the throne of England

Phillip II of Spain: He was King of Spain and originally married to Mary I. After her death he proposed marriage to Elizabeth I, but she refused!

Sir Francis Drake: An English explorer who circumnavigated the world and helped lead the English fleet against the Spanish Armada.

Sir Walter Raleigh: An English explorer who attempted to colonise Virginia.

sS Religious Settlement & threats.	Clergy	Religious leaders such as priests and bishops.
	Divine right	The belief that a monarch's right to rule came from God.
	Recusants	Catholics who are unwilling to attend Protestant church services.
	Conspiracy	A secret plan with the aim of doing something against the law. Another word for plot.
	Papal Bull	A written order issued by the Pope
Government & Society	Justices of the Peace	Men who enforced the law.
	Court	Members of nobility who were close to Elizabeth, they attended her parties and dinners.
	Nobility	Rich land owners who were close to Elizabeth and helped form part of her court.
	Privy Council	A council of senior government officials and nobles that advised the queen
	Secretary of State	The most senior member of the Privy Council, acts as the queen's chief adviser.
	Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the monarch.
Exploration	Circumnavigate	To travel all the way around the world.
	Mercenary	A person whose ships attacked and plundered other ships, usually with the authorisation or support of their government.
	Sea Beggars	Dutch rebels who attacked Spanish ships in the English Channel. From 1567, Elizabeth began allowing them to shelter in English harbours.
	Colonise	To send settlers to (a place) and establish political control over it.

Threats Abroad

France was to be a constant threat. A major issue was France's treatment of Mary Queen of Scots. Mary had been married to Francis II, King of France. His early death led to Mary returning to Scotland but she was still held in high regard in France and had many powerful supporters there. When Mary declared that she was the rightful heir to the English throne and that Elizabeth was illegitimate, she received support from France.

Spain's king, Philip II, ruled much of the New World and much of western Europe. Sir Francis Drake attacked Spain's treasure fleet as they returned from the Caribbean. Spain was also Catholic and always posed a constant threat to Elizabeth.

Date	Event
1572	Dutch Revolt begins, in protest against Spanish rule in the Netherlands. Spain sends Duke of Alba with army of 10,000 men to crush the revolt.
1576	Spanish forces in the Netherland, who had gone for months without being paid, sack the town of Antwerp. This is known as the Spanish Fury. The violence unites all 17 Dutch provinces against Spain. They draw up the Pacification of Ghent, which demands all Spanish troops to leave the Netherlands and for the restoration of political autonomy. Elizabeth sends a loan of £100,000 to the Dutch rebels
1587	Attack on Spanish port of Cadiz by Sir Francis Drake, also known as the singeing of the King of Spain's beard. Drake destroyed 30 Spanish ships.
1588	Philip II launches Spanish Armada.

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.**

History

Cold War in 2 pages

Cold War Background

•**Grand Alliance** of USA, USSR, Britain and France in WW2 to defeat Nazi Germany
•Met at **Tehran** (1943) and **Yalta** (1945) to agree how to defeat Germany and how Europe should look after the war.
•**Potsdam Conference** (1945) agreed to de-nazify Germany and split it (and Berlin) into 4 zones shared between the 4 allies. Agreed USA would have a sphere of influence in the West, and the USSR would have one in the East.

Increasing Tension

Long and Novikov Telegrams 1946
• USA and USSR used their ambassadors to secretly report on the other country
•Both reported fears that their opponents were building up their armies
Truman Doctrine 1947
• President Truman declared that he feared the spread of communism and said it was a threat to freedom- the USA had the right to use its military and economy to fight the spread of communism
Marshall Plan 1947
•USA offered $13 billion of aid to Europe to stop poverty leading to communism
• This upset the USSR who thought USA was trying to bride its satellite states
Iron Curtain Speech 1947- Churchill declared Europe was divided into two spheres
Cominform/Comecon
•In response to the Marshall Plan the USSR united all communist parties together from satellite states- Cominform. Also tried to tie all satellite states together economically- Comecon

The Berlin Blockade (1947-1948) and its consequences

•USSR worried the Western allies were trying to unite West Germany into Trizonia.
• Blocked all road, rail and canal access to force them out of West Berlin
•USA kept Wets Berlin supplies through a huge airlift of supplies for 11 months. USSR eventually backed down. Couldn't shoot down planes as would be act of war.
FRG and GDR- Germany became officially divided into 2 different countries- FRG in West and GDR in East. Berlin also official split.
NATO- USA and Western European military alliance against USSR
Warsaw Pact- USSR responded to NATO by creating own military alliance of satellite states in Eastern Europe

Hungarian Uprising 1956

•Encouraged by Khrushchev's Secret speech which criticised the hard, repressive policies of Stalin
•Imre Nagy wanted to take Hungary out of the Warsaw Pact and make the country less repressive
•USSR sent in troops and executed Nagy. Reforms undone. West didn't help at all despite promising to.

The Berlin Ultimatum and Summits

•By 1958 3 million East Germans had crossed to the West (1/3 pop) Showed unpopularity of communism
•Khrushchev wanted to take over West Berlin to stop this- 1958 demanded West recognise East as independent country, and Berlin to be demilitarised (**Berlin Ultimatum**) or he would hand control of Berlin transport to the East government.
Camp David Summit 1959
•Eisenhower and Khrushchev met and agreed to withdraw ultimatum.
Paris Summit 1960
• USSR shot down US U2 spy plane. US tried to cover up and Khrushchev walked out of the meeting
Vienna Summit 1961
• Khrushchev saw Kennedy as weak and reissued Ultimatum. Kennedy refused to make concessions, so nothing was agreed.

The Berlin Wall

•12 August 1961 East German Leader Ulbricht ordered a barbed wire fence around West Berlin to stop the refugee problem.
•Soon grew to 165km, cutting through streets and even buildings.
•Two walls separated by no man's land with booby traps, barbed wire, watch towers and guards with machine guns
•People tried to escape- 130 killed, most famous was Peter Fechter.
•Khrushchev had to abandon plans for a united communist Germany and showed how unpopular communism was, but it did stop the refugee problem and showed communism was in control in the East
•The Berlin Wall became a symbol of freedom and defiance against communism, and showed Khrushchev had accepted Western control in Berlin
•Kennedy's '*Ich Bin Ein Berliner*' speech 1963 very popular

The Fall of the Berlin Wall

•1989 Gorbachev refused to help East Germany stop protests.
•East Germany then announced border into West Berlin to be opened. Huge numbers cross the border and the wall is quickly pulled down.
•Germany officially reunited 1990

History

The Cuban Missile Crisis 1962

- 1959 Fidel Castro and Che Guevara topple the pro-American government in Cuba.
- US boycotted buying Cuban sugar, so Castro sold it to Khrushchev, and receive arms from USSR.
- 1961 CIA trained Cuban exiles to invade Cuba and overthrow Castro (**Bay of Pigs invasion**) but failed as USA backs out of air support and Cuban army superior to exiles. Makes USA look very bad!
- Khrushchev sent nuclear missiles to Cuba to help defend from future US attacks. USA discovers them in 1962
- Kennedy decides to blockade Cuba to stop missiles arriving from USSR.
- Khrushchev sent a telegram saying he would remove missiles from Cuba if USA wouldn't invade.
- Khrushchev then sent another telegram adding he wanted US missiles removed from Turkey too.
- Kennedy responded to first telegram publicly and second one secretly, increasing his reputation as a strong leader, making Khrushchev look like he backed down- maybe why he was dismissed as leader of USSR in 1954
- Moscow-Washington **Hotline** set up and 3 treaties (**Test Ban 1963, Outer Space 1967, Non-Proliferation 1968**) signed to reduce testing and spread of nuclear weapons.

Czechoslovakia 1968

- Alexander Dubcek introduced reforms '*Socialism with a human face*'. Not anti- communist, just wanted more freedom. This became known as the **Prague Spring**.
- Brezhnev worried about reforms spreading so invaded with 500,000 troops. Czechs didn't fight back- learn their lesson from Hungary!
- **Brezhnev Doctrine**- actions of any individual country affected whole Eastern Bloc, so he would use Warsaw Pact troops to stop any reforms.

Gorbachev's New Thinking

- USSR couldn't afford war in Afghanistan or new missiles to compete with USA, and living standards were low.
- **Perestroika**- reform economy to include some capitalist ideas
- **Glasnost**- introduce more openness and less corruption in government, allowed opposition to government.
- Brezhnev Doctrine would also be dropped.
- Reagan saw this as an opportunity to end the Cold War
- **Reykjavik Summit 1986**- Gorbachev suggested phasing out nuclear weapons if USA gave up SDI. No agreement but improved relations.
- **Washington Summit 1987**- Agreed a treaty reducing abolishing intermediate range missiles
- **Malta Summit 1989**- No new agreements but seen as the end of the Cold War as both sides announced peaceful intentions

Détente 1970s

- After the Cuba crisis the USA and USSR wanted to get on better in the 1970s- this thaw (peaceful period) in the Cold War is called **détente**
- Both needed to focus on economic and social problems at home, not war

SALT 1 1972- Strategic Arms Limitation Treaty. Limited the number of nuclear weapons both sides had

Helsinki Accords 1975- agreed to respect borders, work for closer relations and respect human rights.

SALT 2 1979- Tried to introduce restrictions on missiles, but USA didn't trust the USSR after invasion of Afghanistan so US withdrew from talks

Soviet Invasion of Afghanistan 1979

- There was a communist revolution in Afghanistan in 1978 and civil war broke out.
- USSR invaded in 1979 to help the communist government
- USA very unhappy with this and ended détente. Supported Afghan rebels (Mujahedeen)
- **Carter Doctrine**- USA would use force to repel any threats in Persian Gulf area, and introduced sanctions
- USA boycotted the Moscow Olympics in 1980. USSR then boycotted LA Olympics in 1984
- Cost USSR $8 billion a year and 15,000 troops were killed

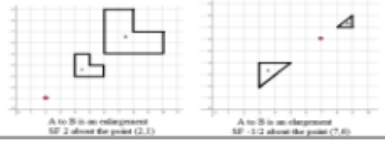
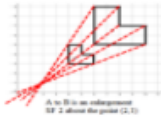
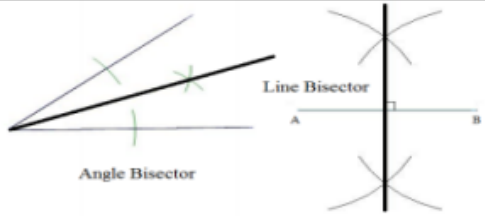
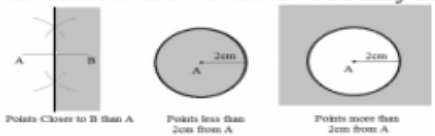
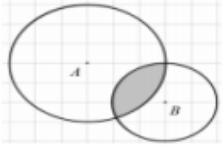
Reagan's Second Cold War

- Reagan became President of USA in 1980, called the USSR an 'evil empire' and ended détente.
- Planned the **Strategic Defence Initiative** (SDI) 1983 nicknamed 'Star Wars'- using satellites to destroy soviet missiles in space.
- USSR too poor to compete but didn't know USA hadn't actually made SDI yet.
- Reagan increased funding for the Cold War and supported anti- communist groups in South America

End of the Cold War

- Without Brezhnev Doctrine, satellite states could introduce reforms without fear
- Many hold new elections and elect non-communists (Poland, Hungary, Czechoslovakia, Bulgaria and Yugoslavia)
- 12 Soviet Republics left the USSR and formed the Commonwealth of Independent States after hard-line communists tried to remove Gorbachev.
- Gorbachev resigned on Christmas Day 1990, dissolving the USSR and ending communist rule in Europe.
- Warsaw Pact formally dissolved 1991.

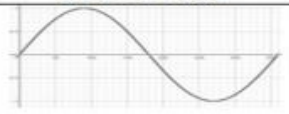
Maths

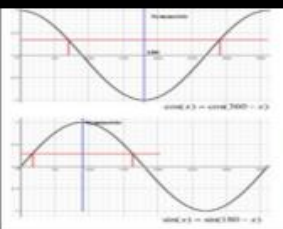
Translating a Shape (A Transformation)	Translate means to move the shape. There is no change in its size or its orientation. Vectors are used to give information about the 'movement' The top number tells you to move right or left. Right is + and left is - . The bottom number tells you to move up or down. Up is + and down is - . *If coordinates are used for the translation just treat them like vectors.*	(a) $\begin{pmatrix}2\\3\end{pmatrix}$ is right 2 and up 3 (b) $\begin{pmatrix}-1\\2\end{pmatrix}$ is left 1 and up 2 (c) $\begin{pmatrix}3\\-5\end{pmatrix}$ is right 3 and down 5 (d) $\begin{pmatrix}0\\4\end{pmatrix}$ is just up 4
Rotating a Shape (Transformation)	The size of the shape doesn't change. The shape is simply turned about a point. You will be given (i) A direction (ii) An angle and (iii) A centre of rotation.	(a) Rotate Shape A 90° clockwise about (0,1) (b) Rotate Shape B 270° anti clockwise about (0,0)
Reflecting a Shape (Transformation)	Think about standing looking in a mirror. Learn lines such as $x=2$ (vertical), $y=-1$ (horizontal) & $y=x$ (diagonal). Use a mirror if you are unsure.	(a) Reflect Shape A in the x axis. (b) Reflect Shape A in the line $x=2$.
Enlarging a Shape (Basic examples) (Transformation)	You will be given a **S**cale **F**actor and no centre of enlargement. **Multiply** each side length of the shape by the scale factor. A scale factor of 2 is twice as big (× by 2), **not** + 2 to each side. See below for centre of enlargement examples.	SF of 3 = 3 times larger (× EACH side length by 3) SF of ½ = half the size (÷ EACH side length by 2) SF of 1 = no change in the size of the shape
Enlargements Given a centre of Enlargement (Including Negative and Fractional)	If the scale factor is positive both shapes will be the same side of the centre of enlargement. If the SF is negative the two shapes will be either side of the centre. Negative enlargements will look like they have been rotated. One way to do this is with guidelines & the other way is to do it with vectors. SF 2 is twice as big & twice as far away from the centre of enlargement.	
Finding the centre of Enlargement	Draw guidelines through each corresponding vertex of the two shapes with a pencil and ruler. Each line will pass through the centre of enlargement when done accurately as shown to the right. Be careful with negative enlargements when finding the corresponding corners as the shape will be a different way round.	
Combining Transformations	Perform 2 transformations and then state the single transformation that maps thee original shape to the final shape. You may need to use resultant vectors.	To find the resultant vector you can add the 2 vectors you used in the translations given.
Naming Transformations (The 4 choices)	**Rotations** will be the same size but often a different way around. (orientation) **Translations** have simply been moved. No change to size or orientation. **Reflections** will sometimes have the same orientation depending on the shape. **Enlargements** will be the same shape but either larger or smaller!	(Centre, direction and angle required for Rotations) (The vector is required for Translations) (The reflection line for Reflections) Look out for $y=x$ (The scale factor is required for Enlargements)
Angle and Line Bisectors	**Angle Bisector**: Cuts the angle in half. Open the compass up. Place the sharp end on the vertex. Mark a point on each line Without changing the compass put the compass on each point and mark a centre point. Get a ruler and draw a line through the vertex and centre point. **Line Bisector** (Perpendicular Bisector): Cuts the line in half and at right angles Put the sharp end on Point A. Open the compass up past half way on the line. Mark a point above and below the line. Without changing the compass do the same from B. Draw a straight line through the points. **You MUST leave your construction marks on all bisection questions!**	
Loci and Regions	A locus is just a path of points or region that follows a rule. For the locus of points **closer to** B **than** A you will create a perpendicular bisector as above and shade to the right of the line as shown to the right. For the locus of points **less than or more than a fixed distance** from A use a compass with the given radius to draw a circle. You may have to combine loci.  Look out for broken lines on strict inequalities.	**Example:** Draw the locus of points no more than 3cm from A and no more than 2cm from B . **Answer:** Draw a circle with radius 3cm from A and one with radius 2cm from B . Shade **inside** as it's no more than! (If it were more than it would have been outside!) 

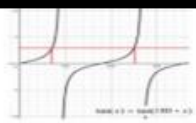
Maths

Graphs of Trig Functions (with basic equations)

There are 3 trigonometric graphs you will need to know:

$y = \cos(x)$ for $0 \le x \le 360°$	$y = \sin(x)$ for $0 \le x \le 360°$	$y = \tan(x)$ for $0 \le x \le 360°$
		
Repeats every 360°	Repeats every 360°	Repeats every 180°





You can find values and solve equations using symmetry and cycles. This is covered in the videos.

Transforming Trig Graphs

The same rules apply as shown previously for algebraic graphs. The horizontal translations will be in degrees! See the full video to help on algebraic graphs.

Translations Reflections and Stretches.

Graph Transformations (Translations)

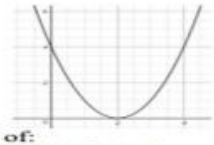
If the graph of a function is translated it is simply moved. The graph doesn't change shape, 'size' or orientation (which was around it is).
If you start with the graph of $y = f(x)$ you can translate horizontally (left and right or in the x direction) or vertically (up and down or in the y direction) .

Horizontal Translations: $y = f(x-a)$ moves a units to the left. In vector form this would be a translation of $\begin{pmatrix} a \\ 0 \end{pmatrix}$. So, $f(x-3)$ moves right by 3 and $f(x+1)$ moves right by 1.

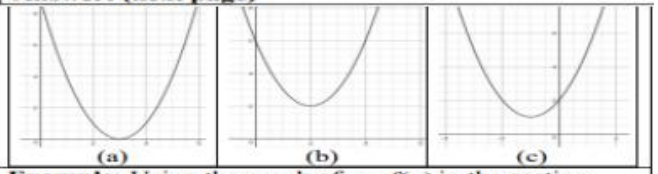
Vertical Translations: $y = f(x)+a$ moves up by a units. In vector form this would be a translation of $\begin{pmatrix} 0 \\ a \end{pmatrix}$. So, $f(x)+5$ moves up by 5 and $f(x)-4$ moves down by 4.

Tip! If the number is on the outside, the y coordinates change. If the number is on the inside the x coordinates change! Look out for combined translations too!

Example: The graph below shows part of the curve $y = f(x)$



Sketch the graphs of:
(a) $y = f(x-1)$ (b) $f(x)+2$ (c) $y = f(x+3)+1$
Answer: (next page)



Graph Transformations (Reflections)

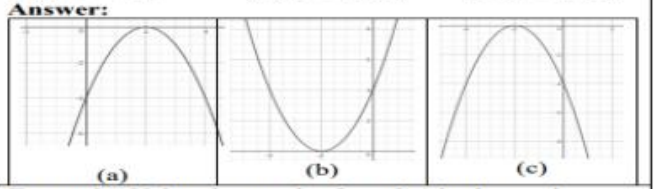
If the graph of a function is reflected, it will be mirrored in one of the coordinate axis. The shape doesn't change.
If you start with the graph of $y = f(x)$ you can reflect this in the x or the y axis.

Reflected in the y axis: $y = f(-x)$ is a reflection in the y axis. The y coordinates remain the same but the x coordinates become negative.

Reflected in the x axis: $y = -f(x)$ is a reflection in the x axis. The x coordinates remain the same but the y coordinates become negative.

Tip! If the number is on the outside, the y coordinates change. If the number is on the inside the x coordinates change!

Example: Using the graph of $y = f(x)$ in the section above, sketch the graphs of:
(a) $y = -f(x)$ (b) $y = f(-x)$ (c) $y = f(-x)$
Answer:



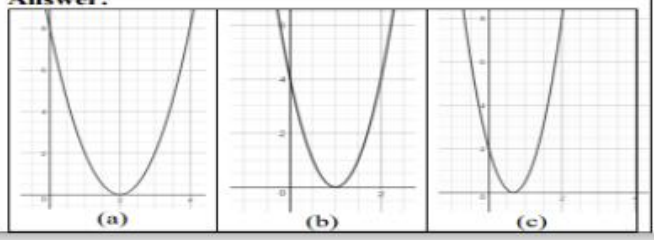
Graph Transformations (Stretches)

If the graph of a function is stretched its shape is changed. A graph can be stretched either in the y direction (vertically) or the x direction (horizontally).
If you start with the graph of $y = f(x)$ you can stretch this in the x or the y direction.

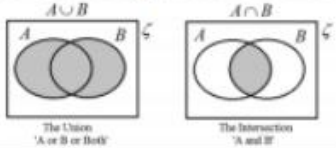
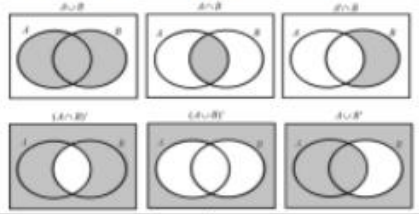
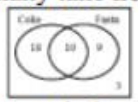
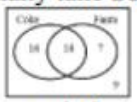
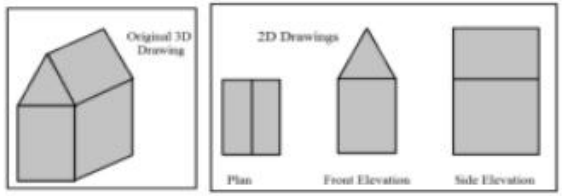
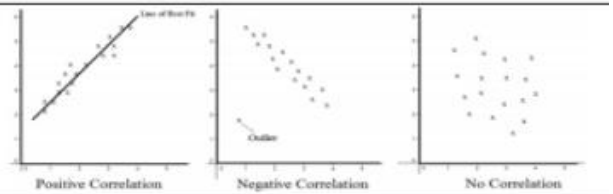
Stretched in the x direction:
$y = f(ax)$ is a stretch, scale factor $\frac{1}{a}$ in the x direction.
Simply divide the x coordinates by a . The y coordinates do not change.

Stretched in the y direction:
$y = a\,f(x)$ is a stretch, scale factor a in the y direction.
Simply multiply the y coordinates by a . The x coordinates do not change.
Tip! If the number is on the outside, the y coordinates change. If the number is on the inside the x coordinates change!

Example: Using the graph of $y = f(x)$ in the section above, sketch the graphs of:
(a) $y = 2f(x)$ (b) $y = f(2x)$ (c) $y = 0.5f(3x)$
Answer:



Maths

Simple Probability (Theoretical)	The number of things you **want to happen** divided by the number of things that **could happen**. 1 head on a fair coin, 2 sides so the probability of head = ½	Probability of rolling a 4 on a fair 6 sided die is 1/6 There is one 4 and 6 different numbers.
Listing Outcomes Systematically and Sample Spaces	Listing outcomes systematically makes working with probability easier. You can often just use thee the first letter of each word. Think 'combinations' here. Sample spaces show all the possible outcomes of 2 events.	**Example:** Bob picks **two** items from Coke, Sweets, Burger and Ice Cream. List the possible combinations: **Answer: CS, CB, CI, SB, SI, BI**
Basic Notation	$P(A)$ just means 'the probability of A happening' $P(A')$ means 'the probability of A not happening'. This is called the compliment of A and it can be read as A dashed.	**Example:** There are 8 balls in a bag. 5 are Green and the rest are Red. Find: (a) $P(Green)$ (b) $P(Green')$ (c) $P(Red)$. **Answer:** (a) 5/8 (b) 3/8 (c) 3/8
Venn Diagrams (Shading) 2 and 3 circles.	You can use Venn diagrams to represent sets and to calculate probabilities. You **may** be asked to shade Venn Diagrams as shown below and to the right. 	
Venn Diagrams (Problem Solving)	**Finding the Outside Value** (1) Write the 'both' value in intersection (middle of Venn). (2) Find what's left over for the two 'only' parts and fill those in individually. (3) What's left over goes on the outside to give the 'neither' value. **Finding the Intersection Value** (1) Put the 'neither' value outside (2) Take the number of 'neither' from the total number of items. (3) Add the 2 'Coke' and 'Fanta' values together. (4) Subtract the added amount to get how many go in the 'both'	40 People Go to a Party. 28 take Coke, 19 take Fanta & 10 take **both**. How many take **neither**?  The answer is 3 | 50 People Go to a Party. 34 take Coke, 19 take Fanta & 10 take **neither** How many take **both**?  The answer is 9
Plans and Elevations	These types of drawing take 3D drawings and produce 3 different 2D drawings. **Plan View**: From above. Think 'birds eye view' **Side Elevation**: A 2D shot from the side of the object. **Front Elevation**: A 2D shot from the side of the object. You will be told which is the front and/or side. Remember to put the units on!	
Scatter Graphs and Correlation (and Line of Best Fit)	Scatter graphs plot data in pairs (bivariate). This might be the temperature and ice cream sales or the age of a car and the value of the car. **Positive Correlation**: As one value **increases**, the other **increases**. **Negative Correlation**: As one value **increases** the other **decreases**. **No Correlation**: There is **no linear relationship** between the two. If you are asked to find estimates from a scatter graph you must draw a line of best fit and read up and across from it.	
Line of Best Fit $\bar{x}, \bar{y}$	The line of best fit passes through $\bar{x}, \bar{y}$ where $\bar{x}$ = mean of x & $\bar{y}$ = mean of y	Find $\bar{x}, \bar{y}$ and draw the line of best fit through this point.
Outliers	Points on the scatter graph that **don't** follow the pattern of the other points..	An example is shown on the second graph above

Maths

Mean (Basic Average)

Add **all** of the values (including 0s), divide by how many values there are.
Tip! You might need to work this backwards to find missing values in the data.

The mean of 3,4,7,6,0,4,6 is $\frac{3+4+7+6+0+4+6}{7} = 5$

Mean from a Table (Estimated and Actual)

When **grouped** data is used we get an **estimated** mean average.
(i) Find the midpoint of each class. (Shown in the 3rd column below)
(ii) Multiply Frequency by Midpoint. (Shown in the 4th column below)
(iii) Add these values up. (Shown in the Total box on the right)
(iii) Divided that total (**450**) by the sum of the frequency (**24**). (Bottom of 2nd)

Height in cm	Frequency	Midpoint	F × M
$0 < h \leq 10$	8	5	8×5=40
$10 < h \leq 30$	10	20	10×20=200
$30 < h \leq 40$	6	35	6×35=210
Total	**24**	Ignore!	**450**

Estimated Mean height: **450** ÷ **24** = 18.75cm

If the data is **not grouped** we get an **actual** mean.
(i) Multiply the frequency by given values.
(ii) Add all of these values up.
(iii) Divided this (**16**) by the sum of the frequency (**13**).

Goals in Game	Frequency	F × Goals
0	3	3×0=0
1	5	5×1=5
2	4	4×2=8
3	1	1×3=3
Total	**13**	**16**

Actual Mean goals scored per game: 16 ÷ 13 = 1.23

Median Value (another average)

The **middle** value. Put the list of numbers in order and find the middle one.
If there are two numbers in the middle find the number half way between.

Find the median: 4,5,2,3,6,7,6
in order 2,3,4,**5**,6,6,7. The Median = 5

Mode / Modal #

The number/class/item that appear most times in a list. **'Most Frequent'**

4,5,2,3,6,**4**,7,8,**4**, **Mode** = 4. Check for multiple modes!

Range

The highest value **subtract** the **lowest** value. (A measure of spread)

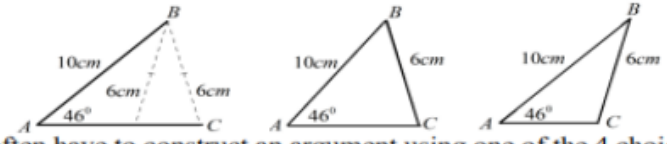
3, 31, 26, 102, 37, 97, 4 **Range:** 102 – 3 = 99

Congruent Triangles

There are 4 ways you can prove that two triangles are congruent (identical).

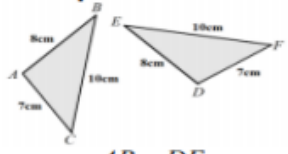
SSS (Side/Side/Side)	**RHS** (Right Angle/ Hypotenuse/ Side)	**SAS** (Side/Angle/Side)	**ASA** (Angle/Side/Angle)
All sides are of equal length for both triangles.	The hypotenuse and one side length are the same for both RA triangles.	Two side lengths are the same AND the enclosed angle for both triangles	Two angles are the same size and a corresponding side for both triangles.

There is one combination that **doesn't** prove congruency. "Don't be an ASS". Angle Side Side is not sufficient (unless it's RHS!) to prove congruency as shown below. Triangle ABC can be drawn 2 different ways despite having two equal sides and one equal angle.



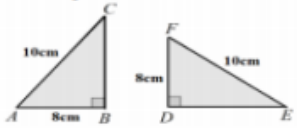
You will often have to construct an argument using one of the 4 choices above being clear in your work. Some examples are shown to the right. Each makes references to the equal sides or angles and has a conclusion that includes either SSS, RHS, SAS or ASA.
The 4 possible scenarios are shown to the right.

Example 1:



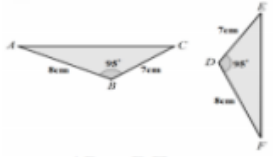
$AB = DE$
$AC = DF$
$BC = EF$
∴ The two triangles are congruent by SSS.

Example 2:



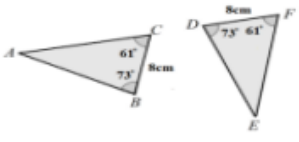
$\angle ABC = \angle EDF = 90^\circ$
$AC = EF$
$AB = DF$
∴ The two triangles are congruent by RHS

Example 3:



$AB = DF$
$BC = DE$
$\angle ABC = \angle EDF$
∴ The two triangles are congruent by SAS.

Example 4:



$BC = DF$
$\angle ABC = \angle EDF$
$\angle ACB = \angle EFD$
∴ The two triangles are congruent by AAS.

Algebraic Proof

A proof is an argument to justify a mathematical statement. When writing a proof you must show that the statement holds true for all cases not just select certain values and conclude it must be true for all values. The way to do this is to write out and manipulate algebraic expressions and identities to form your proof. Let's start with some basic expressions for numbers

n	$2n$	$2n+1$ or $2n-1$	$2n+2$	$2n+3$
an integer	an even integer	an odd integer	the next even integer after $2n$	the next odd integer after $2n+1$

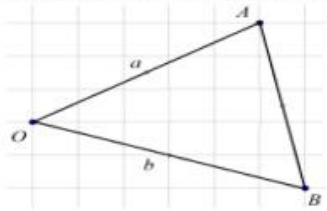
Using expressions like those above to set up the expression. Expanding brackets, simplifying and refactoring is usually used to show the proof. You must include a concluding statement to end the proof. Examples are shown to the right. **Simply showing isolated cases hold true by using numbers does not prove a statement is true for all values. You will not be awarded marks for doing this.** The only time you can substitute numbers in is to show that a proof is not true with a counter example. You may be asked to do this.

Exam 1: Show that the difference between the squares of 2 consecutive odd integers is always a multiple of 8.
Answer: Let the first of the 2 numbers be $2n-1$ & the second $2n+1$. Square each to give $(2n+1)^2$ & $(2n-1)^2$.
Difference means subtract $\therefore (2n+1)^2-(2n-1)^2$.
Expand brackets to give $4n^2+4n+1-(4n^2-4n+1)$.
Simplify to $8n$ by cancelling the terms. Conclude with the statement "$8n$ is a multiple of 8 $\therefore$ true for all consecutive odd integers."

Example 2: Show that product of any two odd numbers is always odd.
Answer: Let the first number be $2n-1$ and the second $2n+1$. Multiplying: $(2n-1)(2n+1)=4n^2-1$
$4n^2$ is always even as it's a multiple of 4 $\therefore 4n^2-1$ is odd for all values of n.

Vectors (Solving Geometric Problems)

You can use vectors to solve problems in geomerty. It's important to remember that vectors have both direction and magnitude (size). You must look at which way the arros on the vectors are pointing!
You can find a 'vector journey' by simply tracing your finger along the given route you want to take. The diagram below shows how to get from each point in the triangle to the others. You can see that travelling from O to A is different from A to O. The magnitude of the vector is the same but the direction is reversed to give the negative value.
We can say $\overrightarrow{OA}=a$ and $\overrightarrow{AO}=-a$
Look out for the arrows to show the direction of the vector.



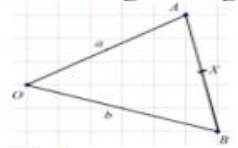
$\overrightarrow{OA}=a \quad \overrightarrow{AO}=-a$

$\overrightarrow{OB}=b \quad \overrightarrow{BO}=-b$

$\overrightarrow{AB}=\overrightarrow{AO}+\overrightarrow{OB}=-a+b=b-a$
$\overrightarrow{BA}=\overrightarrow{BO}+\overrightarrow{OA}=-b+a=a-b$

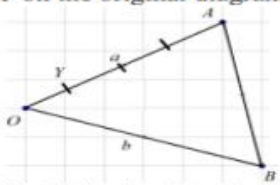
You may be given midpoints or ratios in questions. Simply set up a vector journey and use the information given. Drawing it out will really help especially as most vectors questions don't include the grid.
The example to the right shows this.
You will need to be able to simplify and factor basic algebraic expressions as they will often highlight parallel vectors.
An example could be $\overrightarrow{AB}=2p-\frac{1}{2}(4q-2p)$. This simplifies to give $p-2q$
which is parallel to $3(p-2q)$ for example. This is covered below.
With ratios if you have a ratio of 2:3 then the line is split into 5 parts. So one part is 2/5 of the line and the other 3/5. A ratio of 5:7 has 12 parts so it would be split as 5/12 and 7/12.

Example 1: X is the midpoint of AB. Find $\overrightarrow{OX}$
Answer: Draw X on the original diagram



Now build up a journey.
You could use $\overrightarrow{OX}=\overrightarrow{OA}+\frac{1}{2}\overrightarrow{AB}$.
This will give: $\overrightarrow{OX}=a+\frac{1}{2}(b-a)$.
This will simplify to $\frac{1}{2}a+\frac{1}{2}b$ or $\frac{1}{2}(a+b)$

Example 2: Y is the point on OA such that the ratio $OY:YA$ is $1:3$. Find $\overrightarrow{BY}$.
Answer: Draw Y on the original diagram



If the ratio is $1:3$ split the line into four parts (quarters). and simply build a vector journey.
$\overrightarrow{BY}=\overrightarrow{BO}+\frac{1}{4}\overrightarrow{OA}$ which gives $\overrightarrow{BY}=-b+\frac{1}{4}a$.

Music

KS4

BTEC Tech Music Practice

Component 2 – Purpose

This component is about proving **skill growth**, not demonstrating what you can already do.

Examiners want to see a journey:

Startingpoint → practice → evidence → better result.

8 Key Words

Skills audit – honest checklist of abilities.
Development routine – daily/weekly practice plan, targeting weak areas.
Technical exercises – scales, DAW drills or warm-ups that build technique.
Goals – clear, timed targets (e.g. "record clean 8-bar riff by Friday").
Monitoring – video/audio logs that track progress at milestones.
Reflection – Notes on what's improved.
Professional skills – e.g. time-keeping, teamwork, safe set-up, file-labelling.
Portfolio – single folder with all planning, practice evidence and outcomes.

Task Brief

Students will produce two **musical outcomes** (combined 2–4 min in length) drawn from two **different disciplines.**
Choose any two of **performance**, **original composition**, or **music production**.
Both must clearly express the them given, whether through lyrics, triumphant chords or sound design.

Planning & Goals

Begin with a **skills audit** then set **SMART goals** (specific, measurable, achievable, relevant, time-bound).

Map out **practice sessions** with **times** and **durations**, then describe how each **exercise** tackles a listed **weakness** you **identified** in your **skills audit.**

Evidence Collection

Film short clips of warm-ups, rehearsal takes, DAW screen-captures, mix snapshots; **label dates** and describe **what changed.** Regular **reflections** explain **successes**, **setbacks** and **next steps.**

Professional & Commercial Skills

Show industry **habits**: punctual session logs, tidy file structure, **safe equipment** use, collaboration etiquette. Examiners look for these "**soft skills**", that prove you can work in a **real studio** or **gig scenario**.

Submission & Timing

You have about **15 supervised hours** to **plan**, **develop**, **record** and **compile** everything into one portfolio (**60 marks total**).
Missing evidence or **sloppy organisation** can cost **marks**—treat the folder with the **professionalism** you want people to treat you with.

Remember the **Evidence Collection** is worth the **same marks** as the submission piece of music!

Component 2

Music

KS4 BTEC Tech Music Practice

Component 3 – Purpose

Students act as a **freelance artist** hired by 'Launch Pad' magazine to create a **fresh, audience-ready** version of an **existing song**.

Success depends on clear **planning**, strong **musical craft** and a reflective **commentary**.

6 Key Words

Brief – the magazine's task: reinvent one listed song in a new style.
Style Choice – e.g. Ambient, Britpop etc (must differ from original style).
Reinterpretation – significant makeover that still lets listeners recognise the tune.
Creative Process Notes – one A4 page + six screenshots you gather while working.
Commentary – 300-word PDF evaluating strengths, weaknesses, decisions.
Pathway – Creating & Performing or Creating & Producing—pick one.

Activity 1 – Initial Proposal

In a strict **two-hour** window you complete Pearson's digital template, explaining which **song** and **style** you picked, **how you'll transform it**, and what **skills/resources** you need. Bullet-pointed prep notes (max one A4 sheet) are your only aid.

. Activity 2 – Make the Product

Over **16** informally supervised hours you **experiment**, **rehearse** and **record** a **continuous** video (performers) or a **stereo audio mix** (producers) lasting **1:30–4 min.** The original song must remain recognisable while clearly sounding like your chosen style.

Evidence & Professionalism

Label every file with your **name/ID,** screen captures or rehearsal **clips** as **proof** of **development**, and keep all parts in one **tidy** digital folder. **Lone** effort is **vital**. No **shared** outcomes or outside **coaching** can be done during **supervised** time.

Activity 3 – Commentary

In a final **one-hour session** you write **300+ words** analysing your **creative choices**, how the piece **evolved**, and what could be **improved** next time.

Attach up to six **images/screenshots** that illustrate key stages of your **process**.

Marks & Timing

Marks: 8 (for the proposal) + **44** (for the product) + **8** (for the commentary) = 60 total.

Manage the **timeline**—missing a **deadline** or **sloppy evidence** can drop you an entire grade, so treat each activity like a **real-world commission** with an **immovable** publication date.

Component 3

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.

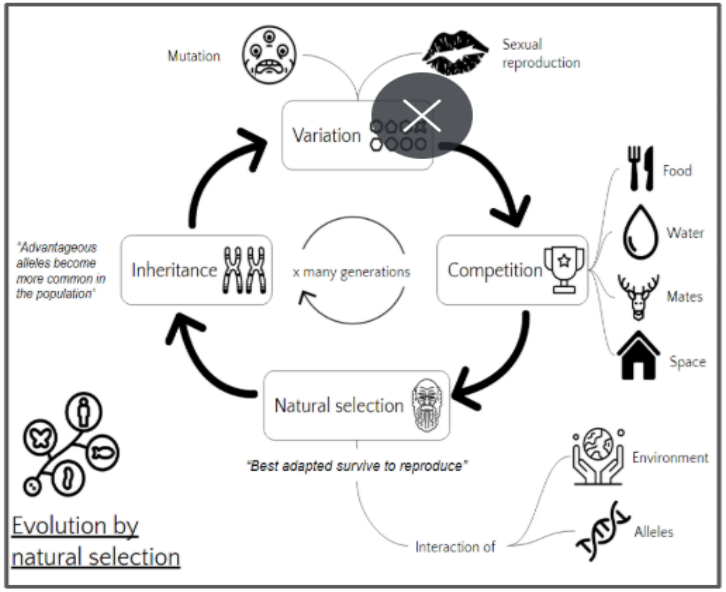
Presenting and Evaluating
Objective: Complete final presentationand evaluate work.

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

Science - Biology

B6 - Variation

Keywords	
Variation	The differences in the characteristics between individuals in a population.
Natural selection	Organisms of a species which compete with each other and gain an advantage so are more likely to survive and breed.
Mutation	Changes which occur in the DNA code in the genes during cell division.
Selective breeding	The process where humans breed plants and animals for desired characteristics.
Genetic engineering	The process where genes in the genetic material of an organism are modified (changed).
Clone	An individual produced by asexual reproduction. It is genetically identical to the parent.
Tissue culture	A technique for cloning plants using a small group of cells taken from part of a plant.
Embryo cloning	A technique for cloning animals using cloned embryos which are transplanted into surrogate mothers.
Adult cell cloning	A cloning technique using an adult cell.



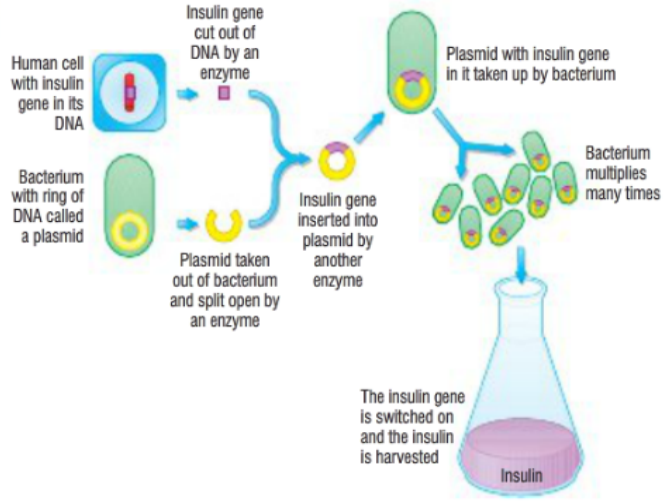


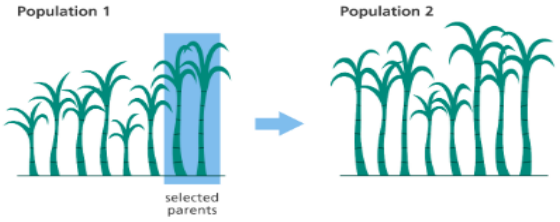
Figure 1 The principles of genetic engineering. A bacterial cell receives a gene from a human being so it makes the human hormone insulin.

Selective Breeding

Selective breeding (artificial selection) is the process by which humans breed plants and animals for particular genetic characteristics.

It involves choosing parents with the desired characteristic from a mixed population. They are bred together. In this example,the two tallest plants are chosen as the parent plants. They are bred together.

From the offspring those with the desired characteristic are bred together. This continues over many generations until all the offspring show the desired characteristic. In this example, the two tallest plants from population 2 are selected as the parents. They are bred together and will eventually lead to a population where all of the plants are tall.



Science - Biology

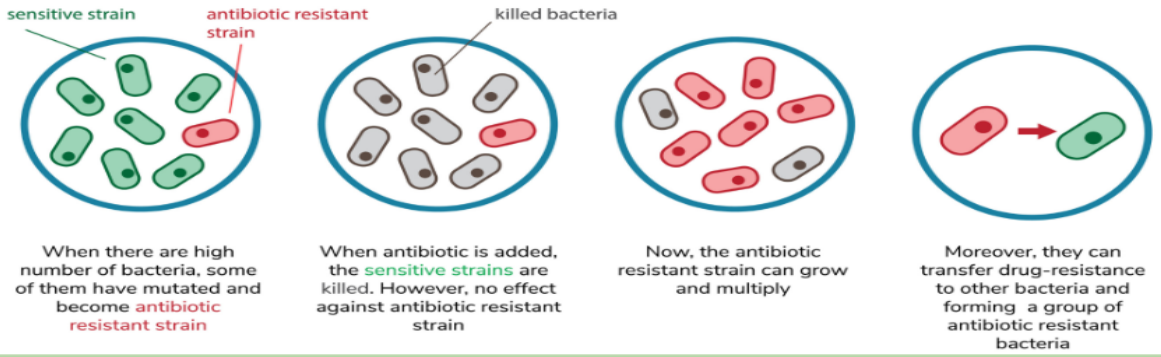
B6 - Genetics & evolution

Keywords	
Classi-fication	Organisation of living things into groups according to their similarities
Domains	New classification groups based on the biochemistry of cells and how they reproduce and which contain six kingdoms.
Evolutionary trees	Models used to explain the evolutionary links between groups of living things.
Extinction	The permanent loss of all members of a species from an area or from the world.
Speciation	The process where populations evolve and become so different that interbreeding is no longer possible.
Species	The smallest group of organisms that can breed together and produce fertile offspring.

Extinction

Extinctions can be caused by: asteroid impacts, climate change, competition, diseases or predators. Mass extinctions are when a large number of species are lost within a very short period of time. These events can be caused by catastrophic global events (ice ages, meteor impacts) or widespread environmental change that occurs too rapidly for most species to adapt. There have only ever been 5 mass extinction events.

Antibiotic resistant Bacteria



Classification and naming organisms

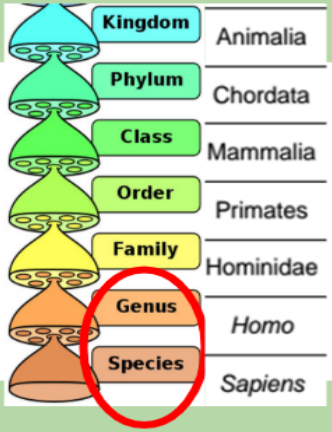
Carl Linnaeus produced the following order to classify organisms. He grouped animals together based on their structure and characteristics. When giving an organism it's scientific name, we use a binomial (2 name) system of Genus and Species. For example, the binomial name for a Human is *Homo sapiens.*

Rules:

1st name is the name of the genus and starts with a capital.

2nd name is the species name and it starts with a lowercase letter.

The two names are underlined if hand written or in *italics* if printed.



Fossils

An organism dies. The flesh rots leaving the skeleton behind. ⇨ The skeleton gets buried under rock or mud. This prevents exposure to oxygen, (no decay). ⇨ Over millions of years, the skeleton is mineralised and turns to rock. ⇨ The fossil emerges as the rocks move and erosion takes place.

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.

Sports Studies

KS4 Sport Studies Component 3

Sport and the Media

Types of Media
- **Television –** Love Broadcasts, highlights
- **Radio –** Live commentary, Sport talk shows
- **Print Media –** Newspapers, magazines, books
- **Internet –** Websites, Blogs/ Vlogs, Online articles
- **Social Media –** Instagram, Facebook, TikTok, YouTube

Positive Effects of Media on Sport
•Increases exposure and popularity of sports, events, and athletes.
•Brings in sponsorship and funding due to larger audiences.
•Raises participation levels, especially after high-profile events.
•Promotes role models and inspirational stories.
•Provides educational content – analysis, interviews, and rules explained.
•Enhances viewing experience with replays, multiple angles, and commentary.

Negative Effects of Media on Sport
•**Media pressure** can negatively affect athlete performance and mental health.
•**Over-commercialisation** – sport may be focused more on profit than participation.
•**Invasion of privacy** – especially for elite athletes.
•**Bias and stereotyping** – some groups or sports receive less positive coverage.
•**Changes to scheduling** – matches moved for TV, not fans or athletes.
•**Unfair criticism** – athletes and teams can face abuse or false stories.

The **Golden Triangle** is a model that shows the **interdependent relationship between**:
1.Sport (Gains exposure from the media and funding from sponsorship).
2.Media (Needs exciting sport content to attract viewers and advertisers).
3.Sponsorship (Invests in sport to advertise products, relying on media to reach large audiences.)

Golden Triangle Example in Action:
•Football match **(Sport)** is shown live on TV **(media).**
•A company like Nike sponsors the team **(sponsorship).**
•The sport gains money, fans watch it, and Nike gets brand exposure.

Benefits of the Golden Triangle:
•Increased **funding for sport** (better facilities, coaching, salaries).
•More **media coverage and global exposure**.
•Companies reach large audiences through popular sports.

Criticisms of the Golden Triangle:
•Can lead to **over-commercialisation**.
•Some **sports and athletes are left out** if they don't attract media or sponsors.
•Media and sponsors may start to **influence rules, scheduling, or athlete behaviour**.