DIXONS
ALLERTON
ACADEMY

KNOWLEDGE ORGANISER YEAR 10 2024/2025

Name:

Student Number:

C1

DIXONS ALLERTON ACADEMY

Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

"At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices"

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

Contents

WEEK 2	
1. tertiary	A job type which involves providing a **service**.
2. composition	The way elements of artwork are **arranged** or **combined.**
3. monotheism	Belief in **one** God.
4. patriarchal	Ruled or controlled by **men**.
5. flammable	Sets on **fire** easily.
6. precipitation	Any form of **water** falling from the sky.
7. hypothesis	A **prediction** about what you think will happen in an investigation.
8. exodus	A **journey**.
9. protagonist	**Main character** in a narrative.
10. integer	A **whole** number (not a fraction)

WEEK 3	
1. identity	**Characteristics** determining who or what something is.
2. pathogens	**Bacteria** such as food poisoning bacteria.
3. chronology	Historical events in the correct **order.**
4. misinformation	A deliberate **lie** to mislead somebody.
5. melody	The main 'tune' of the song that you could sing to
6. segregation	**Separating** people based on race, class and social factors.
7. progression	Getting **better.**
8. faith	Having **trust** in someone.
9. Monarchy	Country where the Head of State is **King** or **Queen.**
10. molecule	A group of atoms **chemically joined** together.

CYCLE 1 SPELLINGS

WEEK 4	
1. empathy	Ability to understand and feel **others' emotions**.
2. century	Time span of **100** years
3. hoax	A **trick** in which someone tells people a lie.
4. harmony	Chords that **support** the melody
5. covenant	A serious **promise.**
6. regression	Getting **worse.**
7. accent	The way of pronouncing words associated with an **area** or **place.**
8. mixtures	Two or more substances **mixed** together but **not chemically joined.**
9.dialogue	The **spoken** script on stage.
10. source	Evidence made **at the time** of an historical event.

WEEK 5	
1. activist	Someone who is active in **political** and **social** causes.
2. decade	Time span of **10** years.
3. domain	A **website** name.
4. conductor	**Leads** the orchestra and any other large ensemble.
5. stewardship	To **look after** the world and each other.
6. faith	Having **trust** in someone.
7. prejudice	A **preconceived** opinion not based on reason or experience.
8. corrosive	**Destroys** living **tissue** such as skin and eyes
9. culture	Ideas, **customs** and social behaviour of a group of people.
10. ensemble	A **musical group** e.g. orchestra, brass band, choir.

WEEK 6	
1. injustice	**Unfair** behaviour or treatment
2. **Millennium**	Time span of **1000** years.
3. bias	Feeling or prejudice **for or against** one person or group.
4. orchestra	A large ensemble of **musicians playing instruments.**
5. polytheist	Believing in **many** Gods.
6. colloquial	**Informal** language used in conversation.
7. opinion	A **view** or judgement formed about something.
8. gesture	An expression or **movement** of the body.
9. interpretation	Evidence showing an **opinion** on an event.
10. atom	A **tiny particle.**

WEEK 7	
1. **status**	The **level** of society a character is in.
2. **democracy**	System where people can **vote** for the government.
3. **tension**	Where the mood atmosphere in a novel is **strained.**
4. **heritage**	Range of **inherited** traditions / cultures.
5. **systemic**	Implies problems are rooted in the way **systems** are set up.
6. **development**	The process of a county **improving over time.**
7. **migration**	People **moving** around.
8. **monologue**	**One** person delivering a speech or their thoughts to the audience.
9. **intonation**	**Variation** of spoken pitch.
10. **liberty**	State of being **free** from oppression.

CYCLE 1 SPELLINGS

WEEK 8	
1. **tertiary**	A job type which involves providing a **service.**
2. **composition**	The way elements of artwork are **arranged** or **combined.**
3. **monotheism**	Belief in **one** God.
4. **patriarchal**	Ruled or controlled by **men.**
5. **flammable**	Sets on **fire** easily.
6. **precipitation**	Any form of **water** falling from the sky.
7. **hypothesis**	**Prediction** about what you think will happen in an investigation.
8. **exodus**	A **journey.**
9. **protagonist**	**Main character** in a narrative.
10. **integer**	A **whole** number (not a fraction)

WEEK 9	
1. **identity**	**Characteristics** determining who or what something is.
2. **pathogens**	**Bacteria** such as food poisoning bacteria.
3. **chronology**	Historical events in the correct **order.**
4. **misinformation**	A deliberate **lie** to mislead somebody.
5. **melody**	The main 'tune' of the song that you could sing to
6. **segregation**	**Separating** people based on race, class and social factors.
7. **progression**	Getting **better.**
8. **faith**	Having **trust** in someone.
9. **Monarchy**	Country where the Head of State is **King** or **Queen.**
10. **molecule**	A group of atoms **chemically joined** together.

WEEK 10	
1. empathy	Ability to understand and feel others' emotions.
2. century	Time span of 100 years
3. hoax	A trick in which someone tells people a lie.
4. harmony	Chords that support the melody
5. covenant	A serious promise.
6. regression	Getting worse.
7. accent	The way of pronouncing words associated with an area or place.
8. mixtures	Two or more substances mixed but not chemically joined.
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 11	
1. activist	Someone who is active in political and social causes.
2. decade	Time span of 10 years.
3. domain	A website name.
4. conductor	Leads the orchestra and any other large ensemble.
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g., orchestra, brass band, choir.

CYCLE 1 SPELLINGS

WEEK 12	
1. injustice	Unfair behaviour or treatment
2. Millennium	Time span of 1000 years.
3. bias	Feeling or prejudice for or against one person or group.
4. orchestra	A large ensemble of musicians playing instruments.
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. opinion	A view or judgement formed about something.
8. gesture	An expression or movement of the body.
9. interpretation	Evidence showing an opinion on an event.
10. atom	A tiny particle.

WEEK 13	
1. status	The level of society a character is in.
2. democracy	System where people can vote for the government.
3. tension	Where the mood atmosphere in a novel is strained.
4. heritage	Range of inherited traditions / cultures.
5. systemic	Implies problems are rooted in the way systems are set up.
6. development	The process of a county improving over time.
7. migration	People moving around.
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. liberty	State of being free from oppression.

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 12	WEEK 13	NOTES
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

Stave 1 – Scrooge as a miser

To begin with, Scrooge is the epitome of a miserly and grumpy old man. He could be seen as a **caricature or parody** of greedy Victorian business owners - exaggerated so much that even businessmen reading the text may find Scrooge shocking and/or humorous. Scrooge is associated with **cold imagery and cold, foggy weather (pathetic fallacy)** and disconnected from those around him - including his family. When approached to give to charity, he expresses the Malthusian view that the poor ought to be in the workhouses or the prisons if they cannot pay their rent.

Fred

Fred could be seen as a foil for Scrooge, or even as the antithesis of Scrooge at the beginning. He is associated with warmth, he is generous with the charity collectors, and he expresses more socialist views about all people being connected as one human race.

Despite Scrooge's miserable nature, Fred perseveres with him and continues to visit him and invite him over for Christmas dinner every year.

Stave 2 – the past/regret

GOC past - Associated with light imagery as it **illuminates the past/truth.** Scrooge asks the ghost to extinguish his light at first.

In this stave we see Scrooge **show emotion for the first time** *('what is that upon your cheek?')*

He is shown:

His miserable school life which he 'wept' to see.

Fan - his younger sister (Fred's mum) who has since died. We see a positive past relationship and also grief.

Fezziwig - Scrooge's old employer who we see threw huge parties for his employees at Christmas and let Scrooge sleep on the premises to save money. We could **see Fezziwig as the antithesis of Scrooge** - they contrast hugely. Scrooge also acknowledges it was 'a **small matter'.**

Belle - Scrooge is upset and desperate to leave his memory of Belle ending their engagement. This shows us **Scrooge wasn't always obsessed with money** and also shows his **regret.**

Stave 3 – the present/joy

GOC present - Arrives with an enormous banquet - presents the imagery of **abundance**, proving that there are enough resources to go around (contradicting Malthus) and some have far more than they need.

Takes Scrooge to:

The Cratchits - we see how the family are 'brave in ribbons' and enjoy Christmas despite their poverty and problems, showing the power of family and love.

Fred's party - Scrooge feels 'light of heart' watching the games played & experiences joy for the first time.

Ignorance & Want - these 'abject' children represent the poorest and most neglected in society, and how the wealthy ignore them, which could lead to doom. They lead Scrooge to ask *'have they no refuge or resource?'* This is very different from his view of the poor in stave 1, perhaps due to what he is seen; perhaps because they are children.

The Cratchits

The Cratchits represent what would have been seen as **'the deserving poor'.** At the time, many had prejudices towards some poor people, imagining they could somehow help their situation if they worked harder. *Perhaps this is why ACC was not another workhouse novel like Oliver Twist.* The Cratchits **create sympathy in the reader** - we can see how very hard they work and how little they have. Despite this, they are loving, grateful and happy. Tiny Tim's health problems reflect common issues faced by poorer people who did not have access to health care. Child mortality was high and life expectancy amongst the poor was low.

Stave 4 – the possible future/fear

GOC YTC - This spirit appears as a 'solemn phantom'. Through this spirit we see:

Scrooge's legacy in his **possible future death** if he is unchanged - Mrs Dilber takes the curtains from around his corpse; some say they are attending the funeral for a free meal. **Nobody cares about Scrooge when he is dead** and this shocks/upsets both Scrooge and the reader.

Tiny Tim's death – this is shown to be **inevitable if Scrooge does not change** and support the Cratchits. **Scrooge shows concern for the family** on seeing Tim's hypothetical death.

Stave 5 - transformation

Scrooge's journey through the spirits has completely transformed him. **He repeats the words he said fearfully at the end of stave 4**, and promises to keep Christmas in his heart 'all the year'. He embarks on a string of **generous acts:** buying a turkey for The Cratchits, donating to charity, visiting Fred and raising Bob Cratchit's salary.

We see he has **reconnected with family** – he goes to Fred's Christmas party and finds new 'family' by becoming 'a second father' to Tiny Tim. This reflects Dickens' messages about the importance of family and of love and kindness.

Context

Victorian London

The conditions of those living in poverty in London were atrocious, and the equality gap between rich and poor was huge. The amendment to the poor law (1834) meant that the poor could no longer be given money or clothes by parishes, and simply had to leave their homes for workhouses - working and living in disgusting conditions - if they could not afford rent/food.

Dickens

Dickens was a social reformer and political commentator. He passionately opposed economists like Malthus, who claimed the deaths of the poor were inevitable due to lack of resources. He wrote the Condition of England novel ACC to raise awareness of these issues and inequalities. In his words he wanted to deliver a 'sledgehammer blow' to society.

Stave 1

"a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire"

"solitary as an oyster",

"no wind that blew was bitterer than he" Dickens on Scrooge

"A merry Christmas, uncle! God save you!" cried a cheerful voice. Fred to Scrooge (foil character)
"Bah!" said Scrooge, "Humbug!" Scrooge to Fred

"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population." Scrooge to the charity collectors

"I wear the chain I forged in life" - this is a metaphor for Marley's sins. It is made of *"cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses",* showing their joint sin of avarice.

Stave 2

"would you so soon put out, with worldly hands, the light I give? " - Ghost of Christmas Past to Scrooge after Scrooge tries to hide the light (truth) from his cap.

"The happiness he gives, is quite as great as if it cost a fortune." - Fezziwig contrasts hugely with Scrooge – we could describe him as Scrooge's antithesis (the opposite of him). Scrooge realises the value in generosity now.

"What Idol has displaced you?" he rejoined.
"A golden one."
Belle and Scrooge in conversation
'his sight grew very dim indeed' [from crying] when he saw the child Belle later had and thought they could have been 'a springtime in the haggard winter of his life'. This conveys some regret from Scrooge that he could have been a father and missed the opportunity.

"Spirit!" said Scrooge, "show me no more! Conduct me home. Why do you delight to torture me?"
Scrooge to Spirit – shows his pain at seeing what he lost.

Stave 3

"'Spirit,' said Scrooge submissively, 'conduct me where you will' - Scrooge seems willing to learn. *'Such a bustle ensued that you might have thought a goose the rarest of all birds' - shows the joy of the Cratchits even though their dinner is small.*

'Uncle Scrooge had imperceptibly become so gay and light of heart' - Scrooge at Fred's party experiencing some Christmas spirit for the first time. The metaphor 'light of heart' could show that he is no longer weighed down by sin.

"'Have they no refuge or resource?" "Are there no prisons?" Contrast in Scrooge from stave 1 - Spirit uses Scrooge's words against him.

"most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased." Spirit on Ignorance – if the rich continue to ignore the needs of the poor, society is doomed

Stave 4

"lying gasping out his last there, alone by himself." At Old Joe's - description of Scrooge's hypothetical future death

"We may sleep to-night with light hearts, Caroline!" Young couple who owed Scrooge money are the only people who show emotion at his death, and they are happy.

"Yes, my dear," returned Bob. "I wish you could have gone. It would have done you good to see how green a place it is.". Bob discusses TT's grave.

"I will honour Christmas in my heart, and try to keep it all the year"- Contrast in Scrooge

"Oh, tell me I may sponge away the writing on this stone!" Repentant Scrooge showing desperation for a second chance.

Stave 5

"'I will live in the Past, the Present, and the Future!' Scrooge repeated'" Scrooge's reaction to waking up – repeating his promise from stave 4.
"I'm quite a baby. Never mind. I don't care. I'd rather be a baby. Hallo! Whoop!" Scrooge's rebirth.
'I am as light as a feather, I am as happy as an angel' - these childish similes emphasise the pure and simple joy Scrooge is experiencing. The religious language also shows how he has become more Christian. 'Light as a feather' could reflect he is no longer 'heavy' with sin.
Scrooge sends a turkey to the Cratchits, gives a generous sum of money to the charity collectors from stave 1 and attends Fred's party, as well as raising Bob Cratchit's salary – he therefore makes up for all his previous mistakes.
"Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father. He became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city, town, or borough, in the good old world."
Scrooge's redemption.

SECTIONS 1

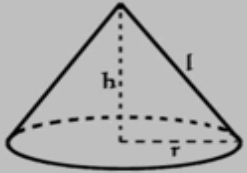| PROPERTIES OF 3D SOLIDS	
surface	the **outside layer** of an object, it has an **area** and **can be flat or curved**
face	any of the **individual flat surfaces** of a **solid object**
edge	for a 3D shape, the **line segment** where **two faces** meet
vertex (vertices)	for a 3D shape, the **point** where **two or more edges meet**, a **corner**

SECTION 2

2D REPRESENTATIONS OF 3D SHAPES	
plan	a **2D view** of a **3D solid** as viewed **from above**, birds-eye view
elevation	the **2D view** of a **3D solid from** the **front** or the **side**
net	a **pattern** that you can **cut** and **fold** to make a **model** of a 3D shape

SECTION 4

| SURFACE AREA	
surface area	the **total area** of all the **surfaces** on a **3D shape**
surface area method	find the **area of each face** separately, then **add** them together
surface area of a sphere	$A = 4\pi r^2$
surface area of a cone	curved surface area = $\pi r l$ circle base area = πr^2 **add** these together

SECTION 3

VOLUME		
volume	the amount of **space a 3D shape** takes up	
volume units	**mm³, cm³, m³...**	
prism	volume = **area of cross section x length**	
cube	volume = **one side cubed** (or, **area of square x length of prism**)	$V = l^3$
cuboid	volume = **area of rectangle x length of prism**	$V = lbh$
triangular prism	volume = **area of triangle x length of prism**	$V = \dfrac{lbh}{2}$
cylinder	volume = **area of circle x length of prism**	$V = \pi r^2 h$
pyramid	volume = $\dfrac{1}{3}$ **x area of cross section x length**	
square based pyramid	volume = $\dfrac{1}{3}$ **x area of square base x height of pyramid**	$V = \dfrac{lwh}{3}$
cone	volume = $\dfrac{1}{3}$ **x area of circle base x height of cone**	$V = \dfrac{\pi r^2 h}{3}$
sphere	$V = \dfrac{4}{3}\pi r^3$	

SECTIONS 5

Pythagoras's Theorem

Pythagoras' theorem	a **relationship** between the **3 sides** on a **right angled triangle**
Pythagoras' theorem	$a^2 + b^2 = c^2$ '**c**' is always the **hypotenuse**
Pythagoras' theorem in 3D	$a^2 + b^2 + c^2 = h^2$

Labelling for Pythagoras theorem
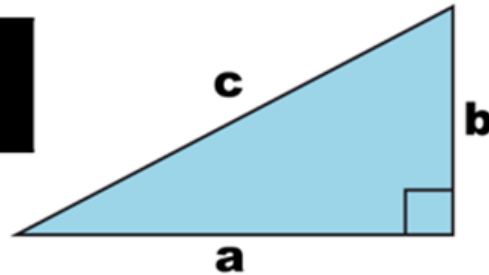
$a^2 + b^2 = c^2$

Labelling for Trigonometry
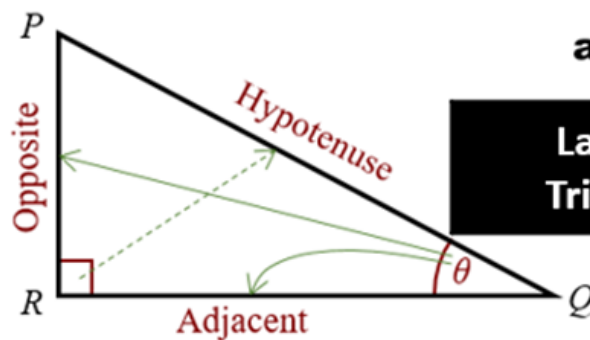
SECTION 6

TRIGONOMETRIC RATIOS

trigonometric ratios	sine (sin), cosine (cos) and tangent (tan) use with **right angled triangles** ratios between **2 lengths and an angle**
hypotenuse	the **longest side** on a **right angled triangle** it is always **opposite the right angle**
opposite side	this side **depends** on the **angle** you are **using** (θ) it is the **angle opposite** θ
adjacent side	this side **depends** on the **angle** you are **using** (θ) it is the **angle next to** θ
sine	$sin\theta = \dfrac{opposite}{hypotenuse}$
cosine	$cos\theta = \dfrac{adjacent}{hypotenuse}$
tangent	$tan\theta = \dfrac{opposite}{adjacent}$
SOHCAHTOA	to remember: $S = \dfrac{o}{h}$ $c = \dfrac{a}{h}$ $t = \dfrac{o}{a}$

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SECTION 7

TRANSFORMATIONS

translation	translate means to move a shape the shape does not change (congruent) to translate a shape you need a vector in the form $\begin{pmatrix} x \\ y \end{pmatrix}$
rotation	to turn a shape the shape does not change (congruent) to rotate a shape you need a centre of rotation, the number of degrees to turn, and a direction of turn (clockwise or anticlockwise)
reflection	reflection means to flip a shape over a mirror line the shape does not change (congruent) to reflect a shape you need a mirror line
enlargement	to change the size of a shape the shape does change size (similar) to enlarge a shape you need a centre of enlargement and a scale factor of enlargement an enlargement with a fractional scale factor makes the shape smaller an enlargement with a negative scale factor changes the size and flips a shape
invariant points	points on a line or shape which do not move when a specific transformation is applied

SECTION 8

PROBABILITY

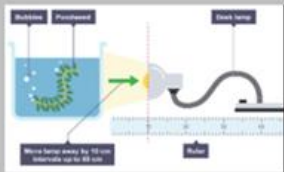| probability	the likelihood or chance of something happening it is given on a scale between 0 (impossible) and 1 (certain), and can be a fraction, decimal, or sometimes a percentage
theoretical probability	the probability of something in theory
relative frequency	the probability of something worked out from real life data, also called empirical probability
experiment (in probability)	when a number of trials are conducted to determine the probability of an event
event	one possible outcome in a probability experiment, e.g. getting a 6 on a die
expectation	what you predict will happen in a probability experiment, you multiply the probability by the number of trials

SECTION 9

AVERAGES AND RANGE FROM A FREQUENCY TABLE

mean	method: multiply the variables by their frequencies (fx column), total the fx column, divide by total frequency
mode / modal class	the most frequent value or class; the one with the highest frequency
median	use half the total frequency to find the middle position, then locate the row this occurs in using the 'subtotal' column
range	difference between the largest and smallest values of the variable (first column)

2.1 - Photosynthesis

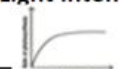|	
Photosynthesis	An **endothermic** reaction in which plants taken in **energy** to make **glucose** for plants. It occurs in **chloroplasts** in **palisade cells** in leaves.
Word equation	carbon dioxide + water $\xrightarrow{\text{light}}$ glucose + oxygen
Symbol equation	$6 CO_2 + 6 H_2O \xrightarrow{\text{light}} C_6H_{12}O_6 + 6 O_2$
Chlorophyll	**Green pigment** in chloroplasts. Absorbs **energy** from **sunlight** required for photosynthesis.
Uses of glucose	For **respiration** to **release energy**. **Stored** as insoluble **starch** for using later. **Making** other substances e.g. **cellulose** (for cell walls), **lipids** and **proteins** (with nitrate ions).

2.3 – Investigating Rate of Photosynthesis with Pondweed

Independent variable	**Light intensity** -> change by **moving lamp**. Light intensity $\propto 1/distance^2$ (inverse square law).
Dependent variable	**Rate** of **photosynthesis**. Count **bubbles** of **oxygen**. Or measure **volume** of **oxygen** with **gas syringe**.
Control variables	Same piece of **pondweed**, constant **temperature**, same **power light** source, same **CO_2 concentration**, same length of **time**.

2.5 - Exercise

Muscle cells	When **exercising** -> more **energy** required for contraction -> cells respire **faster**.
Heart Rate	**Increases** during **exercise** to **pump blood faster**. **Oxygen** and **glucose delivered** to muscle cells **faster**. **Carbon dioxide removed** from muscle cells **faster**.
Breathing	**Breathing rate** and **volume** of **breaths increases** -> **oxygen** inhaled faster -> **carbon dioxide** exhaled faster.
Anaerobic Respiration	Occurs if **insufficient oxygen** is **supplied** -> **lactic acid** causes **muscle pain** and **fatigue**.
Oxygen debt	Amount of **oxygen** needed to **react** with and **remove** the **lactic acid** built up during **anaerobic respiration**.

2.2 – Limiting Factors for Rate of Photosynthesis

Limiting factors	A factor that **limits** the **rate** of **photosynthesis**. If the **factor increases, rate increases**.
Light intensity	As **light intensity** increases -> **rate** increases (as it is the **LF**). Graph **flattens** -> rate is **constant** -> other factor is now the **LF**.
CO_2 conc.	As **CO_2 conc.** increases -> **rate** increases (as it is the **LF**). Graph **flattens** -> rate is **constant** -> other factor is now the **LF**.
Temperature	As **temperature** increases -> **rate** increases (as it is the **LF**). **Optimum** temperature -> **maximum rate**. **Beyond** optimum-> **rate** decreases -> **enzymes denatured**.
Chlorophyll	May be limiting factor due to **infectious disease** (**tobacco mosaic virus**) or **lack** of **minerals** (**magnesium**).

2.4 - Respiration

Respiration	**Exothermic** reaction -> releases **energy** from **glucose**.
	Aerobic -> uses **oxygen**. **Anaerobic** -> does **not** use **oxygen**.
Uses of energy	**Muscle contraction**, keeping body **temperature constant**, building up **larger molecules** from **smaller** ones.
Aerobic respiration	glucose + oxygen -> carbon dioxide + water
	$C_6H_{12}O_6 + 6 O_2 -> 6 CO_2 + 6 H_2O$
	Occurs in **mitochondria**.
Anaerobic respiration in muscle cells	glucose -> lactic acid
	Occurs when **oxygen cannot** be **supplied** fast enough -> **exercise**.
	Incomplete oxidation of glucose -> **less energy** released.
Anaerobic respiration in yeast cells	glucose -> ethanol + carbon dioxide
	Known as **fermentation**.
	Ethanol -> making **alcohol**. Carbon dioxide -> making **bread** rise.

1 – Acids and Bases

Acid	A substance that **dissolves** in **water** and forms **H^+ ions**. **Solutions** have a **pH lower** than **7**.
Alkali	A substance that **dissolves** in **water** and forms **OH^- ions**. **Solutions** have a **pH higher** than **7**.
Base	A substance that can **neutralise** an **acid**. If the **base** is **soluble**, it is also known as an **alkali**.
Neutralisation	**acid + base -> salt + water** **$H^+ + OH^- -> H_2O$**
Strong acids (HT)	**Completely ionise** in **water** to release **H^+ ions**. E.g. **sulphuric, hydrochloric** and **nitric** acids.
Weak acids (HT)	**Partially ionise** in **water** to release **H^+ ions**. E.g. **ethanoic, citric** and **carbonic** acids.
pH in terms of H^+ (HT)	**pH** is a measure of **H^+ ion concentration** in **solution**. **Stronger** acid = higher **H^+ion** concentration = lower **pH**.
	As the **pH decreases** by **one unit**, the **H^+ ion concentration** of the solution **increases** by a **factor** of **10**.

2 – Reactions of Acids with 3 Types of Bases

Metal oxide	**acid + metal oxide -> salt + water**
Metal hydroxide	**acid + metal hydroxide -> salt + water**
Metal carbonate	**acid + metal carbonate -> salt + water + carbon dioxide**
Naming salts	1st word from **metal**, 2nd word from **acid**: nitric -> **nitrate**, hydrochloric -> **chloride**, sulphuric -> **sulphate**.

3 – Making Soluble Salts (e.g. copper sulphate) using Insoluble Bases

| Reaction	**Gently warm** sulphuric acid. Add insoluble copper oxide until **no more reacts**. **Filter** out the **excess** copper oxide to leave copper sulphate **solution**.
Crystallisation	**Gently heat** solution using a **water bath** to increase concentration. When **crystals** start to form, leave to **cool**. **Filter** out crystals. Leave crystals in a **warm place** to **dry**.

4 – Metal Reactions

Reactivity series	Metals **react** by **losing electrons** and forming **positive ions**. More **reactive** metals **lose electrons** more **easily**.
Metal and acids	**metal + acid -> salt + hydrogen** (MASH)
	Only metals **more reactive** than **hydrogen** react.
Metal and water	**metal + water -> metal hydroxide + hydrogen**
	Potassium, sodium, lithium and **calcium** react **quickly** with **cold water**.
Oxidation	Substance **gains oxygen** (or substance **loses electrons** - OIL).
Reduction	Substance **loses oxygen** (or substance **gains electrons** - RIG).
Extraction from ores	**Less reactive** than **carbon** -> extract by **redcuction** with **carbon**.
	More reactive than **carbon** -> extract using **electrolysis**.
Displacement reaction	A **more reactive** metal **displaces** a **less reactive** metal from its compound.

Reactivity Series

Potassium	K
Sodium	Na
Lithium	Li
Calcium	Ca
Magnesium	Mg
Carbon	*C*
Zinc	Zn
Iron	Fe
Hydrogen	*H*
Copper	Cu

5 – Electrolysis

Electrolysis	Passing an **electrical current** through an **electrolyte** (a **molten** or **dissolved ionic compound**) to **split** it up.
Positive ions (cations)	Move towards **cathode** (negative electrode) -> **gain electrons** -> they are **reduced**.
Negative ions (anions)	Move towards **anode** (positive electrode) -> **lose electrons** -> they are **oxidised**.
Molten ionic solids	At the **cathode** -> **positive metal ions reduced**. At the **anode** -> **negative non-metal ions oxidised**.
Aqueous solutions (H^+ and OH^- present)	At the **cathode** -> **hydrogen** gas or pure **metal** produced (whichever is **least reactive**).
	At the **anode** -> **halogen** molecules (Cl_2, Br_2, I_2) produced if **halide ions** present. If not, **oxygen** gas is formed.

Tectonic hazard key terms (week 1)

Hazard risk	The probability or chance that a natural hazard may take place.
Natural hazard	A natural event (for example an earthquake, volcanic eruption, tropical storm, flood) that threatens people or has the potential to cause damage, destruction and death.
Earthquake	A sudden or violent movement within the Earth's crust followed by a series of shocks.
Immediate responses	The reaction of people as the disaster happens and in the immediate aftermath.
Long-term responses	Later reactions that occur in the weeks, months and years after the event.
Plate margin	The margin or boundary between two tectonic plates.
Primary effects	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake…
Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking
Tectonic hazard	A natural hazard caused by movement of tectonic plates (including volcanoes and earthquakes).
Tectonic plate	A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates
Volcano	An opening in the Earth's crust from which lava, ash and gases erupt.
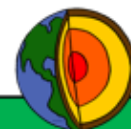
The structure of the Earth (week 2)

The Crust	Varies in thickness (5-10km) beneath the ocean, up to 70km on land. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state
The Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Why do plates move-Plate tectonics (week 3)

	The plates of the crust move due to **convection currents**
1	The core (like sun), middle of the Earth generates lots of heat
2	Magma in the mantle is heated up. The magma become **less dense** (runnier) and **slowly rises**.
3	As the magma moves towards the crust it cools down, become **more dense** (thicker) and **slowly sink**.
4	A **circular movements** of semi-molten is created. These are called **convection currents**
5	Convection currents create **drag** on the bottom of the tectonic plates and this causes them to move.

Types of Plate Margins (week 4)

Destructive Plate Margin

The denser oceanic plate subducts beneath the continental one. This generates friction causing it to **melt and become molten magma**. The magma forces its ways up to the surface to form a volcano, causing large earthquakes and eruptions.

Constructive Plate Margin

Two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack such as those in the **Mid Atlantic Ridge**. Earthquakes & eruptions occur here

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

Causes of Earthquakes (week 5)

1. When two plates become locked causing tension to build up.
2.The **stress** and **pressure** will eventually be released, triggering plate movement.
3. Energy in the form of seismic waves is released, travels from the focus (place where the earthquake starts in the crust) towards the epicentre (place where the seismic waves first reach the surface).
4. The crust vibrates triggering an earthquake.

Causes of Earthquakes (week 5)

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.

Earthquake Management (week 6)

PREDICTING

Methods include:
- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:
- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

Volcanic Hazards (week 7)

|	
Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.

Managing Volcanic Eruptions (week 7)

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.

15

Key terms (week 8)

Term	Definition
Birth rate	The number of births in a year per 1000 of the total population
Death rate	The number of deaths in a year per 1000 of the total population
Demographic Transition Model	A model showing how populations should change over time in terms of their birth rates, death rates and total population size
Development	The progress of a country in terms of economic growth, the use of technology and human welfare.
Development gap	The difference in standards of living and wellbeing between the world's richest and poorest countries (between HICs and LICs).
Globalisation	The process which has created a more connected world, with increases in the movements of goods (trade) and people (migration and tourism) worldwide.
Human Development Index (HDI)	A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This combined measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.
Industrial structure	The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).
Infant mortality	The average number of deaths of infants under 1 year of age, per 1000 live births, per year.
Life expectancy	The average number of years a person might be expected to live.

What is development? (week 9)

Development is an improvement in living standards through better use of resources.

Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Variations in the level of development (week 9)

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.

The Demographic Transition Model (week 10)
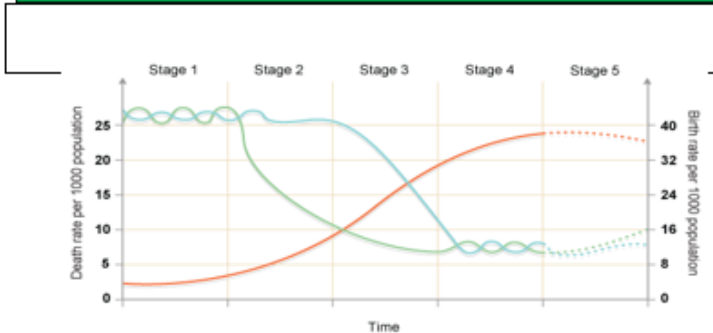
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
High birth & death rate	High birth rate, lowering death rate	Birth rate drops, death rate stabilises	Low birth & death rate	Birth rate lower than death rate
Low population growth	Population grows	Rapid population growth	Population growth slows down	Population slowly declines
e.g. Isolated tribes	e.g. Niger	e.g. Brazil	e.g. UK	e.g. Italy

Physical factors affecting uneven development (week 11)

Natural Resources	Natural Hazards
• Fuel sources such as oil. • Minerals and metals for fuel. • Availability for timber. • Access to safe water.	• Risk of tectonic hazards. • Benefits from volcanic material and floodwater. • Frequent hazards undermines redevelopment.
Climate	**Location/Terrain**
• Reliability of rainfall to benefit farming. • Extreme climates limit industry and affects health. • Climate can attract tourists.	• Landlocked countries may find trade difficulties. • Mountainous terrain makes farming difficult. • Scenery attracts tourists.

Consequences of Uneven Development (week 11)

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

Human factors affecting uneven development (week 12)

Aid	Trade
- Aid can improve services such as schools, hospitals and roads. - Too much reliance on aid might stop other trade links becoming established.	- Countries that export more than they import have a trade surplus. - Countries that export more than they import have a trade deficit.
Education	**Health**
- Education creates a skilled workforce - Educated people earn more money, meaning they also pay more taxes.	- Lack of clean water and poor healthcare leads to suffering from diseases. - Ill people cannot work - More money on healthcare means less on development.
Politics	**History**
- Corrupt governments- stop development - Stable governments have better trade links	- Colonialism helped Europe develop, but slowed down development in many other countries.

Reducing the development gap (week 13)

Investment	Large companies can locate part of their business in other countries. This helps a country to develop as the companies build factories, lay roads and install internet cables.
Aid	Aid is when one or more countries give money to other countries. The money has to be spent on things that will benefit the population.
Using intermediate technology	Intermediate technology is using equipment and techniques that are suitable for their country of use. Many poorer countries do not have the skills to maintain expensive equipment. Small-scale, basic solutions are usually more appropriate.
Fairtrade	Fairtrade is paying producers a reasonable price for the goods that they produce. Many farmers in LICs are paid very low wages. This means that they cannot escape poverty. Fairtrade gives farmers a better chance in life.
Debt relief	Many LICs owe money to other countries. Often the repayments and interest are so expensive that indebted countries have no money left to spend on development projects. Debt relief is when debts are either reorganised to make them more manageable, or reduced.
Microfinance loans	Microfinance loans are when money is lent to LICs to help them to develop. These are often small loans with reasonable interest rates. They are available to people and businesses who may normally struggle to get credit.

16

1 Militarism

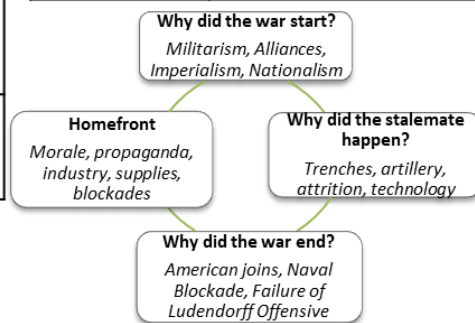| Key Term	Definition
Arms Race	Competition to make the largest military
Dreadnought	Largest battleship created (1906)
Navy	Military used at sea
Militarism	Desire to have the strongest military

2

Nation	Key Facts
Britain	Largest Navy. Largest empire. Experienced army
Germany	Strong military culture. Growing navy. Well-prepared
France	Outdated army. Aging military leaders. Large army
Russia	Largest army by far. Outdated equipment and tactics. Politically unstable
America	Modern army. Unaffected by the war in Europe. Isolationist until 1917

3 Alliances

Key Term	Definition	Date	Alliance
Triple Entente	Britain, France, Russia	1879	Dual Alliance (Germany and Austria-Hungary)
Triple Alliance	Germany, Austria-Hungary, Italy	1882	Triple Alliance
Encircled	Surrounded by other nations	1894	Franco-Russian Alliance (France and Russia)
Alliance	Agreement between nations	1907	Triple Entente

4

Crisis	Consequence
1905 First Moroccan Crisis	Germany embarrassed at international conference, alliances strengthen
1908 Austria Hungary annex Bosnia	Pan-Slavism increases, Russia back down from war, tension increases
1911 Second Moroccan Crisis	Germany back down and lose colonies, tension at its highest point
1912-1913 Balkan Wars	Austria-Hungary defeated, Ottomans pushed from Europe, nationalism increases

5 Imperialism

Key Term	Definition
Crisis	A time of difficulty or danger
Place in the Sun	Germany's desire to have an Empire
Annex	To take someone else's territory
Imperialism	The desire to increase the size of an Empire

6 Nationalism

Key Term	Definition
Weltpolitik	Germany's desire to be a world power
Pan-Slavism	The movement towards Slavic unity
Isolationism	Desire to take no part in international affairs
Nationalism	Zealous love of one's country over other countries

Why did the war start?
Militarism, Alliances, Imperialism, Nationalism

Homefront
Morale, propaganda, industry, supplies, blockades

Why did the stalemate happen?
Trenches, artillery, attrition, technology

Why did the war end?
American joins, Naval Blockade, Failure of Ludendorff Offensive

7

Nation	Culture
German	• Strong military culture • "Young" nation wanting to make history • Ambitious leader • Desire for power on a global stage
British	• Largest global empire • Historically dominant at sea • Wealthy and proud of prominence
Slavic	• Frustrated at Austro-Hungarian imperialism • Nationalist secret societies
France	• Historic rivalry with Germany from 1870 • Wealthy Empire • Historically powerful, but outdated against Germany

1 — Stalemate

Battle	Nations	Key Moments	Casualties	Consequence
Marne Sept 1914	Germany France	• France stop the German Schlieffen Plan at the Marne river & defend Paris	• 250,000 French • 260,000 German	• German advance stops • Paris protected • Stalemate begins
Verdun Feb-Dec 1916	France Germany	• German general Falkenhayn begins attritional warfare	• 355,000 German • 400,000 French	• France defends Verdun • Britain supports defenders
Somme July-Nov 1916	Britain France Germany	• Heavy British losses in early stages • First use of tank	• 420,000 British • 440,000 German • 200,000 French	• Minimal territorial gain • Germany eventually fall back to Hindenberg line
Passchendaele July-Nov 1917	Britain France Germany	• Quagmire conditions • Constant heavy rain	• 240-400,000 British and French • 200-400,000 German	• British victory • Very heavy losses • Germany badly weakened

3 — End of the War

Event	Cause	Consequence
Jutland May – June 1916	• German fleet attempts to break British Naval dominance • No clear victor • German fleet destroyed, British fleet still dominant	• Germans adopt U-Boat warfare • German fleet destroyed • Naval blockade
Russian Revolution February 1917	• Russia suffers heavy casualties on Eastern Front • Russian population starving and angry • Russian Tsar deeply unpopular	• Russia leaves the war • German troops redeployed to Western Front
America joins the war 1917	• Lusitania sunk May 1915 • Zimmerman Telegram 1917 • Submarine warfare damages US ships	• USA commits 2 million troops to war • 90,000 tonnes of meat • USA finances allies
Ludendorff Offensive March 1918	• Germany has more troops on Western Front • America is joining war, German chance of victory is shrinking	• Initial German victory • Unsustainable German advance • German troops cut off and captured
100 Days Offensive August 1918	• Germans are weakened and on brink of defeat • Unified command under General Foch • American troops join allies	• Significant allied territory gains • German army in full retreat • Allied victory close
Kaiser Wilhelm abdicates Nov 1918	• German civilian and military morale at breaking point • Kiel mutiny shows military no longer follows Kaiser's orders • German people starving from the blockade	• Germany cannot continue with war • Armistice signed November 1918

Key Term	Definition
Stalemate	When neither army could make a decisive move
Trench	Defensive ditch or fortification soldiers fought and lived in
Artillery	Long-range explosive weapon
Bombardment	Prolonged artillery attack on defences
Shell-shock	PTSD for soldiers following bombardments
Attrition	Grinding down the enemy
Trench-foot	Foot condition soldiers contracted standing in muddy trenches
Tank	Heavily armoured fighting vehicle
Shrapnel	Metals shards that came from explosives, wounding soldiers
No Man's Land	Area of land between two armies' trenches
Outflank	Move around the enemy to attack from a better position
Blockade	Cutting a location off from all supplies and trade
U-Boat	German submarine
Abdicate	Monarch gives up their title
Storm-Troopers	Elite German shock-troops
Mutiny	Soldiers refusing to follow commanders' orders
Armistice	Agreed ceasefire
Homefront	The civilian world during war
Morale	The overall mood of a group of people

8 Appeal of the Nazis

Hitler promised to fix Germany's problems and make it strong again
SA used fear to intimidate political opponents
Hitler gave out brownshirts to supporters to create Nazi uniform
Promised to remove Treaty of Versailles
Promised to destroy the communists
Promised to give Germany work and bread (arbeit und brot)

9 Hitlers Rise 1929-1933

SA Power and Fear	Hitler's charisma	Campaigning	Rallies	United and strong Germany

Hitler becomes Chancellor > Reichstag Fire 1933 > Enabling Act > Death of Hindenberg > Hitler becomes Fuhrer

10 Nazi Economic Policies

Policy	Consequence
German Labour Front 1933	Workers' union that was dominated by Nazis. Striking was banned
German Labour Service 1935	Young adults must be employed in public work schemes for six months
Rearmament	Hitler needed a strong army. He gave valuable rearmament contracts to wealthy supporters
Autarky	Germany wanted to be self-sufficient. Germany did not want to import other products

11 Nazi Social Policies

Policy	Consequence
Jewish Persecution	1933 Jewish businesses boycotted and targeted by SA
Nuremberg Laws	1935 Lowered status of Jewish citizens
Hitler Youth	1936 Forced youth club to indoctrinate children
Kirstallnacht	1938 Mass attack on Jewish population in Germany
Women	Women encouraged to be housewives and mothers
Education	All education promoted the Nazi ideals and beliefs

12 Nazi Key Figures

Name	Role
Adolf Hitler	Leader of Nazi Party and Fuhrer
Joseph Goebbels	Nazi head of propaganda
Ernst Rohm	Head of SA (Killed in 1934)
Hjalmar Schacht	Chief of economy (1934-1937)
Herman Goering	Chief of German Air Force and Economy (1937)
Heinrich Himmler	Chief of German Secret Police

13 Key Words

Word	Definition
Anti-Semitism	Hatred and persecution of Jewish people
Armistice	Agreement to end First World War
Aryan	Nazi term for "pure" German
Constitution	Set of rules to govern a country
Enabling Act	Law to give politicians to rule without Reichstag
Freikorps	Paramilitary groups of soldiers from First World War
Hyperinflation	Inflation in 1923 makes money worthless
Kristallnacht	Nov 1938 attack in Jewish business and property
November Criminals	Name to describe politicians who signed armistice
Putsch	Attempt to takeover government
Third Reich	Nazi name for Germany
Trade union	Organisations aimed at improving lives of workers, banned by Nazis

1 Treaty of Versailles

	Condition
L	Land • Germany lost Alsace-Lorraine, the Saar, and all its overseas colonies
A	Army • Germany had to reduce their army to 100,000 and a tiny navy
M	Money • Germany had to pay 6.6 billion in reparations
B	Blame • Germany had to accept blame for starting the First World War

2 Weimar Republic

Characteristic	Consequence
Proportional Representation	Very difficult for one party to have strong representation by dividing the vote
Crushed Spirits	Low morale following the First World War
Political Instability	Left- and Right-wing uprisings
Suffrage	Women can vote
Article 48	Executive powers could be given to a dictator in times of emergency
Reichstag	Elected from the people to propose laws

3 Invasion of the Ruhr

| Date	Event	Consequence
1922	Germany cannot afford reparations	France and Belgium enraged
1923	France and Belgium march 60,000 troops into Ruhr Workers Strike Weimar Prints more money	Resources stolen Government pays wages Hyperinflation Money is worthless

4 Political Resistance

Uprising	Event
Spartacist Uprising	Jan 1919, communist uprising led by Rosa Luxemburg and Karl Liebknecht. Uprising put down by Freikorps
Kapp Putsch	March 1920 Wolfgang Kapp uses right wing Freikorps to overthrow government. Ended by general strike
Munich Beer Hall Putsch	Nov 1923 Adolf Hitler begins Putsch in Munich. Hitler is arrested and writes Mein Kampf in prison

5 International Treaties

Date	Treaty
1924	Dawes Plan Reparations payments reduced and an American loan
1929	The Young Plan Reparations reduced by 20% with further American loans

Communism
No class difference
No private ownership
Take wealth from rich to give to poor

Liberalism
People should have freedoms protected by government
Equality of opportunity

Fascism
No equal rights
Racial supremacy
Discriminate
Limited freedoms

Far Left Wing   Centre   Far Right Wing
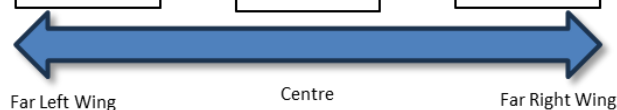
6 Stresemann Era 1925-1929

Factor	Impact
Culture	German cinema, jazz, and art all expand internationally
Rentenmark	New currency restabilises economy
Prosperity	Germans had more money, nightlife flourished
Economy	German economy is supported heavily by America loans
Reputation	Germany allowed into Locano Treaty, League of Nations, and Kellogg-Briand pact. Internationally recognised again
Equality	Women had more rights, were employed, and had money

7 Wall Street Crash

Date	Consequence
Oct 1929	America recalls all German loans German economy crashes Mass unemployment Food shortages Increase in support for extreme politics

Trinity	God is the Father, Holy Spirit & Son	Salvation	Saving the soul from sin
Incarnate	God is Jesus/Human in flesh	Resurrection	Jesus raised from dead
Ascension **1 & 2**	Jesus rose up to heaven 40 days after his resurrection & teaching his final lessons.	Omnipotence Omniscience Omnibenevolence	All-powerful All-knowing All-loving
Just	God is fair	Impersonal	God is beyond human understanding
Crucifixion	The killing of Jesus/suffering on cross		
Stewardship	Humans are carers of the earth	Grace	God's unconditional love

Influence – *How does something affect you, inspire you, does it compel certain actions?*
Similar – *Are there any beliefs, teachings & quotes that are similar?*

3

Nature of God	The Trinity	The Bible teaches,	Atheists argue,
• Christians see God as: Just, graceful, omnipotent, omnibenevolent, omniscient & merciful • Christians pray to Him; ask for forgiveness	• Christians see God in 3 ways: The Father in heaven, the Holy Spirit that inspires us & the son incarnate – Jesus	• *'I am always with you'* • *'You'll receive power with the Holy Spirit'* • *'Obey God not men'*	• Freud argues God is only in the human mind • God is not real you can't see him / his power

4

The Creation Story	Problem of Evil	The Bible teaches,	Atheists argue,
• Book of Genesis says how God made the world; • Day 1: God made light • Day 2: heavens & earth • Day 3: land & sea • Day 4: Sun, Moon/Stars • Day 5: Fish & birds • Day 6: Animals/humans • Day 7- God rested • We are stewards of the earth	• If an all-loving God exists, how can He allow humans to suffer in the world? Moral (human) evil / natural (beyond this) • Floods, famine, diseases, war…	• *'God made the heavens & earth'* • **The Prodigal Son:** *A father forgives & welcomes his son back after his losses* • **The Story of Job**: *life is a test. Job loses his wealth & family but God returns it testing his faith through suffering.*	• God should not make people suffer; • If God created the world why is it not perfect? Why are their floods, natural & moral evil?

5

The Original Sin	The Bible teaches,	Influence
• Adam & Eve ate from the forbidden tree inspired by Satan • Everyone sins no one is perfect (Adam/Eve) • Sin breaks God's Law causes separation • Jesus' death atones (makes up) for our sins.	• *'Faith without good action is dead faith'* • *'Christ died for our sins'*	• Wrongs can be made right with the right intention • We must be careful with our freedom

6

Incarnation	The Bible teaches,	Some argue,
• God comes to the earth as a human • Mary gives birth to a son through the Holy Spirit • Christians appreciate God's link to humanity • God is fully human & divine	• *'The Word (God) became flesh'*	• Difficult to understand – how can an omnipotent God be human at the same time? • Can be seen as a miracle

7

Crucifixion	The Bible teaches,	Some argue,
• Jesus was nailed to a cross & killed • He spoke to God saying he felt abandoned • This act atoned for everyone's sins • Jesus betrayed by Judas for 30 silver pieces	• *'Jesus died for our sins'* • *Jesus predicts own death*	• Crucifixion reminds Jesus' pain & sacrifice / moral evil • Important for atonement – Christians work to do no sin

8

Resurrection	The Bible teaches,	Influence
• Jesus rose from the dead on the 3rd day after his crucifixion • Jesus' risen body was different & glowed	• *'Jesus had risen'* • *'The body raised is imperishable'*	• Resurrection possible for everyone • Shows God's power

9

Salvation	The Bible teaches,	Influence
• Salvation cannot be achieved if you sin • We can achieve salvation by: following God's Law, Holy Spirit & His grace • Jesus spent 40 days spreading God's word	• *'Your word is a lamp'* • *'Obey God rather than men'*	• Christians follow Jesus • Salvation & grace must be taught to others • Some baptise themselves

10

Ascension	The Bible teaches,	Influence
• After 40 days of resurrection, Jesus rose up to heaven • Jesus told disciples to carry on spreading Christian teachings	• *'He was lifted up'* • *'A cloud took him from their sight'*	• Christians will not stray from God's path; Jesus in heaven comforts others

11

Afterlife & Judgement	The Bible teaches,	Influence
• Afterlife, God will judge you fairly • Heaven, Hell or Purgatory (in between) • The point of life is to aim for heaven	• *The Parable of Sheep & Goat (evil)* • *'Do not judge for you will be judged'*	• Ask for forgiveness • Give charity & share • Not steal or lie

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Tip: Always unpack quotes	**Where** is it from? *The Bible / Jesus teaches,*	**What** does it mean? *This means / Some Christians believe This influences,*	**Why** is it important? *This signifies / highlights, This supports / challenges,*

Atonement	Making amends for wrong actions	Sacraments	Outward signs of faith
Liturgical worship	Set structure to worship in a church, followed every time – scripts, routine	Baptism	Ceremony to wash your body with water to wash away sins
Non-Liturgical worship	Worship without set structure, the priest's speech is not scripted	Eucharist	Bread & wine ceremony enacting Jesus' last meal
Evangelism	Preaching to convert others	Reconciliation	Repair relationships - together
Lord's Prayer	Prayer Jesus taught others to pray	Persecution	Hostility or ill-treatment of someone / groups

Contrasting – How are practices done differently between Christians?
Similar – Are there any practices, teachings & quotes that are similar?   **1 & 2**

3.	Private Worship	Liturgical Worship	Informal worship	Non-Liturgical Worship
	• Praising / honouring God on your own/meditate • Time, comfy & meaning	• A service that follows a set structure. E.g. set texts same pattern • Bible reading, singing hymns at set times	• NL worship, at times unplanned or charismatic (led by the Holy spirit)/songs • Expressive / music	• Doesn't follow set structure • Sermons on current topics e.g. in the news, pressing issues addressed…
	• 'Go to your room, close the door & pray to your Father'- **B**	• 'Worship God in fear & beauty of holiness' – **B** • 'Ask & you'll receive' - **B**	• 'Sing to the LORD' • 'Worship Him in Spirit & truth' - **B**	• 'Have no fear of bad news' – **B** • 'Seek godly advice'

4.	The Lord's Prayer	The Bible teaches,	Some argue,
	• A set prayer taught by Jesus • Read during prayer / Eucharist • 'Father in Heaven, forgive our sins'	• 'Ask & you shall receive; seek & you shall find, knock & it shall be opened'	• Worship is important for salvation – asking for forgiveness

5.	Sacraments	The Bible teaches,	Some argue,
	• Words or actions show your faith • Intention is important as well • 7 sacraments e.g.**, baptism, Eucharist**	• 'Love God with all your heart' • 'Prepare your minds for action'	• Sacraments not needed – action can feel robotic • It about heart & spirit • Sacraments are not compulsory to show faith

11.	**Tip**: Always unpack quotes	**Where** is it from? The Bible / Jesus teaches,	**What** does it mean? This means / Some Christians, This influences,	**Why** is it important? This signifies / highlights, This supports / challenges,

6.	The Eucharist & Mass	Orthodox 'Liturgy'	The Bible teaches,	Some argue,
	• Ceremony to reflect Jesus' Last Supper; bread & wine symbols Jesus' blood & body – his sacrifice • Transubstantiation – bread & wine transforms into blood & body of Jesus • **Catholic Mass:** confess sins, only priest drinks wine, bread given out	• Priest gives out bread soaked in wine on a spoon • Everyone is included to have wine & take some bread home later	• 'Do this in remembrance of me' • 'I am the bread of life' • 'Examine yourself before the communion'	• Reminds us we are all family – as the body of Christ • Some may not drink wine as it damages body

7.	Infant Baptism	Believers' Baptism	The Bible teaches,	Some argue,
	• Parents baptise their child to wash away the Original Sin • A welcome to the faith	• Baptised when older • Jesus was baptised as an adult & use freewill	• 'Get up, be baptized & wash your sins away' • 'One Lord, one faith, one Baptism'	• Seeking faith through your free - will is powerful

8.	Pilgrimage to Iona	Pilgrimage to Lourdes	The Bible teaches,	Some argue,
	• Appreciate nature – God's creation – sacred journey • Thin veil between heaven & earth – feel closer to God / visit church	• Water is collected to heal • Bernadette's holy vision of Mary – encouraged prayer • Reconciliation Chapel; confess sins	• 'Faith without action is dead faith' • 'God will renew your strength'	• There are other ways of connecting to God, Baptisms, Private worship…

9.	Local Church efforts	Church Worldwide	The Bible teaches,	Some argue,
	• Churches give food parcels • Street pastors care for vulnerable groups – drunk • Salvation Army; support homeless & elderly	• Church Army International – tackle modern slavery • Christian Aid – charitable donations for emergency, short/long term aid	• 'Blessed are the peacemakers' • 'God loves a cheerful giver'	• Churches aren't always necessary as modern technology can help preach God's words (evangelism)

10.	Christmas	Easter	The Bible teaches,	Some argue,
	• Celebrates Jesus' birth (incarnation) • Giving/receiving gifts – focus on family, relationships & reconciliation; church service	• Remembers Jesus' sacrifice & resurrection • Reflect on atonement / salvation • Church services	• 'Thanks be to God for his unspeakable gift' • 'With his wounds we are healed'	• Festivals lose their meaning due to commercialisation; cards, films & gifts replace original story

Sunni 6 Articles of Faith	Tawhid, Prophets, Angels, Holy Books, Judgement, Al-Qadr (Predestination)	Usul ad-Din 5 Shia Roots	Tawhid, Prophets, Justice, Leaders & Resurrection
		Transcendent	God is beyond space & time
Akhirah	Belief in afterlife	Hadith	Written sayings of the prophet
Risalah	God communicates with us in 3 ways: Quran (Holy Books)/Prophets/Angels	Omnipotence Omniscience	All-powerful All-knowing – God is **immanent** (close to humans)
Just	God is fair	Impersonal	God is beyond human understanding
Barzakh	State of waiting after death	Sunnah	Written practices of the prophet

Influence – How does something affect you, inspire you, does it compel certain actions?
Similar – Are there any beliefs, teachings & quotes that are similar?   **1 & 2**

3	**Nature of God – God is 'One'**	**The Quran** teaches,	**Influence**

- Muslims see God as: Just, omnipotent, omniscient & immanent – He acts within the world e.g. sends miracles
- Muslims pray to ask for guidance
- God is beneficial as he's a provider food, water (rain) & more….

- *'God is the light of the heavens & the earth'*
- *'God is closer to you than your jugular vein'*
- *Surah 112 – God is eternal*

- Knowing God's different roles helps know his true powers
- You should not compare God to other beings this is blasphemy

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4	**Six Sunni Articles of Faith**	**The Quran** teaches,	**Influence**

- The oneness of God (Tawhid)
- Angels; have different roles from God
- Holy Books - Qur'an, Torah, Gospel
- Prophets- God's messengers
- Day of Judgement – life after death
- Qadr (predestination) – nothing happens without God's will.

- *'Whoever disbelieves in God; His angels, Books, Messengers & the Last Day, has gone astray.'*

- Its about having good intentions as a Muslim; strengthens actions
- Tawhid unites all Muslims as you need this is part of your faith

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5	**5 Roots of Usual ad-Din**	**The Quran** teaches,	**Influence**

- Tawhid
- Prophets – God's messengers
- Justice (Adalat); God is a fair planner
- Resurrection: judgement/afterlife
- Imamate (Leadership of Muslims after Muhammad) – 12 Imams related to the Prophet; Shias respect them as leaders that guide them. E.g. Imam Ali

- *'We made the imams & guided them'*
- *'Enjoin good & forbid evil'*
- *'God will not burden you beyond that which you cannot bear'*

- Shia Muslims mainly trust in justice – God is the perfect of planners & fair
- Imams clarify God's words

6	**Risalah – Angels**	**Risalah – Prophets**	**Risalah – Holy Books**	**Some** argue,

• Have no freewill, serve God • Can't sin / made from light • Jibril brings God's messages down to prophets • Mikail sends down rain / food; for sustenance • Angels guided the prophets	• Messengers of God • Muhammad/final prophet • Quran revealed to him in the Cave of Hira by Jibril • His Sunnah (actions) & Hadith (sayings) are followed today	• Torah (Musa), Gospel (Isa), Hadith, Sunnah, Zabur (Dawud) – convey God's words • Quran is the most authoritative book in Islam; its unchanged • Quran guides Shariah laws; diet, marriage, wars…	• Humanity has evolved; • Imams, tech; clarify God's laws, times change • God is 'evolver'
• *'Angels only have intellect'- Q* • *'He sends guardian angels'- Q*	• *'Obey God & His Messenger'- Q*	• *'There has come to you a light & clear book'- Q*	• *'You have …evolved' - Q*

7	**Prophet Adam**	**Prophet Ibrahim**	**Prophet Muhammad**	**Some** argue,

• First man & prophet • He taught mankind – is 'khalifah'- God's steward • First to build the Kaaba • Teaches anyone can do wrong but God is merciful	• Considered as 'hanif' – commit to worship 1 God • Passed God's faith test on sacrificing his Son, Ismail • Teaches Muslims to sacrifice things they love for God (Eid ul Adha)	• Received the Quran, still in its original form today • Preached monotheism despite rejection • Established 5 pillars of Islam	• There is no Islam without Muhammad • Islam has been shaped by all prophets of the past.
• *'Satan misled them'- Q*	• *'You aren't pious until you give that which you love' - Q*	• *'The messenger is an excellent model'- Q*	• *'Prophets are warmers of truth' - Q*

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8 & 9	**Akirah**	**Al-Qadr**	**The Quran** teaches,	**Some** argue,

• This life is temporary & all actions will be judged • After you die the state of waiting to be judged is called Barzakh • Actions will be weighted on a scale for you to go heaven / hell; Akirah is eternal	• Everything happens on Allah's will; life is planned • Humans still need to make the right choices with their freewill & commit good • Adam & Eve's wrongdoing acts a warning to remind us	• *'Every atom's weight shall be rewarded or punished'* • *'Death will find you even in the highest of towers'* • *'There is not a leaf that falls without Him knowing'*	• Belief in the end of the world is also important: Imam Mahdi will come to earth & help Isa fight false prophets • The living will die • The Quran will be taken to paradise & no one will remember its words

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10	*Tip*: Always unpack quotes!	**Where** is it from? *The Quran / Prophet teaches,*	**What** does it mean? *This means / Some Muslims believe This influences,*	**Why** is it important? *This signifies / highlights, This supports / challenges,*

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10.1 What is your school like?

En mi insti(tuto) (no) hay…	In my school there is (not)…
Mi insti(tuto) tiene…	My school has
…un campo de fútbol	…a football pitch
…un comedor	…a dining hall
…un gimnasio	…a gym
…un patio	…a playground
…una biblioteca	… a library
…una piscina	… a swimming pool
…unos laboratorios	…labs
…unas aulas	…classrooms
…muchas instalaciones	…many facilities
Mi instituto es…	My school is…
mixto	Mixed
público	State
privado	Private
masculino	All boys
femenino	All girls

10.2 Primary school

Mi escuela primaria era…	My primary school was…
En mi escuela primaria había…	In my primary school there was/were…
Mi escuela primaria tenía…	My primary school had…
Más / menos	More / fewer, less
Exámenes	Exams
Deberes	Homework
Muebles	Furniture
Espacios verdes	Green spaces
Pizarras interactivas	Interactive boards
Poco espacios	Little space
El edificio era	The building era
El día escolar es / era	The school day is / was
(in)adecuado	Inadequate

10. 3 ideal school

Diría que…	I would say that…
Mi colegio ideal sería…	My ideal school would be…
Si fuera posible,	If it were possible
Mi colegio ideal tendría	My ideal school would have…

10.4 In the future

Espero…			I hope (to)…
Me gustaría…			I would like…
Quiero…			I want (to)…
Quisiera…			I would want (to)…
Tengo la intención de..			I intend to…
Voy a…			I am going to…
	aprender a conducir		learn to drive
	aprobar mis exámenes		pass my exams
	casarme		get married
	conseguir un buen trabajo/empleo		find a good job
	estudiar una carrera universitaria		study a university course
	matricularme en un curso		sign up for a course
	montar mi propio negocio		set up my own business
	sacar buenas notas		get good grades
	ser feliz		be happy
	tener hijos		have children
	trabajar como voluntario/a		work as a volunteer

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10.5 Jobs

Me gustaría ser…	I would like to be (a)…
Quisiera ser…	I would like to be (a)…
Tengo la intención de ser…	I intend to be (a)…
Siempre he soñado con ser…	I have always dreamed of being (a)…
abogado / a	lawyer / solicitor
albañil	builder
amo/a de casa	househusband / housewife
azafato/a	cabin crew / flight attendant
bombero/a	firefighter
camarero/a	waiter/waitress
contable	accountant
dependiente/a	shop assistant
enfermero/a	nurse
escritor(a)	writer
fontanero/a	plumber
funcionario/a	civil servant
guía turístico/a	tour guide
ingeniero/a	engineer
profesor(a)	teacher
peluquero/a	hairdresser
periodista	journalist
socorrista	lifeguard
soldado	solider

10.6 work experience

Hice mis prácticas laborales en…	I did my work experience in…
Pasé quince días trabajando en…	I sent a fortnight working in…
un polideportivo	a sports centre
una agencia de viajes / una granja	a travel agent / farm
una escuela / una oficina	a school / office
una fábrica de juguetes	a toy factory
una tienda bénefica / solidaria	a charity shop
la empresa de mi madre	my mum's business

10.6 work experience

Tuve que… (+ inf)	I had to… (+ inf)
cuidar a los clientes / pasajeros / pacientes	look after clients / passengers / patients
contestar llamadas	answer calls
enseñar / vigilar a los niños	teach / look after children
hacer entrevistas	do interviews
preparar platos distintos	prepare different dishes
reparar coches	repair cars
servir comida y bebida	serve food and drink
trabajar en un taller / en un hospital / en una tienda / en un avión	work in a workshop / in a hospital / in a shop / on a plane
vender ropa de marca	sell designer clothing
viajar por todo el mundo	travel the world
mandar correos	send emails

10.7 your future

Cuando sea mayor me gustaría ser…		When I am older I would like to be (a)…
Después de terminar mis estudios, tengo la intención de ser…		After finishing my studies, I intend on being (a)…
	…cuidador(a)	…carer
	..influencer	…influencer
	…deportista	…sports person
	…empresario/a	…business person

10.8 Healthy living

Llevo una vida sana	I lead a healthy life…
Llevo una vida malsana	I lead a unhealthy life…
No llevo una vida sana	I don't lead a healthy life…
porque / ya que / dado que	because…
como	I eat
bebo	I drink
mucha fruta	a lot of fruit
demasiado azúcar	too much sugar
muchas patatas fritas	lots of chips
mucha agua	lots of water
demasiados refrescos	too many fizzy drinks
(no) fumo	I (don't) smoke
nunca tomo drogas	I never take drugs

10.9 Healthy living in the past

Llevaba una vida sana	I used to lead a healthy life…
Llevaba una vida malsana	I used to lead a unhealthy life…
No llevaba una vida sana	I don't used to lead a healthy life…
porque / ya que / puesto que	because…
comía	I eat
bebía	I drink
mucha fruta	a lot of fruit
demasiado azúcar	too much sugar
muchas patatas fritas	lots of chips
mucha agua	lots of water
demasiados refrescos	too many fizzy drinks
(no) fumaba	I (didn't) smoke
nunca tomaba drogas	i never took drugs

10.10 How to improve your lifestyle

En el futuro	In the future
El año que viene	Next year
comeré	I will eat
más sano	more healthily
beberé	I will drink
menos refrescos	fewer fizzy drinks
evitaré	I will avoid
los alimentos grasos	Fatty foods
la comida rápida	Fast-food
la comida salada	Salty food
haré	I will do
más deporte	more sport
dejaré de+ infinitive…	I will give up…
fumar	smoking
muchas patatas fritas	lots of chips
mucha agua	lots of water
demasiados refrescos	too many fizzy drinks
(no) fumaba	I (didn't) smoke
nunca tomaba drogas	I never took drugs

10.11 bad habits

Diría que	I would say that…
Tengo que admitir que	I have to admit that…
Opino que	I think that
Pienso que	I think that
beber alcohol	to drink / drinking alcohol
fumar cigarrillos / porros	to smoke / smoking cigarettes / joints
tomar drogas blandas / duras	to take / taking soft / hard drugs
es / no es…	it is / it isn't…
ilegal / peligroso	illegal / dangerous
un malgasto de dinero	a waste of money
una tontería / un problema serio	stupid / a serious problem
un vicio muy caro	a very expensive habit
muy prejudicial para la salud	very damaging for your health
tan malo	so bad

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10.12 Illness	
Me duele(n)…	My…hurt(s)
Me he cortado…	I've cut my…
Me he hecho daño en …	I've hurt my…
Me he quemado…	I have burnt my…
Me he roto…	I have broken my…
Me he torcido…	I have twisted my…
…el brazo	…arm
…el estómago	…stomach
…el pie	…foot
…el tobillo	…ankle
…la boca	…mouth
…la cabeza	…head
…la espalda	…back
…la garganta	…throat
…la mano	…hand
…la nariz	…nose
…la pierna	…leg
…la rodilla	…knee
…los dientes / las muelas	…teeth
…los oídos / las orejas	…ears
…los ojos	…eyes

10.13 Illness	
Tengo que…	I have to…
Necesito…	I need to…
Debo…	I must…
Hay que…	It is necessary to…
…beber más agua	…drink more water
…descansar	…relax
…ir al hospital	…go to the hospital
…tomar aspirina	…take aspirin
…tomar este jarabe	…take this syrup
…tomar estas pastillas	…take these tablets
…usar esta crema	…use this cream

DIXONS ACADEMIES TRUST

STAR phrases

Inglés	Español
Diría que	I would say that
Cuando era más joven	When I was younger
Antes / después de hacer eso	Before / after doing that
Aunque sea + adjective	Although it is + adjective
Tengo la intención de	I have the intention of
Tengo ganas de + infinitive	I'm looking forward to + infinitive
Si tuviera la oportunidad, me gustaría + infinitive	If I had the opportunity, I would like to + infinitive
Si fuera rico / a, me gustaría + infinitive	If I were rich, I would like to + infinitive
Siempre he pensado que	I have always thought that
Para que pueda + infinitive	So that I can + infinitive

Year 10 Urdu: Cycle 1
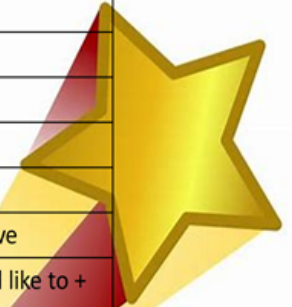
10.1 – Introduction

	Naam	Name
نام	Naam	Name
عمر	Umar	Age
تعارف	Ta aruf	Introduction
تاریخ پیدائش	Taarikh Paidaish	Date of Birth
آنکھیں	Ankhay	Eyes
بال	Baal	Hair
عینک	Aenak	Glasses / Spectacles
بچپن	bachpan	Childhood
بچہ / بچی	Bacha / Bachee	Child

10.2 – Family and Friends

ابا / باپ	Aba / Baap	father/dad
ماں / امی	Maa / Ammee	mother/mum
بہن / باجی	Behen / Bajee	sister
بھائی / بھیا	Bhai / Bhaya	brother
سوتیلا / سوتیلی	Sowteela / sowteelee	Step (relation)
سگا / سگی	Sagaa / Sagee	Real (relation)
سنجیدہ	Sanjeeda	Serious
شرارتی	Sharartee	Cheeky
ایماندار	Imandaar	Honest
مہربان	Mehrbaan	Kind
مزاحیہ	Mazahiya	Homorous / Witty
خوش طبیعت	Khoosh Tabiat	Lively

10.3 – House

گھرانہ	gharaanaa	household
بیٹھک	baiThak	sitting room/lounge
کرایہ	Kraaya	Rent
گھر تبدیل کرنا	Ghar tabdeel karnaa	To move house
باغ / چمن / گلشن	baagh / chaman / gulshan	Garden
بنگلہ	Bangla	Bungalow
سیڑھیاں	seeRhiya	stairs
غسل خانہ	ghusl khaanaa	bathroom
صاف کرنا	saaf karnaa	to clean
ایک ساتھ جڑے ہوئے گھر	Terraced House	ayk saath juRay huway ghar
فرش	Farrsh	Floor
دیوار	Deewaar	Wall
کھانا پکانا	Khaanaa Pakaanaa	To Cook
تہہ خانہ	tehh khaana	cellar
بالا خانہ	baala khaana	attic
نیم متصل گھر	neem muttasil ghar	semi-detached house
مثالی گھر	misaali ghar	ideal house

10.4 – Town

علاقہ	Ilaaqa	Region / Area
دیہات	Dayhaat	Countryside / village
زمین کا منظر / نقشہ	Zmeen kaa manzar / naqsha	Landscape
شہر	Shehr	City
مینار	meenaar	Tower
زمین کے نیچے چلنے والی گاڑی / ٹیوب	zameen kay neechay chalnay waali gaaRee / tube	Underground train / tube
گھرا ہوا	ghirraa huwaa	Surrounded by
ارد گرد کا علاقہ	irrd girrd kaa ilaaqa	Surrounding area
شہر کا وسط	shehr kaa wast	town centre
مضافات	mzaafaat	outskirts/ suburbs

10.5 – Facilities

چڑیا گھر	ChiRyaa Ghar	Zoo
فلیٹوں کی عمارت	FlaiTo kee imaarat	High rise block of flats
پہاڑی	pahaaRee	Hill
زیورات	Zaywaraat	Jewellery
سنار کی دکان	Sunaar kee dukaan	Jewellers
مختلف چیزوں کی دکان / ڈیپارٹمنٹل اسٹور	mukhtalif cheeso kee dukaan / department store	Department Store
کھیلنے کا میدان	Khaylnay kaa maidaan	Play ground

10.6 – Freetime

مشغلہ	Mashgala	Hobby
تیراکی / تیرنا	tairaakee / tairnaa	Swimming
باغبانی	baaghbaanee	Gardening
تاش کھیلنا	taash khaylnaa	To play cards
دلچسپی لینا	dillchaspee laynaa	To be interested in
کشتی لڑنا	kushtee laRnaa	To wrestle
شطرنج	Shatranj	Chess
ورزش گاہ	Warzish gah	Gym
پُر لطف	Pur lutf	Entertaining
تفریحی سر گرمیاں	Tafreehi sargarmiyaa	Leisure activities
مجھے ۔۔۔ کھیلنا پسند ہے۔	Mujhay __ khailna pasand hai	I enjoy playing ____
میں نے کل ۔۔۔ کھیلا	Mai nay kal__ khaila	Yesterday I played ____

10.7 – Food

ڈبل روٹی	Double roti	Bread
خربوزہ	Kharbooza	Melon
دلیہ	dalyaa	Porridge
بھیڑ / بکرے کا گوشت	bhayR / bakray kaa gosht	Mutton
سونگھنا	Soongnaa	To smell
چکھنا	Chaknaa	To try / To taste
ہلکے پھلکے کھانوں کی جگہ	halkay phulkay khaano kee jaga	Snack bar

10.8 – Opinions

مجھے بہت پسند ہے	Mujhay bohot pasand hai	I like... (very much)
مجھے بالکل پسند نہیں	Mujhay bilkul pasand nahi	I can't stand .../I don't like...
یہ ٹھیک نہیں	Yay theek nahi	that's (not) right/correct
مجھے یہ اچھا لگا	Mujhay yay acha laga	I like it (it pleases me)
وجہ	Waja	Reason
اچھا	Acha	Good
کیونکہ	Kyoonkay	Because
برا / بد، بدتر، بدترین	Buraa / bad / Badtar /Badtareen	Bad / Worse / Worst

10.9 – Connectives etc.

شاید	Shayad	maybe
گویا کہ	Goya kay	As If
جب تک	Jab tak	Until
اس کے علاوہ	Is kay ilawa	Besides / apart from this
___ کے بجائے	___ kay bajaa-ay	Instead of__
اس کے باوجود	Iss kay ba wajood	Despite this
بد قسمتی سے	Bad qismati say	Unfortunately
اتفاقاً / اتفاق سے	Ittifaqan / ittifaq say	By chance

10.10 – Tenses

میں نے کھیلا	Mai nay khaylaa	I played
میں کھیلتا ہوں۔ میں کھیلتی ہوں	Mai khayltaa hoo / Mai khayltee hoo	I play
میں کھیلوں گا / میں کھیلوں گی	Mai khayloongaa / Mai khayloongee	I will play
مجھے کھیلنا چاہیے تھا	mujhay khaylna chahiyay thaa	I should have played
میں کرنے والا ہوں۔ / میں کرنے والی ہوں	Mai karnay walaa / Mai karnay walee hoo	I am about to ____
میں کھیلتا تھا۔ میں کھیلتی تھی	Mai khaylta tha / khaylltee tee	I used to play
میں کھیل چکا ہوں۔ میں کھیل چکی ہوں	Mai khayl chukka / chukee hoo	I have already played

10.11 – Tenses

میں نے دیکھا	Mai nay daykha	I saw
میں فٹ بال دیکھتا ہوں / میں فٹ بال دیکھتی ہوں	Mai football daykhta hoo / Mai football daykhtee hoo	I watch football
میں سینما جاوں گا۔ میں سینما جاوں گی	Mai seenima jaoon ga / Mai seenima jaaoon gee	I will go to the cinema
ہم کو مدد کرنی چاہیے۔	Hum ko madad karni chahyay	We should help
میں نے کمرہ صاف کیا	Mai nay kmra saaf kiya	I have cleaned my room
میں تلاش کر رہا ہوں۔ میں تلاش کر رہی ہوں	Mai talash karraha hoo / mai talash karrahee hoo	I am searching
میں مکان خریدوں گا۔ میں مکان خریدوں گی	Mai makaan khareedoonga / Mai makaan khareedoongee	I will buy a house

10.12 – 40 Word Model Answer

ایسٹر کی چھٹیوں میں میں نے اپنی سالگرہ منائی۔ میری بڑی بہن نے اس سالگرہ کا انتظام ایک ریسٹورنٹ میں کیا تھا۔ میرے بہت سے دوست اور رشتہ دار اس پارٹی میں آئے۔ ریسٹورنٹ کا کھانا بہت اچھا تھا اور انہوں نے کھانے پینے کی چیزیں دیں۔ اس موقع پر مجھے طرح طرح کے تحفے ملے جو مجھے بہت پسند آئے۔

I celebrated my birthday in the Easter holidays. My sister organised this birthday in a restaurant. Many friends and relatives came to this party. The restaurant food was very nice and they provided lots of food and drink. On this occasion I received many gifts which I really liked.

10.13 – 90 Word Model Answer

میرے اسکول کا نام ڈکسنز آلرٹن اکیڈمی ہے۔ مجھے اپنا اسکول بہت پسند ہے۔ ہمارے اسکول کا ایک بڑا میدان ہے جہاں ہم فٹ بال اور کرکٹ کھیلتے ہیں۔ اسکول کے اندر بھی کھیلنے اور ورزش کرنے کا انتظام ہے۔ میں روزانہ کھیلوں میں حصّہ لیتا ہوں اور ورزش بھی کرتا ہوں۔ پچھلے سال ہمارے اسکول میں کھیلوں کا ایک شاندار دن منایا گیا۔ دن بھر مختلف کھیلوں کے مقابلے ہوئے بہت مزہ آیا۔ اگلے سال میں اسی اسکول میں اے لیول کرنا چاہتا ہوں۔

My school is called Dixons Allerton Academy. I really like my school. In our school. We have a large playing field where we play Football and Cricket. There are exercise and playing facilities inside school as well. I take part in games daily and exercise too. Last year we celebrated a splendid sports day. Throughout the day there were many sport competitions, it was so much fun. Next year I want to do A-Levels in this school.

میں	تم	آپ	ہم	وہ	یہ	ہیں	ہے	پسند	مجھے
mai	tum	aap	ham	wo	yay	hai<u>n</u>	hai	pasand	mujhay
I	you (informal)	you (formal)	we	that/he/she/it/they	this	are	is	like	me

اچھی	اچھا	اس کی	اس کا	بھی	کیونکہ	نہیں	ہوں	میری	میرا
achee	achaa	uss kee	uss kaa	bhee	kyoonkay	nehi	hoo<u>n</u>	mayree	mayra
good (feminine)	good (masculine)	his/her (feminine)	his/her (masculine)	also, as well	because	no/not/don't	(am) used with میں	my (feminine)	my (masculine)

پچھلے	اگلے	ہر روز	عام طور پر	کبھی	لیکن	خوبصورت	بڑا/بڑی	بری	برا
pichhlay	aglay	har roz	aam taur par	kabhi	laykin	khoobsoorat	baRee/baRaa	buree	buraa
previous/ last	next	daily	normally	sometimes	but	beautiful	big (feminine/ masculine)	bad (feminine)	bad (masculine)

تاریخ	انگریزی	حساب	سکول	پیچھے	آگے	میں	تین	دو	ایک
taareekh	angrayzee	hisaab	school	peechay	aagay	may	teen	do	ayk
History	English	Maths	school	behind	in front	in	three	two	one

	Verb (infinitive)	Past – describing what you did		Present – describing what you do		Future – describing what you will do	
کرنا	Karrnaa – to do	Main nay kiyaa – I did	کیا	Main karrtaa/karrtee hoon – I do	کرتا / کرتی ہوں	Main karr-oon gaa/gee – I will do	کروں گا / گی
رہنا	Rehnaa – to live	Main rahaa/rahee – I lived	رہا / رہی	Main rehtaa/rehtee hoon – I live	رہتا / رہتی ہوں	Main reh-oon gaa/gee – I will live	رہوں گا / گی
کھیلنا	Khaylnaa – to play	Main nay khayaa – I played	نے کھیلا	Main khayltaa/khayltee hoon – I play	کھیلتا / کھیلتی ہوں	Main khayl-oon gaa/gee – I will play	کھیلوں گا / گی
کھانا	Khaanaa – to eat	Main nay khaayaa – I ate	کھایا	Main khaataa/khaatee hoon – I eat	کھاتا / کھاتی ہوں	Main khaa-oon gaa/gee – I will eat	کھاؤں گا / گی
پینا	Peenaa – to drink	Main nay piyaa – I drank	پیا	Main peetaa/peetee hoon – I drink	پیتا / پیتی ہوں	Main pee-oon gaa/gee – I will drink	پیوں گا / گی
کام کرنا	Kaam karrnaa – to work	Main nay kaam kiyaa – I worked/ I did work	نے کام کیا	Main kaam karrtaa/karrtee hoon – I work	کام کرتا / کرتی ہوں	Main kaam karr-oon gaa/gee – I will work	کام کروں گا / گی
ورزش کرنا	Warrzish karrnaa – to do exercise	Main nay warrzish kee – I did exercise	ورزش کی	Main warrzish karrtaa/karrtee hoon – I do exercise	ورزش کرتا / کرتی ہوں	Main warrzish karr-oon gaa/gee – I will do exercise	ورزش کروں گا / گی
دیکھنا	Daykhnaa – to see/to watch	Main nay daykhaa – I watched/I saw	دیکھا	Main daykhtaa/daykhtee hoon – I watch	دیکھتا / دیکھتی ہوں	Main daykhoon gaa/gee – I will watch	دیکھوں گا / گی
سننا	Sun-naa – to hear/listen	Mainay sunaa – I heard	سنا	Mai suntaa/suntee hoon – I hear/listen	سنتا / سنتی ہوں	Mai sunoon gaa/gee – I will hear/listen	سنوں گا / گی
بننا	Ban-naa – to become	Main banaa/banee – I became	بنا	Main bantaa/bantee hoon – I become	بنتا / بنتی ہوں	Main ban-oon gaa/gee – I will become	بنوں گا / گی
کہنا	Kehnaa – to say	Main nay kahaa – I said	کہا	Main kehtaa/kehtee hoon – I say	کہتا / کہتی ہوں	Main kehoon gaa/gee – I will say	کہوں گا / گی
ہونا	Ho-naa – to be	Main thaa/thee – I was	تھا / تھی	Main hoon – I am	ہوں	Main hoon gaa/gee – I will be	ہوں گا / گی
جانا	Jaanaa – to go	Main gyaa/ga-ee – I went	گیا	Main jaataa/jaatee hoon – I go	جاتا / جاتی ہوں	Main jaa-oon gaa/gee – I will go	جاؤں گا / گی
کھانا پکانا	Khaanaa pakaanaa – to cook	Main nay khaanaa pakaayaa – I cooked	کھانا پکایا	Main khaanaa pakaataa/pakaatee hoon – I cook	کھانا پکاتا / پکاتی ہوں	Main khaanaa pakaa-oon gaa/gee – I will cook	کھانا پکاؤں گا / گی
سوچنا	Sochnaa – to think	Main nay sochaa – I thought	سوچا	Main sochtaa/tee hoon – I think	سوچتا / سوچتی ہوں	Main sochoon gaa/gee – I will think	سوچوں گا / گی
سونا	Sona – to sleep	Main soya/so-ee – I slept	سویا / سوئی	Main sotaa/sotee hoon – I sleep	سوتا / سوتی ہوں	Main so-oon gaa/gee – I will sleep	سوؤں گا / گی
آرام کرنا	Aaraam karrnaa – to rest	Main nay aaraam kiyaa – I rested	آرام کیا	Main aaraam karrtaa/karrtee hoon – I rest	آرام کرتا / کرتی ہوں	Main aaraam karroon gaa/gee – I will rest	آرام کروں گا
پیدل چلنا	Paidal chalnaa – to walk	Main paidal chalaa/chalee – I walked	پیدل چلا / چلی	Main paidal chaltaa/tee hoon – I walk	پیدل چلتا / چلتی ہوں	Main paidal chaloon gaa/gee – I will walk	پیدل چلوں گا
پسند کرنا	Pasand karrnaa – to like/prefer	Main nay pasand kiyaa – I liked	پسند کیا	Main pasand kartaa/kartee hoon – I like	پسند کرتا / کرتی ہوں	Main pasand karoon gaa/gee – I will like	پسند کروں گا
محبت کرنا	Mahabbat karrnaa – to love	Main nay mahabbat kee – I loved	محبت کی	Main mahabbat karrtaa/ee hoon – I love	محبت کرتا / کرتی ہوں	Main mahabbat karoon gaa/gee – I will love	محبت کروں گا
نفرت کرنا	Naff-ratt karrnaa – to hate	Main nay naffratt kee – I hated	نفرت کی	Main naffratt karrtaa/karrtee hoon – I hate	نفرت کرتا / کرتی ہوں	Main naffratt karoon gaa/gee – I will hate	نفرت کروں گا
پیدا ہونا	Paidaa hona – to be born	Main paidaa huwaa/hu-ee – I was born	پیدا ہوا / ہوئی				

Assessment Objectives Section 1

AO1	**Research** Using artist styles and writing about them. Using images/text from the internet, magazines , books and galleries. Independently finding further techniques to try from places such as Instagram and you tube.
A02	**Experiment to develop** Using different materials in the project. Choosing the most successful ones to develop further work.
A03	**Record** Ability to draw, photograph, write down ideas and show how you think
A04	**Final piece** Ability to make a final idea that shows all of the research you have done.

Homework Opportunities

Research artists, find imagery and annotate your thoughts using content, form, process, mood method.

Using Phone apps / photoshop / other digital media to edit chosen animal, from a photograph or your own artwork. This could be in the style of an artist.

Drawing of a variety of animals or features of an animal such as wings, head, eyes, pattern using tone / pen mark making / colour

Tonal drawing of your chosen animal from different angles / crop / zoom / enlarge

Draw ideas for how you might want your piece to look. These can be quick sketches.

Further worked up idea that includes annotation of thoughts / colour use / artist style use and meaning your piece is communicating to the viewer.

Chuck Close

Chuck Close believes his work is driven by his learning difficulties.

He has dyslexia (*problems with reading, writing and spelling*) and also prosopagnosia (unable to remember faces) He believes by creating portraits it is helping him to try and remember faces.

Chuck uses the grid method to break down an image into smaller parts. This is so he can work on a small piece at a time and not get overwhelmed by the full picture.

Section 2

Key Vocabulary:

Scale (noun) SIZE. The size or level of something, especially when this is large.

Self Portrait (noun) a picture, photograph, or piece of writing that you make of or about yourself.

Line (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

Shape (noun) A 2D area that is enclosed by a line. E.g. square, circle, rectangle.

Tone (verb) The lightness or darkness of something – how dark or light a colour appears.

Form (Noun) objects that have three dimensions. 3-D shape E.g. sphere or Head

Proportion (plural) the size, shape, or level of something.

Composition (noun) the way that people or things are arranged in a painting or photograph.

Texture (noun) the feel, appearance, or consistency of a surface or a substance. "skin texture and tone"
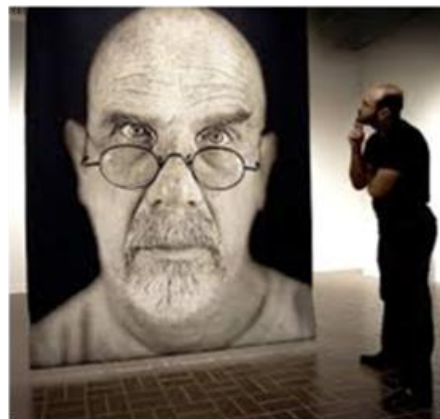
(Verb) give (a surface) a rough or raised texture. "wallcoverings which create a textured finish"

Your teacher will start to guide you through the project—but then it is up to you to decide what animals you put in your portrait project and any further theme you wish to research within it (body issues, identity, equality, political issues).

How your final piece looks will be up to you with planning alongside your teacher. You will take ownership of your work and take responsibility for meeting deadlines.

Useful Websites

https://www.pinterest.co.uk/jflob/boards/

https://www.pinterest.co.uk/Dixonsaart/

http://www.drawfamousfaces.com/

Paint colours to use for Skin colour mixing that are in the art cupboard:

Red 🔴 Yellow 🟡 Light/dark Blue 🔵 🔵

Yellow Ochre 🟠 Dark Brown 🟤
Black/White **Section 7**

Stella Vine Section 6

Her work is portrait painting which comes from either her personal life of family, friends and school, or rock stars, royalty and celebrities.

Stella Vine paints the makeup, the mask which celebrities hide behind even as they are confident on stage/camera.

All the measurable details are wrong; eye colour, hair and complexion are all changed and yet we can still recognise who the celebrity is.

Stella Vine does this to show us they are acting and maybe not showing their real personality and lives.

Colour meanings Section 4

blue	red	black	green
TRUST SMART CALM FAITH NATURAL STABLE POWER	LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	SOOTHING ECO-FREINDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
yellow	orange	pink	purple
CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.
H=Hard B=Black
In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.
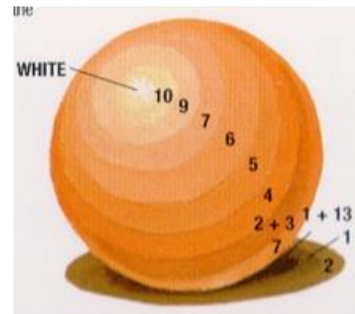
Skin tone mixing

TONAL VALUES

COLOR VALUES

MASTER SKIN TONE RECIPE

Section 8

Section 5

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Section 1,2,3 & 4

AO1
Research.
Using artist styles and writing about them. Using images/text from the internet, magazines, books and galleries. Independently finding further techniques to try from places such as Instagram and YouTube.

♦ Research artists, find imagery and annotate your thoughts using content, form, process, mood method.

A02
Experiment to develop.
Using different materials, techniques and processes in the project. Choosing the most successful ones to develop further work.

♦ Using Phone apps/photoshop/ other digital media to edit photographs in the style of a certain artist or technique. Gather different subjects and ways to capture photographs of. Think creatively using hands on/physical photography e.g. Hand drawn textures.

♦ Photographing a variety of subjects that link to the theme. This could include a range of portrait, building, landscape, object photography outside the classroom.
♦ Photographs of your chosen subject/theme but in a variety of angles, styles, edits.

A03
Record.
Ability to draw, photograph, write down ideas and show how you think

A04
Final piece.
Ability to make a final idea that shows all of the research you have done.

♦ Draw ideas for how you might want your piece to look. These can be quick sketches.
♦ Further worked up idea that includes annotation of thoughts/colour use/ artist style use and meaning your piece is communicating to the viewer.

Section 5 Ed Weston

Edward Henry Weston was an American photographer. He has been called "one of the most innovative and influential American photographers" and "one of the masters of 20th century photography."
He focuses on natural forms such like shells, vegetables as well as landscape and portrait photography.

Ed Weston worked around early 1900's where colour photography did not exist. Ed Weston was one of the first to capture normal objects and turn them into abstract shapes and line – giving them a new purpose. He focused solely on exposure and the light and dark areas. This created exciting and interesting pieces that have a huge amount of shadow, light and contrast.
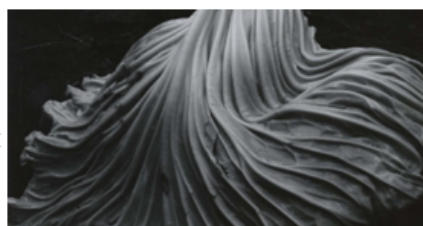
Threshold Concept #8

The meanings of photographs are never fixed, are not contained solely within the photographs themselves and rely on a combination of the viewer's sensitivity, knowledge and understanding and the specific context in which the image is made and seen.

The ability to:
develop a sophisticated understanding of the ways in which the context in which a photographic image is created, produced, distributed and seen affects its meanings.

Challenging assumptions

Sticking with difficulty

Making connections

"It is because the photographs carry no certain meaning in themselves, because they are like images in the memory of a total stranger, that they lend themselves to any use."
— John Berger

"I think there are no meaningful images. Meanings are created outside of the image."
— Joachim Schmid

Your teacher will start to guide you through the project—but then it is up to you how you respond successfully. You must be independent with your photography, capturing photographs that link with the theme. You may want to include even more experimental photography looking at inspiration from other artist's, photographers and techniques you have explored from social media, internet and ideas.

How your outcomes will be up to you with planning alongside your teacher. You will take ownership of your work and take responsibility for meeting deadlines.

Section 7 Key Vocabulary

Ambient light/Natural light Is the light that is already present in the scene you are shooting.

Camera Angle Is the specific location at which the camera is located so it can take the shot.

Contact Sheet: Used primarily in film cameras, is a sheet of all the frames and is used as a proof print. However, it is now also used with digital images to showcase work to a client from the shoot.

Contrast (noun) Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa.

Composition (noun) the way that people or things are arranged in a painting or photograph.

Cropping (verb) When you make an image smaller by removing the outer parts is referred to as cropping.

Depth of Field (noun) is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

Exposure (noun) Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.

Feathering: A digital editing technique, blurring and smoothing out edges within the image.

Focal Point (noun) Is the main part of the image or a point of interest within the image.

Midtone (noun) Or middle tone, describes the middle tones between two colours. For example, grey is the midtone of black and white.

Saturation (noun) Can provide a colour boost to your image by allowing you to change selective colours within the image. Monochrome images are 100% desaturated as there is no colour.

Texture (noun) the feel, appearance, or consistency of a surface or a substance.

Photomontage is the process and the result of making a photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image.

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Section 8 Karl Blossfeldt

Karl Blossfeldt is best known for his precise photographs of plants; however, he began his career as a sculptor, completing apprenticeships at the ironworks and foundry in Mägdesprung and the Kunstgewerbeschule (Institute of the royal arts museum) in Berlin from 1884 to 1890. From 1890 to 1896 he traveled through Italy, Greece, and North Africa, working for Moritz Meurer, who theorized that natural forms were reproduced in art. From 1898 to 1930 Blossfeldt taught at the Kunstgewerbeschule in Berlin; during this time, he amassed an archive of thousands of photographs of plants that he used as models to teach his students.

The close up photographs are often central with a plain background. The tone and texture are visible due to the contrast of the background. The flowers are often dark on light but sometimes this is reversed. There is a small gap between all photographs in the composition. Symmetry and even rules are applied to most of his photographs.

Section 9 Close Up Photography

Close up photography refers to a tightly cropped shot that shows a subject (or object) up close and with significantly more detail than the human eye usually perceives.

Consideration in menu planning 1

- Type and size of your establishment.
- The competition: price, quality.
- Your location and target customers.
- Is there a takeaway opportunity?
- Estimated customer spend.
- Food trends, season and availability.
- Your space and equipment.
- Staff capacity.
- Costs.
- Special requirements, e.g. allergies.

There are many different costs associated with running a hospitality business.

These can simply be divided into 3 main areas:
Material costs – fresh meat, flour, soap, napkins
Labour costs – Chef wages, bar staff wages
Overhead costs – Gas, electric, new furniture
These are costs that are usually food costs but can also be drinks and what are called consumables, such as paper napkins and

other goods such as takeaway packaging.
Any materials not connected with making products are classified as overheads.
All wages and salaries are of course Labour Costs.
Poor portion control can lead to food wastage.
How could a restaurant re-use certain foods?

Portion Control 2

Portion control concerns the amount of each menu item produced and served.

It will depend on the type of business and customer, the actual food item
(some items are very rich and only served in small portions, e.g. Panna Cotta or Lasagne) and the selling price of the food.
Weight of food prior to cooking.

Caterers often cook food in large quantities at a time as this is most cost-effective.
Creating portions is dividing the food into amounts suitable for individual.
Different foods are suited to being portioned in different ways.
Portion control is extremely important. Customers need to feel they are getting 'value for money' and having the same size portion as everyone else.
It helps the caterer when planning (how many portions will these ingredients make?) calculating selling price (how much should I charge to cover costs and make a profit?) and avoids waste.
Using standard recipes can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.

Allergies, dietary requirements 3

A menu might need to be changed to make it suitable for someone with a special dietary requirement. Unsuitable ingredients are swapped for suitable ones. Caterers often must change the way dishes are prepared too.

GLUTEN FREE   PEANUT FREE
NO ADDED SALT   LOW SODIUM   FAT FREE
DAIRY FREE   HIGH PROTEIN   K KOSHER
VEGAN   VEGETARIAN

Rules for Writing a Time Plan 1

Divide the work into 3 sections:

Mis-en –place (preparation)
Here you will need to mention equipment not a list though, ingredients make a note of where you might need to keep them i.e. high risk in the fridge.

Preparation & Cooking
In this section note the methods such as rubbing in method, creaming, chopping…. it is not necessary to write out how to do each method.
For example the rubbing in method to make pastry all you need to write is make the pastry using the rubbing in methods with notes on cold utensils, ingredients, hands etc…
Write a step by step list of how to make the dishes and timings.

Serving the dishes
In this section you explain how you will serve the dishes think about portion size serving dish and garnishes you might use such as salad, herbs (parsley, coriander…..) lemon, etc…..

Special Points 2

Notes section is for times, temperatures, aid to yourself, chopping board colours……

You need to complete a single time plan which means you need to dovetail the work not cook one dish then the next.

Tip write out the time plans separately but in different colours then cut and paste in the same colours into one time plan.

RAW MEAT
RAW FISH
COOKED MEATS
SALADS & FRUITS
VEGETABLES
DAIRY PRODUCTS
ALLERGENS

Equipment list 3

EVALUATION

ASSESSMENT ANALYSIS PERFORMANCE IMPROVEMENT RESULTS FEEDBACK

Sensory Analysis – What is it?   1

A scientific approach to measuring human responses to food and drink

It uses the senses – appearance, touch, odour, texture, temperature and taste.

It provides tasters the opportunity to give feedback on new and existing products.

Compare similarities/differences in a range of products;

Evaluate a range of existing dishes/food products;

Analyse food samples for improvements;

Gauge responses to a dish/product, e.g. acceptable v unacceptable;

Explore specific characteristics of an ingredient or dish/food product;

Check whether a final dish/food product meets its original specification;

Tasty   Bland   Tangy   sweet   Colourful   Spicy!
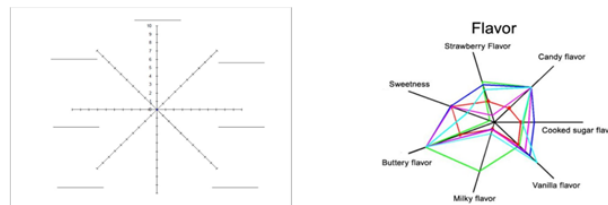
Sensory Analysis – Types of test   2

Sensory evaluation star diagram
Choose 8 attributes that describe the characteristics of the
dish, e.g. smooth, salty, crunchy, bland, chewy, golden, dry, nutty.
Taste the dish. Decide on an intensity for each attribute, using a scale from 0-10 (the higher the number, the greater the intensity).
Use the information to draw a star chart/diagram of the product's attributes. Use a coloured pen and create a key at the bottom of the diagram to record which recipe you tested.
Taste the other recipe, recording the information on the same star diagram but using different coloured pen to differentiate them.
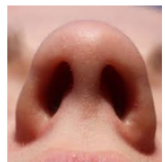
Flavor
Strawberry Flavor   Candy flavor
Sweetness
Cooked sugar flavor
Buttery flavor   Vanilla flavor
Milky flavor

SIGHT/LOOKS

TASTE

Senses

SOUND

SMELL

TOUCH/FEEL

Reviewing of dishes (2. 4. 1)   1

Presentation
• Were the portions the right size for your two groups?
• How did you add colour to your dishes?
• Were you garnishes and decorations appropriate?

Hygiene
 • Did you follow all hygiene guidelines?
 • Did you wear correct PPE?
 • Did you wash up between jobs?

Dish selection
• Did your dishes contain the right nutrients for your two groups?
• Were they expensive or cheap
to produce?
• Did they contain seasonal or local produce?

Organoleptic
How did your dishes:
• Look (appearance)?
• Taste (Flavour and texture)?
• Smell (aroma)?

Reviewing of dishes
PEE: Point, Evidence, Explain
You need to write a self-reflection of how you performed during your practical session. There are 8 areas to consider when you write your review of your dishes.

Improvements
• If you made your dishes again, what would you do differently?
• If you had to do the task again, would you change your choice of dishes?
• Would you add additional accompaniments?

Health and safety
 • Were you able to use equipment safely?
 • Did you store ingredients correctly?

Dish production
• Were you able to keep to your time plan?
• Did you have any problems during the practical? How did you resolve them?

Waste
• Did you separate your waste into categories? (Food waste, recyclable materials, general waste)
• Did you buy the right amount of ingredients?

Reviewing own performance (2. 4. 2)   2

Planning
 • Was the practical session plan in a logical order?
o Discuss your strengths.
o Discuss your weaknesses.
o Suggest improvements.
 • Were you able to keep to the plan during the practical session?
o Discuss your strengths
o Discuss your weaknesses.
o Suggest improvements.

Time management
• How did you manage your time when completing the written tasks?
0 Discuss your strengths.
0 Discuss your weaknesses.
0 Suggest improvements.
• How did you manage your time during the practical session?
0 Discuss your strengths.
0 Discuss your weaknesses.
0 Suggest improvements.

Decision making
• What were your strengths in completing the written tasks?
• What were your strengths in choosing dishes?
• How could you improve weak decisions?
• Were the dishes easy to make together?
• What were the disadvantages of the chosen dishes?
• Did your dishes meet the needs of the provision?
• Did your dishes meet the needs of your two groups (nutrition and cost)?

Organisation • How did you organise your written tasks?
 0 Discuss your strengths.
 0 Discuss your weaknesses.
 0 Suggest improvements.
 • How did you organise your workstation during the practical session?
0 Discuss your strengths.
0 Discuss your weaknesses.
0 Suggest improvements.

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Speaker project – Design, model and make a prototype speaker for a client.

AO1 Section 1
Research.
Using artist styles and writing about them. Using images/text from the internet, magazines , books and galleries. Independently finding further techniques to try from places such as Instagram and YouTube.

A02 Section 2
Experiment to develop.
Using different materials, techniques and processes in the project. Choosing the most successful ones to develop further work.

A03 Section 3
Record.
Ability to draw, photograph, write down ideas and show how you think

A04 Section 4
Final piece.
Ability to make a final idea that shows all of the research you have done.

♦ Research artists/designers, find imagery and annotate your thoughts using content, form, process, mood method.

♦ Model and prototype your ideas to develop them into finalised products. You could use card, foam, wood, metal, plastics etc... development can also be shown through design ideas and idea development drawings.

♦ Drawing of a variety of different speaker designs using tone, shape, colour, texture, pattern and colour.

♦ Draw ideas for how you might want product to look. These can be quick sketches.
♦ Further worked up idea that includes annotation of thoughts/colour use/ artist style use and meaning your piece is communicating to the viewer.

Section 5 Soldering Diagram
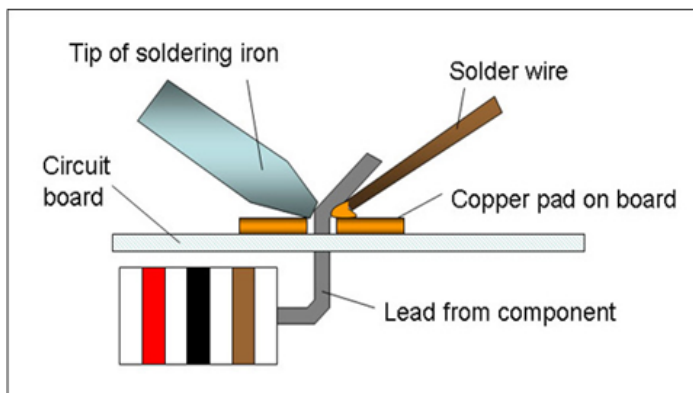
Section 6 Key Vocabulary:
Design (noun) a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.
Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.
Sculpture (noun) the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
Architecture (noun) the art or practice of designing and constructing buildings.
Homeless (noun) a person without a home, and therefore typically living on the streets.
Refugee (noun) a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Board (noun) a long, thin, flat piece of wood or other hard material, used for floors or other building purposes.
Model (noun) a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original.

ICT: R094 Visual Identity and Digital Graphics Keywords:

Purpose	Audience	Visual Identity	Graphics	House Style
Text	Images	Design and Create	Brand	Client
Vector	Bitmap	Contingency	DPI	Pre-Production
Copyright	Assets	Compression	Lossy	Lossless

A graphic is a visual representation, they are visual images or designs. Graphics can be captured or created. They can be displayed digitally or physically (electronic or paper based).
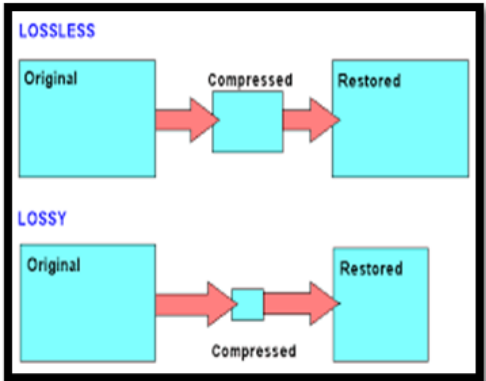
Section 1

Visual Identity	
What the brand looks like, a preview of your brand. **What is included:** 1. Brand name 2. Slogan 3. Colour scheme 4. Typography 5. Logo	There are 4 main areas linked to the purpose of visual identity. • Recognition/Familiarity • Establish a Brand • Develop brand loyalty • Visual communication with audience/consumer

It is the **visual identity** for Asda.

Section 2

Vector	An image made up of lines and shapes e.g., a plan of a room in a house, a company logo.	**Advantages:** Does not take up much memory; lines and shapes can be grouped and placed in front or behind each other; the quality remains the same as image is made bigger. **Disadvantages:** Only the colour of whole lines or shapes can be changed.	**Software:** Adobe Illustrator	**File Types:** SVG **Software:** AI
Bitmap	Created from rows of different coloured pixels that together form an image e.g. image taken from a camera.	**Advantages:** The colour of each individual square can be changed. **Disadvantages:** The quality suffers as the image is made bigger; nothing can be added behind or in front of the image; can take up a lot of computer memory.	**Software:** Adobe Photoshop Serif Draw Plus	**File Types:** JPEG, TIFF, PNG, GIF, BMP **Software:** PSD DPP

Section 3

Pre-Production Documents: created to plan and design before you create your media product. Allows communication with the client and saves time and money.

Client Brief	A written report show that outlines your client and audience requirements for the media product. Content: purpose, audience, audience requirements, client requirements, success criteria, initial ideas.
Mind Map	Shows your ideas for the media product. Content: central node, sub nodes, connectors, text, images.
Mood board	Shows your creative ideas and overall theme. Content: colour scheme, images, typography Digital: sound, video and animation Physical: objects, materials, fabrics.
Script	A written document to show dialogue. Content: scene description and direction, characters, location, shot types.
Storyboard	A storyboard is used to illustrate a sequence of moving images and has a flow of scenes that follow a timeline. Content: timing, location, scene number, scene description, lighting, shot types, camera movements.
Visualisation	To plan the layout of a static or still image in a visual manner. To show what the finished item might look like. Content: size, dimensions, house style, colour, annotation.
Wireframes	A planning document that illustrates how a product will look. It will show how pages/screens are linked together and is used commonly for websites and apps. Wireframe focuses more on how the website will look and will be used by a front-end web developer

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Section 4

Client	The client is the person who has asked you to create something, for example a local magazine.
Audience	The audience are the people who will use your product and who you must think of when designing and creating.
Software	Software is a set of instructions, data or programs used to operate computers and execute specific tasks. Adobe Photoshop is a program we use to edit and manipulate graphics.
Composition	The arrangement of text and images within a graphic.
Compression	Making a file smaller in some way, i.e., reduce its size for many reasons, such as transporting (e-mail, disk, usb etc.), or displaying on the web. The average person only waits 10 seconds for an image to load online. Images must be small enough in file size (KB) to load quickly.
Lossy Compression	Permanently removes parts of an image that the human eye cannot normally see. Depending upon the level of compression, the viewer may not notice what has been removed. Lossy can have different ranges of compression (e.g., low, medium, high), which affects the quality and file size of an image. Examples of file format is JPEG.
Lossless Compression	Doesn't remove any parts of the image when compressing. Removes 'redundant' data that is not needed in the image. The compressed version is the same as the original. Just a smaller files size. Used when the compressed image cannot have anything removed. Example file formats include GIF and PNG.

Section 5

White Space	Alternatively referred to as spacing or whitespace, white space is any section of a document that is unused or space around an object.
DPI	Resolution determines the image quality. The higher the resolution, the better the quality of the image. DPI Determines the print/display quality of an image. The more 'dots' (pixels) that an image is made up of, the better the quality (resolution). In a low-resolution image, the **pixels are larger** and therefore, fewer are needed to fill the space. This results in images that look blocky or pixelated. An image with a high resolution has **more pixels**. 72 DP1 lower resolution, takes up less space, suitable for the web. 300 DPI higher resolution, takes up more space, suitable for printing.
Resolution	= DPI
File Size	= Width X Height

Web	Print
JPEG – compressed PNG – transparency GIF – animated BMP – bitmap SVG – vector	TIFF PDF

Image File Types	Image File Types used, some are better for web display, some for printing or both.
JPEG	Joint Photographic Experts Group WEB: Millions of colours. Good for compressing photos. Small files, but "lossy." Commonly used for photographs and web images.
TIFF	Tagged Image File Format: High colour quality and large file size, used for printing.

Software	Images	Sound	Video
PSD	JPEG	MP3	MP4
PPT	TIFF	WAV	MOV
DOC	PNG		WMV
XLS	GIF		
PUB			

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R093 Creative iMedia in the Media Industry Exam Keywords:

Mind Map	Mood Board	Script	Wireframes	Storyboard
Media Sector	Media Products	Multimedia and Interactivity	Negotiated or Commissioned	Client Requirements
Audience Segmentation	Primary Research	Secondary Research	Virtual Reality	Formal and Informal
Client Brief	Traditional Media	New Media	VFX and SFX	Augmented Reality

Section 6

Media Products	Purpose	Types of Media Products	Examples of Products
A media product is a platform used to communicate information to a specific audience. There are different formats that can be used for this purpose.	Inform Persuade Advertise Promote Educate Warn Guide Entertain	Digital imaging and graphics Video Audio/Music Animation Digital Games Visual Effects VFX Sound Effects SFX	Websites Apps Social media platforms Multimedia eBooks VR Virtual Reality AR Augmented Reality Comics

Section 7

Primary Research	Secondary Research
Primary data is any original information that you collect for the purposes of answering your research question. **Examples:** Focus groups, interviews, online surveys and questionnaires.	Secondary data are information that has already been collected by other researchers. **Examples:** Books, internet, journals, websites.

Traditional Media	Traditional media refers to non-digital methods of communication. These methods have been long used to create awareness of a product and existed before the internet.	**Sectors:** • TV (Television) • Radio • Film • Print publishing	
New Media	On-demand content accessed via the internet through digital devices, such as personal computers and smartphones. New media can involve interactive elements such as audience engagement and feedback.	**Sectors:** • Interactive Media • Video games • Internet • Digital publishing	
Audience Segmentation	Target audience is made up of different characteristics known as demographics which are split into segments to help clearly define who the target audience is.	Location, religion, ethnicity, age, gender, income, education, lifestyle and interests.	
Client Requirements	A client brief is a written document or verbal discussion that outlines the key requirements of a project.	Type of product, purpose, audience, timescale, content, genre, style and themes.	

Primary data
- Real time
- Sure about the sources
- Can answer research question.
- Cost and time
- Can avoid bias
- More flexible

Secondary data
o Past data
o Not sure about sources
o Refining the research problem
o Cheap and no time
o Bias can't be ruled out
o Less flexible

Types of Client Brief:
- **Formal** - A scheduled meeting that will take place between the client and the producer.
- **Informal** - Client will discuss requirements during a telephone call, no do documentation provided. More of a verbal agreement.
- **Negotiated** - The client and the producer work together to develop a brief for a media product.
- **Commissioned** - A client will hire a separate independent company to create the media product for them.

Key outcomes	Definition
Business Models	Sole trader Partnership Franchise Private limited company Public limited company
	Internal stakeholders -Business owners -Managers -Employees
	External stakholders -Customers -Suppliers -Local community
	Shareholders Investors Government Financial providers
Ethical and sustainable businesses	Ethics Ethical business practices Employee related ethical practices
	Customer related ethical practices Ethics in the financial services industry Unethical business practices in the financial services sector
	How business practices affect company revenue Sustainable business practices What is sustainability? Importance of sustainability
	Dimensions of sustainability -Environmental -Economic -Social

Key outcomes	Definition
The impact of external factors on businesses	**Internal factors** -Culture -Human resources -Financial resources -Physical resources -Innovation and technology
	External Factors -Political -Economical -Social -Technological -Environmental -Legal
	Demographics -age, race and ethnicity, gender,level of education, income, employment status, occupation, homeownership, birth, marriage, religion, language, hobbies and interests
	-Marketing mix -Features -Price -Where and how customers can buy it -How it is promoted
Attracting and retaining customers	Principles of marketing What is branding? Importance of branding Key messaging
	Customer acquisition and retention Needs Wants Aspirations Segmentation Managing customer relationships Customer service and public relation
	What is PR 7 P's of marketing –product, price, place , promotion, people, process, physical evidence

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Impacts on service users due to a lack of safeguarding

- If safeguarding procedures are not followed, the impacts on service users can be known as PIES (Physical, Intellectual, Emotional, Social)

Physical impacts
- Anxiety.
- Broken bones.
- Bruises.
- Depression.
- Illness.
- Injury.
- Lack of sleep.
- Pain.
- Poor health/deterioration.
- Self-harm injuries.

These relate to a service users body and can quite often be visible

Emotional impacts
- Feeling betrayed.
- Feeling disempowered.
- Feeling excluded.
- Feeling unsafe.
- Feeling afraid.
- Feeling upset.
- Feeling unhappy.
- Loss of self-confidence.
- Loss of self-esteem.
- Poor mental health.
- Self-harm.
- Being withdrawn.

These relate to a service users feelings

Intellectual impacts
- Confusion.
- Can't think straight.
- Denial.
- Lack of skills development.
- Lack of interest.
- Lack of motivation.
- Lack of understanding.
- Loss of concentration.
- Not asking questions.

These relate to the service users thought processes such as thinking skills, understanding, learning, reasoning, comprehension and knowledge

Social impacts
- Becoming anti-social.
- Aggression.
- Behavioural problems.
- Being isolated.
- Lack of trust in others.
- Refusal to use the service.
- Un co-operative.
- Withdrawal from other people.

These relate to the service users relationship with others

Safeguarding procedures in care settings

Safeguarding policy

•All organisations must have a safeguarding policy that states their ways of working and procedures to follow any safeguarding related incidents.
•All staff must be trained so that they are aware of the policy.

Designated safeguarding lead (DSL)

•The person in an organisation/service that has responsibility for safeguarding.

Common safeguarding issues in adult care environments

•Maladministration of medication - incorrect, late or inappropriate.
•Pressure sores - service users who are frail and have restricted mobility can develop bed sores/blisters on parts of their body which receive the most pressure. If untreated, these can become infected and deep.
•Falls - residents not being assessed on their risk of falls and walking aids not being provided.
•Rough treatment - being rushed, shouted at, ignored.
•Poor nutritional care - appropriate food not provided which is suitable for chewing/swallowing, religious/dietary needs.
•Lack of social inclusion - no stimulation, activity, opportunities for social interaction
•Physical abuse - between residents or residents and staff.
•Financial abuse - theft of money or possessions, staff accepting inappropriate gifts.
•Institutional abuse - providing poor/inadequate standards of care such as ignoring the dignity, privacy, choice and independence of service users.

The 'Five Rs'

•Recognise (all staff) - Recognising signs and symptoms of abuse or harm. Sometimes it may be a direct disclosure made by the service user.
•Respond (all staff) - Any issue must be reported such as a disclosure or just a suspicion (do not ask questions, reassure them that they have done the right thing, inform them that the information must be passed on).
•Report (all staff) - Any concerns must be reported to the DSL immediately so that they can take further action.
•Record (DSL) - The concern will be recorded about the disclosure/suspicion raised with them.
•Refer (DSL) - An investigation will be carried out into any complaints, allegations or suspicions and will contact the police if a crime is suspected.

Disclosure and Barring Service (DBS)

•Closely linked with the police and helps prevent unsuitable people from working with vulnerable service users.
•DBS checks are required for anyone aged over 16 years old for roles that involve either working/volunteering with children or vulnerable adults or wanting to foster or adopt a child.

Three types of DBS checks:

•Standard - checks from criminal convictions, cautions, reprimands and final warnings.
•Enhanced - an additional check of any information held by police that is relevant to the role being applied for.
•Enhanced with barred list checks - additionally checks the barred list (list of individuals who are on record as being unsuitable for working with children or vulnerable adults). Therefore, would not be allowed to work in a health or social care setting.

•Different care settings have different equipment and types of furniture which will all need to be cleaned regularly.

•Methods of maintaining general cleanliness will vary depending on the setting. However, there are standard ways to maintain a clean and hygienic environment.

General cleanliness

Germs grow easily in most environments that are warm and light. In order to prevent the spread of infection, general cleaning should take place regularly, such as:

•Using anti-bacterial sprays on surfaces.

•Clean toys and play equipment regularly.

•Mop floors and vacuum carpets daily.

•Clean and disinfect toilets regularly.

•Dispose of hazardous waste (colour coded disposal methods).

Personal hygiene measures

•Hair tied back/covered.

•Regular brushing of teeth.

•Appropriate protective clothing.

•Open wounds covered.

•Regular showering and hair washing.

•Appropriate use and disposal of tissues and antiseptic wipes.

•No jewellery/nail polish.

•Correct hand-washing routines.

Personal Protective Equipment

•Wearing Personal Protective Equipment (PPE) is a barrier method of preventing the spread of infection.

Examples of Personal Protective Equipment:

•Disposable aprons, disposable gloves, rubber gloves - after each procedure these should be removed and replaced with a new one.

•Face masks - retains droplets released when talking, sneezing and coughing.

•Hair nets and hygiene hats - when serving food, changing dressings to open wounds.

•Overalls, over shoes - reduces the likelihood of transferring germs.

•Surgical garments/scrubs - protect the service provider and patient from infection when having surgical procedures carried out.

How personal hygiene measures protect service users

Personal hygiene measures can protect service users in the following ways:

•Correct hand washing routines can destroy germs and stop them from being transferred.

•The service user carries fewer germs, which reduces opportunity for spreading infection.

•Barrier methods reduce and prevent the transfer of germs and spread of infection. E.g. disposable gloves

•Not wearing jewellery removed places for germs to be trapped.

•Not wearing nail polish removes the risk of it flaking off and contaminating food or a wound.

•If hair is tied back or covered, it can't drop into food and contaminate it with any germs that may be present.

Fitness Test methods for components of fitness

Box No 1: Fitness testing – Flexibility – Sit and reach

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Flexibility – Sit and reach test (Usually measures in cm or inches). Purpose: To test/measure flexibility in the lower back and hamstrings. Equipment: Sit and reach box.	**Advantages:** • It is Quick and easy to conduct. **Disadvantages:** • Only tests flexibility in the hamstrings • Trunk and arm length can make comparisons hard.	**Validity** – Only a valid test of flexibility in the hamstrings and lower back not the rest of the body. **Reliability** - You need to make sure that you have the same length and type of warm up each time you do the test as warming up may increase flexibility. **Practicality** – Practical test – only takes a short amount of time to conduct. However, you do need the sit and reach box.

Box No 2: Fitness testing – Muscular Strength – Hand grip dynamometer

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Muscular strength – Hand grip dynamometer test (measured in KgW) Purpose: To measure muscular strength by squeezing muscles in the hand. Equipment: A grip dynamometer.	**Advantages:** • It is Quick and easy to conduct. • Can be conducted anywhere • Little equipment needed. **Disadvantages:** • Equipment is specialised • Can only test one person at a time.	**Validity** – The hang grip test would not be a suitable test to measure leg strength so be careful when answering questions! **Reliability** – Make sure you complete the test three times each hand and take an average to get more reliable results. **Practicality** – Easy to conduct – but need specialised equipment.

Box No 3: Fitness Testing – Aerobic Endurance – Multi stage fitness test.

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Aerobic Endurance – Multi Stage Fitness Test (MSFT) Purpose: To measure your predicted maximum oxygen uptake (Aerobic Endurance) **Definition of VO2 max** (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance. Equipment needed: A flat non slip surface, a 30m tape measure, cones, MSFT CD, CD player, someone to record the results.	**Advantages:** • The test is very easy to conduct. • Can be conducted indoors or out. • You can test large amounts of people at once. **Disadvantages:** • Must have a copy of MSFT audio. • The spacing of the cones must be precise in order for reliable results.	**Validity** - The test is more valid for a long-distance runner than a long-distance swimmer as it more closely reflects their activity. **Reliability** - The reliability of this test relies on the distance being accurately measured every time and the environment the test is conducted in remaining constant. **Practicality** – Very practical test to conduct can test many people at once.

Box No 4: Fitness Testing – Aerobic Endurance – Forestry Step Test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Aerobic Endurance – Forestry Step Test Purpose: To measure your aerobic endurance/V02 Max. **Definition of VO2 max** (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance. Equipment needed: A step bench **40cm high for males 33cm high for females,** a metronome set a 90BPM (22.5 steps per minute) a stopwatch.	**Advantages:** • The test is very easy to conduct and needs little equipment. • It can be self-administered – so completed at any time. **Disadvantages:** • Some people may not have the fitness or coordination to keep stepping for 5 minutes.	**Validity** – More valid for some performers than others, depends on the situation. **Reliability** - Help ensure reliability by measuring the height of the step and making sure the pulse is taken at the correct time. **Practicality** – A practical test to conduct as can be self-administered.

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Box No 5: Fitness Testing – Speed – 30m Sprint test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Speed – 30m sprint test Purpose: To measure your speed (s) Equipment needed: Two cones, a tape measure, stopwatch and a flat surface.	**Advantages:** • The test is very easy to set up and conduct • Requires minimal equipment • Can be conducted in or outside. **Disadvantages:** • Human error when timing scores • You may need another person to help you with the test.	**Validity** – More valid for a sprinter than a swimmer/cyclist measuring speed. **Reliability** - The test must be conducted the same way each time to ensure reliability. The 35m distance must be measured carefully each time, and the test should be completed in the same weather conditions and terrain. Also, same warm up must be complete each time. **Practicality** – A practical test to conduct very easy to set up and minimal equipment/space needed.

Box No 6: Fitness Testing – Speed and agility – Illinois Agility Test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Agility – Illinois agility test Purpose: To measure your speed and **Agility (s)** Equipment needed: 8 cones, a tape measure, stopwatch.	**Advantages:** • The test is very easy to set up and conduct on any non-slip surface. • Requires minimal equipment • Can be conducted in or outside. **Disadvantages:** • Human error when timing scores • You may need another person to help you with the test.	**Validity** – Not an accurate representation of sporting situations. **Reliability** - It is really important that the distance between the cones is accurately measured every time the test is conducted to ensure that the course remains the same. **Practicality** – Practical test to conduct.

Box No 7: Fitness Testing – Anaerobic Power– Vertical Jump Test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
<u>Power – Vertical Jump Test</u> Purpose: To measure Anaerobic power in the legs. Equipment needed: Jump test board, large ruler, marker pen.	**Advantages:** • The test is very easy to set up • Requires minimal equipment • Can be conducted in any setting. **Disadvantages:** • Human error when taking measurements • You need another person to help you with the test. • Technique plays a part in maximising score.	**Validity** – This test is a valid measure of anaerobic power in the legs; it would not be a valid measure of anaerobic power in any other body part. **Reliability** - To ensure reliability each time the test is completed it should be: - Conducted at the same time of the day - Conducted after the same warm up - Conducted in the same conditions - Measurements should be taken by the same person using a metre ruler or a vertical **Practicality** – Practical test to conduct.

Box No 8: Fitness Testing – Muscular Endurance – One minute press up test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
<u>Muscular Endurance – One-minute press up Test</u> Purpose: To measure muscular endurance in the upper body. Equipment needed: Exercise mat and stopwatch.	**Advantages:** • The test is very easy to set up • Requires minimal equipment • Can be conducted in any setting. **Disadvantages:** • Easier with a partner to help. • Difference in technique can make results unreliable.	**Validity** – To ensure the results are valid make sure you make not of what type of press up you completed. Validity can vary as people can do easier or harder press-ups – is this a fair comparison? Only valid for upper body. **Reliability** - Ensure the test conditions remain the same. Difference in press up technique can make results unreliable. **Practicality** – Practical test to conduct.

Box No 9: Fitness Testing – Muscular Endurance – One minute sit up test

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Muscular Endurance – One-minute Sit up Test Purpose: To measure muscular endurance in the abdominal muscles Equipment needed: Exercise mat and stopwatch.	**Advantages:** • The test is very easy to set up • Requires minimal equipment • Can be conducted in any setting. **Disadvantages:** • Easier with a partner to help. • Not suitable for someone with back injuries.	**Validity** – Only valid for abdominal muscles. **Reliability** - To ensure the test is reliable it is important that the same warm up is completed each time the test is conducted. **Practicality** – Practical test to conduct.

Box No 10: Fitness Testing –Body composition – Skinfold test.

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Body composition – Skinfold Test Purpose: To predict percentage of body fat. Equipment needed: Skinfold calipers, tape measure, pen to mark the sites. Male sites: Chest, abdominal, thigh Female sites: Thigh, Triceps, suprailiac	**Advantages:** • An accurate test of body fat. **Disadvantages:** • Can be uncomfortable • The participant may feel uncomfortable when removing clothing which may be embarrassing.	**Validity** – A valid test of body fat percentages. **Reliability** - To ensure the test is reliable it is important that the same person conduct the test and that each site is measures 3 times to take an average result. Results can be hindered if people don't remove clothing fully. **Practicality** – Practicality can be affected as people may feel uncomfortable.

Box No 11: Fitness Testing –Body composition – BIA

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Body composition – BIA Purpose: To predict percentage of body fat. Equipment needed: Bioelectrical impedance analysis machine	**Advantages:** • Most accurate way to distinguish between muscle and fat in the body. • You only have to uncover your right hand and right foot so it is less embarrassing than the skinfold test. **Disadvantages:** • Equipment is specialised and expensive • The test relies on the participant being well hydrated and to have not done any vigorous exercise	**Validity** – The most valid test of body fat percentages. **Reliability** – You must be well hydrated and have not exercised before the test. **Practicality** – Practical to conduct but equipment is expensive and specialised can only conducted with the equipment and someone who can read the data correctly.

Box No 12: Fitness Testing –Body composition – BMI

Test and purpose	Advantages + Disadvantages	Validity – Reliability - Practicality
Body composition – BMI Purpose: To predict percentage of body fat. Equipment needed: Scales, Long ruler, calculator.	**Advantages:** • Simple and easy to conduct – no specialist equipment. • The test is non invasive **Disadvantages:** • Not always accurate for muscular individuals. • Test is not always valid.	**Validity** – The test is not always valid – it does not take into consideration muscle mass. **Reliability** – Ensure calibration of scales is correct each time and accurate reading of height is taken – do not wear shoes. **Practicality** – Practical and non-invasive test to conduct.

Stay safe,

tell someone…

All the staff are here to help and support you

Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

Safety and well-being…

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. **www.childline.org.uk 0800 1111**

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. **www.Kooth.com**

For support with your mental health and staying happy and healthy visit the Mental Health Foundation. **www.mentalhealth.org.uk**

For non-emergency advice you can email **DAA_safeguarding@dixonsaa.com.** Give your full name and Year group.

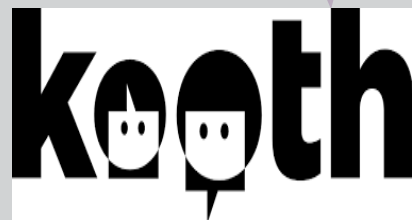## Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit;

www.nhs.uk/change4life/activities

Happiness   Industry   Responsibility

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