



YEAR 10

Name: \_\_\_\_\_

Mentor group: \_\_\_\_\_

BLOCK 2

KNOWLEDGE  
ORGANISER  
BOOKLET

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# ENGLISH: POETRY ABOUT POWER

Poem	Year	Quotations	Context
<b>Tyranny and oppression</b>			
Ozymandias Percy Bysshe Shelley	1818	<p>"vast and trunkless"</p> <p>"half sunk, a shattered visage lies"</p> <p>"wrinkled lip and sneer of cold command"</p> <p>"stamped on these lifeless things"</p> <p>"looking as if she were alive"</p> <p>"none puts by / The curtain I have drawn for you, but I"</p> <p>"daylight / cherries / white mule"</p> <p>"too soon made glad / too easily impressed"</p>	<p>1. Shelley was a Romantic poet. These were poets who believed in the purity of childhood, the beauty of nature, the horror of industrialisation and the injustice of traditional power structures</p> <p>2. Based on the statue of Rameses II, an Ancient Egyptian ruler, stolen by Britain to display</p> <p>1. Browning was writing in the Victorian era</p> <p>2. Based on Duke Alonso of Ferrara and set in Ferrara, Italy 1564</p> <p>3. The poem is a dramatic monologue, telling the Duke's side of the story</p> <p>4. The artists Fra Pandolf and Claus of Innsbruck did not exist; they are invented by Browning to mock the reader and the Duke</p>
My Last Duchess Robert Browning	1842	<p>"charter'd street" "charter'd Thames"</p> <p>"marks of weakness / woe"</p> <p>"in every cry"</p> <p>"mind-forg'd manacles"</p>	<p>1. Blake was a Romantic poet. He believed in the purity of childhood, the beauty of nature, the horror of industrialisation and the injustice of traditional power structures</p> <p>2. The "curse" might be a venereal disease, transmitted to the "infant"</p> <p>3. Blake criticises the authorities and the way they remove individual freedom, as well as being disgusted by the filth and inequality of London</p>
London William Blake	1794	<p>"time rolls its tanks"</p> <p>"frontiers rise between us"</p> <p>"comb" / "love"</p> <p>"they circle me"</p> <p>"fire-woman"</p> <p>"a healing star"</p> <p>"a yellow sunrise"</p> <p>"I carving out me identity"</p>	<p>1. About an anonymous emigrant</p> <p>2. We see the fear of tyranny and dictatorship</p> <p>3. Like Blake, Rumens criticises the corruption of authorities</p> <p>4. Sense of identity and belonging</p>
The Emigrée Carol Rumens	1993	<p>"dem tell me"</p> <p>"blind me to me own identity"</p> <p>"bandage up me eye with me own history"</p> <p>"beacon"</p>	<p>1. Criticism of Eurocentrism in teaching</p> <p>2. Post-colonialist poem, giving voice to previously oppressed cultures</p> <p>3. Agard criticises cultural repression - the restraint of his culture</p> <p>4. Agard was born in Guyana in the Caribbean and uses spelling to match his dialect</p>
Checking Out Me History John Agard	2007		
<b>Nature's power vs human transience</b>			
Extract from 'The Prelude' William Wordsworth	1798	<p>"(led by her)"</p> <p>"I unloosed her chain"</p> <p>"unswerving line"</p> <p>"I fixed my view"</p> <p>"we are prepared"</p> <p>"it blows full / Blast"</p> <p>"leaves and branches can raise a chorus in a gale"</p>	<p>1. Wordsworth, a Romantic poet, believed in the sublime beauty and power of nature; nature can cause deep spiritual awakening</p> <p>2. The sublime, which interested Wordsworth greatly, is pleasure caused by an overwhelming, amazing disruption of harmony, revealing humans' insignificance</p>
Storm on the Island Seamus Heaney	1966	<p>"exploding comfortably"</p> <p>"spits like a tame cat / Turned savage"</p> <p>"we are bombarded by the empty air"</p> <p>"it is a huge nothing that we fear"</p> <p>"a sigh, a shift"</p>	<p>1. Heaney sees nature as bleak and oppressive, unlike Romantic poets</p> <p>2. The poem is an extended metaphor for the Troubles in Ireland: conflict between Unionists and the Nationalists</p> <p>3. He demonstrates the helplessness of humans against the force of nature</p>
Tissue Imtiaz Dharker	2006	<p>"lets the light shine through"</p> <p>"thinned by age or touching"</p> <p>"stroked and turned transparent"</p> <p>"I might feel their drift"</p>	<p>1. Dharker was born in Pakistan but grew up in Scotland</p> <p>2. Much of her poetry deals with cultural identity</p> <p>3. Dharker aims to tell the reader to be inspired by the flexibility of tissue</p> <p>4. We see that humans' attempts to place boundaries on nature are futile</p>

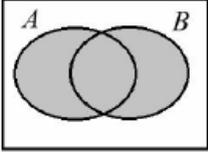
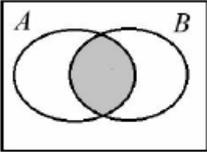
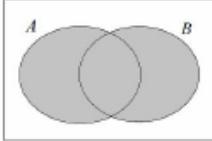
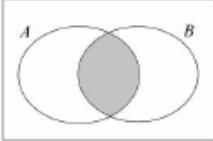
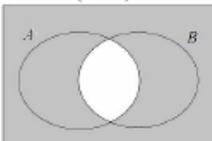
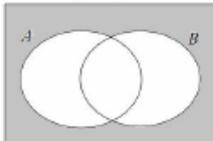
# ENGLISH: POETRY ABOUT CONFLICT

Poem	Year	Quotations	Context
The Charge of the Light Brigade Alfred Lord Tennyson	1854	"half a league"	1. A poem about Crimean War
		"jaws of death" "mouth of hell"	2. Set in the Battle of Balaclava
		"noble six hundred"	3. There was a miscommunication, which led soldiers to their deaths
		"some one had blundered"	4. Tennyson was poet Laureate and so shows patriotism and jingoism
Exposure Wilfred Owen	1917	"But nothing happens"	1. Owen personally experienced the horrors of the First World War
		"sudden successive flights of bullets streak the silence"	2. Owen suffered from shell shock (PTSD) and was sent to a war hospital where he wrote many of his poems
		"our brains ache in the merciless iced east winds that knive us"	3. Owen returned to war for the final stages and was killed a week before its end
		"all their eyes are ice"	4. "Our brains ache" echoes Keats, who wrote about nature "my heart aches". He shows that war has caused nature to become destructive
Bayonet Charge Ted Hughes	1957	"raw-seamed hot khaki"	1. The First World War saw the mechanisation of war: tanks, machine guns and gas
		"bullets smacking the belly out of the air"	2. Hughes' poems usually explore nature but this one takes inspiration from the stories of his father, who fought in the First World War. Like Owen, Hughes transgresses patriotism
		"cold clockwork of the stars"	3. Describes the experience of an anonymous soldier 'going over-the-top'
		"the patriotic tear that had brimmed"	4. Hares are often symbolic of spring time, rebirth and fertility
War Photographer Carol Ann Duffy	1985	"spools of suffering"	1. Inspired by Duffy's friendship with a war photographer
		"ordered rows"	2. Lists Belfast, Beirut, Phnom Penh – sites of modern conflict
		"blood stained into foreign dust"	3. "All flesh is grass" is a quote from the Old Testament and means that life is ephemeral, transitory or temporary
		"nightmare heat"	
		"one-way journey"	1. Kamikaze were Japanese suicide bombers, targeting the USA in World War II
		"powerful incantations"	2. The samurai code valued death over the dishonour of surrender or failure
Kamikaze Beatrice Garland	2007	"like bunting on a...translucent sea"	3. There was a strong sense of duty towards family, reputation and nation
		"like a huge flag... figure of eight"	4. Kamikaze was seen as poetic and heroic like short-lived cherry blossoms
		"probably armed, possibly not"	1. Poem based on Armitage's 2007 film <i>The Not Dead</i>
		"rips through his life"	2. Based on an interview with Guardsman Tromans, who suffers from PTSD
Remains Simon Armitage	2008	"tosses his guts"	3. The "desert sand" is from the Iraq War – Tromans fought in Basra
		"his blood-shadow stays on the street"	4. First-person narrative mirrors the interview style; Tromans was given little support by the army and so it is as though he is confessing his pain directly to the reader
		"spasms of paper red, disrupting a blockade / of yellow bias binding"	1. Commissioned by Carol Ann Duffy, who wrote War Photographer, who asked poets to write poems commemorating war
		"steeled the softening of my face"	2. Refers to "Armistice Sunday", which commemorates WWI
Poppies Jessie Weir	2009	"flattened, rolled, turned into felt"	3. Weir is a textile designer – reference to "felt", "tucks, darts and pleats" and "an ornamental stitch" are because of her experience with fabrics
		"the dove pulled freely against the sky, an ornamental stitch"	

# MATHS

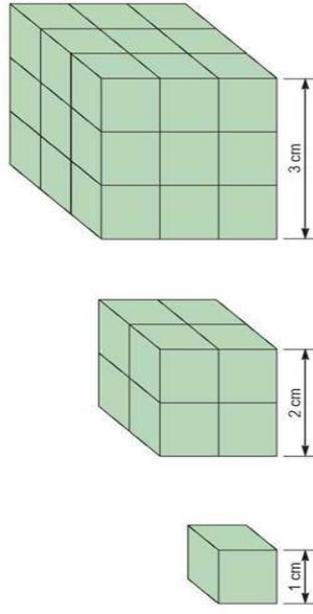
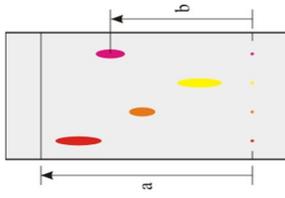
Topic/Skill	Definition/Tips	Example
Direct Proportion	<p>If two quantities are in direct proportion, <b>as one increases, the other increases</b> by the <b>same percentage</b>.</p> <p>If <math>y</math> is directly proportional to <math>x</math>, this can be written as <math>y \propto x</math></p> <p>An equation of the form <math>y = kx</math> represents direct proportion, where <math>k</math> is the <b>constant of proportionality</b>.</p>	
Inverse Proportion	<p>If two quantities are inversely proportional, <b>as one increases, the other decreases</b> by the <b>same percentage</b>.</p> <p>If <math>y</math> is inversely proportional to <math>x</math>, this can be written as <math>y \propto \frac{1}{x}</math></p> <p>An equation of the form <math>y = \frac{k}{x}</math> represents inverse proportion.</p>	
Density, Mass, Volume	<p><b>Density = Mass <math>\div</math> Volume</b>  <b>Mass = Density <math>\times</math> Volume</b>  <b>Volume = Mass <math>\div</math> Density</b></p>	<p>Density = <math>8\text{kg/m}^3</math>            Mass = <math>2000\text{g}</math></p> <p>Find the Volume.</p> $V = M \div D = 2 \div 8 = 0.25\text{m}^3$
Pressure, Force, Area	<p><b>Pressure = Force <math>\div</math> Area</b>  <b>Force = Pressure <math>\times</math> Area</b>  <b>Area = Force <math>\div</math> Pressure</b></p>	<p>Pressure = <math>10\text{ Pascals}</math>            Area = <math>6\text{cm}^2</math></p> <p>Find the Force</p> $F = P \times A = 10 \times 6 = 60\text{ N}$
Tree Diagrams	<p>Tree diagrams show <b>all the possible outcomes</b> of an event and calculate their probabilities.</p> <p><b>All branches must add up to 1 when adding downwards.</b></p> <p>This is because the <b>probability of something not happening</b> is <b>1 minus the probability that it does happen</b>.</p> <p><b>Multiply going across</b> a tree diagram.  <b>Add going down</b> a tree diagram.</p>	

# MATHS- CONTINUED

<p>Probability Notation</p>	<p><math>P(A)</math> refers to the <b>probability that event A will occur.</b></p> <p><math>P(A')</math> refers to the <b>probability that event A will <u>not</u> occur.</b></p> <p><math>P(A \cup B)</math> refers to the <b>probability that event A <u>or</u> B <u>or</u> both will occur.</b></p> <p><math>P(A \cap B)</math> refers to the <b>probability that <u>both</u> events A and B will occur.</b></p>	<p><math>P(\text{Red Queen})</math> refers to the probability of picking a Red Queen from a pack of cards.</p> <p><math>P(\text{Blue}')</math> refers to the probability that you do not pick Blue.</p> <p><math>P(\text{Blonde} \cup \text{Right Handed})</math> refers to the probability that you pick someone who is Blonde or Right Handed or both.</p> <p><math>P(\text{Blonde} \cap \text{Right Handed})</math> refers to the probability that you pick someone who is both Blonde and Right Handed.</p>
<p>Venn Diagrams</p>	<p>A Venn Diagram shows the <b>relationship between a group of different things</b> and how they overlap.</p> <p>You may be asked to shade Venn Diagrams as shown below and to the right.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><math>A \cup B</math></p>  <p>The Union 'A or B or Both'</p> </div> <div style="text-align: center;"> <p><math>A \cap B</math></p>  <p>The Intersection 'A and B'</p> </div> </div>	<div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;"> <p><math>A \cup B</math></p>  </div> <div style="text-align: center;"> <p><math>A \cap B</math></p>  </div> <div style="text-align: center;"> <p><math>(A \cap B)'</math></p>  </div> <div style="text-align: center;"> <p><math>(A \cup B)'</math></p>  </div> </div>
<p>Error Interval</p>	<p>A <b>range of values</b> that a number could have taken before being rounded or truncated.</p> <p>An error interval is written using inequalities, with a <b>lower bound</b> and an <b>upper bound.</b></p> <p>Note that the lower bound inequality can be 'equal to', but the upper bound cannot be 'equal to'.</p>	<p>0.6 has been rounded to 1 decimal place.</p> <p>The error interval is:</p> <p style="text-align: center;"><math>0.55 \leq x &lt; 0.65</math></p> <p>The lower bound is 0.55</p>

The  $R_f$  value for each dye is then worked out using the formula:

$$R_f = \frac{\text{distance travelled by component}}{\text{distance travelled by solvent}}$$



1 cm <sup>3</sup>	6 cm <sup>2</sup>	24 cm <sup>2</sup>	54 cm <sup>2</sup>	Surface area (length × width × number of sides)
1 cm <sup>3</sup>	8 cm <sup>3</sup>	27 cm <sup>3</sup>	27 cm <sup>3</sup>	Volume (length × width × height)
6:1	3:1	2:1	2:1	Surface area-to-volume ratio

## Empirical Formulae

Use the table method to find out the empirical formulae

A compound has 2.4g of carbon, 0.4g of hydrogen and 3.2g of oxygen.

$$A_r; C = 12, H = 1, O = 16$$

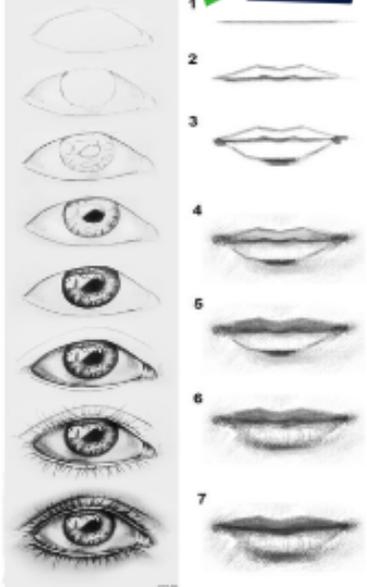
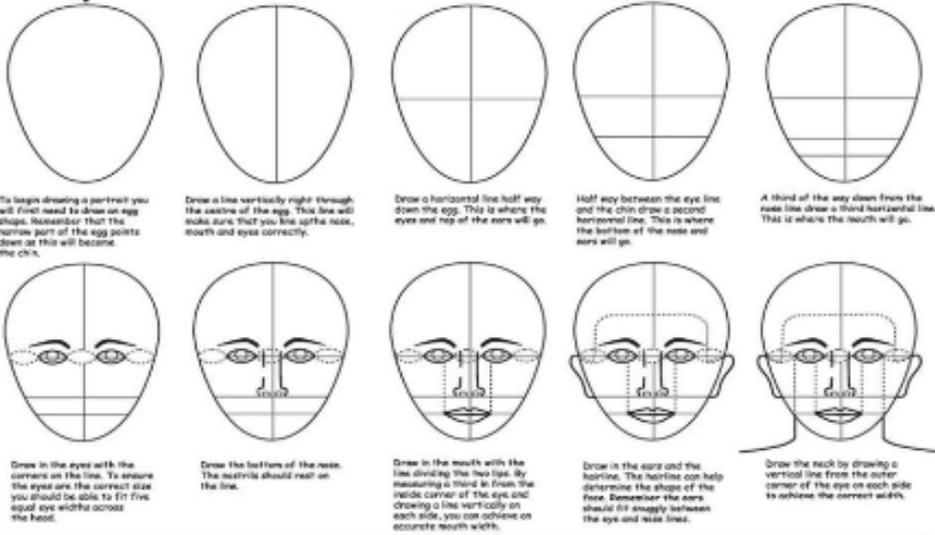
	C	H	O
Mass in g	2.4	0.4	3.2
Relative atomic mass (A <sub>r</sub> )	12	1	16
Mass / A <sub>r</sub>	2.4 ÷ 12 = 0.2	0.4 ÷ 1 = 0.4	3.2 ÷ 16 = 0.2
Simplest ratio	0.2 ÷ 0.2 = 1	0.4 ÷ 0.2 = 2	0.2 ÷ 0.2 = 1
Empirical Formula	<b>CH<sub>2</sub>O</b>		

Type of elements involved	Ionic	Simple Covalent	Giant Covalent	Metallic
What happens	Metal and non-metal	Non-metals	Non-metals but mainly carbon	Metals
What the bond is	Electrons are transferred from metal to non-metal	Electrons are shared	Electrons are shared	Outer shell electrons are delocalised. Metal ions are then in a 'sea' of electrons.
Examples	Electrostatic attraction between oppositely charged ions	Shared pair of electrons	Shared pair of electrons	Force of attraction between metal ions and free electrons
Properties related to bonding.	You must be able to draw dot and cross diagrams for any Group 1 or 2 metal bonding with any Group 6 or 7 non-metal up to Ca. E.g. magnesium fluoride	You must be able to draw dot and cross diagrams for the following molecules: Hydrogen, oxygen, hydrogen chloride, water, methane, carbon dioxide	Diamond, graphite, buckminsterfullerene and graphene. You would not have to draw dot and cross diagrams for these.	Any metal, for example copper.
	High mp/bpt - strong forces between ions. Conduct electricity when molten or in solution but not solid - ions free to move in liquid and solution but not solid.	Low mp/bpt - weak forces between molecules. Poor conductors of electricity - molecules are not charged.	Diamond - hard, high mp. Lots of strong covalent bonds. All electrons involved in bonding. Used for cutting tools. Graphite - soft, high mp. Only 3 electrons involved in bonding. Weak forces between layers. Used as a lubricant because layers slide over each other. Used to make electrodes as there is one free electron to carry the current. Buckminsterfullerene - formula C <sub>60</sub> . Molecules are very strong due to covalent bonds between C atoms. Low mp due to weak forces between molecules. These weak forces make it soft and slippery. Graphene - no fixed formula. 1 atom thick. Very strong because of covalent bonds. 1 electron not involved in bonding so good electrical conductor.	They form a giant lattice.
	They form giant ionic lattices.	They may get you to apply it to something similar e.g. fluorine.		free electrons from outer shells of metal atoms
				They form a giant lattice.
				Malleable - can be beaten into shape because the metal ions can slide past each other. Conduct electricity - free electrons can carry the current.

## Art Knowledge Organiser

Year 10: Drawing Project - Portraits

### Proportions of the Face



### Grades of Pencils

Pencils come in different grades. The softer the pencil the darker the tone.

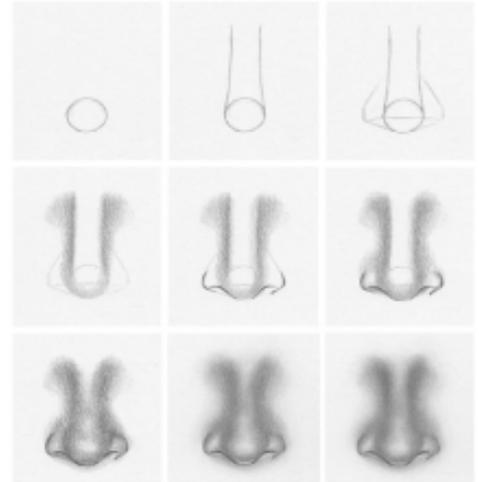
H = hard, B = black (soft)

In Art the most useful pencils are B, 2B and 4B.

If your pencil has no grade it is likely to be an HB (hard black in the middle of the scale)

### Making something look 3D

- To prevent objects looking flat, a range of tonal shading is essential to make objects look 3D
- Pressing harder and lighter with a pencil creates the different tones
- As a surface goes away from you the tones usually darken
- Shading straight across a surface will make an item appear flat
- Use the direction of your pencil to help enhance the 3D surface
- Including shadows will also help make objects appear 3D and separate objects from each other



Graphite scale - B (black, soft), H (hard)



## PORTRAIT

A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist

### Recording from Observation

**Primary source observational drawing:**  
drawing something real in front of you.

**Secondary source observational drawing:**  
drawing something from a picture.

### KEY WORDS

<b>Viewfinder</b>	A window to select a focus area for a drawing
<b>Composition</b>	The position and layout of shapes on the paper
<b>Line</b>	Defines shape, the outer edges of something
<b>Tone</b>	How dark or light a shape is
<b>Shape</b>	The outline of the objects being drawn
<b>Form</b>	Appearing three-dimensional
<b>Pattern</b>	A repeated shape or line
<b>Texture</b>	The feel or appearance of a surface, how rough or smooth it is
<b>Structure</b>	The way in which parts are arranged and put together
<b>Proportion</b>	The size and shape of one object in comparison to another
<b>Cross-hatching</b>	Lines which are placed over each other at different angles to build up areas of tone
<b>Media/Medium</b>	A medium refers to the materials that are used to create a work of art. The plural of medium is media
<b>Mixed Media</b>	The term used to describe artworks made from a combination of different media or materials
<b>Technique</b>	The skill and way in which an artist uses tools and materials to achieve an expressive effect
<b>Aesthetics</b>	A term used in regard to the quality or sensation of pleasure, enjoyment, disturbance or meaning people can experience in viewing works of art



# DRAMA - continued

THEATRE TO CHANGE THE WORLD • HALF CURTAIN • STORYTELLING • AGIT PROP • PROVOKE DISCUSSION • THEATRE FOR THE COMMON MAN • RELEVANCE TO AUDIENCE • VARIETY • SOCIAL POLITICS • EPISODIC THEATRE = THEATRE IN EPISODES



BRIGHT WHITE LIGHT • INTERRUPTING ACTION • NOT... BUT • CONTRADICTION • OBJECTIVITY • PLACARDS • STRONG PHYSICALITY • "SHOW LEAR DONT BE LEAR" • MULTI-MEDIA • DISTANCING • ANCIENT GREEK THEATRE • SHAKESPEARE

# FOOD TECHNOLOGY

## Year 10 Food Technology Knowledge 2

### Key Words: Cooking methods

Boiling	Conduction to convection. Cooking food in water 100°C
Braising & stewing	Conduction to convection. Sealing meat in hot fat, then cooking slowly in a covered dish with liquid
Poaching	Conduction to convection. Cooking food in a shallow pan of water to just under boiling point
Simmering	Conduction to convection. Cooking food in a liquid just below boiling point, bubbles gently
Steaming	Conduction to convection. Cooking food in the steam rising from boiling water beneath
Sautéing	Conduction. Frying food gently in a little oil in order to soften the food & develop flavour
Roasting	Conduction to convection. Cooking food in oil in a hot oven
Baking	Conduction to convection. Cooking food in a hot oven
Grilling	Radiation. Cooking food on a metal rack/grid under a grill element by intense radiant heat
Frying	Conduction. Can use very little oil ( <a href="#">stir-frying</a> ). Dry frying cooking food in their natural oils without adding extra oil. Shallow frying food cooked in a little oil.
Microwaving	Radiation. Cooking by electromagnetic waves
Toasting	Radiation. Cooking starch based foods with dry heat from a grill element.
Induction	Conduction. Method where heat energy is transferred quickly to a pan through a ceramic cooking surface. Specific <a href="#">pans</a> must be used made from metals that contain iron e.g. magnetic stainless steel, cast iron.

### Key Words

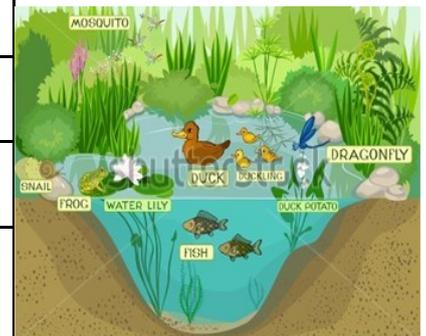
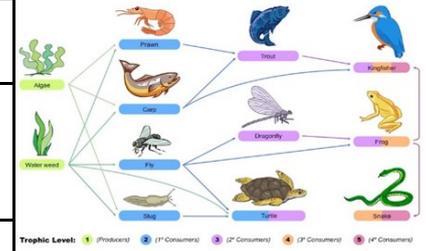
Eat well guide	A visual guide to show the correct proportions, which should be consumed daily, of each food group.
Nutrients	The chemicals found in foods, required for the body to function correctly.
Balanced diet	A diet consisting of the correct proportion of each of the food groups, as well as enough water.
Macronutrients	The nutrients required by the body in large amounts, these include protein, carbohydrates and fats.
Micronutrients	The nutrients required by the body in small amounts, these include vitamins and minerals.
Reference intake	The maximum amount of a nutrient that you should eat per day, recommended by the government.
Deficiency	When you do not consume enough of a nutrient.
Excess	When you consume too much of a nutrient.
Fibre	A substance (not a nutrient) required to help food travel through the digestive system, found in fruits, vegetables and grains.
Water	A substance (not a nutrient) required for healthy skin, brain function and to replace water lost through sweat and urine.
Fatigue	A lack of energy, feeling tired.
Obesity	A condition where a person is overweight and has an excess of body fat, which can lead to problems such as coronary heart disease and type 2 diabetes.
Coronary heart disease	A condition where the arteries become blocked with fat, reducing the flow of blood to the heart.
Blood clotting	When blood cells clump together to form a clot, usually to stop bleeding at a wound.

Nutrient	Sources (foods where it is found)	Function (role in the body)	Consequences (of excess or deficiency)
Carbohydrates	Wheat (bread, pasta, cakes), potatoes, rice.	Provide the most energy.	Deficiency: fatigue, underweight. Excess: overweight, obesity.
Fats	Meat, dairy products (milk, cheese, yogurt, cream, etc), nuts, oils.	Some energy, warmth and protection of vital organs.	Deficiency: fatigue, underweight. Excess: overweight, obesity, coronary heart disease.
Protein	Meat, fish, eggs, pulses (beans and lentils), dairy products, nuts.	Growth, repair, muscle building, minimal amount of energy.	Deficiency: fatigue, underweight, stunted growth, slow healing.
Vitamin A	Yellow and orange fruits and vegetables.	Bone growth, night vision, healthy skin.	Deficiency: dry skin, difficulty seeing in the dark, slow growth.
Vitamin B	Wheat, yeast, meat, fish, eggs, dairy products, pulses.	Releases energy from foods.	Deficiency: Loss of appetite, poor healing, slow growth, lack of muscle.
Vitamin C	Citrus fruits (lemons, oranges, etc.), blackcurrants, tomatoes, peppers, green vegetables.	Helps calcium and iron to be absorbed, protection against infection and allergies.	Deficiency: slow healing, poor skin, 'scurvy' (bleeding gums).
Vitamin D	Oily fish, eggs, made naturally in the skin from sunlight.	Helps calcium to be absorbed.	Deficiency: 'rickets' (bowed legs).
Vitamin E	Nuts, seeds and vegetable oil.	Healthy lungs and red blood cells.	(deficiency is nearly impossible)
Vitamin K	Leafy green vegetables, vegetable oil.	Blood clotting.	Deficiency: stops blood from clotting.
Iron	Liver, kidney, red meat, plain chocolate, dark green vegetables (watercress and kale), dried fruit.	Helps transport oxygen around the body in the blood, to replace blood if lost, energy for cells.	Deficiency: 'anaemia' (fatigue, pale gums, poor concentration).
Calcium	Dairy products.	Strong bones and teeth, blood clotting after injury.	Deficiency: 'osteoporosis' (weak bones, break easily), poor teeth in children.
Iodine	Seafood.	Makes thyroid hormones.	Deficiency: 'goitre' (swelling of the neck).
Potassium	Bananas, pulses.	Healthy heart.	Deficiency: can cause heart attacks.

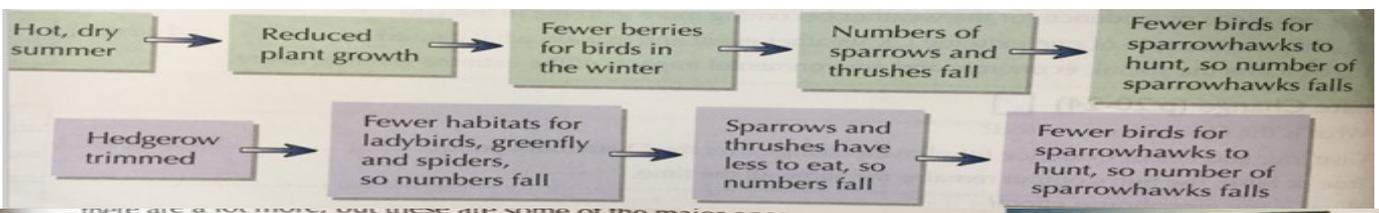
# GEOGRAPHY

An **ECOSYSTEM** is a natural system made up of plants, animals and the environment. There are many complex interrelationships (links) between the living (plants & animal) and non-living (atmosphere) components. Ecosystems can be as small as a hedgerow or pond. Larger ecosystems, on a global scale, are known as biomes, such as tropical rainforest or the desert.

<b>Producer</b>	Organisms that get their food from the natural environment (e.g. by photosyn-
<b>Consumer</b>	Organisms that feed on the producers or each other. They are made up of: <ul style="list-style-type: none"> <li>•herbivores (only eats plants), •carnivores (eat only animals) •omnivores (eats animals and plants)</li> </ul>
	Fungi and bacteria feed on dead and waste material. They break down dead material and recycle the nutrients back to the soil.
<b>Food Chain</b>	A food chain and web shows what eats what. A food chain is a single line of link-
<b>Food Web</b>	A food chain and web shows what eats what. A food web shows all the linkages
<b>Nutrient Cycle</b>	The movement of nutrients around an ecosystem. <i>e.g. when dead material is decomposed, nutrients are released into the soil. The nutrients are then taken up from the soil by plants. The nutrients are then passed to consumers when they eat the plants. When the consumers die, decomposers return the nutrients to the soil.</i>



A change in one part of an ecosystem has an impact on other parts of the ecosystem. Some parts of an ecosystem depend on the others (e.g. consumers depend on producers for a source of food) and some depend on them for a habitat. So if one part changes it affects all the other



— there are a lot more, but these are some of the major ones.

### Tundra

Found at high latitudes (above 60° N) in northern Europe, Alaska and northern Canada. Winters are very cold, summers are brief and there is little rainfall. There are hardly any trees — vegetation includes mosses, grasses and low shrubs. There's a layer of permanently frozen ground called permafrost (see p.47).

### Grassland

There are two types of grassland. Savannah grasslands are found between the tropics. There are distinct dry and wet seasons, although rainfall is still relatively low. Most of the vegetation is grasses with a few scattered trees. Temperate grasslands are found at higher latitudes where there is more variation in temperature and less rainfall. There are no trees here — just grasses.

### Temperate Deciduous Forest

Found mainly in the mid latitudes where there are four distinct seasons. Summers are warm, winters are relatively mild and there's rainfall all year round. Deciduous trees lose their leaves in winter to cope with the colder weather.

### Tropical Rainforest

Found around the equator, between the tropics, where it's hot and wet all year round. This is an area of lush forest, with dense canopies of vegetation forming distinct layers. There's more about tropical rainforests on the next page.

### Hot Desert

Found between 15° and 35° north and south of the equator where there's little rainfall (see p.39). It's very hot during the day and very cold at night. Shrubs and cacti are sparsely distributed in the sandy soil.

### Polar

Found around the north and south poles. They are very cold, icy and dry. Not much grows at all (see p.47). They remain dark for several months each year so the growing season is very short — about 2 months.

Timeline		Elizabeth Topic 1: Early threats and the Religious Settlement: Key Questions	
1	1533 Henry VIII annuls his marriage to Catherine of Aragon and marries Anne Boleyn	15	How did Elizabeth's upbringing shape her character?
2	1534 Anne gives birth to a girl, Elizabeth	16	What threats did Elizabeth face in 1558?
3	1547 Henry VIII dies. His son, Edward VI is crowned King		
4	1553 Edward dies, Elizabeth's step sister Mary, who was a strong catholic, becomes Queen		
5	1554 Mary I faces a Protestant rebellion. She locks Elizabeth in the Tower of London as Mary thinks Elizabeth is involved. Catholic nobles try to persuade Mary to execute Elizabeth.		
6	1558 Mary I dies and Elizabeth becomes Elizabeth I.		
7	1558 Mary, Queen of Scots declares herself the rightful Queen of England	17	What was the Elizabethan Religious settlement 1559?
8	1559 King Phillip II of Spain proposes marriage to Elizabeth, she refuses.	18	What was the reaction the Religious Settlement
9	1559 Act of Supremacy and Act of Uniformity. Two laws about religion that historians call the Elizabethan Religious Settlement		
10	1568 Mary Queen of Scots arrived in England	19	Why was the Puritan Challenge weak?
Elizabeth's Protestant Advisors			
11	Robert Dudley, The Earl of Leicester		
12	Sir Francis Walsingham		
13	William Cecil	20	Why was Mary Queen of Scots a threat 1558-68?
14	Sir Francis Drake		
1	Tough relationship with father: Elizabeth was two years old when Henry VIII executed her mother, Ann Boleyn.	15	How did Elizabeth's upbringing shape her character?
2	Well educated: Elizabeth was fluent in French, Italian and Latin. She read Ancient Greek and enjoyed music. She was taught how to speak in public, unusual for a woman at this time.		
3	Wary of men and marriage: During Edward VI reign, Thomas Seymour flirted with Elizabeth despite being three times her age. He cut up a dress Elizabeth was wearing and burst into her bedroom. Seymour wanted to marry Elizabeth and use her to make himself more powerful.		
4	Wary of extreme religious ideas: During Mary's reign, the Protestant leader of the Wyatt rebellion, was arrested and while being tortured claimed Elizabeth had supported the rebellion. Elizabeth was arrested and sent to the Tower of London. Mary executed almost 300 protestants for treason.		
1	Legitimacy of succession: The Pope did not recognise Henry VIII's marriage to Anne. This meant Catholics did not think Elizabeth was the legitimate heir.	16	What threats did Elizabeth face in 1558?
2	Gender: Women were regarded as weak, unstable and inferior to men. Elizabeth was expected to marry. When married all her possessions including herself would belong to her husband.		
3	Mary Queen of Scots: Declared herself the rightful queen. Was Elizabeth's cousin and next in line to the throne. Whilst Elizabeth was unmarried and had no heir Mary had a strong motive to overthrow Elizabeth. Mary was Catholic.		
4	Catholics in England: Approximately half of England was Catholic, especially in the North and South West. The most powerful noble in England, the Duke of Norfolk, was Catholic.		
5	Foreign threat: Spain and France were the most powerful countries in Europe and were Catholic. Phillip II of Spain proposed marriage to Elizabeth. Mary Queen of Scots was married to the heir to the French throne.		
6	Economy: England was £300, 000 in debt. The wool industry collapsed in 1550s, thousands of spinners and weavers lost their jobs. There was fear about growing numbers of vagabonds.		
•	Act of Uniformity: new English Protestant Prayer book. Church services and bible in English. Bread and wine still used in church services but the meaning was left open... Some ornaments, decoration and hymns were still allowed in churches. Priest wore quite fine vestments. They were allowed to marry. Everyone had to attend church on a Sunday and other holy days or face paying a 1 shilling fine. Elizabeth turned a blind eye if fines were not collected.	17	What was the reaction the Religious Settlement
•	Act of Supremacy: England was officially Protestant. Elizabeth was Supreme Governor of the Church. Bishops were given the job of running the Church. All clergy had to swear an oath of allegiance to Elizabeth accepting her title. If they refused they could be executed.		
•	Moderate Protestants: happy with all parts of the Settlement		
•	Puritans: happy about the use of English and that priests could marry. Unhappy about decoration, hymns and decorated priests vestments, communion and Elizabeth turning a blind eye to Catholics who did not attend church.	18	What was the reaction the Religious Settlement
•	Catholics: happy about Elizabeth turning a blind eye to them not attending church. Unhappy about everything else especially leadership of the church, England was officially Protestant and English used in church services and the bible.		
1.	Lack of support: Puritans were a minority group. Their strict rules e.g. no alcohol, theatre, sport etc. were not popular.		
2.	Division within the group, did not work as a team: e.g. Presbyterians wanted to get rid of all bishops. The Separatists wanted to get rid of the Church of England completely		
3.	No alternative to Elizabeth: if the Puritans overthrew Elizabeth the next in line to the throne was Mary, Queen of Scots. A catholic married to the King of France, a powerful catholic country.	19	Why was the Puritan Challenge weak?
4.	Government action discouraged challenges: Puritan John Stubbs made a pamphlet criticising Elizabeth for considering marrying a Catholic prince. He was punished by having a hand chopped off.		
1.	Next in line to the throne after Elizabeth: whilst Elizabeth remained unmarried with no heir Mary had a lot to gain by Elizabeth being overthrown.		
2.	Catholic: so had support of many English Catholics and France through marriage.		
3.	Lord Darnley: 1567 she murdered her husband, Lord Darnley and fled to England. Darnley was Elizabeth's cousin, so Mary had proven she could kill a member of the royal family to achieve her aims.	20	Why was Mary Queen of Scots a threat 1558-68?

### Catholic Plots and War with Spain

### Timeline

1	1559	Elizabeth turns down a proposal of marriage from King Phillip II of Spain	18	Causes of the Revolt of the Northern Earls 1569	<ol style="list-style-type: none"> <li>1. Religion: Earls of Westmorland and Northumberland were Catholic. The revolted to overthrow Elizabeth, put Mary Queen of Scots on the throne and restore Catholicism.</li> <li>2. Power: Elizabeth created the Council of the North. Protestant nobles loyal; to her now governed the North, which meant the earls lost power.</li> <li>3. Personal: Westmorland's wife encouraged him to revolt. Northumberland had copper mines taken from him by Elizabeth which meant he lost money.</li> <li>4. Consequences: the Earls had an army of 5000 men. Elizabeth sent an army of 10,000 to stop the revolt. The earls expected support from Spain, Lancashire and Cheshire which did not arrive. The earls were executed along with 750 of their supporters.</li> </ol>
2	1559	Mary Queen of Scots marries King Francis II of France (however he dies in 1560 and she returns to Scotland)			
3	1567	Mary Queen of Scots blows up her husband Lord Darnley (in revenge for him murdering her secretary David Rizzio)	19	Explain the Threat of Ridolfi Plot	<ol style="list-style-type: none"> <li>1. Plan: the Pope excommunicated Elizabeth I 1570, which encouraged Catholics to overthrow Elizabeth. Mary Queen of Scots wanted Spain to send an army to help him overthrow Elizabeth and marry Mary.</li> <li>2. Failure: The Duke of Alba discouraged the King of Spain from taking part. The Duke of Norfolk's servants told on him.</li> <li>3. Consequences: Duke of Norfolk was executed for treason.</li> </ol>
4	1568	Mary Queen of Scots escapes from prison in Scotland, flees to England, where she is imprisoned by Elizabeth.	20	Explain the threat of Throckmorton Plot 1583	<ol style="list-style-type: none"> <li>1. Plan: Duke of Guise to invade with a French army. Partly paid for by Spain. Inasio would be supported by English Catholics in the North. Mary Queen of Scots would be freed, Elizabeth overthrown and Catholicism restored.</li> <li>2. Failure: Francis Walsingham, Elizabeth's spymaster, was watching Throckmorton and when he was arrested his house was searched and letters about the plot discovered.</li> <li>3. Consequences: Throckmorton executed for treason. Two Catholic nobles from Throckmorton's list were arrested. Elizabeth was still reluctant to execute Mary. So parliament passed the Bond of Association in 1584. This law said that if anyone plotted against Elizabeth, they had to be executed.</li> </ol>
5	1569	Revolt of the Northern Earls	21	Explain Threat of Babington Plot 1586	<ol style="list-style-type: none"> <li>1. Plan: The plan was for the Duke of Guise to invade with 60,000 men, overthrow Elizabeth and put Mary on the throne. Both King Phillip II of Spain and the Pope supported the plan</li> <li>2. Failure: Babington wrote a letter to Mary explaining the plan. In the letter he mentioned the need to 'dispatch the usurper' ('kill Elizabeth'). Francis Walsingham had placed spies in the castle who encouraged Mary that it was safe to reply to the letter using a cipher hidden in beer barrels. When Mary wrote a letter agreeing to the plan she had fallen into Walsingham's trap and committed treason.</li> <li>3. Consequences: Babington was arrested and executed for treason. Mary was put on trial for plotting against Elizabeth and was found guilty. It was recommended that Elizabeth have Mary executed.</li> </ol>
6	1570	Pope Pius V excommunicates Elizabeth from the Catholic church, declaring that Catholics should try to overthrow her.	22	Explain why England went to war with Spain in 1585	<ol style="list-style-type: none"> <li>1. Long term; Religious differences and marriage proposal: Elizabethan religious settlement made England protestant, King Phillip II Spain vowed to restore Catholicism. 1559 Elizabeth turned down Phillip's marriage proposal.</li> <li>2. Short term; Drake's Piracy: In 1572, he stole silver worth £20,000 (about 30 million at today's prices). An even bigger haul came in 1579 when Drake stole £140,000 (£210 million today) from a Spanish cargo ship – the Cacafuego.</li> <li>3. Trigger; Events in the Netherlands: In 1584, Protestant leader of the rebellion against Spain in the Netherlands, William of Orange was assassinated. In 1585, Elizabeth signed the Treaty of Nonsuch and sent an army of 7000 to help the Dutch. The army was under the command of the Earl of Leicester, Robert Dudley. This direct military involvement by England enraged Spain. It seemed like the English were laying claim to the Netherlands. Philip immediately began plans for an invasion of England.</li> </ol>
7	1571	The Ridolfi Plot.			
8	1579-	Sir Francis Drake had £140,000 of cargo from the Spanish ship Cacafuego (£210 million at today's prices!)			
9	1583	Throckmorton Plot			
10	1584	William of Orange assassinated			
11	1584	Treaty of Nonsuch.			
12	1585	England at War with Spain			
13	1586	Babington Plot			
14	1587	Mary Queen of Scots executed			
15	1588-	The Spanish Armada.			
16		<ol style="list-style-type: none"> <li>1. Explain why Mary Queen of Scots was executed in 1587</li> <li>2. Elizabeth's advisors and parliament: most of Parliament and all of Elizabeth's advisors were Protestant. In 1584 Parliament passed the Bond of Association; anyone involved in plotting against Elizabeth would be executed.</li> <li>3. Mary's own actions: declared herself the rightful queen in 1558. Murdered her husband Lord Darnley (Elizabeth's cousin). Broke the Bond of Association during the Babington Plot in 1586 when she signed a letter agreeing to 'dispatch the usurper'.</li> <li>4. Foreign threats: Pope excommunicated Elizabeth in 1570, Protestant leader of the Netherlands William of Orange assassinated in 1584.</li> </ol>			
17		<ul style="list-style-type: none"> <li>• Raid on Cadiz: in 1587 Drake raided the Spanish port of Cadiz and delayed the Armada by a year. England celebrated Drake 'singing the King of Spain's beard'.</li> <li>• Fire ships: The Armada was supposed to transport the Duke and Parma and 30,000 soldiers to invade England from the Netherlands. The Duke was delayed. English sent fire ships into the Armada. Armada cut their anchors to escape.</li> <li>• Battle of Gravelines: There were more English ships and they were faster and agile. The English cannon could repeatedly fire. The Spanish ships were big and slow and cannon could only fire once. Spanish lost the battle and sailed north</li> <li>• Bad Weather: with no anchors the Spanish ships were driven off course and shipwrecked by bad weather.</li> </ul>			



# MFL: GERMAN

<b>Willst du helfen ?</b>	faszinierend – fascinating füttern – to feed die Grundschule – primary school herkommen – to come from der Kindergarten – nursery der Kinderheim – children's home das Krokodil – crocodile mehrere – several die Natur – nature der Ort – place die Schildkröte – tortoise die Schlange – snake spannend – exciting spazieren gehen – to go for a walk süß – sweet täglich – daily der Tierpark – animal park, zoo das Tierheim – animal shelter die Umwelt – environment der Unterricht – lessons, teaching unterrichten – to teach verbringen – to spend (time) verschieden – different die Weltkarte – world map zurzeit – at present <b>Willkommen im Abenteuer</b> die Abholzung – deforestation anspruchsvoll – demanding sich anhören – to sound aufwachsen – to grow up befriedigend – satisfying betreuen – to look after, to supervise das Boot – boat dicht – dense	echt – real, genuine ehrenamtlich – voluntary erreichen – to reach das Feld – field die Fläche – area füttern – to feed das Gebiet – area, region gechipt – microchipped die Freiwilligenarbeit – voluntary work gefährdet – endangered die Gesundheit – health der Lebensraum – habitat, living space lieb – kind, lovely der Regenwald – rainforest richtig – real, proper, correct Rotes Kreuz – Red Cross die Seilbrücke – rope bridge die Sicherheit – safety, security spenden – to donate der Teil – part der Tierfreund – animal lover überprüfen – to check, monitor die Umgebung – environment die Waise – orphan wegen – because of zurückkehren – to return <b>Ich will im Form sein</b> der Alkohol – alcohol die Chips – crisps die Droge – drug elektronisch – electrical in Form sein – to be fit/in shape das Gemüse – vegetables gesund – healthy	die Gesundheit – health krank - ill der Kuchen – cake das Medikament – medicine nehmen – to take das Obst – fruit rauchen – to smoke sagen – to say schmecken – to taste süchtig – addicted Die Zigarette - cigarette <b>Damals war ich fit</b> aufgeben – to give up aufhören – to stop außerdem – besides, furthermore daher – that is why deswegen – therefore die Diät – diet die Faulheit – laziness fettleibig – obese heutzutage – nowadays die Kalorie – calorie konsumieren – to consume das Krankenhaus - hospital der Krebs – cancer die Leber – liver die Mannschaft – team schädlich – damaging, harmful sparen – to save sterben – to die der Stubenhocker – couch potato die Stubenhockerin- couch potato der Tabak – tobacco der Tropfen - drop	verbessern – to improve weder...noch = neither nor zunehmen – to put on weight <b>Lebst du gesund ?</b> abhängig sein von – to be dependent on anstatt – instead of ausreichend – sufficient die Bewegung – movement bewusstlos – un-conscious CONSCIOUS die Drogenberatungsstelle- advice centre for drug addicts sich erbrechen – to be sick die Ernährung – food, nourishment das Gehirn - brain der Magen - stomach magersüchtig - anorexic riechen – to smell schaden – to damage ....schmerzen haben – to have .....ache der Sprizentausch – needle exchange die Sucht - addiction die Überdosis - overdose der Verkehrsunfall – traffic accident die Verletzung - injury verschwenden – to waste Der Vegetarier - vegetarian
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## Charity and voluntary work.

### Key vocab

- Una tienda con fines benéficos - charity shop
- Una residencia de ancianos - An old people's home
- Un hogar de menores - a home for young people
- Un banco de alimentos - a food bank
- Un comedor social - a soup kitchen
- Un grupo ecologista - an environmental group
- Estar en paro - To be unemployed
- Apadrinar - to sponsor
- Pobre / pobreza - poor /poverty
- Ayudar - to help
- Apoyar - to support
- Decepcionar - to disappoint
- Ser voluntario - to be a volunteer
- Recaudar fondos - to raise funds
- Contribuir -to contribute
- Trabajar - to work
- Atender a clientes - attend to clients
- Ayudar a los demás - help others
- "sin techo" - homeless people
- Tercer Mundo - third world
- Proteger la naturaleza - to protect nature.
- Sordo - deaf
- Ciego - blind
- Obras benéficas - good works
- Seropositivo - HIV+
- El sida - AIDS
- La discriminación - discrimination
- Silla de rueda - wheelchair
- Una enfermedad - an illness
- Cuidar - to take care of



## Block 4 Year 10 Theme 2 - Charity and voluntary work. Healthy and unhealthy living

### Speaking questions:

- ¿Eres voluntario? Are you volunteer? Sí, ayudo en un hogar para menores.
- ¿Te gustaría ser voluntario? Would you like to be a volunteer? Sí, me gustaría ayudar a los sin techo.
- ¿Apoyas a alguna organización? Do you support any organization? Sí, recaudo fondos para Cancer Research
- ¿Crees que las organizaciones benéficas son necesarias? Do you think that charity organizations are necessary? Creo que son necesarias
- ¿Qué problemas sociales existen donde tu vives? What social problems are there in your area? En mi pueblo hay mucho paro.
- ¿Qué problemas sociales te preocupan más en el mundo? What social problems worry you the most. Me preocupa la pobreza
- ¿Qué ejercicio físico haces tú? What exercises do you do? Normalmente hago el ciclismo y 2 veces a la semana voy al gimnasio.
- ¿Qué haces para estar sano? What do you do to be healthy? Intento comer bien y me



### The Gerund

- Verb form ending in 'ing'
- Hablar - hablando
- Comer - comiendo
- Vivir - viviendo
- Be careful how you use this. Most commonly you might see:
- Estoy hablando - I am talking
- Están comiendo - they are eating

### Negative words:

- no (no fumo) - I don't smoke
- nada - nothing
- nadie - no one
- nunca - never
- ninguno/a - no, no one, not any
- ni... ni - neither...nor ...
- tampoco - neither/hor
- (A mi tampoco me gusta - I don't like it either)

### Writing example - ¿Cómo ayudas? -How do you help? Higher.

En mi opinión las organizaciones benéficas son necesarias a causa de la sociedad hoy en día. Personalmente recaudo fondos para una organización que combate el Cáncer, preparo pasteles y los vendo. ¡Me gustaría ser voluntaria en un grupo ecologista también, pero me falta el tiempo y la voluntad! Si tuviera más tiempo ayudaría. Si fuera el premier ministro resolvería el problema del paro en este país.

## Healthy and unhealthy living. Key

### vocab

- La salud - health
- El alcohol - alcohol
- Los botellones - drinking parties
- El consumo - the use
- Bebidas alcohólicas - alcohol drink
- El tabaco - tobacco
- Drogas blandas - soft drugs
- Drogas duras - hard drugs
- Bebidas azucaradas / refrescos - fizzy drinks
- Comida basura - junk food
- Borracho - drunk
- Sano - healthy
- Un parro - a joint
- Advertir - to warn
- El hígado - liver
- Corazón - heart
- Las estadísticas - statistics
- Peligroso - dangerous
- Fumar - to smoke
- Drogarse - to take drugs
- Emborracharse - to get drunk
- Prohibir - to forbid
- Mantenerse en forma - to keep fit
- Estar a dieta - to be on a diet
- Pasar hambre - to suffer hunger
- Perjudicar - to cause
- Llevar una dieta sana - to keep healthy diet
- Acostarse tarde - to go to bed late
- Intentar comer bien - to try to eat well
- Dormir ocho horas - to sleep 8 hours
- Evitar el estrés - to avoid stress
- Hacer ejercicio físico - to do physical exercises

# MUSIC

## The Concerto in the Romantic Period 1750-1820 – Brahms

<b>Virtuosic</b>	The instruments (especially the soloists) have to play much <i>harder music</i> – <i>faster, wider range, more dynamics</i>
<b>The</b>	Could play much higher and lower and more dramatic dynamics
<b>New instruments</b>	Percussion (Timpani, cymbals, triangle) – to add emotion Piccolo flute, tuba French Horn and Cello often used as solo
<b>Chromatic</b>	Using notes not in the scale – all the black and white notes on the keyboard
<b>Glissando</b>	Sliding between notes – to add emotion
<b>Rubato</b>	The tempo gradually speeds up and slows down – to add emotion
<b>Chromatic</b>	Music sometimes includes chords outside of the scale – can sound ‘clashing’ – to add emotion
<b>Very wide range</b>	Very wide range of emotions from <i>ppp to fff and lots of gradual crescendo and diminuendo in between</i> – to add emotion
<b>Homophonic</b>	Clear melody with a simple accompaniment (chords/sustained notes) underneath

## The Concerto in the Classical Period 1750-1820 - Mozart

<b>The Piano</b>	A new development in the Classical Period
<b>Size of Orchestra</b>	The orchestra is generally larger in the Classical period (but not by much)
<b>More woodwind / Brass instruments</b>	Clarinet, flute, trombone, French horn
<b>Cadenza</b>	An unaccompanied virtuosic (very difficult to play) solo passage - improvised
<b>Balanced phrases</b>	Melodies are equal in length – 4 or 8 bars.
<b>Sequence</b>	A short melody that repeats slightly higher or lower each time in a pattern
<b>Scalar</b>	Fast melodies made up of patterns that move higher and lower in scales
<b>Question and Answer</b>	A melody that is made up of short ‘chunks’ that seem to question and answer each other
<b>Diatonic</b>	Music is in major or minor key without any ‘clashing’ chords
<b>Crescendo and Diminuendo</b>	Volume gets gradually louder and softer throughout
<b>Homophonic/ Melody + Accompaniment</b>	Clear melody with a simple accompaniment (chords/ sustained notes) underneath

## The Concerto in the Baroque Period 1600-1750 – Bach

<b>Continuo</b>	The harpsichord and cello that always accompany a Baroque Concerto
<b>Concerto Grosso</b>	When there is more than one soloist. <i>Concertino = the soloists</i> <i>Ripieno = The Accompaniment</i>
<b>Typical Solo instruments</b>	Recorder, oboe, trumpet, violin
<b>Size of Orchestra</b>	Small. Always.
<b>Ornamentation</b>	Melody lines are very decorative – e.g. trills
<b>Balanced phrases</b>	Melody lines are equal in length – usually 4 or 8 bars.
<b>Sequence</b>	A short motif (bit of melody) repeats slightly higher or lower each time in a pattern
<b>Diatonic</b>	Music is in major or minor key without any ‘clashing’ chords
<b>Modulate / Modulation</b>	The music changes key frequently (e.g. from major to minor to major)
<b>Terraced Dynamics</b>	Music is only ‘forte’ – because all instruments are playing or ‘piano’ because only one instrument is playing
<b>polyphonic (or contrapuntal)</b>	Many lines of music (melodies) are interweaving in and out of each other

# PHYSICAL EDUCATION

## Characteristics of a Skilful Movement

### Remember P F A C E

**P = Pre-Determined**

You know what you want to do before you start

e.g. You know which part of the foot to use when taking a free kick in football

**F = Fluent**

A skilled athlete is able to flow confidently from one skill to another.

e.g. punch combinations in boxing

**A = Aesthetic**

Skilled movements are controlled and look good. In some sports like gymnastics and dance your skill is judged by the appearance of your movements

Skilled players make movements look easy where unskilled players can look awkward and uncoordinated

e.g. The trampolining routine looked good

**C = Coordinated**

Skilled performances use two or more parts of the body together.

A tennis serve requires the performer to throw the ball up with one arm and strike the ball with the racket held in the other hand. The movement are linked together and coordinated.

**E = Efficient**

A skilled movement should be efficient and use the minimum amount of energy / time. The performer never wastes any energy e.g. A good swimming technique can make you can help you swim faster. A good swimmer does not flap their arms unnecessarily as this will waste energy.

### OPEN VS CLOSED SKILLS

Open Skills

- Performed in a changing environment where the performer has to react and adapt to external factors
- E.g. During a football tackle, you need to adapt to things such as the position of player dribbling the ball
- E.g. In basketball you need to adapt the pass you make depending on your team mates position on the court

Closed Skills

- Performed in the same predictable environment
- Not affected by external factors
- E.g. When breaking off in snooker, the conditions are the same every time
- E.g. When taking a free throw in basketball the conditions are the same every time
- E.g. when taking a penalty in football the conditions are always the same

## Simple to Complex Skills

Simple

A simple skill is one which doesn't need much concentration

e.g. running, passing, jumping

Complex

A complex skill is one which needs lots of concentration

e.g. a volley in football, a lay up in basketball, a free kick in rugby

### Continuum used in the classification of skills



- Most skills are somewhere in between classifications
- You can compare the openness of skills by putting them on a scale
- You can also use the same scale using other classifications e.g. simple to complex

### Mental Preparation Techniques

- Being mentally prepared is all about being in the 'zone'
- It can help you stay focused, confident and motivated.
- It can help you keep control of you emotions and cope with stress so you can perform at your best

Imagery

This is used when you imagine being somewhere or doing something

e.g. you imagine shooting the free throw and basketball and imagine it going in through the hoop

Mental Rehearsal

This imaging the feelings in the muscles when perfectly performing a skill

Selective Attention

This is focusing on important things that will help you perform well and ignoring the things that aren't important

Positive Thinking

This is telling yourself positive things that will motivate you or reassure you that you can perform well

## Guidance

Type of Guidance	Advantages	Disadvantages
<b>Visual</b> Demonstrations, videos / diagrams to help develop technique	-Works well for beginners -Can be used to teach skills that can be broken down into steps Works well with large groups	-Less useful for teaching complex skills that are hard to copy
<b>Verbal</b> An explanation of words of how to perform	-Can be combined with other types of guidance -Helpful for experienced performers -Can be used during performance -Can be given immediately after a mistake Works well with large groups	-Less useful for teaching complex skills that are hard to explain -Confusing for a beginner if complicated language is used
<b>Manual</b> The coach physically moves your body through the technique e.g. a coach guiding your arms when practising a gold swing	-You get a feel of the skill before doing it on your own -works well to teach people of all skill levels	-Performers start to rely on it and may not be able to perform the skill with out it -Does not work well in large groups - Performers may feel uncomfortable with the close proximity or being touched.
<b>Mechanical</b> Guidance given using sports equipment e.g. swimming floats, harness in trampolining,	-Useful for beginners as it makes them feel safe -makes learning complex skills safer - Assists in the progress of learning new skills quicker	-performer may be unable to perform the skill without the help of equipment Difficult to use in large groups

### GOAL SETTING

- Goal setting means setting targets that you want to reach to improve your performance
- Goal setting helps training by giving you something to aim for and motivates you to work hard
- Reaching your goal can boost your confidence and help your emotional well-being
- Goal setting helps you stay on track with exercise programmes

**S** Specific – targets must to the point.

**M** Measureable – can it be measured and compared.

**A** Achievable – the target must be challenging but yet reachable.

**R** Realistic – matched to the performers skill level.

**T** Time bound – Set for a particular time to be completed .

# RELIGIOUS EDUCATION

Agnostic- someone who doesn't know if there is a God and isn't convinced either way

## The Existence of God

Theist- someone who believes there is a God

The Teleological argument (design) by William Paley

- The world is a beautiful and complex place
  - Such a beautiful and complex place could not have just happened but must have been designed
  - If it was designed there must have been a designer
  - The only being powerful and intelligent enough to design such an amazing world is God
  - Therefore God exists.
- (compared to finding a watch on a hill- you wouldn't think it was there by accident but that someone had designed and created it)

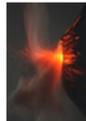


Examples of design in the universe:

- Perfect combination of chemicals in the air for animals/humans/plants
- Circle of life

**AGAINST**

- Everything is random and down to chance
- Seeing order in chaos
- Suffering/natural disasters



The Cosmological Argument (1st cause) by St Thomas Aquinas

1<sup>st</sup> way:

- Things move
- Something must move them
- This something must have been caused by something else but this can't go to back to infinity as there would be no starting movement
- There must have been something that was not moved by something else
- This is God

2<sup>nd</sup> way:

- Everything has a cause
- Nothing can cause itself but must depend on something else
- This can't go back to infinity as there must have been a first cause
- This uncaused cause is God

3<sup>rd</sup> way

- Everything comes into existence and leaves existence so exists or doesn't exist
  - There must have been something when there was nothing
- If there was nothing something cannot come from nothing
- Therefore something must have existed = God

Evolution and Change

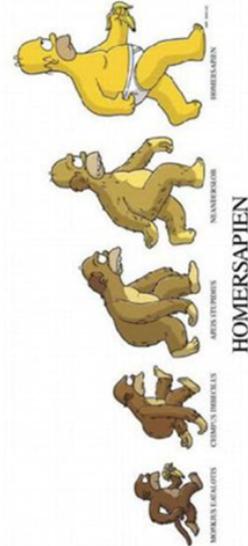
- Darwin
- Survival of the Fittest- only things best adapted to a situation will live and reproduce
- Natural Selection- nature selects which species will live and which will become extinct
- The earth just so happened to be in the right position for water and oxygen to develop and life to develop

Arguments against by David Hume

- The universe doesn't have to have a cause

- Things outside the our world and universe are beyond our understanding so could work differently
- Maybe things have always existed all the way back to infinity
- If God is perfect why has the universe got so many imperfections?

- Even if the universe does need a cause it doesn't need to be God



# RELIGIOUS EDUCATION – CONTINUED

## The Existence of God

### Religious Experience

- Belief in and worship of a superhuman controlling power especially a personal God
- Awareness of contact with a supreme being
- Difficult to talk about
- Fully involved in the sensation
- Unique and individual
- Acceptance of it by other people of the same faith



**Faith**

- A commitment to something that cannot be 100% proved, but that is not contrary to facts.
- A leap into the unknown

• E.g. The Call of Abraham  
Abraham was wealthy, old and childless and was asked by God to commit himself to Him and to leave his country and move to an unknown land, promising him he would be the father of a great nation. This is something that seems absurd and yet Abraham did it, he had faith.

For	Against
People who have these experiences are convinced 100%	No evidence they actually happen
Usually happens to people who are shy about talking about it- unlikely to be lying	People only have religious experiences linked to religions they know about
Can happen to anyone	Could be down to external influences
Sometime leaves physical signs e.g. stigmata	Why doesn't God give everyone a religious experience so everyone would believe in him?

- Examples:**
- (1) Near death experience
  - (2) Miracles (act of God that goes against the laws of nature)
  - (3) Conversion- beliefs change from one faith to another or from no faith to believing in God
  - (4) Numinous experiences- when something amazes you and makes you feel there must be something more powerful than you out there.

### Arguments against the existence of God

- God of the Gaps- we simply use God to explain things science can't at the moment- the more discoveries science makes the less need for a God
- Evolution has shown there isn't specific design but it's down to adaptation
- Would an all loving, powerful and knowing God allow evil and suffering?
- Why doesn't God show himself to everyone?

### Exam Questions:

- (1) Explain how religious experience might be used to prove God's existence (6)
- (2) All religious experiences are just made up and cannot be used to prove anything. Do you agree? (6)
- (3) Explain what is meant by the design argument (6)
- (4) It is easier to believe in God than to not believe in God' Do you agree? (6)



# TEXTILES



## KEY WORDS

Renewal	Graffiti
Planner	District
Planning	Industrial
Redevelopment	Development
Slum	Waterfront
Locality	Tramway
Regeneration	Neighbourhood
Homelessness	Area
Borough	Transportation
Landscape	Commuter
Sewage	Suburb
Architecture	Environment
Congestion	Center
Infrastructure	Rooftop
Pollution	Architect
Decay	City
	Building



## Textiles Techniques for Experimentation

Trapping –with dissolvable fabric./plastics/ laminated/net and voile.

Distressed textiles

Quilting

Splattering/spray

Weaving

Stencil

Free arm embroidery

**URBAN** related to the city.

**Kirsty Whitlock. (Textile Artist)** Uses recycled and reclaimed materials as a response to the throwaway culture of consumerism. Her work is concept led and exploits the overlooked qualities of the

**Banksy** is an anonymous England-based street artist, vandal, political activist, and film director. His satirical street art and subversive epigrams combine dark humour with graffiti executed in a distinctive sten-

**Keith Haring** was an American artist whose pop art and graffiti-like work grew out of the New York

**Jackson Pollock** was an American painter and a major figure in the abstract expressionist movement. He was well known for his unique style of drip painting. During his lifetime, Pollock enjoyed considerable fame and notoriety; he was a major artist of his gen-

**Jean-Michel Basquiat** emerged from the "Punk" scene in New York as a gritty, street-smart graffiti artist who successfully crossed over from his "downtown" origins to the international art gallery circuit. widely celebrated for Neo-

## URBAN CHAOS

### Main Elements of Art Used in this Project

**Texture** An element of art that refers to the way things feel, or look as if they might feel if touched.

There are two types of texture:

1. **Actual texture** really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different fabrics onto a canvas. Combining different material techniques can create interesting textures.

2. **Visual texture** is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture.

# Notes:

## Don't forget:

- Make sure you refer to your knowledge organiser regularly to get the most out of it.
- Ask your teacher if there is anything you are uncertain about.

**“EDUCATION IS THE PASSPORT TO THE FUTURE, FOR TOMORROW BELONGS TO THOSE WHO PREPARE FOR IT TODAY”  
-MALCOLM X**



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