

# KNOWLEDGE ORGANISER YEAR 10 2024/2025

Name:

Student Number:



C2



**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.

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### **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.

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## CYCLE 2 SPELLINGS

WEEK 2	
<b>plosive</b>	'b', 'p' 't' and 'd' sounds for harsh, <b>aggressive</b> , or shocking effect.
<b>ambiguity</b>	More than one possible meaning and its <b>unclear</b> which is correct.
<b>scale</b>	The <b>size</b> or level of something.
<b>mutiny</b>	A <b>rebellion</b> against senior officer.
<b>eucharist</b>	<b>Bread and wine</b> ceremony enacting Jesus' last meal.
<b>Trade Union</b>	Organisation that represents <b>workers</b> .
<b>respiration</b>	The action of <b>breathing</b> .
<b>dodecahedron</b>	A <b>12-sided</b> shape.
<b>tectonic</b>	To do with the <b>movement</b> of the earth's surface.
<b>volta</b>	A <b>turning point</b> in a poem.

WEEK 3	
<b>assonance</b>	A repetition of <b>vowel</b> sounds.
<b>stanza</b>	A <b>group of lines</b> separated from others in a poem.
<b>texture</b>	The <b>feel</b> , appearance or consistency of a surface/substance.
<b>republicanism</b>	Belief in a country with <b>no monarchy</b> .
<b>reconciliation</b>	<b>Repair relationships</b> together.
<b>reparations</b>	Compensation <b>money</b> .
<b>ascending</b>	In order from <b>smallest to largest</b> .
<b>descending</b>	In order from <b>largest to smallest</b> .
<b>atmospheric</b>	To do with the <b>air surrounding</b> the Earth.
<b>persona</b>	The <b>speaker</b> of the poem who is different from the writer.

WEEK 4	
<b>anaphora</b>	A <b>repetition</b> of words, phrases or clauses.
<b>enjambment</b>	When a sentence <b>runs over</b> one line with no punctuation.
<b>sculpture</b>	The art of making 2 or 3 dimensional <b>representative</b> forms.
<b>socialism</b>	Belief workers should <b>own parts</b> of companies.
<b>persecution</b>	<b>Hostility or ill treatment</b> of someone/groups.
<b>photosynthesis</b>	An <b>endothermic</b> reaction when plants take in energy.
<b>demographic</b>	To do with <b>population</b> .
<b>parody</b>	A comic <b>imitation</b> of another writer's work.
<b>evolution</b>	The <b>gradual development</b> of something.
<b>erosion</b>	<b>Wearing away</b> and removal of <b>rock</b> .

WEEK 5	
<b>juxtaposition</b>	Two things being placed closed together for <b>contrasting</b> effect.
<b>caesura</b>	A <b>stop or pause</b> in a line of poetry.
<b>architecture</b>	The art or practice of <b>designing</b> and constructing <b>buildings</b> .
<b>evangelism</b>	Preaching to <b>convert</b> others.
<b>chlorophyll</b>	Green <b>pigment</b> in chloroplasts that absorb energy from sunlight.
<b>temperature</b>	The degree or intensity of <b>heat</b> .
<b>sanitation</b>	Water and <b>cleanliness</b> .
<b>variable</b>	Liable to <b>change</b> with <b>conditions</b> .
<b>accelerate</b>	To move <b>faster</b> ; to gain speed.
<b>urbanisation</b>	The <b>growth in population</b> living in towns and <b>cities</b> .

WEEK 6	
<b>oxymoron</b>	Combines <b>contradictory</b> words with <b>opposite</b> meanings.
<b>elegy</b>	Form of poetry about the <b>death</b> of its subject.
<b>refugee</b>	A person forced to <b>leave their country</b> to escape war or disaster.
<b>communism</b>	Ideology that believes in <b>no private</b> property.
<b>sacraments</b>	Outward <b>signs</b> of faith.
<b>denominator</b>	The number <b>below the line</b> in a fraction; a divisor.
<b>couplet</b>	A <b>pair of rhyming lines</b> which follow on from one another.
<b>perpendicular</b>	A <b>straight line</b> at an angle of <b>90 degrees</b> to a given line/surface.
<b>organism</b>	An individual animal, plant or <b>single celled</b> life form.
<b>source</b>	The <b>start</b> of a river.

WEEK 8	
<b>plosive</b>	' <b>b</b> ', ' <b>p</b> ' ' <b>t</b> ' and ' <b>d</b> ' sounds for harsh, <b>aggressive</b> , or shocking effect.
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<b>volta</b>	A <b>turning point</b> in a poem.

WEEK 7	
<b>antithesis</b>	Placing <b>contrasting</b> ideas together.
<b>quatrain</b>	<b>4-line</b> stanza.
<b>abdication</b>	Monarch <b>leaving</b> the <b>throne</b> .
<b>constitution</b>	<b>Rules</b> governing a country.
<b>baptism</b>	Ceremony to <b>wash away sins</b> .
<b>acute</b>	An angle that is <b>less than 90</b> degrees.
<b>irony</b>	Something happens that is the <b>opposite</b> from what's <b>expected</b> .
<b>parallel</b>	Side by side with the same <b>difference continuously</b> between them.
<b>opaque</b>	<b>Not transparent</b> .
<b>hypothesis</b>	A <b>proposed explanation</b> .

WEEK 9	
<b>assonance</b>	A repetition of <b>vowel</b> sounds.
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<b>persona</b>	The <b>speaker</b> of the poem who is different from the writer.

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parody	A comic <b>imitation</b> of another writer's work.
evolution	The <b>gradual development</b> of something.
erosion	<b>Wearing away</b> and removal of rock.

WEEK 12	
oxymoron	Combines <b>contradictory</b> words with <b>opposite</b> meanings.
elegy	Form of poetry about the <b>death</b> of its subject.
refugee	A person forced to <b>leave their country</b> to escape war or disaster.
communism	Ideology that believes in <b>no private</b> property.
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source	The <b>start</b> of a river.

WEEK 11	
juxtaposition	Two things being placed closed together for <b>contrasting</b> effect.
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chlorophyll	Green <b>pigment</b> in chloroplasts that absorb energy from sunlight.
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sanitation	Water and <b>cleanliness</b> .
variable	Liable to <b>change</b> with <b>conditions</b> .
accelerate	To move <b>faster</b> ; to gain speed.
urbanisation	The <b>growth in population</b> living in towns and cities.

WEEK 13	
antithesis	Placing contrasting ideas together.
quatrain	<b>4-line</b> stanza.
abdication	Monarch <b>leaving</b> the <b>throne</b> .
constitution	<b>Rules</b> governing a country.
baptism	Ceremony to <b>wash away sins</b> .
acute	An angle that is <b>less than 90</b> degrees.
irony	Something happens that is the <b>opposite</b> from what's <b>expected</b> .
parallel	Side by side with the same <b>difference continuously</b> between them.
opaque	<b>Not transparent</b> .
hypothesis	A <b>proposed explanation</b> .

<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
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.
<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>
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.
<b>WEEK 12</b>	<b>WEEK 13</b>	<b>NOTES</b>		
1.	1.			
2.	2.			
3.	3.			
4.	4.			
5.	5.			
6.	6.			
7.	7.			
8.	8.			
9.	9.			
10.	10.			

**Section 1 Key context – Monarchy and power****Divine Right of Kings**

People believed that monarchs received their authority from God, and thus to rebel against a King (treason) was like going against God, and highly sinful.

**Natural order**

This is the natural way of things, which the King was considered a part of. People believed if the natural order was altered, nature was disrupted and God would correct it.

**Linking of the Church and monarch**

Catholicism was made illegal in the 1500s, so the majority of people in the country had strong Christian beliefs and followed the Church of England/Scotland which King James I was head of. Allegiance and loyalty to the King were seen as religious/moral duties.

Some people in the Jacobean era (the time of King James I's reign) questioned the country's power structures.

Most people would have seen the King as being aligned with God, but some – for instance Catholics - challenged this.

In the **Gunpowder plot of 1605**, Catholic rebels, led by Guy Fawkes, attempted to take power back by assassinating King James I.

**Section 2 Shakespeare**

Shakespeare's company of actors, The King's Men, were funded by the King from 1603 onwards. King James I was their first royal patron. Shakespeare needed to please the King with the play Macbeth (1606), hence his portrayal of punishment for treason and witchcraft.

**Witches**

There was a Witch Panic in Europe in the 15-1700s.

King James I was involved in hundreds of Witch Trials and executions and wrote a book on witchcraft (Daemonologie).

He encouraged the reporting of suspected witchcraft (this could be for something as small as not going to Church) and believed the Devil was working through witches.

**The witches' first key moments in the play – act 1 scene 1**

Thunder and lightning show the darkness of witches and suggests they are controlling the weather.

Their chanting (shown through rhyming couplets) and equivocal language would also provoke fear.

'**Fair is foul and foul is fair**' - this line shows us how things in the play will not be as they seem.

Macbeth mirrors their language, saying '**so fair and foul a day I have not seen**'. This could suggest the witches have control over him.

**Section 3 Key moments and quotations – act 1 scene 2 - 3**

The Scots have successfully defended their country and their king, Duncan from the Norwegians and traitors.

Macbeth, Thane of Glamis is noticed for his efforts by a Sergeant and then King Duncan, who tells the Sergeant to name Macbeth Thane of Cawdor.

**Sergeant: all's too weak: For brave Macbeth**

The witches seek out Macbeth and Banquo as they travel, and give Macbeth some prophecies (of course the first one has already been decided by the King, but Macbeth has not been told yet)

**'All hail, Macbeth, thou shalt be King hereafter!'**

Macbeth is excited by the witches, even though he should know to avoid them, and asks them to '**stay, you imperfect speakers, tell me more**'

Banquo is more suspicious of the witches even though they say his children will be Kings, Banquo calls the witches '**instruments of darkness**'.

When Macbeth is informed officially that he will be made Thane of Cawdor, he decides that the other 2 prophecies must be correct too, and sends an excited letter to his wife, Lady Macbeth, telling her about this.

**Section 4 Key moments and quotations – act 1 scene 4 – 7**

Macbeth hears that Duncan's son, Malcolm, has been named heir to the throne and says this is a '**step**' that is '**in my way**'. The audience hear him already displaying unnatural intentions and language as he talks about his desire to become King: '**Stars, hide your fires; Let not light see my black and deep desires**'

Lady Macbeth receives his letter and the first words she says in the play are Macbeth's. She vows that she will support his ambitions and calls on '**spirits**' to help her become cruel enough to do so.

She asks for 'masculine' qualities: '**Unsex me here, and fill me from the crown to the toe top-full of direst cruelty!**'

She advises Macbeth to hide his intention to kill King Duncan when he comes to stay at their castle: '**look like the innocent flower, but be the serpent under't**'

Macbeth seems to have second thoughts and says '**we will proceed no further in this business**', but Lady Macbeth challenges his manhood (**when you durst do it, then you were a man**) and he swiftly goes back to following their plan.

**Section 5 Key moments and quotations – act 2**

Lady Macbeth drugs the drinks of Duncan's guards but says she cannot kill Duncan as he looks like her father. Macbeth murders Duncan and we see his guilt immediately: '**Will all great Neptune's ocean wash this blood Clean from my hand?**'.

Lady Macbeth tries to calm Macbeth down by minimising his actions and telling him to wash his hands: '**a little water clears us of this deed**'.

In the morning, we see how the murder has affected the weather, showing how it goes against the Natural Order: '**some say the Earth was feverous and did shake**' (Lennox)

Macduff finds Duncan's body and shows genuine grief '**o horror, horror, horror!**' He also links Duncan's body to Christianity and the Divine nature of Kings- '**Most sacrilegious murder hath broke ope The Lord's anointed temple**'

Macbeth kills the guards in case they saw the murder of Duncan but says he did it because he loved Duncan so much. Duncan's sons Malcolm and Donalbain, flee from fear: '**there's daggers in men's smiles**' (Donalbain).

**Section 6 Key moments and quotations – act 3 scene 1 - 4**

Banquo becomes suspicious of how Macbeth has become King following their meeting with the witches: '**I fear, Thou play'dst most foully for't.**'

Macbeth is extremely paranoid that he will lose his throne and tells Lady Macbeth '**O full of scorpions is my mind, dear wife!**' Macbeth hires murderers to kill Banquo and his son Fleance.

They kill Banquo very violently: '**safe in a ditch he lies, with twenty trenched gashes in his head**'.

Fleance escapes, and nobody ever captures him, so we could wonder by the end whether he will come back for revenge, or the throne.

Macbeth does not tell Lady Macbeth he has had Banquo and Fleance murdered, but when the Macbeths host a banquet that Banquo was due to attend, Macbeth hallucinates Banquo's ghost at the end of the table and begins to shout at the ghost: '**never shake thy gory locks at me**'

Lady Macbeth again questions Macbeth's manhood ('**Are you a man?**') to try and calm him down, and asks the guests to leave, saying that Macbeth is unwell.

**Section 7 Key moments and quotations – act 3 scene 4 and 5**

After the banquet, Macbeth decides he will seek out the witches for more information.

This shows further sin and responsibility from Macbeth as he is seeking them out of his own free will (the first time, they came to him).

Macbeth seems to have become numb to the violence he has committed and he almost sees no point in trying to stop: **"I am in blood Stepp'd in so far that, should I wade no more, Returning were as tedious as go o'er:"**. The repeated imagery of blood emphasises his sin and guilt.

Before Macbeth reaches the witches, we see Hecate (the head witch) is angry with the 3 witches for meddling with Macbeth and causing trouble.

Lennox and a Lord discuss how Macduff is in England, trying to get support from King Edward of England to challenge Macbeth. This scene is very complimentary of Edward, probably because King James I was desperate to unify Scotland and England under one Church and one monarch.

**Section 8 Key moments and quotations – act 4 scene 1 and 2**

Macbeth visits the witches and even they see him as 'wicked': **'by the pricking of my thumbs, something wicked this way comes'**. They show him a bloody child and a parade of Kings, one of which he thinks looks like Banquo, and this seems to increase his paranoia.

They give him some more prophecies: **'Beware Macduff! 'none of woman born shall harm Macbeth', 'until Great Birnam wood to high Dunsinane'**.

As all men are born from women, and trees cannot move, Macbeth should feel safe, but decides to take matters into his own hands (again) and orders the murder of Macbeth's wife and children: **'Seize upon Fife; give to the edge o' the sword His wife, his babes, and all unfortunate souls That trace him in his line.'** This is needless violence against total innocents, which further shows how sinful and treacherous Macbeth has become. Lady Macduff wisely points out before she is killed that on Earth, sometimes things are unjust, which reminds the audience of the punishment for sin in the afterlife: **'I am in this earthly world, where to do harm is often laudable, to do good sometime Accounted dangerous folly:'**

**Section 9 Key moments and quotations – act 4 scene 3**

Malcolm (Duncan's son and heir to the throne) is raising an army to challenge Macbeth and wants to test Macduff's loyalty to Scotland.

Malcolm pretends that he is going to be a worse tyrant than Macbeth to see Macduff's reaction. When he tells Macduff this, Macduff bravely says that he is **'fit to govern! No, not to live!'** and Malcolm can see that Macduff is loyal to the country (Scotland) and not just searching for power and titles from Malcolm.

Malcolm uses religious language to praise Macduff, and we can see from this and the contrast between heavenly and hellish language (soul vs black scruples) that Shakespeare is presenting Macduff as a role model and the antithesis of Macbeth:

**'Macduff, this noble passion, Child of integrity, hath from my soul Wiped the black scruples'**

When Macduff finds out his family has been murdered, he also shows true emotion and tender masculinity, which contrasts with the toxic masculinity of Macbeth: **"all my pretty chickens and their dam At one fell swoop?"** He says he must 'feel it like a man', meaning his grief, and then vows to seek revenge against Macbeth.

**Section 10 Key moments and quotations – act 5 scene 1 to 5**

Whilst Lady Macbeth has not spoken at all in act 4, she is the first key character we see in act 5 scene 1.

She is being cared for by a Doctor and a Gentlewoman and she seems to have lost her sanity due to guilt. She hallucinates blood on her hands and shouts **'Out, damned spot!'** at the imaginary blood.

In contrast with her words in act 2, she shows that she is now overwhelmed by guilt for her role in Duncan's murder: **'all the perfumes of Arabia will not sweeten this little hand'**. This hyperbole mirrors Macbeth's words from act 2 and shows how the two of them have taken completely opposite trajectories since the murder.

Lady Macbeth dies off-stage and this is portrayed as a suicide. Christians believed this was a sin and this therefore tells the audience that despite not actually murdering Duncan, Lady Macbeth will still suffer in Hell for her sins in supporting Macbeth.

When Macbeth is informed of her death, he says **'she should have died hereafter'**, meaning she was going to die anyway, and makes a speech about the pointlessness of life (**'life is but a walking shadow'**), showing he has also lost faith in both what he was trying to achieve, and God.

**Section 11 Key moments and quotations – act 5 scene 5 to 8**

Whilst Lady Macbeth has died, Macbeth's servants have been keeping watch. Malcolm's army has arrived at the castle carrying branches from Birnam Wood.

Macbeth is still determined to fight for his throne: **'bear-like, I must fight the course'**. Macbeth realises the trickery of the witches when he finds Macduff was born by Caesarean section and calls them **'juggling fiends'**, but still does not give up. Macduff kills Macbeth and carries his bloody head on stage. This violence and other types of public violence e.g. public hangings of witches and executions of traitors were warnings to the public of the punishment for treason or ungodliness. Macbeth is clearly guilty of both, and his journey and ending remind the audience of the importance of loyalty to the King and of avoiding witchcraft, treason and sin.

In his final speech, Malcolm uses natural imagery and talks about future growth, which shows that the Natural Order has been restored: **'What's more to do, Which would be planted newly with the time'** He also refers to the Macbeths as **'this dead butcher and his fiend-like Queen'**, which shows a huge contrast from the way they were viewed by Duncan at the beginning, and again warns of the consequences of sin.

**Section 12 Key vocabulary**

Heir - next in line (hereditary) to inherit something

Tyrant – cruel, controlling leader

Trajectory - journey

Equivocal language – language which is confusing and seems to have 2 opposite meanings

Foil – a character who is deliberately very different to another key character (Banquo)

Antithesis – a character type which is the total opposite to another key character (Macduff)

Masculinity – characteristics/behaviours associated with men

Treason – crime against the monarch or government

Traitor – somebody who betrays

Catholic – somebody who follows the Catholic Church- at the time the play was written, Catholicism was illegal

Puritans – English protestants who wanted to ensure religious reform, i.e. that everyone in the UK followed the Church of England/Scotland (King James I was the first King of both) and not Catholicism

Unify – bring together/make uniform (make the same)

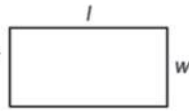
Hamartia – fatal flaw –we could say this is ambition

Duplicious – two-faced

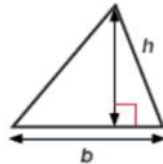


**Section 1: Formulae**

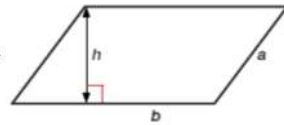
1) Area of rectangle =  $l \times w$



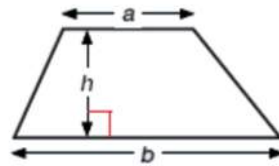
2) Area of triangle =  $\frac{b \times h}{2}$



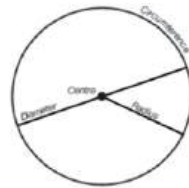
3) Area of parallelogram =  $b \times h$



4) Area of a trapezium =  $\frac{1}{2}(a + b)h$

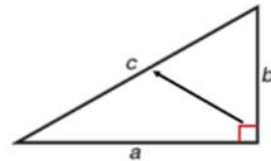


5) Area of a circle =  $\pi r^2$



6) Circumference of a circle =  $\pi d$  and  $2\pi r$

7) Pythagoras' Theorem:  $a^2 + b^2 = c^2$



**Section 2: Conversion**

10mm = 1cm

100cm = 1m

1000m = 1km

1000mg = 1g

1000g = 1kg

1000kg = 1 tonne

1000ml = 1 litre

1000cm<sup>3</sup> = 1 litre

100p = 1 pound

24 hours = 1 day

60 seconds = 1 minute

14 days = A fortnight

7 days = 1 week

60 minutes = 1 hour

365 days = 1 year

**Section 3: Percentage**

**% of amount:** 36% of 120 =  $0.36 \times 120$

**Multiplier:** Increase by 16% =  $100 + 16 = 116\% \rightarrow 1.16$

Decrease by 23% =  $100 - 23 = 77\% \rightarrow 0.77$

**Compound interest:** investment x multiplier<sup>no. of years</sup>

**% change:**  $\frac{\text{amount changed}}{\text{Original}} \times 100$

**Section 4: Rules of indices**

The first rule:  $a^n \times a^m = a^{m+n}$

The second rule:  $(a^n)^m = a^{mn}$

The third rule:  $a^m \div a^n = a^{m-n}$

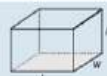
The fourth rule:  $a^0 = 1$

The fifth rule:  $a^1 = a$

**Section 5: Volume & SA**

**Volumes**

Cuboid =  $l \times w \times h$



Prism = area of cross section x length

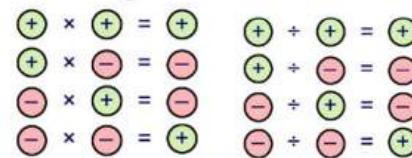


**Surface Area (SA):**

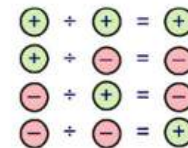
The surface area of a solid object is a measure of the total area that the surface of the object occupies.

**Section 6: Negative Number Rules**

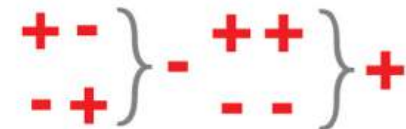
**Multiplication**



**Division**

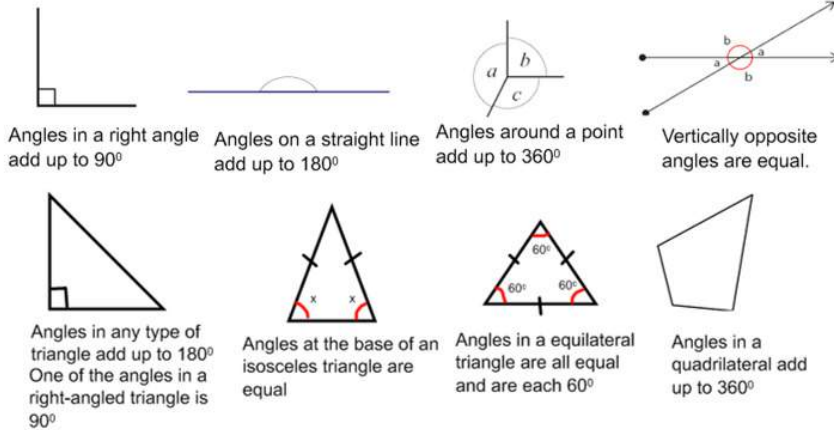


**Addition and Subtraction**

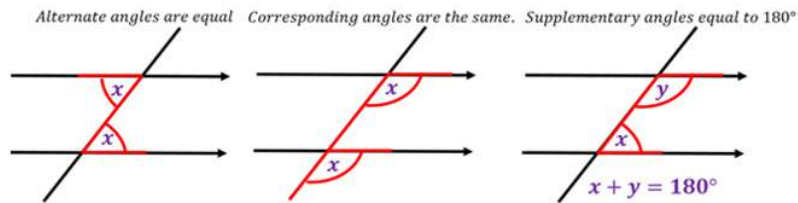


**Section 7: Angle Theories**

**1) Basic Angle Theories (learn the full sentence)**



**2) Angles in Parallel Lines (learn the full sentence)**



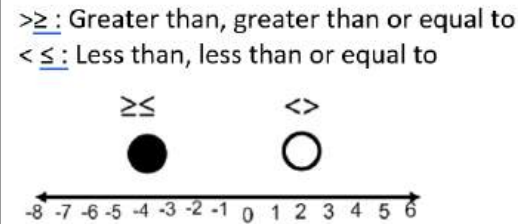
**3) Angles in polygons: Formulae**

- a) The sum of interior angles =  $(n - 2) \times 180$
- b) One exterior angle =  $\frac{360^\circ}{n}$  this is only use for regular polygons

**Section 8: Fractions**

- 1) **Adding and subtracting fractions**- you must find a common denominator
- 2) **Multiplying fractions** - Multiply the numerators then multiply the denominators.
- 3) **Dividing fractions** - Keep Change Flip (KCF)

**Section 9: Inequalities**



**Section 10: Equation of a Line**

The equation of a line:  $y = mx + c$  where  $m$  is the gradient and  $c$  is the y intercept.

$M = \frac{\text{change in } y}{\text{change in } x}$

**Section 11: Averages:**

- Mode** - The most common (popular) number / word / picture
- Range** - The largest number subtract the smallest number
- Median** - Put the numbers in order and find the middle number
- Mean** - Add up all the values and divide by how many values there are

**Section 12: Venn Diagrams**



**Section 13: Speed**



## SECTION 14 APPROXIMATION AND ESTIMATION

rounding	writing a number less accurately so it is easier to work with below 5, stay the same, 5 or above, round up
truncating	to shorten by 'chopping off' the end
decimal place	the position of a digit after the decimal point
money	when working in pounds (£) and pence, all answers should be given to 2 decimal places
significant figure	1 <sup>st</sup> significant figure: the first digit in a number which is not a zero
estimate a calculation	the process of rounding numbers to one significant figure and then calculating to get an approximate answer
approximate	an answer close to the exact value
other estimates	estimated mean – from a grouped frequency table as using the mid-point estimate from a graph – as we all draw graphs slightly differently so will get different answers

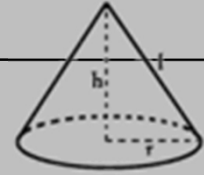
## SECTION 15 VOLUME

volume	the amount of space a 3D shape takes up	
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	$V = \frac{lbh}{2}$
cylinder	volume = area of circle x length of prism	$V = \pi r^2 h$
pyramid	volume = $\frac{1}{3}$ x area of cross section x length	
square based pyramid	volume = $\frac{1}{3}$ x area of square base x height of pyramid	$V = \frac{lwh}{3}$
cone	volume = $\frac{1}{3}$ x area of circle base x height of cone	$V = \frac{\pi r^2 h}{3}$
sphere	$V = \frac{4}{3} \pi r^3$	

## SECTION 16 PROPERTIES OF 3D SHAPES

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

## SECTION 17 SURFACE AREA

surface area	the <b>total area</b> of all the <b>surfaces</b> on a <b>3D shape</b> , find the <b>area of each face</b> separately, then <b>add</b> them together	
surface area of a sphere	$A = 4\pi r^2$	
surface area of a cone	curved surface area = circle base area = add these together	

## 1. Metal Extraction

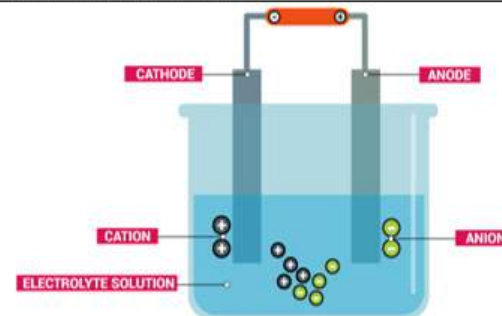
Metal ore	Metals are found combined with <b>oxygen</b> and other elements	
Reactivity series	List of metals in order of reactivity Used to determine <b>extraction</b> method	
	<p>potassium <b>most reactive</b></p> <p>sodium</p> <p>calcium</p> <p>magnesium</p> <p>aluminium</p> <p><b>carbon</b></p> <p>zinc</p> <p>iron</p> <p>tin</p> <p>lead</p> <p><b>hydrogen</b></p> <p>copper</p> <p>silver</p> <p>gold</p> <p>platinum <b>least reactive</b></p>	<p>K</p> <p>Na</p> <p>Ca</p> <p>Mg</p> <p>Al</p> <p>C</p> <p>Zn</p> <p>Fe</p> <p>Sn</p> <p>Pb</p> <p>H</p> <p>Cu</p> <p>Ag</p> <p>Au</p> <p>Pt</p>
		<p>Extracted using electrolysis</p> <p>Extracted by heating with <b>carbon</b></p> <p>Found in their <b>natural state</b> – not bonded in an ore.</p>

## 2. Heating with Carbon

Oxidation	The <b>addition of oxygen</b> e.g. $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$ Mg has been oxidised
Reduction	The <b>removal of oxygen</b> e.g. $\text{CuO} + \text{H}_2 \rightarrow \text{Cu} + \text{H}_2\text{O}$ Cu has been reduced
<b>Iron oxide + carbon <math>\rightarrow</math> iron + carbon dioxide</b> Iron has been reduced Carbon has been oxidised	

## 3. Electrolysis

Breaking down an ionic compound using electricity	
Ionic compounds must be <b>molten</b> or <b>aqueous</b> so they are able to conduct	
Anode	<b>Positive electrode</b> Negative ions attracted to anode
Cathode	<b>Negative electrode</b> Positive ions attracted to cathode



## 4. Electrolysis of Aluminium Oxide

Anode	Cathode
$\text{O}^{2-}$ collected as oxygen	$\text{Al}^{3+}$ collected as aluminium metal
$\text{O}_2$ reacts with <b>carbon electrode</b> to produce $\text{CO}_2$ – electrode is eaten away	

## 5. Electrolysis of Aqueous Compounds

Anode	Cathode
<b>Halogen formed</b> e.g. $\text{Cl}_2$	<b>Hydrogen formed</b> , $\text{H}_2$
If there is <b>no halogen present</b> , $\text{O}_2$ is formed	If metal is <b>less reactive than <math>\text{H}_2</math></b> , metal ions are formed

## 6. Acids

## Bases

pH of <b>1 to 6</b>	pH of <b>8 to 14</b>
Produces <b><math>\text{H}^+</math></b> ions in solution	Produces <b><math>\text{OH}^-</math></b> ions in solution
Strong acids: fully dissociate in water	
Weak acids: partially dissociate in water	

1

## Homeostasis: maintaining a constant internal environment

Automatic control systems: nervous and hormonal

Receptors: detect a stimulus

Co-ordination centres : receives and processes information and then creates response

Effectors : produces a response that counteracts the change and restores to optimum levels

Negative feedback: whenever a change occurs in a system, this automatically causes a corrective mechanism to start, which reverses the original change

2

Stimulus	<b>The Nervous System</b>	
Receptor	Nervous system	CNS, sense organs and nerves
Sensory neurone	Vertebrates	Brain and spinal cord
Relay neurone	Mammals	CNS is connected by sensory and motor neurones
Motor neurone	Sensory neurones	Carry information from receptors to CNS
Effector	Relay neurones	Carry impulse from sensory to motor neurone
Response	Motor neurones	Carry electrical impulses from CNS to effectors
	Effectors	Muscles and glands that respond to impulses.
	CNS—Central nervous system	Receives information from receptors and forms a response
	Sense organs	Eyes, ears, skin
	Neurones	Bundles of nerve cells
	Osmoregulation	Controls amount of water lost in urine
	Thermoregulation	Keeps core body temperature at about 37 °C
	Hot	Hypothalamus causes vasodilation and sweating
	Cold	Hypothalamus causes vasoconstriction and hairs to erect

3

## Human endocrine system

Endocrine system is made up of glands that secrete chemicals called hormones into the bloodstream.

The hormones are used to react to changes in the environment or changes in the body.

Hormones: Chemical messengers which travel in the blood to activate target cells.

Pituitary gland: produces many hormones that regulate body conditions (master gland) in the brain

Pancreas : produces insulin that regulate blood glucose levels

Thyroid: produces thyroxine which regulate metabolism, heart rate and temperature

Adrenal glands: produces adrenaline, used for 'flight or flight' response

Ovaries (female only) : produces Oestrogen, involved in menstrual cycle

Testes (males only): produces testosterone, controls puberty and sperm production

## Reflex and Synapses

4

Synapses : the connections between two neurones

Nerve signal is transferred by chemicals which diffuse across the gap .

Reflexes are rapid, automatic response, and do not involve conscious part of the brain.

Reflexes reduce the chances of being injured

## Controlling blood glucose levels

5

The level of glucose in the body needs to be kept constant. Changes in the blood glucose are monitored by the pancreas.

The pancreas produces hormones to control the blood glucose levels.

Insulin : hormone produced by the pancreas if the blood glucose level is too high

1. High blood glucose detected by the pancreas
2. Pancreas produces insulin
3. Insulin causes body cells to take up more glucose and stored as glycogen.

Glucagon : hormone produced if blood glucose level is too low

1. Low blood glucose levels are detected by the pancreas
2. Pancreas produced glucagon, secreted in the blood
3. Glucagon converts stored glycogen into glucose and stored in liver and muscle cells

Type 1 diabetes: When pancreas produces little or no insulin

- Controlled by insulin therapy, limiting food rich in carbohydrates and regular exercise
- Insulin injections make sure glucose is removed quickly and prevents the level getting too high

Type 2 Diabetes : when a person becomes resistant to their own insulin

- Insulin is produced but body cells do not respond properly.
- Being overweight can increase the risk
- Controlled by eating carbohydrate controlled diet and exercise

## Human Reproduction

6

Oestrogen : main female reproductive hormone, produced in ovary.

At puberty eggs mature and one is released every 28 days—menstruation

Testosterone: male reproductive hormone, produced by testes and stimulate sperm production.

Follicle stimulating hormone (FSH): causes maturation of an egg in the ovary

Luteinising hormone (LH): stimulates the release of an egg

Oestrogen and progesterone : maintain the uterus lining

## Contraception : methods to control fertility

7

Oral contraceptives, injection, skin patch, implant, condoms, diaphragms, intrauterine devices, surgical methods and natural methods

### 1. Energy Stores

System	Is an object or group of objects interacting
Magnetic energy store	Between 2 magnets
Chemical energy store	In fuel or food
Electrostatic energy store	Between 2 objects with a charge
Nuclear energy store	Inside the nucleus of an atom
Gravitational energy store	Due to an object's position in a gravitational field
Elastic energy stores	An elastic object is stretched or squashed
Thermal energy store	In hot objects

### 2. Energy Pathways

Mechanical energy pathway	When a force acts upon an object
Electrical energy pathway	When an electric current flows
Heating energy pathway	A temperature difference between objects
Radiation energy pathway	Light and electromagnetic radiation

### 3. Energy conservation and dissipation

Conservation of energy	Energy cannot be created or destroyed – It can be transferred usefully, stored or dissipated
Efficiency	How much energy is usefully transferred $1. \frac{\text{useful output energy}}{\text{total input energy}}$ $1. \frac{\text{useful power input}}{\text{total power input}}$
Efficiency is always between 0% and 100% and NEVER above 100%	
Dissipate	Some energy is wasted into the surroundings
Reduce wasted energy	Insulation or lubrication of moving parts

### 4. Changes in Energy

Kinetic energy equation (J)	$\frac{1}{2} \times \text{mass} \times \text{velocity}^2$ (Kg) (m/s)
Elastic potential energy equation (J)	$\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$ (N/m) (m)
Gravitational potential energy equation (J)	Mass x gravitational field strength x height (Kg) (N/Kg) (m)

### 5. Heat Transfer

Specific Heat Capacity (SHC)	Is the energy required to raise the temperature of one kilogram of the substance by one degree Celsius.
Change in thermal energy (J)	Mass x SHC x Temperature change ( $\Delta\theta$ ) (Kg) (J/Kg) ( $^{\circ}\text{C}$ )

### 6. Work done and Power

Work done (W)	Is the same as energy transferred	
Work done equation (J)	$\text{Force} \times \text{distance}$ (N) (m)	
Power (P)	Rate at which energy is transferred or rate at which work is done	
Power equations (J)	$\text{Energy} \div \text{time}$ (J) (s)	$\text{Work done} \div \text{time}$ (J) (s)

### 7. Energy resources

Energy resources are used for transport, electricity generation and heating	
3 fossil fuels	Coal, oil and gas
Renewable	Can be replaced as it is used
Non-renewable	Cannot be replaced as it is used
Fossil fuels (non - renewable)	A: reliable, powerful, low setup cost D: Non-renewable, gives out carbon dioxide (global warming)
Nuclear fuel (non - renewable)	A: reliable, powerful, no carbon dioxide given off D: non-renewable, expensive setup cost, nuclear waste
Bio-fuel (renewable)	A: no net carbon emissions D: uses a lot of land, drives up food prices
Wind (renewable)	A: no carbon dioxide given off D: unreliable, noise pollution, eyesore
Hydroelectric (renewable)	A: no carbon dioxide given off D: expensive setup cost, unreliable, damages habitats
Geothermal (renewable)	A: no carbon dioxide given off D: expensive setup cost, unreliable
Tidal (renewable)	A: no carbon dioxide given off D: expensive setup cost, unreliable, not very powerful
Solar (renewable)	A: no carbon dioxide given off D: unreliable, need lots of land, not powerful
Wave (renewable)	A: no carbon dioxide given off D: expensive setup cost, unreliable, not powerful

**1. Conservation of Mass**

Atoms **cannot be created or destroyed**

Mass might appear to change if:

One of the **reactants is a gas**  
e.g. when a metal reacts with oxygen

One of the **products is a gas**  
e.g. in thermal decomposition

Repeat experiments to **reduce uncertainty**

**2. Relative Formula Mass,  $M_r$** 

The **sum of the relative atomic masses** in a formula

**Relative atomic mass,  $A_r$**

The average **mass** of an atom compared to  $\frac{1}{12}$  **of carbon-12**

The number of **protons + neutrons** in an atom  
e.g.  $A_r$  of oxygen is 16

$M_r = (\text{number of atoms of an element}) \times (A_r \text{ of element})$   
Repeat for all elements in the compound and add together

What is the  $M_r$  of carbon dioxide,  $CO_2$ ?

$$\begin{aligned} M_r &= (A_r \text{ of carbon}) + (2 \times A_r \text{ of oxygen}) \\ &= 12 + (2 \times 16) \\ &= 44 \end{aligned}$$

What is the  $M_r$  of carbon dioxide,  $Mg(OH)_2$ ?

$$\begin{aligned} M_r &= (A_r \text{ of magnesium}) + (2 \times A_r \text{ of oxygen}) + (2 \times A_r \text{ of hydrogen}) \\ &= 24 + (2 \times 16) + (2 \times 1) \\ &= 58 \end{aligned}$$

**3. Percentage Mass**

The mass of one element in a compound represented as a percentage

$$\% \text{ mass of element in compound} = \frac{(\text{number of atoms of element}) \times (A_r \text{ of element})}{M_r \text{ of compound}}$$

**4. Moles**

**Amount of substance** is measured in moles, mol

One mole contains  **$6.02 \times 10^{23}$  particles**

**One mole = relative formula mass**

$$\text{number of moles (mol)} = \frac{\text{mass (g)}}{\text{relative formula mass}}$$

**5. Calculating Mass**

Calculate the mass of a product from a mass of a reactant and the balanced symbol equation.

1. Balance the symbol equation

1. Work out the  $M_r$  of the reactant and product you want

1. Work out number of moles of substance you have the mass for

1. Use the balanced equation to work out how many moles there will be of the other substance

1. Use that number of moles to calculate mass

**Limiting reactants**

The reactant that is completely **used up**

**Limits** the amount of **product** that can be made

**6. Calculating Concentration**

Concentration is the **number of particles in a given volume**

$$\text{concentration (g/dm}^3\text{)} = \frac{\text{mass of solute (g)}}{\text{volume of solution (dm}^3\text{)}}$$

**7. Units**

$$1 \text{ dm}^3 = 1000 \text{ cm}^3$$

$$\begin{aligned} \text{dm}^3 &\rightarrow \text{cm}^3 \\ &\times 1000 \end{aligned}$$

$$\begin{aligned} \text{cm}^3 &\rightarrow \text{dm}^3 \\ &\div 1000 \end{aligned}$$

1. Key terms

<b>Economic impact</b>	The effect of an event on the wealth of an area or community.
<b>Environmental impact</b>	The effect of an event on the landscape and ecology of the surrounding area.
<b>Extreme weather</b>	When a weather event is significantly different from the average or usual weather
<b>Immediate responses</b>	The reaction of people as the disaster happens and in the immediate aftermath.
<b>Long-term responses</b>	Later reactions that occur in the weeks, months and years after the event.
<b>Primary effects</b>	The initial impact of on people and property, caused directly by a tropical storm
<b>Secondary effects</b>	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
<b>Social impact</b>	The effect of an event on the lives of people or community.

2. How do tropical storms form?

1	Tropical storms need a <b>lot of heat</b> to form, which is why they usually occur over <b>tropical seas</b> (at least <b>27°C</b> )
2	The warm ocean heats the air above it causing it to rise rapidly, creating low pressure
3	Water evaporates quickly from the hot surface of the ocean, so the rising air contains great amounts of <b>water vapour</b>
4	The rising air starts to <b>spin</b> around the centre ( <b>eye</b> ) of the storm (anti-clockwise in the northern hemisphere)
5	As the air rises it cools, <b>condenses</b> and forms towering <b>cumulonimbus clouds</b>
6	The rapidly rising air creates an area of <b>intense low</b> pressure. The low pressure sucks in air, <b>causing very strong winds</b>
7	Once the storm moves over <b>land</b> it starts to <b>lose energy</b> and fades

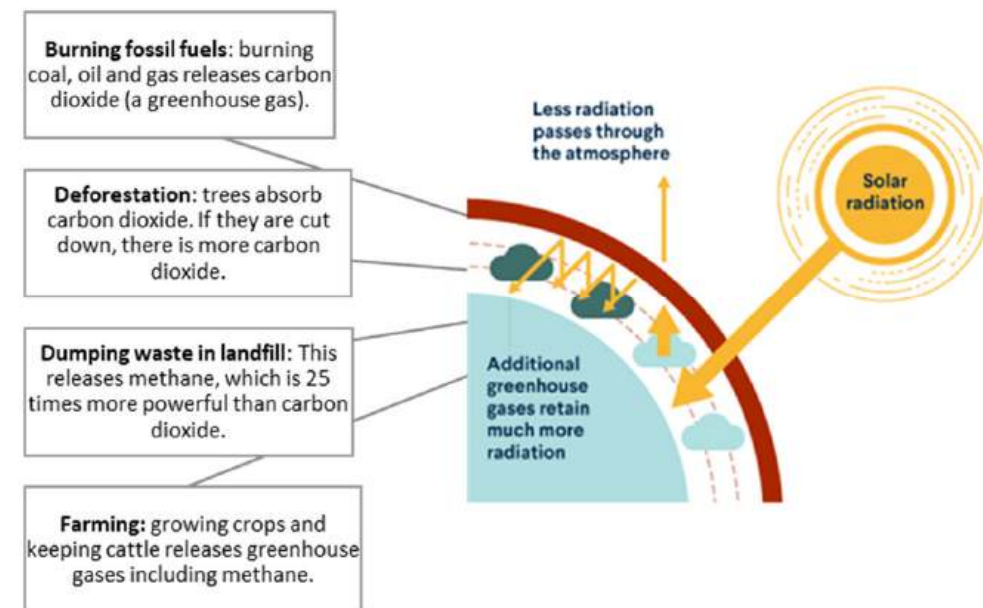
3. What is climate change and how has it happened naturally?

Climate change is a large-scale, long-term shift in the planet's average weather. This has happened naturally in the long term.

Natural causes of climate change

<b>Orbital Changes</b>	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
<b>Sun Spots</b>	Dark spots on the Sun are called Sun spots. They increase the <b>amount of energy Earth receives</b> from the Sun.
<b>Volcanic Eruptions</b>	Volcanoes release large amounts of <b>dust containing gases</b> . These can <b>block sunlight</b> and results in cooler temperatures.

4. Human causes of climate change



5. Managing climate change

<b>Carbon Capture</b> This involves new technology designed to reduce climate change.	<b>Planting Trees</b> Planting trees increase the amount of carbon is absorbed from atmosphere.
<b>International Agreements</b> Countries aim to cut emissions by signing international deals and by setting targets.	<b>Renewable Energy</b> Replacing fossil fuels based energy with clean/natural sources of energy.



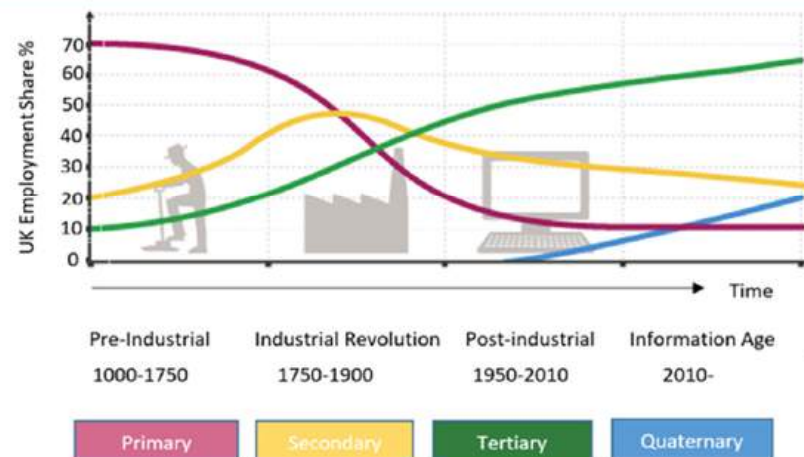
1. Key terms

<b>Industrial Structure</b>	Proportion of people working in different sectors of the economy (types of jobs)
<b>Primary (sector)</b>	Extracting raw materials from the earth (e.g. mining)
<b>Secondary (sector)</b>	Manufacturing (making) goods from raw materials (e.g. making cars in a factory)
<b>Tertiary (sector)</b>	Offering a service to someone else (e.g. a mechanic, teacher, doctor)
<b>Quaternary (sector)</b>	Adding further knowledge to businesses and organisations through research
<b>Urbanisation</b>	An increase in the percentage of people living in urban areas.
<b>De-industrialisation</b>	The decline of a country's traditional manufacturing industry (secondary sector)
<b>Post-industrial Economy</b>	The shift of some HIC economies from producing goods to producing services.
<b>North-South divide</b>	Economic and cultural differences between southern England and northern England.

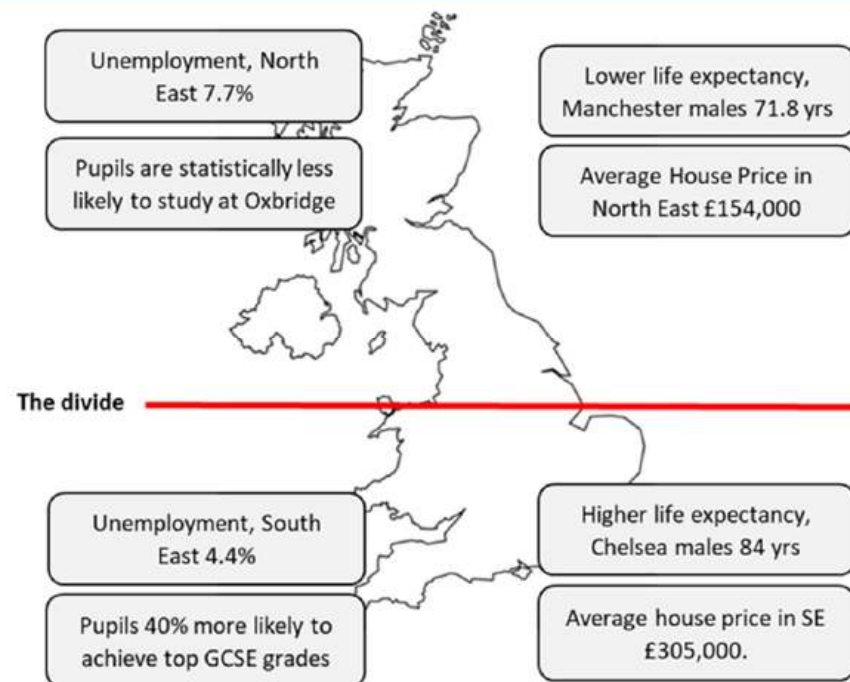
3. Post-industrial landscape of the UK

Cause	Effect	Response
The economic rise of China	Factories move abroad; higher unemployment in the UK in this sector	Government gives grants to run-down areas & retraining and relocating
Mechanisation of industry.	Unemployment increases as jobs done by people now done by machines (e.g. in car-making)	Creation of new business parks in the North (e.g. Cobalt, Newcastle)
Growth of IT industries	Job creation in financial services, mainly in the South.	Britain, particularly London a global force for their IT services (e.g. online banking);

2. How has the industrial structure of the UK changed?



4. Is there a north-south divide in the UK?



1 Treaty of Versailles	
	Condition
L	Land <ul style="list-style-type: none"> <li>Germany lost Alsace-Lorraine, the Saar, and all its overseas colonies</li> </ul>
A	Army <ul style="list-style-type: none"> <li>Germany had to reduce their army to 100,000 and a tiny navy</li> </ul>
M	Money <ul style="list-style-type: none"> <li>Germany had to pay 6.6 billion in reparations</li> </ul>
B	Blame <ul style="list-style-type: none"> <li>Germany had to accept blame for starting the First World War</li> </ul>

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

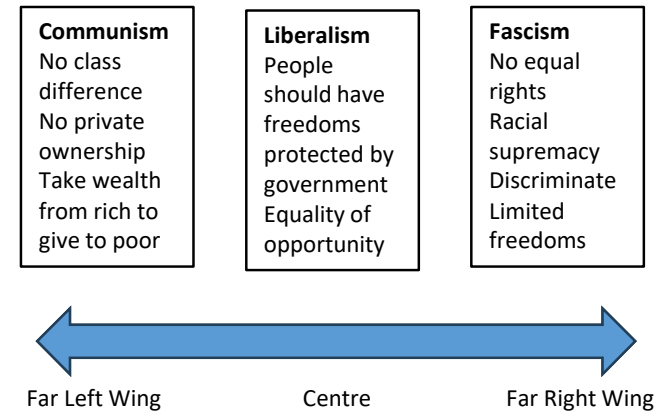
3 Invasion of the Ruhr		
Date	Event	Consequence
1922	Germany cannot afford reparations	France and Belgium enraged
1923	France and Belgium march 60,000 troops into Ruhr Workers Strike Weimar Prints more money	Resources stolen Government pays wages Hyperinflation Money is worthless

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 <i>Mein Kampf</i> 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

6 Stresemann Era 1925-1929	
Factor	Impact
Culture	German cinema, jazz, and art all expand internationally
Rentemmark	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



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 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

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		Date	Alliance
Key Term	Definition		
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

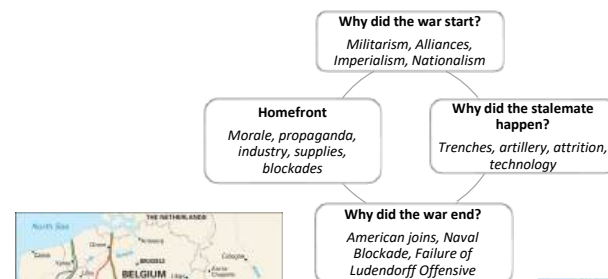
7 Stalemate				
Battle	Nations	Key Moments	Casualties	Consequence
Marne Sept 1914	Germany France	<ul style="list-style-type: none"> <li>France stop the German Schlieffen Plan at the Marne river &amp; defend Paris</li> </ul>	<ul style="list-style-type: none"> <li>250,000 French</li> <li>260,000 German</li> </ul>	<ul style="list-style-type: none"> <li>German advance stops</li> <li>Paris protected</li> <li>Stalemate begins</li> </ul>
Verdun Feb-Dec 1916	France Germany	<ul style="list-style-type: none"> <li>German general Falkenhayn begins attritional warfare</li> </ul>	<ul style="list-style-type: none"> <li>355,000 German</li> <li>400,000 French</li> </ul>	<ul style="list-style-type: none"> <li>France defends Verdun</li> <li>Britain supports defenders</li> </ul>
Somme July-Nov 1916	Britain France Germany	<ul style="list-style-type: none"> <li>Heavy British losses in early stages</li> <li>First use of tank</li> </ul>	<ul style="list-style-type: none"> <li>420,000 British</li> <li>440,000 German</li> <li>200,000 French</li> </ul>	<ul style="list-style-type: none"> <li>Minimal territorial gain</li> <li>Germany eventually fall back to Hindenberg line</li> </ul>
Passchendaele July-Nov 1917	Britain France Germany	<ul style="list-style-type: none"> <li>Quagmire conditions</li> <li>Constant heavy rain</li> </ul>	<ul style="list-style-type: none"> <li>240-400,000 British and French</li> <li>200-400,000 German</li> </ul>	<ul style="list-style-type: none"> <li>British victory</li> <li>Very heavy losses</li> <li>Germany badly weakened</li> </ul>

Nation	Culture	8
German	<ul style="list-style-type: none"> <li>Strong military culture</li> <li>"Young" nation wanting to make history</li> <li>Ambitious leader</li> <li>Desire for power on a global stage</li> </ul>	
British	<ul style="list-style-type: none"> <li>Largest global empire</li> <li>Historically dominant at sea</li> <li>Wealthy and proud of prominence</li> </ul>	
Slavic	<ul style="list-style-type: none"> <li>Frustrated at Austro-Hungarian imperialism</li> <li>Nationalist secret societies</li> </ul>	
France	<ul style="list-style-type: none"> <li>Historic rivalry with Germany from 1870</li> <li>Wealthy Empire</li> <li>Historically powerful, but outdated against Germany</li> </ul>	

Key Term	11	Definition
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

9	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

10	End of the War	
Event	Cause	Consequence
Jutland May – June 1916	<ul style="list-style-type: none"> <li>German fleet attempts to break British Naval dominance</li> <li>No clear victor</li> <li>German fleet destroyed, British fleet still dominant</li> </ul>	<ul style="list-style-type: none"> <li>Germans adopt U-Boat warfare</li> <li>German fleet destroyed</li> <li>Naval blockade</li> </ul>
Russian Revolution February 1917	<ul style="list-style-type: none"> <li>Russia suffers heavy casualties on Eastern Front</li> <li>Russian population starving and angry</li> <li>Russian Tsar deeply unpopular</li> </ul>	<ul style="list-style-type: none"> <li>Russia leaves the war</li> <li>German troops redeployed to Western Front</li> </ul>
America joins the war 1917	<ul style="list-style-type: none"> <li>Lusitania sunk May 1915</li> <li>Zimmerman Telegram 1917</li> <li>Submarine warfare damages US ships</li> </ul>	<ul style="list-style-type: none"> <li>USA commits 2 million troops to war</li> <li>90,000 tonnes of meat ships</li> <li>USA finances allies</li> </ul>
Ludendorff Offensive March 1918	<ul style="list-style-type: none"> <li>Germany has more troops on Western Front</li> <li>America is joining war, German chance of victory is shrinking</li> </ul>	<ul style="list-style-type: none"> <li>Initial German victory</li> <li>Unsustainable German advance</li> <li>German troops cut off and captured</li> </ul>
100 Days Offensive August 1918	<ul style="list-style-type: none"> <li>Germans are weakened and on brink of defeat</li> <li>Unified command under General Foch</li> <li>American troops join allies</li> </ul>	<ul style="list-style-type: none"> <li>Significant allied territory gains</li> <li>German army in full retreat</li> <li>Allied victory close</li> </ul>
Kaiser Wilhelm abdicates Nov 1918	<ul style="list-style-type: none"> <li>German civilian and military morale at breaking point</li> <li>Kiel mutiny shows military no longer follows Kaiser's orders</li> <li>German people starving from the blockade</li> </ul>	<ul style="list-style-type: none"> <li>Germany cannot continue with war</li> <li>Armistice signed November 1918</li> </ul>



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

**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,
	<ul style="list-style-type: none"> <li>Christians see God as: Just, graceful, omnipotent, omnibenevolent, omniscient &amp; merciful</li> <li>Christians pray to Him; ask for forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Christians see God in 3 ways: The Father in heaven, the Holy Spirit that inspires us &amp; the son incarnate – Jesus</li> </ul>	<ul style="list-style-type: none"> <li><i>'I am always with you'</i></li> <li><i>'You'll receive power with the Holy Spirit'</i></li> <li><i>'Obey God not men'</i></li> </ul>	<ul style="list-style-type: none"> <li>Freud argues God is only in the human mind</li> <li>God is not real you can't see him / his power</li> </ul>

4	The Creation Story	Problem of Evil	The Bible teaches,	Atheists argue,
	<ul style="list-style-type: none"> <li>Book of Genesis says how God made the world;</li> <li>Day 1: God made light</li> <li>Day 2: heavens &amp; earth</li> <li>Day 3: land &amp; sea</li> <li>Day 4: Sun, Moon/Stars</li> <li>Day 5: Fish &amp; birds</li> <li>Day 6: Animals/humans</li> <li>Day 7- God rested</li> <li>We are stewards of the earth</li> </ul>	<ul style="list-style-type: none"> <li>If an all-loving God exists, how can He allow humans to suffer in the world? Moral (human) evil / natural (beyond this)</li> <li>Floods, famine, diseases, war...</li> </ul>	<ul style="list-style-type: none"> <li><i>'God made the heavens &amp; earth'</i></li> <li><i>The Prodigal Son: A father forgives &amp; welcomes his son back after his losses</i></li> <li><i>The Story of Job: life is a test. Job loses his wealth &amp; family but God returns it testing his faith through suffering.</i></li> </ul>	<ul style="list-style-type: none"> <li>God should not make people suffer;</li> <li>If God created the world why is it not perfect? Why are their floods, natural &amp; moral evil?</li> </ul>

5	The Original Sin	The Bible teaches,	Influence
	<ul style="list-style-type: none"> <li>Adam &amp; Eve ate from the forbidden tree inspired by Satan</li> <li>Everyone sins no one is perfect (Adam/Eve)</li> <li>Sin breaks God's Law causes separation</li> <li>Jesus' death atones (makes up) for our sins.</li> </ul>	<ul style="list-style-type: none"> <li><i>'Faith without good action is dead faith'</i></li> <li><i>'Christ died for our sins'</i></li> </ul>	<ul style="list-style-type: none"> <li>Wrongs can be made right with the right intention</li> <li>We must be careful with our freedom</li> </ul>

6.	Incarnation	The Bible teaches,	Some argue,
	<ul style="list-style-type: none"> <li>God comes to the earth as a human</li> <li>Mary gives birth to a son through the Holy Spirit</li> <li>Christians appreciate God's link to humanity</li> <li>God is fully human &amp; divine</li> </ul>	<ul style="list-style-type: none"> <li><i>'The Word (God) became flesh'</i></li> </ul>	<ul style="list-style-type: none"> <li>Difficult to understand – how can an omnipotent God be human at the same time?</li> <li>Can be seen as a miracle</li> </ul>

7.	Crucifixion	The Bible teaches,	Some argue,
	<ul style="list-style-type: none"> <li>Jesus was nailed to a cross &amp; killed</li> <li>He spoke to God saying he felt abandoned</li> <li>This act atoned for everyone's sins</li> <li>Jesus betrayed by Judas for 30 silver pieces</li> </ul>	<ul style="list-style-type: none"> <li><i>'Jesus died for our sins'</i></li> <li><i>Jesus predicts own death</i></li> </ul>	<ul style="list-style-type: none"> <li>Crucifixion reminds Jesus' pain &amp; sacrifice / moral evil</li> <li>Important for atonement – Christians work to do no sin</li> </ul>

8.	Resurrection	The Bible teaches,	Influence
	<ul style="list-style-type: none"> <li>Jesus rose from the dead on the 3<sup>rd</sup> day after his crucifixion</li> <li>Jesus' risen body was different &amp; glowed</li> </ul>	<ul style="list-style-type: none"> <li><i>'Jesus had risen'</i></li> <li><i>'The body raised is imperishable'</i></li> </ul>	<ul style="list-style-type: none"> <li>Resurrection possible for everyone</li> <li>Shows God's power</li> </ul>

9.	Salvation	The Bible teaches,	Influence
	<ul style="list-style-type: none"> <li>Salvation cannot be achieved if you sin</li> <li>We can achieve salvation by: following God's Law, Holy Spirit &amp; His grace</li> <li>Jesus spent 40 days spreading God's word</li> </ul>	<ul style="list-style-type: none"> <li><i>'Your word is a lamp'</i></li> <li><i>'Obey God rather than men'</i></li> </ul>	<ul style="list-style-type: none"> <li>Christians follow Jesus</li> <li>Salvation &amp; grace must be taught to others</li> <li>Some baptise themselves</li> </ul>

10.	Ascension	The Bible teaches,	Influence
	<ul style="list-style-type: none"> <li>After 40 days of resurrection, Jesus rose up to heaven</li> <li>Jesus told disciples to carry on spreading Christian teachings</li> </ul>	<ul style="list-style-type: none"> <li><i>'He was lifted up'</i></li> <li><i>'A cloud took him from their sight'</i></li> </ul>	<ul style="list-style-type: none"> <li>Christians will not stray from God's path; Jesus in heaven comforts others</li> </ul>

11.	Afterlife & Judgement	The Bible teaches,	Influence
	<ul style="list-style-type: none"> <li>Afterlife, God will judge you fairly</li> <li>Heaven, Hell or Purgatory (in between)</li> <li>The point of life is to aim for heaven</li> </ul>	<ul style="list-style-type: none"> <li><i>The Parable of Sheep &amp; Goat (evil)</i></li> <li><i>'Do not judge for you will be judged'</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask for forgiveness</li> <li>Give charity &amp; share</li> <li>Not steal or lie</li> </ul>

12.	<i>Tip: Always unpack quotes</i>	<b>Where is it from?</b> The Bible / Jesus teaches,	<b>What does it mean?</b> This means / Some Christians believe This influences,	<b>Why is it important?</b> This signifies / highlights, This supports / challenges,
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<b>Atonement</b>	Making amends for wrong actions	<b>Sacraments</b>	Outward signs of faith
<b>Liturgical worship</b>	Set structure to worship in a church, followed every time – scripts, routine	<b>Baptism</b>	Ceremony to wash your body with water to wash away sins
<b>Non-Liturgical worship</b>	Worship without set structure, the priest's speech is not scripted	<b>Eucharist</b>	Bread & wine ceremony enacting Jesus' last meal
<b>Evangelism</b>	Preaching to convert others	<b>Reconciliation</b>	Repair relationships - together
<b>Lord's Prayer</b>	Prayer Jesus taught others to pray	<b>Persecution</b>	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**

Private Worship	3. Liturgical Worship	Informal worship	Non-Liturgical Worship
<ul style="list-style-type: none"> <li>Praising / honouring God on your own/meditate</li> <li>Time, comfy &amp; meaning</li> </ul>	<ul style="list-style-type: none"> <li>A service that follows a set structure. E.g. set texts same pattern</li> <li>Bible reading, singing hymns at set times</li> </ul>	<ul style="list-style-type: none"> <li>NL worship, at times unplanned or charismatic (led by the Holy spirit)/songs</li> <li>Expressive / music</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't follow set structure</li> <li>Sermons on current topics e.g. in the news, pressing issues addressed...</li> </ul>
<ul style="list-style-type: none"> <li>'Go to your room, close the door &amp; pray to your Father' - B</li> </ul>	<ul style="list-style-type: none"> <li>'Worship God in fear &amp; beauty of holiness' – B</li> <li>'Ask &amp; you'll receive' - B</li> </ul>	<ul style="list-style-type: none"> <li>'Sing to the LORD'</li> <li>'Worship Him in Spirit &amp; truth' - B</li> </ul>	<ul style="list-style-type: none"> <li>'Have no fear of bad news' – B</li> <li>'Seek godly advice'</li> </ul>

4. The Lord's Prayer	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>A set prayer taught by Jesus</li> <li>Read during prayer / Eucharist</li> <li>'Father in Heaven, forgive our sins'</li> </ul>	<ul style="list-style-type: none"> <li>'Ask &amp; you shall receive; seek &amp; you shall find, knock &amp; it shall be opened'</li> </ul>	<ul style="list-style-type: none"> <li>Worship is important for salvation – asking for forgiveness</li> </ul>

5. Sacraments	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Words or actions show your faith</li> <li>Intention is important as well</li> <li>7 sacraments e.g., <b>baptism, Eucharist</b></li> </ul>	<ul style="list-style-type: none"> <li>'Love God with all your heart'</li> <li>'Prepare your minds for action'</li> </ul>	<ul style="list-style-type: none"> <li>Sacraments not needed – action can feel robotic</li> <li>It about heart &amp; spirit</li> <li>Sacraments are not compulsory to show faith</li> </ul>

<b>Tip: Always unpack quotes</b>	<b>Where is it from?</b> The Bible / Jesus teaches,	<b>What does it mean?</b> This means / Some Christians, This influences,	<b>Why is it important?</b> This signifies / highlights, This supports / challenges,
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6. The Eucharist & Mass	Orthodox 'Liturgy'	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Ceremony to reflect Jesus' Last Supper; bread &amp; wine symbols Jesus' blood &amp; body – his sacrifice</li> <li>Transubstantiation – bread &amp; wine transforms into blood &amp; body of Jesus</li> <li><b>Catholic Mass:</b> confess sins, only priest drinks wine, bread given out</li> </ul>	<ul style="list-style-type: none"> <li>Priest gives out bread soaked in wine on a spoon</li> <li>Everyone is included to have wine &amp; take some bread home later</li> </ul>	<ul style="list-style-type: none"> <li>'Do this in remembrance of me'</li> <li>'I am the bread of life'</li> <li>'Examine yourself before the communion'</li> </ul>	<ul style="list-style-type: none"> <li>Reminds us we are all family – as the body of Christ</li> <li>Some may not drink wine as it damages body</li> </ul>

7. Infant Baptism	Believers' Baptism	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Parents baptise their child to wash away the Original Sin</li> <li>A welcome to the faith</li> </ul>	<ul style="list-style-type: none"> <li>Baptised when older</li> <li>Jesus was baptised as an adult &amp; use freewill</li> </ul>	<ul style="list-style-type: none"> <li>'Get up, be baptized &amp; wash your sins away'</li> <li>'One Lord, one faith, one Baptism'</li> </ul>	<ul style="list-style-type: none"> <li>Seeking faith through your free - will is powerful</li> </ul>

8. Pilgrimage to Iona	Pilgrimage to Lourdes	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Appreciate nature – God's creation – sacred journey</li> <li>Thin veil between heaven &amp; earth – feel closer to God / visit church</li> </ul>	<ul style="list-style-type: none"> <li>Water is collected to heal</li> <li>Bernadette's holy vision of Mary – encouraged prayer</li> <li>Reconciliation Chapel; confess sins</li> </ul>	<ul style="list-style-type: none"> <li>'Faith without action is dead faith'</li> <li>'God will renew your strength'</li> </ul>	<ul style="list-style-type: none"> <li>There are other ways of connecting to God, Baptisms, Private worship...</li> </ul>

9. Local Church efforts	Church Worldwide	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Churches give food parcels</li> <li>Street pastors care for vulnerable groups – drunk</li> <li>Salvation Army; support homeless &amp; elderly</li> </ul>	<ul style="list-style-type: none"> <li>Church Army International – tackle modern slavery</li> <li>Christian Aid – charitable donations for emergency, short/long term aid</li> </ul>	<ul style="list-style-type: none"> <li>'Blessed are the peacemakers'</li> <li>'God loves a cheerful giver'</li> </ul>	<ul style="list-style-type: none"> <li>Churches aren't always necessary as modern technology can help preach God's words (evangelism)</li> </ul>

10. Christmas	Easter	The Bible teaches,	Some argue,
<ul style="list-style-type: none"> <li>Celebrates Jesus' birth (incarnation)</li> <li>Giving/receiving gifts – focus on family, relationships &amp; reconciliation; church service</li> </ul>	<ul style="list-style-type: none"> <li>Remembers Jesus' sacrifice &amp; resurrection</li> <li>Reflect on atonement / salvation</li> <li>Church services</li> </ul>	<ul style="list-style-type: none"> <li>'Thanks be to God for his unspeakable gift'</li> <li>'With his wounds we are healed'</li> </ul>	<ul style="list-style-type: none"> <li>Festivals lose their meaning due to commercialisation; cards, films &amp; gifts replace original story</li> </ul>

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

<b>3</b>	<b>Nature of God – God is 'One'</b>	<b>The Quran teaches,</b>	<b>Influence</b>
	<ul style="list-style-type: none"> <li>Muslims see God as: Just, omnipotent, omniscient &amp; immanent – He acts within the world e.g. sends miracles</li> <li>Muslims pray to ask for guidance</li> <li>God is beneficial as he's a provider food, water (rain) &amp; more....</li> </ul>	<ul style="list-style-type: none"> <li><i>'God is the light of the heavens &amp; the earth'</i></li> <li><i>'God is closer to you than your jugular vein'</i></li> <li><i>Surah 112 – God is eternal</i></li> </ul>	<ul style="list-style-type: none"> <li>Knowing God's different roles helps know his true powers</li> <li>You should not compare God to other beings this is blasphemy</li> </ul>

<b>4</b>	<b>Six Sunni Articles of Faith</b>	<b>The Quran teaches,</b>	<b>Influence</b>
	<ul style="list-style-type: none"> <li>The oneness of God (Tawhid)</li> <li>Angels; have different roles from God</li> <li>Holy Books - Qur'an, Torah, Gospel</li> <li>Prophets- God's messengers</li> <li>Day of Judgement – life after death</li> <li>Qadr (predestination) – nothing happens without God's will.</li> </ul>	<ul style="list-style-type: none"> <li><i>'Whoever disbelieves in God; His angels, Books, Messengers &amp; the Last Day, has gone astray.'</i></li> </ul>	<ul style="list-style-type: none"> <li>Its about having good intentions as a Muslim; strengthens actions</li> <li>Tawhid unites all Muslims as you need this is part of your faith</li> </ul>

<b>5</b>	<b>5 Roots of Usual ad-Din</b>	<b>The Quran teaches,</b>	<b>Influence</b>
	<ul style="list-style-type: none"> <li>Tawhid</li> <li>Prophets – God's messengers</li> <li>Justice (Adalat); God is a fair planner</li> <li>Resurrection: judgement/afterlife</li> <li>Imamate (Leadership of Muslims after Muhammad) – 12 Imams related to the Prophet; Shias respect them as leaders that guide them. E.g. Imam Ali</li> </ul>	<ul style="list-style-type: none"> <li><i>'We made the imams &amp; guided them'</i></li> <li><i>'Enjoin good &amp; forbid evil'</i></li> <li><i>'God will not burden you beyond that which you cannot bear'</i></li> </ul>	<ul style="list-style-type: none"> <li>Shia Muslims mainly trust in justice – God is the perfect of planners &amp; fair</li> <li>Imams clarify God's words</li> </ul>

<b>6</b>	<b>Risalah – Angels</b>	<b>Risalah – Prophets</b>	<b>Risalah – Holy Books</b>	<b>Some argue,</b>
	<ul style="list-style-type: none"> <li>Have no freewill, serve God</li> <li>Can't sin / made from light</li> <li>Jibril brings God's messages down to prophets</li> <li>Mikail sends down rain / food; for sustenance</li> <li>Angels guided the prophets</li> </ul>	<ul style="list-style-type: none"> <li>Messengers of God</li> <li>Muhammad/final prophet</li> <li>Quran revealed to him in the Cave of Hira by Jibril</li> <li>His Sunnah (actions) &amp; Hadith (sayings) are followed today</li> </ul>	<ul style="list-style-type: none"> <li>Torah (Musa), Gospel (Isa), Hadith, Sunnah, Zabur (Dawud) – convey God's words</li> <li>Quran is the most authoritative book in Islam; its unchanged</li> <li>Quran guides Shariah laws; diet, marriage, wars...</li> </ul>	<ul style="list-style-type: none"> <li>Humanity has evolved;</li> <li>Imams, tech; clarify God's laws, times change</li> <li>God is 'evolver'</li> </ul>
	<ul style="list-style-type: none"> <li><i>'Angels only have intellect'- Q</i></li> <li><i>'He sends guardian angels'- Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'Obey God &amp; His Messenger'- Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'There has come to you a light &amp; clear book'- Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'You have ...evolved' - Q</i></li> </ul>

<b>7</b>	<b>Prophet Adam</b>	<b>Prophet Ibrahim</b>	<b>Prophet Muhammad</b>	<b>Some argue,</b>
	<ul style="list-style-type: none"> <li>First man &amp; prophet</li> <li>He taught mankind – is 'khalifah'- God's steward</li> <li>First to build the Kaaba</li> <li>Teaches anyone can wrong but God is merciful</li> </ul>	<ul style="list-style-type: none"> <li>Considered as 'hanif' – commit to worship 1 God</li> <li>Passed God's faith test on sacrificing his Son, Ismail</li> <li>Teaches Muslims to sacrifice things they love for God (Eid ul Adha)</li> </ul>	<ul style="list-style-type: none"> <li>Received the Quran, still in its original form today</li> <li>Preached monotheism despite rejection</li> <li>Established 5 pillars of Islam</li> </ul>	<ul style="list-style-type: none"> <li>There is no Islam without Muhammad</li> <li>Islam has been shaped by all prophets of the past.</li> </ul>
	<ul style="list-style-type: none"> <li><i>'Satan misled them'- Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'You aren't pious until you give that which you love' - Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'The messenger is an excellent model' - Q</i></li> </ul>	<ul style="list-style-type: none"> <li><i>'Prophets are warmers of truth' - Q</i></li> </ul>

<b>8 &amp; 9</b>	<b>Akirah</b>	<b>Al-Qadr</b>	<b>The Quran teaches,</b>	<b>Some argue,</b>
	<ul style="list-style-type: none"> <li>This life is temporary &amp; all actions will be judged</li> <li>After you die the state of waiting to be judged is called Barzakh</li> <li>Actions will be weighted on a scale for you to go heaven / hell; Akirah is eternal</li> </ul>	<ul style="list-style-type: none"> <li>Everything happens on Allah's will; life is planned</li> <li>Humans still need to make the right choices with their freewill &amp; commit good</li> <li>Adam &amp; Eve's wrongdoing acts a warning to remind us</li> </ul>	<ul style="list-style-type: none"> <li><i>'Every atom's weight shall be rewarded or punished'</i></li> <li><i>'Death will find you even in the highest of towers'</i></li> <li><i>'There is not a leaf that falls without Him knowing'</i></li> </ul>	<ul style="list-style-type: none"> <li>Belief in the end of the world is also important: Imam Mahdi will come to earth &amp; help Isa fight false prophets</li> <li>The living will die</li> <li>The Quran will be taken to paradise &amp; no one will remember its words</li> </ul>

<b>10</b>	<b>Where is it from?</b> The Quran / Prophet teaches,	<b>What does it mean?</b> This means / Some Muslims believe This influences,	<b>Why is it important?</b> This signifies / highlights, This supports / challenges,
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<b>Greater Jihad</b>	A faith struggle, striving to do your best – uphold 5 pillars, social justice	<b>Lesser Jihad</b>	A holy war fought to protect Islam, the innocent, if peaceful talks fail
<b>Khatib</b>	Imam who delivers Jumma sermons	<b>Hadith</b>	Written sayings of the prophet
<b>Wudhu</b>	Washing body parts before prayer	<b>Sunnah</b>	Written practices of the prophet
<b>Tawhid</b>	Belief in the oneness of God	<b>Ummah</b>	The worldwide Muslim community
<b>Ramadan</b>	Holy month of fasting	<b>Khums</b>	20% of Shia profits given to charity
<b>Contrasting</b> – How are practices done differently between Christians?			
<b>Similar</b> – Are there any practices, teachings & quotes that are similar?			

1 & 2

3 & 4.	5 Pillars	The Quran teaches,	Some,
	1. Shahadah; Declare faith; 'There is only 1 God & Muhammad is the final messenger' (Tawhid)	<ul style="list-style-type: none"> <li>'Obey God &amp; His Messenger'</li> </ul>	<ul style="list-style-type: none"> <li>Shias say the Shahadah but add: 'Ali is the successor of the prophet / Sunni don't</li> </ul>
	2. Salah; prayer performed x5 a day as prescribed by the prophet A duty showing ummah	<ul style="list-style-type: none"> <li>'Prostrate &amp; draw near to God'</li> </ul>	<ul style="list-style-type: none"> <li>Shias place their forehead on a rock from Karbala when in sajdah / couple certain prayers</li> </ul>
	3. Sawm; helps understand the struggle of poverty, builds ummah. Quran revealed in the final 10 days of Ramadan Night of Power (better than 1000 months)	<ul style="list-style-type: none"> <li>'Fasting has been prescribed for you'</li> <li>'Learn self-restraint'</li> </ul>	<ul style="list-style-type: none"> <li>Pregnant women can't fast - not everyone is included</li> <li>Sunnis break fast straight after maghrib – Shia break it if it is completely dark outside</li> </ul>
	4. Zakat; 2.5% of income given to poor, cleanses the money you have & makes society fair/equal	<ul style="list-style-type: none"> <li>'Establish prayer &amp; give zakat'</li> </ul>	<ul style="list-style-type: none"> <li>Shia give Zakat &amp; Khums; part of the 10 Obligatory Acts</li> <li>Children don't have to give Zakat but some still do</li> <li>Financial issues limits this</li> </ul>
	5. Hajj; Pilgrimage to Makkah, cleans sins. Pilgrims wear ihram (equality), go to Mount Arafat (place of the prophet's last sermon), collect pebbles in Muzdalifah, throw pebbles at the devil in Mina, Tawaf around The Great Mosque x7	<ul style="list-style-type: none"> <li>'Hold the rope of God together &amp; do not become divided'</li> <li>'Pilgrimage to the House is a duty'</li> </ul>	<ul style="list-style-type: none"> <li>Strengthens the ummah – diversity</li> <li>Not everyone can afford this due to financial issues</li> <li>Practice the Prophet's actions</li> </ul>

5.	Jumma / Friday Prayers	The Quran teaches,	Some argue,
	<ul style="list-style-type: none"> <li>Obligatory prayer at the mosque replaces Zohar only on a Friday</li> <li>Duas /private prayers are said</li> </ul>	<ul style="list-style-type: none"> <li>'You have an excellent model in the messenger'</li> </ul>	<ul style="list-style-type: none"> <li>Muslims can't always pray in a Mosque – health &amp; time</li> <li>Lecture delivered online tech</li> </ul>

10.	<b>Tip: Unpack quotes</b>	<b>Where is it from?</b> The Quran teaches,	<b>What does it mean?</b> This means / Shias / Sunnis,	<b>Why is it important?</b> This supports / challenges,
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6.	Greater Jihad	Lesser Jihad	Some argue,
	<ul style="list-style-type: none"> <li>Think 'Great' spirit; you do your best to develop good character &amp; actions through the 5 pillars</li> </ul>	<ul style="list-style-type: none"> <li>Holy war to protect Islam; fight injustices like slavery or if peace talks fail (diplomacy)</li> </ul>	<ul style="list-style-type: none"> <li>Lesser Jihad kills innocent</li> <li>Prayer is key</li> </ul>
	<ul style="list-style-type: none"> <li>'God will not burden you beyond that which you cannot bear'</li> </ul>	<ul style="list-style-type: none"> <li>'Fight in the way of God' – Q</li> </ul>	<ul style="list-style-type: none"> <li>'To kill one is to kill all of mankind' - Q</li> </ul>

7.	10 Shia Obligatory Acts	The Quran teaches,	Some argue,
	1. Jihad, 2. Salah, 3. Sawm, 4. Zakat, 5. Hajj	<ul style="list-style-type: none"> <li>'Call upon Me, I will answer you'</li> </ul>	<ul style="list-style-type: none"> <li>Links to Tawalla; love God</li> </ul>
	6. Khums – 20% profits to charity	<ul style="list-style-type: none"> <li>'Whatever you spend, God will replace'</li> </ul>	<ul style="list-style-type: none"> <li>Not all have profits to give</li> </ul>
	7. Amr Bil Maroof – Direct good	<ul style="list-style-type: none"> <li>'Satan misled them' - Q</li> </ul>	<ul style="list-style-type: none"> <li>Influenced by Shariah laws</li> </ul>
	8. Nahi Anil Munkar – Forbid evil	<ul style="list-style-type: none"> <li>'Enjoin good &amp; forbid evil'</li> </ul>	<ul style="list-style-type: none"> <li>Duty to stop sinful acts</li> </ul>
	9. Tawalla – Love God & imams	<ul style="list-style-type: none"> <li>'We made the imams &amp; guided them'</li> </ul>	<ul style="list-style-type: none"> <li>Danger worshipping imams</li> </ul>
	10. Tabarra – ignore disbelievers	<ul style="list-style-type: none"> <li>'It is the hearts that are blind not the eyes'</li> </ul>	<ul style="list-style-type: none"> <li>Stand up to injustices</li> </ul>

8.	Sunni Ashura	Shia Ashura	The Quran teaches,	Some argue,
	<ul style="list-style-type: none"> <li>Sunnis remember God saving Moses &amp; the Jewish slaves in Egypt from slavery enforced by Pharaoh</li> <li>Read &amp; learn about Exodus</li> <li>Fast, read salah &amp; Quran</li> </ul>	<ul style="list-style-type: none"> <li>Honour Imam Hussayn's death in Karbala</li> <li>Retell &amp; re-enact Hussayn's stance against Yazid, an evil ruler who killed for power</li> <li>Wear black to mourn loss</li> </ul>	<ul style="list-style-type: none"> <li>'Fight the oppressors'</li> <li>'To kill one is to kill all of mankind'</li> </ul>	<ul style="list-style-type: none"> <li>Some Shias beat themselves during Ashura to feel pain</li> <li>Some Shias donate blood as an act of sacrifice &amp; saving</li> </ul>

9.	Id-ul Fitr	Id-ul Adha	The Quran teaches,	Some argue,
	<ul style="list-style-type: none"> <li>Celebrate Ramadan's end</li> <li>Time of reflection</li> <li>Uphold the good habits outside of Ramadan too</li> <li>Celebrated for 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate Ibrahim's willingness to sacrifice</li> <li>Pilgrims sacrifice time, energy &amp; money for Hajj</li> <li>Celebrated over 3-4 days</li> </ul>	<ul style="list-style-type: none"> <li>'Every atom's weight shall be rewarded or punished'</li> <li>'You aren't pious until you give that which you love'</li> </ul>	<ul style="list-style-type: none"> <li>Both reflect sacrifice; give up love/time</li> <li>Vegan Muslims – donate £</li> </ul>

1	Actualmente (Currently)	estoy (I am)	jugando al rugby (playing rugby) pescando (fishing) practicando deportes (playing sports) hablando con amigos (speaking with friends)
	En la foto (In the photo)	está (he/she/it is)  estamos (we are)  están (they are)	visitando a los primos (visiting cousins) pensando (thinking) nadando en el mar (swimming in the sea) descansando (resting) entrenando en el gimnasio (training in the gym) subiendo una montaña (climbing a mountain) haciendo kayak / parkour / submarinismo (kayaking / doing parkour / scuba-diving) viendo la tele (watching the telly) comiendo (eating) leyendo libros (reading books) yendo a mis clases (going to my classes) siguiendo a nuevos influencers (following new influencers) durmiento (sleeping)

2	Antes, era muy aficionado/a (Before, I used to be a huge fan)	a la tele (of the telly) a los videojuegos (of videogames) a la moda (of fashion) al cine (of the cinema) al ejercicio físico (of working out)			
	Me apasionaba (I used to be passionate about)	bailar (to dance)	porque / ya que (because)	demasia do (too)	bueno (good)
	Me encantaba (I used to love)	cantar (to sing)	era (was)	muy (very)	emocionante (exciting)
	Me gustaba (mucho) (I (really) used to like)	hacer deberes (to do homework)	se it (was)	súper (very)	fácil (easy)
	Me interesaba (I used to be interested in)	jugar a los videojuegos (to play videogames)		bastante (quite)	genial (great)
	Prefiería (I used to prefer)	pasear al aire libre (to walk in the open air)		tan (so)	guay (cool)
	*Solía (I usually used to)	practicar deportes (to play sports)		un poco (a bit)	increíble (incredible)
		ver videos en línea (to watch videos online)			interesante (interesting)
					maravilloso (marvellous)
					útil (useful)

3	Soy (I am)	teledicto / teledicta (a TV addict)	
	Me gusta ver (I like to watch)	los concursos (gameshows) los programas de deporte (sports programmes) los documentales (documentaries) los programas de realidad (reality shows)	aburridos (boring) adictivos (addictive) entretenidos (entertaining) divertidos (fun)
	No aguanto ver (I can't stand watching)	las comedias (comedies) las telenovelas (soap operas) las noticias (the news) las series policíacas (police series) las películas de amor (love films) las películas de terror (horror films) las películas de acción (action films) las películas de animación (animated films) las películas de ciencia ficción (sci-fi films) las películas extranjeras (foreign films)	porque son (because they are)  informativas (informative) tontas (silly) emocionantes (exciting)  sosas (dull) graciosas (funny)
	*Suelo ver (I usually watch)		

1	*Diría que... (I would say that...)	es (it is)	entretenido (entertaining) relajante (relaxing) sano (healthy) sociable (sociable) activo (active)
	Pienso que... (I think that...)		
	Creo que... (I believe that...)		
	A mi modo de ver (To my way of thinking)	*me ayuda a (it helps me to)	relajarme (relax) olvidar mis problemas (forget my problems) hacer amigos (make friends)
		*me hace reír (it makes me laugh)	

2	Me gustaría (I would like)	escuchar canciones (to listen to songs)	dado que (given that)	*me relaja (it relaxes me)
	Pienso en (I think about)	entrenar en el gimnasio (to train at the gym)	que (that)	*me fascina (it fascinates me)
	*Sueño con (I dream of)	leer revistas (to read magazines)	puesto que (since)	*me ayuda a descansar (it helps me to relax)
	Voy a aprender a (I am going to learn to)	pintar (to paint)	que (that)	*me interesa (it interests me)
	Voy a empezar / comenzar a (I am going to start to)	tocar en una banda (to play in a band)	visto que (because)	

4	Prefiero ir al cine... (I prefer going to the cinema...)	el ambiente es mejor (the atmosphere is better) la imagen es mejor en la gran pantalla (the image is better on the big screen) ponen tráilers para las nuevas pelis (they show trailers for new films) las palomitas están ricas (the popcorn is tasty)
	No me gusta ir al cine... (I don't like going to the cinema...)	porque (because) hay demasiadas personas (there are too many people) los asientos no son cómodos (the seats aren't comfy) si vas al baño te pierdes una parte (if you go to the loo, you miss a part of it) tienes que hacer cola (you have to queue) las entradas son caras (the tickets are expensive) los otros espectadores me molestan (the other spectators annoy me) tengo una televisión enorme en casa (I have a huge TV at home)

Anoche (Last night)	vi (I watched)	un documental sobre mi equipo preferido (a documentary about my favourite team)
Ayer (Yesterday)	vimos (we watched)	una serie de aventuras (an adventure series)
La semana pasada (Last week)		un programa de cocina (a cooking programme)
El fin de semana pasado (Last weekend)	fui (I went) fuimos (we went)	una película en otro idioma (a film in another language) al cine (to the cinema) al teatro (to the theatre)

Soy muy aficionado/a a ( <i>I am</i> ) a big fan of)		la moda ( <i>fashion</i> ) ir de compras ( <i>to go shopping</i> ) comprar ropa ( <i>to buy clothes</i> )	
No me interesa para nada ( <i>I am not interested at all</i> ) [Not me it interests for nothing]			
Me gusta (mucho) ( <i>I (really) like</i> )	ir al centro comercial ( <i>to go to the shopping centre</i> ) ir a una tienda de ropa ( <i>to go to a clothes shop</i> ) comprar ropa en línea ( <i>to buy clothes online</i> ) comprar ropa de marca/diseño ( <i>to buy branded clothes/designer clothes</i> ) comprar en tiendas más económicas ( <i>to buy in more affordable shops</i> ) ir a los grandes almacenes ( <i>to go to department stores</i> )	porque ( <i>because</i> )	(no) me importa estar de moda ( <i>It is (not) important to me to be fashionable</i> ) hay más opciones ( <i>there are more options</i> ) quiero ahorrar dinero ( <i>I want to save money</i> ) la calidad es mejor ( <i>the quality is better</i> ) odio los vestuarios ( <i>I hate the changing rooms</i> ) odio hacer cola ( <i>I hate queuing</i> )
No aguanto ( <i>I can't stand</i> )			
*Suelo ( <i>I usually</i> )			
Necesito comprar ( <i>I need to buy</i> )	un regalo ( <i>a present</i> ) medicina ( <i>medicine</i> ) comida ( <i>food</i> ) pan ( <i>bread</i> ) maquillaje ( <i>make up</i> )	así que voy a ir a ( <i>so I am going to go to</i> )	la carnicería ( <i>the butcher's</i> ) la farmacia ( <i>the chemist/pharmacy</i> ) la juguetería ( <i>the toy shop</i> ) la tienda de belleza ( <i>the beauty shop</i> ) la librería ( <i>the bookshop</i> ) la panadería ( <i>the bakery</i> ) la pastelería ( <i>the cake shop</i> ) la tienda de comestibles ( <i>the grocery shop</i> ) la pescadería ( <i>the fishmonger's</i> ) el mercado ( <i>the market</i> ) el supermercado ( <i>the supermarket</i> )
Mi tienda preferida es ( <i>My favourite shop is</i> )			

*Diría que... ( <i>I would say that...</i> )	mi fiesta favorita es ( <i>my favourite festival is</i> )	La Nochebuena. ( <i>Christmas Eve</i> ) La Navidad. ( <i>Christmas</i> ) La Nochevieja. ( <i>New Year's Eve</i> ) Los Reyes Magos. ( <i>The Three Wise Men</i> ) La Janucá. ( <i>Hanukkah</i> ) La Pascua. ( <i>Easter</i> ) El Eid. ( <i>Eid</i> ) El Diwali. ( <i>Diwali</i> ) El Vaisakhi. ( <i>Vaisakhi</i> ) El Año Nuevo Chino. ( <i>Chinese New Year</i> )	Soy ( <i>I am</i> ) Mi familia es ( <i>My family is</i> )	cristiano/a ( <i>Christian</i> ) católico/a ( <i>Catholic</i> ) musulmán/a ( <i>Muslim</i> ) religioso/a ( <i>religious</i> ) judío/a ( <i>Jewish</i> ) hindú ( <i>Hindu</i> ) sij ( <i>Sikh</i> ) ateo/a ( <i>atheist</i> )
Pienso que... ( <i>I think that...</i> )				
Creo que... ( <i>I believe that...</i> )				
A mi modo de ver ( <i>To my way of thinking</i> )				
7			No soy religioso/a ( <i>I am not religious</i> )	

Para celebrar... ( <i>In order to celebrate...</i> )	visitamos a la familia ( <i>we visit family</i> ) cocinamos platos tradicionales ( <i>we cook traditional dishes</i> ) tenemos una gran fiesta ( <i>we have a big party</i> ) vemos fuegos artificiales ( <i>we watch fireworks</i> ) rezamos ( <i>we pray</i> ) llevamos ropa especial ( <i>we wear special clothes</i> ) ayunamos ( <i>we fast</i> ) participamos en un desfile ( <i>we take part in a parade</i> ) vamos a la iglesia / la mezquita / el templo / la sinagoga ( <i>we go to church / mosque / temple / synagogue</i> ) bailamos y cantamos ( <i>we dance and sing</i> ) recibimos y ofrecemos regalos ( <i>we receive and give presents</i> ) encendemos velas ( <i>we light candles</i> )
8	

Me encanta porque es ( <i>I love it because it is</i> )	muy ( <i>very</i> ) súper ( <i>very very</i> ) bastante ( <i>quite</i> ) tan ( <i>so</i> )	divertido ( <i>fun</i> ) sociable ( <i>sociable</i> ) emocionante ( <i>exciting</i> ) tranquilo ( <i>calm</i> ) emotivo ( <i>emotive</i> ) delicioso ( <i>tasty</i> )
8		

*Acabo de celebrar... ( <i>I have just celebrated...</i> )	mi cumpleaños ( <i>my birthday</i> ) el cumpleaños de mi primo ( <i>my cousin's birthday</i> ) una boda ( <i>a wedding</i> ) una fiesta ( <i>a party</i> ) una quinceañera ( <i>a 15<sup>th</sup> birthday party</i> )	con ( <i>with</i> )	mi familia ( <i>my family</i> ) mis amigos ( <i>my friends</i> ) mi madre ( <i>my mum</i> ) mi mejor amigo/a ( <i>my best friend</i> )
*Acabo de ir a... ( <i>I have just been to...</i> )			
Celebramos ... ( <i>We celebrated...</i> )			
No celebro mi cumpleaños debido a mi religión. ( <i>don't celebrate my birthday due to my religion.</i> )			
9			

Cumplí quince / dieciséis años ( <i>I turned 15 / 16 years</i> )	y ( <i>and</i> )	fui a la bolera ( <i>I went to the bowling alley</i> ) fuimos al cine ( <i>we went to the cinema</i> ) fuimos al parque temático ( <i>we went to the theme park</i> ) tuvimos una fiesta en casa / en un restaurante ( <i>we had a party at home / in a restaurant</i> ) comimos pizza / hamburguesas / pasta / mi plato preferido ( <i>we ate pizza / burgers / pasta / my favourite dish</i> ) tuve un pastel de cumpleaños con velas ( <i>I had a birthday cake with candles</i> ) llevamos ropa nueva ( <i>we wore new clothes</i> ) recibí unos regalos ( <i>I received some presents</i> ) saqué muchas fotos ( <i>I took a lot of photos</i> ) bailamos y cantamos ( <i>we danced and sang</i> ) fuimos a la iglesia / la mezquita / el templo / la sinagoga ( <i>we went to church / mosque / temple / synagogue</i> )
Para celebrar / festejar... ( <i>In order to celebrate...</i> )		
9		

*lo pasé muy bien ( <i>I had a great time</i> )	me encantó ( <i>I loved it</i> ) [ <i>me it enchanted</i> ] me gustó mucho ( <i>I liked it a lot</i> ) [ <i>me it pleased a lot</i> ]
---	--

10

<p>Me gustaría visitar <i>(I would like to visit)</i></p> <p><b>*Tengo ganas de visitar</b> <i>(I fancy visiting)</i></p> <p><b>*Siempre he soñado con visitar</b> <i>(I've always dreamed of visiting)</i></p>	<p>el Día de los Muertos en México <i>(Day of the Dead – Mexico)</i></p> <p>Los Sanfermines en Pamplona, España <i>(Running of the Bulls - Pamplona, Spain)</i></p> <p>La Tomatina en Buñol, España <i>(La Tomatina - Buñol, Spain)</i></p> <p>el Día de Reyes en España <i>(Epiphany - 6<sup>th</sup> January - Spain)</i></p> <p>La Semana Santa en España <i>(Holy Week - Spain)</i></p> <p>Las Fallas en Valencia, España <i>(Las Fallas – Valencia, Spain)</i></p> <p>Inti Raymi en Cusco, Perú <i>(Inti Raymi – Cusco, Peru)</i></p> <p>Tapati Rapa Nui en la Isla de Pascua, Chile <i>(Tapati Rapa Nui – Easter Island, Chile)</i></p>	<p>que tiene lugar en <i>(which takes place in)</i></p>	<p>enero <i>(Jan)</i></p> <p>febrero <i>(Feb)</i></p> <p>marzo <i>(March)</i></p> <p>abril <i>(April)</i></p> <p>mayo <i>(May)</i></p> <p>junio <i>(June)</i></p> <p>julio <i>(July)</i></p> <p>agosto <i>(August)</i></p> <p>septiembre <i>(Sept)</i></p> <p>octubre <i>(Oct)</i></p> <p>noviembre <i>(Nov)</i></p> <p>diciembre <i>(Dec)</i></p>
<p>Las principales características de esta fiesta son... <i>(The main features of this festival are...)</i></p>	<p>la música, los bailes y las canciones <i>(the music, dances and songs)</i></p> <p>la comida y los platos tradicionales <i>(the food and traditional dishes)</i></p> <p>los regalos <i>(the presents)</i></p> <p>el ambiente de alegría y vida <i>(the atmosphere of joy and life)</i></p>	<p>además de <i>(as well as)</i></p>	<p>las tradiciones religiosas <i>(the religious traditions)</i></p> <p>los desfiles y los disfraces <i>(the parades and costumes)</i></p> <p>los fuegos artificiales <i>(the fireworks)</i></p> <p>los tomates y los toros <i>(the tomatoes and the bulls)</i></p> <p>los trajes y los vestidos coloridos <i>(the colourful suits and dresses)</i></p>
<p>Me gustaría visitar <i>(I would like to visit)</i></p>	<p>para <i>(in order to)</i></p>	<p>aprender sobre una nueva cultura <i>(to learn about a new culture)</i></p> <p>disfrutar del ambiente <i>(to enjoy the atmosphere)</i></p> <p>pensar en los miembros de mi familia fallecidos <i>(to think about family members who have passed away)</i></p> <p>pasarlo bien <i>(to have a good time)</i></p> <p>comer comida típica <i>(to eat traditional food)</i></p> <p>pasar un momento religioso importante <i>(to experience an important religious moment)</i></p>	

11

<p><b>*Diría que</b> <i>(I would say that)</i></p>	<p>prefiero <i>(I prefer)</i></p> <p>me fascina <i>(it fascinates me)</i></p> <p>me interesa <i>(it interests me)</i></p> <p>me chifla <i>(I am crazy about)</i></p>	<p>el flamenco</p> <p>el tango</p> <p>la salsa</p>	<p>que viene <i>(which comes)</i></p>	<p>del sur de España <i>(from the south of Spain)</i></p> <p>de Argentina <i>(from Argentina)</i></p> <p>del Caribe <i>(from the Caribbean)</i></p>
<p>dado que</p> <p>puesto que</p> <p>porque</p> <p>visto que</p> <p>ya que <i>(because)</i></p>	<p>la letra <i>(the lyrics)</i></p> <p>la música <i>(the music)</i></p> <p>la historia <i>(the history)</i></p> <p>la melodía <i>(the tune)</i></p> <p>el ritmo <i>(the rhythm)</i></p> <p>el baile <i>(the dance)</i></p>	<p>es <i>(is)</i></p>	<p>bonito/a <i>(lovely)</i></p> <p>emotivo/a <i>(emotive)</i></p> <p>entretenido/a <i>(entertaining)</i></p> <p>interesante <i>(interesting)</i></p> <p>fácil a seguir <i>(easy to follow)</i></p> <p>fácil a aprender <i>(easy to learn)</i></p> <p>pegadizo/a <i>(catchy)</i></p>	
	<p>los vestidos <i>(the dresses)</i></p> <p>los trajes <i>(the suits)</i></p> <p>los cantantes <i>(the singers)</i></p> <p>los instrumentos <i>(the instruments)</i></p> <p>las canciones <i>(the songs)</i></p> <p>los bailarines / las bailarinas <i>(the dancers)</i></p>	<p>son <i>(are)</i></p>	<p>hermosos/as <i>(beautiful)</i></p> <p>increíbles <i>(incredible)</i></p> <p>talentosos/as <i>(talented)</i></p> <p>artísticos/as <i>(artistic)</i></p> <p>creativos/as <i>(creative)</i></p> <p>tristes <i>(sad)</i></p> <p>alegres <i>(happy)</i></p>	
<p>Me gustaría <i>(I would like)</i></p> <p><b>*Tengo ganas de</b> <i>(I fancy)</i></p> <p><b>*Siempre he sonado con</b> <i>(I have always dreamed of)</i></p>	<p>ir a un concierto de rock / R&amp;B / pop / hip hop <i>(to go to a rock / R&amp;B / pop / hip hop concert)</i></p> <p>ir a un espectáculo <i>(to go to a show / event)</i></p> <p>tocar un instrumento <i>(to play an instrument)</i></p> <p>aprender a cantar <i>(to learn to sing)</i></p> <p>aprender a bailar salsa / tango / flamenco <i>(to learn to dance salsa / tango / flamenco)</i></p>		<p><b>*¡Qué guay!</b> <i>(How cool!)</i></p> <p><b>*¡Qué divertido!</b> <i>(How fun!)</i></p> <p><b>*¡Qué suerte!</b> <i>(How lucky!)</i></p>	

12

*Diría que ( <i>I would say that</i> )	prefiero ( <i>I prefer</i> ) me fascina ( <i>it fascinates me</i> ) me interesa ( <i>it interests me</i> ) me chifla ( <i>I am crazy about</i> )	el flamenco el tango la salsa	que viene ( <i>which comes</i> )	del sur de España ( <i>from the south of Spain</i> ) de Argentina ( <i>from Argentina</i> ) del Caribe ( <i>from the Caribbean</i> )
dado que puesto que porque visto que ya que ( <i>because</i> )	la letra ( <i>the lyrics</i> ) la música ( <i>the music</i> ) la historia ( <i>the history</i> ) la melodía ( <i>the tune</i> ) el ritmo ( <i>the rhythm</i> ) el baile ( <i>the dance</i> )	es ( <i>is</i> )	bonito/a ( <i>lovely</i> ) emotivo/a ( <i>emotive</i> ) entretenido/a ( <i>entertaining</i> ) interesante ( <i>interesting</i> ) fácil a seguir ( <i>easy to follow</i> ) fácil a aprender ( <i>easy to learn</i> ) pegadizo/a ( <i>catchy</i> )	
	los vestidos ( <i>the dresses</i> ) los trajes ( <i>the suits</i> ) los cantantes ( <i>the singers</i> ) los instrumentos ( <i>the instruments</i> ) las canciones ( <i>the songs</i> ) los bailarines / las bailarinas ( <i>the dancers</i> )	son ( <i>are</i> )	hermosos/as ( <i>beautiful</i> ) increíbles ( <i>incredible</i> ) talentosos/as ( <i>talented</i> ) artísticos/as ( <i>artistic</i> ) creativos/as ( <i>creative</i> ) tristes ( <i>sad</i> ) alegres ( <i>happy</i> )	

13

Me gustaría ( <i>I would like</i> )	ir a un concierto de rock / R&B / pop / hip-hop ( <i>to go to a rock / R&amp;B / pop / hip-hop concert</i> )	*¡Qué guay! ( <i>How cool!</i> )
*Tengo ganas de ( <i>I fancy</i> )	ir a un espectáculo ( <i>to go to a show / event</i> ) tocar un instrumento ( <i>to play an instrument</i> )	*¡Qué divertido! ( <i>How fun!</i> )
*Siempre he sonado con ( <i>I have always dreamed of</i> )	aprender a cantar ( <i>to learn to sing</i> ) aprender a bailar salsa / tango / flamenco ( <i>to learn to dance salsa / tango / flamenco</i> )	*¡Qué suerte! ( <i>How lucky!</i> )

10.1 – Free time		
مشغلہ	hobby	mashgala
لطف اٹھانا	to have fun, to enjoy oneself	lutf uTaanaa
موسیقی	music	moseeqee
اخبار	news paper	akhbaar
شکایت کرنا	to complain	shkaayat karnaa
باغبانی کرنا / باغبانی	gardening	baaghbaanee karnaa
رسالہ	magazine	rsaalaa
مقابلہ	competition	muqaablaa
دفتر	office	daftar

10.2 – Sport		
مچھلی پکڑنا	to fish	machhle pakRnaa
تیرنے کا لباس	swimming costume/suit	tairnay kaa libaas
تیرنے کا حوض / تالاب	swimming pool	tairnay kaa hauz / taalaab
تاش کھیلنا	to play cards	taash khaylnaa
تجویز کرنا	to recommend /suggest	tajweez karnaa
دلچسپی لینا	to be interested in	dillchaspee laynaa
اکٹھا کرنا	to collect	akaTaa karnaa
شطرنج	chess	shatranj
کھلاڑی	player/athlete	khilaaRee
ناپسند کرنا	to dislike	naapasand karnaa

Year 10 Urdu: Cycle 2		
10.3 – Healthy And Unhealthy food		
میٹھا	sweet	meeTaa
پاکا پھانکا کھانا	snack	halkaa phulkaa khaanaa
سائین	curry	saalan
دودھ	milk	doodh
چائے، کافی	tea, coffee	chaa-ay. Kaafee
آلو	potato	aaloo
پنیر	cheese	pneer
سیب	apple	sayb
بکٹ	biscuits	biscuit
مچھلی	fish	machhlee
بطخ	duck	batkh
کھانا پکانا	cooking	khaanaa pkaanaa
صحت بخش	Healthy	Sihat bakhsh
نقصان دہ	Harmful	Nuqsaan Deh

10.4 – Travel		
روانہ ہونا	to leave, to depart	Rawana howna
دیہات	Countryside / village	Dayhaat
زمین کا منظر / نقشہ	Landscape	Zmeen kaa manzar / naqsha
شہر	City	Shehr
مینار	Tower	meenaar
زمین کے نیچے چلنے والی گاڑی / ٹیوب	Underground train / tube	zameen kay neechay chalnay waali gaaRee / tube
باہر کا ملک	foreign country	Bahr ka mulk
نظارہ	view	Nazaarah

10.5 – Destinations		
ایشیا	Asia	Asia
پہاڑی	Hill	pahaaRee
قلعہ	castle	Qillaa
سعودی عرب	Saudi Arabia	Saudi Arab
روم	Rome	Rum
دبئی	Dubai	Dubai
انگلستان	England	Inglistaan

10.6 – Holiday Time		
پُر لطف	Entertaining	Pur lutf
تفریحی سرگرمیاں	Leisure activities	Tafreehi sargarmiyaa
مجھے --- کھیلنا پسند ہے۔	I enjoy playing _____	Mujhay ___ khailna pasand hai
میں نے کل --- کھیلا	Yesterday I played _____	Mai nay kal ___ khaila
کھلنے کے اوقات	opening times	Khulnay kay awqaat
مقامی	local	Maqaami
دریا	river	Darya
مسافر	passenger	Musaafir
سفر / ٹرپ	journey, trip	Safr / TriP
سیاحوں کی توجہ کا مرکز	tourist attraction, sight	Siyaaho ki tawajjoo ka markaz
ساحل سمندر	beach	Saahil Samandar

10.7 – School		
استاد / استانی	teacher (male/female)	ustaad / ustaanee
مضمون	subject	mazmoon
دوسرے ملک کی زبان	foreign language	doosray mulk ki zbaan
ٹھیک، مناسب	fair, just	Teek, munaasib
ہوشیار / ذہین	clever, intelligent	ho-shyaar, zaheen
پڑھانا / سکھانا	to teach	paRhaanaa / sikhaanaa
سرگرمی	activity	sargharmee

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)
کافی نہیں	Kaafee nahi	not much
کم سے کم	Kum say kum	at least
کیونکہ	Kyoonkay	Because
برا/بد، بدتر، بدترین	Buraa / bud / Badtar /Badtareen	Bad / Worse / Worst

10.9 – Connectives		
مماثلتا	Milta Julta	similar
مختلف	Mukhtalif	different
الٹا / مخالف	Ulta / Makhalif	opposite
جب تک	Jab tak	Until
اس کے علاوہ	Is kay ilawa	Besides / apart from
بجائے اس کے	bajaa-ay is kay	Instead of
اس کے باوجود	Is kay ba wajood	Despite this
بد قسمتی	Bud qismati	Unfortunately
اتفاقاً / اتفاق سے	Ittifaqan / ittifaq say	By chance

10.11 – Tenses		
میں نے دیکھا	Mai nay daykha	I saw
میں فٹ بال دیکھتا ہوں	Mai football daykhta hoo	I watch football
میں فٹ بال دیکھتی ہوں	Mai football daykhtee hoo	
میں سینما جاؤں گا۔ میں سینما جاؤں گی	Mai seenima jaoon ga / Mai seenima jaoon 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	I am searching
	mai talash karrahee hoo	
میں مکان خریدوں گا۔ میں مکان خریدوں گی	Mai makaan khareedoonga / Mai makaan khareedoongee	I will buy a house

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

## 10.12 – 40 Word Model Answer

ایسٹر کی چھٹیوں میں میں نے اپنی سالگرہ منائی۔ میری بڑی بہن نے اس سالگرہ کا انتظام ایک ریستورنٹ میں کیا تھا۔ میرے بہت سے دوست اور رشتہ دار اس پارٹی میں آئے۔ ریستورنٹ کا کھانا بہت اچھا تھا اور انھوں 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 ڈیکسنز آلرٹن اکیڈمی ہے۔ مجھے اپنا اسکول بہت پسند ہے۔ ہمارے اسکول میں کھیل 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 حصہ 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.



**Bauhaus Clock**

**Art Nouveau Clock**

**Art Deco Clock**

**Describing LINE**

Flowing  
Delicate  
Simple  
Bold  
Thick  
Thin

**Describing TONE**

Dark/Light  
Subtle  
Contrasting  
Muted  
Dramatic

**Describing TEXTURE**

Rough  
Fine  
Smooth  
Coarse  
Uneven

**Describe COLOUR**

Bold  
Vibrant  
Subtle  
Pale  
Earthy  
Naturalistic

**Describing SHAPE**

Round  
Organic  
Curvaceous  
Geometric  
Angular  
Elongated

**Describing MOVEMENT**

Swirling  
Flowing  
Dramatic

**Describing SCALE (size)**

Large  
Small  
Intimate  
Miniature  
Monumental

**Photoshop Words**

Crop  
Transform  
Tools  
Adjustment  
Brightness  
Filter

**Task 1** – Identify, using a pencil and a ruler - neatly use arrows from the describing words which best relate to the 3 Clock Designs

**Task 2** - Select your **favoured clock design** to make a Magazine Review which includes describing words from the 8 boxes. You will be awarded an Achievement point for the use of 10 describing words within each paragraph you creatively create.



## Assessment Objectives

## Section 1

A01	<b>Research</b> 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	<b>Experiment to develop</b> Using different materials in the project. Choosing the most successful ones to develop further work.
A03	<b>Record</b> Ability to draw, photograph, write down ideas and show how you think
A04	<b>Final piece</b> 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.

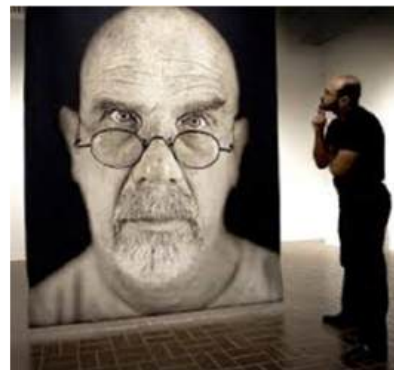
Further worked up idea that includes annotation of thoughts / colour use / artist style use and meaning your piece is communicating to the viewer.

**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:**

## Section 3

**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/fflob/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**

**Section 6**

**Stella Vine**

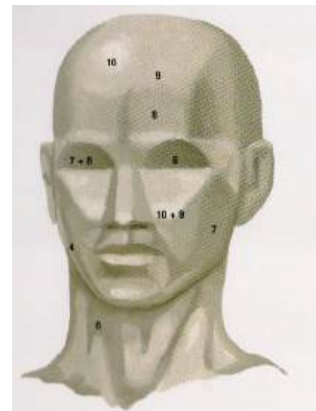
Her work is portrait painting which comes from either her personal life of family, friends and school, or rock stars, royalty and celebrities. Stella Vine paints the makeup, the mask which celebrities hide behind even as they are confident on stage/camera. All the measurable details are wrong; eye colour, 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**

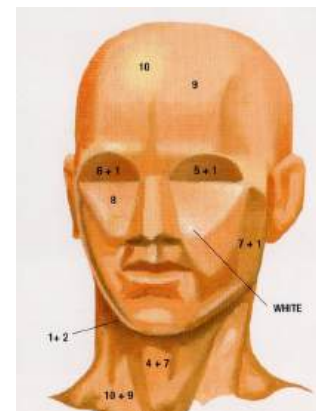
<b>blue</b> TRUST SMART CALM FAITH NATURAL STABLE POWER	<b>red</b> LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	<b>black</b> BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	<b>green</b> SOOTHING ECO-FRIENDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
<b>yellow</b> CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY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

**Skin tone mixing**



**TONAL VALUES**

10	White
9	2 white + 1 speck black
8	1 white + 4 specks black
7	1 recipe #5 + 1 recipe #8
6	1 white + 2 recipe #3
5	5 white + 1 black
4	2 white + 1 black
3	1 recipe #4 + 1 recipe #2
2	2 black + 1 white
1	Black



**COLOR VALUES**

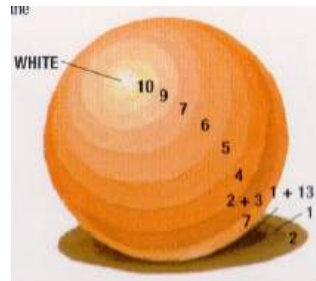
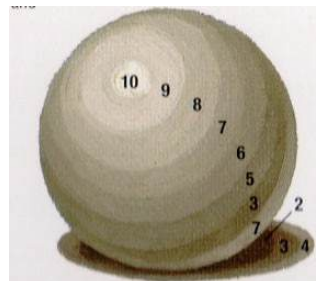
11	Page 14, recipe #11
12	Page 14, recipe #2
13	Page 14, recipe #3
14	Page 14, recipe #4
15	Page 14, recipe #5
16	Page 14, recipe #6
17	Page 14, recipe #7
18	Page 14, recipe #8
19	Page 14, recipe #9
20	Page 14, recipe #10



**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.

9H	8H	7H	6H	5H	4H	3H	2H	1H	F
1-6B	B	2B	3B	4B	5B	6B	7B	8B	9B



**Section 8**

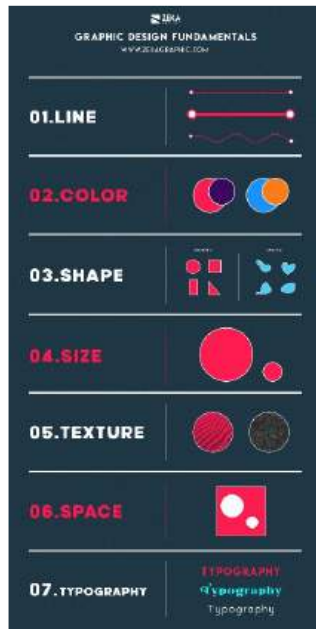
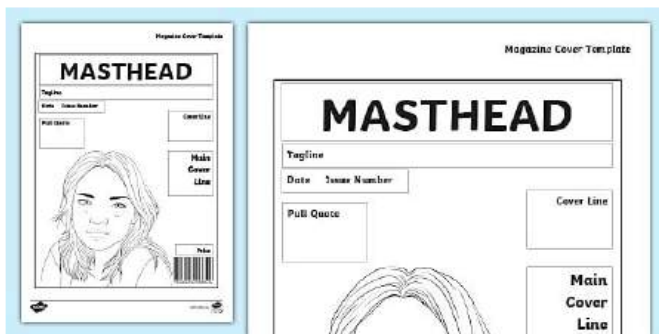
**Section 5**

Section 1,2,3 & 4

- A01**  
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**  
Experiment to develop.  
 Using different materials, techniques and processes 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.

- ◆ Research artists, find imagery and annotate your thoughts using content, form, process, mood method.
- ◆ 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.
- ◆ 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** Graphic Design & Magazine Design



**Section 6**

**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.

### 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.



### 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.



AC2.1.2 Impact of cooking methods on nutritional value of dishes

Why do we cook food?

Cooking food **improves digestion** and **increases the absorption of many nutrients**. Different cooking methods alter the nutritional composition of foods and can degrade some nutrients, while enhancing the availability of others. For example, the protein in cooked eggs is **180% more digestible** than that of raw eggs. This is also true of vegetables, as cooking **breaks down the thick cell walls of many plants**, releasing the nutrients stored in them. A great example of this is cooked tomatoes, which have a higher lycopene (an amino acid) content than raw tomatoes.

We also cook foods to make them safer to eat. For example, eating raw potatoes would give you **stomach ache!** Uncooked meat could give you **food poisoning**. Cooking food **kills bacteria** and can make food look and taste **more appealing** by altering the colour and texture of it.



INTERESTING FACT!

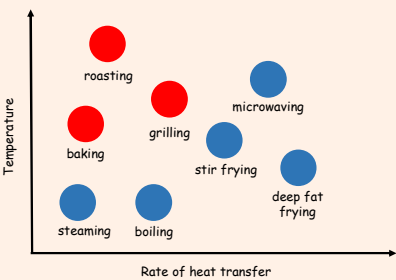
Virtually all **minerals** are unaffected by heat. Cooked or raw, food has the same amount of calcium, phosphorus, magnesium, iron, zinc, iodine, selenium, copper, manganese, chromium, and sodium.



The main foods affected by moist cooking methods are **fruit and vegetables which contain water soluble vitamins, B and C**. The **B Group** of vitamins, (B1, B2, B3, B5, B6, B7 and B8) and **vitamin C** are also sensitive to heat and can be destroyed by high cooking temperatures.

The **longer** fruit and vegetables cook, the **more nutrients are lost**.

The **longer** food is **heated**, and the **higher** the **temperature**, the **greater** the **nutrient loss**.



**Fat soluble vitamins A, D, E and K** are also **destroyed with heat**. Cooking methods such as frying and roasting that use fat **increase the fat content and total calories** in food cooked this way.



**Chopping and slicing up fruit and vegetables causes loss of nutrients**, so cut up these foods just before you need them.

Nutrient Content Comparison by Cooking Method

Type of potato	Amount of fat per 100g	Vegetable	Amount of vitamin C per 100g
Potato, baked flesh only	7g	Raw spinach	26mg
Potato, mashed with butter	4g	Boiled spinach	8mg
Potato wedges, baked	7.7g	Raw peas	24mg
Potato, roasted	4.5g	Boiled peas	16mg
Chunky chips deep fat fried	5.2g	Canned peas	1mg

When animal sources of protein are cooked slowly, any connective tissues present in the meat are likely to **dissolve**. Heat does **not destroy the protein in food**, but it may **reduce the overall content**.

Protein that is exposed to **hot temperatures**, shrinks and loses moisture. This usually occurs at temperatures between **70°C - 85°C**.



AC2.1.2 Impact of cooking methods on nutritional value of dishes

**Moist Cooking Methods**



**Boiling and Simmering**

Boiling reduces vitamin C content more than any other cooking method. As vitamin C is water soluble and sensitive to heat it can leach out of vegetables when they are immersed in hot water, such as in boiling. Broccoli and spinach may lose up to 50% or more of their vitamin C when boiled! B vitamins are similarly heat sensitive. Up to 60% of thiamine, niacin, and other B vitamins may be lost when meat is simmered and its juices run off.

However, when the liquid containing these juices is used to make stocks and gravies, 100% of the minerals and 70-90% of B vitamins are retained. Interestingly, boiling fish can preserve omega-3 fatty acid content significantly more than frying or microwaving.

Boiling is most suitable for cooking dry, starchy ingredients such as pastas, rice and grains. The rapidly boiling liquid is needed to keep the ingredients moving so they do not stick together. Starch (carbohydrate) is gelatinised when cooked in liquid making it easier for the body to digest and therefore use for energy.

Boiling is also used for blanching many vegetables (to kill bacteria for food safety requirements). Prolonged boiling is never recommended because it can damage the flavour and ingredients.

**Steaming**

Steaming is one of the best cooking methods for preserving nutrients, including water-soluble vitamins, which are sensitive to heat and water.



Steaming broccoli, spinach and peas reduces their vitamin C content by only 9-15%. The downside is that steamed vegetables may taste bland. However, this is easy to remedy by adding some seasoning and oil or butter after cooking.

**Poaching**

Poaching is a cooking technique that involves cooking by submerging food in a liquid, such as water, milk, stock or wine. Poaching is differentiated from the other "moist heat" cooking methods, such as simmering and boiling, in that it uses a relatively low temperature.

Delicate foods such as fish and eggs are often cooked this way as they are less likely to break apart during the cooking process and retain their shape.

As this cooking method involves submerging food in water, water soluble vitamins B and C are lost in the process.

When acidic liquid such as wine is used to poach foods, such as fruit, the acidity can also destroy vitamins and minerals.



**Microwaving**

Microwaving is an easy, convenient, and safe method of cooking. Short cooking times and reduced exposure to heat preserve the nutrients in microwaved food.

Microwaving is the best method for retaining the antioxidant activity of garlic and mushrooms. Meanwhile, about 20-30% of the vitamin C in green vegetables is lost during microwaving, which is less than most cooking methods.

## AC2.1.2 Impact of cooking methods on nutritional value of dishes

## Dry Cooking Methods

**Grilling**

Grilling is a method of cooking with dry heat. Grilling is one of the most popular cooking methods because of the great flavour it gives food. Unfortunately, up to 40% of B vitamins and minerals may be lost during grilling or broiling when the nutrient-rich juice drips from the meat. There are also concerns about polycyclic aromatic hydrocarbons (PAHs), which are potentially cancer-causing substances that form when meat is grilled and fat drips onto a hot surface.

**Roasting and Baking**

Roasting and baking are both dry heat methods of cooking. Roasting is typically used for meat while baking is used for bread, muffins and cakes. Most vitamin losses are minimal with this cooking method, including vitamin C. However, due to long cooking times at high temperatures, the B vitamins in roasted meat may decline by as much as 40%. The meat juices could be used to make stocks and gravy after cooking to retain B vitamins and minerals lost.



## SUMMARY

- Water-based cooking methods cause the greatest losses of water-soluble vitamins, they have very little effect on omega-3 fats.
- Grilling provides great flavour but also reduce levels of B vitamins. Grilling generates potentially cancer-causing substances (PAHs).
- Microwaving is a safe cooking method that preserves most nutrients due to short cooking times.
- Roasting or baking does not have a significant effect on most vitamins and minerals, except for B vitamins.
- Sautéing and stir-frying improve the absorption of fat-soluble vitamins and some plant compounds, but they decrease the amount of vitamin C in vegetables.
- Frying can provide some benefits when healthy oils are used. It's best to avoid frying fatty fish.
- Steaming is one of the best cooking methods for preserving nutrients, including water-soluble vitamins.

**Stir frying**

With sautéing and stir-frying, food is cooked in a saucepan over medium to high heat in a small amount of [oil](#) or butter. Cooking for a short time without water prevents the loss of vitamins B and C, and the addition of fat improves the absorption of plant compounds and antioxidants. In fact, [beta carotene](#) was 6.5 times greater in stir-fried carrots than in raw ones. On the other hand, stir-frying significantly reduces the amount of vitamin C in broccoli and red cabbage.

**Shallow frying**

Frying involves cooking food in a large amount of fat — usually oil — at a high temperature. Food is often coated with batter or bread crumbs, such as fish and chips or deep fried chicken. When the skin makes contact with the very hot oil it forms a seal, which ensures that the inside remains moist and cooks evenly. However, not all foods are appropriate for frying. Fatty fish (source of omega-3 fatty acids) is very delicate and prone to damage at high temperatures. For example, frying tuna has been shown to degrade its omega-3 content by up to 70-85%, while baking causes only minimal losses. In contrast, frying preserves vitamin C and B vitamins, and it may also increase the amount of fibre in potatoes by converting their starch into resistant starch.



## HOW TO RETAIN NUTRIENTS WHEN PREPARING AND COOKING FOOD

- Use as little water as possible when poaching or boiling.
- Use the liquid left in the pan after cooking vegetables.
- Add back juices from meat that drip into the pan.
- Leave skin on vegetables to increase fibre content.
- Cook vegetables in smaller amounts of water to reduce the loss of vitamin C and B vitamins.
- Eat cooked vegetables within a day or two, as their vitamin C content may continue to decline when the cooked food is exposed to air.
- Cook vegetables for only a few minutes whenever possible.
- When cooking meat, poultry, and fish, use the shortest cooking time needed for safe consumption.
- Some chefs use baking soda when cooking vegetables to help them retain their colour, however vitamin C will be lost in the alkaline environment produced by baking soda.



AC2.2.1 Factors affecting menu planning

Seasonal Foods

Seasonal food is fresh food that is ready to eat during its preferred season. For example, English strawberries are juicy and delicious in the summer and early autumn. They do not grow wild in England during winter as it is too cold. Some foods are not seasonal. Meat and dairy are available all year round. Cows are milked and chickens produce eggs from January all the way to December.

**Tastes Better**

Seasonal produce will be at its peak for both flavour and health benefits. It's harvested at exactly the right time, so the taste is riper, sweeter, and generally more delicious. The chef/cook won't need to use seasonings such as salt or spices. Out of season food gets picked before it's ripe and then gets spoilt during transport. This compromises freshness and flavour of the food, so the chef gets lower quality at a higher cost.



**Eid:** Celebrated worldwide by Muslims to mark the end of **Ramadan**. Eid ul-Fitr takes place on the first day of the tenth month of the Islamic lunar calendar, and Muslims are not permitted to **fast** on that day.

**Ramadan:** During the month of Ramadan, Muslims won't eat or drink during the hours of daylight. This is called fasting. Children are not expected to fast until they reach puberty, usually around the age of 14.

**Healthier**

Foods grown out of season can't follow normal growing and ripening cycles, which our bodies are naturally in sync with. But by altering the menu to follow the seasons, dishes will have a better nutrient value. This is a great selling point for a food establishment, especially those catering to a wide variety of customers such as the young and elderly.

Produce that is flown thousands of miles also loses some of its nutritional and vitamin value. Fruit and vegetables that have been blanched, tinned or dehydrated to enhance the lifespan lose nutrients as well.



**Local Economy**

As well as getting food at its prime, you'll also be supporting your local economy. Money spent in local businesses is normally reinvested into other local stores; helping to generate jobs and support local producers. Buying directly from the farmer or producer also means you no longer have to wonder where your food came from.



**Easter:** Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was executed. An egg is a symbol of new life. For Christians, Easter eggs are used as a symbol for the resurrection of Jesus. Easter is often celebrated with the giving and receiving of chocolate eggs.



**Cheaper**

Seasonal produce that is locally sourced is often cheaper than buying out of season food that's been brought in. Seasonal food is cheaper to harvest, transport and sell as it's in abundance - driving down the market price. A good tip is to look for the Red Tractor logo; this symbol shows that the food is "traceable (back to a UK farm), safe and farmed with care".

**Environment**

Seasonal food is often grown/reared much closer to you. Reducing the environmental damage done by carrying and shipping foods long distances and keeping them cold. This is called 'food miles'. Food grown locally will also need fewer fertilisers and pesticides, which lessens water, air, and soil pollution, supporting a healthier community.

Buying seasonal food will help to reduce your own carbon footprint and support a more sustainable food economy.

**Christmas:** Christmas is a Christian holy day that marks the birth of Jesus, who Christians believe to be the Son of God. Christmas dinners are an important part of the celebrations. Families and friends will share food together, eating traditional foods, such as turkey, mince pies and Christmas puddings.

**Disadvantages**

Some disadvantages of using seasonal foods are that you may have to change your menu according to the seasons, this might push customers away who prefer certain dishes. This is a similar challenge to the chef, who may struggle to make the dishes interesting with limited ingredients. The skills required to be able to prepare and cook seasonal food may be a disadvantage to a business as staff costs may be higher. Employing high skilled staff may create an increase in food costs.

AC2.2.1 Factors affecting menu planning

Skills of Chefs

Catering jobs are available at various levels, ranging from trainee and apprenticeships to executive level. Here are a few examples of the different types of jobs that are available in the catering industry:



EXECUTIVE CHEF

An executive chef manages the kitchen. He or she is responsible for monitoring and maintaining the quality of all dishes that leave the kitchen, creating menus and inventing new dishes, and supervising the kitchen staff. Except in small establishments, an executive chef will generally spend more time on administrative and managerial tasks than on food preparation.



QUALIFICATIONS

- Formal culinary training
- Previous restaurant experience
- Extensive food and beverage knowledge
- Restaurant industry knowledge
- Knowledge of restaurant regulations

Because the executive chef is the most senior person in the kitchen, he or she is often required to have a minimum of 5 - 8 years of relevant experience.

+ The qualifications listed under Section Chef.

SKILLS

- Cooking skills
- Menu planning skills
- Communication skills
- Leadership skills
- Time management skills
- Attention to detail
- Organisational skills
- Problem solving skills
- Work well under pressure
- Self-motivated
- Customer service skills
- Positivity
- People management skills
- Numerical skills



SOUS CHEF

Works alongside head chef to manage daily kitchen activities, including overseeing staff, aiding with menu preparation, ensuring food quality and freshness, and monitoring ordering and stocking. Provides meal quality and consistency by following designated recipes.

QUALIFICATIONS

- Formal culinary training
- Previous restaurant experience
- Extensive food and beverage knowledge
- Restaurant industry knowledge
- Knowledge of restaurant regulations
- + The qualifications listed under Section Chef.

SKILLS

- Cooking skills
- Communication skills
- Numerical skills
- Leadership and teamwork skills
- Organisational skills
- Problem solving skills
- Work well under pressure
- Self-motivated
- Customer service skills
- Positivity
- People management skills
- Attention to detail

SECTION CHEF

The chef de partie or section chef preps, cooks and assembles dishes and makes sure that they go out on time. They are in charge of a specific section of the kitchen such as sauces, fish or pastry, so need to have a sound knowledge of cooking. The chef de partie also assists the sous chef or head chef in developing menus.

QUALIFICATIONS

- City & Guilds 706/1 | 706/2 Catering
- NVQ Level 2
- Level 1 and 2 Food Safety Awards
- Minimum 1 years relevant experience
- Awareness of manual handling techniques
- Awareness of Control of Substances Hazardous to Health Regulations (COSHH) and chemical safety

SKILLS

- Cooking skills
- Work independently
- Manage Commis Chefs
- Communication
- Team management
- Communication skills
- Attention to detail
- Numerical skills
- Adaptability
- Positivity
- Team player

AC2.2.1 Factors affecting menu planning

Skills of Chefs

COMMIS CHEF

A Commis Chef assists a section chef (Chef de Partie). The commis chef is the first rung of the ladder to becoming a great chef. In most kitchens the commis chef will do food preparation work and basic cooking under the supervision of a chef de partie or section chef, rotating through sections such as sauce, vegetables, fish and butchery roughly every six months.

QUALIFICATIONS

- Level 1 and 2 Food Safety Awards
- Minimum 6 months relevant experience
- Awareness of manual handling techniques
- Awareness of Control of Substances Hazardous to Health Regulations (COSHH) and chemical safety
- Experience of kitchen equipment
- Experience of dangerous equipment such as knives
- Competent level of English spoken and written

SKILLS

- Communication skills
- Teamwork skills
- Working quickly and efficiently
- Stamina
- Willingness to learn
- Patience
- Attention to detail
- Passion for food
- Work well under pressure



CATERING ASSISTANT

The purpose of this role is to provide general assistance to the catering manager. The catering assistant will be required to assist with performing administrative tasks, preparing and serving food, and communicating with guests.

QUALIFICATIONS

Formal qualifications are not required. However, a basic certificate in nutrition, catering, or food safety management will count in your favour when applying for a job. The level of experience required will differ from one job to another. An entry-level job in this field will usually require little to no experience, and will allow you to learn on the job.

SKILLS

- Communication skills
- Problem solving skills
- Ability to work in a team
- Ability to work under pressure



There are no fixed educational requirements for becoming an executive chef. While it may be possible to work your way up to this position through on-the-job training and practical experience, it is recommended that you study towards a relevant qualification, such as a restaurant management certificate, hospitality management certificate, culinary arts degree, or hospitality management qualification.

## AC2.2.1 Factors affecting menu planning

### Large Scale Equipment



#### Combi Oven

Simple and quick operation, all at the touch of a button. This oven allows pre-prepared settings, has a wide range of cookery options and even cleans itself. These functions support the chef in their daily duties.



#### Commercial Range

Many commercial ranges have boost burners which generate 25% more power. They have semi-sealed hobs and drip trays to facilitate ease of cleaning. These ovens allow the chef to prepare and cook large scale operations due to the power and size.



#### Deep Fat Fryer

Free standing fryers are extremely large and allow large batch cooking as well as the option to cook separately in either basket. Training must be given before they can be used as they can be extremely dangerous.



#### Blast Chiller

Blast chilling is a method of cooling food quickly to a low temperature that is relatively safe from bacterial growth. By reducing the temperature of cooked food from +70°C to +3°C or below within 90 minutes, the food is rendered safe for storage and later consumption.



#### Commercial Fridge/Freezer

Large scale fridges and freezers allow you to safely store food at the correct temperature and comply with HACCP 2006.  
Fridge temperature: 1-5°C  
Freezer temperature: -18°C



#### Four Pot Bain Marie

Perfect for safely holding sauces, gravy and pre-cooked foods for up to two hours at serving temperature above 63°C. These are very useful when wanting to serve customers quickly or store foods safely without fear of them burning. You have most likely seen this piece of equipment in your school's canteen!



#### Rotisserie Oven

Rotisserie grilling produces superb duck, crisping the skin and melting out the fat. Rib roast comes out dark and crusty on the outside, red and juicy inside, with a live fire flavour better than that of a roast cooked in the oven. Poultry produces good results when cooked in a rotisserie.

Key outcomes	Definition
<b>Budget</b>	An estimated spending path over a specific period of time with a specific amount of money
<b>Projected revenue</b>	A projected amount of money coming into a business over a period of time based on sales forecasts
<b>Projected expenditure</b>	A prediction as to how much a project will cost over a period of time
<b>Income</b>	The amount of money coming into an event based on ticket sales and also selling of a product or service.
<b>Variance</b>	The difference between predicted and actual. This can be positive or negative
<b>Costs</b>	Expense that a company will incur throughout the duration of a project
<b>Expenses</b>	Expense that a company will incur throughout the duration of a project
<b>Registration</b>	The action or process of registering or of being registered. This will be done through a central data base.

Key outcomes	Definition
<b>Tickets</b>	sale of the right to gain admission
<b>Communication</b>	the imparting or exchanging of information by speaking, writing, or using some other medium.
<b>Notices</b>	Integral pieces of information that are thread through to employees and customers throughout the duration of a project/event.
<b>Invoices</b>	Document that states the cost of a product or service that must be paid for by the recipient of said good or service
<b>SMART Objectives</b>	Specific, Measurable Achievable Realistic Time bound
<b>Report</b>	Structure of information, presentation, tone and style of language
<b>Plan</b>	Sequence activities Resources required Timing Monitoring Evaluation
<b>Planning tools</b>	Gantt chart Electronic diaries Project planners

## AC2.2.1 Factors affecting menu planning

### Powered Equipment



#### Mincer

A meat mincer is a small kitchen appliance used to grind meat into a smooth, uniform soft mass without the need of any other accessory. A meat mincer machine is a clean, effective and safe way of obtaining minced meat.



#### Electric Whisk

Electric hand mixers - sometimes called beaters - really speed up whisking egg whites, creaming butter with sugar and whipping cream. They are less powerful than stand mixers, so are perfect for mixing small quantities, and for when you want more direct control over the mixture.



#### Portable Induction Hob

Portable induction hobs are much safer to use, as most will feature a boil dry detection as well as switching off automatically when a pan is removed and resume when pan is returned. They are ideal for indoor or outdoor cooking. These are extremely energy efficient and support the environment. These cookers also don't heat the surface of the cooker, so are much safer to use.

#### Blender

Produces smoothies, cocktails, fruit purées, velvety smooth soups and sauces in seconds.



#### Food Processor

A food processor is a motorised appliance that quickly performs food prep tasks traditionally carried out by hand. Some food processors can chop vegetables; some can blend ingredients into soups, pastes and sauces; and others can mix things like batter and cream.

#### Standing Mixer

Great for multi-tasking, a standing mixer is perfect for mixing large batches of dough or batter whilst you concentrate on other tasks. A standing mixer is also good for tougher mixing tasks such as bread kneading and pastry making.



## AC2.2.1 Factors affecting menu planning

### Handheld Equipment



#### Balloon Whisk

Balloon whisks have many flexible wires and are used for whipping egg, cream, hollandaise, and for mixing thinner liquids.



#### Zester

A small fine-toothed metal grater often mounted on a wooden or plastic handle to remove the zest or coloured portions of citrus peels in thin strips.



#### Conical Strainer

Is used for straining stocks, soup, sauces, and other liquids. Pointed shapes allow cooks to drain liquid through a relatively small opening.



#### Pastry Bag and Nozzles

A funnel-like or cone-shaped cloth or plastic bag with an open end that can be fitted with metal or plastic tubes or tips of varying sizes and designs.



#### Sieve

A screen-type mesh supported by a round metal frame used for sifting dry ingredients like starch and flour.



#### Food Mill

A device with hand-turned blade that forces food through a perforated disk that is interchangeable with different coarseness or fineness reduce a solid to small, fine pieces or powdery particles like vegetables, coffee, pepper, spices, etc.



#### Colander

A perforated bowl of varying sizes made of stainless steel, aluminium or plastic used to drain washed or cooked vegetables, green salad, pasta, and other foods.



#### Colour Coded Chopping Boards

White: bakery and dairy products  
Yellow: cooked meat  
Brown: root vegetables  
Red: raw meat  
Blue: raw fish  
Green: salad, fruit and fresh vegetables



#### Grater

A four-sided metal box with grids of varying sizes. Used for shredding and grating vegetables, cheese, citrus rinds, and other foods.



#### Chip Scoop

With a tubular handle, the scoop remains cool to the touch when in use, ensuring the safety and comfort of staff. Made with a perforated head, the scoop allows residue to easily drain away to ensure chips are not soggy or too oily.

AC2.2.1 Factors affecting menu planning

Handheld Equipment



**Saucepan**

- Reheating soups
- Smaller volumes of sauces
- Ideal smaller portions



**Deep Boiling Pot**

- Cooking larger stews and soups
- Making larger volumes of sauces
- Ideal for bulk cooking where multiple portions are to be served



**Stainless Steel Sauté Pan**

- Stir fries, vegetables, braising and finishing dishes



**Non-Stick Sauté Pan**

- Cooking eggs and fish
- Allows cooking at lower temp.
- Don't use metal instruments as they will scratch the Teflon surface



**Cast Iron Pan**

- Grilling meats, fish and vegetables
- Can take high heat and go in oven
- Cast iron won't tarnish and is easy to clean



**Cast Iron Griddle Pan**

- Has grooves in the bottom for searing meat
- Fat stays below in the grooves
- Make sure to season and clean between the grooves



### AC2.2.1 Factors affecting menu planning

### Type of Provision

Different occasions suit different types of menu. For example, if you go to a wedding you would expect a sit down meal, often silver service. If you go to a party you would probably expect a buffet. Most importantly, the style of service, menu and event needs to suit what the **customer expects and wants**.

#### When planning your menu you should consider:

Time of year, weather, types of customer, time available, price, portion control, ability of the cook, ability of the waiting staff, equipment available (for preparation, serving, cooking), balance (colour, flavour, texture, shape, variety of ingredients), presentation.



#### Children's Menu

Should be fun and include healthy alternatives to children's favourites, e.g. potato wedges instead of chips. Children could have more choice by offering smaller portions of main meal dishes from the adult menu. Children's menus should not be excessively high in fat, salt and sugar and demonstrate smaller portion sizes.



#### Breakfast

Breakfasts usually offer a choice of hot (bacon, egg, sausage, tomato etc.) and cold continental (rolls, croissants, cheese, cold meats, fruits and yoghurts). Hot and cold drinks and a tasty selection of preserves are also often offered.



customers' needs



#### Specials

Many restaurants have 'specials boards', which is a good way of adding seasonal dishes to the menu.



#### Lunch

Often needs to be served quickly for customers who have limited time. Sandwiches, wraps and baguettes are ideal. An ideal menu will offer a variety of breads with a selection of hot and cold fillings, together with snack items such as jacket potatoes, salads, pastries, cakes and muffins.



#### Evening meal

Vegetarian and healthy choices should be offered as well as dishes using a variety of cooking methods. In the UK, the most popular menus offer hot and cold starters, a variety of main courses and a selection of desserts that include chocolate and fruit.

Menu Type	Description	Advantages	Disadvantages
<b>Table d'hôte or set-price menu</b>	A fixed or set-price menu with a limited selection of dishes for every course.	Faster service and less wastage as less items on the menu for the chef team to prepare.	Limited choice
<b>A la Carte menu</b>	All dishes are individually priced. Menu comprises of starters, mains, desserts and side dishes. A type of menu often used in restaurants.	Wide variety and choice. Food items and dishes listed and priced individually so the customer can make their own meal from a selection of dishes.	Creates longer wait times for customers as dishes are cooked to order, slowing down the chef team. Can generate a lot of waste for the establishment if a dish is not popular.
<b>Rotating menu cycle</b>	Often used in schools and hospitals. A fixed pattern of menus is used to cover a fixed number of days. The minimum number of days is eight, so that menus are never repeated on the same day each week.	Chef/catering team will be familiar with the menus and therefore able to cook to a high standard consistently.	Food is often made with cheaper ingredients, resulting in poorer quality as focus is not on awards or reviews.
<b>Ethnic or Specialty menu</b>	Can be fixed price or A La Carte. Some offer dishes from particular countries, e.g. China, Italy. Others offer specialised food, e.g. fish or vegetarian dishes.	Chefs who are familiar with the type of cuisine are often employed, therefore dishes cooked to a high standard. Very popular in modern dining.	Limited choice other than the theme of menu on offer. Menu may not suit a wide variety of customers.
<b>Fast-Food menu</b>	This is similar to a specialty menu. Food tends to have 'themes' such as burgers, chicken or baked potatoes. Items are priced individually.	Low skilled staff can be employed to cook food as it is often prepared and delivered from a larger manufacturer. Makes staff wages lower, saves money.	Food is seen as 'cheap' and therefore prices must reflect this. Restaurant would have to sell in high volumes to make a profit.
<b>Party or Function menu</b>	Usually a fixed-price menu offered for parties or functions such as wedding receptions. Some party's menus offer a limited choice. Price is set per head (per person) rather than by dish.	Costing the menu per person helps the chef to budget for ingredients and staff. Food can be prepared and chilled ahead of time as menu items are already decided.	Limited choice, especially for customers with allergens and intolerances.

AC2.2.1 Factors affecting menu planning

Type of Provision

**When an planning your menu you must consider the following factors:**

- Type of function/event
- Date and time
- Type of venue
- Number of guests
- Risk Assessment (allergens and intolerances)

**Venues**

Once you have chosen your brief, you can begin to think about the style of menu that will suit the occasion. For example, children's parties may take place at a soft play area where a small buffet style meal would be suitable. You could even create a dinosaur or superhero themed menu with set items. The menu would have to consider the equipment available at a soft play area, which is unlikely to have a fully functioning commercial kitchen onsite. An adult's party may take place at a restaurant where a wider variety and choice is expected. You may even be asked to design a menu for a holiday park bistro, where all ages must be catered for!

**Type of function:** The most important factor to consider is what type of event are you planning? Common functions/events in the hospitality industry are: weddings, charity fundraisers, school proms, awards nights (the Oscars), business networking, opening of a new business, staff Christmas party, christenings, birthdays, confirmations, bar mitzvah, sporting events e.g. football hospitality (private boxes), horse racing (The Grand National). The menu may have to suit the theme, sports club, company or brand. If the event is a special occasion/luxury a silver service may be expected, however work parties and discos may only require a buffet service. The type and purpose of the event will determine every other factor and decision.

**Date:** Time of year, e.g. Christmas, Easter, Summer, Spring. The time of year might have an impact on the theme you choose or ingredients that are in season. The date may be specific to the client, e.g. a wedding day, date of the school prom, that cannot be changed.

**Time:** Morning = Breakfast Dishes such as cooked breakfast (Full English), light snacks, fruit, pastries, Danishes, yoghurt.

Daytime = Lunch/Snacks such as sandwiches, baked potatoes, wraps, salads, pasta dishes.

Evening = 2 or 3 course dinner, starters, mains, desserts, vegetarian options.

The time may dictate the type of food you serve or style of service, e.g. in the evening guests would not expect a breakfast course, in the morning, guests probably don't expect a 3-course meal. When planning a menu always think about the time of **day or year!**



**Number of Guests**

The number of guests is **VERY important!** The catering manager/chef needs to make sure that if 60 guests are expected, 60 guests are catered for, plus some extra in case people turn up unexpectedly. A wedding is a great example of where the number of guests must be correct, as the cost per person is often expensive (around £70 per guest)! If an event expected lots of guests (over 200) the chef may suggest serving a buffet as a 3-course meal for over 200 people may be time consuming (unless there are many chefs and wait staff employed for the event). All these things must be considered so the event runs smoothly, and everyone is catered for.



**Portion Control**



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 to know how many portions the ingredients will make? The caterer can then determine a selling price (how much should be charged 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. **Equipment can also be used to control portions:**



AC2.2.1 Factors affecting menu planning

Environmental Considerations

When planning your menu, you must consider the impact your choice of dishes and preparation methods will have on the environment.

Environmental issues you must consider also include:

- Conserving energy and water when preparing food
- 3 Rs Reduce, Reuse, Recycle
- Food sustainability and provenance

Buying ingredients - what to consider?

- Have the ingredients travelled from far away by environmentally damaging transport?
- Have the ingredients been processed and purified using a lot of energy carbon footprint
- Ingredients locally produced - saving food miles and environmental damage
- Organic ingredients not using excess fertiliser, pesticide or artificial hormones for animals
- Animal welfare e.g. free range or barn eggs, free range meats, organic meats
- Fruits and vegetables and meat produced locally or sustainably
- Ingredients such as cocoa, coffee, syrup produced by fair trade farmers.



Choose **sustainable food**. By this we mean buy local, seasonal and environmentally friendly food. For example, try local farmer's markets, choose products with a Fairtrade stamp, select fish that has been sustainably farmed. By buying locally your ingredients will travel less miles to reach the kitchen, reducing carbon footprint.

Using **organic foods** is also extremely environmentally friendly as these products don't use any pesticides and fertilisers. However, many supermarkets reject these due to their shape and size being 'non-uniform'. These are often wasted or used as animal feed.

To conserve energy, it's best to keep your pans covered while cooking. Covering your pans will require less cooking time. This is also a good way to prevent grease splatters that will require you to use additional water or cleaning products to remove. While cooking, you can lift the covers briefly to stir or flip over food so that it doesn't burn. **This style of cooking speeds the foods cooking time by 25%.**

As induction hobs are more energy efficient than gas hobs, a chef could consider switching to induction hobs, however gas hobs allows better control over cooking temperatures. You could plan your menu around faster cooking methods such as sautéing and stir frying to minimise the amount of energy used.

Cutting your food into smaller pieces has long been an effective green cooking method. Smaller meat and vegetable pieces can be heated faster so that **less energy** will have to be used. This will also make it easier for you to see how well your food is cooking so that you can manage your cooking time more effectively without burning anything.

Cutting meat into smaller portions can also **reduce the chances of food borne illness** from raw or undercooked meat dishes. Additionally, if you use this method on meat, you should also be able to avoid overcooking and **therefore prevent food wastage.**



Food miles/Carbon footprint

The distance the food or ingredients travel from production/growing to where it is consumed or sold. Transporting food long distances is harmful to the environment. Some foods can't be grown in this country due to the climate and therefore must be transported overseas to reach us.

Visit [foodmiles.com](http://foodmiles.com) to calculate the food miles of your chosen ingredients:



Key Words

<b>Reduce</b>	lowering the amount of waste produced
<b>Reuse</b>	using materials repeatedly
<b>Recycle</b>	using materials to make new products
<b>Sustainable</b>	able to be maintained or continue

AC2.2.1 Factors affecting menu planning

Environmental Considerations



Each time that you cook, you should prepare a larger food portion so that you can use it again. Since reheating will require less energy use, preparing a larger portion will save you from having to use more heating power to prepare new meals. This can also help you reduce your clean up times and cut down on your water use. A great example of this is to make 20 portions of lasagne and once cooled, you can portion, freeze and reheat when required.



When using water to boil anything in a pan, make sure that you only use as much water as is needed to cover the amount of food you're cooking - one of the most common forms of energy wastage is the energy it takes to boil water you don't need. Use the kettle to boil water quickly and transfer to a pan on the hob for steaming and boiling vegetables or pasta. Always use a pan which is the right size for the amount of food you are cooking to ensure that you use less energy in heating a bigger surface area when you don't necessarily need to. Use a double steamer to cook vegetables so you can layer vegetables on top of each other and still use one ring. Turn down the level of the ring or burner once the cooking temperature or state is reached; most dishes need to simmer, not boil.



Check your fridge regularly to see what food you have, what's going off soon, what can be frozen, what vegetables are on the turn that can be made into a quick side dish? Or even cook to destroy spoilage bacteria and preserve the foods shelf life. By also checking that food has been stored correctly you can prevent food wastage by preventing food spoilage.

Avoid over purchasing ingredients, buy ingredients with your menu in mind and the number of customers you are likely to serve. Avoid serving large portions to prevent food wastage by customers. Don't forget, food waste can be composted and used to grow more crops. You could even serve some fruits and vegetables with the skin on to prevent waste and increase the fibre content of the dish!



Cattle Farming

Reduce how much meat and dairy you use! By using less beef and dairy products you can reduce health risks and greenhouse gases. Beef's environmental impact exceeds that of other meat including chicken and pork, experts believe that eating less red meat would be a better way for people to cut carbon emissions than giving up their cars. The heavy impact on the environment of meat production, research shows a new scale and scope of damage, particularly for beef. **The popular red meat requires 28 times more land to produce than pork or chicken, 11 times more water and results in five times more climate-warming emissions.** When compared to staples like potatoes, wheat, and rice, the impact of beef per calorie is even more extreme, requiring 160 times more land and producing 11 times more greenhouse gases, in particular 'methane'.

Over Fishing



Occurs when humans take fish from the marine and freshwater sources at a rate faster than fish can repopulate. It's the reason seafood is expected to be depleted from the oceans by 2048. Overfishing is a result of modern advancements in the fishing techniques such as trawling and dredging, which disrupt the physical habitat and biologic structure of ecosystems in the ocean. Fish such as cod, salmon and tuna are in danger as these make up the vast majority of species fished for.

Energy Efficient Equipment

Energy efficiency simply means using less energy to perform the same task - that is, eliminating energy waste. Energy efficiency brings a variety of benefits:

- reducing greenhouse gas emissions,
- reducing demand for energy imports
- lowering our cost



ENERGY SAVING TIPS FOR CHEFS

• STAFF INVOLVEMENT

Raise energy awareness among kitchen and waiting staff and appoint "Energy Champions", staff members responsible for turning off lights, ovens and equipment when not in use and making sure that heating and hot water are set at the right temperature.

• REFRIGERATION

**Fridges and freezers** should be located away from the hot kitchen. Ensure refrigeration temperatures are set correctly and review the condition of the door seals. Keep fridge doors closed as much as possible - install door closers or alarms to prevent staff members accidentally leaving the fridge/freezer doors open.

• REVIEW EQUIPMENT

A new machine could save money and energy. A combi oven, for example, which offers convection, steam and combination cooking, can save energy, while induction hobs are more energy efficient than a traditional electric hob.

• REVIEW YOUR DISHWASHER

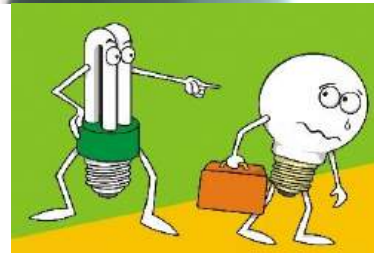
Don't set the dishwasher away half full, wait until a full load is ready to save water and energy.

AC2.2.1 Factors affecting menu planning

Conserving Energy

Conserving energy by:

- Keep equipment clean and maintained so it uses less energy including filters on ventilation and refrigeration
- Descale equipment used for boiling
- Keep lids on saucepans
- Energy efficient lighting, auto switch off
- Turn off equipment and lights when not in use
- Don't put hot food in fridges, uses more energy to cool down
- Energy efficient boilers etc for hot water, don't have water too hot (above 55°C for legionella)
- Replace old equipment with more energy efficient models
- Gas heats up and cools down more rapidly but needs ventilation



Conserving water by:

- Taps that disperse only short bursts of water
- Motion sensor taps
- Only use minimum water to cook food
- Use a steamer instead of boiling in water
- Reduce flow of taps, use a spray head for washing
- Have taps which turn themselves off
- Use a bowl, keep the plug in when washing up
- Full loads for washing machines and dishwashers
- Serve water on tables at customer's request
- Reduce flow rate to equipment such as potato peelers
- Water metering



REDUCE

- Only **buy** what is needed for preparation
- **Storage** - check temperatures, use airtight containers label food with dates, use first in first out for ingredients
- **Preparation** - do not over trim, use carcasses and trimmings to make soups, stocks and sauces
- **Portion sizes** - do not offer excessive portion sizes people will leave lots of food, wastes energy in preparing food that is not going to be eaten
- **Write menus** that consider using offcuts such as chicken trimmings used to make a pie
- **Turn dry fruit and veg** into powders and seasonings
- **Turn excess fruit and veg** into chutneys, sauces, jams, pickles
- **Freeze** leftover food for later use in dishes.



REUSE

- Keep food in **reusable** containers
- **Serve** water in glass bottles or carafes
- Use **refillable containers** for condiments, salt and pepper, sauces etc instead of single serve
- **Use food not served to make new meals** e.g., bubble and squeak with left over potato and green veg, stir fries with small pieces of veg, trifle with left over cake, meringue with left over egg white, soup with veg and meat leftovers, Bread and butter pudding or croutons with bread.



RECYCLE

- **Recycle sturdy containers** for food storage
- Send food waste to be used for compost or animal feed instead of throwing it away
- **Recycle used cooking oil.** Some companies collect it for free and then turn it into bio diesel
- **Recycle paper, cardboard, cans, glass bottles and jars.** Councils will collect for recycling.
- **Buy recycled** glass, food grade plastic containers, recycled paper
- Use the correct recycling bins - **train staff**

This cycle we will be learning how to create a garment and how to apply a pre designed pattern to create your own unique design.

### Assessment Objectives

#### A01

##### 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

##### 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.

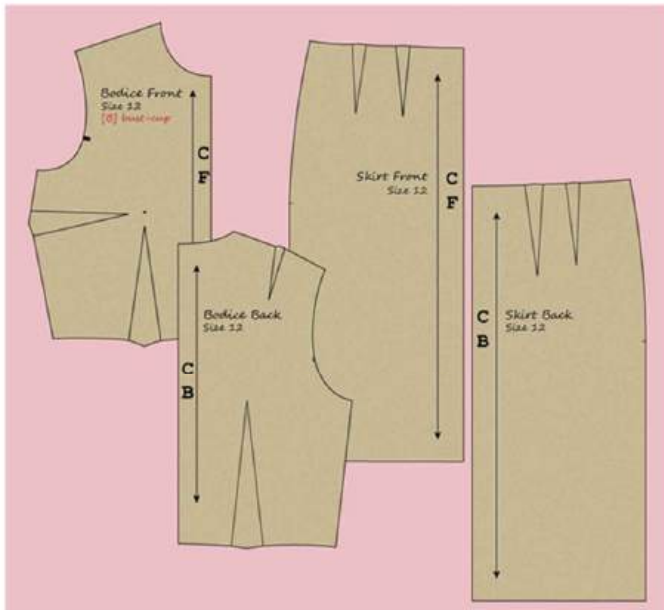
### Homework Opportunities

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

◆ Using Phone apps/photoshop/ other digital media to edit photographs or your own artwork. This could be in the style of an artist.

◆ Drawing of a variety of different garment designs using tone/pen mark making/ colour  
◆ Tonal drawing of your final garment design including close ups.

◆ 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.



**DRESS MAKING BLOCKS**

### Key Vocabulary:

**FLAT:-** A digital final drawing of a garment design.

**BIAS:-** Angle to the grain line, or diagonal direction of the fabric.

**SEAM ALLOWANCE:-** Seam allowance is the area between the fabric edge and the stitching line on two pieces of material being sewn together. Seam allowances can range from 1/4 inch wide to as much as several inches.

**DART:-** A common technique used for shaping garments. They normally appear around the waist and bust.

**EMBROIDERY:-** A variety of decorative needlework. Designs and images are created by stitching strands of one material onto another.

**GATHER:-** A way of gathering the fabric to create fullness in the fabric, such as ruffles. It is a technique for shortening the length of a strip of fabric, so that the longer piece can be attached to the shorter piece.

**HEM:-** The finished bottom edge of a garment. The hem indicates the edge which is usually folded up and sewn, thus creating a neat and even finish.

**LINING:-** A piece of material used to finish the inside of a garment. Linings can hide the seam and make the garments easier and more comfortable to wear.

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

### 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.

### A02

#### Experiment to develop.

Using different materials, techniques and processes 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.

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

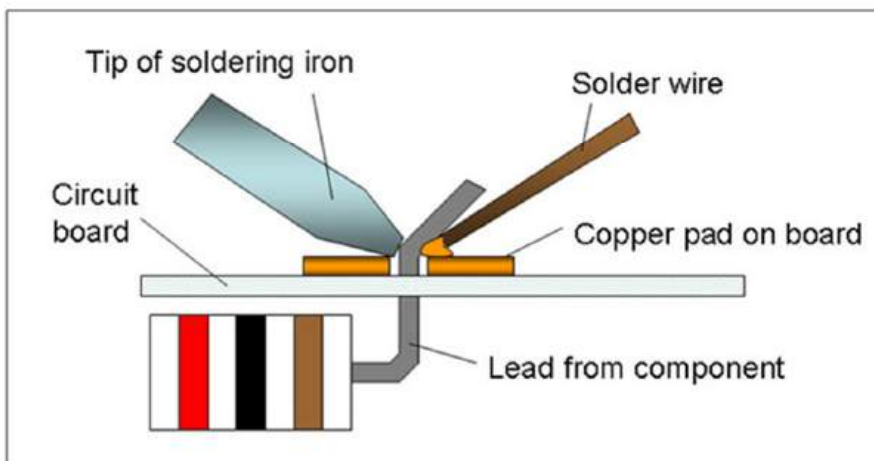
◆ Model and prototype your ideas to develop them into finalised products. You could use card, foam, wood, metal, plastics etc... development can also be shown through design ideas and idea development drawings.

◆ 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.

## Soldering Diagram



## 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.

**Cadences**  
The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer'; Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

**Scales and chords**

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V  
Secondary chords ii, iii, vi, vii

**C Major Scale**

**C Major Triads**

Key	Sharps (up 5)	Key	Flats (down 4)
C	No sharps or flats	C	No sharps or flats
G	F#	F	Bb
D	F#, C#	Bb	Bb, Eb
A	F#, C#, G#	Eb	Bb, Eb, Ab
E	F#, C#, G#, D#	Ab	Bb, Eb, Ab, Db

**MAJOR sounds are happy / bright**

**MINOR sounds are sad and mysterious**

**TONALITY = is the piece in a major or minor key**

**MODULATION = change of key**

- What makes a great melody?**
- Starts on the tonic, or a note from the tonic chord / triad
  - Ends on the tonic note
  - Rhythmic ideas – stay simple initially then develop
  - Repetition – initially then develop
  - Imitation
  - Passing notes
  - Sequence
  - Question and answer
  - Stepwise (conjunct) movement
  - Arpeggiated / triadic movement
  - Needs to fit with chords
  - Balanced phrases – 4, 8, 12, 16
  - Shape of melody – higher towards climax of phrase
  - It flows (not usually leaping about unpredictably)
  - It is **MEMORABLE** (is it 'singable' or 'catchy'?)



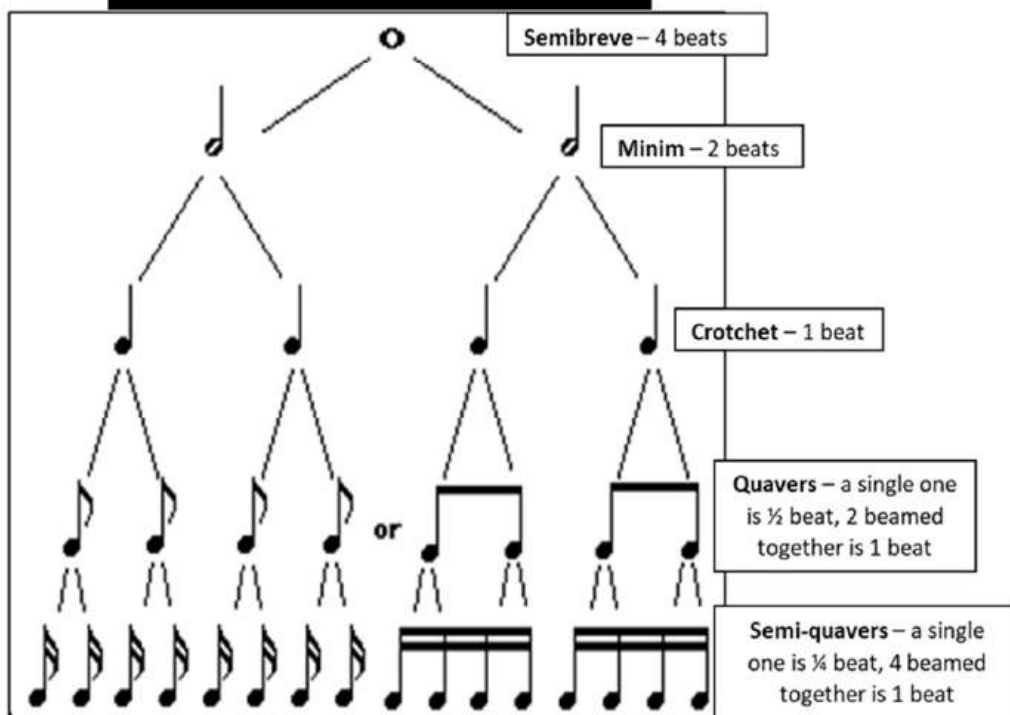
## The Elements of Music

<b>Tempo</b>	The speed of the music – fast/slow.
<b>Pitch</b>	How high or low the notes in the music sound.
<b>Texture</b>	How many different layers of sound can be heard in the music.
<b>Dynamics</b>	How loud or quiet the music is.
<b>Timbre</b>	The sound the different instruments make – e.g. shrill, mellow, brassy for a trumpet.
<b>Duration</b>	The length of the notes – e.g. long and held on, short and bouncy.

Tempo					
LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLEGRO	ALLEGRO/ VIVACE	PRESTO
v. slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick
<ul style="list-style-type: none"> <li>• <b>Accelerando</b>: gradually getting faster</li> <li>• <b>Ritardando/ritardando</b>: gradually getting slower</li> <li>• <b>A tempo</b>: return to the original speed</li> <li>• <b>Ritenuo</b>: in slower time</li> <li>• <b>Rubato</b>: rhythms are played in a more free/flexible way ('robbed time').</li> </ul>					

Dynamics					
<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v. quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo ( <i>cresc.</i> ) gradually getting louder			diminuendo ( <i>dim.</i> ) gradually getting quieter		



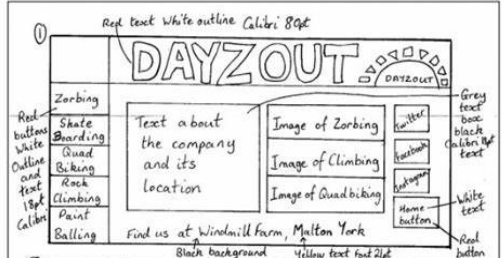
### Note names and durations



Terms and signs		
#	Sharp	Raises a note by a semitone.
b	Flat	Lowers a note by a semitone.
	Natural	Cancels a previous sharp or flat for a note.
	Staccato	Detached.
	Slur	Play smoothly.
	Tie	Hold the notes for the full value of the tied notes.
	Accent	Emphasize the note (play forcefully).
	Pause	Hold the note longer.
<i>sfz</i>	Sforzando	Sudden stress/ accent.


Devices	
<b>Repetition</b>	A musical idea is repeated exactly.
<b>Imitation</b>	An idea is copied in another part.
<b>Sequence</b>	Repetition of an idea in the same part at a higher/lower pitch.
<b>Ostinato</b>	A short, repeated pattern or phrase.
<b>Drone</b>	A long held or constantly repeated note(s).
<b>Arpeggio/ broken chord</b>	The notes of a chord played individually.
<b>Alberti bass</b>	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
<b>Anacrusis</b>	An 'up-beat' or pick-up before the first strong beat.
<b>Dotted rhythms</b>	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
<b>Syncopation</b>	Off beat accents.
<b>Conjunct</b>	Notes that move in steps.
<b>Disjunct</b>	Notes that move in leaps/ intervals.
<b>Regular phrasing</b>	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Pre-Production	Documents	Client brief	Purpose	Audience
Audience requirements	Client requirements	Success criteria	House style	Mind map
Mood board	Visualisations	Storyboards	Layout	Timing
Annotation	Script	Plan	Design	Hardware
Software	Legislation	Work plan	File types	Evaluate

Section 1			
<b>Mood board</b>	<p>A mood board is a collection of sample materials and products.</p> <p>Generate ideas by collecting a range of material. To show creativity.</p>	<p>Mood boards can be digital or physical.</p> <p>Images, colours, typography (text)</p> <p><b>Digital:</b> sound, video and animation</p> <p><b>Physical:</b> fabrics, materials, objects</p>	
<b>Mind Map</b>	<p>A way of organising thoughts and ideas.</p> <p>To develop and show links between different parts of the project.</p>	<p>Central node</p> <p>Sub nodes</p> <p>Connectors</p> <p>Text</p> <p>Images</p>	
<b>Visualisation</b>	<p>This is rough drawing or sketch of what the final product is intended to look like.</p> <p>Usually, hand drawn. To plan the layout in a visual manner.</p>	<p>Image (description, size, type)</p> <p>Text (style, size, colour)</p> <p>Background colour</p> <p>Dimensions</p> <p>Annotations</p>	

DAA CYCLE 2 Knowledge Organiser		SUBJECT	ICT & COMPUTING	TOPIC(S)	PRE-PRODUCTION	YEAR GROUP	10
Pre-Production	Documents	Client brief	Purpose	Audience			
Audience requirements	Client requirements	Success criteria	House style	Mind map			
Mood board	Visualisations	Storyboards	Layout	Timing			
Annotation	Script	Plan	Design	Hardware			
Software	Legislation	Work plan	File types	Evaluate			

Section 2			
<b>Storyboard</b>	A storyboard is used to illustrate a sequence of moving images and has a flow of scenes that follow a timeline.	Storyboards may include: Number of scenes Camera Shots Camera Movement Timings Lighting Sounds SFX Locations <b>Camera Shots</b> <b>LS:</b> Long Shot <b>MS:</b> Medium Shot <b>CU:</b> Close Up <b>Camera movements</b> Zoom, pan, tilt, dolly, truck <b>Camera angles</b> High, low, wide	
<b>Scripts</b>	A script is a piece of written work that can be for a movie, audio, audio-visual or screenplay.  It provides the dialogue.	Dialogue Set or location Scene direction Camera shot Camera movement Character names	<p><b>EXT. IN THE FOREST</b></p> <p><b>SHREK</b> Face it, Donkey! We're lost.</p> <p><b>DONKEY</b> We can't be lost. We followed the King's instructions exactly. "Head to the darkest part of the woods..." "Past the sinister trees with scary-looking branches." The bush shaped like Shirley Bassey!</p>

Section 3	
<b>Brand</b>	A type of product manufactured by a particular company under a particular name.
<b>Brand Identity</b>	Is what other people think about you, your company, your product or service. Communicates values and core principles to the user or customer.
<b>Examples of Brands</b>	Nike, Adidas, Starbucks, IKEA.
<b>Purpose</b>	The reasons a product exists e.g. to entertain, promote, inform, educate, persuade, guide, warn.
<b>Logo</b>	To represent a business.
<b>Examples of logos</b>	
<b>Visual Identity</b>	What the brand looks like, a preview of your brand e.g. text, slogan, colour scheme, logo etc

Visual Identity  
Example

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



Section 4	
<b>Client Brief</b>	A written document given to the client to explain the client requirements and ideas for a new product/project.
<b>Content of a Client Brief</b>	Purpose Audience Audience requirements Client requirements Success criteria Initial ideas Planning and design

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 5

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 6

<b>Traditional Media</b>	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.	<b>Sectors:</b> <ul style="list-style-type: none"> <li>• TV (Television)</li> <li>• Radio</li> <li>• Film</li> <li>• Print publishing</li> </ul>
<b>New Media</b>	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.	<b>Sectors:</b> <ul style="list-style-type: none"> <li>• Interactive Media</li> <li>• Video games</li> <li>• Internet</li> <li>• Digital publishing</li> </ul>

### Section 7

<b>Audience Segmentation</b>	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.
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Key outcomes	Definition
<b>Budget</b>	An estimated spending path over a specific period of time with a specific amount of money
<b>Projected revenue</b>	A projected amount of money coming into a business over a period of time based on sales forecasts
<b>Projected expenditure</b>	A prediction as to how much a project will cost over a period of time
<b>Income</b>	The amount of money coming into an event based on ticket sales and also selling of a product or service.
<b>Variance</b>	The difference between predicted and actual. This can be positive or negative
<b>Costs</b>	Expense that a company will incur throughout the duration of a project
<b>Expenses</b>	Expense that a company will incur throughout the duration of a project
<b>Registration</b>	The action or process of registering or of being registered. This will be done through a central data base.

Key outcomes	Definition
<b>Tickets</b>	sale of the right to gain admission
<b>Communication</b>	the imparting or exchanging of information by speaking, writing, or using some other medium.
<b>Notices</b>	Integral pieces of information that are thread through to employees and customers throughout the duration of a project/event.
<b>Invoices</b>	Document that states the cost of a product or service that must be paid for by the recipient of said good or service
<b>SMART Objectives</b>	Specific, Measurable Achievable Realistic Time bound
<b>Report</b>	Structure of information, presentation, tone and style of language
<b>Plan</b>	Sequence activities Resources required Timing Monitoring Evaluation
<b>Planning tools</b>	Gantt chart Electronic diaries Project planners

## Physical Components M M B S F C – My Mum Bakes Sweet Fairy Cakes.

## Box No 1 : Physical components: Muscular Endurance

Definition	Sporting examples	Links to learning aim B + C
The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.	<ul style="list-style-type: none"> <li>● Marathon runner</li> <li>● Rower</li> <li>● Boxer</li> <li>● Cyclist</li> </ul>	<p><b>Methods of training:</b> Strength, muscular endurance and power training – Circuit, Free weight and plyometric.</p> <p><b>Fitness Testing:</b> One-minute sit up and one-minute press up test.</p>

## Box No 2 : Physical components: Muscular Strength

Definition	Sporting examples	Links to learning aim B + C
The maximum force (in KG or N) that can be generated by a muscle of muscle group.	<ul style="list-style-type: none"> <li>● Weight Lifter</li> <li>● Boxer</li> <li>● Rugby player</li> <li>● Gymnast</li> </ul>	<p><b>Methods of training:</b> Strength, muscular endurance and power training – Circuit, Free weight and plyometric.</p> <p><b>Fitness Testing:</b> Hand grip dynamometer tests usually measured In KGW.</p>

## Box No 3 : Physical components: Body Composition

Definition	Sporting examples	Links to learning aim B + C
The relative ratio of fat mass to Fat free mass (Vital organs, muscle, bone) In the body.	<ul style="list-style-type: none"> <li>● Sumo Wrestler – needs large physique</li> <li>● Darts player – Body comp doesn't matter</li> <li>● Ballet Dancer – Slim physique</li> <li>● Rugby player – Muscly Physique</li> </ul>	<p><b>Methods of training:</b> Any method of training relevant to maintaining correct body composition for the selected sport to ensure best performance.</p> <p><b>Fitness Testing:</b> BMI Test – Sum of skinfold test – BIA test.</p>

## Box No 4 : Physical components: Speed

Definition	Sporting examples	Links to learning aim B + C
<p>Speed = Distance divided by time taken.</p> <p>Three Types of Speed:</p>	<ul style="list-style-type: none"> <li>• Speed skater</li> <li>• Sprinter</li> <li>• Gymnast – Running up to a vault.</li> <li>• Long Jump – Take off phase</li> <li>• Hockey player – speed endurance used throughout the game – elements of speed.</li> </ul>	<p><b>Methods of training:</b> Speed training: Hollow Sprints – Acceleration Sprints – Interval training</p> <p><b>Fitness Testing:</b> 35m Sprint test Measured in S.</p>

## Box No 5 : Physical components: Flexibility

Definition	Sporting examples	Links to learning aim B + C
<p>Having an adequate range of movement in all joints of the body; the ability to move joints fluidly through its complete range of movement.</p>	<ul style="list-style-type: none"> <li>• Gymnast in a split jump.</li> <li>• High jumper – back flexibility</li> <li>• Diving</li> <li>• Figure skating</li> </ul>	<p><b>Methods of training:</b> Flexibility training: Static (Active (Alone) and Passive (Partner) – Ballistic (Fast jerky movements) and Proprioceptive Neuromuscular Facilitation (PNF).</p> <p><b>Fitness Testing:</b> Sit and reach test measured in Cm or Inches</p>

## Box No 6 : Physical components: Aerobic Endurance

Definition	Sporting examples	Links to learning aim B + C
<p>The ability of the cardiorespiratory system to work efficiently, supplying oxygen and nutrients to working muscles during sustained physical activity.</p> <p><b>Alternative names: Cardiorespiratory fitness – Cardiorespiratory endurance – Aerobic Fitness.</b></p> <p>The cardiorespiratory system consists of heart blood and blood vessels – Lungs and airways. It is responsible for the uptake of O<sub>2</sub>, transporting nutrients and oxygen and removal of waste products such as CO<sub>2</sub>.</p>	<ul style="list-style-type: none"> <li>• Marathon Runner</li> <li>• Netball player</li> <li>• Long distance swimmer</li> <li>• Cross country Skier</li> </ul>	<p><b>Methods of training:</b> Aerobic endurance training: Circuit – Interval – Fartlek and continuous.</p> <p><b>Fitness Testing:</b> Multi stage fitness test (MSFT) and Forestry step test.</p>



# Human Development – PIES

## Physical growth and development

*Growth patterns*  
*Puberty*  
*Aging & Menopause*  
*Mobility and movement*  
*Lifestyle and fitness*  
*muscle tone/strength*  
*Skin elasticity*



*Gross = large (arms, legs)*  
*Fine = small (hands & finger)*

## Emotional development

*Feelings*  
*Identity*  
*Confidence*  
*Self esteem and self image*  
*Adapting to trauma*  
*Bonding and attachment*  
*Independence*  
*Security*  
*Contentment*  
*Decisions and control*



## Intellectual development

*Thinking*  
*Memory*  
*Learning*  
*Language and communication*  
*Creativity*  
*Problem solving and logic*  
*Expression*



## Social development

*Relationships*  
*Friends*  
*Socialisation*  
*Interaction*  
*Communication*



# Stay safe,

# tell someone...

All the staff are here to help and support you

## 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](http://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](http://www.Kooth.com)

For support with your mental health and staying happy and healthy visit the Mental Health Foundation. [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

For non-emergency advice you can email [DAA\\_safeguarding@dixonsaa.com](mailto:DAA_safeguarding@dixonsaa.com). Give your full name and Year group.



## Safeguarding Team:

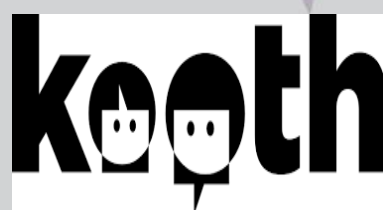
Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

## 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](http://www.nhs.uk/change4life/activities)



Happiness

Industry

Responsibility



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