



Year 10 Knowledge Organiser Term 3

Creating a
community of
choices & chances

English
Drama
PE
Science
**Religious
Education**



Art
Maths
Geography
MFL
History



Information

Creating a
community of
choices & chances

What are knowledge organisers?

Knowledge organisers are essentially a list of the key knowledge that pupils need to know for that upcoming half term or topic area. The purpose of providing students with knowledge organisers is to give them the knowledge they need to know in advance of the lessons. This should allow them to access vital knowledge ahead of lessons and importantly, help parents support their child with their learning at home. A number of subjects use knowledge organisers across the Academy and have included them under resources for their subject areas.

You should complete at least one hour of Home Learning per school day.

This will consist of:

- *Knowledge Organiser and Online Learning as directed by your teachers.*
- *If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.*
- *Two periods of 20 minutes reading each week.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Maths	Science	History	MFL
Subject 2	Geography	Art	Performing Arts	RE	Design 2 Tech



Information

Creating a
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GCSE Pod is an excellent platform that our school has access to and brings your school subjects to life in a series of 3-4 minute pods for you to watch and build your content knowledge. You can also use the strategies on the previous page to recall and retain the content you have learned.

<https://www.gcsepod.com/>

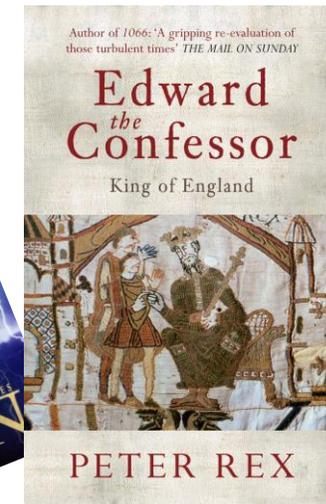
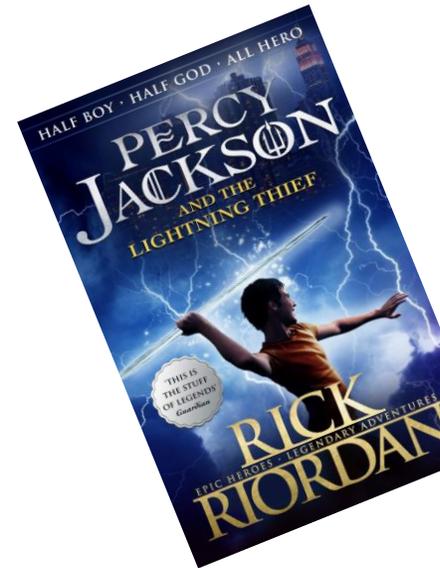
BBC

Bitesize

BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

<https://www.bbc.co.uk/bitesize>

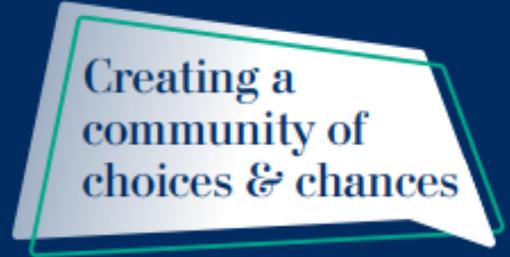
Subject	Page
English	7-10
Maths	11-17
Science	18-26
History	27-31
Geography	32-39
RE	40-43
MFL (Spanish)	44-59
Art	60-62
Design Technology	63-71
Film studies	72-83
Drama	84-88
IT/Business	89-91
Food Tech, Cam Nat, Dance and Health and Social care	92-126



All recommended subject reading books are available for you to borrow from the school library.



Home learning



We hope you will agree that we all want the best for our students and that a broad and balanced education will open many doors for them in the future. With this in mind we have a programme of home learning which will enable our learners to build on the subjects they study in school. Whilst we do not want to overwhelm our students we are aware that home learning is important as it improves your child’s thinking and memory and will also help your child to develop positive study skills and habits that will serve them well throughout their life.

Below is our home learning timetable for Term 3 and includes all subjects.

Week	Subject	Week	Subject
Week 28	English, Maths, Science	Week 34	English, Maths, Science
Week 29	Humanities and IT, Wellbeing	Week 35	Creative, MFL
Week 30	English, Maths, Science	Week 36	English, Maths, Science
Week 31	Creative, MFL	Week 37	Humanities and IT, Wellbeing
Week 32	English, Maths, Science	Week 38	English, Maths, Science
Week 33	Humanities and IT, Wellbeing	Week 39	Creative, MFL

I should already know:

- *How to identify implicit and explicit information just like English Language Paper 2 Section A Question 1*
- *How to analyse language just like in English Language Paper 2 Section A Question 3*

I will learn about:

- *How to analyse structure in a text*
- *How to evaluate a statement regarding a text and express my own opinion*

How I will be assessed:

English Language GCSE Paper 1 Past Paper
Mock Exam

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Explicit	Stated clearly and in detail leaving no room for confusion or doubt.
Implicit	Implied though not plainly expressed.
Identify	Establish or indicate a fact.
Analyse	Examine methodically and in detail the parts of something.
Evaluate	Form an idea or assess something.

Recommended reading:
Practise reading a range of fiction extracts to become familiar with descriptive vocabulary and typical structures. Some examples can be found here:
<https://www.descriptionari.com/index/a>
Read the advice from BBC Bitesize on how to unpack a fiction extract here:
<https://www.bbc.co.uk/bitesize/guides/zyxsv4j/revision/1>

Question	Wording	Agreed approach
Q1 (4)	<p>Read again lines 1 to ...</p> <p>List four things...</p>	<ul style="list-style-type: none"> - Read the question and highlight key words (e.g. line numbers, focus of question, list) - Put a box around the section of text identified in the question - Scan the text for the focus of the question (or words associated with the question) - Select 4 pieces of information in order to answer the question
Q2 (8)	<p>Look in detail at the extract from lines ... to... of the source.</p> <p>How does the writer use language here to...</p> <p>You could include the writer's choice of</p> <ul style="list-style-type: none"> - words and phrases - language features and techniques - sentence forms. 	<ul style="list-style-type: none"> - Read the question and highlight key words (e.g. line numbers, focus of question, how – in what ways/techniques, language - words) - Scan the text for the focus of the question (or words associated with the question) - Select at least 3 pieces of evidence related to the focus of the question – highlight each piece of evidence - Circle a key word or phrase in each piece of evidence you have selected - Where appropriate label the language technique - Write three developed paragraphs to answer the question
Q3 (8)	<p>You now need to think about the whole of the source.</p> <p>How does the writer structure the text to interest the reader?</p> <p>You could write about</p> <p>what the writer focuses your attention on at the beginning</p> <ul style="list-style-type: none"> - how and why the writer changes this focus as the Source develops - any other structural features that interest you. 	<ul style="list-style-type: none"> - Read the question and highlight key words in the bullet points (beginning, focus, changes this focus, other structural features) - Put a box around paragraph 1 (The lines identified in Q1) - Read paragraph 1 and write down (in note form): the focus, the tone, any questions you are left with - Highlight a quotation in paragraph 1 to match the focus, the tone and any questions - Put a box around paragraph 2 (usually the lines identified in Q2) - Read paragraph 2 and write down (in note form): the focus, the tone, any questions you are left with - Highlight a quotation in paragraph 1 to match the focus, the tone and any questions you are left with or are answered. - Put a box around the last 2-3 paragraphs – the end (usually the lines identified in Q4) - Read the ending (last 2-3 paragraphs) and write down (in note form): the focus, the tone, any questions you are left with - Highlight a quotation in the ending to match the focus, the tone and any questions you are left with or are answered - Using these notes, write at least 3 developed paragraphs (paragraph 1- the beginning; paragraph 2- where the focus shifts in paragraph 2; paragraph 3 – the end)
Q4 (20)	<p>Focus this part of your answer on the second part of the Source from line ... to the end.</p> <p>A student, having read this section of the text said: '...'</p> <p>To what extent do you agree?</p> <ul style="list-style-type: none"> - Write about your own impressions - Evaluate - Support your opinions with references to the text 	<ul style="list-style-type: none"> - Read the statement, question and bullet points and highlight key words (e.g. line numbers, focus of question, how – in what ways/techniques, evaluate, impressions) - Read the text and make a judgement about whether you agree or partly agree with the statement. - Select at least 4 pieces of evidence to support your ideas about whether you agree or partly agree - highlight each piece of evidence - Circle a key word or phrase in each piece of evidence you have selected - Where appropriate label the language/structural technique in each piece of evidence - Write four developed paragraphs to answer the question

Versatile Vocabulary: Use the words below in sentences to get used to the vocabulary.

Versatile Vocabulary			
Solid, real	Concrete	Abstract	Not physical, an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Stable, the same	Constant	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Can be touched, real	Tangible	Intangible	Cannot be touched
Can be touched, real	Physical	Metaphysical	Not physical, not real
Expected, logical, usual	Natural	Supernatural	Beyond laws of nature, magical
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Original, basic, true	Literal	Metaphorical	Symbolic, not literal
Logical, using reason	Rational	Emotional	Using mood or feelings
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Make stronger, support	Reinforce	Transgress	Go against
Right, good	Moral	Immoral	Wrong, bad
Kind, good	Benevolent	Malevolent	Unkind, evil
Gullible	Credulous	Duplicious	Two-faced
Inside	Interior	Exterior	Outside
Unaware; not guilty	Innocent	Corrupt	Wrong, bad, dishonest
Less than	Inferior to	Superior to	Better than
The best world	Utopia	Dystopia	The worst world
Staying still	Static	Active	Moving
Hunted	Prey	Predator	Hunter
Calmng	Comforting	Unsettling	Disturbing
Free	Liberated	Imprisoned	Trapped
Not enough, a lack	Paucity	Excess	Too much, extra
Generous, loves people	Philanthropic	Misanthropic	Mean, hates people
Dull, boring, ordinary	Banal	Idiosyncratic	Individual, unique, quirky, extraordinary
All the same	Homogeneous	Heterogeneous	Varied, mixed, diverse
Can end, will end	Finite	Infinite	Will never end, eternal

Evaluate: Compare the pros and cons of two products from the following list:

- Galaxy vs. Dairy Milk
- Manchester United vs Manchester City
- Nike vs. Adidas
- Primark vs. Top Shop

Analyse: Write definitions of the following types of words:

1. Noun
2. Verbs
3. Adjectives
4. Adverbs
5. Prepositions
6. Pronouns
7. Conjunctions

Analyse: Choose an extract of text from descriptionari.com and make notes on the:

- Beginning – Middle – End
- Focus of each paragraph

Year 10 English – Term 3 – English Language Paper 1 Section A – Home Learning

Week	Home learning
Every week	GCSE Pod
Every week (optional extra)	Practise writing up paragraphs of analysis/writing from your lessons

I will learn about:

- *Unit 12 – Sampling*
- *Unit 13 – Probability*
- *Unit 14 – Combined Events*

Recommended self study:

Complete the following mathswatch clips

Unit 12 – 152, 176

Unit 13 – 14, 59, 110, 113, 125, 185

Unit 14 – 60, 204,

How I will be assessed:

I will complete a post-assessment on the three units

Key words	
Key word	Definition
Sample	A selection taken from a larger group (the "population") that will, hopefully, let you find out things about the larger group.
Discrete data	Data that can only take certain values.
Probability	The chance that something will happen. How likely it is that some event will occur.
Mutually Exclusive Events	Events that can't happen at the same time.

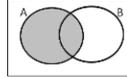
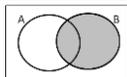
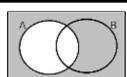
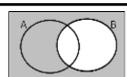
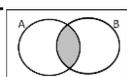
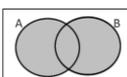
Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 12 - sampling		
No.	Question	Answer
12.1	What is stratified sampling?	The data set has the same representation/proportion as the sample
12.2	What is proportional sampling?	The proportion in the sample is equivalent to the proportion in the whole
12.3	What is quantitative data?	Data that can be counted or measured (N umbers)
12.4	What is qualitative data?	Information that describes something (L etters)
12.5	What is discrete data?	Data that can only take certain values e.g. number of chairs
12.6	What is continuous data?	Data that can take any value e.g. height
12.7	What is a sample?	A selection taken from a larger group

Unit 14 – combined events		
No.	Question	Answer
14.1	What are independent events?	Two events that do not affect each other, more specifically the fact that A occurs does not affect the probability of B occurring e.g. rolling a 5 on a die AND getting a tail when flipping a coin
14.2	What are conditional events	Two events that do affect each other e.g. if I draw a King from a deck of cards and do not replace it, the probability of drawing another King will be decreased
14.3	What is the addition rule ("OR" rule)	P(A) OR P(B) = P(A) + P(B)
14.4	What is the product rule ("AND" rule)	P(A) AND P(B) = P(A) x P(B)

Date (week commencing)	Numbers to learn
22 nd Apr	12.1-12.7
29 th Apr	12.1-12.7
6 th May	13.1-13.11
13 th May	13.12-13.18
20 th May	14.1-14.4

Unit 13 – probability				
No.	Question	Answer	Example	HIGHER ONLY
13.1	What is an outcome?	The result of an experiment		
13.2	What is a sample space?	A table showing all the possible outcomes of an event		
13.3	What is theoretical probability?	The expected outcome of an experiment		
13.4	What is relative frequency?	The actual outcome of an experiment		
13.5	What does mutually exclusive mean?	Two events that cannot happen at the same time		
13.6	What does ξ mean?	The Universal Set		
13.7	What does \in mean?	Element of		X
13.8	What does \notin mean?	Not an Element of		X
13.9	What does \cap mean?	Intersection (overlap) 'AND'		
13.10	What does U mean?	Union (all together) 'OR'		
13.11	What does \emptyset mean?	Empty Set		X
13.12	How do I write probability of A?	P(A)		
13.13	How do I write probability of B?	P(B)		
13.14	How do I write probability of not A?	P(A')		
13.15	How do I write probability of not B?	P(B')		
13.16	How do I write probability of A and B?	P(A \cap B)		
13.17	How do I write probability of A or B?	P(A \cup B)		
13.18	How do I write probability of A GIVEN B?	P(A B)		X

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13.14	How do I write probability of not A?	P(A')		
13.15	How do I write probability of not B?	P(B')		
13.16	How do I write probability of A and B?	P(A \cap B)		
13.17	How do I write probability of A or B?	P(A \cup B)		
13.18	How do I write probability of A GIVEN B?	P(A B)		X

I will learn about:

- *Unit C16 – Quadratics*
- *Unit C17 – Graphs of Quadratics*
- *Unit C18 – Simultaneous Equations*
- *Unit H13 - Further Quadratics*

Recommended self study:

Complete the following mathswatch clips

Unit C16 – 157, 160, 191, 192,

Unit C17 – 98, 160.

Unit C18 – 140, 162, 211.

Unit H13 – 211, 212, 213.

How I will be assessed:

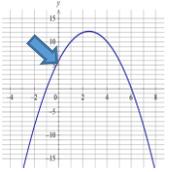
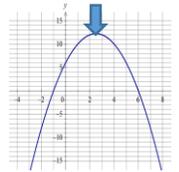
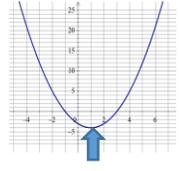
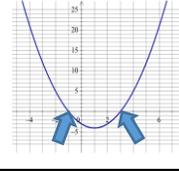
I will complete a post-assessment on the three units

Key words	
Key word	Definition
Quadratic	Where the highest exponent of the variable (usually "x") is a square (2).
Parabola	A special curve, shaped like an arch.
Simultaneous Equation	Two or more equations that share variables.
Gradient	How steep a line is.

Stretch challenge:

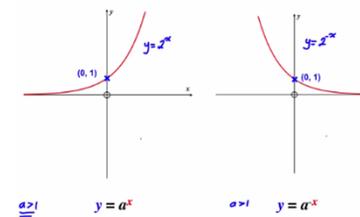
Complete the stretch challenge assignment on mathswatch for each unit

Unit C16 - quadratics		
No.	Question	Answer
16.1	What is the quadratic formula?	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ <p>Where $ax^2+bx+c=0$</p>

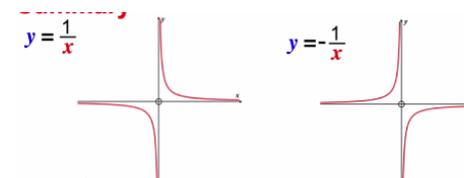
Unit C17 – quadratic graphs			
No.	Question	Answer	Example
17.1	What is the y intercept?	Where the graph crosses the y axis	
17.2	What is the maximum point?	The point of the graph where the gradient = 0 and changes from positive to negative	
17.3	What is the minimum point?	The point of the graph where the gradient = 0 and changes from negative to positive	
17.4	What are the roots?	Where the graph crosses the x axis (the solutions)	

Revision of graphs		
1	What does the m stand for in $y = mx + c$?	$m = \text{gradient}$
2	How do you calculate the gradient?	$\frac{\text{Difference in } y}{\text{Difference in } x} = \frac{y_2 - y_1}{x_2 - x_1}$
3	What does the c stand for in $y = mx + c$?	$c = y \text{ intercept}$ (where the line crosses y axis)
4	How do you find the mid-point?	$(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2})$
5	What do parallel lines have?	Have the same gradient
6	What do perpendicular lines have?	Gradient = $-\frac{1}{\text{gradient}}$

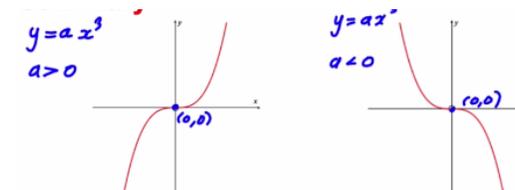
Exponential graphs:



Reciprocal graphs:



Cubic graphs:



Unit C16 - quadratics		
No.	Question	Answer
16.1	What is the quadratic formula?	

Unit C17 – quadratic graphs			
No.	Question	Answer	Example
17.1	What is the y intercept?		
17.2	What is the maximum point?		
17.3	What is the minimum point?		
17.4	What are the roots?		

Revision of graphs		
1	What does the m stand for in $y = mx + c$?	
2	How do you calculate the gradient?	
3	What does the c stand for in $y = mx + c$?	
4	How do you find the mid-point?	
5	What do parallel lines have?	
6	What doe perpendicular lines have?	

Exponential graphs:

Reciprocal graphs:

Cubic graphs:

Week	Home learning
Week 28	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 30	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 32	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 34	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 36	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 38	Log onto https://hegartymaths.com/ and complete your assigned homework task

Required Practical: None in this unit

I should already know:

- *Chemicals change during reaction and are not destroyed*
- *Gases have mass*
- *Measuring quantities*
- *Recording and Calculations*
- *Making salts and crystals*

I will learn about:

- *How mass is conserved in a chemical reaction*
- *The changes in mass when a gas is given off*
- *How the concentrations of solutions are calculated*
- *How certain we are about our results*

How I will be assessed:

- *Mini assessment*
- *End of unit assessment*
- *Progress tasks*
- *Pre-assessment-checking required knowledge and skills are secured.*

Key words (tier 2 and 3 vocabulary)

Key term	Definition
Law of conservation of mass	No atoms are lost or gained during a chemical reaction . The mass of the products is the same as the mass of the reactants. Some reactions appear to give a change in mass , but this is because a gas may have escaped from the reaction container.
Relative atomic mass (Ar)	The average mass of an atom of an element compared to Carbon-12
Relative formula mass (Mr)	This is the sum of all the atomic masses (Ar) of the atoms in a molecule/compound. e.g. Mr of H ₂ O = 2x1 + 1x16 = 18
Uncertainty in chemical measurements	Whenever a measurement is made there is always some uncertainty about the result obtained. The bigger the range around the mean, the more uncertainty there is about the results.
Concentrations of solutions	A measure of the number of particles of a chemical in a volume . Can be measured in g/dm³

Calculations and Examples

Calculating relative formula mass (Mr)	<p>Add up all the atomic masses in a formula.</p> <p>e.g. H₂O. Mass of hydrogen = 1. Mass of oxygen = 16.</p> <p>(2x1) + 16 = 18</p>
Concentration of a solution	<p>Concentration = $\frac{\text{Mass of solute}}{\text{Volume (in dm}^3\text{)}}$</p> <p>e.g. What is the concentration of a solution of hydrochloric acid which contains 100g of hydrochloric acid in 500cm³?</p> <p>Concentration = $\frac{100}{0.5} = 200\text{g/dm}^3$</p>

Conversion tip:

Cm³ → dm³
 ÷ by 1000

1. Calculate the relative formula mass (Mr) of copper oxide (CuO).

Relative atomic masses (Ar): O = 16, Cu = 64

Relative formula mass (Mr) = _____

What is the Law of conservation of mass?

What is the equation to calculate concentration of a solution

Stretch and challenge: (Hint: do not forget to convert)

In a demonstration the teacher used a 25 cm³ solution containing 1.4 g of sodium hydroxide.

Calculate the concentration of the sodium hydroxide solution in g/dm³

Concentration of sodium hydroxide solution = _____ g/dm³

Follow the steps to find the percentage of iron in iron oxide.

Relative atomic masses: O = 16; Fe = 56.

Step 1

Calculate the relative formula mass of iron oxide, Fe₂O₃.

Step 2

Calculate the total relative mass of just the iron atoms in the formula, Fe₂O₃.

Step 3

Calculate the percentage (%) of iron in the iron oxide, Fe₂O₃.

Percentage of iron _____ %

Required Practical: None in this unit

I should already know:

- Chemicals change during reaction and are not destroyed
- Gases have mass
- Measuring quantities
- Recording and Calculations
- Making salts and crystals

I will learn about:

- How the concentrations of solutions are calculated
- How certain we are about our results
- Moles
- Amounts of substances in equations
- Using moles to balance equations
- Limiting reactants

How I will be assessed:

- Extended written response- calculations (Higher only)
- Mini assessment
- End of unit assessment
- Progress tasks
- Pre-assessment

Key words (tier 2 and 3 vocabulary)

Key term	Definition
Mole (HT)	The mass of one mole of a substance in grams is numerically equal to its relative formula mass.
Balanced equation (HT)	Balanced symbol equations show the number of moles that react. e.g. $\text{Mg} + 2\text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2$ Shows one mole of magnesium reacting with two moles of hydrochloric acid to form one mole of magnesium chloride and one mole of hydrogen.
Limiting reactant (HT)	The reactant that is completely used up in a chemical reaction. It limits the amount of product formed.
Excess reactant (HT)	The reactant that is not completely used up in a chemical reaction. There is some reactant left at the end.
Avogadro constant (HT)	The value of the Avogadro constant is 6.02×10^{23} per mole

Calculations and Examples

Percentage uncertainty	$\text{Percentage uncertainty} = \frac{\text{Uncertainty}}{\text{Quantity being measured}} \times 100$ <p>e.g. What is the percentage uncertainty of a 50cm^3 measuring cylinder accurate to $\pm 2\text{cm}^3$?</p> $\text{Percentage uncertainty} = \frac{2}{50} \times 100 = 4\%$
Number of moles	$\text{Number of moles} = \frac{\text{Mass of chemical}}{\text{Relative formula mass}}$ <p>e.g. How many moles of water are there in 36g of H_2O?</p> $\text{Number of moles} = \frac{36}{18} = 2 \text{ moles}$

1. Calculate the mass of one atom of sodium (use periodic table)

Avogadro constant = 6.02×10^{23} per mole.

Give your answer to 3 significant figures. **(2)**

Mass of one atom of sodium = _____ g

2. Ethene is a product of cracking.

Relative formula mass (M_r) of ethene = 28

Calculate the number of moles of ethene (C_2H_4) in 50.4 kg

Give your answer in standard form. **(3)**

Numbers of moles = _____

4. Amounts of substances can be described in different ways.

Complete the sentences.

a. One mole of a substance is the relative formula mass in

b. The relative atomic mass of an element compares the mass of an atom of an element with the mass of an atom of

Stretch and challenge:

3. A bag of fertiliser contains 14.52 kg of ammonium nitrate (NH_4NO_3).

Relative formula mass (M_r): $NH_4NO_3 = 80$

Calculate the number of moles of ammonium nitrate in the bag of fertiliser.

Give your answer in standard form to 2 significant figures. **(4)**

Moles of ammonium nitrate = _____ mol

Required Practical: 8 making soluble salt. **RP 9:** Electrolysis

I should already know:

- *Reactivity series*
- *Extraction of metals*
- *Neutralisation and salt production*
- *Strong and weak acids*

I will learn about:

- *Why some metals are more reactive than others*
- *Some metals can be extracted by reduction with carbon.*
- *Acid and bases produce neutral salts.*
- *The strength of acids varies.*
- *Why some metals are produced by electrolysis.*

How I will be

assessed: I will complete an extended written response
 1) Making a soluble salt
 2) Electrolysis.
 I will also complete a pre-assessment and end of unit assessment.

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt

Key words (tier 2 and 3 vocabulary)	
Key term	Definition
Reactivity series	An arrangement of metals in order of reactivity
Displacement reaction	A more reactive element takes the place of a less reactive element
Oxidation	A reaction in which a substance loses electrons (gains oxygen)
Reduction	Reaction in which a substance gains electrons (loses oxygen)
Ore	A rock from which a metal can be extracted for profit
Acid	Solution with a pH less than 7; produces H ⁺ ions in water
Alkali	Solution with a pH more than 7; produces OH ⁻ ions in water
Aqueous	Dissolved in water
pH	A scale to measure acidity/ alkalinity
Dilute	A solution in which there is a small amount of solute dissolved
Concentrated	A solution in which there is a lot of solute dissolved
Electrolysis	Decomposition of ionic compounds using electricity
Electrolyte	A liquid that conducts electricity
Inert Electrodes	Electrodes that allow electrolysis to take place but do not react themselves



Acid + Alkali -> salt + water
 Metal + acid -> salt + hydrogen
 Metal oxide + acid -> salt + water
 Metal carbonate + acid -> salt + water + carbon dioxide

Required Practical: 8 making soluble salt. **RP 9:** Electrolysis

I should already know:

- *Reactivity series*
- *Extraction of metals*
- *Neutralisation and salt production*
- *Strong and weak acids*

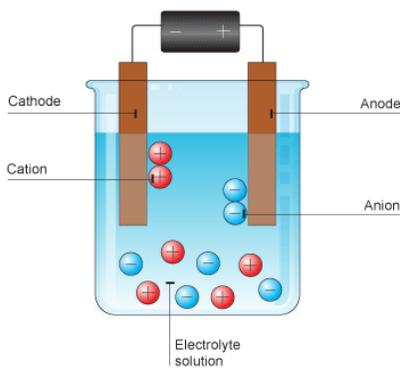
I will learn about:

- *Oxidation and reduction in terms of electrons*
- *Half equations*
- *Ionisation of acids*
- *Acid and bases produce neutral salts.*
- *The strength of acids varies.*
- *Why some metals are produced by electrolysis.*

How I will be assessed: I will complete an extended written response

- 1) *Making a soluble salt*
- 2) *Electrolysis.*

I will also complete a pre-assessment and end of unit assessment.



- Positive
- Anode
- Negative
- Is
- Cathode

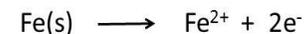
Key words (tier 2 and 3 vocabulary)

Key term	Definition
Oxidation	Two definitions: 1) Chemicals are oxidised if they gain oxygen in a reaction. 2) Chemicals are oxidised if they lose electrons in a reaction. (HT)
Reduction	Two definitions: 1) Chemicals are reduced if they lose oxygen in a reaction. 2) Chemicals are reduced if they gain electrons in a reaction. (HT)
Strong acid	Completely ionised in solution. E.g. hydrochloric, nitric and sulphuric acids (all the molecules break into ions in water) (HT)
Weak acid	Partially ionised in solution. E.g. ethanoic, citric and carbonic acids. (only a small fraction of the molecules break into ions in water) (HT)
pH	A decrease of one pH unit causes a 10x increase in H ⁺ ions. (HT)
Cation	A positive ion
Anion	A negative ion

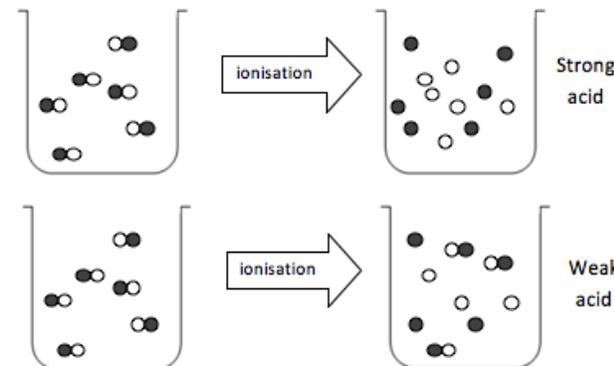
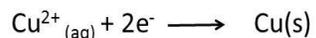
Half Equations



Oxidation Half-Equation:



Reduction Half-Equation:



1) Sulfuric acid reacts with copper carbonate to produce a salt, water and carbon dioxide.

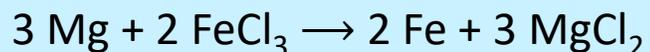


What is the name of the salt produced?

2) Acids produce hydrogen ions in aqueous solutions.
What is the ionic equation for neutralisation reactions?

Stretch and challenge:

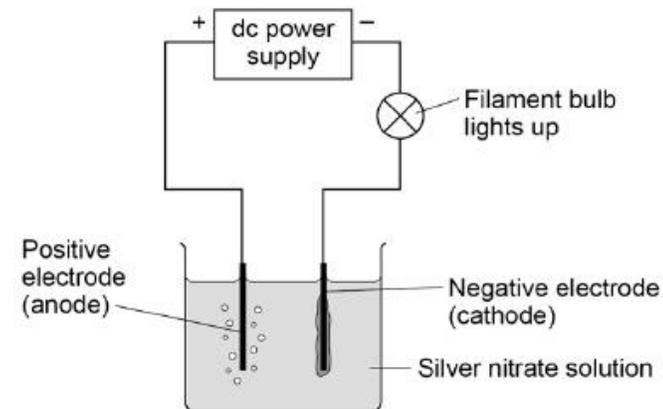
Explain which species is reduced in the reaction between magnesium and iron chloride.



Your answer should include the half equation for the reduction. (3)

This question is about electrolysis.

(a) **Figure 1** shows the apparatus used to electrolyse silver nitrate (AgNO_3) solution.



Name the product discharged at each electrode.

Write a half equation for the reaction at each electrode.

Product at negative electrode (cathode)

Half equation for negative electrode

Product at positive electrode (anode)

Half equation for positive electrode

Knowledge Organiser Focus: What was the reformation and what was it's impact on England.

I should already know:

- *Henry's Chief Advisor Thomas Wolsey.*
- *How Thomas Wolsey rose to power from a low birth.*
- *Thomas Wolsey's domestic and foreign policy.*

I will learn about:

- The role of monasteries within the local community.
- How Cromwell reformed the church of England for Henry.

How I will be assessed:
I will answer a series of GCSE style questions in order for me to show that I understand how Cromwell reformed the Church of England.

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Monasteries	Religious houses dedicated to prayer and the worship of god.
Dissolution	To formally end or dismiss an official meeting or body
Valor Ecclesiasticus	The document produced to investigate the 'wealth of the Church'
Visitations	Inspectors sent to investigate the spiritual health of the monks and nuns.

Stretch challenge:
 How did the people of England react to the Dissolution of Monasteries?

Recommended reading:
[Henry and His Ministers Revision Guide \(Edexcel\)](https://members.gcsepod.com/shared/podcasts/title/12337/75891)
<https://members.gcsepod.com/shared/podcasts/title/12337/75891>

GCSE History

Henry and his Ministers

Term 3

Knowledge Organiser Focus:

What was the reformation and what was its impact on England.



1520s: Henry loyal to Pope. Writes a book in 1521 against the Protestant Martin Luther. Wolsey a cardinal

1529: Henry seeks an annulment. Begins to fall out with the Pope. Case recalled to Rome.

1530-1: Henry increasingly angry with Pope.

1532: Henry orders Cromwell to secure the annulment. In love with the Protestant Anne Boleyn. Appoints Thomas Cranmer as Archbishop of Canterbury.

1532: Submission of the Clergy. Cromwell forces the archbishops and bishops to recognise Henry as their law-maker.

1533: Act of Restraint of Appeals to Rome. Henry stopped people appealing decisions to the Pope against the King.

1534: Act of Succession. Henry's marriage to Catherine invalid. His marriage to Anne valid – their children legitimate.

1534: Act of Supremacy. Henry becomes Head of the Church. Cromwell Vice-regent.

1534: Treason Act. Calling Henry a heretic, supporting the Pope or denying his marriage to Anne punishable by death.

1536: The Act for the Dissolution of the Lesser Monasteries. Henry orders Cromwell to close the less wealthy monasteries. He believed the monks were still loyal to Rome.

The Role of Religious Houses

England had 8000 monks and 2000 nuns. These men and women spent their time praying for the souls of the dead and serving God. Most were supposed to live a strict lifestyle.

Monasteries owned about 1/3 of all the land in England – they were big businesses involved in industries such as wool and beef. The heads of the big houses, such as Evesham and Glastonbury had incomes of £1000 per year, the same as the leading nobles. Heads of houses played a leading role in local justice. 30 sat in the House of Lords (in parliament).

Travellers on long journeys could use the network of religious houses as safe places to stay.

The children of the wealthy were often educated by monks and nuns.

Local areas were emotionally attached to their monasteries as part of their history and identity.



Monasteries performed charity: Poor people would receive food and help from their local monasteries.

Monasteries performed charity: The sick were often treated in hospitals set up by the monasteries.

The heads of the most important religious houses helped to advise the King.

Large areas of the countryside were owned by monasteries – they were powerful landowners equal to the nobles.

Monks and nuns produced beautiful works of art such as illuminated manuscripts.

Monks and nuns would pray for the souls of the dead – particularly of the dead relatives ancestors of the nobility who gave money to the monasteries.

The Dissolution: Role of Cromwell

The Visitations

Cromwell sent inspectors to investigate the 'spiritual health' of the monks and nuns. These investigations revealed the monks and nuns were engaged in sexual relations and lived in wealth and luxury – against their own stated rules. Some of these accusations were true. But it is also likely that these investigations made up evidence to support Cromwell and the King.

One true accusation was the popularity of saints' relics in monasteries – these were used to attract pilgrims who gave money to the religious house.

- Cromwell's visitors seized such relics as:
- Holy Blood from Hailes Abbey – this was dyed red water!
 - St Edmund's fingernails!
 - St Thomas Beckett's penknife!
 - Pieces of the True Cross – the cross Jesus had been nailed to – there were thousands of these pieces across Catholic Europe!

Role of Cromwell

Cromwell worked hard to please Henry and fulfil his wishes and the king's desire for money. The public were informed through Protestant preachers working for Cromwell that the monasteries were to be closed because:

- Monks and nuns were sinful and living in luxury
- Monasteries took advantage of common people and gave no charity.
- The king would not ask parliament for tax if he took the wealth of the monasteries.



Valor Ecclesiasticus

Cromwell organised the commission to find out how much money and land the monasteries had – he found out that they owned a 1/3 of all England!

The Stages of the Dissolutions

1. The Dissolutions of the Lesser (smaller) Monasteries 1536.

Parliament passed the first Act of Dissolution in 1536, closing the smaller monasteries that were worth less than £200 per year. This Act said the closure of the smaller monasteries would improve the remaining larger ones, which it praised. Monks transferred to the monasteries that were still open.

2. The second Act of the Dissolution of the Monasteries 1539.

This Act closed the remaining monasteries – there were only a few left. They handed their wealth and land to the King. Cromwell had done a great job for the King.

Knowledge Organiser Focus: What was the reformation and what was it's impact on England.

Describe two features of the Act of Supremacy

(4 marks)

Describe two features of the Act of the Succession

(4 marks)

Describe two features of the Dissolution of the Monasteries

(4 marks)

Describe two features of the Treason Act

(4 marks)



Sentence starters

One feature of was

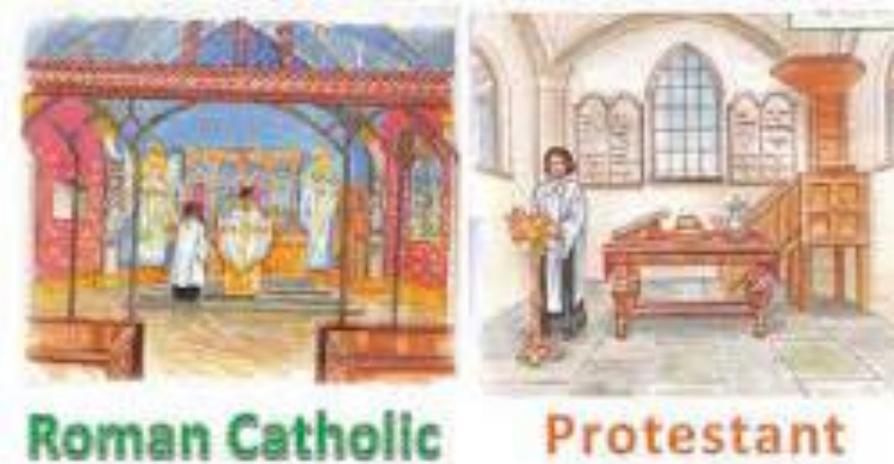
This was important because.....

One feature of was

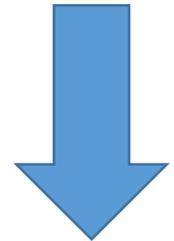
This was important because.....

Knowledge Organiser Focus: What was the reformation and what was its impact on England.

The Dissolution of the monasteries was.....	
The church owed	
The Protestant church differed from the Catholic church because....	
The monasteries were closed in two stages, these dates were.....	
The Valor Ecclesiasticus was.....	
Visitations were.....	
Monks and Nuns were left.....	
Land from the church was sold to the	
The English people were upset because the church.....	
The Pilgrimage of Grace was....	
Robert Aske was.....	



What were the main differences between the Catholic and Protestant church.



Catholic Church	Protestant Church

Three Reasons why Henry wanted to reform the Church of England:
1.
2.
3.

Quiz – Circle the correct the answer:

- **What does Dissolution of the Monasteries mean?**

To formally close the Catholic religious houses in England
 To dissolve Henry's marriage to Catherine of Aragon.

- **What was the Valor Ecclesiasticus?**

A commission to discover how much money and land the church owned
 A report that checked on the spiritual health of the monks and nuns.

- **Why was the Duke of Norfolk upset by the Dissolution of Monasteries?**

His ancestors were buried at the monasteries
 He did not want the gentry to gain more land and influence.

- **What leading figures opposed changes to the church?**

Thomas More, Thomas Cranmer and Elizabeth Barton
 Thomas More, John Fisher and Elizabeth Barton

- **The monasteries were closed in two stages, these happened in two different years**

1536 and 1539
 1534 and 1540

- **Who was Thomas Cranmer ?**

Archbishop of Canterbury
 Royal Almoner

- **What was the Pilgrimage of Grace?**

A rebellion against Henry for the changes to the church of England.
 A rebellion against the Pope and the corruption of the Catholic Church.

- **Who was Anne Boleyn?**

Henry's fourth wife
 Henry's fifth wife

- **Who was Jane Seymour?**

Henry's second wife
 Henry's sixth wife

- **What was a Heretic?**

A person who did not follow the religion of their monarch
 A person that was engaging in supernatural activity



Week	Home learning
Week 29	<p>Task: Complete the activities on Slide 3.</p> <p><u>Sentence starters</u></p> <p>One feature of was</p> <p>This was important because.....</p> <p>One feature of was</p> <p>This was important because.....</p>
Week 33	<p>Task: Complete the tasks from slide 4</p> <p>Finish the sentences and the key areas:</p> <ul style="list-style-type: none"> • Dissolution of the Monasteries • The role of the Cromwell.
Week 37	<p>Task: Complete the tasks from slide 5</p> <p>Complete the multiple choice quiz (check your current knowledge)</p> <p>Highlight the correct answer</p>

I will learn about:

Urban Challenges

- Characteristics of Manchester
- The opportunities that immigrations offers Manchester
- The challenges of deprivation within Manchester
- Management schemes to improve Manchester

Coasts:

- What causes waves, and why some waves are stronger than others.
- The effects of weathering and marine processes.
- How the coastline can be protected from coastal erosion.

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show my understanding of processes that shape Coastal Landscapes in the UK, and the prevention of these processes.

Key terms

Word	Definition
Population Distribution	The way something is spread out over an area.
Industrialisation	Growth of secondary manufacturing
De-industrialisation	Decline of secondary manufacturing
Post industrial economy	Economy is mainly tertiary and quaternary industries
Brownfield site	Land that has previously been built on
Greenfield site	Land that has never previously been built on
International Migration	The movement of people across countries.
Urban Growth	The increase in land covered by urban areas.
Urban Sprawl	Unplanned growth of urban areas into the surrounding rural area
Urban Greening	Increasing the amount of green space in a city.

Stretch challenge:

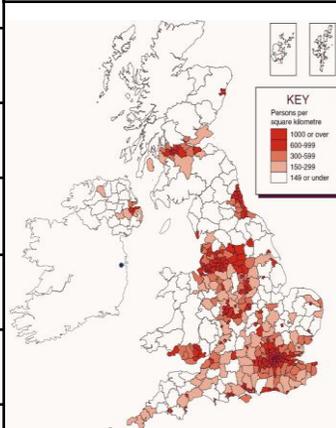
Can you research another regeneration project in Manchester that has had a positive impact on the community?

Recommended reading:

Managed Realignment, Medmerry, Sussex
<https://www.bbc.co.uk/bitesize/guides/ztfqhv/revision/5>

Population Distribution	The way something is spread out over an area.
Industrialisation	Growth of secondary manufacturing
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International Migration	The movement of people across countries.

Choropleth map showing the UK's population distribution:



There is a dense population....	In the south east. More specifically 32% live in the south east.
There is a sparse population.....	In the north of England, Scotland and Wales.
This is because....	It is warmer, <i>less rainfall, flatter land in the SE. In central Scotland and Wales its is colder, more rainfall and mountainous.</i>
How many people live in urban areas?	82%
People live in urban areas because of job opportunities. More specifically.....	Most secondary, tertiary and quaternary jobs are located in urban areas. ➤ Industrialisation in 18 th and 19 th centuries = factories opened in urban areas = urbanisation. ➤ 1950s: de-industrialisation = growth of tertiary and quaternary jobs which are located in urban areas.
This is because.....	
People live in urban areas due to social opportunities. More specifically.....	➤ More entertainment options (restaurants, theatre, cinemas, shopping), better healthcare, education, housing...etc.

CASE STUDY OF AN URBAN AREA IN THE UK: MANCHESTER

Urban Growth	The increase in land covered by urban areas.
Urban Sprawl	Unplanned growth of urban areas into the surrounding rural area
Urban Greening	Increasing the amount of green space in a city.

Population in 2019	2.6 million (Greater Manchester)
Predicted population in 2030	Increase by 10%
Demographic of population	Natural increase and migration from other cities of young people in their 20s & 30s for university and work
Positive impacts of immigration	<i>Culture (food – curry mile). Festivals (Manchester Carnival – Afro).</i>
Negative impacts of immigration	<i>Language barrier, segregation of groups of people (e.g. Prestwich – Jews and Asian – Longsight)</i>

EXAMPLE OF URBAN REGENERATION: SPINNINGFIELDS – MANCHESTER

Social Inequalities	Some areas have more opportunities than others.
Rural-urban Fringe	The area on the edge of a city, where it meets the countryside.
Green Belt	Protected land at the rural-urban fringe where building is restricted.
Dereliction	Areas that are abandoned and become run down
Urban Regeneration	The reversal of urban decline through redevelopment, aiming to improve the local economy
Social Deprivation	When a person or area is deprived of services and amenities.

Location	<i>North-east of Manchester City Centre along the banks of the River Irwell</i>
Why did the area go into decline?	In the 19 th century, Spinningfields was where the urban poor struggled to survive during the industrial revolution. In the 1960-70's, newer office block were built on site, but there were still disused industrial buildings in the area.
What happened?	<ul style="list-style-type: none"> The old Magistrates' Court was demolished into green space – which now hold the Oast house. Screenfields – an outdoor cinema, which also held 2000 people to watch Andy Murray's 2012 Wimbledon victory. XYZ – feature an events space, co-work area, café and restaurant £1.6 billion spent
Improvements of the development	<ul style="list-style-type: none"> There are numerous cafes, bars, restaurants and the theatre in the area that are booming especially so at lunchtimes and weekend evenings. There are also a number of high-class apartment blocks; however, the number of affordable housing is an area of concern. New businesses = jobs = money. Good communication and transport links with the rest of Manchester The areas of public space have been successively sacrificed to make way for building developments. There is now no green space at all in the Spinningfields area.

Manchester is located in North West England and has a population of 530000. It is of regional, national and international importance. The city grew during the Industrial Revolution.

- **National importance:** London one of the UK's largest cities and is home to many jobs, tourism, world class universities (University of Manchester), iconic buildings and architecture (tallest building in UK). Excellent transport links (M6).
- **International importance:** Manchester United & City – football/tourism. Manchester Airport – links to North America. Names the 'leading European business destination'. 2nd successful UK city for FDI (foreign direct investment).

URBAN GROWTH AND CHANGE IN MANCHESTER HAS CREATED A NUMBER OF OPPORTUNITIES

SOCIAL OPPORTUNITIES

- **Culture:** Nightlife (Northern Quarter, Castlefield, Deansgate Locks).
- **Entertainment:** theatres e.g. the Lowry, cinemas and entertainment complexes eg Printworks.
- **Music:** Manchester Arena, Manchester Academy etc.
- **Sport:** Old Trafford.
- **Transport System:** Trams, Oxford Road bus corridor.

ECONOMIC OPPORTUNITIES

JOBS:

- **Global Companies:** Home to Kellogg's.
- **Universities:** Attract business and investment in research.
- **Media:** Media City home to BBC and ITV.
- **In 2016** there were 1.4 million jobs
- **Average wage** = £26,7000
- **The tertiary sector** (e.g.)Media city in Salford generates £16.2 billion annually
- **The quaternary sector** – University of Manchester for research

ENVIRONMENTAL OPPORTUNITIES

MANCHESTER HAS AN INTEGRATED TRANSPORT SYSTEM. This makes it easier to use public transport = less cars = less pollution.

- Manchester is continuing to adapt to its integrated transport system that links different forms of public transport = makes it easier to use (All 3 train stations is connected via walking paths and free buses).
- **The new tram line** connecting Manchester to Trafford city (2040 plans for more new tram lines) to help tourism and increase income

URBAN GREENING: MANCHESTER HAS INCREASED AND PRESERVED OPEN GREEN SPACES.

- **20.4%** of Manchester is green space.
- Plans to improve **Piccadilly gardens** and implement green roofs and fund allotments in the city

Benefits of green spaces: *trees produce oxygen, reduce the risk of flooding, provide habitats for wildlife and provide spaces for recreational use (healthy).*

Strategies to protect our green space: connecting green areas to make them more accessible, creating new green spaces

To be able to **increase recycling** and generate renewable energy, Manchester City Council is helping Greater Manchester control change.

URBAN GROWTH AND CHANGE IN MANCHESTER HAS CREATED A NUMBER OF CHALLENGES

DERELICT AREAS



During the industrial revolution (industrialisation), many factories opened in urban areas = people moved to urban areas for new jobs = urban growth. However, in the 1950s de-industrialisation occurred because factories moved abroad due to cheap labour. As a result many factories closed down and people moved away from the area = many inner city areas, such as Miles Platting/Oldham, became abandoned, run-down and deprived.

SOCIAL INEQUALITY

Some areas in Manchester are more deprived than others. This is known as **social inequality**. It is due to a lack of investment from the government. It can have a number of knock on effects, affecting exam results, employment, income, health...etc. E.g. the gap between Moss Side and Didsbury.

Moss Side	West Didsbury
Average 50% non-white ethnicity	Average 20% non-white ethnicity
25 % achieve a C in Eng/Maths GCSE	60% achieve a C in Eng/Maths GCSE
2500 ASBOs per year	1000 ASBOs per year
Highest amount of claiming benefits	Most housing – occupied and owned
Life expectancy - 74	Life expectancy - 80

URBAN SPRAWL

Many people want to live in urban areas due to better jobs, higher incomes, more entertainment options, education...etc. Unfortunately, there are not enough houses for the demand. Manchester's population is growing every year however not enough homes are being built.

There are two options of where to build new homes:

1. Building on **brownfield sites**: redeveloping derelict land in city centres.
 - **Reduces urban sprawl and habitat loss, more public transport = less cars = less pollution**
 - **More expensive**
2. Building on **greenfield sites**: building new homes on land that has never been built on before. Usually on the outskirts of urban areas (**rural-urban fringe**). This results in urban sprawl. Urban sprawl is the unplanned growth of urban areas into the surrounding rural areas.
 - **Cheaper, more space, cleaner air,**
 - **Green land and habitats are lost and more cars are used due to less public transport = pollution**

To protect greenfield sites on the edges of urban areas, Manchester has created a **green belt**, on which there are very strict planning controls to prevent further urban sprawl.

POLLUTION

Air pollution

Manchester suffers from significant air pollution. The main cause is cars and heating systems in homes. Long term exposure to air pollution causes 4000 premature deaths a year in Manchester.

➤ **Solution: improvements to public transport (new tram lines, integrated transport system)**

Waste pollution

Manchester Water Disposal Authority aim to reduce household waste by 50% 2025 with 60% recycled= reduce environmental problems (production of methane and water and ground pollution).

➤ **Solution: increase or recycling and using waste to produce energy – help support communities**

SUSTAINABLE URBAN PLANNING

Sustainable cities are cities that meet the needs of the people who live in them today, without meaning that future generations do not have their needs met. Basically it means behaving in a way that does not irreversibly damage the environment or use up resources faster than they can be replaced. There are many things that cities can do to be more sustainable.

Sustainable cities focus on:

1. Preventing the overuse of water
2. Preventing the overuse of electricity and generating energy from renewable energies.
3. Urban greening – creating and protecting green spaces within the city. Green spaces provide clean air, habitats and prevent flooding during intense rainfall. They also create a relaxing space for people and encourage exercise.

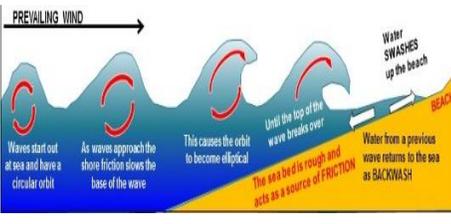
In 1970 Freiburg set itself the goal to become a sustainable city. It is located in south-west Germany.

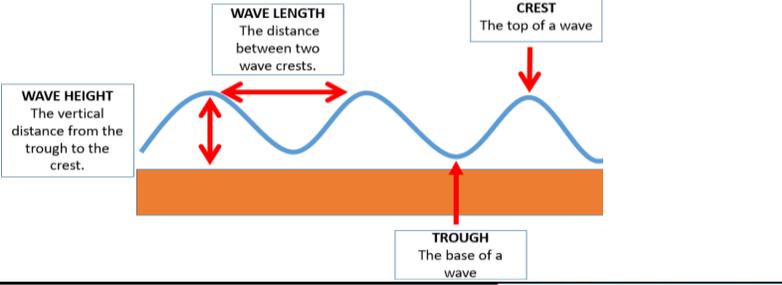
TRAFFIC MANAGEMENT STRATEGIES

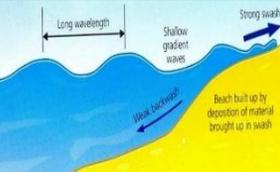
Traffic congestion can lead to a number of problems: *air pollution, health problems (e.g. asthma), accidents, increased journey times, noise and visual pollution, loss of habitats, cost of fuel...etc.*

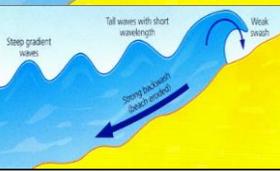
Therefore traffic management strategies are used to **reduce the risk of traffic congestion.**

	EXAMPLES IN FREIBURG	EXAMPLES IN MANCHESTER		
SUSTAINABLE WATER SUPPLY AND USE	<p>Collecting and recycling water:</p> <ul style="list-style-type: none"> • Water harvesting systems collect rainwater to reuse. • Water from the River Dreisam is used in Freiburg. <p>Prevent overuse of water:</p> <ul style="list-style-type: none"> • Dual flush toilets are used that use less water to flush. • Water meters remind residents how much water they are using = people use less water. 	<p>Many homes in Manchester use:</p> <ul style="list-style-type: none"> ➤ Water meters ➤ Dual flush systems ➤ Eco friendly appliances that use less water (e.g. washing machines, dishwashers) 	Cycle routes	<p>Lanes along main roads where people cycle, with some new cycle paths that exclude cars (cycle superhighways). There are many benefits of cycling.</p> <ul style="list-style-type: none"> • <i>Increase exercise, improve health, reduce air pollution, reduce stress, reduce congestion.</i> • The number of people cycling in Manchester has increased from 1.9% to 2.1% from 2001-2011. Transport for Greater Manchester aspire to have an increase of 300% in the levels of cycling across the region by 2025. • Greater Manchester Cycling Campaign is a volunteer-run groups that works to make cycling enjoyable and quicker. • Mobike started in 2017 where you could hire bikes via the app. Unfortunately it was suspended by 2018 due to high vandalism.
SUSTAINABLE ENERGY SUPPLY AND USE	<p>Freiburg plans to be 100% powered by renewable energy by 2050. This will require many residents to half their current use of energy.</p> <p>Renewable energies</p> <ul style="list-style-type: none"> • It is one of the sunniest cities in Germany so solar power is used. There are approximately 400 solar panels installations in the city, including at the railway station and football stadium. These produce 10 million kilowatts of electricity per year. <i>Freiburg's solar valley employs 1000 people in solar technology, in the production of solar panels, developing solar technology, such as solar cooling technology.</i> • Other renewable energies that Freiburg uses include biomass and biogas. <p>Prevent overuse of energy:</p> <ul style="list-style-type: none"> • The government provide incentives to encourage people to become more energy efficient, by allowing homeowners to sell any excess energy to the national grid. 	<p>Many energy companies provide energy from only renewable sources (e.g. Scottish Power).</p> <p>Many homes and businesses have solar panels on their roofs.</p> <p>Many homes use energy meters to monitor their energy use.</p>	Bus	<p>Buses have been improved to make journeys shorter & more enjoyable = more people to use public transport.</p> <ul style="list-style-type: none"> ➤ <i>TFGM has a fleet of 1010 environmental friendly diesel-electric hybrid buses and 3 full electric buses</i> ➤ <i>Information boards used at >2500 bus stops that tell customers when the next bus is due – makes it easier for passengers.</i> ➤ <i>New bus routes and more buses used at peak hours.</i> ➤ <i>Buses have priority = bus lanes = quicker journey times.</i>
			Park & ride	<p>In Greater Manchester there are 77 destinations for park and ride for trains and trams. People park their car in free car parks on the outskirts of the city and then take the train/tram into the city centre. One bus with 40 passengers causes less congestion than 20 cars with 2 people in each</p> <p>They have social, economic and environmental impacts: <i>Less cars in the city = less congestion = less pollution (air, visual, noise), less time wasted in traffic, less accidents, less space needed in the city centre for car parks.</i> E.g. Hollinwood Metrolink park and ride</p>
URBAN GREENING	<ul style="list-style-type: none"> • Afforestation – 75% of the deforested trees are re-grown every year. • River Dreisam provides natural habitats for animals and vegetation. • 44,000 trees have been planted in the city = 40% of the city is 	<p>20.4% of London is green space.</p> <p>Plans to improve Piccadilly gardens and implement green roofs and fund allotments in the city</p>	Integrated transport system	<p>Greater Manchester is developing their integrated transport system ready for 2040 – Connecting an extra 3 million residents to the city, resulting in 600,000 more journeys every day.</p> <p>A system that links different forms of public transport to make journeys easier = more people use public transport = less cars = less congestion and pollution.</p> <p>Passengers are able to use bank cards to pay for journeys on all forms of public transport = easy to use = more people use it. <i>e.g. Piccadilly station connects trains, tube, buses, cycle routes to each other.</i></p>

Coastline	The outline of the land. Where the land meets the sea
How are waves formed and how do they break?	<ul style="list-style-type: none"> Winds push the surface of the water in the direction it is blowing. The water moves in a circular motion = waves. As the waves move into shallow water, the rough sea bed = friction = water travels slower at the base of the circular wave = the top of the wave moves faster than the base. Eventually the top of the wave breaks 

Wave anatomy	
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Constructive Waves	<ul style="list-style-type: none"> Long wavelength and low wave height Strong swash and gentle backwash = add material and create big beaches Very gentle, created in calm conditions and a short fetch. 
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Destructive Waves	<ul style="list-style-type: none"> Short wavelength and high wave height Weak swash and strong backwash = remove material and erode beaches Very powerful, created in storms and 
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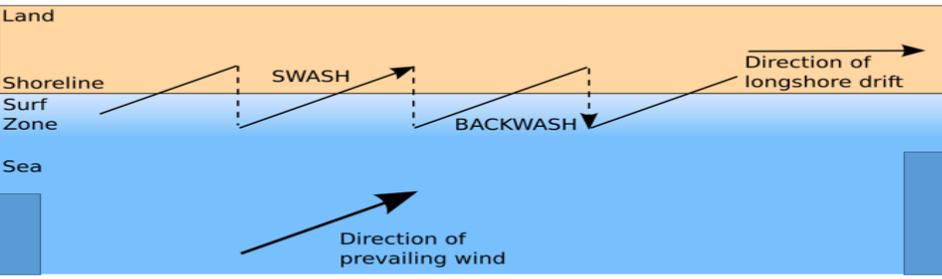
Wave fetch	The distance of water over which the wind blows (the size of the sea/ocean)
Swash	Breaking waves rush water and sediment up the beach.
Backwash	The water that rushes flows back to the sea.
Infiltration	Water enters the ground
Saturation	Rock that is full of liquid
Impermeable rock (non-porous rock)	Rocks that do not allow liquid to pass through
Permeable rock (porous rock)	Rocks that allow liquid to pass through
Slip plane	A line of weakness along which movement occurs

Erosion	The wearing away or removal of rocks. Erosion attacks the base of the cliff.
Hydraulic Action	The force of the waves hitting the cliffs removes material. Air bubbles in the water are pushed into cracks in the cliff and remove material due to an increase in pressure.
Abrasion	Material in the sea hits against the cliffs and removes rocks and soil, like sandpaper.
Corrosion	Chemicals in the water dissolve the cliff.
Attrition	Material in the sea crash into each other and break into smaller pieces. Continued attrition = smaller, smoother pebbles and sand particles.

Weathering	The breakdown of rocks caused by the day-to-day changes in the atmosphere. Weathering attacks the top of the cliff.
Freeze-thaw	Water collects in cracks. At night this water freezes and expands. The cracks get larger. In the day the temperature rises and the ice melts (thaws). The repeated freezing and thawing weakens the rock = breaks apart
Biological weathering	Plant roots grow in cracks in the rocks and break them apart. Animals burrow into weak rocks and break it apart.
Carbonation	Carbon dioxide and sulphur dioxide mix with rainwater to produce acid rain. This reacts with rocks. e.g. rainwater + CO2 = carbonic acid. Carbonic acid + calcium carbonate (in rocks such as limestone) = calcium bicarbonate which is soluble = rock dissolves.

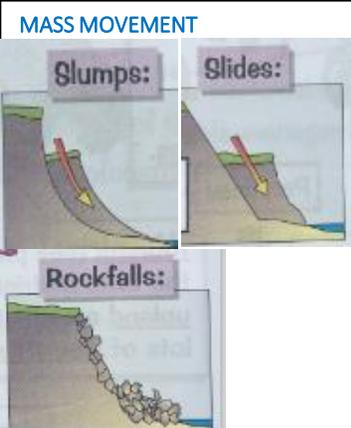
Transportation	The movement of sediment along the coastline.
Longshore drift	The zig zag movement of transported material along the coastline. It is transported in the direction of the prevailing wind.

- Waves travel in the direction of the prevailing wind. They usually hit the beach at an angle.
- The swash carries material up the beach in the same direction as the waves (and prevailing wind).
- The backwash carries material back to the sea. Backwash is always at right angles to the shoreline due to gravity.
- This process is repeated transporting material in the waves, along the beach in a zig zag pattern.



Deposition	The dropping of material carried by the water. It takes place in areas where the flow of water slows down. Waves lose energy and can no longer carry sediment and is therefore dropped. This occurs in: <ul style="list-style-type: none"> Sheltered bays when the wave's energy decreases. Areas where there are constructive waves (strong swash/weak backwash) Coastlines with groynes. These are wooden walls that are built out to sea, along the beach. They trap sediment being transported by longshore drift.
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Landforms that have been created by erosion and weathering:



MASS MOVEMENT

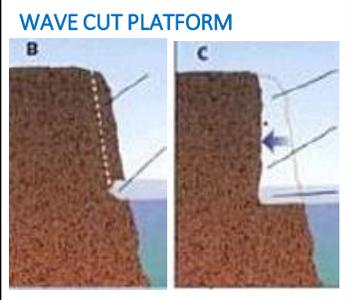
Mass movement is the downhill movement of material caused by gravity.

Rotational slump and Landslide:

- During periods of rain, water infiltrates (goes into) permeable rock. This makes the rock heavier.
- Eventually the rock becomes saturated (full of water) and unstable. A line of weakness forms in the unstable rock. A line of weakness is also known as a slip plane.
- Material moves down along the line of weakness.
 - *Rotational slumps – a CURVED line of weakness forms.*
 - *Landslides – a STRAIGHT line of weakness forms.*

Rock Fall – where rocks fall down a cliff face due to gravity

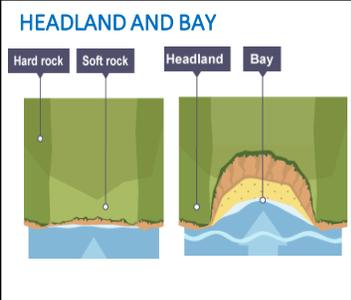
- Freeze-thaw weakens the rocks at the top of the cliff.
- These weakened rocks fall to the base of the cliff.
- The material that collects at the bottom of the cliff is called a scree slope.



WAVE CUT PLATFORM

A wave cut platform is a platform of rock found at the base of a cliff, formed due to erosion and weathering.

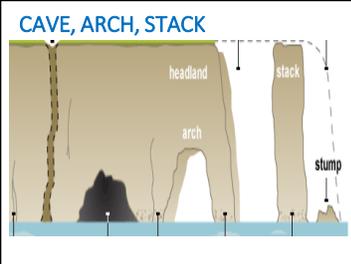
- Waves attack the base of the cliff between the high and low tide marks.
- Processes of erosion, such as hydraulic action and abrasion erode the base of the cliff creating a **wave cut notch** and **overhanging cliff**.
- Further erosion makes the wave cut notch larger and overhanging cliff unstable.
- Eventually the overhanging cliff collapses leaving a flat area of rock (**wave cut platform**).
- The cliff retreats.



HEADLAND AND BAY

A **headland** is a cliff that sticks out into the sea.
 A **bay** is an indentation in the coastline between headlands

- Headlands and bays occur along discordant coastlines. These are coastlines with bands of alternating hard and soft rock.
- The two different rock types erode at different speeds.
 - *Hard rock (granite) will erode more slowly, creating headlands.*
 - *Soft rock (clay) will erode more quickly, creating bays.*
- Bays are sheltered. As a result, deposition occurs and beaches are formed.



CAVE, ARCH, STACK

A **cave, arch, stack** is a coastal landform that is created along headlands.

- Waves attack a line of weakness along a headland. Erosion (hydraulic action, abrasion) widens the line of weakness to create a cave.
- Continued erosion, erodes the back of the cave, creating an arch.
- Weathering (freeze-thaw, animals, salt) weakens the top of the arch making it unstable. It eventually collapses, forming a stack.
- The stack is eroded from the base by the sea and weakened at the top by weathering = stump.

Landforms that have been created by transportation and deposition:



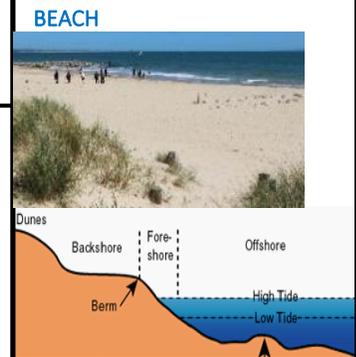
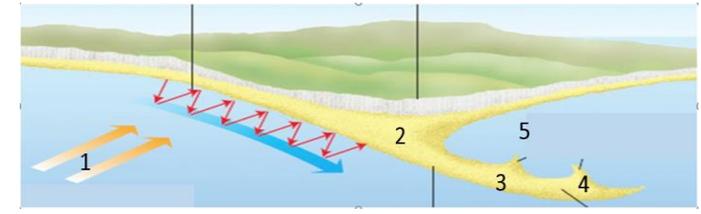
SPIT

A spit is a long, narrow band of sand/shingle that extends out into the sea from the land.

1. **LONGSHORE DRIFT** transports material along the coastline in a zigzag pattern.
2. Where there is a sudden **BEND** in the coastline, the waves lose energy. As a result, material is deposited.
3. **REPEAT:** continued longshore drift along the coastline and deposition at the bend, deposits material out to sea = spit.
4. Strong winds and waves curve the end of the spit = **RECURVED** end.
5. The area behind the spit is sheltered from waves = low energy = deposition. **SALTMARSHES** and mud flats are common here. They attract lots of wildlife.

A **BAR** is formed when a spit joins two headlands together.
 A lagoon forms behind the bar.

A **TOMBOLO** is formed when a spit joins to an island.



BEACH

Deposits of sand and shingle (pebbles) at the coast.

Beaches are found on the coast between the high water mark (high tide line) and low water mark (low tide line).

- *Sandy beaches are wide and flat. They are created by constructive waves with a strong swash and weak backwash. They occur in sheltered areas such as bays.*
- *Shingle beaches are steep and narrow. They are created by destructive waves with a weak swash and strong backwash. They occur in exposed coastlines.*

Beaches are made up of the **offshore** (out to sea), **foreshore** (between high and low tide lines) and **backshore** (high up the beach, near the sand dunes).



SAND DUNE

SAND DUNES – mounds of sand at the back of the beach.

- Sand is moved up the beach by the wind.
- It gets trapped by obstacles (e.g. driftwood) and the sand is deposited. Overtime it gets vegetated and larger = embryo dune.
- As you travel inland from the sea, the sand dunes get: taller, larger, darker, more vegetated.

INLAND

The diagram shows the stages of sand dune development from the sea to inland: Embryo Dune, Fore Dune, Yellow Dune, Grey Dune, Dune Slack, and Mature Dune. A red arrow indicates the direction of increasing inland distance.

Hard engineering Effective?	Using manmade, artificial structures to prevent erosion and flooding.. More effective, long lasting and need less maintenance than soft engineering, however more expensive and less natural/environmentally friendly.	Soft engineering Effective?	Using natural, environmentally friendly methods to prevent flooding. Often cheaper than hard engineering however need more maintaining and have a shorter lifespan
Sea Wall	A strong concrete wall built in front of the cliff/settlement that absorbs the wave’s energy. A curved sea wall reflects the wave back to sea. <ul style="list-style-type: none"> Effective, long lifespan, tourists like to walk along it. Expensive to build and maintain, looks unnatural. 	Beach Nourishment	Adds sediment to the beach to make it wider. The widened beach acts as a barrier from the waves and reduces erosion and flooding. <ul style="list-style-type: none"> Cheap and easy to maintain, natural looking, bigger beaches = more tourism Short lifespan, constant maintenance, beach is closed due it is being done.
Rock Armour	Large rocks placed in front of the cliff or settlement, that absorb the wave’s energy. <ul style="list-style-type: none"> Effective, long lifespan, cheaper, more natural and easier to build/maintain than a sea wall. Expensive (UK rock armour often comes from Norway), access to the beach can be difficult, can become slippery and dangerous. 	Beach Reprofilng	Material removed by longshore drift or destructive waves is returned to the beach. This maintains the size of the beach and prevents it getting smaller. <ul style="list-style-type: none"> Cheap and easy to maintain, natural appearance, bigger beach = more tourists Short lifespan, constant maintenance, beach is closed due it is being done.
Gabions	A wire cage filled with rocks that are placed in front of the cliff or seaside settlement. These absorb the wave’s energy. <ul style="list-style-type: none"> Effective, long lifespan, cheaper and easier to build/maintain than rock armour/sea walls. Wire cages have short lifespan (5-10 years). Sea water corrodes metal cages creating broken gabions which can be dangerous to tourists. More expensive than soft engineering. 	Dune Regeneration	Sand dunes are repaired and made larger using fences or marram grass. This creates a natural barrier from the waves. <ul style="list-style-type: none"> Cheap, very natural, popular with wildlife (creates habitats). While being repaired, dunes are closed = less tourists. They also require constant maintenance as dunes are constantly changing.
Groynes	Wood or rock fences built out into the sea. They trap sediment transported by longshore drift and make the beach larger. <ul style="list-style-type: none"> Groynes make the beach wider. The waves lose energy as they rush up the beach, meaning they have less erosion. Big beaches boosts tourism. They prevent sediment reaching beaches further along the coastline, making beaches along the coastline smaller. Therefore the problem is moved, not solved. More expensive than soft engineering. 	Dune Fencing	Fences are built on sandy beaches to collect sand and create new sand dunes. The new sand dunes act as a natural barrier from the waves. <ul style="list-style-type: none"> Cheap, natural, help make dunes larger, minimal impact on wildlife. Can be dangerous if the fences break, need regular maintenance after storms

The UK’s coastline is at risk of erosion. For a section of coastline to be protected, the cost of the scheme must be less than the value of the land, property and infrastructure (e.g. roads) saved, and the scheme must have no negative ‘knock-on’ environmental effects, for example making erosion worse somewhere else. The British Government creates **shoreline management plans (SMPs)** that outline how our coastline will be protected. There are four strategies.

Advance the line	Build new defence structures (v. high land value)
Hold the line	Maintain/improve existing coastal defences (high land value)
Managed retreat	Allow the sea to flood the land and build new sea defences inland (low land value)
Do nothing	Leave land to erode/flood (v. low land value)

Example: West Dorset is located on the south coast of England. There is evidence of erosion along this coastline, due to:

- The underlying rock is clay, which is soft and erodes very quickly.
- The fetch is the distance the waves travel before they reach the coastline. In West Dorset, the waves travel over 4000 miles across the Atlantic = very strong destructive waves are common here.

Example of managed retreat	Medmerry Managed Retreat, Chichester, South England. The flat, low-lying land had a low value (used for farming and caravan parks). The sea wall that protected the area needed repairing, but the decision was to not repair it and allow the land to flood as it was cheaper than repairing the sea wall. The managed retreat took place in November 2013.	
	ADVANTAGES	DISADVANTAGES
	<ul style="list-style-type: none"> Reduced chance of flooding. 7km of new cycle routes, 10km of new footpaths for leisure activities. 300hectares of new habitats created (saltmarshes). This creates a tourist attraction (e.g. birdwatches). Newly flooded land has created new fishing nursery = new fishing industry in Selsey (economy) 	<ul style="list-style-type: none"> People were relocated from their homes. Despite planning, habitats of existing species were affected. The scheme cost £28 million. Three farms were flooded = loss of industry and income.

To reduce the risk of erosion they use a number of strategies:

- At Lyme Regis in West Dorset a number of hard and soft engineering is used to protect the high value land. These include a sea wall, rock armour, groynes and beach nourishment. These are very effective at reducing the rate of erosion with little evidence of new erosion at Lyme Regis. On the other hand, they are very expensive and impact on the natural wildlife. Furthermore, the groynes prevent the transport of sediment along the coastline, which has caused mass movement further along the coastline.

Knowledge Organiser Focus: Home Learning

Your class teacher will set you the appropriate assignments on Seneca/GCSEpod.

Week	Home learning
Week 29	www.senecalearning.com / www.GCSEpod.com
Week 33	www.senecalearning.com / www.GCSEpod.com
Week 37	www.senecalearning.com / www.GCSEpod.com

Year 10: Religious Studies Term 3

I will learn about:

What do Muslims believe about the Sanctity of Life?

What do Muslims believe about the origins of life?

What do Muslims believe about Euthanasia?

What do Muslims believe about abortion?

What do Muslims believe about how to treat the natural world?

How I will be assessed:

Formative marking

Peer assessment

Flash Feedback

Mock exams

Formal exams

Knowledge Organiser Focus: Islam and Sanctity of life

Key terms

Word	Definition
Sanctity Of Life	The belief that life is special or holy because God made it
Sacred	Something that is special or holy
Euthanasia	To allow/help someone to die because they are suffering
Passive Euthanasia	To allow someone to die without intervention e.g. to take away what is keeping them alive
Active Euthanasia	To make someone die by doing something to take their life e.g. a lethal injection
Abortion	The deliberate ending of a pregnancy
Natural World	The world including nature, plants and animal life
Origins of life	The belief about where life came from
Akhirah	The Muslim belief in the afterlife
Khalifah	The Muslim concept of stewardship of the Earth

Stretch challenge:

Consider how Muslims decide how to behave towards life, the natural world and animals. Research Qur'an or Hadith teachings about how to treat life

Recommended reading:

Islam for Dummies by Malcolm Clarke

Term 3

The Glorious Qur'an says:

"...take not life, which God hath made sacred, except by way of justice and law: thus doth He command you, that ye may learn wisdom."

[Al-Qur'an 6:151]



Allah says in Quran, "...Whoever kills an innocent human being, it shall be as if he has killed all mankind, and whoever saves the life of one, it shall be as if he had saved the life of all mankind..."
Qur'an 5:32

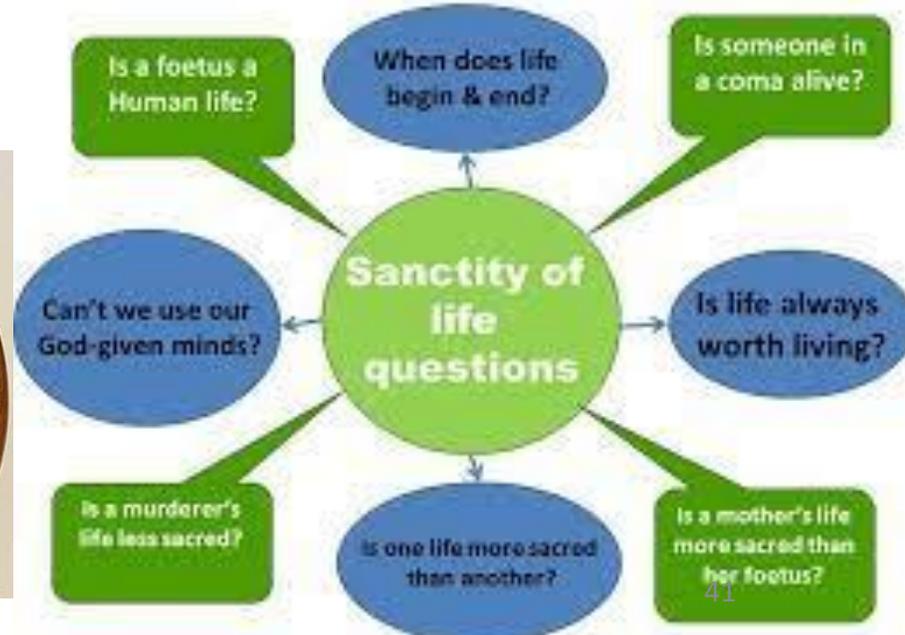
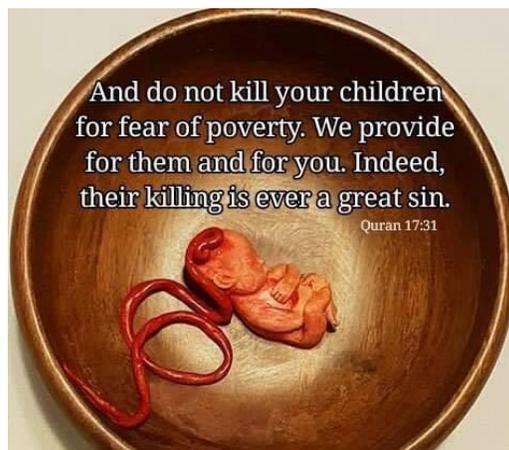


ABORTION & FEMINISM



How to answer exam questions:

- a) 3 quick simple undeveloped statements
- b) One reason and a development (explanation) and then another reasons and development *E.g 'Muslims believe.... And this means that...'*
- c) Same as a B but referring directly to a source (Qur'an, quote, Hadith, official prayer etc) using the phrase 'The main source of this belief is.....'
- d) Use the FARM structure (FOR, AGAINST, RELIGIOUS, MINE)
A Muslim may agree with this because....
A Muslim may disagree with this because....
Muslims may agree/disagree with each other because....
In conclusion, I think....



A Questions: 3 marks

Outline three Muslims beliefs about the Natural World

Outline three reasons for euthanasia

Outline three Muslim beliefs about the sanctity of life

Outline three Muslim beliefs about life after death

C Questions: 5 marks

Explain why a Muslim may oppose abortion

Explain why a Muslims may oppose euthanasia

Explain how Muslims respond to scientific explanations of life on Earth

Explain what Muslims believe about judgement day

Explain what Muslims believe about global warming

B Questions: 4 marks

Explain why a Muslim may support abortion

Explain why a Muslims may support euthanasia

Explain what Muslims believe about the sanctity of life

Explain what Muslims believe about the origins of life on Earth

Explain what Muslims believe about stewardship of the world

D Questions: 12 marks

‘A Muslim should never support abortion’

‘Everyone has a right to die when they choose’

‘All Muslims should be vegetarians’

‘You cannot be a Muslims and believe in scientific explanations of the world’s origin’

Week	Home learning
Week 2	Complete Oak Academy lesson: Lessons: Subjects: Key stage 4: Religious Education: Matters of Life and Death : Origins of the earth (Islam)
Week 4	Complete Oak Academy lesson: Lessons: Subjects: Key stage 4: Religious Education: Matters of Life and Death : Abortion
Week 6	Complete Oak Academy lesson: Lessons: Subjects: Key stage 4: Religious Education: Matters of Life and Death : Euthanasia

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Me, My Family and Friends)
- Theme 2: Local, National, International and Global Areas of Interest (Home Town, Neighbourhood and Region, Travel and Tourism)
- Theme 3: Current and Future Study and Employment (My studies, Life at school/college)

I will learn about:

- Jobs
- Avant de + present tense
- Comparatives
- Superlatives
- If clauses
- Near Future Tense Consolidation
- Simple Future Tense Conjugation

How I will be assessed:

- Interim translation F/H (7 marks)
- Listening F (35 marks)/ H (40 marks)
- Writing F (50 marks)/ H (60 marks)

Knowledge Organiser Focus: Plans Post-16 (Theme 3)

Key words (tier 2 and 3 vocabulary):

Word	Definition
réussir	to succeed – infinitive form
en grève	on strike
être au chômage	to be unemployed – infinitive form
prendre une année sabbatique	to take a gap year
se marier/ se pacser	to get married/ to enter into a civil partnership
habiter / s'installer avec	to live/ move in with
un emploi	a job

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a job that interests you and create a career profile about it French
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

Recommended reading/ watching:

French Near Future Tense – https://www.youtube.com/watch?v=HnvvQLAW_q8
 French Simple Future Tense – <https://www.youtube.com/watch?v=3wLQVIXNWr8&t=3s>
 GCSEPOD – French Grammar
 GCSEPOD – French Edexcel/ International and Global Dimension
 All-In – French Homework Challenges
 Quizlet - <https://quizlet.com/9j9smt?x=1qqt&i=192vgg>



★ When saying what job someone does, you don't use *un* or *une*:
Je suis journaliste.
 I am a journalist.
Ma mère est comptable.
 My mother is an accountant.

ingénieur/-eure engineer
programmeur/-euse programmer
créateur/-trice de jeux vidéo video game designer

devenir to become
le métier job

j'espère I hope
une année sabbatique a gap year

G The relative pronoun qui > Page 220

Qui means 'who', 'which' or 'that' when 'who', 'which' or 'that' is the subject of the sentence.
Le secteur qui m'intéresse, c'est le commerce.
 The area **that interests** me is business.

remplir les rayons to fill the shelves
le voisin/la voisine neighbour
tondre la pelouse to mow the lawn

G The perfect and imperfect tenses

You use the **perfect tense** to say what you **did**:

J'ai rangé le magasin. I tidied the shop.
J'ai servi les clients. I served customers.
J'ai fait du thé. I made tea.

You use the **imperfect tense** to say what something or someone **was like**:

C'était intéressant. Mes collègues **étaient** sympa.
It was interesting. My colleagues **were** nice.

★ Add 'colour' to opinions and reasons by using qualifiers such as *un peu* and *complètement*, or less common adjectives like *monotone*. It will also sound impressive if you use *j'ai beaucoup appris* or *je n'ai rien appris*.

★ When referring to the future, you can use *je veux/j'espère* + infinitive, or the near future tense (*je vais* + infinitive). To really impress, try using a verb in the simple future tense (e.g. *j'irai* or *je ferai*), but only if you are confident with it.

G Job nouns

The words for jobs often change according to gender. The most common patterns are:

masculine	feminine	(English)
électricien	électricienne	(electrician)
coiffeur	coiffeuse	(hairdresser)
acteur	actrice	(actor/actress)
boulangier	boulangère	(baker)
patron	patronne	(boss)

Jobs that end in *-e* don't change, e.g. *dentiste* (dentist), *secrétaire* (secretary).

The following jobs are also the same in both genders: *agent de police* (policeman/-woman), *médecin* (doctor), *professeur* (teacher), *soldat* (soldier).

Il/Elle travaille dans ...	un bureau/un hôpital/un magasin/une ferme (etc.).
Il/Elle est ...	secrétaire/infirmier/infirmière (etc.).
Il/Elle travaille comme ...	
Ma passion, c'est ...	le sport/le théâtre/la mode/la cuisine/la musique/les ordinateurs/les voitures (etc.).
Je veux être ...	journaliste (sportif)/acteur/actrice/chef de cuisine (etc.).
Je veux travailler comme ...	

l'allemand/l'anglais/l'arabe/l'espagnol/le français/le gujarati/le hindi/l'italien/le japonais/le mandarin/le polonais/le portugais/le roumain/le russe/l'ourdou

★ Use sequencers to describe future plans:
d'abord first of all
ensuite/puis then
après afterwards
un jour one day

G The conditional > Page 212

Use the conditional of *aimer* (**j'aimerais**) or *vouloir* (**je voudrais**) + the infinitive of another verb to say what you would like to do.

J'aimerais faire un métier créatif.
I would like to do a creative job.

Je voudrais travailler à l'étranger.
I would like to work abroad.

To say what you would **not** like to do, put *ne ... pas* around *aimerais* or *voudrais*.

Je n'aimerais pas travailler dans un bureau.
I would not like to work in an office.

Je ne voudrais pas faire un métier manuel.
I would not like to do a manual job.

★ In exam-style tasks, you often have to listen or look for synonyms – two words or phrases which mean the same thing (e.g. *université* and *faculté*).

passer un examen to take an exam
réussir un examen to pass an exam

Je crois que Je pense que	je voudrais j'aimerais	travailler dans (le commerce/le sport et les loisirs, etc.).	
Le secteur qui m'intéresse, c'est		le commerce/la médecine et la santé (etc.).	
Je suis	assez plutôt très un peu	actif/-ive. ambitieux/-euse. bien organisé(e). créatif/-ive. indépendant(e).	motivé(e). sérieux/-euse. sociable. timide. travailleur/-euse.
Je voudrais J'aimerais	avoir un métier bien payé. faire un métier à responsabilité (etc.). travailler en plein air (etc.).		
J'aime le contact avec les gens.			

le pneu tyre

G The future tense > Page 218

To describe future plans, you can use either the near future tense (*je vais* + infinitive), or the simple future tense to say 'will ...' or 'shall ...'.

Je passerai mes examens puis j'irai à la fac.
I will take my exams, then **I will go** to uni.

To form the simple future tense of regular verbs, add the following endings to the infinitive 'stem':

je passerai nous passerons
tu passeras vous passerez
il/elle/on passera ils/elles passeront

The following important verbs are irregular. Learn to recognise them!

aller → **j'irai** (I will go)
avoir → **j'aurai** (I will have)
être → **je serai** (I will be)
faire → **je ferai** (I will do/make)

😊	☹️
C'était ... amusant. bien. génial. intéressant. passionnant. une bonne expérience.	C'était ... difficile. ennuyeux. fatigant. monotone. (complètement) nul. une mauvaise expérience.
Mon patron/Ma patronne était gentil(le).	Mon patron/Ma patronne était trop sévère.
Mes collègues étaient sympa.	Mes collègues n'étaient pas très sympa.
J'ai beaucoup appris.	Je n'ai rien appris.

Je gagne/reçois ...
 Mon père/Ma mère me donne ...
 Mes parents me donnent ...
 quinze euros/dix livres ...
 ... par heure/jour/semaine/mois.

I earn/receive/get ...
My father/mother gives me ...
My parents give me ...
fifteen euros/ten pounds ...
... per hour/day/week/month.

★ To say 'my father's car' (etc.), you have to say 'the car of my father':
la voiture de mon père.
 Can you find other examples in exercise 1?

Some verbs are followed by *à* or *de* before the infinitive.

apprendre à ... (to learn to ...)
commencer à ... (to start to ...)
décider de ... (to decide to ...)
essayer de ... (to try to ...)

G Using different tenses

Use:

- the **present tense** to refer to how things are **now** (e.g. your personality, languages you speak)
- the **perfect tense** to refer to **past experiences** (e.g. jobs you have done)
- the **conditional** to say what you **would like** to do (e.g. work with children).

Find examples of all three tenses in exercise 6.

Point culture

In France, 14–16 year-olds are allowed to do a part-time job only during the school holidays but they can do casual work, like babysitting, outside the holidays. From the age of 16, you can get a BAFA qualification to work with young children in a holiday club.

couper to cut

★ To really impress, try using one of the following, followed by the **future tense**:
Si je réussis mes examens, ... If I pass my exams ...
Si mes rêves se réalisent, ... If my dreams come true ...

le conseiller/la conseillère en séjour tourist office adviser

★ *Pour* means 'in order to'. It is followed by the infinitive:
Il utilise l'espagnol pour demander son chemin.
 He uses Spanish (in order) to ask for directions.

la langue maternelle mother tongue

si mes rêves se réalisent if my dreams come true



90 Word Writing Task

Past

Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours

Auxiliary verb	AVOIR	ÊTRE
1: Je (I)	'ai	suis
4: Nous (we)	avons	sommes

1: Je (I) J'ai eu Je suis allé.e J'ai pris

4: Nous (we) J'ai pris

ER IR RE

1: Je (I) J'ai eu Je suis allé.e J'ai pris

4: Nous (we) J'ai pris

Il y avait J'étais J'avais

Present

Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours

	ER	IR	RE
1. E	S	S	S
4. ONS	ISSONS	ONS	ONS

J'ai Je suis Je vais

Opinion

J'aime	La bonne/ mauvaise chose	Me fait ...	Me fait sentir...	plus/ moins
Je déteste	Je crois que	rire	excité.e	(adjectif)
Je préfère	J'imagine que	pleurer	content.e	que
J'estime que	Je ne supporte pas	sourire	triste	

Future

L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus âgé.e

ALLER	Infinitive	ER/IR/RE
1. JE VAIS		1. AI
4. NOUS ALLONS		4. ONS

Si je pouvais, je voudrais ... Si j'avais la chance, j'aimerais... Si c'était possible, j'aurais ...



150 Word Writing Task

Conditional

Si je pouvais/ Si j'avais la chance/ Si j'avais la choix/ Si c'était possible/ Si j'avais la occasion

ER/IR/RE
1. AIS
4. IONS

J'aurais Je serais J'irais

Subjunctive

J'adore que/ J'ai peur que/ Je suis content que/ Je suis désolé que/ Il est bizarre que/ Il est dommage que/ on évite que/ Je souhaite que/ Je doute que

ER/IR/RE
1. E
4. IONS

J'aie Je sois J'aille

Snazzy Structures

comme un poisson dans l'eau = to be at ease
 c'est pas le Pérou = to be nothing to write home about
 être simple comme 'bonjour' = to be as easy as pie
 avoir le cafard = to be down in the dumps
 être aux anges = to be over the moon

après avoir vu/ regardé = after watching
 après avoir terminé = after finishing
 après avoir attendu = after waiting
 après être allé = after going

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Basic tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
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- Talk about others
- Use something complex
- Details and Descriptions
- **Conditional Tense**
- **Subjunctive Phrases**
- **Snazzy Structures**

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour.

Être	J'avais	J'ai fait	Je voudrais	Je fais
Je rangeais	Apprendre	Je veux	Je vais faire	Je travaillerais
Nous irions	Réussir	Je réussis	Je pense	Je chercherais
J'étudiais	Porter	Ça serait	Il améliore	Obtenir
J'aurais	J'allais	Ils ont fait	J'ai rencontré	Je déteste
J'ai travaillé	Résoudre	J'aidais	Je vais chercher	Je travaillais

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Perfect tense (I went)
Conditional (I would go)
Near future (I am going to go)

Translations

- In the future, I would like to be a lawyer.
- I work as a cashier at the weekends.
- I did my work experience in an office.
- I helped customers and I tidied the clothes.
- Learning languages improves your job prospects.



Extended Writing 90 word question



Étape 1: Translate the task into English	Étape 2: Plan your sentence starters / ideas	Étape 5: Final Checklist
<p>Vous écrivez un article à propos des relations. Mentionnez:</p> <ul style="list-style-type: none"> - si vous vous entendez bien avec votre famille - votre opinion sur le mariage - vos projets pour le futur - si vous voulez être en couple dans le futur <p>Ecrivez 90 mots :</p> <p>.....</p>	<ul style="list-style-type: none"> • si vous vous entendez bien avec votre famille <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • votre opinion sur le mariage <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • vos projets pour le futur <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • si vous voulez être en couple dans le futur <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have included every bullet point <input type="checkbox"/> I have included at least three tenses: present, near future, conditional (je voudrais) <input type="checkbox"/> I have checked my verb endings <input type="checkbox"/> I have included my snazzy structures <input type="checkbox"/> I have included at least 3 opinions

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Me, My Family and Friends)
- Theme 2: Local, National, International and Global Areas of Interest (Home Town, Neighbourhood and Region, Travel and Tourism)
- Theme 3: Current and Future Study and Employment (My studies, Life at school/college, Education Post-16)

I will learn about:

- Film/ Music genres
- Expressing and justifying opinions
- Making predictions
- Near Future Tense Consolidation
- Simple Future Tense Consolidation
- Detailed descriptions
- Perfect Tense Consolidation
- Weather using past tense
- Imperfect Tense
- Direct object pronouns
- Film reviews

How I will be assessed:

- Translation into French F (10 marks) H (12 marks)
- Reading F (41 marks)/ H (48 marks)
- Speaking (Photocard) F/H (15 marks)

Knowledge Organiser Focus: Film: Amélie

Key words (tier 2 and 3 vocabulary):

Word	Definition
un conte (des fées)	a (fairy) tale
l'espoir	hope
se moquer de (quelqu'un)	to make fun of (someone) – infinitive form, reflexive verb
nettoyer	to clean – infinitive form
une maladie cardiaque	a heart defect/ illness
le cafouillage	the troubles/ mess/ shambles
une boîte à outils	a tool box
une fête foraine	a funfair

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Watch another French film and write a synopsis, in French.

Recommended reading/ watching:

GCSEPOD – French Grammar

GCSEPOD – French Edexcel/ All topics

All-In – French Homework Challenges

Quizlet – class link for all topics and grammar - https://quizlet.com/_9ja8gb?x=1qqqt&i=192vvgg





90 Word Writing Task

P ast	Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours	ER IR RE	Quand j'étais jeune/ Antes/ Quand j'avais... ans
	Auxiliary verb 1: Je (I) suis 4: Nous (we) sommes	AVOIR ÊTRE	ER/IR/RE 1: Je (I) ais 4: Nous (we) ions
P resent	Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours	ER IR RE	
	1. E S 4. ONS		
O pinion	J'aime La bonne/ mauvaise chose	Me fait ... Me fait sentir...	plus/ moins (adjectif) que
	Je déteste Je crois que Je préfère J'imagine que J'estime que Je ne supporte pas	rire excité.e pleurer content.e sourire triste	
F uture	L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus âgé.e.s	ER/IR/RE	Si je pouvais, je voudrais ... Si j'avais la chance, j'aimerais... Si c'était possible, j'aurais ...
	1. JE VAIS 4. NOUS ALLONS	Infinitive	1. AI 4. ONS



150 Word Writing Task

C onditional	Si je pouvais/ Si j'avais la chance/ Si j'avais la choix/ Si c'était possible/ Si j'avais la occasion	ER/IR/RE	J'aurais Je serais J'irais
	1. AIS 4. IONS		
S ubjunctive	J'adore que/ J'ai peur que/ Je suis content que/ Je suis désolé que/ Il est bizarre que/ Il est dommage que/ on évite que/ Je souhaite que/ Je doute que	ER/IR/RE	J'aie Je sois J'aïlle
	1. E 4. IONS		
S nazy	comme un poisson dans l'eau = to be at ease c'est pas le Pérou = to be nothing to write home about être simple comme 'bonjour' = to be as easy as pie avoir le cafard = to be down in the dumps être aux anges = to be over the moon		
	après avoir vu/ regardé = after watching après avoir terminé = after finishing après avoir attendu = after waiting après être allé = after going		

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

How do I best answer the bullet points?

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- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions
- **Conditional Tense**
- **Subjunctive Phrases**
- **Snazzy Structures**

Writing

I can write fluently and coherently on a wide variety of topics without preparation and for many different purposes (e.g. blog, post-card). All of my responses are accomplished and developed, using a wide range of vocabulary and grade 8 grammatical structures (including the present participle, the pluperfect, conditional and imperfect tenses, and the passive voice) confidently and successfully.

I can translate a passage containing a range of complex language structures into French. For this topic, I can apply and adapt a range of verbs (s'entendre avec, aimer, détester, être, avoir, se marier ...).

Speaking:

Vous parlez sur Skype avec votre correspondant français.

- Décrivez votre personnalité; deux détails
- Décrivez votre personnalité quand vous étiez petit(e); deux détails
- Décrivez votre meilleur(e) ami(e); deux détails
- Ce que vous avez fait avec ta famille le week-end dernier

To achieve 80% in this task, you must give a response to every bullet point and use a wide range of opinions, adjectives, quantifiers, connectives and verbs (s'entendre avec, aimer, détester, être, avoir ...). You must make accurate reference to at least three different tenses.

Listening

I can understand authentic spoken texts and material from a range of voices which include more complex and extended passages. I can extract information, identify opinions and draw conclusions. I can immediately understand references to the past, present, future and conditional.

Speaking

I always communicate in class in French and ask questions confidently.

I can speak spontaneously and discuss facts and experiences confidently. I am adventurous with my language, using a range of opinions, adjectives, quantifiers, connectives and verbs for this topic (s'entendre avec, aimer, détester, être, avoir, se marier...). I make few mistakes. I can accurately make reference to at least five time-frames (present, past, near future, conditional, imperfect, future or the pluperfect).

Reading

I can apply my language skills and knowledge of French to understand a variety of unseen material. I can also use context and other clues to work out the meaning of new material I read. I read authentic French for pleasure.



Reading:

Relationships



Rachelle

Je suis contre le mariage. Mes parents se disputent toujours et m'ont donné un mauvais exemple. Je voudrais vivre avec quelqu'un et avoir deux enfants. Je sais déjà que nous devons payer quelqu'un pour les garder, car j'ai l'intention de continuer mon travail.



Yann

Comme je suis assez timide avec les filles je crois que ce sera très difficile de trouver une partenaire. A l'avenir je ferai de mon mieux pour trouver un bon emploi. Ça, c'est le plus important pour moi. Peut-être que je vivrai seul. Si j'ai du travail et un petit appartement, je serai satisfait.



Farah

Toutes mes copines me disent que je suis trop romantique. Tout ça parce que je sors depuis 18 mois avec le garçon de mes rêves et que j'aimerais qu'on se marie. Je voudrais un mariage traditionnel suivi d'une réception à l'hôtel. Après, lui et moi, on partira quinze jours en vacances dans un pays exotique.

Choose the correct person. Write R (for Rachelle), Y (for Yann) and F (for Farah).

(a) Who thinks that having a relationship is not a priority?

(b) Who has planned a honeymoon?

(c) Who has plans for a family?

(d) Whose views on marriage are affected by personal experience?

(e) Who is in a steady relationship?



Extended Writing 90 word question



Étape 1: Translate the task into English	Étape 2: Plan your sentence starters / ideas	Étape 5: Final Checklist
<p>Vous écrivez une critique du film «Amélie».</p> <p>Mentionnez:</p> <ul style="list-style-type: none"> - Les personnages clés dans le film - Votre personnage préféré - Qu'est-ce qu'il s'est passé dans le film - Votre opinion de Paris <p>Ecrivez 90 mots :</p> <p>.....</p>	<ul style="list-style-type: none"> • Les personnages clés dans le film <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • Votre personnage préféré <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • Qu'est-ce qu'il s'est passé dans le film <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • Votre opinion de Paris <p>TENSE(S) USED:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have included every bullet point <input type="checkbox"/> I have included at least three tenses: present, near future, conditional (je voudrais) <input type="checkbox"/> I have checked my verb endings <input type="checkbox"/> I have included my snazzy structures <input type="checkbox"/> I have included at least 3 opinions

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
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- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Me, My Family and Friends)
- Theme 2: Local, National, International and Global Areas of Interest (Home Town, Neighbourhood and Region, Travel and Tourism)
- Theme 3: Current and Future Study and Employment (My studies, Life at school/college)

I will learn about:

- Jobs
- Antes de + present tense
- Comparatives
- Superlatives
- If clauses
- Near Future Tense Consolidation
- Simple Future Tense Conjugation

How I will be assessed:

- Interim translation F/H (7 marks)
- Listening F (35 marks)/ H (40 marks)
- Writing F (50 marks)/ H (60 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
casarse/ formar una unión civil	to get married/ enter into a civil partnership
un título (universitario)	university degree
habilidades/ fortalezas	skills/ strengths
estar en paro	to be unemployed
una entrevista	an interview
El futuro cercano	Near future – A tense that expresses a certain action in the future (e.g. I am going to study)
El futuro simple	Simple future – A tense that expresses an uncertain action in the future (e.g. I will study)

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a job that interests you and create a career profile about it Spanish
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

Recommended reading/ watching:

Spanish Near Future Tense – <https://www.youtube.com/watch?v=GZqeisWpsDc>
 Spanish Simple Future Tense – https://www.youtube.com/watch?v=u_PJWk9UGSk
 GCSEPOD – Spanish Grammar
 GCSEPOD – Spanish Edexcel/ Future aspirations, study and work
 All-In – Spanish Homework Challenges
 Quizlet - <https://quizlet.com/join/FGZs9S4S9>



★ Just like in English, you have to follow special conventions when writing a formal letter. Can you spot these phrases in Spanish?

Dear Sir
I'm enclosing my CV
Thank you for your kind attention
Yours sincerely

Remember to use the **usted** (formal singular) form of the verb.

su anuncio your advert
solicitar el puesto de to apply for the post of

Some nouns have different masculine and feminine forms.

camarero → camarera
diseñador → diseñadora

Those ending in **-e** or **-ista** don't usually change.

cantante → cantante
repcionista → recepcionista

G Lo + adjective

Lo + adjective means **the... thing**.

Lo bueno / malo The good / bad **thing**
Lo mejor / peor The best / worst **thing**
Lo más importante The most important **thing**

★ Another way of referring to future plans is to use the **future tense**:

Compraré un coche. I **will buy** a car.
Haré un curso de... I **will do** a course in...

Look back at page 94 to remind yourself how to form the future tense. You can use **'if' clauses** to describe future plans which depend on something else.

Si + present, + future
Si me caso, tendré hijos. **If I get married, I'll have** children.

★ Use phrases from exercises 1 and 2 to help you. Remember to make adjectives agree:
*Me gusta **mi trabajo** porque **es variado**.*
***Mi jefe es paciente** y **mis compañeros son sociables**.*
Try to include *suelo* and *tengo que* + infinitive.

★ Train stations and airports often use the 24-hour clock. When listening to announcements be prepared to spot the hour (0–23) followed by the minutes (up to 59).

las catorce 14:00
las quince cero dos 15:02
las dieciséis cuarenta y siete 16:47

★ You must cover all four bullet points, but remember that the **quality** of what you write is more important than the **quantity**. Vary your language, but above all, make sure your work is accurate.

a bordo de un avión on board a plane

★ If you haven't done any work experience or you don't know what you want to do in the future, use your imagination! The important thing is to show off your Spanish.

el/la animador(a) activities organiser
cariñoso/a affectionate

Use the **preterite** for completed actions and opinions in the past.
Aprendí mucho. I **learned** a lot.
Me gustó porque fue divertido. I **liked it** because **it was** fun.
Use the **imperfect** to describe what something was like.
*La granja **era** enorme.* The farm **was** enormous.
*Los clientes **eran** agradables.* The customers **were** pleasant.

★ When saying what job someone does, you don't use the indefinite article ('a').

Soy periodista. I am **a** journalist.
Mi padre es cocinero. My dad is **a** chef.

Remember, to talk about what you have done you use the **perfect tense**.

To form it, use the present tense of **haber** + **past participle** (-ar verbs → **-ado**, -er / -ir verbs → **-ido**).

He trabajado en una tienda. I have worked in a shop.

Some past participles are irregular.
hacer → hecho ver → visto
escribir → escrito poner → puesto

(no) vale la pena ordeñar las vacas (des)agradable it's (not) worth it to milk the cows (un)pleasant

mientras whilst

aprobar to pass

★ Before listening, decide which words you need to listen out for to identify who is speaking. For example, how useful is it to listen out for *español*?

★ I am... Soy...
I'd like to be... Me gustaría ser...
If you aren't sure, use *no sé* (I don't know) or *tal vez* (perhaps).

★ Remember to use **desde hace** with the present tense to say **how long** you have been doing something.

estoy harto/a de I'm fed up with

los estantes shelves

★ Some words have more than one meaning. Look at the context and decide whether the word is a noun, verb, etc. For example:

Trabajo en una tienda. I **work** in a shop.
*Es un **trabajo** genial.* It's **a** great **job**.
*Trabaja en **la cocina**.* He/She works in **the kitchen**.
Cocina en casa. **He/She cooks** at home.

You can express future plans with a variety of verbs followed by the **infinitive**:

quiero I want to
espero I hope to
voy a I am going to
me gustaría I would like to
*Espero **casarme**.* I hope **to get married**.

G Verbs followed by the infinitive

Remember, you use **suelo** + **infinitive** to talk about what you *tend* to do.

Suelo trabajar los lunes. I **tend to work** on Mondays.

You use **tengo que** + **infinitive** to say what you *have* to do.

Tengo que lavar los platos. I **have to wash** the dishes.

el crucero cruise ship

el paro unemployment

aprovechar to make the most of



40 Word Writing Task

P resent Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

AR	ER	IR
1. O	O	O
4. AMOS	EMOS	IMOS

Tengo Soy Voy

O pinion Me gusta Lo bueno/ malo Me hace ... Me hace sentir ...

Odio	Creo que	reír	emocionante	más/ menos
Prefiero	Imagino que	llorar	contento	(adjetivo)
Opino que	No aguanto	sonreír	triste	que

F uture El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

Si pudiera, quisiera ...
Si tuviera la oportunidad, me gustaría ...
Si fuera posible, tendría ...

How do I best answer the bullet points?

- P.O.F
- Correct tense for each bullet point
- Two tenses – Present and Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour

Ser	Tenía	Hice	Me gustaría	Hago
Ayudaba	Aprender	Quiero	Voy a hacer	Trabajaría
Iríamos	Aprobar	Suspendieron	Pienso	Buscaría
Estudiaba	Llevar	Sería	Mejora	Conseguir
Tendría	Iba	Hicieron	Conocí	Odio
Trabajé	solucionar	archivaba	Voy a buscar	Trabajaba

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Preterite (I went)
Conditional (I would go)
Near future (I am going to go)



90 Word Writing Task

P ast Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

AR	ER/ IR
1. É	Í
4. AMOS	IMOS

Tuve Fui Saqué

P resent Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

AR	ER	IR
1. O	O	O
4. AMOS	EMOS	IMOS

Tengo Soy Voy

O pinion Me gusta Lo bueno/ malo Me hace ... Me hace sentir ...

Odio	Creo que	reír	emocionante	más/ menos
Prefiero	Imagino que	llorar	contento	(adjetivo)
Opino que	No aguanto	sonreír	triste	que

F uture El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

Si pudiera, quisiera ...
Si tuviera la oportunidad, me gustaría ...
Si fuera posible, tendría ...

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translations

- When I am older, I would like to be a lawyer.

- I work as a cashier at the weekends.

- I did my work experience in an office.

- I helped customers and I filed documents.

- Learning languages improves your job prospects.

Y10 Spanish HT6

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Me, My Family and Friends)
- Theme 2: Local, National, International and Global Areas of Interest (Home Town, Neighbourhood and Region, Travel and Tourism)
- Theme 3: Current and Future Study and Employment (My studies, Life at school/college, Education Post-16)

I will learn about:

- Film genres
- Expressing and justifying opinions
- Making predictions
- Near Future Tense Consolidation
- Simple Future Tense Consolidation
- Detailed descriptions
- Preterite Tense of regular and radical changing verbs Consolidation
- Weather using past tense
- Imperfect Tense: era vs. estaba
- Conditional Tense

How I will be assessed:

- Interim translation into Spanish F (10 marks)/ H (12 marks)
- Reading F (51 marks)/ H (50 marks)
- Speaking (Photo card) F/H (15 marks)

Knowledge Organiser Focus: Film: Diarios de una motocicleta

Key words (tier 2 and 3 vocabulary):

Word	Definition
sablear	to scrounge – infinitive form
hacer dedo	to hitchhike– infinitive form
tener labia/ tener facilidad de palabra	to have the gift of the gab – infinitive form
hacerse famoso	to be famous – infinitive form, reflexive verb
un sabeletodo	a know-it-all
quedarse	to stay – infinitive form, reflexive verb
un leproso	a leper/ person affected with leprosy
el comunismo	comunism

Stretch challenge:

- Use PiXL ‘Know it, Grasp it, Think it’ template to reduce topic Knowledge Organiser to a visual format
- Watch another Spanish film and write a synopsis, in Spanish.

Recommended reading/ watching:

Spanish Imperfect Tense – <https://www.youtube.com/watch?v=oSComsNPSvw&t=7s>

Spanish Conditional Tense - <https://www.youtube.com/watch?v=fdQoZqJkyng&t=4s>

GCSEPOD – Spanish Grammar

GCSEPOD – Spanish Edexcel/ School

Quizlet - https://quizlet.com/_9j9j8t?x=1qq&i=192vvg





40 Word Writing Task

P resent

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

AR	ER	IR
1. O	O	O
4. AMOS	EMOS	IMOS

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ...	Me hace sentir ...	más/ menos (adjetivo)
Odio	Creo que	reír	emocionante	que
Prefiero	Imagino que	llorar	contento	
Opino que	No aguanto	sonreír	triste	

F uture

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

Si pudiera, quisiera ...
Si tuviera la oportunidad, me gustaría ...
Si fuera posible, tendría ...

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- Correct tense for each bullet point
- Two tenses – Present and Future
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- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions



90 Word Writing Task

P ast

Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

AR	ER/ IR
1. É	Í
4. AMOS	IMOS

Tuve Fui Saqué

Cuando era joven/ Antes/ Cuando tenía ... años

AR	ER/ IR
1. ABA	ÍA
4. ABAMOS	ÍAMOS

Había Era Tenía

P resent

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

AR	ER	IR
1. O	O	O
4. AMOS	EMOS	IMOS

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ...	Me hace sentir ...	más/ menos (adjetivo)
Odio	Creo que	reír	emocionante	que
Prefiero	Imagino que	llorar	contento	
Opino que	No aguanto	sonreír	triste	

F uture

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

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- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Writing

I can write fluently and coherently on a wide variety of topics without preparation and for many different purposes (e.g. blog, post-card). All of my responses are accomplished and developed, using a wide range of vocabulary and grade 8 grammatical structures (including the present participle, the pluperfect, conditional and imperfect tenses, and the passive voice) confidently and successfully.

I can translate a passage containing a range of complex language structures into Spanish.

For this topic, I can apply and adapt a range of verbs (romper, llegar, volver, viajar, quedar, disputar, comprar, gastar).

Speaking

¿Qué hay en la foto? Responde a las preguntas.



- ¿Qué hay en la foto?
- ¿Te gustaría viajar por América Latina como Ernesto y Alberto? Por qué / por qué no?
- ¿Cómo es Alberto?
- Describe la película "Los Diarios de Motocicleta"
- ¿Cuáles son los mejores momentos de la película?

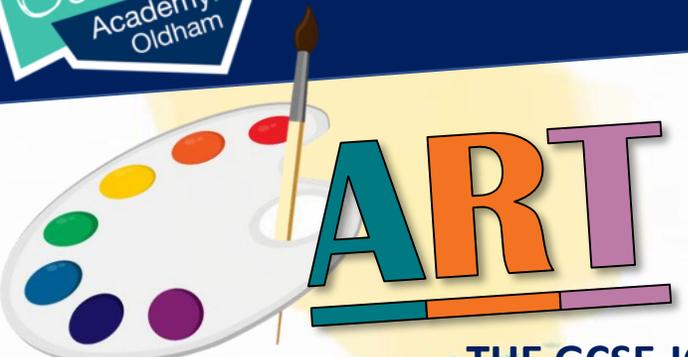
To achieve 80% in this task, you must give a response to every bullet point and use a wide range of opinions, adjectives, quantifiers, connectives and verbs (romper, llegar, volver, viajar, quedar, disputar, comprar, gastar). You must make accurate reference to at least three different tenses.



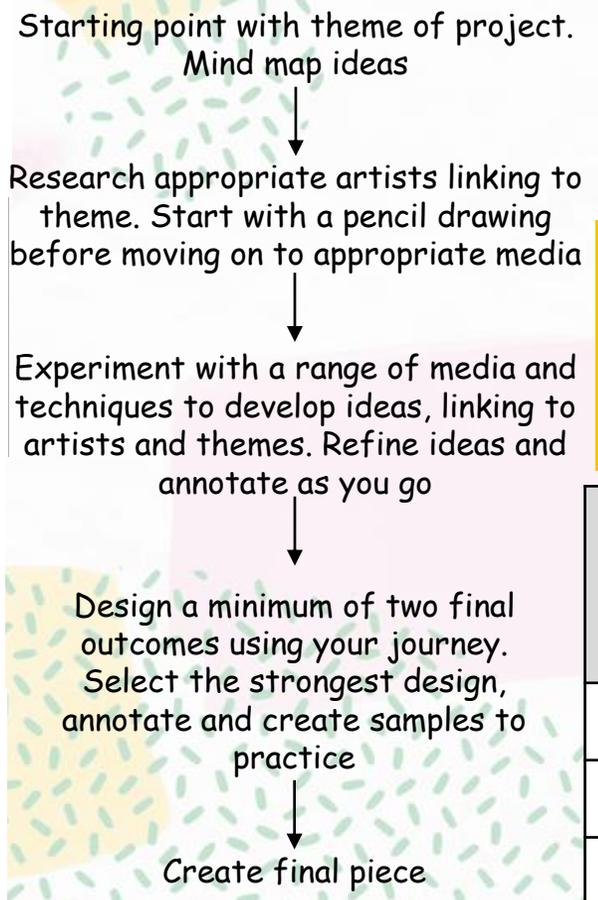
Extended Writing 90 word question



Etapa 1: Translate the task into English	Etapa 2: Plan your sentence starters and tenses you will use	Etapa 5: Final Checklist
<p>Un amigo español te pregunta sobre las películas Menciona:</p> <ul style="list-style-type: none"> • tus películas preferidas • describe un personaje en la película • qué vas a ver este fin de semana • si tuvieras la opción, qué te gustaría ver <p>Escribe 90 palabras :</p> <p>.....</p>	<ul style="list-style-type: none"> • tus películas preferidas <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • describe un personaje en la película <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • qué vas a ver este fin de semana <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <ul style="list-style-type: none"> • Si tuvieras la opción, qué te gustaría ver <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have included every bullet point <input type="checkbox"/> I have included range of tenses: present, immediate future (voy a + infinitive), simple future (infinitive endings), preterite and conditional (me gustaría) <input type="checkbox"/> I have checked my verb endings <input type="checkbox"/> I have included my snazzy structures <input type="checkbox"/> I have included at least 3 opinions



THE GCSE JOURNEY

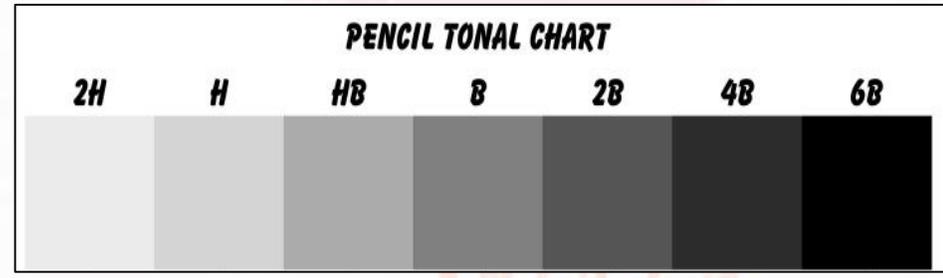
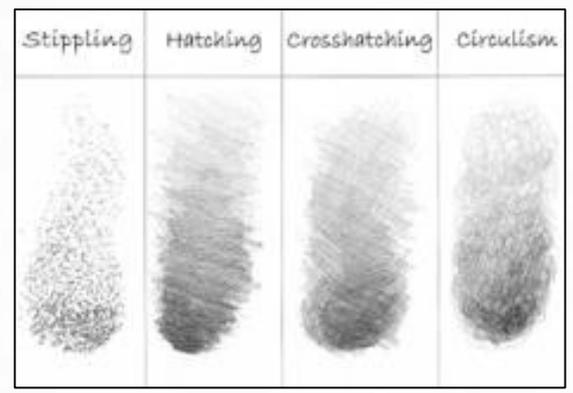


I should already know:

- How to skilfully apply a range of media
- The journey of a GCSE project - artist research, development, design, final outcome

What will be covered in this project?

- Variety of drawing styles and techniques
- Shading and mark making styles
 - Observational drawing



How I will be assessed?

This project is the first of two projects that will form your GCSE portfolio. It will be worth 60% of your overall GCSE grade. You will be assessed in line with GCSE marking criteria.

	<u>Home learning</u> All pupils should be using their Art Pack to complete unfinished class work independently
Task 1	Task set by class teacher
Task 2	Task set by class teacher
Task 3	Task set by class teacher

A01 EXPLORE
BEGIN TO LINK A THEME TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS LINK ARTISTS WORK TO IDEAS AND ARTWORK

A02 EXPERIMENT WITH A RANGE OF MEDIA AND TECHNIQUES
LINKING TECHNIQUES TO ARTISTS AND THEMES
MIXED MEDIA PHOTOGRAPHY CLAY GIPSUM

A03 IDEAS
IDEAS LINKING TO ARTISTS WORK
LINKING TOGETHER PLANS, DESIGNS IN A RANGE OF DIFFERENT MEDIA

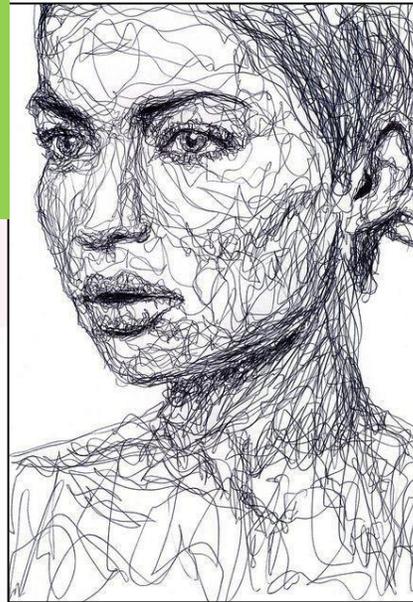
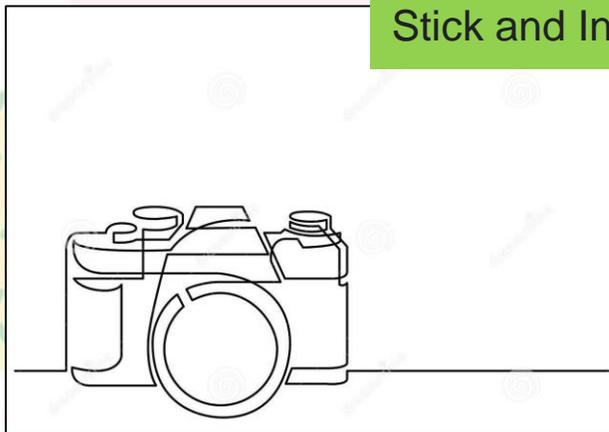
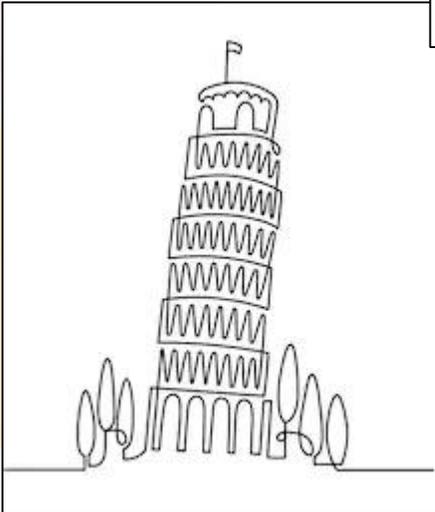
A04 FINAL
MEANINGFUL PIECE OF WORK INFORMED RESPONSE LINK BETWEEN VISUALS AND ARTISTS PRESENTATION

Continuous Line Drawing

The **line** in a **continuous line drawing** is unbroken from the beginning to the end. When drawing a **continuous line drawing**, your media should never leave the drawing surface.



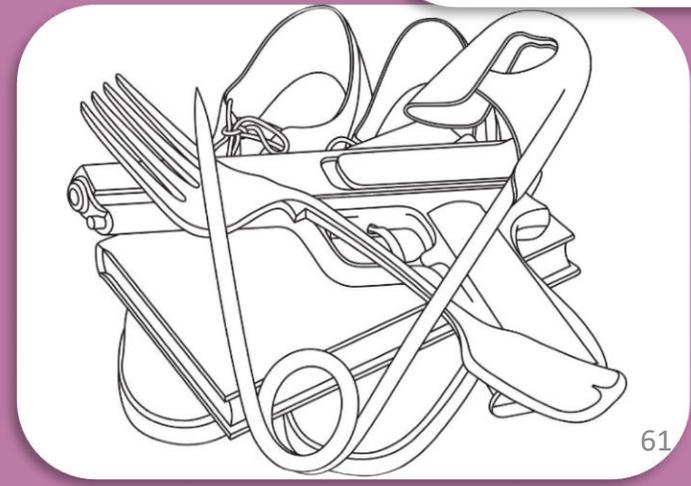
What media could I use?
Pencil
Pen
Stick and Ink



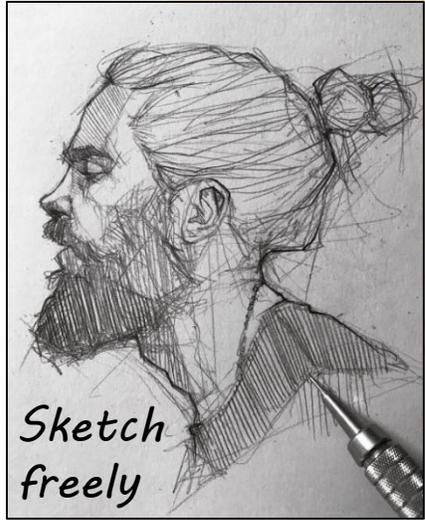
STRETCH
Rip/cut some paper and layer in the background before drawing on top.

ARTIST INSPIRATION

Michael Craig Martin



Expressive Drawing

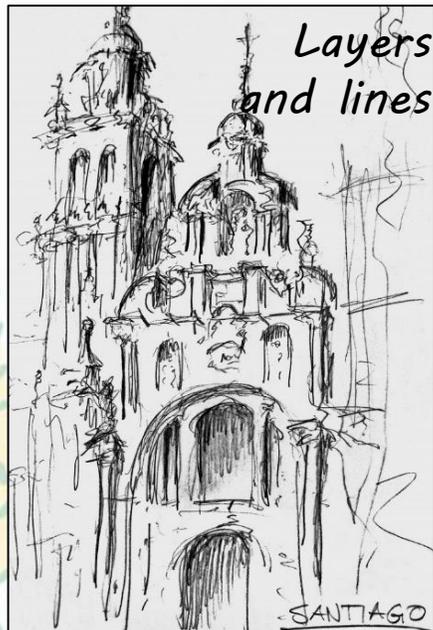


Sketch freely

What is it?
Expressive drawing often communicates ideas or **emotions** that are not visible or tangible. Expressive drawings may capture **movement** and **energy**, feelings and memories.



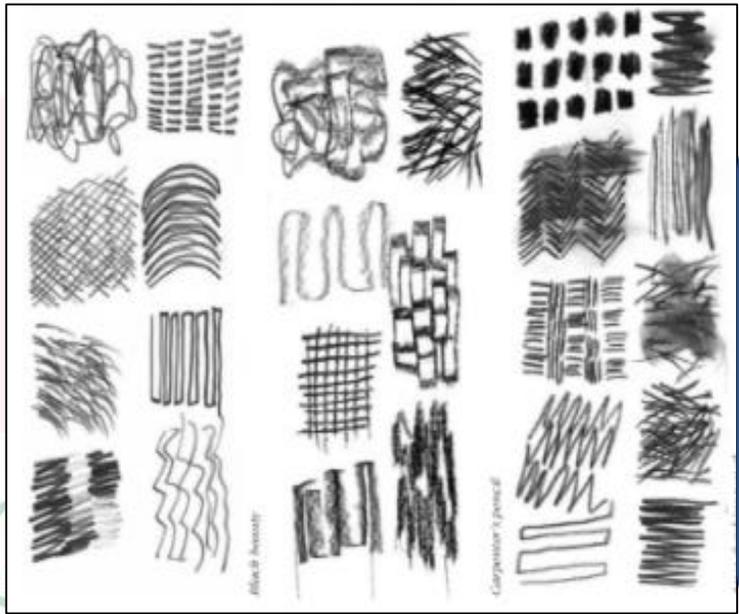
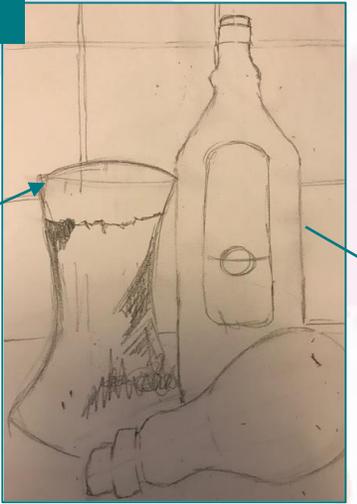
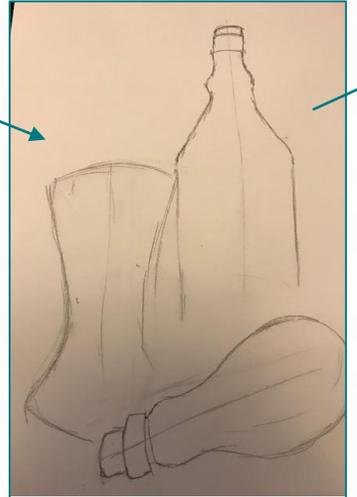
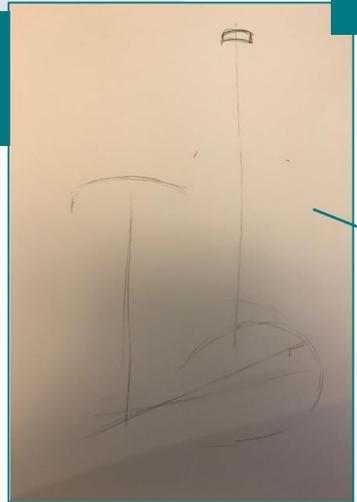
Natural movement



Layers and lines

SANTIAGO

The Process



Mark-making

ARTIST INSPIRATION

Alberto Giacometti

Year 10: Design Technology Term 3

I will learn about: The categorisation and properties of a range of materials, like timbers and smart materials. You should be aware of their source, use and application in products. You will also learn about mechanisms and electronic systems.

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show that I understand the properties and categories of timbers, smart materials, electronic systems and mechanisms.

Knowledge Organiser Focus: Unit 2 – Examination theory – Electronic systems, Modern / Smart materials, timbers and mechanisms.

Key terms	
Word	Definition
Modern materials	A modern material is a material that has been engineered to have improved properties.
Smart materials	to be classed as a 'smart material' they need to exhibit a physical change in response to some external stimuli.
Composite	Build from more than one thing.
Electrical component	Something you solder into a circuit, eg a resistor or a diode.
Input, process and output	The series of events that makes a system.
Mechanism	Mechanical devices can change one form of force to another. All moving parts work on some sort of mechanism.

Stretch challenge: look around your homes, can you find any products which use smart materials?

Recommended reading: GCSEPOD, BBC Bitesize and Seneca Learning.

1. Modern materials

1.Corn Starch Polymers – plastics that are **biodegradable** and not toxic to the environment. They are easy to recycle.

Name	Uses	Characteristics
Poly(lactic acid) (PLA)	<ul style="list-style-type: none"> Disposable food and drink containers 3D Printed Items 	<ul style="list-style-type: none"> Smooth or textured finish. Easy to Colour Easy to mould Fully biodegradable 
Polyhydroxybutyrate (PHB)	<ul style="list-style-type: none"> Bottles Pots Disposable food containers 	<ul style="list-style-type: none"> Smooth or textured finish. Easy to Colour Easy to mould Fully (but slowly) biodegradable. 
Biopol™		

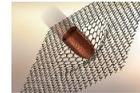
2.Flexible MDF – Is made from wood pulp fibres in the same way as standard MDF, with the addition of grooves cut along the length of the board leaving about 2mm of the MDF intact which allows the MDF to become flexible.



3.Titanium – Pure titanium does not react with the human body and is used by the medical profession for artificial joints and dental implants. It has a high strength to weight ratio and has excellent corrosion resistance.



4.Graphene – thinnest material ever discovered, a million times thinner than a human hair, 200 times stronger than steel. It is transparent, impermeable and highly conductive.



5.Nanomaterials - Their use in electronics has helped miniaturisation whilst improving conductivity. IN the textiles industry, they have been used as protective coatings to improve water resistance and give UV protection.



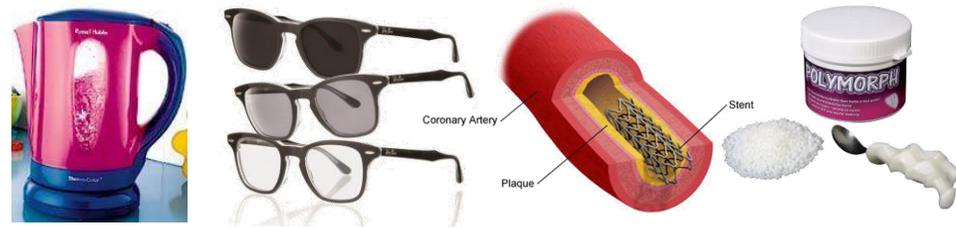
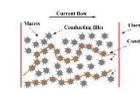
6.Metal Foams - Porous metal structures, often made from Titanium and Aluminium use as little as 25% of the mass. This makes them extremely lightweight but retaining most of the properties of the base material.



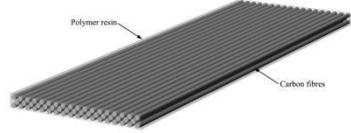
2. Smart Materials

A material that reacts to an external stimulus or input to alter its functional or aesthetic properties.. They can react to heat, light, pressure, moisture and electricity.

Name	Stimulus	What does it do?	Uses
2.1 Thermochromic pigments	Heat	Changes colour when heat is applied.	<ul style="list-style-type: none"> Flexible thermometers Temperature indicators Novelty goods
2.2 Photochromic pigments & particles	UV Light (Natural Light)	Changes colour in sunlight/UV Light	<ul style="list-style-type: none"> Transition Lens Sunglasses Nail varnish Clothing Novelty goods
2.3 Shape memory alloy Nitinol	Heat or Electricity	Returns to original/pre set shape when heated to 70°C or electricity is applied.	<ul style="list-style-type: none"> Glasses Frames Fire Sprinklers Dental Braces Surgical Stents
2.4 Polymorph	Heat	Becomes mouldable by hand when heated to 62°C	<ul style="list-style-type: none"> Personalisation of products Repairs Prototyping & Modelling
2.5 Quantum Tunnelling Composite	Pressure	Varies the amount of electrical current depending on pressure applied.	<ul style="list-style-type: none"> Touch sensitive pads Wearable technology Variable speed controls
2.6 Piezoelectric Material	Movement, stress or electricity	Stress or movement produces electrical signal or vice versa .	<ul style="list-style-type: none"> Mobile phone speakers and microphones Gas Lighters ignition spark
2.7 Litmus Paper	Levels of PH in substances.	Changes colour depending on chemical balance.	<ul style="list-style-type: none"> Scientific experiments Soil testing for gardener/farmers Testing swimming pools and fish tanks



2 or more materials combined to create a new material with improved properties.

Name	Appearance	Image	Characteristics	Uses
Glass Reinforced Plastic (GRP)	Glass fibre matting covered in a smooth resin with a glossy finish. Can be coloured, complex shapes can be formed.		Lightweight, strong, resistant to heat, chemicals and corrosion. Waterproof. Labour intensive to produce.	Car body parts, pipes, helmets, boat hulls.
Carbon Fibre Reinforced Plastic (CRP)	Carbon in the form of graphite is soft. But very thin strands of carbon are very stiff. These carbon fibres are useful for reinforcing other materials to make them tougher. They are embedded in strong plastics to make composite materials.		Lightweight, strong, good tensile strength, rigid, very expensive resistant to heat, chemicals and corrosion. Waterproof. Labour intensive to produce.	Skateboards, boat hulls and high performance sports equipment.

2. Technical Textiles

A technical textile is a textile developed with enhanced properties to withstand specific uses.

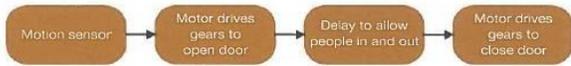
Name	Appearance	Image	Characteristics	Uses
Gore-Tex	Thin membrane between an liner and outer material.		Has the desirable properties of nylon, but is also 'breathable'. Lets water vapour from sweat pass to the outside, but it stops rain drops from passing to the inside.	Outdoor clothing and footwear
Kevlar by DuPont (Polyparaphenylene terephthalamide)	Naturally a yellowish gold material which can be dyed.		Very strong artificial fibre. It is woven to make a material that is used for light and flexible body armour. High thermal protection, non flammable, good chemical resistance.	Body Armour, safety clothing
Conductive Fabrics and Thread	A silvery fabric or thread.		Electrical current passes through the thread linking electrical components. It allows flexible and wearable control of electronic products.	Wearable inputs and processes such as switches, lights, clothing, toys etc.
Fire Resistant Fabrics	Appearance varies. Most can be dyed to change colour.		Protects the wearer from ignition from naked flame. Heat resistant.	Fire blankets, safety clothing. Race car driver protection.
Microfibers and Microencapsulation	A thin synthetic fibre woven into products. Can be dyed to change colour.		Polyester or nylon microfibres are 60 to 100 times finer than a human hair. They can be blended with synthetic or natural fibres. Thermoplastic polyester or nylon microfibres can be heat-treated to give them coils, crimps and loops, which makes these textured yarns stretchy and warm.	Clothing for outdoor pursuits, active sports, underwear, knitwear and carpets.

1. Systems

A system is parts or components working together to control tasks or activities.

Systems Diagram

A simple flowchart that lays out input, process, output – an automatic door



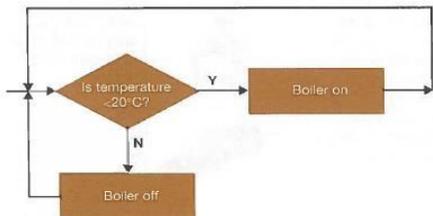
Open loop and closed loop

Has no feedback and is unable to make a decision – a room heater- has to be manually switched off



Closed loop

Able to make a decision using feedback – central heating system – automatically switch off when the desired temperature is reached



images from AQA

2. Input Components

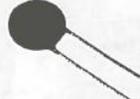
Name and symbol	Appearance	Image	Characteristics	Uses
Toggle switch (latching) 	Available in a variety of shapes, sizes and switching positions depending on the task		Off and on positions, once switched they stay on (latched) until switched again	Lighting, power switch, control panels
Push to make (PTM) switch normally open 	A wide variety of shapes, colours and sizes		The legs of the switch are only connected when the switch is pressed (momentary); it is normally open, no polarity	Door bell, intercoms, keyboards
Push to break (PTB) switch normally closed 	They are identical to PTM switches so you may need to check the connectivity		The legs are only disconnected when the switch is pressed (momentary); it is normally closed, no polarity	Alarm systems, control systems
Light dependent resistor (LDR) 	Small light sensitive panel often in plastic shroud, two wires for mounting to circuit		Resistance increases in the dark and decreases in the light, no polarity	Street lights, solar garden lights, security and child night lights, low-light meter for sporting events
Thermistor 	Small coloured disc, two wires for mounting to circuit		Resistance changes with a change in temperature, no polarity	Thermostats on central heating systems, fridges and freezers, digital thermometers
Pressure switch 	Come in all different shapes, sizes and colours.		Detects pressure from being pressed, can perform on/off tasks or detect gradual pressure being applied	Burglar alarm systems, video game floor mats, sensing fluid pressure in pipes

Image from AQA

3. Output Components

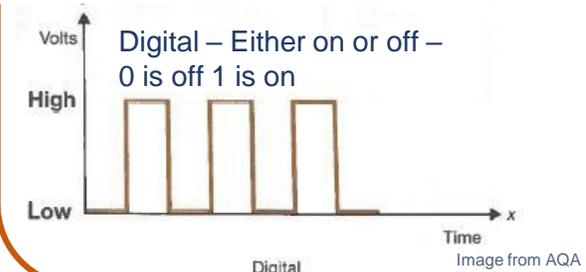
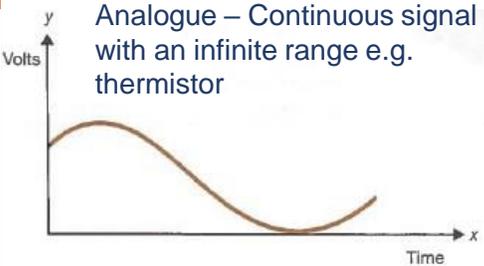
Name and symbol	Appearance	Image	Characteristics	Uses
Light emitting diode (LED) 	Available in a variety of sizes, shapes and colours, most commonly 5mm round		Produces light, connected by an anode (+ve) and cathode (-ve), has polarity. Low voltage, low power consumption, long-lasting, can be hard to change if broken	Low power lighting, torches, TV screens, power indicators
Lamp 	Available in a variety of sizes, shapes, colours and levels of power (wattage) or brightness (lux)		Produces light, can be brighter than LEDs, less economical due to the heat produced. Not long-lasting but easy to change	Household lamps, car headlamps, street lights, floodlights and security lights
Buzzer 	Small compact units in plastic casing, available in a variety of sizes and sounds		Mid- to high-pitched buzz created by fast oscillating electromagnetic parts, has polarity	Alarm systems, door entry systems, children's toys, electronics games
Speaker 	Speaker cone shaped into magnetic coil at base, available in a wide variety of sizes		Full range of sound available, variety of power ratings (wattage), variety of frequency responses (treble to bass)	Headphones, music systems, intercoms, radios

1. Processes

Components that process electronic signals and enable output devices to perform tasks. This is controlled by an integrated circuit (IC) e.g. A microcontroller

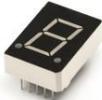


2. Digital and Analogue Signals



3. Counters

Counters – Keep count of how many times something occurs, output information to a **seven segment display**.

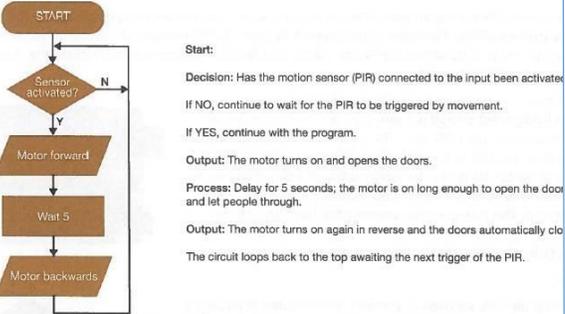


4. Programming

Micro controllers also called Peripheral interface controllers (PICs) can be programmed to perform differently by a computer

Timers

Devices used to perform specific tasks. 2 types monostable and astable.
Monostable – output turned on for a set period of time e.g. Automatic doors



Astable – fluctuates between on and off – oscillating output e.g. Seatbelt alarm in a car

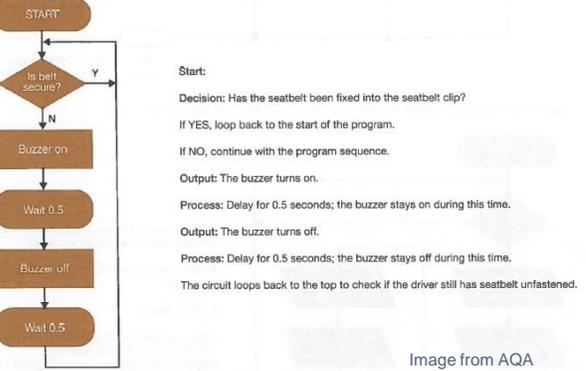
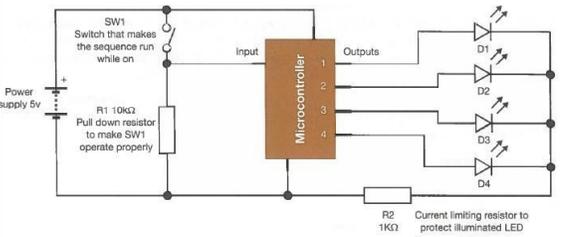


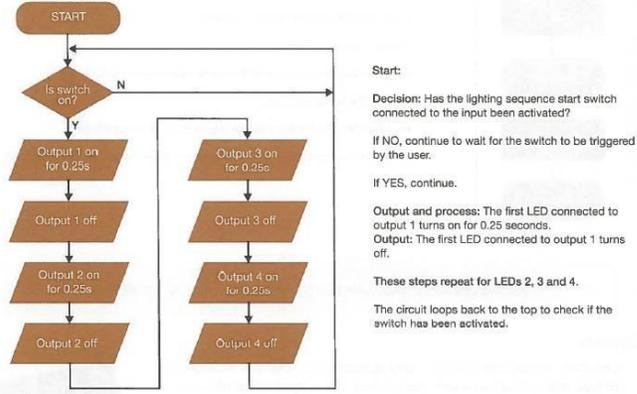
Image from AQA

5. Programming 2

Microcontrollers – How a microcontroller would control a bike light.



Program for the microcontroller to make LED's flash in sequence

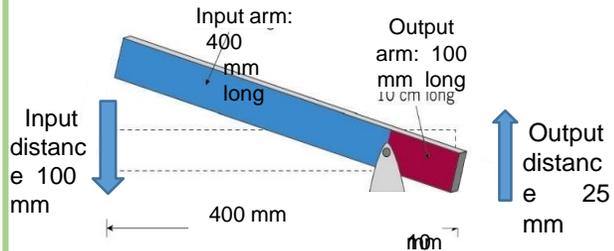


1: Mechanical Devices - Motion

There are four types of motion:

<p>Linear Motion is movement in one direction along a straight line.</p>		
<p>Oscillating Motion This motion is similar to reciprocating motion, but the constant movement is from side to side along a curved path.</p>		
<p>Rotary Motion Examples of circular motion include a ball tied to a rope and being swung round in a circle</p>		
<p>Reciprocating Motion, this is repetitive up-and-down or back-and-forth linear motion</p>		

4: How to work out a lever's distance of travel



$$\text{Output} \div \text{Input} \times \text{Input distance} = \text{Output distance}$$

$$100 \div 400 \times 100 = 25 \text{ mm}$$

There are three classes of levers.

2: Mechanical Devices – Levers

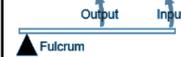
Class One

A class one lever has its input on one side of the fulcrum and its output on the other.



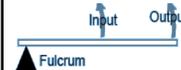
Class Two

A class two lever has its input at one end of the lever, its output in the middle and fulcrum at the other end.



Class Three

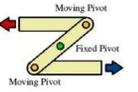
A class three lever has its output at one end of the lever, its fulcrum at the other with its input in the middle.



3: Mechanical Devices – Linkages

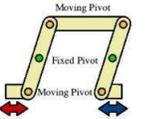
Reverse motion linkage

The reverse motion linkage changes the direction of the input motion so that the output travels in the opposite direction. If the input is pulled the output pushes and vice versa. It uses a central bar held in position with a fixed pivot (fulcrum) that forces the change in direction and two moving pivots which are connected to the input and output bars.



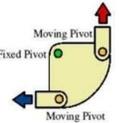
Parallel motion or push/pull linkage

The push/pull linkage maintains the direction of the input motion so that the output travels in the same direction. If the input is pulled the output is pulled and so on. It uses three linking bars, four moving pivots and two fixed pivots.



Bell crank linkage

The bell crank linkage changes the direction of the input motion through 90 degrees. It can be used to change horizontal motion into vertical motion or vice versa. It uses a fixed pivot and two moving pivots.



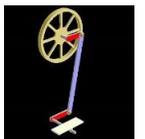
Crank and slider

The crank and slider linkage changes rotary motion into reciprocating motion or vice versa. It uses a crank which is held with a fixed pivot. A connecting rod uses two moving pivots to push and pull a slider along a set path.



Treadle linkage

The treadle linkage changes rotary motion into oscillating motion or vice versa. It uses a crank which is held with a fixed pivot. A connecting rod uses two moving pivots and a further fixed pivot to create a windscreen wiper motion.

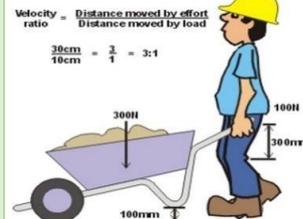


5: How to work out the Mechanical Advantage

Or use the following formula:

$$\text{MA} = \frac{\text{Load}}{\text{Effort}} = \frac{300\text{N}}{100\text{N}} = 3$$

This is written as 3:1 or just MA of 3



Unit 9 Timbers and Manufactured Boards

1.1 Timber Conversion

After a tree is felled (chopped down) and then cut into manageable lengths, it is then converted into planks. At this point it is known as timber. Timber is supplied in two main types of finish. **Rough Sawn** or **planed all round (PAR)**. Rough sawn timber is not planed and is rough all around to touch. It is often used for exterior tasks or where the finish is not important. PAR has a much smoother finish as it has been planed down on all sides. It is used for furniture and internal features such as windows or doors. Finishes such as varnish or paint can be easily applied. Planed timber is less absorbent than rough sawn timber.



Timber is available in many different shapes and sizes, standardized to enable different varieties to be used together.

1.2 Seasoning

Once timber is converted into a workable form, it is **seasoned** in order to reduce the moisture content. Typically a newly felled tree will have a moisture content of over 50% and is known as green timber. The moisture content needs to be reduced to below 20% for most exterior applications, below 15% for interior work and below 10% for interior areas that are constantly heated.

Uneven evaporation of the water content can cause some common faults such as twisting, cupping and bowing which can render the timber useless for many tasks. If the end grain dries too quickly, it can cause the plank to split.



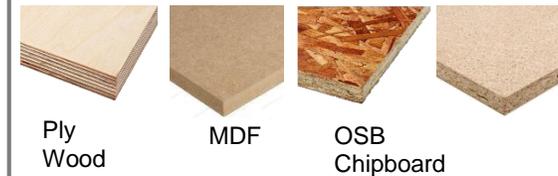
There are two methods of seasoning; air-drying or kiln drying. Air dried timber is stacked so that air can circulate around the planks and evaporation can take place. It takes approximately one year per 25mm of plank thickness to season and in the UK the moisture content typically reduces to around 18%.

Kiln-dried timber (A kiln is basically a Giant Oven) can have a much lower moisture content and it is a much faster process, meaning the timber can be sold much sooner. It costs more than air drying, as heat and pressure is used but no additional land is required to store the timber while seasoning takes place. Kiln dried timber is less prone to faults and the heat also kills off bacteria and insects that may attack the timber.

1.3 Manufactured Board

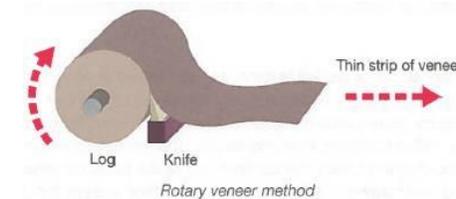
Natural timber is combined with the adhesive to make manufactured boards. They can be made from waste, low-grade and recycled timber and are usually produced in pale brown natural finish. Each manufactured board is produced in a slightly different way, the two main processes used are **lamination** and **compression**.

Plywood and block board use the lamination method where layers of wood are bonded together using an adhesive. Medium Density Fibreboard (MDF), chipboard, oriented strand board (OSB) and hardboard use the compression method where wood is shredded, chipped or pulped, then heated and compressed under high pressure, in most cases using adhesives to bond the particles together.



1.4 Veneer

Some manufactured boards are covered in a thin slice of natural timber called a **veneer**. These natural wood slices are taken from the trunk of a tree and are bonded to the surface of cheaper sheet materials. Veneers are commonly seen on medium density fiberboard (MDF) and plywood. There are two methods of veneer production; rotary and knife cut. Rotational veneer production produces the longest sheets and involves rotating a whole trunk on an industrial machine similar to a wood turning lathe. It is a bit like a huge pencil sharpener creating one long ribbon of veneer.



1.5 Advantages and disadvantages of manufactured board

Manufactured Board	
<ul style="list-style-type: none"> Available in large sheets, very stable which saves time and energy joining arrow planks together. 	<ul style="list-style-type: none"> Adhesives used to bond the boards can contain hazardous particles that can cause cancer.
<ul style="list-style-type: none"> No defects such as warping, twisting, cupping and splitting which occur in natural wood, meaning less waste. 	<ul style="list-style-type: none"> Machining and sanding some boards especially MDF, causes very small particles of dust to be released, easily breathed in, even through a mask.
<ul style="list-style-type: none"> They do not have knots or resin pockets which can be hard to work around, avoiding waste and protecting tools from damage. 	<ul style="list-style-type: none"> Tools can blunt easily owing to the adhesives in the boards.
<ul style="list-style-type: none"> Smooth finish which requires very little preparation. 	<ul style="list-style-type: none"> Many traditional wood joints cannot be used effectively with manufactured board.
<ul style="list-style-type: none"> Makes use of low grade, recycled and waste wood. 	<ul style="list-style-type: none"> Edges can be hard to finish.
<ul style="list-style-type: none"> Available in many different finishes, veneers and laminates. 	<ul style="list-style-type: none"> Most boards are prone to absorb moisture if not treated.

Additional common manufactured boards

Name	Characteristics	Uses
Blockboard 	Stable, tough, relatively heavy, finishes well, indoor use owing to adhesives used.	Furniture, doors, shelving, indoor construction.
Hardboard 	Flexible in large sheets, even strength, easily damaged by water unless treated. Inexpensive.	Furniture and picture frame backings. Internal panelling.
Oriented Strand Board (OSB) 	Rigid and even strength in all directions, good water resistance.	Construction hoarding, interior and exterior house building.

1.7 Additional softwoods

Name	Characteristics	Uses
Redwood 	Easy to work and machines well. Some rot resistance.	Outdoor furniture, beams, posts, decking, veneers.
Cedar 	Easy to work, can blunt tools, finishes well, naturally resistant to rot.	Outdoor furniture, fences cladding for buildings, roof shingles.

1.8 Sustainable timber production

Wood is considered to be a sustainable product, as new trees can be grown to replace those used for timber and fuel. The main issue facing timber production is that in many parts of the world, it is being used at a far greater rate than it is being replanted. The result is an unsustainable supply of timber, which is frequently illegally obtained. This is causing many problems to the land in the countries where it is happening. Some countries are suffering from **desertification** due to **deforestation**. This activity is also thought to be a contributing factor in **global warming**.



Year 10: Design Technology Term3

Term 2	Home learning will consist of either theory revision questions through applications like Seneca and GCSE Pod or NEA tasks each week.
Week	Home learning
Week 31	Unit 5/6 – Electronic Systems – examination style questions using online learning apps.
Week 35	Unit 9 – Timbers - examination style questions using online learning apps.
Week 39	Unit 7 - Mechanisms - examination style questions using online learning apps.

Film Studies

Year 10 – Term 3

Knowledge Organiser Focus: Developments In US Film
 Rebel Without a Cause (Ray, 1955) &
 Ferris Bueller’s Day Off (Hughes, 1986)

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

- I should already know:**
- *Genre & Generic Conventions*
 - *Elements Of Film Form*
 - *Auteur Theory*
 - *Aesthetics & Attack The Block*
 - *Representation & Tsotsi*
 - *Narrative & District 9*

- I will learn about:**
- *Hollywood*
 - *Rebel Without A Cause*
 - *Communism/Red Scare*
 - *Ferris Bueller’s Day Off*
 - *Ephhebiphobia*

How I will be assessed:
I will answer sample GCSE exam questions that combines my knowledge of Rebel Without A Cause & Ferris Bueller’s Day Off with either Contexts, Genre or Film Form.

Key word	Definition
Archetype	A very typical example of a certain person or thing.
Communism	A theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
McCarthyism	The practice of making accusations of subversion or treason without proper regard for evidence.
Ephhebiphobia	The fear of youth.

Stretch challenge:
 Write a comparative analysis discussing the representation of youth in Attack The Block, Rebel Without A Cause and Ferris Bueller’s Day Off.

Recommended reading:
Hays’d: Decoding the Classics — ‘Rebel Without a Cause’
<https://www.indiewire.com/2014/02/haysd-decoding-the-classics-rebel-without-a-cause-214619/>
Rebel Without A Care
<https://filmschoolrejects.com/ferris-bueller-retrospective-45f578f787a4/>

Film Studies

Year 10 – Term 3

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Characters	
Jim Stark	Protagonist; 'The Outsider'. Struggles to find his place in the world. Wants to do the right thing.
Judy	Craves love and affection from father. Falls in love with Jim.
John 'Plato' Crawford	Another 'outsider'. Bullied and alone. Has an absent father and mother leaves him for long periods. He too craves love and affection. First gay teenager in film? His sexuality is only ever inferred.
Buzz	Antagonist: The bully, a classic archetype. Provides opposition to Jim.
Frank Stark	Unable to connect with his Son. Unable to stand up for himself throughout the film until the ending.

Characters	
Ferris Bueller	Protagonist: central to the film in so many ways. He's the physical embodiment of Generation X; entitled and materialistic but fortunately, charming, engaging and always entertaining. His use of monologue and direct address to camera is a direct manner of engaging the audience creating a direct relationship.
Cameron Frye	In many respects the opposite of Ferris but a recognisable characters from teen films; he is the dour conscience to Ferris' ambitious and risky personality.
Sloane Peterson	Ferris' girlfriend and another recognisable teen movie character. She often acts as the slightly more rational and empathetic character who aims to temper Ferris but also encourage Cameron. Perhaps the most 'normal' of the main characters. Often shot in a sexualised manner however, unlike the male characters.
Ed Rooney	Antagonist: he embodies the role of authority figure in a dramatic manner-a somewhat extreme version of this, especially compared to Ferris' parents. 73

Use Of Key Elements Of Film Form

Clothing (Mise-En-Scene)	The colour red used throughout: Judy’s lipstick and dress at the start of the symbolise her desire to be noticed. Jim’s jacket later in the film does likewise, as well as suggesting danger or offering a warning sign; Plato later wears the jacket and dies. The colour red also contrasts with the clothes worn by the adults in the film, suggesting differences and conflict and anger.
Props (Mise-En-Scene)	Cars are used to highlight independence and individuality; freedom. Knives not only denote violence but are symbolic in marking out the teenage characters and for some, their desire for conflict.
Low Key Lighting (Cinematography)	Teenagers conversing with adults, often in conflict, are seen mostly indoors/at night. The use of low-key lighting helps to establish a dark and sombre mood and allows drama to be developed through a visual tone.
Blocking (Camera Angles)	Characters and their position on screen often suggests relationships and emotions, especially in key scenes. Note where/ how Jim is sitting compared to his family in the police station scene or the scene where he’s arguing with his parents about going to the police.
Soundtrack	Classic Hollywood’ style orchestral soundtrack is used to define and highlight the emotional response in key moments. See the “I got the bullets” key scene for an example.
POV (Cinematography)	Many scenes are shot from (sometimes literally) the POV of the teenage characters. Editing helps to make clear where, for example Jim is, in contrast to the adults, with camera angles emphasising the relationship/the teenage perspective.

Use Of Key Elements Of Film Form

<p>Mise-En-Scene</p>	<p>Establishing shot is of a classically suburban, upper middle class home, a ‘white house’. This is iconographic of the American dream, complete with 3 new cars parked out front. Ferris’ room is filled with the trappings of an 80’s teen in consumerist America, a TV stereo, synthesisers and a computer. These were high value goods at the time and reinforce that Ferris is wealthy and this is an aspirational position for many.</p>
<p>Editing</p>	<p>There are a few scenes in the film that adopt a MTV/Music Video style montage, this montage actually starts with the MTV ad. Characters also often shown in staggered, jump-cut montages. For example, introduction of Jeannie is staggered, with a CU of the foot tapping, then CU of hands on hips before the reveal of the face.</p>
<p>Blocking (Camera Angles)</p>	<p>Cinematography often shows off Chicago’s landmarks and the architecture. Ferris is generally shot in medium close-ups. During the parade scene the camera is placed in the crowd looking up at Ferris; he is in an elevated position on the float and in society as a wealthy white male.</p>
<p>Soundtrack</p>	<p>Music is used to appeal to the teen audience with contemporary music used to anchor the feeling of excitement and demonstrate how cool Ferris is.</p>
<p>POV (Cinematography)</p>	<p>The first time we see the parents is in POV shot, positioning the audience as the ‘child’ in the scene. A POV rack focus is also used when Ferris looks at Jeanie. When Ferris opens the curtains there is a shot from the outside looking in, solidifying Ferris’ position as a privileged prince in his tower.</p>

Film Studies

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Key Quotes	
"You're tearing me apart!" - Jim	A significant line in the film. Shows the impact that his relationship with his parents is having on him. Highlights key themes of the film in terms of conformity and conflict.
"What does he know about man alone?" - Plato	A line which gives the audience an insight into how Plato feels. He also feels alone and isolated, abandoned by his parents and craving love and affection.
"Don't I buy you everything you want?" - Frank Stark	Shows the audience how Jim's Dad associates material possessions with being a good parent. Also demonstrates how he does not fully understand Jim's frustrations.
"If only you could've been my dad" - Plato	Plato sees Jim as a replacement father figure; as someone who looks out for him and is kind to him. This further supports the film's themes of parent/child relationships.
"You, you say one thing, he says another, and everybody changes back again." - Jim	Emphasises how Jim is conflicted and confused by his parents constant disagreeing and how he needs communication from them; he needs to understand what they mean, what they want and the truth when needed.
"She'll outgrow it dear. It's just the age. ..it's the age when nothing fits." - Judy's mother	Along with Police Officer Ray, this is as close as any adult in the film comes to understanding the teenagers in the film and therefore, metaphorically, society in general.
"One thing I know is that I never want to be like him." - Jim	Jim is angry with his father. He doesn't feel a connection with him and doesn't look up to him as an example of how to live his life. His worst fear is turning into him.

Key Quotes	
Life moves pretty fast. If you don't stop and look around once in a while, you could miss it. - Ferris	A classic quote from the film and one that outlines Ferris' outlook on life and helps to explain his somewhat selfish and apparently care-free nature. It also allows the audience an insight into his attitude towards the importance of experience.
I do have a test today, that wasn't bullshit. It's on European Socialism. I'm not European, nor do I plan on being European, so who gives a crap if they're socialists? It still wouldn't change the fact that I don't own a car!- Ferris	Another direct-to-camera monologue here from Ferris. He makes clear his attitude towards formal, school-based education here as well as his arrogant nature. As a character, as a person from Generation X, he's quite selfish and this quite provides the idea that he doesn't value a formal education as much as he values materialistic objects. He also broadly reflects the arguably ignorant approach that America in general had towards others in the 80s.
"I am not going to sit on my ass as the events that affect me unfold to determine the course of my life. I'm going to take a stand. I'm going to defend it. Right or wrong, I'm going to defend it." - Cameron	This quote shows Cameron's development through the film and shows how he's come to terms with the fact that his relationship with father has undermined his own destiny so far. It's a clear example of how the themes of fear, rebellion, conflict and peer pressure have affected Cameron and how they can be seen in his actions.
The question isn't 'what are we going to do', the question is 'what aren't we going to do?' - Ferris	A clear sense of Ferris' rebellion can be seen in this quote. He is carefree, unencumbered and wanting to experience things that he cannot do if 'imprisoned' in school.
"I weep for the future" - Restaurant Maitre'd	Here we get an adult, a person in power or responsibility outwardly expressing disdain for 'Generation X'.

Key Sequences

Opening Scene – Police Station	The opening scene and a crucial one; we’re introduced to the characters and their various situations. We learn how isolated they are and how they lack the relationships with many adults, especially their parents. We gain an insight into their ‘rebellious’ natures-how Judy, Plato and Jim do not conform with societal expectations. The film also establishes how certain elements of film form are key to this film in the use of costume, camera angles and soundtrack.
Jim Fights With His Parents	A very important scene. Jim verbalises his issues on a personal level, his feelings about his parents and his relationship with them. We see how each of the them handles the situation differently with Jim again showing how he wants to do the right thing. Camera angles and blocking here are key; pay attention to where Jim is and how he is closed in by his parents position or how the camera angles give him a general lack of ‘power’. Clothing too is important for all characters.
Final Scene – ‘I’ve Got The Bullets!’	One of the final scenes in the film and it emphasises the difference between teenagers and adults, themes of justice and conflict and how the POV here is still with the teenagers. The red jacket is a vital aspect of the film and certainly in this scene is key. We also see the development of Jim’s relationship with his father and get another example of Jim’s desire to reject violence and conflict where he can with the classic line “I got the bullets!”.

Key Sequences

Opening Scene – Ferris’ Monologue	This opening scene sets the tone for the film; humorous, rebellious and modern. Ferris breaking the fourth wall and use of text on screen suggests that Ferris knows that he’s in a film. At the very least he knows the audience is there and this establishes a clear-sense of relationship between Ferris and ourselves and we immediately warm to his engaging personality. Editing and the use of music are especially important to this scene also.
Parade	The closest the film comes to creating a scene that looks like a music video, the style which it borrows ideas from throughout. This scene allows us to see how Cameron is both worried about the future but somewhat accepting of it and Ferris’s much more impulsive nature. Use of cinematography here is key; lighting is high-key, the scene is colourful, busy and full of extras, props and bright clothing. The mood is joyous and united; everyone in the city joins in and we see an unashamed form of celebration. Whilst Sloane and Cameron are shot in medium and medium- close shots, broadly at eye-level. Ferris however, is often shot from below and at a distance creating the sense that we are looking up at him in admiration.
Final Scene – Ferris Rushes Home	A classic scene which has been parodied many times. Interesting to see that initially, Ferris’ mum is more concerned with her job and her success rather than the reasons for Jeannie’s arrest. This helps to emphasise the themes of capitalism and materialism . This scene is especially noted for it’s great use of parallel editing; we see 3 different narratives happening at once as the scene cuts between all three. Some interesting sound effects; a ‘cartoonish’ skidding noise and slow-mo sound from Ferris creates an exaggerated, comedic tone. ⁷⁷

Film Studies

Year 10 – Term 3

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Themes/Issues

Conflict	Seen all the way through the film, conflict is key.
Parents Vs. Children	Not just with Jim and his parents, there is a tension between parents & children throughout the film with each of the main characters.
Adults Vs. Teenagers	Most notably seen as a generational conflict, note how adults and teenagers approach the same situation in different ways.
Authority	Police, teachers, security guards, parents; authority figures are seen throughout the film often causing generational conflict.
Rebellion	Teenagers are seen rebelling in a wide variety of ways.
Peer Pressure	The need to conform drives the teenagers motivations and the peer pressure from others often creates conflict.

Themes/Issues

Conflict	Seen both in the conflict between adults and teenagers and with authority figures and teenagers, conflict occurs throughout the film. The desire of teenagers to want to do some things with what they're allowed to do.
Education	Depicted as being a boring ritual; Ferris learns more outside of the classroom.
Materialism	The want and need for 'things' is key to Ferris, but does not dominate his desires.
Fear	Many characters experience fear, some are crippled by it. Consider who has fears and what people are fearful of; does it define them or their character type?
Rebellion	Throughout the film people rebel from their expected roles. Notice how some of the adults rebel too; consider why they do this and how rebellion is depicted.
Peer Pressure	We see many instances where peer pressure leads to decisions being made.

Podcast Revision

Specific episodes of the *Farrand On Film* podcast designed to aid revision for this topic are as follows:

- Genre: Teen Film
- Required Learning: Rebel Without A Cause
- Commentaries: Rebel Without A Cause



Podcast Revision

Specific episodes of the *Farrand On Film* podcast designed to aid revision for this topic are as follows:

- Genre: Teen Film
- Auteur: John Hughes
- Required Learning: Ferris Bueller's Day Off
- Commentaries: Ferris Bueller's Day Off

The ‘Big Picture’ – Development Of The Teen Genre

Teenagers saved Hollywood. When adult audiences began to decline from 1947, producers realised that adolescents had an appetite for sensation and spectacle, not to mention the leisure and disposable income to indulge it.

Post-War ephibiphobia (fear of youth) saw teenagers demonised in films such as The Wild One (1953) but Rebel Without A Cause and Blackboard Jungle (both 1955) made greater attempts to understand the teenage psyche with the latter depicting a cross-racial alliance against injustice.

It wasn’t until the production code was revised in 1956 that Hollywood began to tackle taboos like angst, alienation, sexual identity, underage pregnancy and domestic dysfunction.

The dysfunction of Jim’s family in Rebel is a precursor to the changes of the production code but evident that this was social commentary that had been bubbling over for a while.

Teenagers particularly identified with John Hughes’ ‘Brat Pack’ films which provided cosy correctives to the punishments being given to teenagers in slasher films such as Halloween (1978).

If you were a teenager in the 80s, you were primarily given two outlets in which to view fellow teenagers on screen. They were either a) rebellious, socially influenced characters or b) victims to serial killers in the horror boom.

Ephibiphobia - (i-fib-E-phobia) - Fear Of Youth

Could potentially form the basis for your entire Q3 answer on Paper One ‘Comparative Analysis’

Rebel came at a time where post war American society didn’t know what to do with teenagers so feared them and this was evident in the films mentioned here. Ferris was released at a time where the fear had gone away but teenagers only saw themselves as rebellious figures or victims of horror on screen in the 80s.

Film Studies

Year 10 – Term 3

Knowledge Organiser Focus: Developments In US Film Rebel Without a Cause (Ray, 1955) & Ferris Bueller's Day Off (Hughes, 1986)

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

US film 1930-60

Answer **question 1** in relation to the film produced between **1930 and 1960** from your chosen comparative study films:

- *King Solomon's Mines* (1950)
- *Singin' in the Rain* (1952) *Rebel without a Cause* (1955)
- *Rear Window* (1954) *Invasion of the Body Snatchers* (1956)

1. (a) Identify one **generic convention** in your chosen film. [1]
 - (b) Briefly outline why generic conventions are used in genre films. [4]
 - (c) Explore how the convention you have identified is used in **one** sequence from your chosen film. In your answer, refer to at least one key element of film language. (E.g. cinematography, mise-en-scene, sound, editing.) [10]
-
1. (a) Identify **one** example of **sound** in your chosen film. [1]
 - (b) Briefly explain how this example of **sound** is typically used in films. [4]
 - (c) Explore how this and other examples of sound are used in at least one key sequence in your chosen film. [10]

US film 1961-90

Answer **question 2** in relation to the film produced between **1961 and 1990** from your chosen comparative study films:

- *Raiders of the Lost Ark* (1981)
- *Grease* (1978) *Ferris Bueller's Day Off* (1986)
- *Witness* (1985) *E.T. the Extra-Terrestrial* (1982)

2. (a) Identify one aspect of **historical** context in your film. [1]
 - (b) Briefly explain what you understand by the term 'historical context'. [4]
 - (c) Explore how your film presents its historical OR social context. You should refer to key elements in at least one key sequence of your choice. [10]
-
2. (a) Identify **one** example of **cinematography** in your chosen film. [1]
 - (b) Briefly explain what this example of cinematography typically suggests. [4]
 - (c) Explore how this and other examples of cinematography are used in at least **one** sequence from your chosen film. [10]

Any element of film form could be featured here – Cinematography, Sound, Editing or Mise-En-Scene.

To cover all bases, you could re write the exam question, change the element of film form, answer it & repeat!

The example questions above are essentially interchangeable as you could be asked about Generic Conventions for Q1 and Q2, same for contexts, film form and everything else!

Film Studies

Year 10 – Term 3

Knowledge Organiser Focus: Developments In US Film
 Rebel Without a Cause (Ray, 1955) &
 Ferris Bueller's Day Off (Hughes, 1986)

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

US film comparative study

Answer **question 3** in relation to **both** your chosen comparative study films:

- *King Solomon's Mines (1950) and Raiders of the Lost Ark (1981)*
- *Singin' in the Rain (1952) and Grease (1978)*
- *Rear Window (1954) and Witness (1985)*
- *Rebel without a Cause (1955) and Ferris Bueller's Day Off (1986)*
- *Invasion of the Body Snatchers (1956) and E.T. the Extra-Terrestrial (1982).*

3. Compare how key male characters are presented at the end of your chosen films.

In your answer, you should consider:

- The narrative and ending of the films
- What the ending says about the films' messages and themes
- How the characters are represented at the end.

[20]

Any element of film form but its more likely to be broader elements such as Narrative, Representation, Generic Conventions, Genre and Contexts.

3. Compare the differences between the **main characters** of your chosen films. In your answer, you may consider:

In your answer, you should consider:

- How mise-en-scene and other relevant examples of film language are used to present the main characters
- How the main characters drive the narrative
- How the key characters reflect relevant aspects of context.

[20]

3. Compare how both of your chosen films represent the same key theme or message.

In your answer, you should consider:

- How the theme is presented through use of key elements of film language.
- The importance of the theme to the narratives of the films.
- How key themes/messages from the films are similar or different.

[20]

3. Compare how your chosen films present **women**.

In your answer, you should consider:

- How female characters are presented through use of key elements of film language.
- The use of narrative in representing women.
- How women are presented through themes and messages from the films.

[20]

3. Compare the differences between narratives and narrative structure of both of your chosen films. In your answer, you may consider:

In your answer, you should consider:

- How the narratives are similar or different
- How narrative techniques and features shape the narrative structures
- How context and film language shape the narratives.

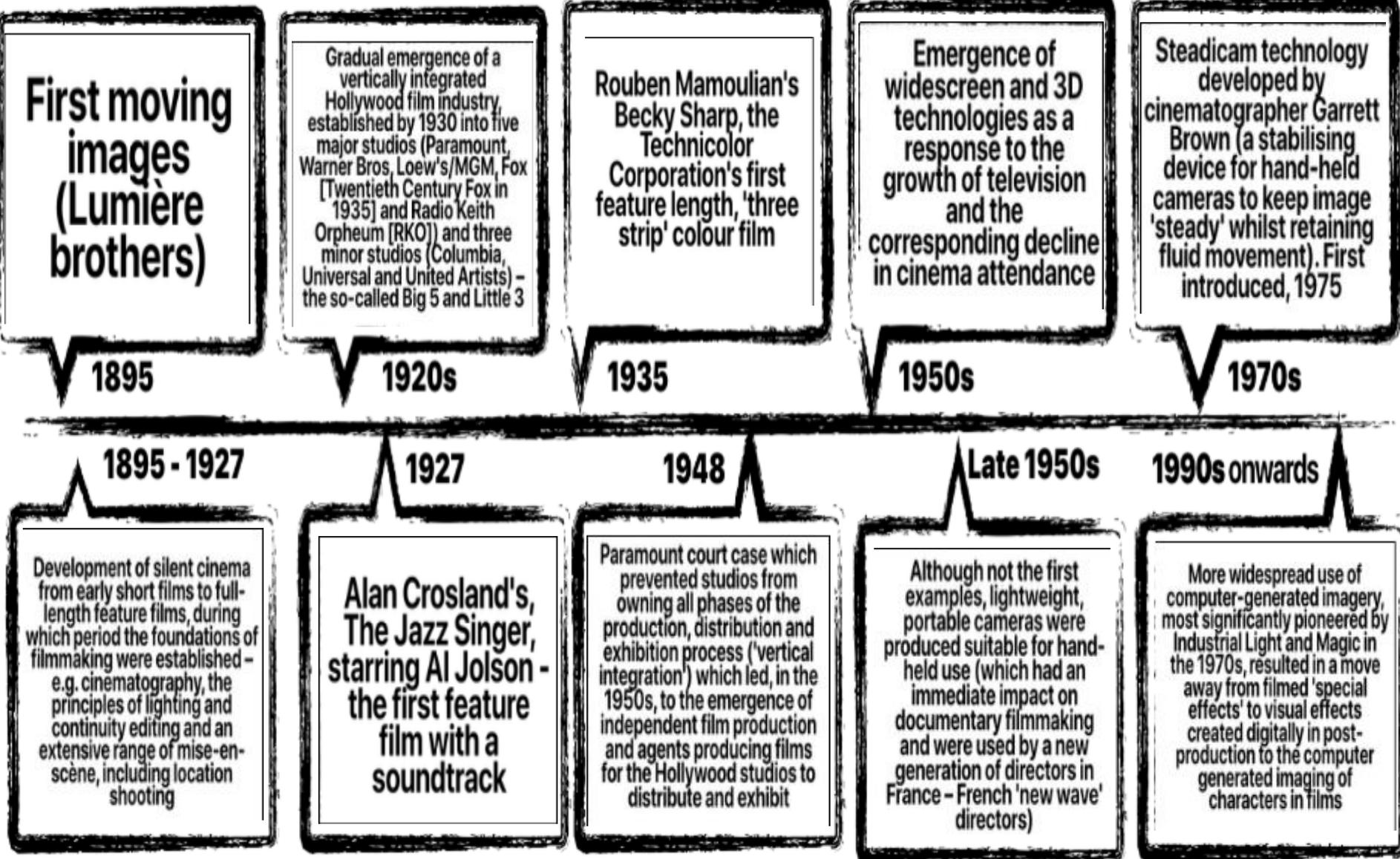
[20]

Film Studies

Year 10 – Term 3

Knowledge Organiser Focus: Developments In US Film
 Rebel Without a Cause (Ray, 1955) &
 Ferris Bueller's Day Off (Hughes, 1986)

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!



Sample Questions

- In what year did the Lumiere Brothers record the first moving images?
- Name two of the technologies developed for cinema to combat the rise of televisions in homes.
- CGI became more widespread in it's use from what decade?
- The development of silent cinema from early short films to full-length feature films occurred between what two dates?
- Briefly describe what the Paramount Court Case prevented studios from doing.
- Name two of the 'Big Five' film studios that were established by 1930 in Hollywood.

Film Studies

Year 10 – Term 3

Knowledge Organiser Focus: Developments In US Film
 Rebel Without a Cause (Ray, 1955) &
 Ferris Bueller’s Day Off (Hughes, 1986)

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

Week	Home learning
	<p>A. Identify one generic convention in your chosen film. [1] B. Briefly outline why generic conventions are used in genre films. [4] C. Explore how the convention you have identified is used in one sequence from your chosen film. In your answer, refer to at least one key element of film language. (E.g. cinematography, mise-en-scene, sound, editing.) [10]</p> <p>Answer for both Rebel Without A Cause & Ferris Bueller’s Day Off!</p>
	<p>A. Identify one male character in your chosen film. [1] B. Briefly outline the costume of this character. [4] C. Explore how this character is represented using key elements in at least one key sequence from your chosen film. [10]</p> <p>Answer for both Rebel Without A Cause & Ferris Bueller’s Day Off!</p>
	<p>Compare how both of your chosen films represent the same key theme or message. In your answer, you should consider:</p> <ul style="list-style-type: none"> • How the theme is presented through use of key elements of film language. • The importance of the theme to the narratives of the films. • How key themes/messages from the films are similar or different. [20]



Year 10 : Drama Three

Knowledge Organiser Focus: Component Two Developing Skills and Techniques in Performing Arts



What am I being assessed on?

1. Workshops/development of skills
2. Rehearsals
3. Performance
4. Log books/drama diaries/target setting

Learning aim A: Develop skills and techniques for performance

Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, with reference to existing repertoire.

- Performance skills needed by performers including: o physical skills relevant to the performance discipline such as: characterisation,, facial expression.

Learning Aim C:Review own development and contribution to the performance.

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content. C1 Review own development of skills and techniques in/for performance

- Developing skills such as physical, vocal, musical, design and interpretative.

Responding to feedback, e.g. teachers, instructors, peers.

- Identifying strengths and areas for development.
- Actions and targets for improvement.

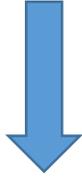
Learning Aim B: Apply skills and techniques in rehearsal and performance.

B1: Application of skills and techniques during rehearsal Learners will apply skills and techniques during the rehearsal and development process to support their development.

B2: Application of skills and techniques in/for performance

- Learners will apply/realise skills and techniques during the performance of existing repertoire
- Application of interpretative skills such as expression, character, mood and atmosphere
- Application of stylistic characteristics particular to the style or genre.

Who are you?



- What is your character about?
- What are their motives?
- What do you want to tell the audience about your character?

Where are you?

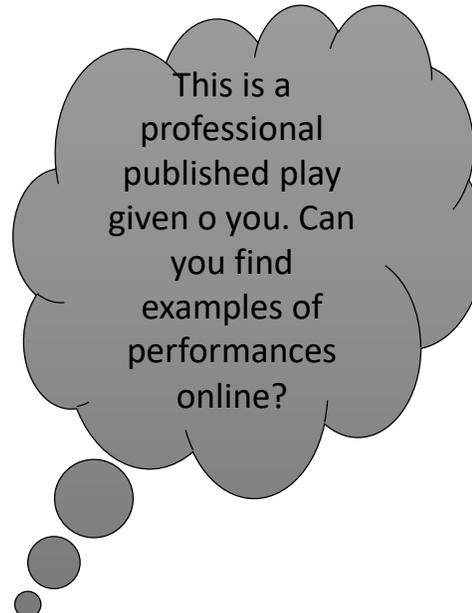


- Why are they there?
- How does this setting affect/impact them?
- How does your character behave in this setting?

What is your relationship?

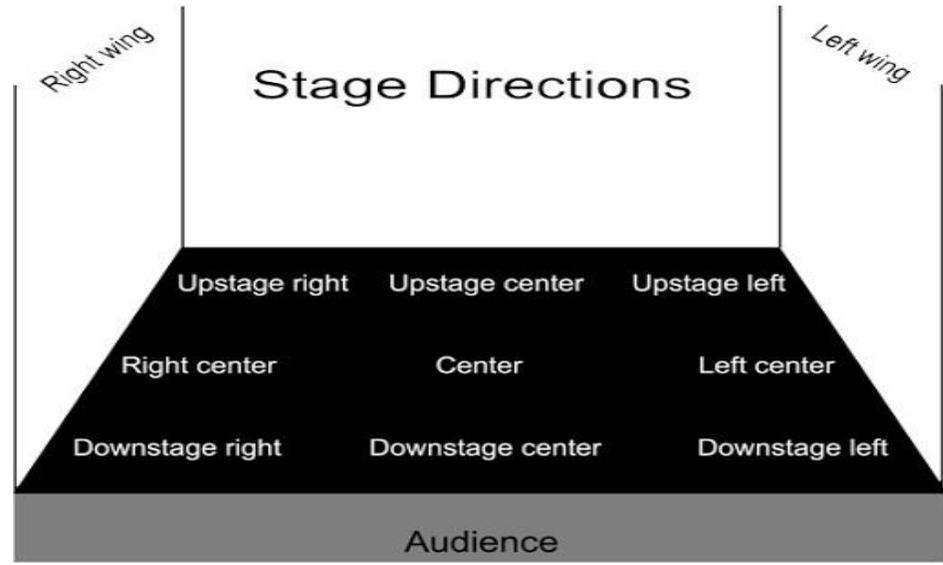
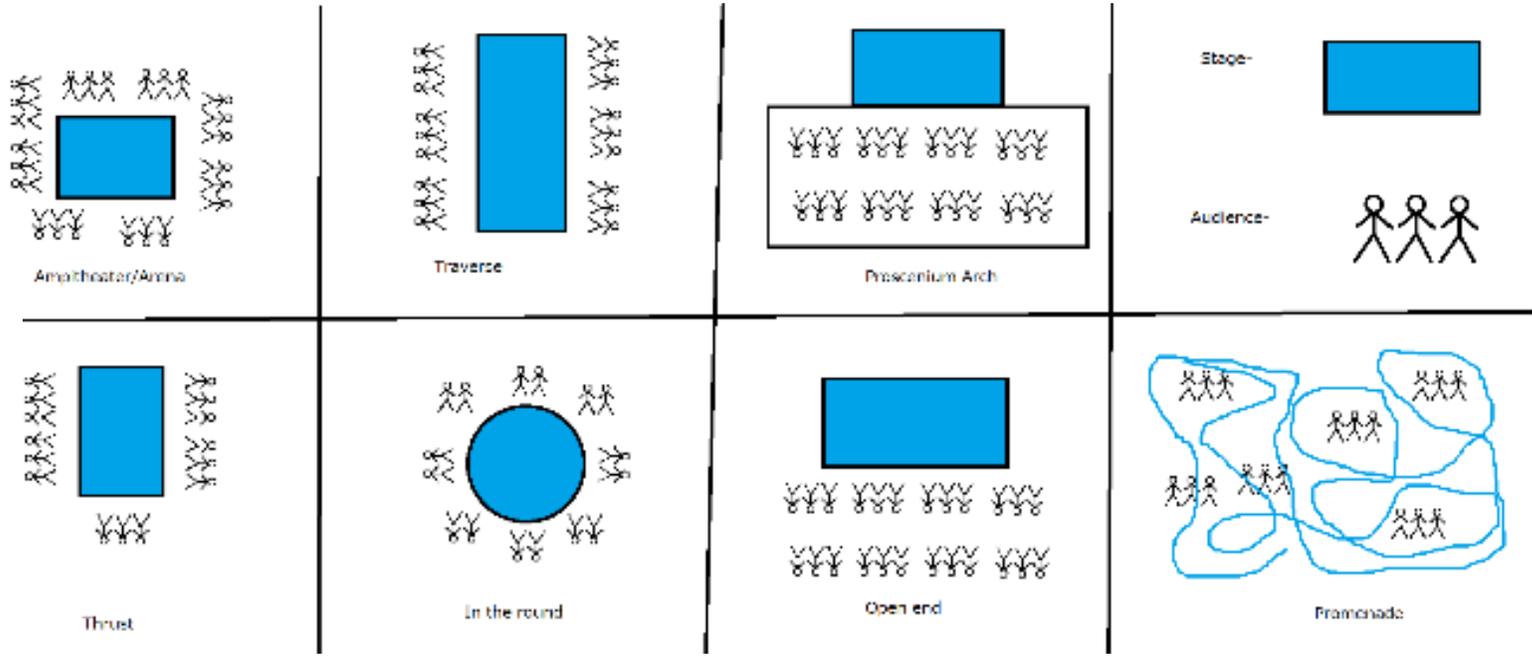
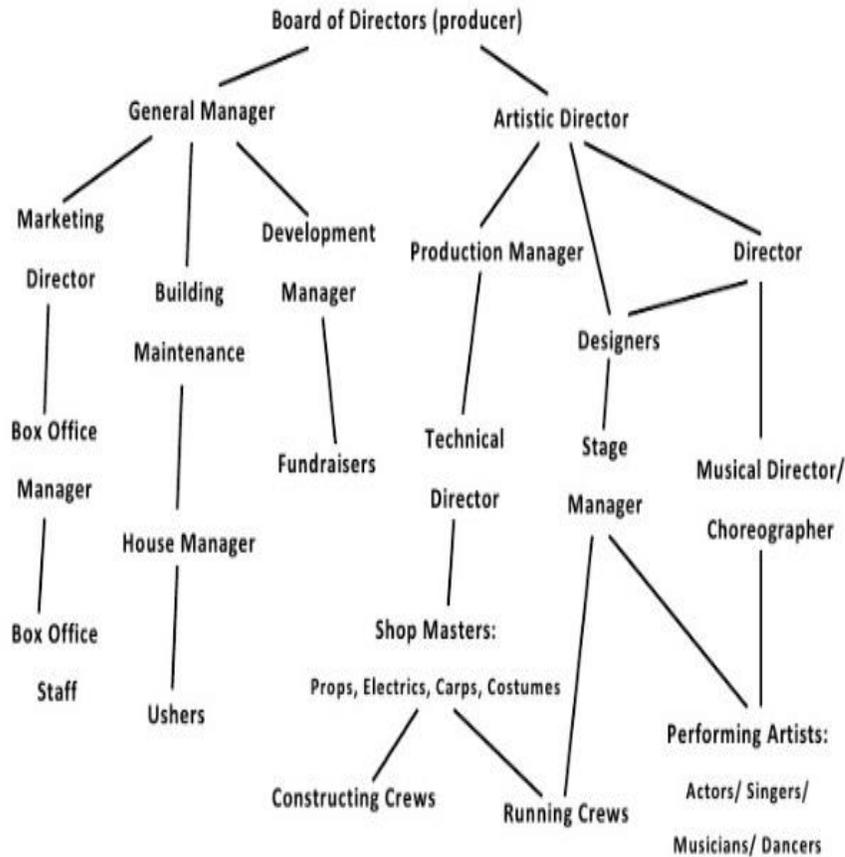


- What's the context of the scene and of the play as a whole?
- How do these relationships affect/impact them?
- How does your character show the variety of relationships?



Scripted

Terminology and job roles



VOCALS

 High
 Low
Pitch: How high or low your voice is.

Pace: The speed that you speak at.



 **Pause:** A break in speaking; a period of silence.

 **Diction:** The clearness of your voice - the audience being able to understand what you are saying.

Volume: The loudness or quietness of your voice. 

Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



PHYSICALITY

 **Direction:** The position you face or move in.

Pace: The speed that you move at.



 **Gait:** The way that you walk.

 **Control:** Being able to execute a specific and precise movement.

Tension: How tightly you are holding your muscles. 

 **Gesture:** A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.



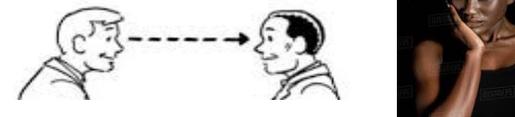
Accent: The way words are pronounced in a local area or country. E.g. Liverpudlian, R.P. 'Jordie', Irish, American South.



Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



Eye Contact: Choosing to look at a specific performer, object, audience member or direction.



Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.



DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
 How could you use physical skills to communicate subtle changes to a character's emotions?
 Which do you think is the most important vocal skill? Why?
 Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?
 How might adding a pause change the meaning of a line?
 Which do you think is the most important physical skill? Why?
 What makes a successful performance?

Homework Tasks

Task 1

Create a glossary of key drama terms. You should have at least 50 different drama terms that you could use in your written work. You are NOT allowed to copy and paste and should write out the meanings in your own words so that you know that you understand what they mean.

Task 2

Write a 500 word evaluation of your progress throughout this project so far. What particular skills have you made improvement on? What do you know now that you did not before? What have you still got to work on? Be fair to yourself and set targets to improve on next assessment. You MUST analyse and give examples for each point you make. This should be a minimum of 1 side of A4 and you should spend at least an hour on it.

Task 3

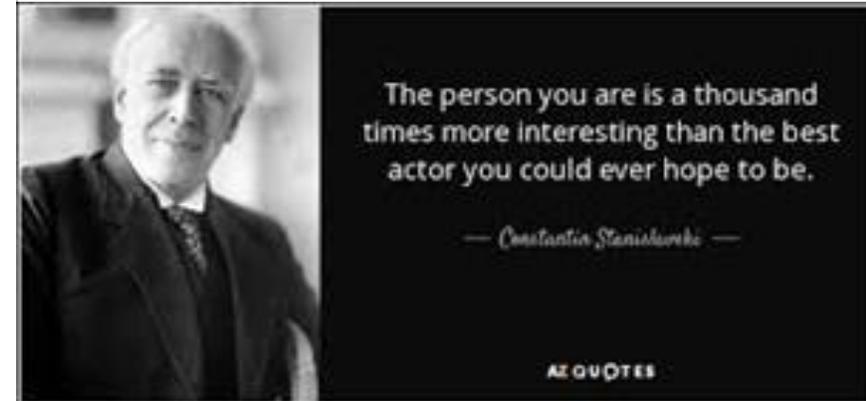
Pick a performance technique that you have not used before in performance. Watch some YouTube video's of the technique in action and create a help guide aimed at KS3 students. It should include what it is, how it can be used, it's purpose, pros and cons, etc. It should be done in language that younger students will understand, include pictures and be interesting.

Finding facts to develop a character

Create a list of things that you know about the character from the script (Given Circumstances).

You can find these by looking at –

- Any information given at the start of the script
- The things the characters say about themselves
- The things other characters say about them
- And the way you say things and the type of things you say



Extension work

Look at all of the feedback sheets and comments made by your teacher or peers over this project. Create a 'Self improvement plan' to improve your skills in the 3 areas you think need the most work—e.g. facial expressions / written analysis/ projection / facial expressions. Set yourself tasks to complete at home. These tasks should be comprehensive and should help you in developing your skills.

I will learn about:

In this half term, we will look at the importance of a business understanding it's customers and meeting their needs and wants. We show the benefits of understanding customers well and the dangers of not meeting their needs effectively. We will look at how businesses achieve this by identifying the particular wants and needs of particular groups of people called segmentation. We will also look at the methods of carrying out market research.

How I will be assessed:

You will have mini assessments through out the topic then you will complete a full assessment at the end. You will also have homework that will be graded.

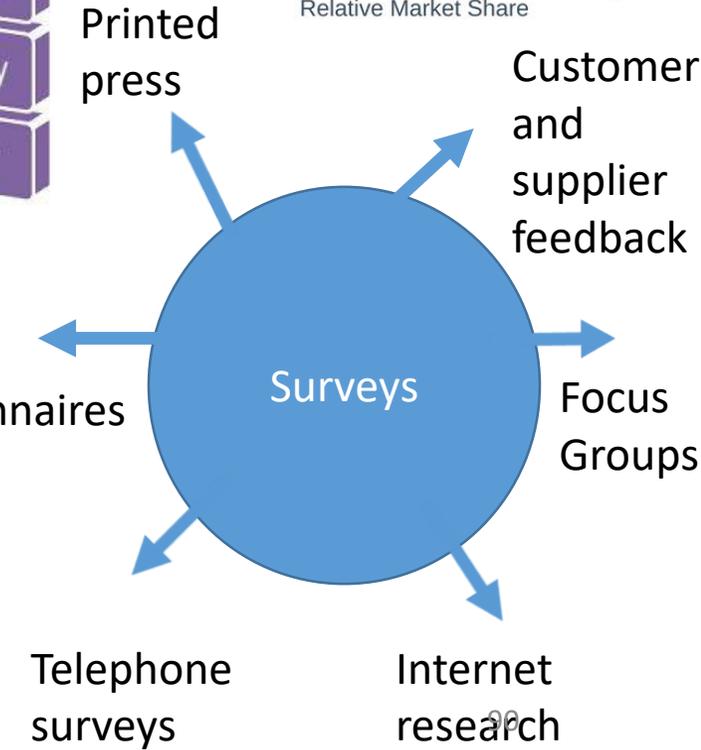
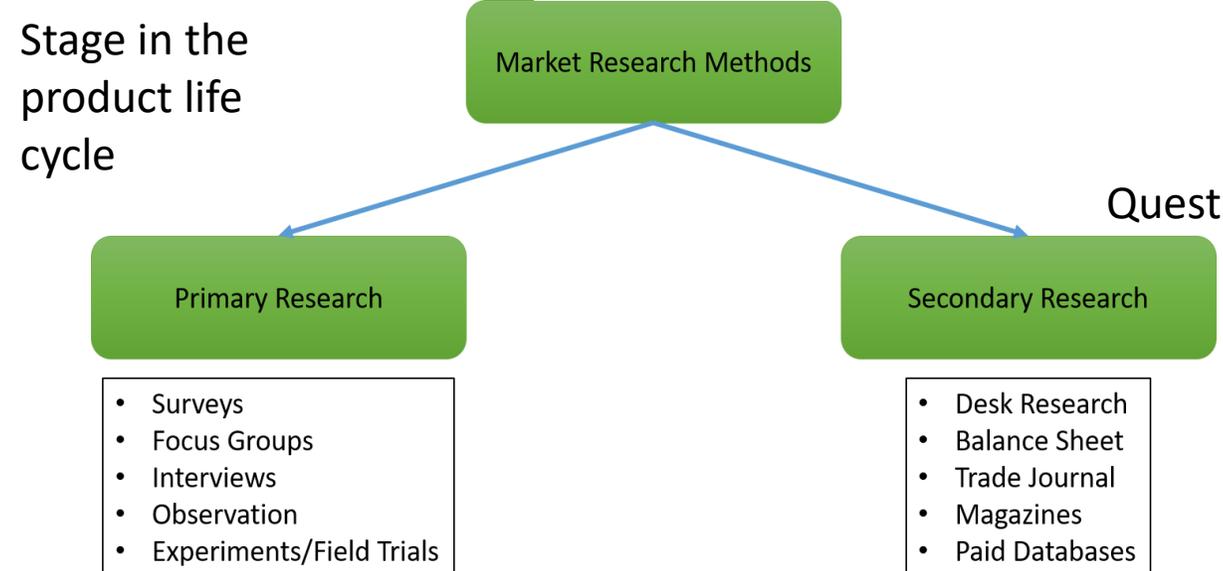
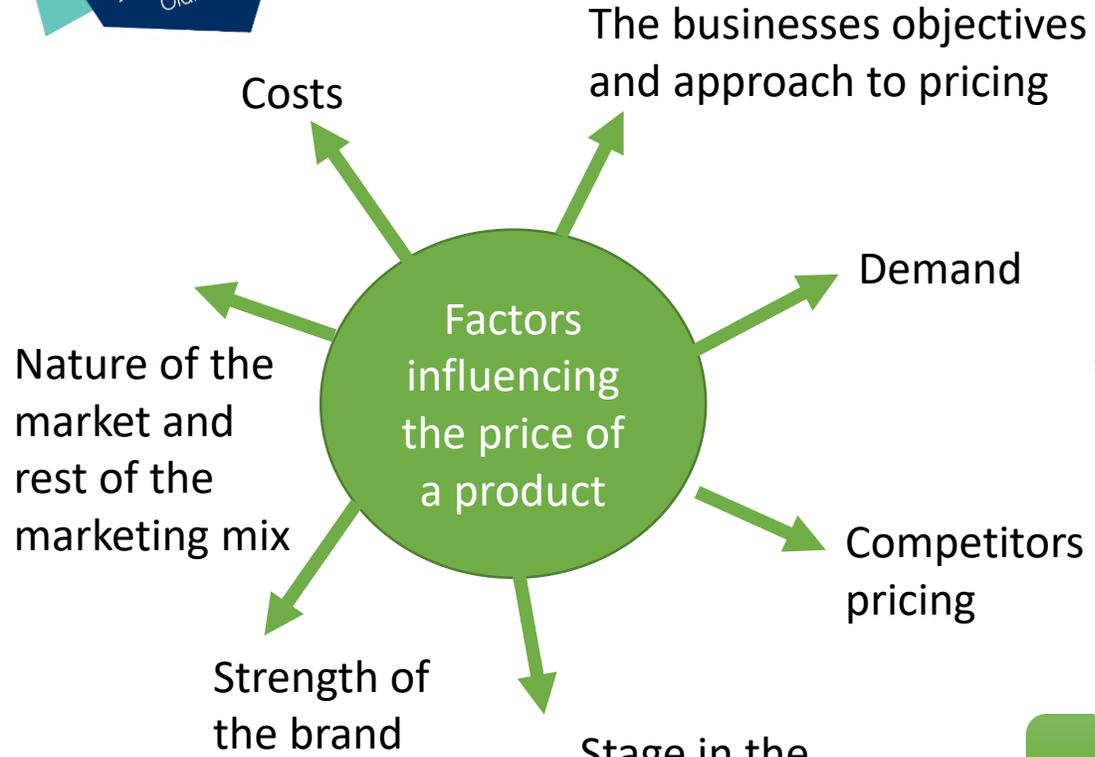
Recommended reading:

<https://www.bbc.co.uk/bitesize/topics/zh4snrd>

Key terms

<u>Word</u>	<u>Definition</u>
Need	Is something that needs to be fulfilled for us to survive.
Want	Is what we would like to satisfy our needs
Sales volume	Measures the number of items sold
Promotional activities	Are the different ways in which a firm tries to communicate with its customers
Segmentation	Occurs when a market is divided into different groups of needs and wants
Market research	Is the process of gathering, analysing and processing data relevant to marketing decisions.
Market segment	Is a group of buyers with similar needs within the overall market.
Marketing mix	Refers to all the activities influencing whether or not a customer buys a product. The elements of the mix can be analysed using the four P's: price, place, product and promotion.
Promotional mix	Is the combination of promotional methods used by a business to communicate with it's customers
Penetration pricing	Is launching a new product at a low price to achieve fast sales

Stretch challenge:



Name: _____
AQA GCSE Business

PRODUCT

Complete the product portfolio analysis...



What are the benefits & risks of new product development?

PROMOTION

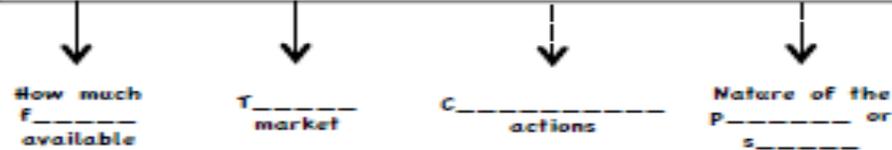
List 5 different promotional methods & give a suitable situation when a business would use it

-
-
-
-
-

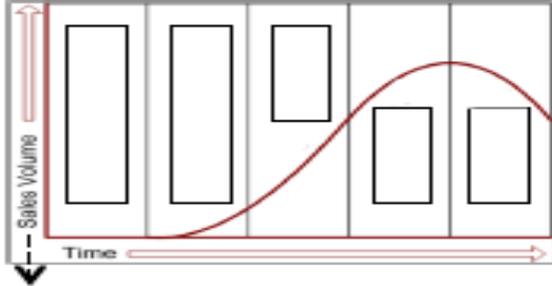
The reason why a business uses promotion are to...

- Create or increase s_____
- I_____ or r_____ customers about the product
- P_____ customers to buy the product

Factors influencing the choice of promotion include...



Complete the stages of the product life cycle...



Give three ways a business could extend the life of a product?

-
-
-

U S P



AQA GCSE BUSINESS MARKETING

Segmentation...how & why?



Cost-Plus Pricing



Facts that influence price include

- C
- Degree of C
- P

Price Skimming



Penetration Pricing



Loss Leader

Competitive

PRICE



PLACE

These are the different channels of distribution used by businesses



MARKET RESEARCH

Primary

Secondary

Examples

Examples

Advantages

Advantages

Disadvantages

Disadvantages

Explain the difference between quantitative & qualitative data

Why do I study **Health and Social Care**?

You will have the opportunity to hone a range of skills in every unit, but there will be a keen focus on a skill and/or quality in each unit.

What **transferrable** skills will I gain?

	<p>Communication <i>Listening and responding to others</i></p>
	<p>Team Working <i>Working with others to solve problems</i></p>
	<p>Interpersonal Skills <i>Understanding social 'norms' e.g. turn-taking</i></p>
	<p>Analytical Skills <i>Applying logic to unpick and evaluate</i></p>
	<p>Problem Solving <i>Finding and implementing solutions</i></p>

What **qualities** will I develop?

	<p>Self-Reflective, Resilient and Adaptable <i>You will think about and change your own performance</i></p>
	<p>Empathy and Compassion <i>Understand the feelings of others</i></p>
	<p>Cultural Awareness <i>Values, beliefs and perceptions of our own and other cultures</i></p>
	<p>Self Motivated <i>Understand the importance of working hard for your own gain</i></p>
	<p>Curious and Inquisitive <i>Ask your own questions; find your own answers</i></p>

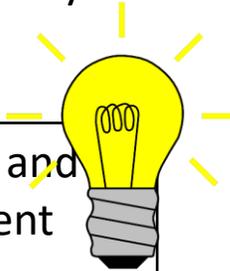
Year 10 Term 3

BTEC Level 2 Tech Award in Health and Social Care

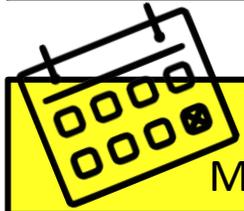
Write your deadline date below:

In this term, you will complete the written assignment of Learning Aim B. You will demonstrate through role play how to use care values in different scenarios and review your application.

How will I be assessed?	You be assessed on each piece of coursework you complete; you will be awarded a Level 2 Pass, Merit or Distinction. 
-------------------------	---

What will I learn about?	<ul style="list-style-type: none"> Identifying strength and areas for development Target setting Creating role plays Implementing care values Understanding scenarios in healthcare and how to apply the 6C's. 
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Key words	Care Compassion Competence Commitment Courage Communication Improving Ethics Time management	Psychological Geographical Financial Communication Access Physical Social Culture Dependability
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Always adhere to deadlines.
 Make sure your work is your own and that you are working every lesson in assignment conditions.

Year 10 Coursework support

BTEC Level 2 Tech Award in Health and Social Care

Throughout your coursework you will be given support on the structure and content. However, there are other things you can do yourself to improve your coursework such as the language you use and the depth and detail you write in.

Connectives

Firstly	Consequently	On the other hand
Secondly	An effect of	Alternatively
To begin with	Otherwise	In contrast
First of all	Despite this	Whereas
Meanwhile	Moreover	Nevertheless
After a while	Therefore	For example
In summation	As a consequence of	For instance
To conclude	Additionally	Besides
Finally	Furthermore	In other words

Punctuation

COMMA	FULL STOP	QUESTION MARK	EXCLAMATION MARK	APOSTROPHE	SEMI COLON	SPEECH MARKS
,	.	?	!	'	;	“ ”

Always complete your coursework in a simple easy to read font, no bigger than size 12.

Always adhere to deadlines. You should be working on your coursework at school AND at home.



Time + Effort = Success

Distinction	Assess Identify a variety of factors or events that apply to a specific situation. Which are the most important/relevant? Why?
	Analyse Examine methodically and in detail, typically in order to interpret.
Merit	Compare Identify the main factors. Explain the similarities, differences, which is the most relevant. Include reasons why.
	Explain Provide details and give reasons and/or evidence to support an argument.
Level 2 Pass	Describe Give a clear account of relevant features and information. Showing knowledge and application.
	Demonstrate Carry out and apply knowledge, understanding or skills in a practical situation.
	Summarise Gather all the main aspects of a situation or experience in a shortened format.
Level 1 Pass	Outline Summarise the key information of something or give a brief description of main points.
	Identify Indicate/name the main features or purpose of something.

I should already know:

- What is a pulse raiser
- What is a skill development
- What is a conditioned game
- What is a risk assessment
- 6 sports leader roles
- 5 qualities of a leader
- 5 responsibilities of a leader
- 3 leaderships styles used by sports leaders

How I will be assessed:

- Each piece of coursework will be assessed by your teacher and marked matching the relevant mark band.

Stretch challenge: **Hitting the higher mark band or grade – adding more detail to your coursework or adding more examples in each of your paragraphs**

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth.
Competent	Does something well; applies skill and knowledge.
Advanced	Being at a high level; progressive.
Technique	A method used for a specific task, a way of performing a skill.

Recommended viewing:

<https://www.youtube.com/watch?v=HKSQJCIafmM>

<https://www.youtube.com/watch?v=4jWZVtkJdC0>

<https://www.youtube.com/watch?v=NchYyzzJplM>

<https://www.youtube.com/watch?v=5RXJU8CdtcA>

<https://www.youtube.com/watch?v=JdJYLTqLhwA>

<https://www.youtube.com/watch?v=2uvLCuIh0MI>

<https://www.youtube.com/watch?v=v7-AvfAsiok>

Session plan & Risk assessment

Knowledge Organiser Focus: R053 Coursework

<u>Section</u>	<u>Completed</u>
Session plan	
- Pulse raiser	
- Skill development	
- Conditioned Game	
- Cool down	
- Introduction/ conclusion	

CANDIDATE NAME:				
SPORTING ENVIRONMENT: (eg sports hall)			Date completed:	
Had some tutor support		Had little tutor support	Produced independently	
STEP 1 Identify significant hazards below	STEP 2 State the severity of the hazard (high, low, medium)	STEP 3 State the probability of the hazard occurring (high, low, medium)	STEP 4 List the people who are at risk from the hazards you have identified	STEP 5 List what could be done to reduce the risks. Note any action that you think is needed

RISK ASSESSMENT – TASK 2				
CANDIDATE NAME	Sports Hall		Date completed	9 September
SPORTING ENVIRONMENT	Had some tutor support	Had little tutor support	Produced independently	X
STEP 1 Identify significant hazards below	STEP 2 State the severity of the hazard (high, low, medium)	STEP 3 State the probability of the hazard occurring (high, low, medium)	STEP 4 List the people who are at risk from the hazards you have identified	STEP 5 List what could be done to reduce the risks. Note any action that you think is needed
Water on the floor	medium	medium	Students, supervisors	Mop up any water; put a sign where it is until it is thoroughly dry, if this has been caused by people bringing drinks into the sports hall make them have drinks outside the sports hall.
Dirty floor	medium	high	Students, supervisors	Clean the floor so that it is not dirty and slippery. Use the other end of the sports hall if possible until it is clean.
Pins/splinters	high	medium	Students, supervisors	Sweep the floor and make sure there are no pins or splinters. Look at the floor and sand down any bits that have been chipped or broken.
Benches	high	low	Students, supervisors	Make sure the benches are pushed right against the wall to avoid bashing into them.
Temperature	high	low	Students, supervisors	On a hot day open some windows. On cold days shut them and keep the heating at a sensible temperature at all times.
Bottles of water	medium	medium	Students, supervisors	Make sure all the water bottles brought to the lesson by the students are kept off the playing area and that when the students want a drink they only have a drink when told to do so and drink in the area where they are allowed to so that water doesn't get spilt on the playing area.

LO2: Be able to plan a sports activity session

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Produces a basic session plan which demonstrates limited consideration of the key requirements for an effective and safe sporting activity session.	Produces an effective session plan which demonstrates appropriate consideration of the key requirements for an effective and safe sporting activity session.	Produces a detailed and comprehensive session plan which demonstrates thorough consideration of the key requirements for an effective and safe sporting activity session.
Requires some prompting from the teacher in producing the session plan.	Little prompting from the teacher is required in producing the session plan.	The session plan is produced independently .
Draws upon limited skills/knowledge/understanding from other units in the specification.	Draws upon some relevant skills/knowledge/understanding from other units in the specification.	Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Shows a limited awareness of safety considerations. Some teacher support may be required in planning and setting up a suitable risk assessment.	Shows some understanding of safety considerations, requiring little teacher support in planning and setting up a suitable risk assessment.	Shows well developed understanding of safety considerations, planning and setting up a suitable risk assessment independently .
Corrective action of risks is basic .	Corrective action of risks is effective .	Corrective action of risks is considered and effective .
Provides a brief outline of emergency procedures related to the facility and equipment to be used in the session.	Provides a clear description of emergency procedures related to the facility and equipment to be used in the session.	Provides a thorough explanation of emergency procedures related to the facility and equipment to be used in the session.

<u>Section</u>	<u>Completed</u>
Risk Assessment	
- 5 hazards	
- 10 hazards	

Responsibilities & Qualities

Knowledge Organiser Focus: R053 Coursework

Section	Pass Identify/outline	Merit Explain	Distinction Example/imp act
Responsibilities			
- Knowledge			
- Enthusiasm			
- Safety			
- Child protection			
- Frist Aid			

L1 Pass	Student identifies the qualities and responsibilities of the leader
L1 Merit	Student describes the quality and responsibilities of a leader
L1 Distinction	Student can support descriptions of the qualities and responsibilities of a leader with a sporting example
L2 Pass	Student explains the importance of the qualities and responsibilities of a leader

One quality I am going to be talking about is reliability. Reliability is when someone is able to know that someone else can get something done. Reliability is important because a team must be able to depend on their leader to do their role and do it to the best they can. If a team can't rely on their leader then the chemistry will slowly fall apart. Chemistry is important in a team because without chemistry there is never really a friendship in the team. Reliability is also important because it also builds trust in each other. If you can rely on each other it raises your trust in each other. For example, if a player asks the leader for a favor that is required in their job title and the leader does not get it done then the player for next time knows not to ask the leader and that can have an effect on gameplay.

Another quality I am going to be talking about is punctuality. Punctuality is being on time for events involving the sport. Punctuality is important because if players are late to matches or meetings then it has an effect for the whole team. Punctuality is also important because it could waste time for important gatherings and if one is late then it would be a nuisance to catch them up on things. For example, if a player is late to the match then the leader will have to either substitute the player which can affect the starting lineup depending on the people on the bench or wait for the player to arrive which slows down the game. Another example is if the leader is late to a meeting then the players must wait for the leader which could affect the day for the players.

Another quality I am going to be talking about is confidence. Confidence is the feeling or belief that one can have faith in or rely on someone or something. Confidence is important for a leader to have because with confidence the leader can lead by example and give that confidence to others. Confidence is also important because without confidence you'll never do your best in anything and that hinders your potential. For example, if the leader leads with confidence and knows what he is saying then the captain of the team could see that the leader is doing this and next game try to give a speech of his own with confidence. Another example is that the confidence could lead onto his gameplay and lead onto his other teammates giving them confidence.

Another quality I am going to be talking about is communication. Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Communication is important for a leader because his players must be able to understand what the leader wants. The players must also feel like they are able to talk to their leader and communicate with him about matters about himself or the team. Communication is also important because without communication, there will not be that trust in each other which could also make communication worse in some cases. For example, if a player has an injury and cannot attend the next match, the player must be able to tell the leader this so they know not to include them in the starting lineup.

One last quality I am going to be talking about is creativity. Creativity is the use of imagination or original ideas to create something. Creativity is important for leader because they need to bring differentiation

Qualities and Responsibilities

The responsibility I am going to be talking about is knowledge of the activity. Knowledge of the activity is the knowledge the leader has of the sport and or activity that is going to be delivered. This is important for a sport leader to have because if the leader does not know anything about the sport then they cannot possibly teach it. Another reason it would be good is because it would pass knowledge on to the students. For example, in a PE lesson. If the PE teacher didn't know how to play badminton or know the rules behind it then they would be not be able to teach the kids the proper rules of the game and techniques of the game so they can play better.

The next responsibility I am going to be talking about is enthusiasm. Enthusiasm means to have intense and eager enjoyment, interest or approval. In this context it would be intense and eager enjoyment and interest. Enthusiasm is important for a sport leader to have because if the team have a good atmosphere, then it has a very good chance of raising morals and spreading positivity throughout the team. Enthusiasm would also be good because it would get the team ready and "fired up" for their game. For example, in a football game, if the manager is enthusiastic in the changing rooms when delivering tactics for the game. This would spread positivity throughout the changing rooms and get the team ready for the game.

The next responsibility I am going to be talking about is knowledge of safety. Knowledge of safety is checking areas of where the sport will be performed. This is to ensure the area is safe and fit to play on. If it is an outdoor sport then the weather will need to be checked beforehand and a few hours before the start of the sport. This is important because they need to be able to prevent injury as much as possible. For example, in a football game on grass. The pitch will have to be checked before kickoff to ensure that the grass is suitable to play on. The weather will need to be suitable as well for the game to continue as well. This all needs to be suitable or the game cannot continue and will be postponed.

The next responsibility I am going to be talking about is child protection. Child protection is about keeping all children safe from harm, abuse, violence, exploitation and neglect. Also it requires you to protect any child known to have a history of harm, abuse, violence, exploitation and neglect. This is important because without child protection, a child could be at risk of getting hurt. For example, in a PE lesson. If it is known for a child to have experienced any of the above then it is the sports leaders' responsibility to make sure that problem is taken care of by maybe telling someone in higher authority or contacting the parents to check if everything is okay and speaking with the child or even tell the authorities if it seems serious.

The next responsibility I am going to be talking about is first aid. First Aid is help given to a sick or injured person until full medical treatment is available. This is important because a student's life could depend on first aid. This is also important because it is never known when first aid could be needed and it could come in very useful, especially in critical times. For example, if a student is injured in the

Section	Pass Identify/outline	Merit Explain	Distinction Example/imp act
Qualities			
- Punctuality			
- Reliability			
- Confidence			
- Communication			
- Creativity			

<u>Section</u>	<u>Pass</u> <u>Identify/outline</u>	<u>Merit</u> <u>Explain</u>	<u>Distinction</u> <u>Example/imp</u> <u>act</u>
Roles			
- Teacher			
- Manager			
- Coach			
- Expedition leader			
- Role Model			

L2 Pass	you will define each leadership role and identify some responsibilities and qualities
L2 Merit	you will define each leadership role and describe the responsibilities and qualities, providing an example
L2 Distinction	you will define each leadership role and explain the responsibilities and qualities, with an appropriate example for each

The third role I want to talk about is a coach. A coach assists athletes in reaching full potential. They are responsible for training athletes by analysing their performances, instructing in relevant skills and by providing encouragement. They are also responsible for the athlete outside of the sport. 1 key responsibility of a coach is to help individuals reach their personal targets in the sport. They must motivate and encourage the athletes. Another responsibility of a coach is to give their input on the starting line-up and inform the coach on injuries and or the performance on the athletes in training. One more responsibility of a coach is to ensure fitness levels and nutrition levels are high and the athletes are as fit and able as they need to be. 3 qualities of a coach is communication, enthusiasm and patience. A coach needs communication to talk to the coach about the athletes, a coach needs enthusiasm to keep positivity in the team and keep morals high and a coach needs patience with the athletes as they might not always perform the best. Examples of coaches would be Pep Guardiola, Mike Phelan, and Michel Arteta. Mike Phelan is a good coach as he is coaching one of the best football teams in the world. Pep Guardiola is also a good coach because he is another that is coaching on of the best teams in the world and is assisted by Michel Arteta.

The fourth role I want to talk about is a teacher. The definition of a teacher is a person who teaches. They are responsibilities of a teacher is to teach how to play sports, monitoring progress, and communicating with the parents on the progress of the students as well. Another responsibility of a teacher is to help students physically such as flexibility, coordination, strength and endurance. One more responsibility of a teacher is to motivate students to be more active and get them doing as much sports as you can so they are physically and mentally healthy. 3 qualities of a teacher is patience, understanding, confidence. A teacher needs patience for their students because they might not get what to do first time. A teacher needs to be understanding because students may not feel up to doing the work and may have a good reason for that. A teacher needs to be confident in their students to achieve what they want. An accurate example of a teacher is Mr Jolly, Mr Edwards, and Mr Patterson. They are all successful because they have all the qualities above – confident, patient and understanding.

Roles of Sports Leadership

The first role I want to talk about is a captain. The role of captain is to provide leadership to his teammate both on and off the pitch. Captains usually lead conditioning drills and pregame warm-up routines. During games, captains encourage players and promote good sportsmanship. 3 responsibilities of a captain is to lead the team. A captain has to lead the team because without a leader a team isn't a team, also a captain needs to set an example for the rest of his team. Another responsibility is a captain needs to help the team. A captain needs to raise the teams' morale after maybe a loss in the game or raise an individual's morale if they have maybe made a bad choice or mistake in the game. One more responsibility of a captain is to notice any problems with the team or an individual and let the coach of the team realise and find a solution. A captain should do this because it would benefit the individual and help them mentally or if it is a physical problem, the coach can give the individual some time to rest and recover. 3 qualities of a captain is to be confident, helpful and to encourage. These three qualities are needed to be successful because confidence is contagious and can lead throughout the team, to be helpful can let others on your team know that they can speak to you about things and you will be of help to them and to encourage can let others on your team feel good about themselves and not feel down over one mistake. 3 examples of a captain is Ashley Young, Sergio Ramos and Vincent Kompany. Ashley Young is successful because he is captain of one of the largest football clubs in the world. Sergio Ramos is successful because he raises his teammates' morale on the pitch. Vincent Kompany is successful because he has led his team to victory in the premier league multiple times.

The second role I want to talk about is a manager. The role of a manager is to attend team manager meeting with the league. They need to communicate with their team, they have to know the league rules and know the laws of the game and they have to communicate with the league. 3 responsibilities of a manager is to assign a team captain. A manager has the responsibility of choosing a team captain for the team this is important because they lead the team and make the work for the manager less and they do not need to do a lot to keep the team in order. Another responsibility of a manager is to register new players. A manager has the responsibility of picking new players and training them to be one of the team. Another responsibility of a manager is to provide kits for their players. This is important because it is a kit that represents your team to your fans and it is important because numbers are very important to players as it is what players on the field know you as so it is a very big responsibility. 3 qualities for a manager is humour, reliability, punctuality. These qualities are important to be successful because humour is needed to keep the teams attention and have a personal connection with them as you will be seeing them quite a lot, reliability is needed because a team needs to be able to rely on their manager to get stuff done and punctuality is needed because a manager

Leaders	Responsibilities	Qualities
Captain	H&S (first aid)	Confidence
Manager	Selecting teams	Humour
Coach	Tactics	Reliability
Teacher	Organising	Communication
Role Model	Equipment	Punctuality
Expedition Leader	Knowledge Planning	Enthusiasm Encouragement

<u>Section</u>	<u>Pass Identify/outline</u>	<u>Merit Explain</u>	<u>Distinction Impact</u>
Styles			
- Autocratic			
- Democratic			
- Laissez-Faire			

Styles of a Sports Leader

A style of leadership I want to talk about is autocratic. The description of an autocratic is when leaders do not give their teammates a say in what the tactics for the sport is. 1 pro for autocratic is the leader could have a much planned out tactic that could go quite well and turn out to work. This would be good for the team because they would then know a tactic that works for the team and this knowledge would become helpful in future games. Another pro for autocratic is the leader could be very experienced in the sport. This would be good for the team because an experienced leader means they would be able to pass down their knowledge onto the players meaning better performances in games because of the players' knowledge of the game. One more pro is that decisions will be made quickly and will not take much discussion to decide. This would be good for the team because then no time would be wasted trying to find out what tactic would be needed in their games. 1 con for autocratic is it discourages the teams input on the tactics. This would annoy some teammates because they are not being listened to and their ideas aren't being considered. Another con for autocratic is it could disallow smart ideas that are made by teammates which would also annoy teammates especially if they know their idea would be an asset. One more con for autocratic is it could lead to teammates disliking their leader and not listening to what he/she says. An accurate example of an autocratic sports leader is Jose Mourinho. Jose Mourinho was unsuccessful because he never changed his mind regardless of what his fans said, what the players said and what his elders said. This is why Jose would not have used this style successfully.

Another style of leadership I want to talk about is democratic. The description of a democratic style is a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. 1 pro of a democratic leadership is it makes a creative environment. It supports creativity amongst the team and allows them to come up with some ideas. Another pro of democratic leadership is it increases chemistry between the players. It gives something for the players to agree on. One more pro for democratic leadership is it allows everyone to have an input on the decision making and allows some freedom. 1 con for democratic leadership is the decision could become very regretful throughout the whole team if it doesn't happen as expected. Another con for democratic leadership is that decision making could eat into important time that they could be using to do something else more important. This could lead to something not getting done, leaving the team unprepared. One more con for democratic leadership is players could become apologetic for making the decisions if they do not go well. This could lead to players feeling as if it is their fault.

Marking criteria grid

LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

MB1: 1 – 4 marks

Outlines a **range** of different sports leadership roles and responsibilities associated with them.

Identifies the styles and personal qualities which relate to leadership roles in sport.

MB2: 5 – 7 marks

Describes a **range** of sport leadership roles and related responsibilities.

Makes links between different roles and the personal qualities and leadership styles of those who undertake them with **some accuracy**.

MB3: 8 – 9 marks

Describes a **wide range** of sports leadership roles and related responsibilities.

Makes **clear** and **accurate** links between different roles and the personal qualities and leadership styles of those who undertake them.

<u>Section</u>	<u>Pass</u> <u>Identify/outline</u>	<u>Merit</u> <u>Explain</u>	<u>Distinction</u> <u>Impact</u> <u>How successful</u>
Examples			
- 1 sporting leader			
- 2 sporting leader			

Two Sports Leaders

The sport leader I am going to be talking about is Alex Ferguson. Alex Ferguson is a Scottish former football manager that managed Manchester United from 1986 to 2013. He is considered one of the most successful managers of all time. 1 responsibility Alex Ferguson showed was encouraging of players and his staff. Alex Ferguson said: "I try to instill confidence in my staff and players through providing selective praise and recognizing their worth. However, it's important my team are not over confident as this can lead to poor performances and complacency". This shows Alex was very knowledgeable about the sport and his team what could lead to what. Another responsibility Alex shown was discipline towards his staff and players. Alex shown this by always being early to meetings and being a good example for the players to aim for and try to be like. One more responsibility of Alex was he paid a lot of attention to his player's personal needs and judged the game the player could have off their needs and condition at the time. One quality of Alex Ferguson is he was much focused. Alex shown this by paying a lot of attention to games in play and also to the training of the players to know what to do next. Another quality of Alex is he is much disciplined. Alex shown this by being an autocratic leader however he had a good relationship with his team. This is Alex being disciplined in his actions but also having a strong relationship with his team to ensure they perform their best. One more quality of Alex is he was resilient and tried to pass this skill onto his team. Alex Ferguson said: "Every leader must be able to take defeat, learn from it and move forward. Coming from a working-class background in Glasgow, it gave me was a purpose, resilience and determination". This shows Alex understood that it was important for a leader to experience defeat to move forward which would motivate Alex's resilience even more.

Marking criteria grid

LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p>Outlines a range of different sports leadership roles and responsibilities associated with them.</p> <p>Identifies the styles and personal qualities which relate to leadership roles in sport.</p>	<p>Describes a range of sport leadership roles and related responsibilities.</p> <p>Makes links between different roles and the personal qualities and leadership styles of those who undertake them with some accuracy.</p>	<p>Describes a wide range of sports leadership roles and related responsibilities.</p> <p>Makes clear and accurate links between different roles and the personal qualities and leadership styles of those who undertake them.</p>

Why do I study **Child Development**?

You will have the opportunity to hone a range of skills in every unit, but there will be a keen focus on a skill and/or quality in each unit.

What **transferrable** skills will I gain?

	Communication <i>Listening and responding to others</i>
	Team Working <i>Working with others to solve problems</i>
	Interpersonal Skills <i>Understanding social 'norms' e.g. turn-taking</i>
	Analytical Skills <i>Applying logic to unpick and evaluate</i>
	Problem Solving <i>Finding and implementing solutions</i>

What **qualities** will I develop?

	Self-Reflective, Resilient and Adaptable <i>You will think about and change your own performance</i>
	Empathy and Compassion <i>Understand the feelings of others</i>
	Cultural Awareness <i>Values, beliefs and perceptions of our own and other cultures</i>
	Self Motivated <i>Understand the importance of working hard for your own gain</i>
	Curious and Inquisitive <i>Ask your own questions; find your own answers</i>

Year 10 Term 3

BTEC Level 2 Tech Award in Child Development

Write your deadline date below:

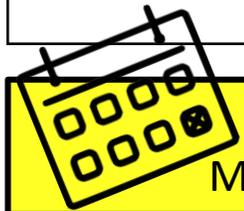
You will finish your third assignment based on learning through play and will move on to complete your final assignment of the course demonstrating how children's learning can be supported through play.

How will I be assessed?	You be assessed on each piece of coursework you complete; you will be awarded a Level 2 Pass, Merit or Distinction. 
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Key words	Emotion Expression Self manage Feelings Compromising Building bonds Interaction Vocabulary Environments Confidence	Technology Creativity Attention skills Motor control Coordination Spatial awareness Healthy Role play Imagination culture
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What will I learn about?	<ul style="list-style-type: none"> • Planning play opportunities • Activities and resources to use during play • Listening skills • Understanding of others • Development of relationships • Expression of feelings 
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Always adhere to deadlines.
 Make sure your work is your own and that you are working every lesson in assignment conditions.

Year 10 Coursework support

BTEC Level 2 Tech Award in Child Development

Throughout your coursework you will be given support on the structure and content. However, there are other things you can do yourself to improve your coursework such as the language you use and the depth and detail you write in.

Connectives

Firstly	Consequently	On the other hand
Secondly	An effect of	Alternatively
To begin with	Otherwise	In contrast
First of all	Despite this	Whereas
Meanwhile	Moreover	Nevertheless
After a while	Therefore	For example
In summation	As a consequence of	For instance
To conclude	Additionally	Besides
Finally	Furthermore	In other words

Punctuation

COMMA	FULL STOP	QUESTION MARK	EXCLAMATION MARK	APOSTROPHE	SEMI COLON	SPEECH MARKS
,	.	?	!	'	;	“ ”

Always complete your coursework in a simple easy to read font, no bigger than size 12.

Always adhere to deadlines. You should be working on your coursework at school AND at home.



Time + Effort = Success

Distinction	Assess Identify a variety of factors or events that apply to a specific situation. Which are the most important/relevant? Why?
	Analyse Examine methodically and in detail, typically in order to interpret.
Merit	Compare Identify the main factors. Explain the similarities, differences, which is the most relevant. Include reasons why.
	Explain Provide details and give reasons and/or evidence to support an argument.
Level 2 Pass	Describe Give a clear account of relevant features and information. Showing knowledge and application.
	Demonstrate Carry out and apply knowledge, understanding or skills in a practical situation.
	Summarise Gather all the main aspects of a situation or experience in a shortened format.
Level 1 Pass	Outline Summarise the key information of something or give a brief description of main points.
	Identify Indicate/name the main features or purpose of something.

I should already know:

- The functions of nutrients
- Dietary needs of specific groups of people
- Unsatisfactory nutritional intake
- The impact of cooking methods on nutritional value

I will learn about:

- AC2.1 Explain factors to consider when proposing dishes for menus
- AC2.2 Explain how dishes on a menu address environmental issues
- AC2.3 Explain how menu dishes meet customer needs
- AC2.4 Plan production of dishes for a menu

How I will be assessed:

Controlled Assessment

Recommended viewing

- <https://www.thecaterer.com/articles/310677/your-month-by-month-guide-to-seasonal-produce>
- <https://www.bbcgoodfood.com/seasonal-calendar/all>
- https://www.bbc.co.uk/news/science-environment-46459714?fbclid=IwAR1K4aq3glvkqIXfqv6mNVhaZ9oT3tms-V3NhUljAl_AJuJh7sz6VnB8vAM

Key words (tier 2 and 3 vocabulary)

Performance descriptors	Meaning
In-depth	To write about all the majority points, giving detailed and thorough explanations and examples that demonstrate knowledge and understanding.
Independently	On your own, without help.
Credible	With evidence or justification to back up something that has been written, example a book reference, an interview, the results of a survey, etc.
Clear/clearly	Easy to understand. To the point. In a way that is easy to see or understand. Covering most of the main information.
Compare	Identifies similarities and differences between things.
Describe clearly	To write about the features and characteristics of a topic, place, activities, item or person, in a clear and detailed way.
A range	Add variety; not everything.
Some	Adverb: small amount, not everything included.
Outline	Set out the main types, features or characteristics of something. This could be presented as a simple list
Explain	To write about something in a clear way, given the purpose of it, or reason for it. Using examples to illustrate your answer, to show that you understand what you were writing about.
Limited range	Without fullness/scope. Only covering limited parts of the assessment criteria.
Describe	To write about the features and characteristics of a topic, place, activity, item or person in a simple way without much detail.

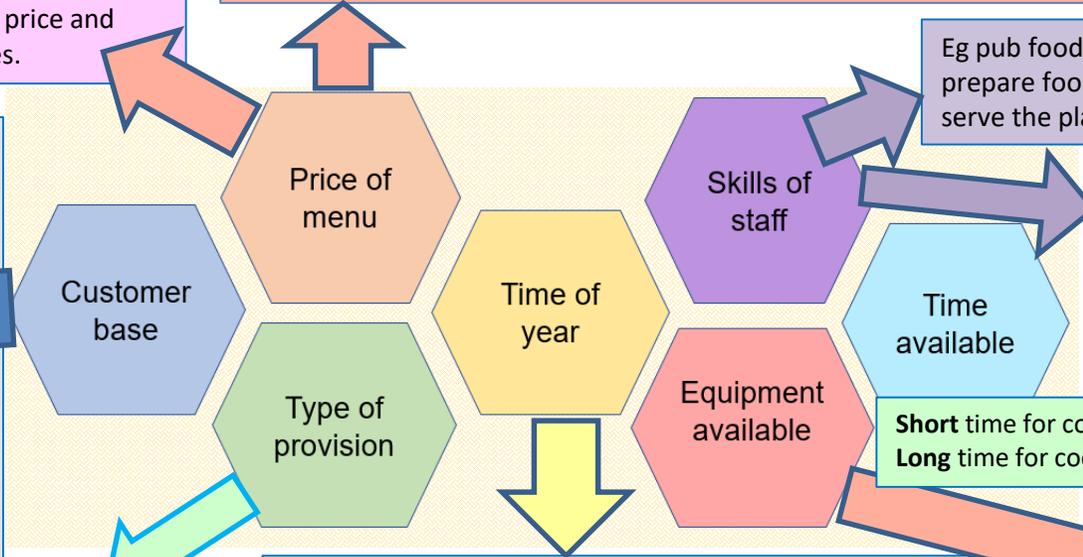
AC 2.1 Factors to consider- planning suitable dishes



- The price for a meal in McDonalds would be less than in a 2 star restaurant. You are paying for the food, the service and the surroundings.
- Customers with lower disposable income are looking for good value meals at a reasonable price
- Customers with a higher disposable income may be less concerned about the price and want to try more expensive dishes.

- **Table D'Hote menu**- Fixed price for 2 or 3 courses with limited choices
 - **A la carte menu**- Dishes are individually priced and cooked to order
 - **Childrens menu**- Familiar foods in child size portions lower price
 - **Function menu**- Fixed price menu for parties and groups
- All costs must be taken into account when planning to make a profit including ingredient costs, portion sizes, staffing, heating and lighting, laundry . The establishment needs to make a profit

- Eat out for different reasons**
- Special occasions
 - Business
 - Family meal
 - Intimate meal
 - Meals on holiday
 - Regular
 - Tourists
 - Meal while travelling
- All of these have different needs for food and service dependent on who the customer is and their needs.



Eg pub food, needs a competent cook to prepare food and bar or waiting staff to serve the plates of food

A 2 star restaurant needs a team of skilled chefs to prepare food from scratch and skilled waiting staff to do silver service

Short time for cooking and serving = limited menu
Long time for cooking and serving = extensive menu

- **The style of service**, i.e. Plate service, counter service, table service, silver service, gueridon service.
- **Affects the level of service** that the staff provide and the skills needed by the kitchen and front of house staff
- **What type of food is going to be served**, ie café, fine dining, fast food, family restaurant
- **Venue and environment** ie plastic tables and chairs would be ok in a fast food establishment but customers for fine dining would expect tables and tablecloths, napkins, cutlery condiments.

Food in season is readily available and peak of quality and taste, lower prices, less environmental impact in transport and storage

- E.g. strawberries are in season May- September
- E.g. spring lamb February- June
- New potatoes April-July
- Bramley apples August-December
- Runner beans July – September

[Caterer link](#)
[BBC link](#)

Foods not in season have to be imported or frozen, lower quality and taste different.
 Customers prefer hot food in cold weather, cold food in **hot weather.**
Seasonal events: Valentines day, Easter, Christmas?

- Some items on a menu may need specialist equipment
- Pizza ovens
 - Deep fat fish fryers
 - Wok burners
 - Tandoor ovens
- You can't offer food on a menu if you don't have a way of cooking it
 If you sell a lot of a dish, you may need to buy something to speed up preparation e.g. electric pasta maker

You need to comment on as many of these as you can.

Considerations	✓
Customers	
The business	
How the menu would be prepared	
The dishes	
The customers	
Th success of the business	
The menu	
The preparation of the dishes	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explain factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explain factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.

How to approach your task

1. Describe your bistro, are there any unique features? Refer to your assignment brief.
2. What is the atmosphere/surroundings like? And what type of furniture will you have.
3. Will you need any outdoor shelter and heating? Explain why.
4. What are the aims of your bistro? What do you want to achieve? E.g. food hygiene, sustainability reward etc explain why (refer to assignment brief)
5. Explain the type of menu you will offer explain why? Will you offer a du jour menu e.g. BBQ night/pizza night? Why would you do this? Would you need any special equipment. Will you have a special board? (to use up excess ingredients or special deals from the suppliers) explain why?
6. Who will your customers be and how will you cater for them? (include the dietary needs of target groups).
7. How will you price your menu? What are your reasons? How will you ensure you still make a profit?
8. Will you offer special deals why would you do this? (think about your customers budget)
9. How well trained will your staff be? What will your apprentice need to be able to do? (refer to your brief) Will they be trained in H&S and have food hygiene certificates etc. Explain why? Discuss opening times and staffing. Rotas should be planned carefully.
10. Will your menu reflect the equipment the bistro has? Will you need to consider storage? Will some dishes need to be prepared in advance?
11. How often will you change your menu? (think seasonal, special events etc) why would you change the menu?

Lets start writing!

‘Waste not, Want not’ is a bistro which/that is

The atmosphere we want to create is

To provide comfort for our diners/customers we

Types of menu	Description	Special diets
A la carte	A menu where the dishes are all listed and priced separately under different headings.	Vegetarian Vegans Lactose intolerant Coeliac disease Allergies Healthy choices Religion
Cyclic menu	A set of menus with limited choices that are changed everyday week, two weeks or month	
Du jour menu	A menu that changes each day or is only served on a certain day of the week	
Function menu	Similar to table d'hôte, but with more limited choice and used for functions such as weddings, parties and conferences	
Meal menu	Menu choices for specific meals: breakfast, brunch, lunch, afternoon tea, dinner. Often used in hotels and some restaurants and cafes	
Speciality menu	For target groups of people, e.g. children, pensioners, ethnic groups, special diets. Used in fast food outlets, some restaurants and cafes	
Table d'hôte	A set menu with limited choices, which has a set price for a meal (e.g. a two or three course meal)	106

AC 2.2 The environment

Hospitality and catering organisations need to be aware of environmental issues when running their businesses.

Dishes

- Preparation and cooking methods
- Ingredients used
- Packaging

Environmental issues

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

Using ingredients

- 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 fertilizer, 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.

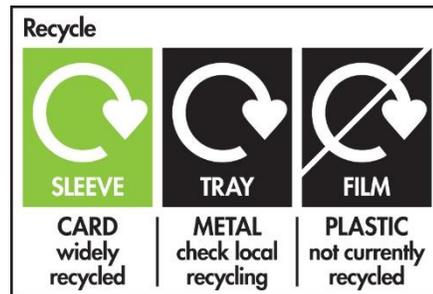
Food miles/ Carbon footprint

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 CO₂. Some foods can't be grown in this country due to climate. Click on the foot to watch a video. Click [here](#) to find out your carbon foot print for food items.



Packaging

- When buying the ingredients, Look for ingredients that have minimum packaging
- Look for ingredients that have packaging that can be recycled
- Use reusable carrier bags to transport the ingredients after buying
- We can recycle the plastic food packaging materials – if the label says so
- We can also recycle glass from bottles and jars, paper and cardboard from packaging (recycled paper cannot be used for food products)
- Plastic and polystyrene does not biodegrade – so recycling is the best way to dispose of it
- Metal – aluminium and steel and foil from cans and foil used in food preparation can be recycled
- Use the recycling bins for packaging.



Preparation and cooking methods

- First in first out with ingredients in the fridge
- Do not trim and peel too much off the food- wastes food
- Conserve energy, put more than one thing in the oven, put lids on saucepans, do not put hot food in the fridge, turn off equipment when not using
- Conserve water, use minimum water when boiling (conserves nutrients too) use a bowl or plug when washing up , turn off taps
- Save peelings, bones, carcass to make stock, soup or sauce
- Use leftover bread to make breadcrumbs
- Use leftover fruit to make sauce, coulis.

AC 2.2 The environment

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 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
- Low flow toilets and showers
- Water metering



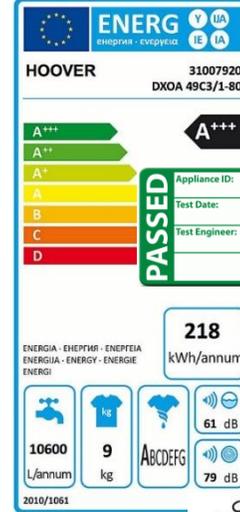
Sustainability and Food Provenance

Fair Trade foods

are bought directly from the farmer, cutting out the middle men. Farmers receive a fair and stable price for their products.



The RSPCA Assured label makes it easy to recognise products from animals that have had a better life. RSPCA inspect indoor as well as outdoor farms, including free range and organic. They require good water quality and careful handling which ensure the health and welfare of farmed fish.



Establishments can Reduce, Reuse and Recycle by:

- Only buy what is needed for preparation,
- Storage- check temperatures, use air tight 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 until it is used as ingredient- label
- ❖ 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
- ❖ Reusable table linens and serviettes that need washing instead of disposable ones
- ❖ Use food not served to make new meals e.g. colcannon 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 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 collect for recycling
- Buy recycled glass, food grade plastic containers, recycled paper
- Use the recycling bins

Soil association

Less use of artificial fertilizers or pesticides. Crops are grown in rotation, so less fertilizer is added to the soil. No Genetically modified ingredients. Animals are not overcrowded and not given drugs to make them grow faster.



Considerations	✓
Introduction	
The impact food production has on the environment	
Ingredient	
Packaging & plastic	
Food storage and preparation	
Cooking food	
Food waste	

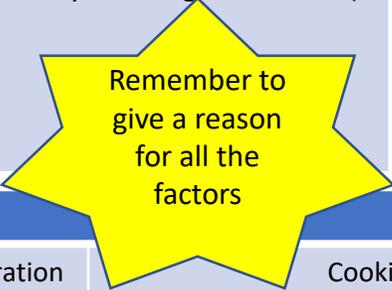
Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass
LO2 Understand menu planning	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explain factors to consider when proposing dishes for menus. Explanation includes reasoning.

How to approach your task

1. Introduce your bistro and why you care so much about the environment (refer to your assignment brief) also discuss the impact food production has on the environment.
2. Explain how your bistro plans menus that have the least effect on the environment. (refer to your assignment brief)
 - Ingredients
 - Packaging & Plastic
 - Food storage and preparation
 - Cooking food

Lets start writing!

At 'Waste not, Want not' we are/feel.....
 When planning menus, we
 We have made the decision to...because...



H & C businesses should try to:

Ingredients	Food waste	Packaging & Plastic	Food storage and preparation	Cooking food
<ul style="list-style-type: none"> • Use locally grown ingredients to reduce food miles • Plan menu's so ingredients delivered in as few a journeys as possible (buy in bulk from one supplier) • Use seasonal foods to reduce the amount of imported foods • Where possible buy organically grown or 'free range' 	<ul style="list-style-type: none"> • Plan menus as accurately as possible to avoid buying too much • Avoid serving very large portions to cut down on food waste • Store food correctly so it stays fresh • Make use of oddly shaped fruit and vegetables that are often cheaper to buy and are just as nutritious and well flavoured • Serve some fruit and vegetables with their skins on to avoid unnecessary waste • Send food waste to be composted to grow more plants (refer to brief) • Use left overs uncooked and cooked foods to make new dishes • Send suitable left over food to charities who collect for people in need. 	<ul style="list-style-type: none"> • Use ingredients that have as little packaging as possible • Use ingredients that come in refillable or recyclable catering-sized containers (spices, flavourings, sauces etc) this could also apply to cleaning products • Do not serve dishes with individual packaged portions of sauces. • No plastic straws or disposable cutlery. • Use recyclable materials for take away. 	<p>Fridges and freezers</p> <ul style="list-style-type: none"> • Place in cool areas of the kitchen to prevent them from having to work harder to stay cool (wasting energy) • Ensure seals are in good condition to keep the warmth out. • Avoid opening too often or leaving them open • Avoid putting hot food in them. • Defrost regularly to make sure they work efficiently 	<ul style="list-style-type: none"> • Check oven seals are in good working order • Fill up the oven with items to cook to make full use of the energy used to heat it. • Cook more meals on the hob – make sure that the pans fit properly over the gas flame/electric ring to prevent heat escaping • Keep pan lids on to cut down heat loss • Use an electric induction hob, microwave oven or slow cooker or slow cooker where possible, which all use small amounts of energy. • Use quick methods of cooking • Use a tiered steamer to cook different vegetables, so only one hob ring is used to cook them.

AC 2.3 How menu meets customer needs- Nutritional

Cooking methods

Some cooking methods add fat, adding too much fat to food increase the calories (energy content) drastically and is also thought to be a risk factor in cardiovascular disease. Cooks should be minimise their use where possible.

These include:

- Frying - deep (submerging food in hot fat)
- Frying – shallow (frying food in 1cm or less of fat in a pan)
- Roasting (cooking in fat in the oven)



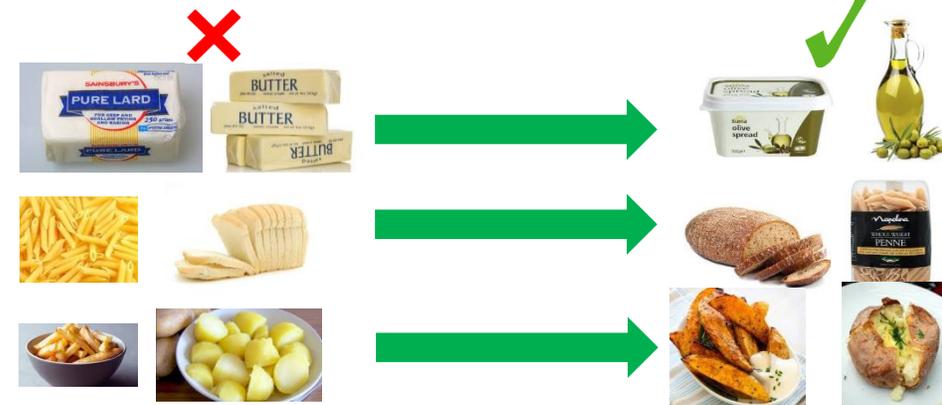
Healthier cooking methods only add small amounts of fat, or do not add fat to food at all. They can be dry (cooking without the use of water) or moist (cooking with water or steam). Healthier cooking methods include:

- Stir frying (cooking quickly in a small amount of oil at v high temps)
- Poaching (cooked gently in simmering liquid)
- Boiling (cooking food submerged in vigorously boiling 'rolling boil' water)
- Steaming (holding food above boiling water to be cooked by the steam)
- Grilling – on a cooker or on a BBQ (food cooked by radiant heat from a flame or glowing element)
- Baking in the oven (dry heat)
- Stewing (slow-cooking on hob or in slow-cooker with liquid)
- Casseroling (slow-cooking in oven with liquid)
- Braising (slow-cooking **pre-sealed** meat and vegetables in oven with liquid)



Preparation methods

- Do not add too much extra fat when preparing/marinating or cooking
- Trim fat off excess fat from meat where possible (leaving some is fine for flavour)
- Do not add too much extra salt when seasoning/marinating foods before cooking
- Do not add too much sugar when marinating foods



CHANGE THE INGREDIENTS USED:

- ✓ Avoid saturated fats such as butter, lard and dripping - Use heart healthy unsaturated fats such as olive oil, avocado oil
- ✓ Avoid using white flour where possible – use wholegrain or brown versions for extra fibre and B vitamins
- ✓ Leave the skin on potatoes for extra fibre and vitamin C
- ✓ Replace cream in recipes with reduced fat crème fraiche
- ✓ Replace mild cheeses with stronger ones, and use less
- ✓ REDUCE sugar content of recipes by using naturally sweet ingredients such as fruits
- ✓ Add **extra VEGETABLES, FRUITS, NUTS and SEEDS** into recipes where possible, **for extra fibre, vitamins and minerals** - these can be blended into sauces to 'hide' them for fussy eaters

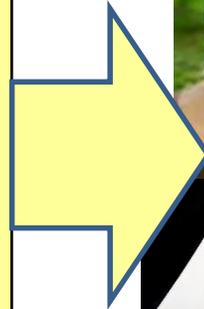
AC 2.3 How menu meets customer needs- ORGANOLEPTIC

Changes to make dishes healthier can affect OTHER aspects of the finished dishes in several ways....

Organoleptic means the qualities of food that people experience with their senses. There are 5 senses: sight, smell, taste and sound. To enable people to enjoy their food, it is important that the menu planning, preparation, cooking serving food is carried out well so that food is **appetising**.

SIGHT: *Appearance and presentation of the meal*

- Adding vegetables to a dish to increase fibre, vitamins and minerals may also affect the **colour** of the dish.
- Adding greens such as green peppers or green beans will **create a fresher**, more vibrant look.
- Adding tomatoes/red peppers to a dish will make it look brighter. Remember – **contrast in colours** within a dish is good, makes dishes look more appealing and delicious!
- **Changing carbs to wholegrain or skin-on versions** may also change the colour of the dish, however this time may increase the presence of brown in the dish, which is considered a 'dead' or dull colour, and will need brightening up in other ways...
- Type of **servicing dishes**.
- **Garnishing**
- Think cut, shape and form of food.
- Make sure plates and dishes are clean
- before serving food, to remove drips and splashes.



TOUCH: *Texture (how food feels in the mouth)*

- **Use fresh food**- stale food lose texture e.g. fruit, vegetables and fish.
- **Prepare food well to remove edible parts** e.g. shell, bones, stalk, tough skin.
- **Cook food well to avoid** unexpected textures e.g. lumps in a sauce, under cooked egg white, under cooked cake.
- **Cook food at correct temperature** and for correct time to allow textures to develop e.g. when melting chocolate, baking cake or bread, frying chicken.
- Reducing fat content in recipe may alter the texture, making it drier or more brittle.
- Adding vegetables or fruits to dishes can bring crunchiness, softness, chewiness.
- Changing the cooking method will also alter the texture – frying or roasting food in fat creates crispy crunchy textures, whereas replacing frying/roasting with the healthier methods of steaming, boiling, stewing etc will create soft textures. Grilling and barbecuing will also create chewy/crispy textures.

TASTE

- There are 5 basic flavours: salty, sweet, bitter, sour and umami (savoury)
- **Use fresh food**- stale food loses its flavour.
- **Cook food carefully** to avoid damaging flavours.

- **Reducing fat** content in recipe may alter the taste – it can reduce creaminess aka ‘mouth feel’.
- **Reducing the fat** content of baked goods can also alter the taste – making them taste less rich.
- **Adding vegetables** to dishes can alter the taste in many ways depending on what fruit/vegetables is added – e.g. red peppers will bring sweetness, adding kale will bring an earthy taste, adding broccoli will add a fresh taste etc...
- **Changing carbs to wholegrain** or skin-on versions will affect the taste, making the dish have a more ‘nutty’ flavour
- **Adapting the cooking method** may also change the taste of a dish:
- **Steaming or poaching** will preserve the flavours of the original food whereas barbecuing or grilling food will also impart charred flavours.
- **Sautéing vegetables** in butter or oil bring out the flavour.
- **Making stock** from meat, poultry or fish bones plus vegetables, herbs and spices.
- **Roasting root vegetables** intensifies their flavour by evaporating water and caramelising the natural sugars they contain.
- **Using natural flavours** e.g. citrus fruit zest, fresh herbs and spices.
- Avoid using too much flavouring
- Take care with delicate foods like fresh- less is more.

Top tip: always taste test before serving- REMEMER FOOD HYGIENE!



SOUND

- The sound of food can make it more appealing.
- Certain foods you expect to sound in a particular way e.g. crisp to crunch, biscuits to snap and food being fried to make a sizzling sound.
- To preserve these sounds food needs to be cooked and stored correctly to maintain its texture.



SMELL - Aroma

- **Use fresh ingredients**- stale ones lose ability to produce aromas.
- **Using natural foods** that produce a strong aroma e.g. fresh/ dried herbs and spices, garlic orange and lemon zest and cooking methods that develop aromas e.g. grilling, roasting, baking and frying.
- Plan and **select combination of foods** to produce a mixture of aromas, but avoid using too many, as the overall effect will be spoiled.

AC 2.3 How menu meets customer needs- Cost

For this part you need to explain how you will keep the costs of the dishes reasonably low . Your reasons could be....

- Buy **food in season** so it is not imported and expensive
- Buy **food locally** so that you don't have to travel too far to buy it and reduces carbon footprint e.g. support local business.
- **Minimise the waste** produced in both food and resources.
- **Control the portion** size so that you do not waste food that people are not going to eat and everyone gets the same size portion.
- **Not buying ready prepared** ingredients because it is cheaper to prepare them from scratch.
- **Buying cheaper** cuts of meat, this can effect the quality and fat content.
- Buy **non branded** food- supermarket own brands are cheaper.
- **Freeze left** over foods or use in other dishes.
- Store the ingredients at the **correct temperature** so they don't go off.
- **Buying organic, free range, fair trade** foods will cost more but is better for the environment and improved taste e.g. free range eggs, chicken, chocolate, bananas.

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** (how many portions will these ingredients make?) **calculating selling price** (how much should I charge to cover costs and make a profit?) and **avoids waste**.

Using **standard recipes** can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.

ASDA Butcher's Selection Beef Mince (Typically Less Than 20% Fat)
1kg Price £4.00



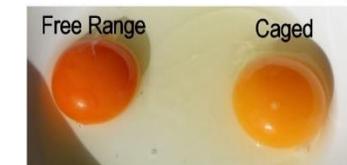
ASDA Butcher's Selection Lean Beef Mince (Typically Less Than 5% Fat)
1kg Price £6.19



ASDA Extra Special Aberdeen Angus Mince
500g Price £4.00



The **quality of the product** can affect its price and therefore can affect which people choose to purchase it. To the left are three minced beef packets from ASDA. The cheapest is a 20% fat mince, the next a 5% fat mince and the most expensive is made from an Aberdeen angus cow – one of the most luxurious beef products.



2.3: Factors to consider when proposing dishes for menus and meeting customer needs

Menu planning for Children

Menu planning for Adults

Not too strong in flavour, e.g. not too spicy, just flavoursome.

Easy to eat, no bones, or foods that are difficult to cut up. Could be finger food.

Dishes that offer a variety of different flavours.

Dishes that offers a variety of colour to attract and keep my attention.

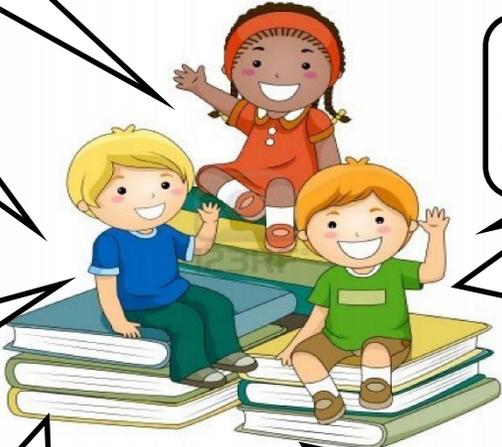
Dishes that are low in fat, sugar and salt.

Dishes that can be adapted to meet specific dietary requirements, e.g. nut allergy.

Dishes that offers a variety textures, e.g. soft, crunchy, chewy and moist

Dishes that provides a good range of nutrients that are needed by young children e.g. Carbohydrate, fibre, protein, vitamin A, B group, C,D and E as well as minerals such as calcium and iron.

Smaller portion sizes than an adult.



Dishes that can be adapted to meet specific dietary requirements e.g. Dairy free, Gluten free, Nut free, Low sugar/fat/salt, High fibre, Vegetarian/vegan, Religious dietary restrictions.

Dishes that provide a good range of textures, flavours and colours to appeal to the customers.



Dishes that presented with a professional finish. The dish needs to look attractive and appealing.

Dishes that offer a wide variety of nutrients, and in line with current healthy eating guidelines e.g. low fat, sugar, and salt. Provide a balance of carbohydrate, fibre, protein, vitamins and minerals.

Check List	✓
Identify 4 dishes you must include 2 mains	
Food preparation skills & techniques	
Cooking methods	
Nutrition	
Cost	
Organoleptic (sensory appeal)	
Suitability for target groups	
Adaptions for special diets	

Getting Started

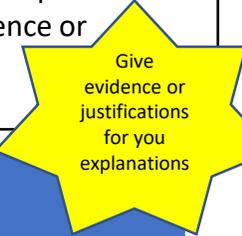
Use the layout on the next page to help you structure and layout your work.

Lets start writing

The dishes I have chosen are.....
 I think they are suitable forbecause

The dishes can be adapted/changed by.....this will

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit
LO2 Understand menu planning	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning	Explain how menu dishes meet needs of specific customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explain how menu dishes meet needs of specified customer. Explanations are comprehensive and credible . evidence or justification



Things to take into account when planning menus to meet customer needs

1. Include a variety of dishes to cater for different likes and dislikes
2. Show customers which dishes may not be suitable for them if they have food allergies or food intolerances - offer some dishes that would suit different health conditions/offer some dishes that would be suit a range of religious or cultural dietary rules.
3. Think about the type of meal to be eaten – everyday or special occasion, packed meal, etc.
4. Do the dishes in the menu meet dietary guidelines
5. Are the prices of dishes on the menu affordable for target customers? Seasonal/local foods – are these available? What do they cost?
6. Offer some dishes to suit different customer lifestyles, e.g. active/inactive/ a busy family / office worker etc
7. Offer suitable portion sizes for different needs, e.g. children, older adults, active people. Do the dishes on the menu appeal to customer senses – sight, smell, taste, touch and sound?

Food preparation skills & techniques

- Blending
- Bread making
- Chopping/knife skills
- Creativity
- Dough making, e.g pastries, biscuits
- Garnishing
- Hydrating
- Kneading
- Melting
- Peeling
- Portion control
- Positioning on serving dish
- Rubbing-in
- Segmenting
- Setting with gelatine
- Shaping
- Sieving
- Slicing
- Weighing and measuring
- Whisking

Cooking method

- Baking
- Blanching
- Boiling
- Braising
- Chilling
- Cooling
- Frying: deep/shallow pan frying, stir frying, dry frying
- Grilling (griddling)
- Hot holding
- Poaching
- Roasting
- Sautéing
- Steaming
- steaming

Dish	Sustainability for target group	Cost to make selling price to suit target market	Skills	Time available (lunch or dinner)	Seasonality of ingredients
Fruity meringues	<p>is it suitable for your target groups? Explain why.</p> <p>See slide 11 for more ideas about suitability for target groups.</p> <p>Can it be adapted for specific dietary needs, explain how. Diets to consider</p> <ul style="list-style-type: none"> • Vegetarians • Vegans • Allergies • Intolerance • Religion <p>Can it easily be served in different portion sizes? This dish is suitable for different age groups. It is a</p>	<p>Is your dish a low cost/reasonably priced meal, or is it an expensive dish to make?</p> <ul style="list-style-type: none"> • Portion size? Control the portion size so that you do not waste food that people are not going to eat and everyone gets the same size portion. • Buying cheaper cuts of meat, this can effect the quality and fat content. • Not buying ready prepared ingredients because it is cheaper to prepare them from scratch. • Freeze left over foods or use in other dishes. • Store the ingredients at the correct temperature so they don't go off. • Can you save money growing your own food/herbs? 	<p>Food preparation skills and techniques: Use the recipe and slide 12 for this State at which point you will use this skill/technique.</p> <p>Cooking Method: Use the recipe and slide 12 for this State at which point you will use each cooking method.</p>	<p>When will you serve the dish, why? Quick and easy lunchtime? Longer preparation needed, evening? Think about your target group. will they be in a rush? Or will they have a longer time to dine?</p>	<ul style="list-style-type: none"> • Will your ingredients be available all year round? How could you adapt your dish to suit the seasons? • Buy food in season so it is not imported and expensive • Buy food locally so that you don't have to travel too far to buy it and reduces carbon footprint e.g. support local business. • Minimise the waste produced in both food and resources. • Buy non branded food- supermarket own brands are cheaper. • Buying organic, free range, fair trade foods will cost more but is better for the environment and improved taste e.g. free range eggs, chicken, chocolate, bananas.
Nutritional information			Organoleptic		
<p>Is your dish nutritionally balance? Does it fit in with dietary requirements? (refer to fat, sugar and salt) Which nutrients do they contain and which ingredients contain this nutrient? How will these nutrients contribute to a healthy balance diet? Refer to your recipes. We have included nutritional information on them. Also you could refer to slide 7</p>			<p>Appearance: Refer to slides 8 and 9 Flavour: Texture: Aroma:</p>		

AC 2.4 Production Plan – 2 dishes dovetailed together

Example of Production Plan



- Mise en pace (preparation)**
- Wash hand, tie up hair/ hair net, remove all jewellery
 - Clean apron on
 - Collect ingredients from the fridge, freezer, store cupboard.
 - Weigh and measure
 - Wash vegetables
 - Peel and chop
 - THINK everything before you **combine ingredients.**



- Special points**
- Coloured chopping board – use correct colour
 - High risk food in fridge until ready e.g. chicken
 - Use bridge and claw technique to prevent injury.
 - Wash hands to prevent cross-contamination.
 - Dough should bounce back when pressed, if not, continue kneading.
 - Make sure knives are cleaned separately to prevent cuts.
 - Use hot washing up liquid to kill off bacteria such as E. Coli. Temperature of water needs to be
 - Use oven gloves to prevent burns.
 - Dough needs to double in size, if not prove longer
 - Ensure plate is clean to prevent food poisoning.
 - Ensure garnishes are free from soil to prevent contamination from Clostridium Botulinum. Are they cut evenly?
 - Wash all vegetable to remove soil and prevent E.coli
 - Ensure table top is clean before rolling to prevent cross contamination.
 - Temperature of cooked food 75 c for at least 2 minutes using a food probe (kills bacteria)
 - **Correct storage-** fridge, freezer when and why
 - Food waste- scrap all mixture off the bowl to prevent this.

- Contingences:**
- Include spare ingredients encase it goes wrong, a range of serving dishes to choose from.
 - Explain what you would do if its not cooked properly i.e. cook it for 5 minutes longer and then test.

- Plating and severing** (last box on plan)
- Allow at least ten minutes at the end.
 - Explain what you will serve it on.

- Ingredients for dish 1
Starter: Carrot soup with crotons
- 450g carrots peeling and chopped, etc,

- Ingredients for dish 2
Main: Sheppard’s pie
- 250g white potatoes
 - Etc.

- Equipment**
- Chopping board, peeler, Saucepan, Peeler etc.
 - You need to list everything you will use. Even better if you can colour code.

Time	Method	Special points & contingences
8.30	Mise en place. Set up table. Collect serving dishes. Peel and chop potatoes. Prepare garnishes and decorations (whip cream, fan strawberries). Chop parsley. Peel and chop onion, dice bacon, chop mushrooms. Tidy table for starter.	Refrigerate perishables (chicken and cream). Potatoes in water to prevent discolouration. Light oven Gas 6 or 200C.
9.00	Gateaux- make sponge using whisking method. (Whisk eggs and sugar till thick, fold in flour). Divide between 2 tins.	Fold in gently. Bake- Gas 6 – 20 mins.
9.20	Chicken chasseur, fry chicken to seal. Remove and place on plate. Fry bacon and onion, add flour, tomatoes, stock, puree etc. Re-add chicken pieces and mushrooms. Simmer.	Use tongs to turn chicken. Very low heat for at least 45 mins.
9.40	Check gateaux base- remove from oven if cooked. Turn onto wire rack.	Should feel ‘springy’ in centre. Use oven gloves.
9.45	Wash up. Put potatoes onto boil, once boiling reduce the heat and simmer. Simmer 20 mins on low heat.	Stir chasseur. Add tsp salt.

Check List	✓
Quantities of different ingredients needed	
Equipment needed	
Mise en place (getting ready and organised before you start preparing to cook)	
Timing – for preparing, cooking, decorating, etc	
Sequencing – the order in which you prepare and cook the food (including dovetailing)	
Cooling food down – where, how and for how long you will do this, and the temperature	
Hot holding – how you will keep food hot and at what temperature	
Completion – how will you know your dish is finished	
Serving/presentation	
Removal of waste	
Contingencies (e.g. what will you have ready in case something goes wrong)	
Health, safety and hygiene points	
Quality points	
Storage of the food during the practical	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand menu planning	AC2.4 Explain how menu dishes meet customer needs	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well-considered contingencies for most situations.

Sequencing – also known as ‘dovetailing’.

This means fitting together the different stages of a production plan into a logical order. You will need to do this when you write a time plan for making two or more dishes. This is what you need to do:

1. Print a copy of each of the recipes you are going to use.
2. Highlight in the method section of each recipe, every activity you will need to do example make a dough, whisk eggs and sugar together, caught some vegetables, etc. Use a different colour highlight for each recipe to make it easier to follow.
3. Work out and show on your time plan which activity for which recipe you will do first – usually something for a recipe that needs the longest time to be completed, example setting a cold moves in the refrigerator, leaving a bread dough to rise, making some pastry and letting it rest, or cooking something for a long time.
4. Show which activity from another dish you will do next while you are waiting for the first recipe to be ready to move on to the next stage and so on, until every activity has been included.
5. When you are dovetailing the activities, remember to allow enough time for, e.g. water to boil when cooking vegetables, meat to tenderise what when you are making a stew, or enough time to chop up some ingredients.
6. Remember to show when you would expect to take something out of the oven and how you would cheque to see that it is ready.

Contingency

Contingency – a backup plan to deal with an emergency situation (e.g. the cooker breaks down or a special ingredient is not available) so that customer service can be restored as soon as possible; or a seasonal peak in business (e.g Christmas) so that extra staff and equipment can be hired to cope with the increase in customers.

Check List	Score
Quantities of different ingredients needed	
Equipment needed	
Mise en place (getting ready and organised before you start preparing to cook)	
Timing – for preparing, cooking, decorating, etc	
Sequencing – the order in which you prepare and cook the food (including dovetailing)	
Cooling food down – where, how and for how long you will do this, and the temperature	
Hot holding – how you will keep food hot and at what temperature	
Completion – how will you know your dish is finished	
Serving/presentation	
Removal of waste	
Contingencies (e.g. what will you have ready in case something goes wrong)	
Health, safety and hygiene points	
Quality points	
Storage of the food during the practical	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand menu planning	AC2.4 Explain how menu dishes meet customer needs	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well-considered contingencies for most situations.

Examples		
H & S	Contingencies	Quality points
<ul style="list-style-type: none"> Wash vegetables and fruits Store prepared foods in suitable containers at the right temperature until they are needed Use temperature probes and correct storage to keep food safe to eat Foods to be reheated for service must reach 75 °C for two minutes Check food delivery for quality High risk foods must be stored safely Cooked foods need to be cooled as quickly as possible to prevent the growth of microorganisms if they are to be reheated later. Clear as you go throughout preparation and cooking Use temperature probes to make sure food is kept at the right temperature. Use serving tongs, disposable gloves and other serving equipment to prevent cross contamination. Keep cooked and raw foods away from each other. Store left over ingredients correctly to keep them safe to eat. Get rid of food waste properly in outside bins to prevent pest infestation . Label left over foods with the date they were made and use up as soon as possible 	<ul style="list-style-type: none"> Have some extra ingredients ready in case any error occur during production. E.g. flour when making bread dough just in case more is required) Use electrical equipment such as a hand whisk to save time. Have some extra garnishes and accompaniments available in case there are errors during production Make an agreement with a local charity that collects left over foods, so that food is not wasted. If mixtures go lumpy transfer it to an electric blender and blend until smooth. If hands are hot, use a food processor to make pastry. If no ice cream maker is available, explain what you will do. If dough is slow to rise , place mixing bowl containing the dough into a larger bowl of warm water and cover with a clean cloth. 	<ul style="list-style-type: none"> Stir frequently to prevent the curry from sticking to the base of the pan and burning, which would spoil the flavour. Cover doughs to stop them drying out Bread should sound hollow when cooked. Serve salad on a cold plate Bread rolls will increase in size take this into account when making burgers. Serve hot food on a warm plate

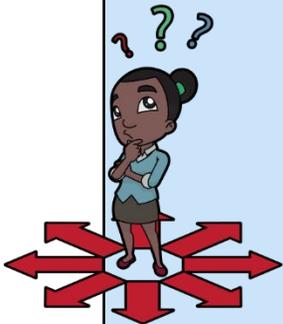
To achieve a level 2 Distinction, you must include everything on your checklist



Knowledge Organiser Focus:
1. Task 2 controlled assessment



Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	✓
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explain factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explain factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.		
	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explain factors to consider when proposing dishes for menus. Explanation includes reasoning.			
	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning	Explain how menu dishes meet needs of specific customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explain how menu dishes meet needs of specified customer. Explanations are comprehensive and credible . evidence or justification		
	AC2.4 Explain how menu dishes meet customer needs	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well-considered contingencies for most situations.	



Term 4 – Long Jump

I should already know:

- *Basic knowledge of jumping actions*
- *Basic knowledge of take-off and landing*
- *Basic long jump technique. Don't worry if you don't. This could be a new event for you.*
- *Some of the basic equipment needed.*

I will learn about:

- *Developing approach technique*
- *How to apply different approach techniques*
- *Develop full long jump knowledge with approach, take off and landing.*

How I will be assessed:

- *You will have the opportunity to achieve a bronze, silver or gold award in the long jump event.*
- *You will receive an overall grade for athletics based on the skills and strategies learned and it will count towards an overall term grade.*

Knowledge Organiser Focus: Athletics – Long Jump

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
The approach	The objective is to progressively accelerate to a maximum speed for take-off
Last two strides	These prepare the body for take-off while conserving as much speed as possible. The last two strides are extremely important because they determine the velocity with which the competitor will enter the jump.
Take-off	The objective of the take-off is to create a vertical impulse through the athlete's centre of gravity while maintaining balance and control.
Landing	When landing, the competitor's main objective is not to fall back in the landing pit. The jump is measured from the location in which the body contacts the sand closest to the take-off point

Stretch challenge:

Watch the word record attempts by Mike Powell and Galina Chistyakova. What do you notice about their technique? Can you apply some of their skills to your own performance?

Recommended viewing:

- Greg Rutherford – Wins gold in the London 2012 Olympics
- Jessica Ennis – Wins gold in the London 2012 Olympic Heptathlon event
- Shara Proctor – first British female long jumper to jump over 7 metres

Long Jump Technique

KS3 Boys	Gold – 4.40m	Silver – 3.80m	Bronze – 2.90m
KS4 Boys	Gold – 4.80m	Silver – 4.70m	Bronze – 4.60m
KS3 Girls	Gold – 4.00m	Silver – 3.30m	Bronze – 2.50m
KS4 Girls	Gold – 4.40m	Silver – 4.30m	Bronze – 4.20m

- Plant and take off from your strongest foot.
- Use your arms to drive you high and forwards into the air.
- Arms go up, then forwards.
- Stretch out legs to land as far away from the take-off board as possible
Land feet first, bring your body forward into a crouching position. Then, add in a run up: Take 10-12 steps away from the board to set your run up length. For best results, run backwards from the board and have a partner mark your final stride with a cone – this means you should cover the same distance when completing your real run up. Test your run up without jumping, ensuring your lead leg hits the board before you take off. Adjust as necessary.



- If you take an even number of strides in your run up, you will need to start running with your weakest foot first. If you take an odd number, you will need to start running with your strongest foot first.



Athletes sprint along a runway and jump as far as possible into a sandpit from a wooden take off board. The distance travelled, from the edge of the board to the closest indentation in the sand to it, is then measured. A foul is committed – and the jump is not measured – if the athlete steps beyond the board.



Men's World Record – 8.95 meters
Women's World Record – 7.52 meters



What have you understood?

Check you understanding:	
Which three components make for a good long jump?	
Choosing one technique, describe how an athlete would use it to get as far as possible	
Who holds the men's and women's world record in the long jump and what is the distance?	
What other athletic events might you be good at if you are good at the long jump?	

Peer Assessment	
How can your partner improve in order to reach the next performance level? Give them some feedback.	
What went well? Tell them!	
What could they do to improve their technique even further?	

Athlete's I have watched	
+ Mike Powell	
+ Galina Chistyakova	
+ Jessica Ennis	
+ Shara Proctor	
+ Greg Rutherford	
+ Chris Tomlinson	
+ Lorraine Ugen	

I should already know:

- *Basic rules of the throw and grip of the shotput. Don't worry if you don't, this could be a new sport for you.*

I will learn about:

- *How to hold and throw the shotput*
- *How to stand to perform the skill*
- *The shuffle shot and linear shot*
- *Skills that will enhance my performance*

How I will be assessed:

You will receive a grade for shotput and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Momentum	Perfecting the quality of motion to achieve maximum success
Power	The ability to use your strength at speed to release the shotput
Transfer	Moving your weight from one leg to another
Linear	Performing the skill and extending along a straight line

Stretch challenge:

Can you identify the key coaching points for a successful shuffle shot and linear shot put throw?

Recommended viewing:

Brain Oldfield and Valarie Adams are some of the words best shotput throwers to date. Watch their performances on YouTube.

Shot Put

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> - This is an individual activity whereby you compete against others - The aim is to throw the shot as far as possible keeping inside the boundaries - Players must stand inside the throwing circle before throwing the shotput (diameter of 7ft) - The winner is the person who successfully throws the shotput the furthest - The shot put must be place close to the neck and be resting on the shoulder - You have to push the shot with power and not throw the shot - Using only one hand, the shot should be released above the height of the shoulder 		<p>Linear Glide Stance:</p> 
<p>Skills</p>	<p><u>Power Position:</u> Start at the rear of the circle, with the correct grip of shot put. Shoulders with back to direction of throw. Put your head down, knees bent and transfer weight to back foot.</p>	<p><u>Throwing</u> Begin with the shot put at your neck by your jaw line. Use your full body weight, and make sure you are stood in the correct position. Explode into a standing position extend your arm. Release the ball at a 45 degree angle.</p>	<p>Key Players to watch from Olympics 2016:</p> <ul style="list-style-type: none"> - Ryan Crouser - Michelle Carter - Valerie Adams - Joe Kovacs - Tomas Walsh - Franck Elemba - Raven Saunders
<p><u>Shuffle Shot</u> Begin in the power position. Keeping low, bring your back foot to front foot, then move your front foot forward to bring yourself back into the power position. This builds up momentum to help release the shot. Pivot your hips, drive upwards, face direction of release.</p>		<p><u>Linear Shot</u> Start at the rear of the circle with back to direction of throw. Keep hips and shoulders square to back of circle. Draw left leg into a crouched position. Glide back with right foot, landing towards the front of the circle. Twist and release.</p>	
<p>Challenge to reach for: Bronze: 11m Silver: 13m Gold: 15m</p>			<p>125</p>

What have you understood?

Rules and Regulations	
How should you grip the shot put?	
How do you win in a competition?	
What angle should you release the shotput at?	
What angle should you stand at in the beginning stance?	

Skills (what are the teaching points?)	
Power Position	
Shuffle	
Throwing	
Linear Shot	

Player I have watched	
Ryan Crouser	
Michelle Carter	
Valerie Adams	
Joe Kovacs	
Tomas Walsh	
Franck Elemba	

Did you reach the Bronze, Silver or Gold Target?