Year 10

Knowledge Organiser 4

Spring Term

Name: _____Master 10_____

Registration Form: _-____

Knowledge Organiser: Year 10 Spring Term 4

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term.   Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
   a. **Look Cover Write Check**
      i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
      ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
      iii. Now COVER this information so you can't read it.
      iv. WRITE out what you can remember word for word in your Homework Learning Journal.
      v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
      vi. Repeat this process until you are confident you can remember everything you need.
      AIM: You should be able to repeat the information by rote
   b. **Self or peer quizzing**
      i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
      ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
      iii. If you are working on your own, cover the KO and write a full answer to each question.
      iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
      v. Now uncover the KO and with a green pen correct your work.
      AIM: You should be able to repeat the information by rote but with a good understanding
   c. **Playing with words and sentences**
      i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
      ii. You now want to check how well you have learnt the information in your KO.
      iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
      iv. Rephrasing – can you rewrite the sentences or explanations in your own words?

     c. **Playing with words and sentences**
- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas?
- vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

     AIM

     You should be able to use the information in your KO in a flexible and confident way in your writing.

     d. **Think it, Link it**
- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your Homework Learning Journal.
- iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your Homework Learning Journal.

     AIM

     You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 4:30pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will have a chat and offer you support.

Maths:

Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

How long should I spend on my homework?

Key Stage 4					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Technique	Description
Dry Brush	Using a brush with paint wiped nearly dry to create textured, scratchy strokes.
Wet on Wet	Applying wet paint onto previously applied wet paint for soft blending.
Scumbling	Using a dry brush with a small amount of paint to create broken, translucent layers.
Layering	Applying thin, transparent or opaque layers of paint one over another to build depth.
Stippling	Using the tip of the brush to apply many small dots or dabs of paint for texture.
Splattering	Flicking paint from a brush to create splashes or spots.
Palette Knife	Applying or shaping thick paint with a knife to create textured strokes or effects.

Term	Definition
Tint	Lightening a colour by adding white.
Tone	Darkening a colour by adding black or grey.
Glaze	Thin, transparent layer of paint applied over a dry base to adjust colour or add luminosity.
Impasto	Thick application of paint creating a raised texture, often using a palette knife.
Underpainting	First layer laying down tones and values before details.
Primary Colours	Red, blue, yellow; base colours that cannot be mixed from other colours.
Secondary Colours	Purple, green, orange; colours made by mixing two primary colours.
Medium	Additive mixed with paint to alter consistency or drying time, like gel or flow medium.

Application Tips	tick
Use heavy-bodied acrylics for thick texture and water to thin paint for washes.	
Paint on suitable surfaces such as canvas or primed board.	
Work quickly since acrylics dry fast; start with an underpainting to establish tones.	
Refine details by adding layers after previous ones dry.	
Experiment with tools like sponges or rags to lift or soften wet paint edges.	

| Artist	Link to theme	Style
Henri Rousseau (1844-1910)	Painted exotic jungle scenes with stylised tigers, jaguars, and lions from imagination and zoo visits.	His naïve style features flat perspectives, vibrant colours, and dreamlike foliage blending animals into lush environments.
Franz Marc (1880-1916)	Depicted animals like horses, foxes, and tigers as symbols of harmony and spirituality in nature.	Expressionist style uses bold, pure colours and simplified forms to convey emotional and spiritual essence of beasts.
Sophie Green (b.1984)	Creates hyper realistic portraits of endangered species like elephants and rhinos to support conservation.	Photorealistic acrylic technique captures intricate fur, eyes, and textures for emotional impact and awareness.
Alex Artiste Peintre (contemporary)	Specialises in wildlife using everyday objects instead of brushes for textured animal overlays.	Intuitive, textured style blends abstract backgrounds with animals via object-stamping for imaginative realism.
David Shepard (1913-2017)	Famous for realistic African wildlife like elephants, tigers, and rhinos, inspired by Kenyan safaris.	Detailed realist oil paintings emphasise movement, light, and anatomy to highlight conservation.
Sarah Taylor (contemporary)	Paints vibrant wildlife and pets with geometric patterns and splashes for lively portraits.	Graphic contemporary style juxtaposes precise patterns, bold colours, and fluid marks for dynamic realism.

B5b Hormone control in humans

Keyword	Learn	✓
Homeostasis	Regulating the internal conditions of the body (temperature, water levels, blood glucose)	
Endocrine System	Hormonal system - involves glands, hormones and blood vessels	
Hormone	Chemical messengers released by glands that travel in bloodstream	
Gland	Releases a chemical messenger (hormone) into the bloodstream	
Thermoregulatory Centre	Contains receptors sensitive to the temperature of the blood	
Thermoregulation	If the body temperature is too high, blood vessels dilate (vasodilation) and sweat is produced from the sweat glands. If the body temperature is too low, blood vessels constrict (vasoconstriction), sweating stops and skeletal muscles contract (shiver).	

Keyword	Learn	✓
ADH (Anti-diuretic hormone)	Makes the tubules of the kidney more permeable to water.	
Deamination	Converting amino acids into ammonia. This ammonia is then converted into urea to be excreted in urine.	
Thyroxine	Stimulates the basal metabolic rate. Plays an important role in growth and development	
Adrenaline	Produced in times of fear or stress. Increases the heart rate (more oxygen and glucose delivery to brain and muscles). Prepares you for 'flight or fight'	
Type 1 Diabetes	The pancreas fails to produce sufficient insulin. It is characterised by uncontrolled high blood glucose levels and is normally treated with insulin injections	
Type 2 Diabetes	The body cells no longer respond to insulin produced by the pancreas. A carbohydrate controlled diet and an exercise regime are common treatments. Obesity is a risk factor for Type 2 diabetes.	

B5b Hormone control in humans

| Hormone	Role in menstrual cycle
FSH	Produced by the pituitary gland. Matures the egg.
Oestrogen	Produced by the ovaries. Thickens uterus lining and Inhibits FSH.
Progesterone	Maintains uterus lining.
LH	Produced by the pituitary gland. Releases the egg (ovulation)
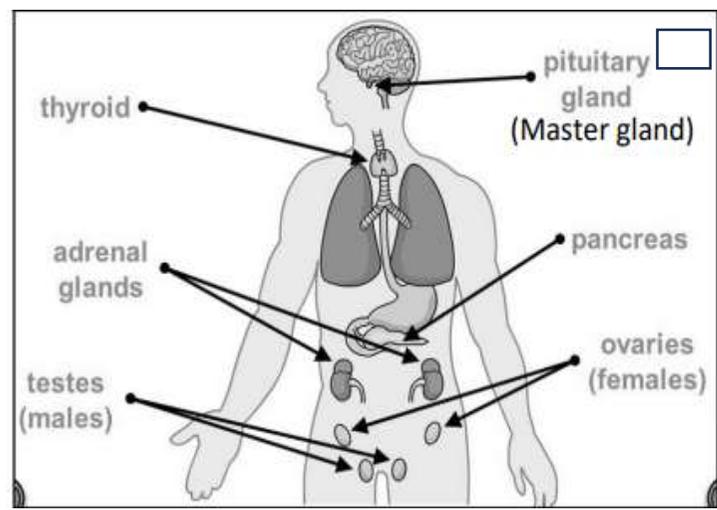
IVF – learn the steps

1. FSH/LH given to mature and release more eggs
2. eggs collected and fertilised artificially
3. fertilised eggs develop into embryos
4. implanted into mother's uterus

Contraception Type	Examples and how it works
Barrier Methods	Condom/diaphragm – prevent sperm reaching egg
Oral (The Pill)	Contains oestrogen to inhibit FSH and stop egg maturing
Long term Hormonal	Skin patch, injection, implant contains progesterone to inhibit maturation and release of egg for several months/years
IUD (Intrauterine device)	prevents implantation of egg into uterus/releases hormone
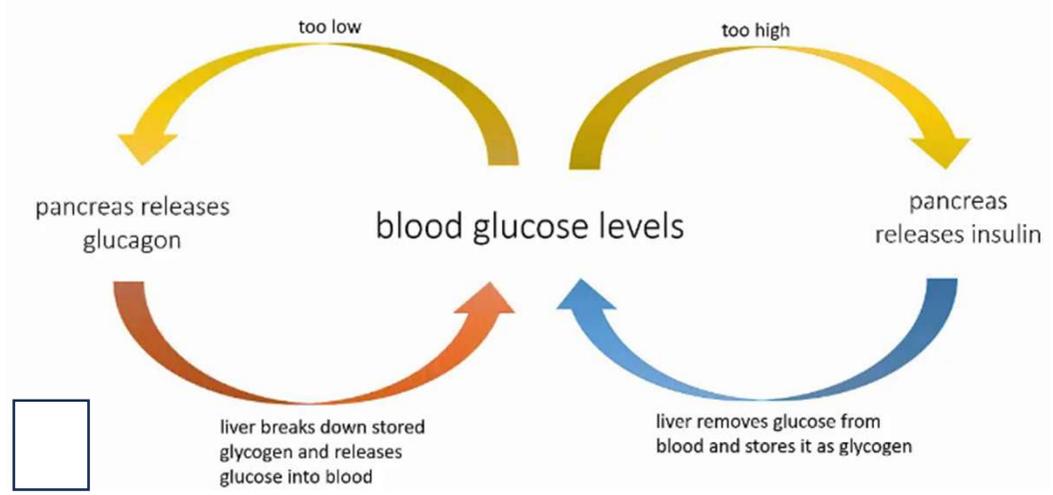
Product Life Cycle ☑

The **product life cycle** shows the sales of a product from its development to its decline. There are five stages of the product life cycle.
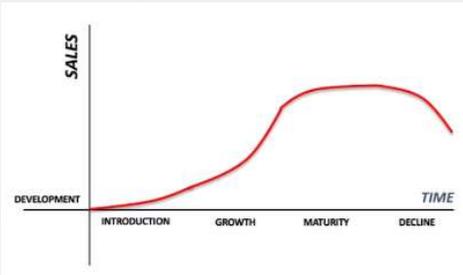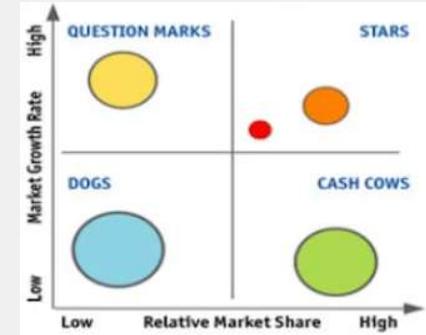

Development	During this stage, the product is being designed and test. Costs are high but there are no sales so therefore no revenue.
Introduction	This is the launch of the product. The business spends money on promotion and starts to make sales and therefore revenue.
Growth	During this stage, the product is becoming much more successful and sales increase rapidly.
Maturity	As the product reaches maturity, sales of the product begin to slow.
Decline	During this phase of the product life cycle, sales will start to fall. The business needs to decide whether to invest money to try and boost sales or to remove the product from sale.

Boston Matrix ☑

The **Boston Matrix** is a model which helps Businesses analyse their portfolio of businesses and brands, according to current market share and market growth opportunities.

Stars	**High growth products** competing in markets where they are strong compared with the competition. Usually need heavy investment to sustain growth. Eventually growth will slow and, assuming they keep their market share, Stars will become Cash Cows
Question marks	Products with low market share operating in high growth markets. They have potential, but may need substantial investment to grow market share at the expense of larger competitors. Management have to think hard about "Question Marks" - which ones should they invest in? Which ones should they allow to fail or shrink?
Cash cows	**Low-growth products** with a high market share. Mature, successful products with relatively little need for investment. They need to be managed for continued profit in order to generate the strong cash flows that the company needs for its Stars
Dogs	Products that have a low market share in unattractive, low-growth markets. Dogs may generate enough cash to break-even, but they are rarely, if ever, worth investing in. Dogs are usually sold or closed.

Extension Strategies ☑

The action a business takes when it identifies a product is close to entering the decline stage of the Product Lifecycle. These actions aim to extend the life of a product, by keeping the product within the maturity stage, improving sales.	Examples include: ○ Updating packaging ○ Adding more/different features ○ Changing target market ○ Advertising ○ Price reduction

Definitions ☑

Product Portfolio	A product portfolio is the range of items sold by a business
Product Development	When developing a new product, the business needs to think about design, price, expected sales and cost of development and production.
Product Differentiation	Making a product stand out from its competitors by highlighting the differences between it and other products. Having a unique selling point (USP)

Pricing methods

Method	Explanation	Examples	Advantages	Disadvantages	
Price skimming	Start with a high price and then reduce over time	o High tech products such as a new Apple iPhone model – wanted by 'early adopters' who want the latest tech	o Firms can recover significant research and development costs, reaching break-even quicker.	o Not a long term pricing strategy, as competitors soon launch rival products	
Price penetration	Start with a low price and increase it over time	o An example would be subscription streaming services, such as Netflix, with introductory offers	o Increase market share quickly in competitive markets o Encourages new customers to try product	o Lower profit margins	
Competitive pricing	Set a similar price to your competitors	o Tesco matching Aldi prices on milk and bread.	o Selling prices should be inline with rivals, so price should not be a competitive disadvantage	o The business needs to also use non-price methods to compete.	
Cost plus pricing	Working out the cost of making a product and then adding a percentage to ensure profit is made.	o House building companies o Bespoke jewellery	o The business will know that its costs are being covered. o Easy to calculate	o May lead to products that are priced un-competitively.	
Loss leader	Selling one product at a loss so a customer has to buy additional products that will generate a profit	o Games consoles sold at a loss e.g. Playstation as they make money on sale of games o Printers sold at a loss, profit from ink cartridges	o If a business undercuts its competitors on price, attracts new customers and existing customers become more loyal	o Customers "bulk-buy" at the discounted price, affecting profit levels o A short-term pricing tactic	

Relationship between price and demand

Usually, an increase in price leads to a decrease in demand. However, a strong USP or brand image may mean that demand isn't strongly affected by changes to the price.

Factors affecting Pricing Decisions

| Costs	Depending on the cost of making the product, the price will need to be set to ensure they make a profit	
Nature of market	If demand is low, a business may have to lower their prices to encourage people to buy the product	
Degree of competition	A business may need to reduce its prices to compete with other businesses	
Product Lifecycle	A business may charge a different price depending on the stage of the product life cycle	
Brand image	Some products can have a higher price because customers perceive the business's brand as desirable	

Topic 6a – the rate and extent of chemical change

Collision Theory		
Factor	Why does rate increase?	✓
Increase surface area : volume ratio of solids	Collisions occur at the surface so there are more frequent collisions between particles.	
Increase the concentration of solutions and pressure of gases	More particles in a given volume so there are more frequent collisions between particles.	
Increase the temperature	Particles have more energy so there are more frequent collisions **and** each collision is more likely to exceed activation energy.	
Use a catalyst	Provides an alternative pathway for a reaction requiring lower activation energy. Increases frequency of successful collisions.	

$$mean\ rate\ of\ reaction = \frac{quantity\ of\ reactant\ used}{time\ taken}$$

$$mean\ rate\ of\ reaction = \frac{quantity\ of\ product\ formed}{time\ taken}$$

Product	How to measure
Gas collection	Use a gas syringe
Gas escapes to atmosphere	Measure decrease in mass using a balance
Precipitate formed	Time taken for cross to disappear
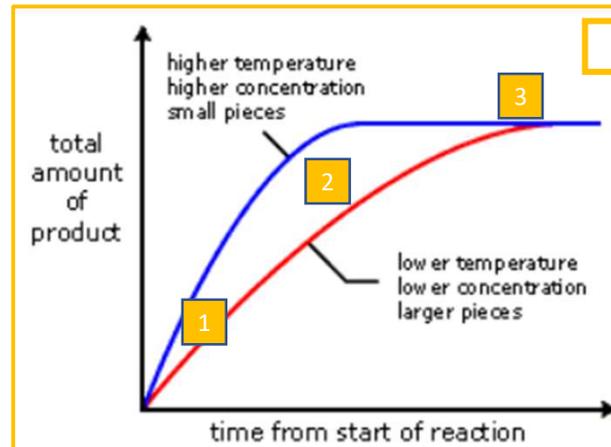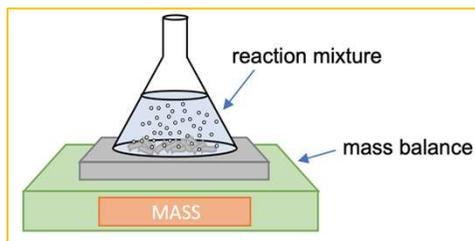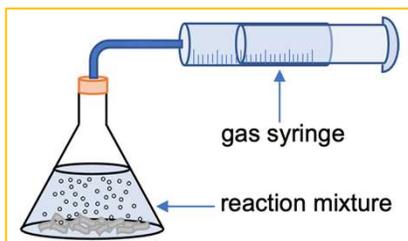
1) Rate is fastest at the start when the concentration of reactants is highest.

2) The rate slows down as reactants are converted into products. The concentration of reactants decreases.

3) The reaction has stopped once ONE of the reactants has been used up.
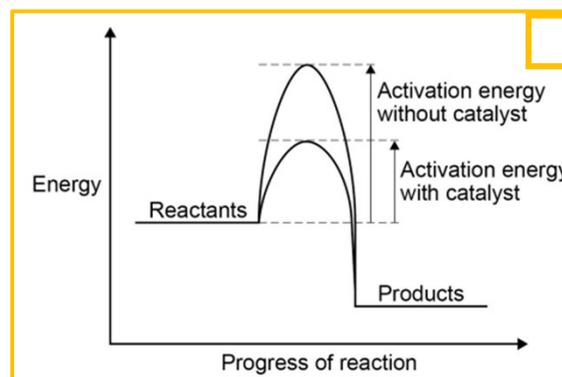
Measuring rate of reaction at specific times.

1) Draw a tangent to the curve at the required time on your line of best fit.

2) Make the tangent as large as possible

3) Calculate the gradient of the tangent using the formula: Gradient = change in y
                                change in x

5) State units

1.5 System Software

Keyword	Definition	✓
Applications software	Software designed to enable users to perform specific tasks.	
System software	Provides an interface between applications software and hardware.	
Operating system	Manages the hardware in a computer and provides a platform for applications to run.	
Utility software	Used to analyse, configure, optimise and maintain a computer system.	
Device driver	Software written by hardware manufacturers to allow devices to communicate with the operating system and vice versa.	
User interface	Allows a user to interact and exchange information with the computer.	
Memory management	Controls the use of the RAM and shares processor time between different programs and processes.	
User management	Allocates an account or controls user access into a network.	
File management	Organises and keeps track of files on secondary storage.	
Peripheral management	Manage external hardware devices including input & output devices.	

Practise Python coding at home!
- Code online using: https://vscodeedu.com/
- Online tutorial 1: https://www.w3schools.com/python/
- Online tutorial 2: https://time2code.today/python-course

1.3.1 Networks & Topologies

Keyword	Definition	✓
Network	Where two or more computer devices are connected together.	
LAN	Local Area Network A computer network located within a small geographic area. The hardware is owned and maintained by the organisation that uses it.	
WAN	Wide Area Network Covers a large geographical area. The infrastructure is provided by a large telecommunications company.	
Transmission media	The medium the data is sent through.	
Bandwidth	How much data can be transferred over a network in a given time.	
Latency	How much time it takes for a packet of data to travel across the network.	
Client-server	A network where one computer (server) provides data and services for many other computers (clients).	
Peer-to-peer	A network where all of the computers have equal status.	
Switch	Hardware that allows devices to connect together to form a wired network in a LAN..	
WAP	Hardware that connects Wi-Fi devices to a wired network.	
Router	Hardware that connects different networks together.	

Bournemouth School – Knowledge Organiser – Year 10

COMPUTER SCIENCE

GCSE Design Technology
TIMBER 7.5 Stock forms and sizes

Tick	Stock form	Availability/description
	Regular sections i.e. planks	This is sold in a standard range of cross-sectional shapes and sizes – sawmills do this for convenience Designers tend to use these for their products.
	Mouldings	Lengths of timber cut into decorative shapes. Lots of shapes are available for specific purposes i.e. skirting boards, covings, decorative edging etc. Can be expensive.
	Dowels	Wooden rods that are round in cross-section.
	Sheets (a.k.a. boards)	Manufactured boards come in standard sizes: 8 feet by 4 feet (1220mm x 610mm) Different thicknesses are available.

*What is **PSE** timber?*

Planed
Square
Edge

This means that all 4 surfaces have been planed and the corners are left square, as 90°.

*What is **PAR** timber?*

Planed
All
Round

This means that all 4 surfaces have been planed and it will have slightly rounded edges on the corners.

GCSE Design Technology **revision**:
CORE 1.10 Polymers

Thermoforming polymer	Properties	Uses
Acrylic	• Brittle • Easily cleaned	• Car headlights • Baths
HIPS (High Impact Polystyrene)	• High stiffness • Tough	• Toys • Refrigerator linings
Biopol	• Degrades in soil • Lightweight	• Disposable cups, razors and cutlery • Packaging

Thermosetting polymer	Properties	Uses
Polyester resin	• Rigid • Good electrical and heat insulator	• Boat hulls • Sports car bodies
Urea formaldehyde	• Hard • Excellent electrical insulation	• Plugs, sockets, light switches • Used as an adhesive in manmade boards

GCSE Design Technology:
TIMBER 7.6 *part 1* Manufacturing processes

Tick	Process	Machine Process and description
	Routing	• A router contains a rotating cutter • Cutters are available in lots of different sizes + profiles • A router can be used to make a straight slot in wood (for purposes such as housing joints) or it can be used with a bearing guided cutter to profile an edge • It removes material quickly but can leave a burnt mark
	Sawing	• Two possible saws: Band saw and Circular saw • Sawing machines are used to prepare timber quickly • Sawmills are larger versions of circular saws to cut whole tree trunks into planks (for conversion) • Cutting thicker timber on a band saw may result in edges not being square
	Mortising	• A mortise makes a square hole • This produces the mortise part of a mortise and tenon joint • The round centre of the chisel drills a round hole and the square chisel cuts the corners out to make a square • These produce mortises quickly and accurately but need precise marking out
	Bag press	• This is used to laminate/veneer wooden parts together • This is a bag that is sealed and has the air sucked out of it to produce a vacuum • Inside the bag, a mould and laminates are inside and when the air is sucked out, the laminates form the shape of the mould. It is held like this until the glue set 24 hours later
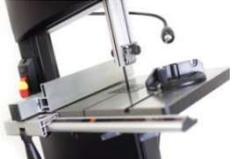
GCSE Design Technology **revision**:
CORE 1.09 Papers and boards

Type	Uses	Advantages
Copier paper	• Writing • Printing	• Takes colour well • Available in different colours
Cartridge paper	• Drawing • Art sketch books	• Accepts most types of drawing media • Opaque
Tracing paper	• Art • Envelope windows	• Strong • Translucent

Type	Uses	Advantages
Folding boxboard	• Cereal boxes • Food packaging	• Excellent for scoring • Accepts print well
Corrugated board	• Protective packaging	• Impact resistant • Lightweight
Solid white board	• Book covers • Cosmetics packaging	• Rigid • Accepts print very well

Year 10 Spring 2 English Language Paper 1

Exam Structure

1 hour 45 Minutes. 5 Questions. 2 sections: Reading and Writing.			
	Mark	Time	Description
Q1	4	4 min	Identify 4 things we learn about something, from a passage in the text.
Q2	8	8 min	Analyse the author's use of language in a passage of the text.
Q3	8	8 min	Analyse how the author has structured the entire extract.
Q4	20	20 min	Using a passage from the text, evaluate a student's statement, backing up your response with analysis.
You also have 20 minutes reading/thinking time to split between questions 1-4.			
Q5	40 (24 + 16 SPAG)	45 min	A piece of creative, descriptive writing, based on an image or story topic.

Creative writing- structure guide.

Establish: Two or three sentences which establish the tone/atmosphere, of your narrative.

Drop: Drop the reader into the setting- describe the setting in vivid detail using sensory

Zoom in: Describe your character and their appearance/ emotions. Establish the narrative challenge/problem they face.

Shift: Move the narrative to a different time, focus or place. Perhaps using a flashback or a flashforward.

Return/zoom in/action: Return back to your character and zoom in on their thoughts and feelings to progress the narrative.

Zoom out: Finally, zoom out and bring this to some sort of resolution. Try to link this to your opening.

Technique	Definition	
Syndetic listing	A list with a conjunctions between each item: A scarf <u>and</u> hat <u>and</u> coat.	
Asyndetic listing	A list without conjunctions between each item: A scarf, hat, coat, gloves.	
Cyclical structure	A story which begins and ends in a similar way, or with a similar event.	
Omniscient narrator	A narrative perspective (normally 3rd person) where the author could describe any element of the story or explore any character's perspectives.	
First person	A narrative told specifically from one character's perspective.	
Prolepsis	Flashforward	
Analepsis	Flashback	
Linear narrative	A story where events are told in the order that they occur.	
Non-linear narrative	A story where events are told in an order different to the order they occur in.	

Poem	Summary	Themes	Quotes
Ozymandias- Shelley	The broken statue of a once-great Pharaoh acts a symbol for the impermanence of man's power, compared to nature.	Man vs Nature, Abuse/arrogance of power.	"My name is Ozymandias, King of Kings" "Round the decay of that colossal wreck"
London- Blake	A man wanders the streets of London , witnessing the suffering of the working classes.	Abuse/arrogance of power, Inequality, Man vs Nature.	"the mind forged manacles" "the chimney-sweeper's cry, every black'ning church appals"
Extract from The Prelude- Wordsworth	A young man steals a boat, only to be humbled by nature's power as an unseen mountain towers over him.	Man vs Nature, Arrogance of power.	"my boat went heaving through the water like a swan" "A huge peak, black and huge [...] upreared its head"
My Last Duchess- Browning	An arrogant duke shows a guest a painting of his last wife; he hints that he had her murdered as she displeased him.	Abuse/arrogance of power, Inequality	"That's my last Duchess painted on the wall" "I gave commands then all smiles stopped"
CotLB- Tennyson	600 soldiers bravely carry out a miscommunicated order. The charge is a failure, but their heroism is remembered.	Heroism of war, Memory.	"Half a league, half a league, half a league onward" "Into the valley of death rode the six hundred"
Exposure-Owen	A group of soldiers in the trenches of WW1 suffer the appalling conditions and exposure to the cold.	Horror of war, Memory, Man vs Nature, Disillusionment.	"Our brains ache in the merciless iced east winds that knive us" "Dawn massing in the East her melancholy army"
Storm on The Island-Heaney	A rural island community is swept over by a terrible storm. The storm can act as an extended metaphor for the troubles in Ireland.	Man vs Nature, Horror of conflict, social divides.	The sea "spits like a tame cat turned savage" "wind dives and strafes invisibly. Space is a salvo."
Bayonet Charge- Hughes	A solider is overcome with terror, going over the top during WW1.	Horror of war Disillusionment.	"suddenly he awoke and was running" "in what cold clockwork of the stars and the nations was he the hand pointing that second?"
Remains- Armitage	A soldier shoots a looter while on patrol and his haunted by PTSD and feelings of guilt.	Horror of war, Memory, Psychological suffering.	"his blood shadow stays on the street" "he's here in my head when I close my eyes, dug in behind enemy lines".
Poppies – Weir	A mother grieves as she sees her son go off to war, remembering the boy he once was.	Memory, Loss/Grief (psychological suffering)	"released a songbird from its cage" "hoping to hear your playground voice catching on the wind"
War Photographer- Duffy	A photographer suffers from feelings of depression and isolation after reporting on conflict around the world.	Horror of conflict, Psychological suffering, Memory.	"In his darkroom he is finally alone" "A stranger's features faintly start to twist before his eyes, a half formed ghost"
Tissue- Dharker	Paper is used as an extended metaphor for the strength and fragility of the things which make up our lives: faith, finance, culture, cities etc.	Power of society, Individual identity.	"Paper that lets the light shine through" "Maps too. The sun shines through their borderlines"
The Émigrée- Rumens	A girl, displaced from her home country struggles with conflicted feelings for her old/new homes.	Power of society, Individual identity, Memory.	"my original view, the bright, filled paperweight" "I am branded by an impression of sunlight"
Checking Out Me History- Agard	The narrator explores the figures cut out of history by Eurocentric, whitewashed accounts of the world. He reclaims his cultural history.	Power of society, Inequality, Individual identity.	"Dem tell me Wha dem want to tell me" "now I checking out me own history, I carving out me identity"
Kamikaze – Garland	A daughter looks back on how her father failed to carry out his mission as a WW2 kamikaze pilot, suffering disgrace for his choice.	Power of society, Family, Individual Identity, Memory.	"her father embarked at sunrise" "sometimes, she said, he must have wondered which had been the better way to die"

Food Security

What food security means
- Ensuring everyone has available, affordable/accessible and nutritious, safe food.
- Affects local communities, global markets and the environment.

Factors affecting food security
Accessibility – enough food produced and supplied.
Access – people are able to buy or obtain food.
Utilisation – ability to store, prepare and use food safely

Technological developments - Fortification
Adding nutrients to foods to improve health.
Advantages
- Prevents deficiencies e.g. iron/vitamin D
- Improves population health with minimal behaviour change.
Disadvantages
- Over-reliance may lead to poor dietary choices.
- Cost added to production.

Use of additives
Used to improve safety, quality and shelf life. Includes:
Preservatives – slow spoilage.
Colourings – improve appearance.
Flavourings/sweeteners – improve taste.
Emulsifiers/stabilisers/thickeners – improve texture.
Antioxidants – delay rancidity in fats.

New and emerging foods
Probiotics – beneficial live bacteria promoting gut health
Prebiotics – fibre feeding gut bacteria

Food Security – considerations

Moral and Ethical issues
Fairtrade – improves income and conditions for producers; supports sustainable livelihoods.
GM Foods – may improve yield and disease resistance, raises ethical and environmental concerns.

Environmental Issues
Food waste – wastes resources, reduces long-term sustainability.
Carbon footprint – environment impact of transport, processing, packaging.
Sustainability of resources – overfishing, over-farming, soil depletion, water scarcity.

Global/local impacts
Climate change, conflict, poverty causing unstable supply.
Price increases affecting affordability.
Reliance on imports increases emissions.

Technological developments – food production

Safer milk and drinks – pasteurisation, sterilisation, UHT
Modified atmosphere packaging/vacuum packing – longer shelf life, less waste
Accelerated freeze drying/freezing/chilling – preserve nutrients, reduce spoilage.
High-pressure processing/irradiation – extend shelf life and destroy pathogens without majorly affecting flavour or nutrients.

accommodation general

une tente	a tent
libre	free
gratuit	Free (no cost)
propre	clean
chercher	to look for
coûter	to cost
recommander	to recommend
disponible	available
louer/location	to hire/hiring
ouvert/fermé	open/closed
un terrain de sport	a sports ground
l'entrée	entry ticket/price
un billet	a ticket
s'amuser	to have fun
le logement	accommodation
un souvenir	a memory
le musée ouvre à quelle heure?	what time does the museum open?
le musée ferme à quelle heure?	what time does the museum close?
du...au...	from the..to the ..

booking accommodation

une chambre	a hotel room
une chambre double	a double room
une salle	a room (general)
un hôtel	a hotel
un jardin	a garden
un lit	a bed
le service	the service
un balcon	a balcony
complet/complète	full
payer	to pay (for)
réserver	to reserve
l'addition	the bill
un ascenseur	a lift
un étage	a floor
est-ce qu'il y a ../il y a..?	is there..?
ça coûte combien?	how much does it cost?
payer par carte	by card/bank card
payer en espèces	to pay with cash
pour une nuit/deux nuits	for one/two nights
avec douche	with a shower
la climatisation	air conditioning

les fêtes – celebrations

un carnaval	a carnival
un festival	a festival
une fête	a party/ celebration
faire la fête	to party/ celebrate
fêter	To celebrate
passer	to spend (time)
un spectacle	a show
un événement	an event
un plat	a doish
apprécier	to appreciate/ like
un jeu/des jeux	games
tout le monde	everyone
avoir lieu	to take place
goûter	to taste

Picture Description - Actions

Il est/ils sont	He is/they are
If fait/ils font	He is /they are doing
Il a /ils ont	He has/They have
Il mange/ils mangent	He is/they are eating
Il porte/ils portent	He is/they are wearing
Il semble/ils semblent	He seems/they seem

pros and cons

un avantage	an advantage
un désavantage	a disadvantage
un pour	a for (a benefit)
un contre	an 'against'
d'un côté	on the one hand
d'un autre côté	on the other hand
le pire, c'est..	the worst thing is..
le mieux, c'est..	the best thing is..
au contraire	on the contrary
toutefois	however
tandis que	whereas
selon moi	according to me
selon mes parents	according to my parents

hotel reviews

le papier toilette	toilet paper
une sèche-cheveux	a hairdryer
un ascenseur	a lift
une salle de jeux	a games room
wifi	wifi
de la place	space
un parking	a car park
se plaindre	to complain
régler	to settle a bill/pay for
aucun (e) (s)	none
le rapport qualité-prix	quality/prix ratio
un coin	a corner
le bruit	noise
il n'y a pas de	there is/are no..

picture description

sur la photo	on the photo
je peux voir/on peut voir	I can see/you can see
de plus je peux voir	also I can see
à gauche/à droite	on the left/on the right
à l'arrière plan	in the background
au gros plan	in the foreground
il est en train de …	he is in the middle of
ils sont en train de …	they are in the middle of
la photo a été prise	the photo was taken

Tourist attractions	
une capitale	a capital city
le centre	the centre
un château	a castle
la côte	the coast
une forêt	a forest
une île	an island
une montagne	a mountain
un musée	a museum
L'office de tourisme	the tourist office
un site historique	a historic site
la tour Eiffel	The Eiffel Tower
le tourisme	tourism
Un touriste	a tourist
une visite	a visit
célèbre	famous
européen	European
gratuit	free
une visite guidée	a guided tour
trouver / se trouver	to find / to be located

Vive les vacances!	
bientôt	soon/almost
la location	rental
louer	to rent
nous avons loué	we hired
cet été	this summer
l'été dernier	last summer
l'année dernière	last year
si	If
s'il fait beau/ mauvais	if it's nice/ bad weather
Ce sera	it will be

le monde en fête	
tu es allé (e) à quel festival/carnaval?	which carnival/festival did you go to?
je suis allé (e) à la fête/au carnaval	I went to the festival/carnival
j'ai goûté des plats	I tasted dishes
j'ai dansé	I danced
on a fêté	we celebrated
on a entendu	we heard
nous avons mangé	we ate

Tourist attractions	
le paysage	landscape/countryside
les renseignements	information
mondial	global / world
attirer	to attract
nuire à	to harm

imperfect tense verbs – used to/was	
j'étais	I was/I used to be
il/elle/on était	he/she/we was/were
je voyageais	I used to travel
j'allais	I used to go
c'était	it was
il y avait	there was/were
il n'y avait pas de	there was/were no
je mangeais	I used to eat
je prenais	I used to take

The conditional translates as 'would' in English. Use it to describe what you would do if you could. E.g. if I won the lottery I would buy a Lambhorgini!

It would be= ce serait
I would be = je serais

I would like= je voudrais
I would like=j'aimerais

weather in the past tense	
il faisait beau	it was nice weather
il faisait chaud	it was hot
il pleuvait	it was raining
il neigeait	it was snowing
il faisait froid/gris	it was cold/grey
il y avait du soleil	It was sunny
Il y avait des nuages	It was cloudy
il y avait des orages	it was stormy

To form the conditional, add the endings to the infinitive of regular verbs		
je	-ais	je voyagerais
tu	-ais	tu voyagerais
il/elle/on	-ait	il/elle/on voyagerait
nous	-ions	nous voyagerions
vous	-iez	vous voyageriez
ils/elles	-aient	ils/elles voyageraient

irregular conditional	
j'irais	I would go
je ferais	I would do
je serais	I would be
je pourrais	I would be able to

5.1 Population, economic activities and settlements are key elements of the human landscape.

Urban core characteristics are:
- high population density
- economically active single young people
- economic activities – retail, offices and headquarters
- a large number and variety of jobs
- cultural centre with libraries
- museums and theatres
- infrastructural hubs (for example, train stations)
- settlement type – conurbation, city, large town
- high and low-rise buildings
- higher property prices.

Rural periphery characteristics are:
- low population density
- ageing population
- economic activities like primary industry (farming, forestry, fishing, mining), telecommuting (working from home – IT), tourism (seasonal and often low paid), renewable energies
- settlement type – market towns, villages and isolated farms
- low-rise buildings
- cheaper land prices, although some large houses and barn conversions

To make rural areas more attractive to companies, the UK government has created incentives for investors:
- **Enterprise zones** – Support with start-up costs, reduced taxes and access to superfast broadband
- **Regional development grants** – Similar to enterprise zones but available across more of the UK.
- **Improvements to transport** – Improving accessibility to rural areas – Cornwall and Scottish Highlands have no motorway, which can create issues getting to them
- **Former EU grants** – EU used to fund projects in the poorest locations across the UK. Post-Brexit, the UK government has schemes to replace these.

5.2 The UK economy and society is increasingly linked and shaped by the wider world.

5.2a

Migration has altered population geography in terms of numbers, distribution and age structure of different parts of the country.

- Post War Migrants: from Commonwealth countries like the Caribbean.

- 2004 EU Migrants: from Poland

- Post-Brexit: highly skilled migrants from around the world

National migration patterns – retirement migration to Devon, Dorset and Cornwall
- Retirees are attracted due to the pull factors (scenery, warmer climate, slower pace of life, low crime).
- Young adults leave the countryside (for example, Mid Wales) in search of further education and jobs in cities (for example, Birmingham). This is due to a lack of well-paid job opportunities and services in the countryside.
- Rural-urban migration

5.2b
The decline in primary and secondary sectors through an international division of labour and global shift in manufacturing (for example, from UK to Eastern Europe/Asia) led to deindustrialisation in the North East of England, creating a spiral of decline. Over time, this has led to a 'new' economy.

In the South East, the multiplier effect has occurred, resulting in an increase in the highly specialised quaternary sector – creating what is known as a knowledge economy.
Jobs within this include: Law, Insurance, IT, Creative industries and Research and development.

Post-COVID, flexible working or remote working has become more popular – people can use IT to work anywhere, any time. This has allowed the knowledge economy to shift to rural areas in the UK.
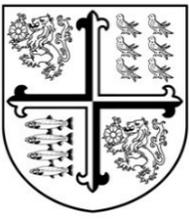
5.2 The UK economy and society is increasingly linked and shaped by the wider world.
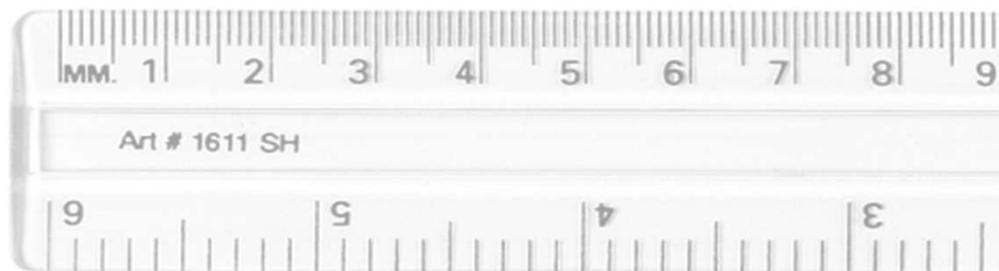
5.2c
Globalisation - the way the world has become more interconnected

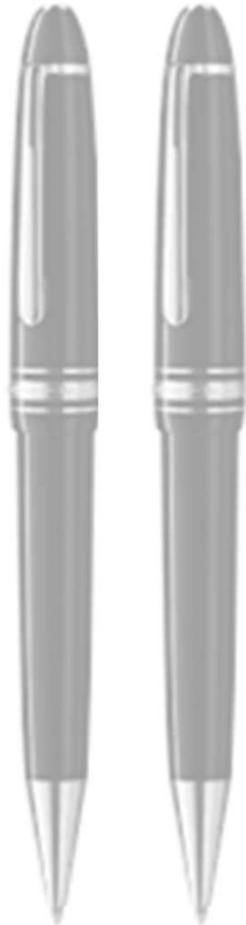There are **three** main elements of globalisation within the UK:

1. The Impact of Free-Trade Policies on the UK Economy

    Agreements between countries to reduce or eliminate barriers to trade, such as tarrifs and quotas. Main coal is to make it easier for countries to buy and sell goods and services to each other.

2. How Privatisation Has Encouraged FDI in the UK

    Privatisation is the process of transferring the ownership of a business, service, or property from the public sector (government) to the private sector (individuals or businesses). This often involves the sale of government-owned companies to private investors.

3. The Role and Influence of TNCs in the UK Economy

    Transnational Corporations (TNCs), are large companies that operate in multiple countries. TNCs have their headquarters in one country but have business operations, production facilities, or subsidiaries in other countries.
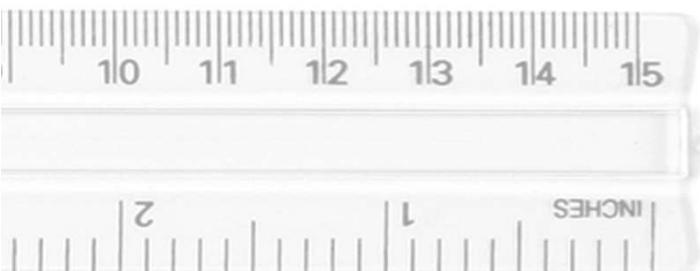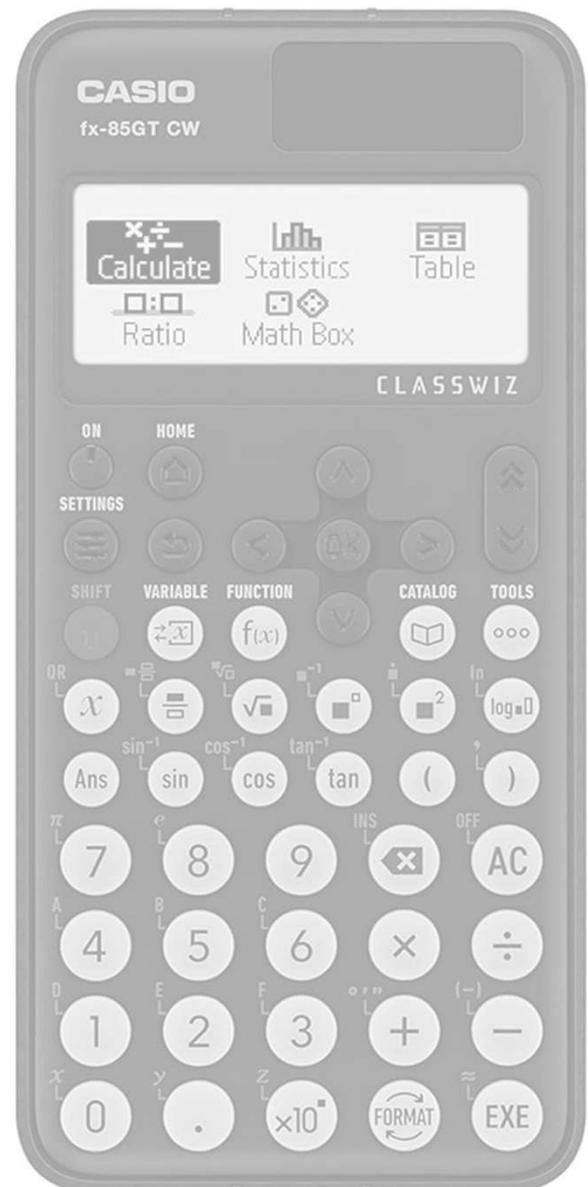
Equipment

ID Card

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Art # 1611 SH

Check

- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator

Year 10 GERMAN · **Half Term 4** · **My Town**

Ich komme zu Besuch – I come to visit

Ich möchte eine Fahrkarte nach …, bitte.	I would like a ticket to … please.	
Einfach oder hin und zurück?	Single or return?	
Eine Rückfahrkarte.	A return ticket.	
Was kostet das?	How much does it cost?	
Wann fährt der Zug ab?	When does the train leave?	
Wann kommt der Zug an?	When does the train arrive?	
Gibt es … in der Nähe?	Is there … nearby?	
Gehen Sie hier geradeaus.	Go straight ahead here.	
Nehmen Sie die erste Straße links/rechts.	Take the first street on the left/right	
… liegt auf der linken/rechten Seite.	… (it) is on the left/right-hand side.	
sich befinden	to be situated	
im Zentrum/am Stadtrand	in the centre/in the suburb	
in der Nähe von/fern	near/far	
die Straße	street	

Picture description

Im Bild/Im Foto	On the photo	
Ich/Man kann … sehen	I can see/You can see	
Im Bild gibt es	In the picture there is	
Auf der linken/ rechten Seite	On the left/on the right side	
Im Hintergrund	In the background	
Im Vordergrund	In the foreground	
Das Foto wurde ...... gemacht	The photo was taken	
Sie spielen, essen , tragen	They are playing, eating, wearing	
USE PRESENT TENSE TO SAY WHAT PEOPLE ARE DOING – "NO IS-ING" "AM-ING" OR "ARE-ING"		

Im Geschäft – in the shop

Ich brauche …	I need …	
einen warmen Pullover	a warm pullover	
eine schwarze Hose	black trousers	
ein blaues Hemd	a blue shirt	
ein tolles Kleid	a great/terrific dress	
Schuhe	shoes	
Welche Größe brauchst du/ brauchen Sie?	What size do you need?	
Ich brauche Größe …	I need size …	
Er/Sie/Es ist … / Sie sind …	He/She/It is … / They are …	
zu/ein bisschen	too/a little	
nicht/ziemlich	not/rather	
groß/klein	big/small	
kurz/lang	short/long	
billig/teuer	cheap/expensive	
eng/weit	narrow (tight)/wide	
Wo kann ich … anprobieren?	Where can I try … on?	
Wo kann ich … zurückbringen?	Where can I return it?	
Wie gefällt es dir/Ihnen?	How do you like it?	
… gefällt mir/gefallen mir (nicht)	I (don't) like …	
Was kostet das? / Was kosten sie?	How much does it cost?	
Das kostet …	It costs …	
Ich nehme ihn/sie/es (nicht)	I will/won't take it/them	

Fragewörter – Question Words

Wann?	When?	
Was?	What?	
Wie?	How?	
Wie viel?	How much?	
Wie viele?	How many?	
Wie lange?	How long for?	
Welch-?	Which?	
Um wie viel Uhr?	At what time?	
Warum?	Why?	
Wo?	Where?	
Wohin?	Where to?	
Woher?	Where from?	
Was für?	What kind of?	
Wer?	Who?	
Möchten Sie .....?	Would you like?	
Gibt es …….?	Is/Are there?	
Kann man …?	Can you…?	
Haben Sie …?	Do you have?	

Role Play essentials

Guten Tag.	Hello	
Wie geht's?	How are you?	
Auf Wiedersehen.	Goodbye.	
Danke	Thank you.	
Bis später/bald!	See you later/soon	
Können Sie das/ die Frage bitte wiederholen?	Can you repeat that/the question please?	
Ich möchte	I would like	
Ich will	I want	

Year 10 GERMAN | **Half Term 4** | **My Town**

Wo gehst du gern einkaufen? – Where do you like to go shopping?

die Apotheke	pharmacy
die Bäckerei	bakery
die Bank	bank
das Käsegeschäft	cheese shop
das Kleidungsgeschäft	clothes shop
das Schreibwaren-geschäft	stationary shop
das Uhrengeschäft	watch/clock shop
In meiner Stadt/In meinem Dorf gibt es	In my town/In my village, there is/are
keine Geschäfte	no shops
viele Cafés	a lot of cafés
einen großen Supermarkt	a large supermarket
ein großes Einkaufszentrum	a large shopping centre

Bei mir zu Hause – At mine

Zimmer zu Hause	rooms at home
das Badezimmer	bathroom
das Büro/ das Arbeitszimmer	office
das Esszimmer/die Essecke	dining room/ dining area
die Garage	garage
der Garten	garden
die Küche	kitchen
das Schlafzimmer	bedroom
das Wohnzimmer	living room
der Keller/der Dachboden	basement/loft
ich parke das Auto	I park the car

Wo gehst du gern einkaufen? – Where do you like to go shopping?

Ich kaufe (nicht) gern … ein	I (don't) like shopping
im Einkaufszentrum	in a shopping centre
mit einer App	with an app
online	online
weil das … ist	because it is
praktisch(er)	(more) practical
einfach(er)	easy (easier)
teuer (teurer)	(more) expensive
Man kann …	You can …
Zeit sparen	save time
schöne Sachen finden	find beautiful things
Kleidung anprobieren	try on clothes
Waren einfach/sofort zurückschicken	return goods easily/ immediately
Man bekommt bessere …	you get better …
Informationen	information
Preise	prices
Die Waren kommen direkt nach Hause.	The goods come direct/straight home.
Die Preise sind reduziert.	Prices are reduced.

Relative pronouns

Ich habe alles, <u>was</u> ich brauche.	I have everything (<u>that</u>) I need.
Ich weiß nicht, <u>wer</u> kommen wird.	I don't know <u>who</u> will come.
Gibt es ein Café, <u>wo</u> ich etwas trinken kann?	Is there a café <u>where</u> I can drink sth?

Was, wer and wo can be used as relative pronouns when referring to sth. non-specific.

Mein idealer Wohnort – My ideal place to live

Wo würdest du am liebsten leben/wohnen?	Where would you prefer to live?
Ich würde am liebsten in … leben/wohnen	I would prefer to live in …
Wo würdest du gern leben/wohnen?	Where would you like to live?
Ich würde gern in … leben/wohnen	I would like to live in …
Wie wäre deine ideale Umgebung/Gegend?	What would your ideal area be like?
Sie (er/es) wäre …	It would be …
Was hätte dein idealer Wohnort?	What would your ideal place to live have?
Er (Sie/Es) hätte …	It would have …
grün	green
alt/neu	old/new
hell/dunkel	light/dark
den/einen Baum	the/a tree
die/eine Brücke	the/a bridge
der/ein Wohnort	the/a place to live
die/eine Großstadt	the/a city
die/eine Hauptstadt	the/a capital city
die/eine Kleinstadt	the/a small town
die/eine Umgebung	the/a surroundings
die/eine Wohnung/ das/ein Haus	the/a flat/house
den/einen Platz	the/a square
das/ein Fitnesszentrum	the/a gym
das/ein Gebäude	the/a building
Als ich klein war, ..	When I was little
Früher wohnte ich	In former times, I used to live
ich fand ihn/sie/es …	I found it …
jetzt wohne ich	now I live

PHOTO BASICS 📷

Album Covers
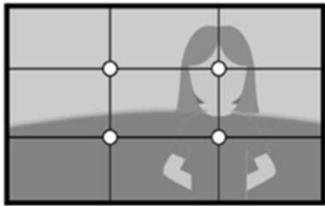
RULE OF THIRDS
The photo is divided by nine boxes. The subject is in one of the intersecting lines, or the circles.

DEPTH OF FIELD
This is when the subject of the photo is completely in focus and the background is blurry. This can be controlled by aperture.

BALANCE
Placing your main subject off-centre, as with the rule of thirds, creates a more interesting photo. You should balance the "weight" of your subject by including another object of lesser importance to fill the space.

1/125 F 5.6
SHUTTER SPEED **APERTURE**

SHUTTER SPEED & APERTURE
These figures are on your SLR camera screen. The higher the number (1/400), the faster the shutter speed. You are able to shoot faster subjects. As your aperture number gets lower (F2.8), more light is allowed into the lens. More light allows you to shoot in lower light situations.

VIEW POINT
Before shooting your subject, think about where you will shoot it from. The viewpoint has a massive impact on the composition of a photo, and it can greatly affect the message that the shot conveys.

LEADING LINES
The road in this picture serves as a guide that lead your eyes to the subject of the photo.

FRAMING
This is when there are objects around the subject that frame the subject, making your eyes more drawn to it.
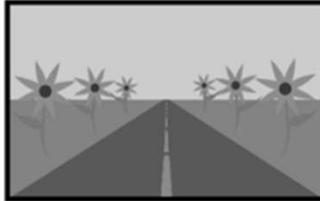
SYMMETRY
This is when the photo is equally balanced or has a pattern, creating symmetry within the photo. This can be very eye-catching, particularly in situations where they are not expected.

KEY PRINCIPLES OF GRAPHIC DESIGN

BALANCE
Gives a design visual stability.

ALIGNMENT
Creates order and connection.

CONTRAST
Makes important elements stand out

PROXIMITY
Shows relationships between elements

HIERARCHY
Indicates importance

REPETITION
Strengthens the design

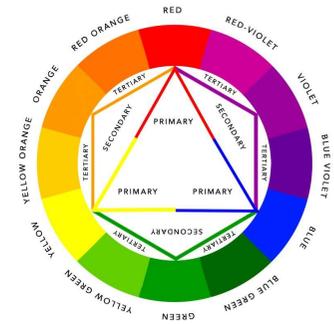**WHITE SPACE**
Improves legibility and focus

TYPOGRAPHY
Aa
Uses fonts intentionally

THE COLOUR WHEEL

Please refer to the PDF version on the website for colour

AO1 Research
AO2 Experiment
AO3 Record
AO4 Realise intentions

GRAPHICS

Keyword	Look, cover, write, check	tick
Colour wheel	A color wheel is a tool that helps you to combine appropriately the colors, and its represented by a circle formed by primary, secondary, and tertiary colors.	
CMYK	CMYK Color model stands for Cyan, Magenta, Yellow, and Key (Black). CMYK is the colour model used for printing.	
Subtractive colours	The CMYK model works by partially or entirely masking colours on a lighter, usually white, background. The ink reduces the light that would otherwise be reflected. Such a model is called subtractive because inks "subtract" the colours red, green, and blue from white light.	
RGB	RGB Color model stands for Red, Green, and Blue and is mainly used for electronic displays including computers and smartphones and is based on the additive color model of light waves.	
Additive Colour	The additive color model describes how light produces color. The additive colours are red, green and blue, or RGB. Additive color starts with black and adds red, green and blue light to produce the visible spectrum of colours. As more color is added, the result is lighter.	

Bournemouth School: History Department: Year 10: Superpower Relations: Paper 2 Revision Timelines

Timeline of key events 1941-58: ✓

November 1943: Tehran Conference
February 1945: Yalta Conference
April 1945: Roosevelt dies, Truman becomes President of the USA
July 1945: USA tested atomic bomb at a desert site in the USA
July 1945: Potsdam Conference
July 1945: UK General Election: Attlee becomes Prime Minister of UK
August 1945: Atomic bombs dropped on Hiroshima and Nagasaki
February 1946: Kennan's *Long Telegram*
March 1946: Churchill's *Iron Curtain* speech
September 1946: Novikov Telegram
January 1947: US and British zones in Berlin/West Germany merged into one economic unit: Bizonia
12th March 1947: Truman Doctrine speech to Congress
June 1947: Marshall Plan announced
5th October 1947: Cominform created
June 1948: Western power announced plans to create a West German state and introduced the western Deutschmark for their zones.
June 1948: Soviet Union responds with Ostmark currency in Soviet zone
24th June 1948: Start of Berlin Blockade
28th June 1948: Start of Berlin Airlift
January 1949: Comecon created
4th April 1949: NATO created
16th-17th April 1949: Peak of Airlift
12th May 1949: Stalin called off the Berlin Blockade
14th May 1955: Warsaw Pact created
4th Nov. 1956: 200,000 Soviet troops and 6,000 tanks invade Hungary

Timeline of key events 1958-70: ✓

1949-61: 4m East Germans fled West
1958: Khrushchev's Berlin Ultimatum
1959: Cuban Revolution: Fidel Castro replaced US - backed General Batista
Late 1959: Khrushchev sending weapons to Cuba
5th May 1960: American U2 spy plane shot down over USSR airspace
14th May 1960: date for Paris summit meeting (that was cancelled by Khrushchev)
Jan 1961: up to 20,000 refugees going through East Berlin to the West
April 1961: Bay of Pigs failed invasion
June 1961: Vienna summit meeting
July 1961: both US and USSR announce an increase in defence spending
13th August 1961: Khrushchev closed the border between East and West Berlin
October 1961: Stand-off at Checkpoint Charlie in Berlin
14 – 28th October 1962: 13 days of the Cuban Missile Crisis
June 1963: Kennedy visits Berlin
1963: Hot Line set up
August 1963: Limited Test Ban Treaty
1968: Outer Space Treaty and Nuclear non - Proliferation Treaty signed
Spring 1968: Dubcek's Prague Spring in Czechoslovakia
21st August 1968: Soviet invasion of Czechoslovakia
Autumn 1968: Brezhnev Doctrine
January 1969: Jan Palach set fire to himself

Timeline of key events 1970-91: ✓

May 1972: SALT I signed
May 1972: President Nixon visits Moscow
Oct 1973: Arab-Israeli War (Yom Kippur)
Jan 1973: Peace in Vietnam after 11 years
July 1974: Nixon visits Moscow (2nd time)
July 1975: Space link-up
July 1975: Helsinki Agreements
27th April 1978: Communist PDPA led by Taraki takes power in Afghanistan
Sept 1979: Amin seizes power from Taraki
Nov 1979: US hostage crisis in Iran
25th Dec 1979: Soviets invade Afghanistan. SALT II not ratified
27th Dec 1979: Amin shot/replaced by Kamal
Jan 1980: Carter Doctrine: end of Detente
Summer 1980: USA boycott Moscow Olympic Games
Nov 1980: Reagan elected President
1981: Reagan announces significant increases in US defence spending: 2nd 'Cold War'
1982: Lech Walesa imprisoned in Poland
Nov 1982: Brezhnev dies, replaced by Andropov
June 1982: Reagan's 'evil empire' speech
23rd March 1983: Strategic Defence Initiative ('Star Wars')
Feb 1984: Chernenko replaced Andropov
Summer 1984: USSR boycotts Olympics
March 1985: Gorbachev new Soviet leader
Nov 1985: 1st summit meeting in Geneva
Oct 1986: 2nd summit in Reykjavik
Dec 1987: INF Treaty signed
1988: Gorbachev rejects Brezhnev Doctrine
1988 – 91: Collapse of Soviet control in Eastern Europe
9th Nov 1989: Berlin Wall pulled down
1990: Germany reunifies
July 1991: Warsaw Pact formally ends
Dec 1991: end of Gorbachev and USSR

Reminder of exam technique: ✓

Question 1a&b:

'Explain one consequence of…' *(2 x 4 marks)*
State, **E**xplain the first consequence: **S**tate, **E**xplain the second consequence:

Question 2:

'Write a narrative account analysing… *(8 marks)*
Event,
Link,
Event,
Link,
Event.
(beginning, middle and ending)

Question 3:

'Explain the importance of… for…)' *(2 x 8 marks)*
Point of **I**mportance: **E**xplain key details and why they were important x 2 for each question.

Elizabeth I: Key events:

Topic 1: Queen, government and religion 1558-69

1558: Accession to the Throne
1559: Religious Settlement; Treaty of Cambresis; Scottish Protestant Lords' rebellion
1560: Treaty of Edinburgh
Dec 1560: Mary Queen of Scots returns to Scotland from France
Armistice signed
1563: King Philip II bans the importation of English cloth to the Netherlands
1565: Mary QoS marries Henry Stuart, Lord Darnley
1566: Mary's son James is born. Dutch Revolt against Spanish rule begins
1567: Darnley murdered; Mary QoS marries Bothwell; she abdicates and is imprisoned. Spanish Fury: Alba sends 10,000 Spanish troops to crush Dutch Revolt
1568: Mary QoS escapes captivity and flees to England. Genoese Loan incident, angering the Spanish.
1569: Norfolk Plot and Revolt of the Northern Earls. Mary QoS placed under house arrest in England.

Paper 2 Depth Study: Question Technique:
Question 1a and b: 'Describe one feature of…'
(2 x 2 marks) State, Explain the first feature: State, Explain the second feature:
Question 2: 'Explain why…' (12 marks) Three PEEL points on causation.
Question 3: 'Statement' How far do you agree? (16 marks; choice of 2 questions) Introduction: criteria, line of argument, three PEEL points for/against the statement in the question, conclusion making a judgement as to whether you agree with the statement in the question, using criteria to judge

Elizabeth I: Key events: ✓

Topic 2: Challenges to Elizabeth at home and abroad, 1569–88

1569: Norfolk Plot & Revolt of the Northern Earls
1570: Papal Bull against Elizabeth
1571: Ridolfi Plot
1572: Drake attacked Spanish at Nombre de Dios in Panama
1574: First Jesuits priests smuggled into England
1576: 'Spanish Fury' sees the sacking of Antwerp, uniting Dutch against Spanish
1577: Don Juan honours the Pacification of Ghent; Spanish army arrive 6 months later
Dec 1577: Drake's circumnavigation of the globe begins
1579: Duke of Parma put in charge of The Netherlands
Feb 1579: Drake reaches Callao, Peru; attacks ships including the Cacafuego
Nov 1580: Philip takes control of Portugal
Nov 1580: Drake returns from circumnavigating the globe
1581: Drake Knighted on Golden Hind
1582: Duke of Alencon returned to Netherlands, backed by Elizabeth's money
1583: Alencon had failed in the Netherlands
Nov 1583: Throckmorton Plot uncovered
1584: Death of Alencon leads to formation of a Catholic League in France
July 1584: Death of William of Orange.
Dec 1584: Treaty of Joinville
10th Aug 1585: Treaty of Nonsuch
Jan 1586: Earl of Leicester accepts title 'Governor General of the Netherlands'
July 1586: Babington Plot uncovered
19th -22nd April 1587: Drake's raid on Cadiz
Late 1587: Leicester recalled to England
29th July 1588: Armada spotted in Channel
8th Aug 1588: Battle of Gravelines
Sept 1588: Armada defeated

Elizabeth I: Key events:

Topic 3: Elizabethan society in the Age of Exploration, 1558–88

1560s: 42 grammar schools founded in England
1562 – 68: John Hawkins made three voyages to West Africa, capturing Africans and selling them as slaves to Spanish settlers in West Indies and Central America
1563: Statute of Artificers: to collect poor relief
1563 – 64: bad years for cloth trade: rising unemployment
1568 – 73: more bad years for cloth trade…
1569: Mercator introduces sea charts showing longitude and latitude
Early 1570s: Bad harvests in England
1560s: 30 more grammar schools founded in England
1572: Vagabonds Act: to deter vagrancy
1572: Censorship introduced to theatre companies
1576: Poor Relief Act: distinguishing between able-bodied and impotent poor
1576: 'The Theatre' opened by James Burbage in London
1577: 'The Curtain' theatre opened
Dec 1577: Drake's circumnavigation of the globe begins
Nov 1580: Drake returns from circumnavigating the globe
1585: First voyage organised by Raleigh to North America, settling on Roanoke Island
1586 – 88: more bad years for cloth trade and rising unemployment
1587: 'The Rose' theatre opened
1587: Second voyage organised by Raleigh to North America, settling in North Carolina

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Keyword	Definition	Example(s)
Asymptote	A line which a graph tends towards but never reaches.	$y = \tan x$ has asymptotes at $x = \pm 90°$, $x = \pm 270°$,...
Bearings	Angles with a given direction. Always measured clockwise from North and written using 3 digits.	$093°$ $125°$

	°0	30°	45°	60°	90°
sin x	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan x	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	n/a

SINE RULE

$$\frac{a}{Sin\ A} = \frac{b}{Sin\ B} = \frac{c}{Sin\ C}$$

$$\frac{Sin\ A}{a} = \frac{Sin\ B}{b} = \frac{Sin\ C}{c}$$

COSINE RULE

$$a^2 = b^2 + c^2 - 2bc\,CosA$$
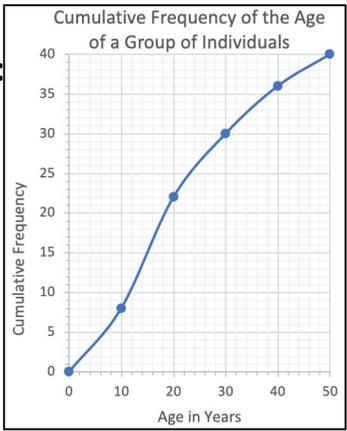
$$CosA = \frac{b^2 + c^2 - a^2}{2bc}$$

$$Area\ of\ Triangle = \frac{1}{2}abSin\ C$$

TRANSFORMATIONS OF FUNCTIONS

☐ $y = -f(x)$: represents a refection in the x-axis

☐ $y = f(-x)$: represents a refection in the y-axis

☐ $y = -f(-x)$: represents a refection in both axes, equivalent to a rotation of 180° about (0,0).

☐ $y = f(x) + a$: represents a translation through $\begin{pmatrix} 0 \\ a \end{pmatrix}$

☐ $y = f(x + a)$: represents a translation through $\begin{pmatrix} -a \\ 0 \end{pmatrix}$

| Keyword	Definition
Population	A population is the set of items that you are interested in.
Census	A census is a survey of the whole population.
Sample	A sample is a smaller number of items from the population. A good-sized sample is at least 10% of the population.
Bias	Bias is the inclination towards or against a particular statistical result. Bias is reduced if the sample is representative of the entire population.
Random	A sample is truly random if every item has an equal chance of being chosen.
Summary Statistics	The summary statistics of an unbiased sample, act as estimates of the summary statistics for the whole population.
Random Number Generator	Calculators have the ability to randomly generate decimal numbers between 0 and 1. We can use these to randomly identify data for consideration.
Capture/Re-capture	A method used to estimate the population of a species of animal, by capturing, tagging and re-capturing a sample.
Lower Quartile (Q_1)	Calculated as the $\frac{n+1}{4}^{th}$ value in a set of n data values. Estimated as being the $\frac{n}{4}^{th}$ data value within large data sets.
Upper Quartile (Q_3)	Calculated as the $\frac{3(n+1)}{4}^{th}$ value in a set of n data values. Estimated as being the $\frac{3n}{4}^{th}$ data value within large data sets.
Interquartile Range	IQR = Upper Quartile – Lower Quartile. It is a measure of how spread out the middle 50% of the data is.
Frequency Density	Frequency Density = $\frac{\text{Frequency}}{\text{Class Width}}$ Used in creation of histograms when group intervals are uneven.

CUMULATIVE FREQUENCY GRAPHS:

- Cumulative frequency is found by adding up the frequencies.
- The y-axis is **cumulative frequency**
- Points are plotted at the top end of the class intervals.
- Points are joined with a smooth curve.

Cumulative Frequency of the Age of a Group of Individuals

BOX PLOTS:

- Requires 5 key pieces of data.
- The width of the box represents the IQR.
- There is a single horizontal scaled axis.
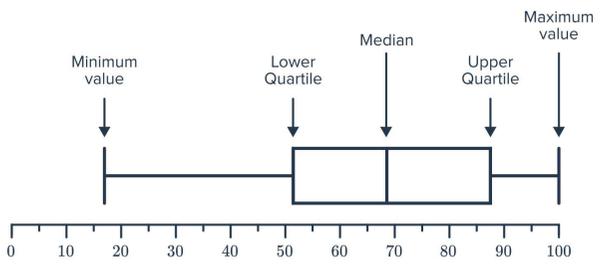
HISTOGRAMS

- Used to represent grouped, continuous data.
- Area of the bars represents **frequency**.
- Y-axis represents **frequency density**.
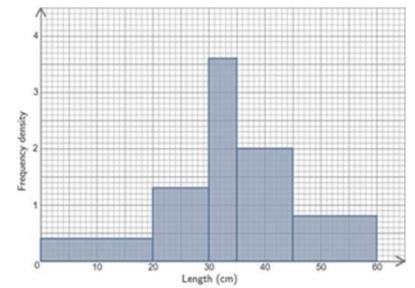
Context

Cue a self-contained section of music in a film

Diegetic music contained within the action of the film and included in the story—for example, music played in a bar. If a character in the story can hear the music, it is diegetic. Most film music is non-diegetic.

Fanfare a celebratory piece for brass instruments (and sometimes percussion) often marking the opening of an important event or ceremony. The music is short and loud and often features arpeggios and broken chords

Jukebox musical a musical in which the score is made upof existing songs, usually all by the same artist or with astrong thematic link

Music theatre integrates songs, spoken dialogue, acting and dance within a popular idiom.

Musicals are an extended piece of music theatre.

Underscore (or **Background music)** non-diegetic music adding to the mood of a scene, reinforcing character developments and aspects of character.

Vaudeville a form of comic musical theatre from the1880s

Underscore (or **background**) **music** non-diegetic music adding to the mood of a scene, reinforcing character developments and aspects of character.

Dynamics

Crescendo gradually getting louder.

Diminuendo gradually getting quieter.

Rhythm

Colla voce literally 'with the voice'. This is an instruction to the accompanist or band and musical director to follow the vocalist's tempo and beat (allowing them more freedom).

Cross rhythms rhythms that cross the usual pattern of accented and unaccented beats, creating irregular patterns and syncopated effects.

Homorhythmic when all the parts play in the same rhythm at the same time

Metrical shifting the downbeat is shifted to a different part of the bar

Syncopation rhythm which emphasises the off beat

Triplets 3 notes played in the time it normally takes to play 2. Indicated with a number 3 and (usually) a horizontal square bracket.

Texture

Duet Music for two players or in this case singers

Homophonic a texture comprising a melody part and an accompaniment

Imitation when one part copies or imitates another at a short time distance.

Monophonic A single melodic line with no accompaniment

Ostinato a persistent phrase or motif repeated over several bars or more

Stab Chord A singe detached chord which adds dramatic punctuation to the music

Unison more than one part playing the same melody at the some pitch

Vamp a short repeated accompanying phrase

Structure

Chorus a part of a song which is repeated after each verse. Lyrics and music usually the same each time.

Recitative a section or short piece of music which uses speech rhythms and usually has little accompaniment

Ternary form music with an ABA structure

Verse A verse is a part of a song that tells the story or moves the action forward. Music is the same each time, but the lyrics change

Melody
Conjunct movement by step

Compound interval an interval wider than an octave. For example, a compound third could be a tenth or seventeenth.

Disjunct movement by leap

Enharmonic two identically sounding pitches with different names—for example Eb and D#.

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Leitmotif a recurring musical idea which is associated with a particular theme, character or place

Lower auxiliary a melody note which goes to the note below and then back to the original note again

Motif a short melodic phrase

Sequence the repetition of a musical phrase at a higher or lower pitch than the original.

Syllabic when one note is sung per syllable

Vocalisation wordless singing using a vowel syllable such as Ah

Word painting depicting a word in music to imitate its meaning

Instrumentation

Distortion an effect that increases the volume and sustain on an electric guitar as well as making the timbre more 'gritty'. Designed to emulate the effect of overloading the valves on an older amplifier.

Effects electronic devices designed to enhance or alter the basic sound quality (for example, delay, reverb).

Glissando playing all the pitches between to points in rapid succession

Glockenspiel tuned percussion instrument with metal bars. High pitched – sounds 2 octaves above written pitch

Over Drive use of a distorted guitar sound

Pad a synthesiser sound designed to be used in chords as opposed to lead lines

Register How high or low in pitch a piece of music or an individual part sounds.

Roll a rapid succession of hits on a percussion instrument

Synthesiser an electronic musical instrument that creates sounds by manipulating combinations of waveforms or by modifying existing sounds

Tremolo/tremolando rapid repetition of the same note to create a wavering, tremulous sound.

Vibrato a technique used to cause rapid variations in pitch.

Snare a drum with a series of loosely strung metal wires in contact with the lower skin which create a distinct 'buzzing' or 'rattling' noise when the drum is struck.

Tam-tam orchestral gong

Tonality

Atonal music that does not have a key of any sort

Bitonal music that is in two keys at the same time

Polytonal music written in multiple keys at the same time.

Harmony

Block triads major or minor triads in root position, built up in thirds

Consonant Intervals or chords that don't clash—major/minor triads and intervals of a third or sixth are examples

Dissonant sounds that clash. Dissonant intervals are major and minor second and seventh, and the triton (augmented fourth or diminished fifth) **Dominant** the fifth note (or chord) of the scale or key—the strongest after the tonic

Dominant seventh chord V (the dominant chord) with an added minor seventh

Imperfect cadence a cadence comprising two chords, ending on chord V. Because it ends on the dominant, an imperfect cadence sounds unfinished.

Neapolitan chord a chord built on the flattened supertonic

Pedal a sustained or repeated note in the bass, with harmonic changes above the pedal note. Usually on either the tonic or dominant note of the scale

Perfect cadence a cadence comprising two chords; chord V followed by chord I. Because it ends on the tonic, a perfect cadence sounds finished.

Quartal Harmony chords made up of notes a 4th apart rather than the usual 3rd apart

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Keyword	Learn	✓
Intimacy	a close, familiar, and often affectionate or loving personal relationship with another person or group.	
Pleasure	enjoyment or satisfaction derived from what is to one's liking	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	
Readiness	the condition of being ready.	
Respect	due regard for the feelings, wishes, or rights of others.	
Pressure	to force (someone) toward a particular end; influence.	
Persuasion	to move by argument, entreaty, or expostulation to a belief, position, or course of action	
Coercion	the practice of persuading someone to do something against their will by using force or threats.	
Pornography	the depiction of erotic acts in a sensational manner so as to arouse a quick intense sexual excitement	
Controlling	behaviour inclined to exercise arbitrary and overbearing control over others.	
Manipulation	to control a person or situation to one's own advantage by artful, unfair, or insidious means	

Help and support:

ChildLine: www.childline.org.uk 0800 1111
Brook: www.brook.org.uk 0808 802 1234
Samaritans: www.samaritans.org 116 123
Thinkuknow: www.thinkuknow.co.uk/14_plus/Need-advice/Porn
Contact CEOP www.ceop.police.uk/Safety-Centre (to report abuse online)
Call the Police (999 for an emergency, 101 to report a non-urgent crime)
Contact Victim Support: www.victimsupport.org.uk
Refuge: www.refuge.org.uk
Mankind: www.mankind.org.uk
Domestic abuse helpline: 0808 2000 247

Relationship advice:
- **Be respectful** at all times
- **Communicate clearly,** share your thoughts and seek the thoughts of others without judgement
- **Safety,** keep each other safe
- **Consent,** it is the person seeking consent who is responsible for ensuring that these conditions are met. Ask, do not assume.

Remember - the law is there to protect young people. Naked images of under 18s are illegal, but you will not be in trouble with the police if someone has made you share an image of yourself. The law was created to protect young people, not get them into trouble. NOTE: You will be trouble if you share naked images of others who are under 18; with or without their consent.

Key Words:
- ❑ **Adultery**- Cheating on the person you are married to.
- ❑ **Divorce**-To legally end a marriage.
- ❑ **Commitment-**A sense of dedication and duty to someone.
- ❑ **Responsibilities-** Actions or duties you are expected to carry out.
- ❑ **Cohabitation**-To live together in a sexual relationship without being married.
- ❑ **Contraception-** Methods used to stop a woman getting pregnant or from people catching Sexual transmitted infections.
- ❑ **Gender equality-** People of all genders enjoying the same rights and responsibilities.
- ❑ **Roles-** Position, status or function of a person in society.

Role of men and women
- Women were not allowed to become priests in the Anglican Church until 1994 and they are still not allowed to become priests in the Catholic Church.
- The first woman to become a bishop in the Church of England was the Reverend Libby Lane. She was consecrated as the Bishop of Stockport on January 26, 2015
- Women should not speak in Church- St Paul
- Jesus taught and spoke to women
- Lots of historical figures male but are chapters in Bible named after women.

Role of men and women
• Diversity of beliefs and practices within Judaism- Roles in worship often reflect roles of women in society.

• Traditionally it has been males who have taken the role of the rabbi. In Reform and Liberal synagogues females can be rabbis and women and men can sit together. In some synagogues only males can carry and read from the Sefer Torah.

• Usually men and women are separated when worshipping at an Orthodox synagogue. Some Jews believe that women and men were made by God and therefore should have equal roles in worship.

• The Talmud describes equal but different roles for men and women in worship.

• Some religious duties are specific to gender, e.g. women bringing in Shabbat to the home, forming part of the minyan.

• Some of the mitzvoth (duties) do not apply to women, e.g. the wearing of tefillin during worship.

Religious Teachings about Marriage
- ❑ **Marriage:** legal union between a man and woman as partners in a relationship (same-sex marriage is legal in the UK).
- ❑ **What is the nature and purpose of marriage?**

Jews have a binding contract (Ketubah) that protects the woman's financial security. It provides a secure foundation to raise a family.

Christians believe marriage is the proper place to enjoy sex, raise children and provide a secure and stable environment for family life.

Marriage Ceremonies:
Christianity
- ❑ Is a sacrament
- ❑ Rings
- ❑ Readings from Bible
- ❑ Sermon
- ❑ Vows exchanged
- ❑ Pronouncement of couple

Judaism:
- ❑ Ketubah
- ❑ Chuppah
- ❑ Circling
- ❑ Exchange of rings
- ❑ Seven blessings
- ❑ Break glass
- ❑ Mazel Tov

*Both ceremonies may include discussions with Rabbi or Priest beforehand.

- ❑ **For homosexual relationships**
Reform Jews believe that loving, committed homosexual relationships should be allowed.
- ❑ **Against homosexual relationships**
Catholic Church teaches that homosexual relationships are wrong because they do not allow for new life to be created.

Tick

3.2.1.4 – Guidance

Manual Guidance – Involves a coach physically moving a performer into the correct position or supporting them as they perform a skill.

Advantages	Disadvantages
It is good for beginners.	A movement can feel different when someone is moving you.
It allows the performer to develop the correct feel.	A performer may not feel that they are doing the action

Mechanical Guidance – Takes place when objects or aids are used to assist in the coaching process.

Advantages	Disadvantages
It is good for dangerous sports.	Equipment can be expensive.
It can allow a performer to perform a skill without fear of injury.	Performers can come to rely on the aid.
It is good for building confidence.	

Positive Feedback

Advantages	Disadvantages
It is motivational for the performer, particularly for beginners.	It can emphasise the positive aspects too highly and suggest that the overall performance was better than it actually was.
It makes all the performers feel that they had successful aspects to their performance.	

Negative Feedback

Advantages	Disadvantages
It enables a coach to provide guidance on how a skill should be performed correctly or better.	It can be very demoralising, particularly for beginners.
It can help performers to prioritise the specific skills they need to improve.	Too many negative comments can leave the performer struggling to know how to respond. This is particularly the case for beginners.

Knowledge of Results

Advantages	Disadvantages
It gives the performer a quick measure of their success.	It can be demotivating for other performers in situations where there can be only one winner.

Tick

Knowledge of Performance

| Advantages	Disadvantages
Many aspects to one performance, so the feedback can be very detailed for experienced performers or focus on one or two aspects for beginners.	Challenging to break a performance down in order to provide the detailed feedback required for experienced performers.

3.2.1.5 – Arousal

Arousal is a physical and mental state of alertness/readiness, ranging from deep sleep to intense excitement or alertness.

Gross movement skills usually require higher arousal levels than fine movement skills.

Arousal is linked to the quality of performance, if your arousal is too low for the task you will underperform. Equally if your arousal is too high for the task taking place you will often over perform or "burn out".

Deep Breathing – taking slow, deep breaths Whilst relaxed to reduce the heart rate.
Mental Rehearsal – cognitive relaxation Techniques involving control of mental Thoughts and imagining positive outcomes.
Positive self talk – a cognitive relaxation Technique involving developing positive Thoughts about your performance.
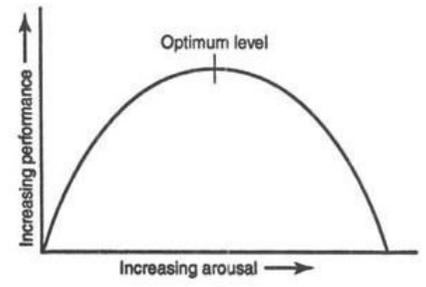

Aggression
Aggression – Often defined as a deliberate intent to harm or injure another person. It can be physical or mental.
Direct Aggression – An aggressive act that involves physical contact with others.
Indirect Aggression – An aggressive act that does not involve physical contact. It can be taken out on an object to gain an advantage.
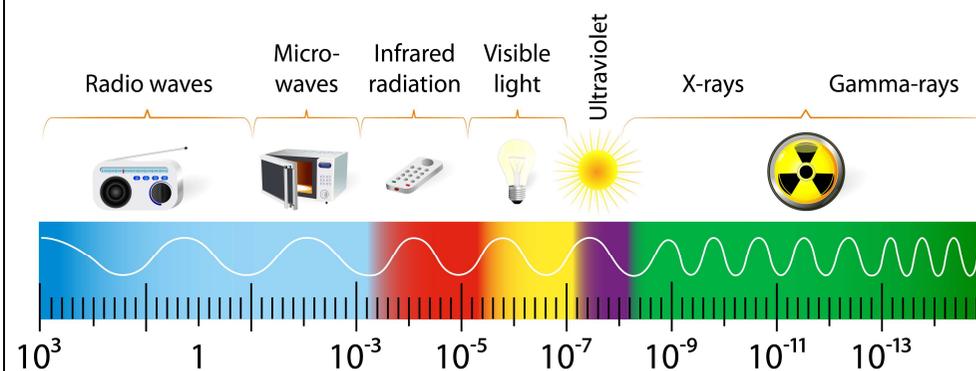
Personality Types
Introvert – A quiet, shy, passive and reserved person. Usually associated with individual sports.
Extrovert – A sociable, active, talkative and outgoing personality type. Usually associated with team sports.
Motivation
Motivation – The drive to succeed, or the desire to achieve or be inspired to do something. It can be intrinsic or extrinsic.
Intrinsic – The drive to succeed that comes from within.
Extrinsic – The drive to perform well or to win in order to gain external rewards.

Physics Chapter 6 Waves

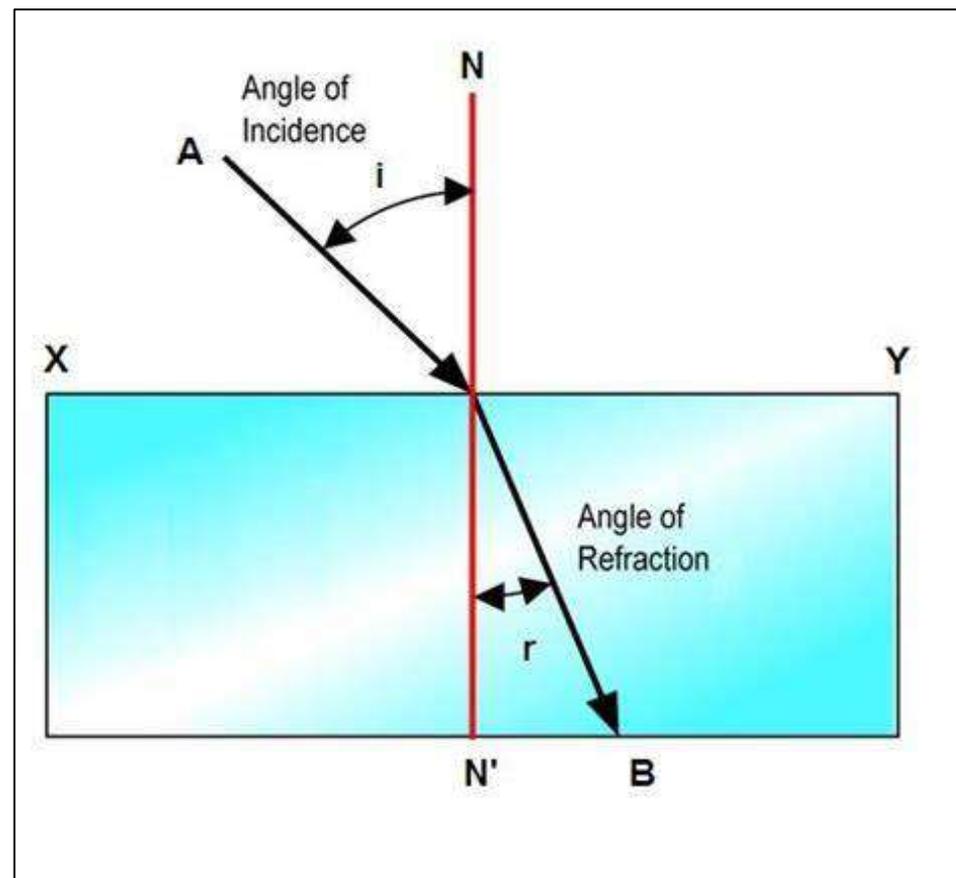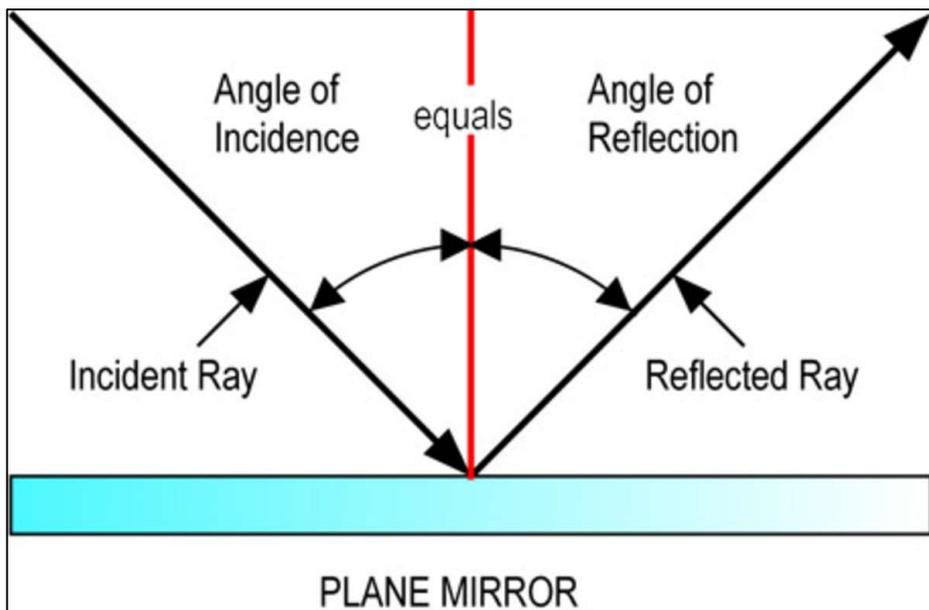| Keyword	Learn	✓
Mechanical Wave	Disturbances that travel through matter, transferring energy from one place to another.	
Electromagnetic wave	Transverse waves. Their vibrations or oscillations are changes in electrical and magnetic fields at right angles to the direction of wave travel.	
Transverse wave	In transverse waves, the vibrations are at right angles to the direction of wave travel.	
Longitudinal wave	In a longitudinal wave, the vibrations are parallel to the direction of travel.	
Amplitude	The maximum displacement of a vibration or oscillation, measured from the position of equilibrium.	
Wavelength	The length of one wave measured in metres.	
Frequency	The number of waves passing a point in one second.	
Law of reflection	angle of incidence = angle of reflection, i = r.	
Refraction	When light moves from less dense to more dense mediums the angle of refraction is less than the angle of incidence (and vice versa).	
Ultrasound	Any sound wave that has a frequency higher the range of human hearing, so above 20 000 Hz (20 kHz).	
Specular reflection	When all parallel rays of light are reflected in the same direction (this happens with a plain, smooth reflector like a mirror).	
Diffuse	When parallel light rays are reflected in multiple directions.	
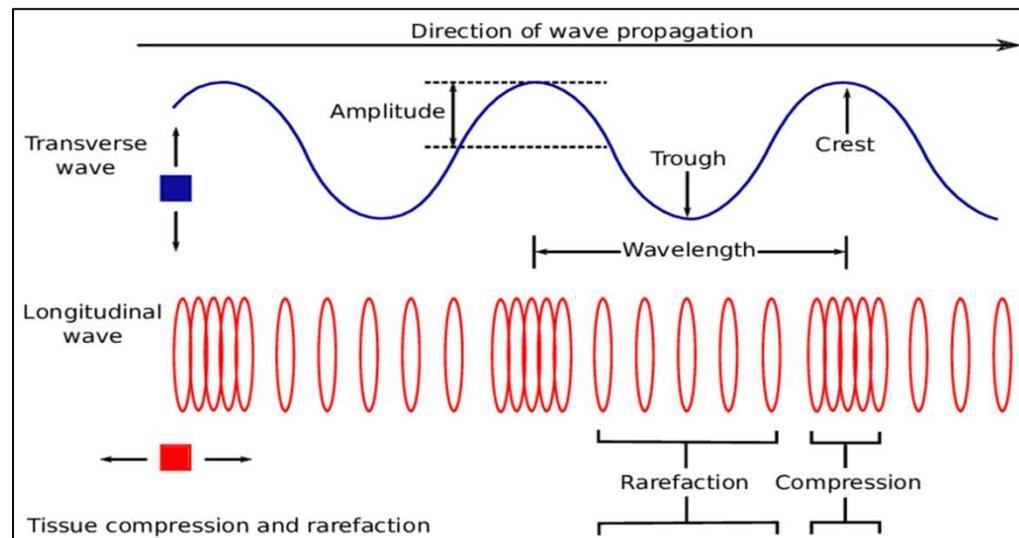
THE ELECTROMAGNETIC SPECTRUM

Equations:

Wave Speed (m/s) = wavelength (m) x frequency (Hz),
$v = l \times f$

Frequency (Hz) = 1/ the period of the wave (s),
$f = 1 / T$

Angle of Incidence equals **Angle of Reflection**

Incident Ray — Reflected Ray

PLANE MIRROR

Angle of Incidence

Angle of Refraction

Drawing ray diagrams – the rules
- Draw a lens (be it concave, convex or any other).
- Draw an object on the right or left side of the lens.
- Draw a minimum of two rays starting from a single point (top of the object).
- Draw a ray from the object to the lens that is parallel to the principal axis.
- Once through the lens, the ray should pass through the principal focus.
- Draw a ray which passes from the object through the centre of the lens.
- Locate and mark the image of the top of the object.
- Repeat the process for the bottom of the object

Parallel Ray

Object

Ray through centre of convex lens

Centre of convex

Principal axis

Image that would be created on a white screen
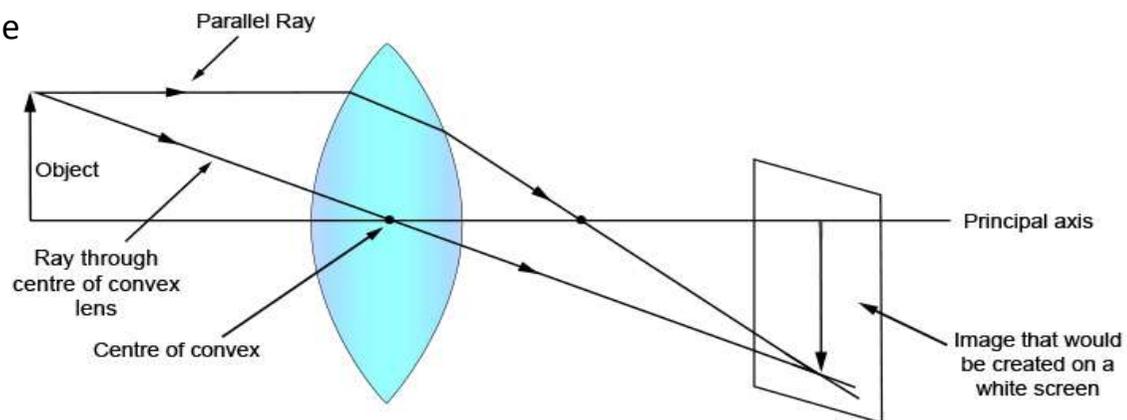
¿Qué ropa llevas en el insti?		
llevo	I wear	
un uniforme	a uniform	
una camisa	a shirt	
una corbata	a tie	
una chaqueta	a jacket	
un jersey	a jumper	
un pantalón	trousers	
una falda	a skirt	
unos zapatos	shoes	
unas zapatillas de deporte	trainers	
una camiseta	a t-shirt	
un vestido	a dress	
ropa deportiva	sports clothing	
me gusta mi uniforme porque es	I like my uniform because it is	
cómodo	comfortable	
barato	cheap	
no me gusta nada mi uniforme	I don't like my uniform at all	
es incómodo	it is uncomfortable	
caro	expensive	

Después de mis exámenes		
Cuando termine mis exámenes	When I finish my exams	
Cuando sea mayor	When I am older	
Si pudiera	If I could	
Si tuviera la oportunidad	If I had the opportunity	
Me gustaría + infinitive	I would like to	
Me encantaría + infinitive	I would love to	
Quiero + infinitive	I want to	

Mis clubs escolares		
Soy capitán del equipo	I am captain of the team	
Soy miembro de un club	I am a member of a club	
Ayudo con la radio escolar	I help with the school radio	
Toco en la orquesta	I play in the orchestra	
¿Cuánto tiempo llevas…?	How long have you been…?	
llevo dos años haciendo…	I have been doing… for two years	
participando en	participating in	
jugando al / a la	playing	
¿Por qué te gusta esta actividad?	Why do you like this activity?	
Me encanta porque	I love it because	
En mi opinión, hacer…	In my opinion, doing…	
te permite	allows you to	
te anima a	encourages you to	
te ayuda a	helps you to	
aprender coasa nuevas	learn new things	
desarrollar tus talentos	develop your talents	
hacer nuevos amigos	make new friends	
ser creativo	be creative	
te hace sentir orgulloso	makes you feel proud	

Key vocabulary		
el instituto / el colegio	the school	
la escuela	the school	
los estudios	studies	
formación	training	
el curso escolar	the school year	
el año escolar	the school year	

Preterite (past) tense

-ar verb endings preterite

-é	-amos
-aste	-asteis
-ó	-aron

-er verb endings preterite

-í	-imos
-iste	-isteis
-ió	-ieron

-ir verb endings preterite

-í	-imos
-iste	-isteis
-ió	-ieron

Un viaje escolar

Visitamos	We visited	
Fuimos	We went	
Hicimos	We did	
Asistimos	We went	
Hicimos	We did	
Un viaje de fin de curso	An end of year trip	

Past tense opinions

Pensé que	I thought that	
Mi amigo pensó que	My friend thought that	
Lo pasé bomba	I had a blast	
Fue genial	It was great	
Fue inolvidable	It was unforgettable	

Mi escuela primaria

When talking about your primary school, you can use the following verbs:		
era	it was	
tenía	it had	
había	there was	

e.g. Mi escuela primaria era grande. (My primary school was big)
Tenía una biblioteca. (It had a library)
Había un gimnasio (There was a gym)

The conditional tense
The conditional tense is formed by taking the infitive and adding the endings seen below.
The endings are the same for AR, ER and IR verbs
Infinitve + ending = conditional tense
estudiar + ía = estudiaría (I would live)

Estudiar	To study	
estudiaría	I would study	
estudiarías	you would study	
estudiaría	he/she would study	
estudiaríamos	we would study	
estudiaríais	you all would study	
estudiarían	they would study	

Useful conditional verbs

iría	I would go	
viajaría	I would travel	
visitaría	I would visit	
trabajaría	I would work	
organizaría	I would organise	
mejoraría	I would improve	
permitiría	I would allow	
reduciría	I would reduce	
ofrecería	I would offer	
construiría	I would build	
pondría	I would put	

¿Cómo vas al insti?

Voy al insti…	I go to school…	
A pie	On foot	
En coche	By car	
En tren	By train	
En autobús	By bus	
En bici	By bike	
A las siete y media	At half past seven	

¿Cómo es tu día escolar?

Las clases empiezan…	Classes start…	
Las clases terminan…	Classes finish…	
Cada clase dura	Each class lasts	
Cincuenta minutos	Fifty minutes	
Hay un descanso a las…	There is a break at…	
La hora de comer es…	Lunch is at…	
A las siete y media	At half past seven	

Pros & cons

|		
Por un lado	On one hand	
Por otro lado	On the other hand	
Una ventaja es que	An advantage is that	
Otra ventaja es que	Another advantage is that	
Una desventaja es que	A disadvantage is that	
Otra desventaja es que	Another disadvantage is that	
Lo bueno es que	The good thing is that	
Lo malo es que	The bad thing is that	
Lo que más me gusta es	What I like the most is	
Lo que menos me gusta es	What I like the least is	
Sin embargo	However	
No obstante	However	
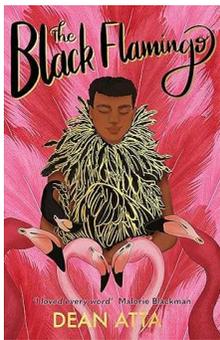
The Black Flamingo by Dean Atta

A boy comes to terms with his identity as a mixed-race gay teen - then at university he finds his wings as a drag artist, The Black Flamingo. A bold story about the power of embracing your uniqueness.
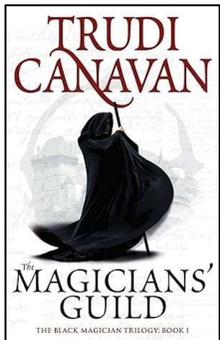
The Magician's Guild by Trudi Canavan

The guild's worst fear has been realised . . . There is an untrained magician loose on the streets. They must be found before their uncontrolled powers unleash forces that will destroy both them, and the city that is their home.
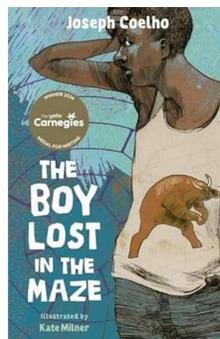
The Boy Lost in the Maze by Joseph Coelho

In Ancient Greece Theseus makes a dangerous and courageous journey to find his father, finally meeting the Minotaur in the Labyrinth. While Theo, a modern-day teenage boy, finds himself on a maze-like quest to find his own father. Blends Greek myth with a 21st century quest.
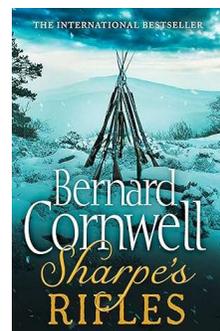
Sharpe's Rifles by Bernard Cornwell

In the winter of 1809 the French are winning the war in Spain & Britain's forces are retreating towards Corunna, with Napoleon's victorious armies in pursuit. Sharpe & a detachment of riflemen are cut off from the British army & surrounded by troops.
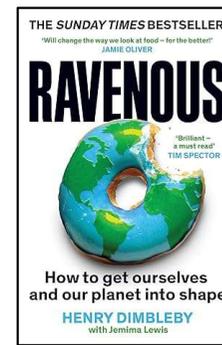
Ravenous by Henry Dimbleby

In Ravenous, Henry Dimbleby takes us behind the scenes to reveal the mechanisms that act together to shape the modern diet - and therefore the world. He explains not just why the food system is leading us into disaster, but what can be done about it.
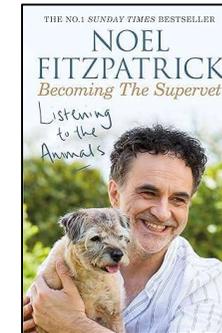
Listening to Animals by Professor Noel Fitzpatrick

Professor Noel Fitzpatrick is a world-renowned neuro-orthopaedic veterinary surgeon, the founder of Fitzpatrick Referrals in Surrey, and the star of the hit television series 'The Supervet', now in its 11th series. Renowned for performing unique and cutting-edge surgeries, Noel is often the last chance for the animals that have been referred into his care, as he pushes the boundaries of science, medicine and regenerative bionic technology with his compassionate and visionary approach.

The Maltese Falcon by Dashiell Hammett

Sam Spade is hired by the fragrant Miss Wonderley to track down her sister, but ends up finding himself both hunter and hunted: can he track down the jewel-encrusted bird, a treasure worth killing for, before the Fat Man finds him?
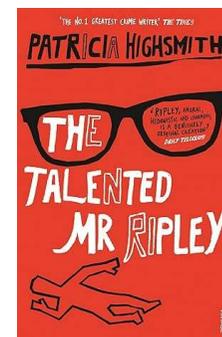
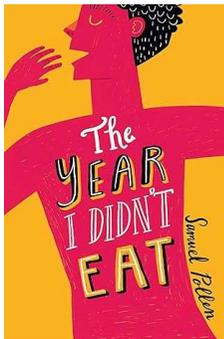**The Talented Mr Ripley** by Patricia Highsmith

Tom Ripley is struggling to stay one step ahead of his creditors and the law, when an unexpected acquaintance offers him a free trip to Europe and a chance to start over. Ripley wants money, success and the good life and he's willing to kill for it.
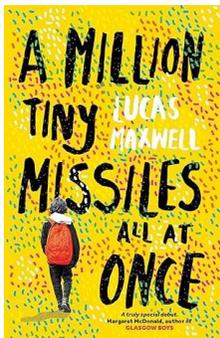
Unbroken by Laura Hillenbrand

On a May afternoon in 1943, an Army Air Forces bomber crashed into the Pacific Ocean and disappeared. Only one crew member survived: a young lieutenant named Louis Zamperini. So began one of the most extraordinary odysseys of the Second World War, as Zamperini is driven to the limits of endurance.

A Million Tiny Missiles All At Once by Lucas Maxwell

Elias's brain is a swamp of fears and bad things. When his brother Bo falls in with dangerous people, Elias decides to bring his family back together - but what begins as a simple pizza-night dream quickly spirals into chaos beyond belief. Will Elias find a way to save them, or will they recognize what's happening before it's too late?

A Taste of Darkness by Amy McCaw et al.

A chilling, thrilling collection of 13 haunting tales. From supernatural thrillers, to contemporary horror; creepy ancient legends, to murders gone wrong - this anthology is impossible to put down, and even more difficult to forget.

Tell Me Lies by Adrian Mitchell

A collection of poems about war, Vietnam, prisons and racism which became part of the folklore of the Left, sung and recited at demonstrations and mass rallies.
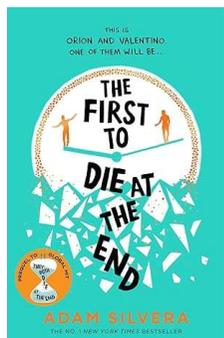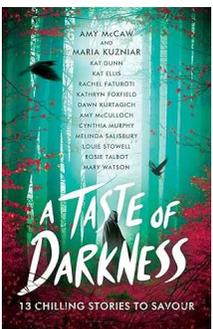
The Year I Didn't Eat by Samuel Pollen

14-year-old Max only has one person he can really talk to. Her name is Ana - also known as anorexia, his eating disorder. Max writes to Ana every day. She feeds on his fears, encouraging him to lose more and more weight. Ana pulls him further and further away from his family and friends, until he feels totally alone. Can anyone help him find a way out…
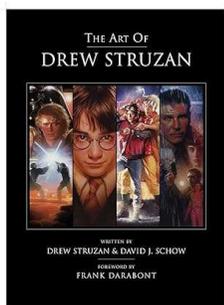
The First to Die at the End by Adam Silvera

It's the night before Death-Cast goes live, and there's one question on everyone's mind: Can Death-Cast actually predict death, or is it an elaborate hoax? Orion and Valentino cross paths in Times Square and immediately feel a deep connection. But when the first End Day calls go out, their lives are changed for ever - one of them receives a call . . . the other doesn't.
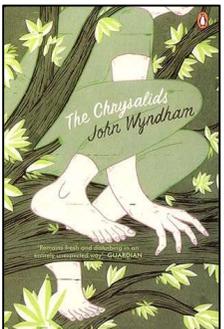
The Art of Drew Struzan
by Drew Struzan and David J. Schow

The movie poster artist Drew Struzan is responsible from some of the most iconic poster art creations of the 20th century. This book chronicles his entire career, featuring original art never before published.

The Chrysalids by John Wyndham

Nuclear war has devastated the world, bringing with it a host of genetic mutations. In the community of Waknuk it is believed mutants are the products of the Devil and must be stamped out. When David befriends a girl with a slight abnormality, he begins to understand the nature of fear and oppression.

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										