

Knowledge Organiser

Year 10

Cycle Three

2023-24



Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Homework Expectations

Why is homework important?

After extensive research the Education Endowment Foundation states that students who complete regular and purposeful homework can make more than five months additional progress during their time at school and consequently achieve significantly higher grades at GCSE.

Why is your knowledge organiser important?

A knowledge organiser (KO) sets out the important, useful and powerful knowledge on a topic on a single page (Kirby, 2015). Your KO outlines the key powerful knowledge students need to be successful in the subject for that cycle.

Each week, students will be directed to learn specific parts of their knowledge organisers. This learning is often tested in your 'Do Now' activity.

The secret to success is to regularly revisit core knowledge. This helps transfer the knowledge from the short-term memory to the long-term memory. This not only helps to make it 'stick' but it also frees up our short-term memory for day-to-day learning and experiences.

What are the homework expectations?

You now complete your homework in a pre-printed Homework Book as opposed to the blue books.

You will have 4-5 hours of homework per week. Sparx Maths will continue to be on Mondays.

You now have three subjects per evening rather than four subjects. See the timetable below.

Complete the page of Cornell notes using the guidance on page 5.

Complete your Sparx Maths workings on the dedicated pages in your Homework Book.

Your completed Homework Book will then be an excellent revision tool ahead of, and during, assessment week. You can cover your notes and work your way through you cue column of quiz questions to test your memory.

Where can I get help and support with my homework?

- If you find it hard to complete work at home, there is a homework club in the library every day from 15:00-16:30 where teaching assistants are available.
- If you get stuck on a particular question in your homework, you can come at breaktime or lunchtime to G67 where there will be support staff and student prefects to help you ahead of the deadline.
- If you miss the homework deadline, there is a compulsory homework catch-up after school on the same day with support staff.

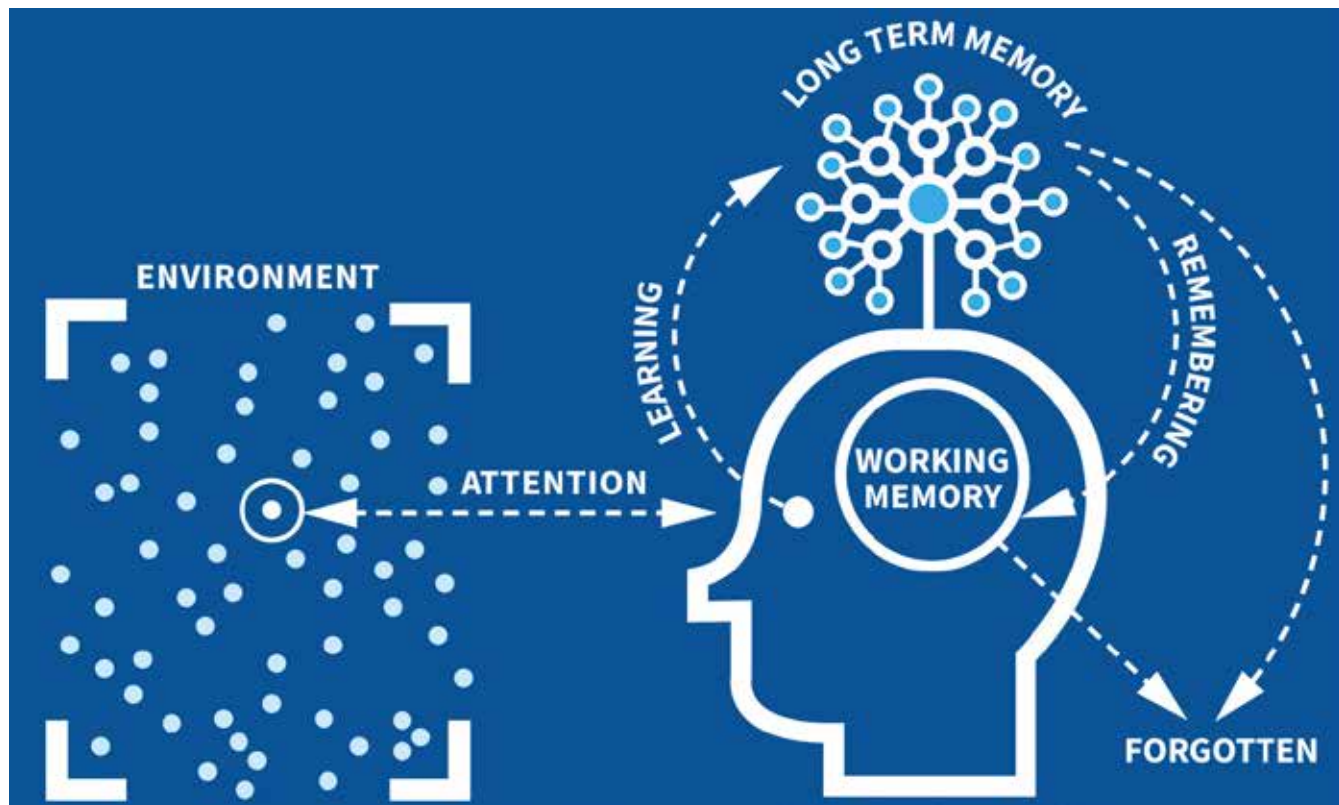
Week A	Subject 1	Subject 2	Subject 3	Subject 4
Monday	French / Spanish	Option A	History / Geography	
Tuesday				
Wednesday	English	JBACC	French/Spanish	Sparx Science
Thursday	Sparx Maths			
Friday	Sparx Science	Option B	English	

Week B	Subject 1	Subject 2	Subject 3	Subject 4
Monday	French / Spanish	Option A	History / Geography	
Tuesday				
Wednesday	English	French/Spanish	Sparx Science	
Thursday	Sparx Maths			
Friday	Sparx Science	Option B	English	

MZB Version - Week A	Subject 1	Subject 2	Subject 3	Subject 4
Monday	French / Spanish	Option A	History / Geography	
Tuesday				
Wednesday	English Deadline	JBACC	French/Spanish	Sparx Science
Thursday	Sparx Maths Deadline			
Friday	Sparx Science Deadline	Option B	English	

This is how you learn

Your mind is split into two parts: the **working-memory** and the **long-term memory**. Everybody's **working-memory is limited**, and therefore it can very easily become overwhelmed. Your **long-term memory**, on the other hand, **is effectively limitless**.



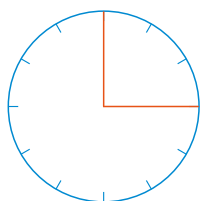
The Learning Model video



Useful learning strategies to help you to remember knowledge:

- a. Read - Cover - Write - Check:** Read the section (or week) of your knowledge organiser several times. Cover it so you can no longer see it. Write down as much as you can remember. Check your knowledge organiser again. What information did you recall and what did your memory not retain? Make any corrections and additions using your green pen.
- b. Flashcards** - using an A6 size card/paper, turn the information in your knowledge organiser into a series of questions and then write the corresponding answer on the back of the card. This means that you can test yourself. Simply writing everything on the card would have no impact on your memory and retention of the information.
- c. Flip and fold pages** - This may be useful when you have completed a series of weeks or at the end of the topic. On one page, write down all of your revision notes. Fold the paper in half and create a mind map of the most important information on one side. Fold it again and write all of the key vocabulary on one side. Fold for the final time and draw symbols and icons that would help you to remember the content of your full page.

- d. Elaboration** - For each of the points you are revising, develop them further by asking yourself questions e.g. why would the rainfall be 2000mm? Why might mime be used as a theatrical technique?
- e. Retrieval practice grid** - Many of you would have used these in history. Divide your page into three columns and nice lines. Write questions and answers for your chosen topic. Ask family members and friends to ask you the questions and you give them the answer, focusing on one column at a time. If you get it wrong, they need to tell you the answer and you repeat it. You now need to go back into the top of the column of nine questions and try again until you get them all correct. Move onto the next column. This would be a good grid to build up over the course of the 10 weeks of knowledge organiser homework so that you had one grid per subject!

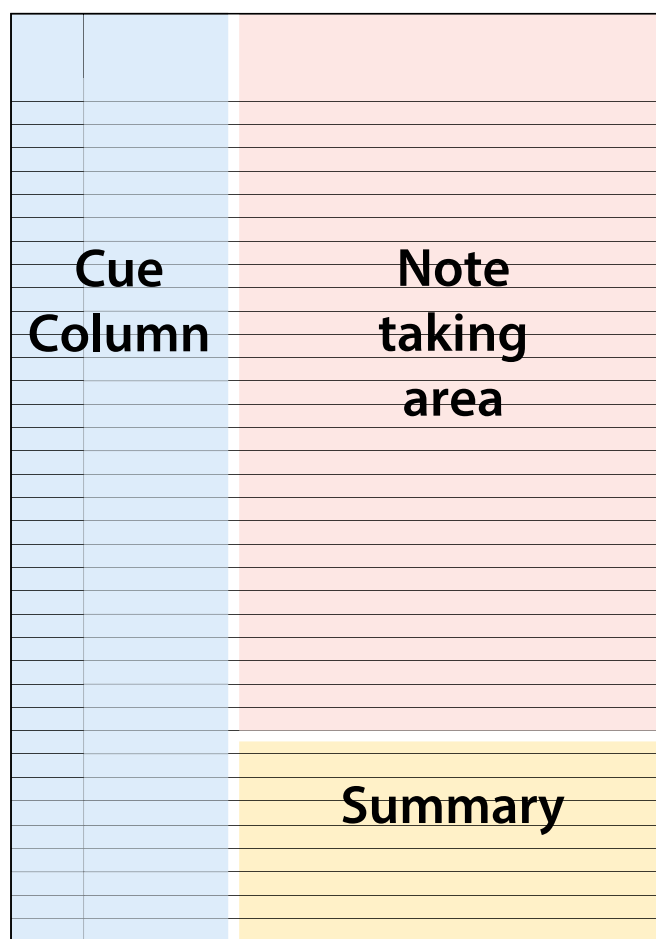


Repeat the processes above until you have spent 15-20 mins per subject per day. For example, repeated practices of 'Read - Cover - Write - Check' would be expected; not just one attempt.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

The Learning Model video



Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because you have something that they admire'

Zak Efron

What we do at St James to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying will not be accepted at St James.





The Four Types of Sexual Harassment

Verbal/Written 1

Verbal or written remarks of a sexual nature about a person's clothing, personal behaviour or body.
Sexually explicit statements, questions, jokes or anecdotes.
Requesting sexual acts.
Spreading rumours about a person's personal or sexual life.
Coercion of sexual activity by threat or punishment.
Excessive or unwelcome flirting.

Physical 2

Impeding or blocking a person's physical movement.
Inappropriate or unwanted touching or a person and/or their clothing.
Non-consensual touching, kissing, hugging, patting, stroking or rubbing.
Playing music or singing sexually offensive or degrading music.
Purposefully brushing up against another person without consent.

Non-Verbal 3

Looking a person's body up and down.
Making derogatory gestures or facial expressions of a sexual nature.
Frequently following or standing too close to a person on purpose.
Whistling or staring in a sexually suggestive manner.

Visual 4

Displaying sexually suggestive objects, images, videos, emojis, cartoons, words or calendars on screen or on physical items.
Showing other people sexually suggestive text messages or emails.
Sharing sexually inappropriate images or videos, such as pornography.

Report any incidents of sexual harassment to a member of staff or email safeguarding@stjamesexeter.co.uk



Support available to you

If you feel at immediate risk of harm call 999 Police

Safeguarding Concern - Help from our St James Safeguarding Team

You can email: safeguarding@stjamesexeter.co.uk

If worried/anxious/ or just want to talk contact...

Food Support

If your family need foodbank vouchers or help with free school meals please email

foodsupport@stjamesexeter.co.uk

Self-Isolating Support (families with vulnerable members/with symptoms)

If you need support for picking up prescriptions/ shopping or support for your parents/carers by a community volunteer due to your family self-isolating, please email foodsupport@stjamesexeter.co.uk

Mental Health Support Team

If you have concerns over your own or your family's mental health of you own or your family. Please complete a referral on additional form or call **07866159124**

MASH

If you have any safeguarding concerns about a child, you can call MASH on **0345 155 1071**

Childline

0800 1111

www.childline.org.uk

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Get help and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

The Mix

0808 808 4994

www.themix.org.uk

Essential support for under 25s. Phone, Email, Web support and Counselling.

www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger - The Mix's Crisis Messenger text service is available 24/7 and open to anyone aged 25 or under living in the UK.

If you're in crisis and need to talk, text **THEMIX to 85258**

Samaritans:

Helpline: **116 123**

Email jo@samaritans.org

www.samaritans.org

24hr service offering emotional support

Runaway Helpline:

116 000

Email - 116000@runawayhelpline.org.uk

www.runawayhelpline.org.uk

Runaway Helpline is here if you are thinking about running away, if you have already run away, or if you have been away and come back. You can also contact the Helpline if you are worried that someone else is going to run away or if they are being treated badly or abused. You can call or text for free, 24 hours a day. It's all confidential.

Shout

is an affiliate of Crisis Text Line® in the UK that provides free, confidential support, 24/7 via text. It's a free 24/7 texting service in the UK for anyone in crisis anytime. Text **85258**

Kooth

www.kooth.com

Free, safe and anonymous support for young people.

Monday - Friday 12pm-10pm

Saturday - Sunday 6pm - 10pm

YMCA - Children and Young People's Wellbeing Service

Wellbeing Practitioners provide uses CBT (Cognitive Behavioural Therapy) techniques and goal-setting to build up emotional wellbeing and resilience in young people and their families.

Self-referral:

<https://www.ymcaexeter.org.uk/cwpwellbeing/>

Young Devon

Young Devon run a homelessness prevention scheme in Exeter; they can help 16 & 17yr olds and care leavers.

01392 331666 and ask to speak to the Homeless Prevention Team or email

yes.exeter@youngdevon.org

If you are under 18 call the Social Service Emergency Duty team **0345600 0388**

Online support and advice:

<https://www.thinkuknow.co.uk/>

Safeguarding/Welfare Concern

If students would like to report a Welfare or Safeguarding Concern to our Safeguarding Team, they can click on this link or follow the QR code: <https://forms.office.com/r/2DD9tAu7tN>

Write a Statement

If students would like to report an incident to our Pastoral Support Team, they can click on this link: <https://tinyurl.com/5ct25wus>

Online Support and Advice

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**

Make sure that you're keeping your information and device secure.

More information can be found on our website: <https://www.stjamesexeter.co.uk/about/safeguarding/>

Reporting a safeguarding concern



Write a statement



Life after St James:

What qualification should I choose?

Since 2015, in England, young people must be in some form of 'education or training' until they are 18. (www.devon.gov.uk). The government decided to do this because it is widely recognised that staying in training improves your career prospects. Early in Year 10, you will need to decide what you want to do after your GCSEs.

- **Full-Time Study** - an academic or vocational qualification taken at a sixth form, college or training provider.
- **An Apprenticeship** - working for an employer while studying for a qualification as part of your training.
- **Traineeships** - this is an option for students who would like to do an apprenticeship but who do not yet have the experience, skills or qualifications to do so. A traineeship can prepare you for an apprenticeship.
- **Part-Time Study** - you may work or volunteer full-time if you are also studying part-time for a qualification.

ADVANCED (A) LEVELS

A Levels are academic qualifications, where you study a subject in depth. Most students chose three subjects, which are assessed by exams at the end of two years. There are many different subjects to choose from, so you need to see what courses are offered at your chosen provider.

When choosing A Levels, think about the combination of subjects - do they work well together? Some University courses require specific A Levels - so do your research when choosing.

Providers: 6th Forms and Further Education Colleges

TECHNICAL (T) LEVELS

T Levels are a new technical qualification, directly related to the world of work. You pick one subject, and the course is 80% study and 20% (or 45 days) of relevant work experience.

Like A Levels, T Levels take 2 years to complete. They are assessed by a mixture of exams and coursework, and students will be graded "Distinction", "Merit", "Pass" or fail. A Distinction is equivalent to three A* at A Level.

Providers: Exeter College currently offers three T Levels: Construction, Digital, and Education & Childcare. It is important to check the course guide (available in the school library) or their website for up to date information.

VOCATIONAL QUALIFICATIONS

Vocational qualifications are work-related qualifications that blend classroom learning with practical elements, often including work experience. There are literally hundreds of different qualifications at different levels, ranging from Entry Level up to Level 3 (including NVQs and BTECs), your options are only limited by what is offered locally. It is worth noting that T Levels will replace some Level 3 qualifications.

Providers: Further Education Colleges

THE INTERNATIONAL BACCALAUREATE (IB)

The IB Diploma is an academic qualification, where you study three subjects to a higher level and three at a standard level. There are also core courses that you must study. It allows you greater breadth than A Levels, although the trade-off is less depth.

Providers: Exeter College, Bridgwater & Taunton College

Entry Requirements: See website for specifics, but at least 6 GCSEs (inc. Maths and English) at Grade 6+.

Maths and English resits? If you get Grade 3 (or below) in your GCSE Maths or English, you will re-sit these qualifications as part of any course you study at college or as part of an apprenticeship. If you achieve lower than a Grade 3, you might be offered an alternative qualification called "Functional Skills Maths and English".

Local Further Education (FE) Colleges



Exeter College: Offers a whole range of subjects (e.g., Hair and Beauty, Childcare, Construction, Business Management, Performing Arts and Photography) at various levels (from Entry Level to Level 5). <https://exe-coll.ac.uk/>



Bicton College: Part of the Cornwall College group, the Bicton College site focuses on land-management type courses, including Animal Care and the Military and Protective Services. Again, it runs courses from Entry Level through to Level 5. www.bicton.ac.uk/



Exeter Maths School: A small college, focusing on Maths, Physics and Computer Science. Linked to the University of Exeter www.exetermathematicsschool.ac.uk/

Some of the secondary schools in Devon have a **Sixth Form** where students can stay at school and enter year 12 and then year 13. Sixth Forms typically focus on A-Level qualifications.

Apprenticeships

Apprenticeships combine practical training in a job with studying for a related qualification. The employer decides the qualification and chooses a training provider, which could be a local or national college or an industry-specific training provider. Apprenticeships are governed by "Standards". The standards set out the skills, knowledge and behaviours that apprentices must achieve during the apprenticeship.

At Post 16, you will probably be looking at Intermediate Level apprenticeships.

Traineeships are for students that do not have the relevant qualifications, experience or skills to start an apprenticeship but are interested in progressing on to one in the future. They involve a programme of up to six months of study, including a work placement, qualifications in Maths and English and support with finding a job or apprenticeship once the course is completed. Traineeships are unpaid. www.gov.uk/find-traineeship

In addition to Exeter College and Bicton College, there are local specialist training providers, who work with employers to deliver apprenticeships. If you are looking for an apprenticeship, it can help to talk to one of these providers as well as the colleges:



PGL Training offer a wide range of courses; from Hairdressing to Bricklaying, to Warehousing and Business Administration. Pick up a prospectus from the Careers Library or see www.pgltraining.com.

Many employers will not use local training providers for Apprenticeships. Some, such as Hays Travel, have an in-house scheme that they run themselves. Others, such as some accountancy firms, will also use national bodies such as Kaplan.

GOV.UK
Find an apprenticeship

Your location

Exeter (Devon)

[Use current location](#)

Within

20 miles

Apprenticeship level

Intermediate

Search results

We've found **76** apprenticeships in your selected area.

[Receive alerts for this search](#)

WHERE TO GO FOR MORE HELP...

Your 1:1 appointment with a qualified Careers Advisor

All students will receive an invitation to a 1:1 meeting with our qualified Careers Advisor, Maria. This meeting will take place at the end of Year 10 or the very start of Year 10. You should come to this meeting prepared to talk about your ideas, likes, dislikes. The Advisor will then be able to help you to focus your thinking.

Use your network

Your friends and family, tutors and teachers, people who know you well: tap into your network and ask them questions. What route did they take? What did they like / dislike? What do they think you would prefer? At the end of the day, it is your decision that you need to take, but it can be helpful to learn from other peoples' experiences.

Go online

Be sure to look at the website of local colleges and sixth forms, here you will find the most up to date selection of courses. The Career Pilot website is so easy to use. It has loads of useful information about all aspects of choosing your next steps. It is worth having a look, even if you are already certain about your choices. Another good one is BBC Bitesize, which has useful videos and information: www.bbc.co.uk/bitesize/articles/z6ws47h



Artist Research Guide AO1

Who is your chosen Artist?

Provide a brief biography...

What is their best-known work? Do they belong to a particular 'genre' or 'movement' of Art or Photography - i.e. Surrealism, Pop Art or Expressionism etc?

Sentence starters:

Andy Warhol was considered to be...

Frida Kahlo is thought to be...

The artwork, photograph, design

What is the title of the artwork you are looking at?

Why do you think the artist has chosen that title? What clues does it give you about the work?

The piece of work is titled...from the title I think the artist was...

The title of the work suggest...

What I first noticed about this piece of work...

Warhol's work is considered to be the pinnacle of Pop Art due to...

Analysis of artworks or photographs

Form - what has been printed, painted or sculptured? (Portrait, buildings? etc.) Please describe in detail.

Can you see any experimentation with the colour/composition/texture or materials?

I can see...

In the photograph...

The light that has been used...

Process - How has it been made? What materials, techniques or equipment have been used?

What size or scale is it?

I think the artist has used...

The artist has created the work using...

By using reds and orange the artist has created a...

The expressive brush strokes suggest...

I think it would have been interesting if the artist had used...

Context - what is the key themes in the artwork? What do you think the artist's intentions were? What does it remind you of? Is the mood of the work aggressive/tense/angry/happy/laid back/imposing/theatrical etc.?

Can you make links to other cultural references? Film? Theatre? Literature?

I think the main theme or idea behind this piece is...

I can see how this work links to... I think this because...

The artwork reminds me of...

I think the possible meaning behind the work is...

The mood of the artwork...

I think that the piece of work was created in response to...I think this because...

You're opinions...

What appeals to you about the image or artwork and the artist? How does it make you feel? What has it inspired you to do? What materials or techniques would you like to apply to your own art?

I think that the artist was trying to say...

My eyes are drawn to... I believe the artist has achieved this by...

If I were inside this artwork I would be feeling/thinking...

I like the idea of using this technique to make...

I would like to take the idea one step further and include...

I am going to use this artwork to inspire my own ideas and artwork by...

I'm very interested in trying out this technique and experimenting with...

Year 10 Combined Science Cycle Three		
Sparx Science Homework	Week 1	Week 2
<p>All Science homework is set on Sparx Science (https://sparxscience.com/). The tasks go live every Friday morning at 8am and are expected to be completed by 8am the following Friday morning.</p> <p>Students have science slots in their homework timetable (twice per week, 15 minutes each). This is the suggested time to complete this work to help them with their time management. However they may complete the work at any other time during the week if they wish to.</p> <p>Sparx Science will set students different questions depending on their previous achievements, and the topics they need to learn. Therefore each student will have slightly different tasks to complete. We would like students to complete 100% of their tasks. However, if they are regularly taking longer than the timetable time to complete this work then they can talk to their Science teacher for support.</p> <p>Support is available from students' science teachers and through a support session every Wednesday after school in the Science corridor. Students can also attend homework club every day in the library if they need some help.</p> <p>Sparx Science is currently being trialled by St James so if you experience any issues with the platform, or have any feedback, please contact Rob Morse (robmorse@stjameseterc.co.uk).</p>	<ol style="list-style-type: none"> 1. Stopping distance is total distance travelled during a drivers reaction time and the braking distance. 2. Stopping distance = thinking distance + braking distance 3. Thinking distance is affected by alcohol, drugs, tiredness and distractions such as phones. 4. Braking distance is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres. 	<ol style="list-style-type: none"> 1. Particles called protons and neutrons are found in the nucleus. Particles called electrons orbit the nucleus 2. An atom's mass number (or nucleon) number is the number of protons and neutrons it has 3. An atom's atomic number is the number of protons it has 4. Isotopes of different elements have different number of neutrons. Isotopes have the same atomic number but different atomic numbers 5. When atoms are energised, electrons can jump to higher orbits. Energy is emitted as visible light when the electron returns to its original orbit. 6. Atoms that absorb sufficient radiation can lose electrons and become ionized.
	Week 3	Week 4
	<ol style="list-style-type: none"> 1. Unstable nuclei can emit ionizing radiation in the form of particles and/or energy to become stable. 2. Alpha radiation is 2 protons and 2 neutrons. It has a charge of +2 and a relative mass of 4 3. Beta radiation is a high energy electron. It has a charge of -1 and a relative mass of 1/1835 4. A positron is a high energy particle. It has a charge of +1 and a relative mass of 1/1835 5. Gamma radiation is an EM wave. It has a charge of 0 and a mass of 0. 	<ol style="list-style-type: none"> 1. Nuclear decay is a random process and cannot be predicted 2. Radiation levels can be measured in counts per minute using a Geiger-Muller (GM) tube 3. The activity (measured in Bq) of a radioactive source decreases over time and can be shown with a half-life graph. 5. The half-life of a radioisotope is constant. 6. The half-life of radioisotopes can be used in carbon dating to determine the age of substances. 7. Ionizing radiation can cause mutations in DNA which may lead to cancer. Gene mutations may be passed on in gametes. 8. Ionizing radiation is used in smoke alarms (α), thickness monitoring (β) and as radioactive tracers (γ) in medical procedures.

Week 5	Week 6	Week 7
<p>1. Energy can be stored in different forms: Gravitational potential; Kinetic; Elastic potential; Chemical; Nuclear; Magnetic.</p> <p>2. Energy can be transferred between these stores by: Heating (thermal); Waves; Electrical Current.</p> <p>3. The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system.</p> <p>4. Useful energy is energy in the form needed, in the place it is needed.</p> <p>5. Wasted energy is energy in an unwanted form or in an unwanted place. It often dissipates (spreads out) to the surrounding by heating.</p> <p>6. The efficiency of a system can be calculated as:</p> $\text{Efficiency} = \frac{\text{Useful energy transferred}}{\text{Total energy transferred}}$ <p>7. Unwanted energy transfers by heating can be prevented with insulation or lubrication</p> <p>8. prevented with insulation or lubrication</p>	<p>1. Gravitational potential energy; $\Delta GPE (J) = m (kg) \times g (N/kg) \times \Delta h (m)$</p> <p>2. Kinetic energy; $KE (J) = 0.5 \times m (kg) \times v^2 (m/s)$</p> <p>3. Electricity is generated using non-renewable fuels including fossil fuels (coal, oil and natural gas) and nuclear fuels (uranium).</p> <p>4. Burning fossil fuels produces greenhouse gases including carbon dioxide (CO₂) that contribute to climate change.</p> <p>5. Nuclear power stations produce no CO₂, but do produce dangerous radioactive waste.</p> <p>6. Most renewable resources do not emit carbon dioxide as no fuel is burned.</p> <p>7. Renewable resources: Solar; wind; waves; geothermal; tidal; hydroelectric power.</p> <p>8. Renewable resources can be unreliable and have low power output.</p> <p>9. Biomass is a carbon neutral fuel as the carbon dioxide released is taken in as the plants grow.</p>	<p>1. To stretch, compress or bend an object, you need more than one force acting on it</p> <p>2. Elastic objects return to their original shape and length after the force has been removed</p> <p>3. Inelastic objects do not return to their original length and shape after the force has been removed</p> <p>4. The elastic limit is the point where an object stops distorting elastically and begins to distort inelastically. Beyond the elastic limit, the object will not return to its original shape or length.</p> <p>5. Work is done when a force stretches or compresses an object and causes energy to be transferred to the elastic potential energy store</p> <p>6. Elastic potential energy = 0.5 x spring constant x extension²</p>
Week 8	Week 9	Week 10
<p>1. The extension of a stretched spring (or other elastic object) is directly proportional to the force applied.</p> <p>2. This means there is a linear relationship between force and extension</p> <p>3. Force = spring constant x extension ($F=k \times x$)</p> <p>4. A stiffer spring has a greater spring constant</p> <div data-bbox="1021 1870 1316 2094" style="text-align: center;"> </div>	<p>Investigating the link between force and extension</p> <ol style="list-style-type: none"> 1. Measure the length of the spring 2. Add masses to the spring 3. Record the new length of the spring 4. Calculate the extension of the spring (final length – initial length) 5. Repeat with more masses 6. Plot a force-extension graph using your results 7. You can find the work done by a particular force by calculating the area under the linear section of the graph 	<ol style="list-style-type: none"> 1. A force is a push or a pull on an object that is caused by it interacting with something 2. With contact forces, the objects need to be touching for the force to act e.g. friction, normal contact force 3. Non-contact forces act between objects that are not touching e.g. gravity, magnetic, electrostatic 4. When a force moves an object through a distance, work is done on the object and energy is transferred 5. Work done (J) = force (N) x distance (m) 6. J = Nm (Newton metre) 7. Power is the rate of energy transfer (how much work is done per second) 8. Power (W) = work done (J) / time taken (s)

Year 10 Computer Science Cycle Three - Networking and Network security

Week 1

- Protocol** - A set of rules that allows two devices to communicate.
- TCP / IP**
- » The Transmission Control Protocol (TCP) provides error-free transmission between two routers
 - » The Internet Protocol (IP) routes packets across a wide area network (WAN)
 - » Together, they make up the TCP/IP protocol stack the foundation of communication over the internet

Week 2

- HTTP(S)**
- » The Hypertext Transfer Protocol (HTTP) is a way for a client and server to send and receive requests and to deliver HTML web pages. It is the fundamental protocol of the World Wide Web (WWW)
 - » The Hypertext Transfer Protocol Secure (HTTPS) is effectively the same as HTTP, except it adds in encryption and authentication. HTTPS should be used whenever a website handles sensitive information like passwords or bank details
- FTP**
- » The File Transmission Protocol (FTP) is a protocol used for sending files between computers, typically via a wide area network (WAN)
 - » People often use FTP clients, software applications that sit on top of the actual FTP protocol
 - » Users interact with the program to generate and send the appropriate FTP commands

Week 3

- SMTP / IMAP / POP3**
- » Three popular protocols are used in conjunction with mail servers to deal with email
 - » Mail servers act like a virtual post office for all incoming and outgoing email
 - » Simple Mail Transfer Protocol (SMTP) transfers outgoing emails between servers or from an email client to a server
 - » Post Office Protocol (POP) transfers emails from the mail server to your device, removing them from the server in the process
 - » Internet Message Access Protocol (IMAP) keeps emails on the mail server, ensuring synchronicity between devices

Week 4

- Layering** - The concept of layering is to divide the complex task of networking into smaller, simpler tasks that work in tandem with each other
- The hardware and/or software for each layer has a defined responsibility, and each layer provides a service to the layer above it
- Advantages of working in layers means...**
- » Reduces the complexity of the problem into manageable sub-problems
 - » Devices can be manufactured to operate at a particular layer
 - » Products from different vendors will work together

Week 5

- Standards** - In computer science terms, standards are a set of hardware and software specifications. These specifications make it possible for manufacturers and developers to create products and services that can communicate and interact with one another. Standards exist in many areas of computer science - for example:
- » ASCII/Unicode: Character sets
 - » IEEE: Computer cables
 - » HTML: Web content

Week 6

- Social engineering - People as a weak point**
- Many system vulnerabilities are caused by people being careless:**
- » Not installing operating system updates
 - » Not keeping anti-malware up to date
 - » Not locking doors to computer rooms
 - » Not logging off or locking computers
 - » Leaving printouts on desks
 - » Writing passwords down on sticky notes
 - » Sharing passwords
 - » Losing memory sticks and mobile devices
 - » Not applying wireless network security
 - » Not encrypting data

Year 10 Computer Science Cycle Three - Networking and Network security

Week 7

Malware - Software designed to disrupt, damage or gain unauthorised access to a computer system. It usually works by exploiting vulnerabilities in operating system software. The term malware covers: Viruses, Trojans, Worms, Ransomware, Spyware and Adware.

What makes it a threat to a network?

- » Deleting, corrupting or encrypting files
- » Causing computers to crash, reboot or slow down
- » Reducing internet connection speeds
- » Logging keyboard inputs and sending them to hackers

What can be done to prevent the vulnerability?

- » Strong security software: Firewall, Spam filter, Antivirus and Anti-spyware
- » Enabling OS and security software updates
- » Staff training around email attachments and downloads
- » Regular data backups

Week 8

Data interception and theft - Monitoring data streams to and from a target to gather sensitive information. Attackers may use a technique known as network sniffing - monitoring traffic on a network to pick out:

- » Unencrypted passwords
- » Configuration information

What makes it a threat to a network?

- » Compromising usernames and passwords to gain unauthorised access to a system
- » Theft and/or disclosure of corporate data

What can be done to prevent the vulnerability?

- » Encryption
- » Virtual networks
- » Staff training around passwords, locking computers, logging off and portable media
- » Investigating network vulnerabilities

Week 9

Phishing - Sending emails purporting to be from reputable companies to trick individuals into revealing personal information (e.g., passwords, credit/debit card numbers).

What makes it a threat to a network?

Obtaining an individual's financial details to:

- » Withdraw money.
- » Make fraudulent purchases.
- » Open new bank or credit card accounts.
- » Cash illegitimate cheques
- » Gaining access to high-value corporate data

What can be done to prevent the vulnerability?

- » Strong security software
- » Staff training around:
- » Spotting fake emails and websites
- » Not disclosing personal or corporate information
- » Disabling browser pop-ups

Week 10

Denial of service attack (DOS) - Flooding a server with useless traffic, causing it to become overloaded and unavailable. Many DoS attacks exploit limitations in the TCP/IP stack

What makes it a threat to a network?

- » Loss of access for customers
- » Lost revenue
- » Reduced productivity
- » Reputational damage

What can be done to prevent the vulnerability?

- » Strong firewall
- » Packet filters
- » Web server configuration
- » Auditing, logging and monitoring systems

Week 11

Brute force attack - Trial-and-error method of attempting to crack passwords and PIN numbers using automated software to generate a continuous stream of guesses (e.g., trying every word in the dictionary)

What makes it a threat to a network?

- » Generating repeated password attempts to gaining unauthorised access to a system
- » Theft and/or disclosure of corporate data

What can be done to prevent the vulnerability?

- » Network lockout policy - accounts lock after a certain number of failed login attempts
- » Progressive delays
- » Staff training around effective passwords with symbols, letters, numbers and mixed case
- » Challenge response - e.g., reCAPTCHA

Week 12

SQL injection - Technique used to view or change data in a database by inserting additional code into a text input box, creating a different search string (e.g., "Smith" OR "" = "")

What makes it a threat to a network?

- » Outputting the contents of a database to reveal private data
- » Amending or deleting data
- » Adding new rogue records

What can be done to prevent the vulnerability?

- » Input box validation
- » Parameter queries
- » Setting database permissions
- » Penetration testing

Year 10 Engineering Design and Technology Cycle Three - Unit R038 Principles of Engineering Design

Week 1	Week 2	Week 3	Week 4	Week 5
<p>ACCESS FM</p> <p>An acronym used to categorise the criteria included in a design specification. Each letter represents a key area used to analyse a product or write a design specification.</p> <p>A - Aesthetics C - Cost C - Customer E - Environment S - Safety S - Size F - Function M - Materials</p>	<p>A - AESTHETICS</p> <p>When designing products aesthetics most often refers to shape, form, colour, texture, symmetry and proportion.</p> <p>Some products have become iconic due to their aesthetics i.e. Apple products have previously been thought of as aesthetically pleasing. It is important that aesthetics is held in balance with function. i.e. a product should not look good instead of working well. Good products do both.</p>	<p>C - COST</p> <p>A products Costs or budget is defined as the amount of money available to spend to bring a product to market. These would include Research, Staffing, Modelling, testing, manufacturing and any other outgoing.</p> <p>Target Cost - How much a company wants to sell a product for when it is put on sale.</p> <p>Break Even Point - The point where enough products have been sold to cover the development costs.</p>	<p>C - CUSTOMER</p> <p>The intended user and/or buyer of a product. A detailed understanding of who they are will help the designer to guarantee a successful product design.</p> <p>Key criteria include:</p> <ul style="list-style-type: none"> » Age range » Gender (if relevant) » Lifestyle information (hobbies, habits, income) » Geography (where customers live/visit) » Buying habits (How much? brand loyalty?) 	<p>E - ENVIRONMENT</p> <p>Where will the product be used?</p> <p>Climate? Inside/Outside? Hot/Cold? Wet/Dry?</p> <p>Considering sustainability and long term effects on the environment e.g.</p> <p>Using non toxic /recycled / recyclable materials.</p> <p>Decreasing waste through reliability of products/ease of maintenance/ reducing unnecessary packaging / materials.</p> <p>Reducing energy / emissions. Increasing efficiency.</p>
<p>Week 6</p> <p>S - SAFETY</p> <p>Is the product safe for the intended customer to use?</p> <p>Products should meet relevant safety standards and regulations.</p> <p>Safety features are often selling points in products e.g. Cars.</p> <p>Some users of products are protected by legislation (law) so all products have to meet standards of safety before going on sale i.e. children and toys. Relevant standards should be researched.</p>	<p>S - SIZE (PART 1)</p> <p>A product might have a specific size related performance success criteria included in the specification i.e. must fit on to a Mountain bike handle bar, must be able to go through an internal door when fully assembled or must be able to fit in the users pocket as in a mobile phone.</p> <p>Size in this context can be any geometric dimension (height, length, depth) or weight.</p> <p>These are often called functional limitations and set a maximum and minimum value needed for success.</p>	<p>S - SIZE (PART 2)</p> <p>Tolerance</p> <p>Variation allowed in a dimension. If the dimension is within tolerance it is accurate enough to ensure it can be assembled and function. Ergonomics</p> <p>The study of how people interact with products and their environment. (key points are comfort and usability)</p> <p>Anthropometrics</p> <p>The study of measurements of the human body. Used in ergonomic design to achieve fits for the largest possible target group.</p>	<p>Week 9</p> <p>F - FUNCTION</p> <p>What a product does.</p> <p>Performance is how well a product functions?</p> <p>Performance criteria include:</p> <ul style="list-style-type: none"> » Weight » Strength » Resistance to Corrosion » Water Resistance » Operating Temperature » Reliability » Durability » Flammability <p>Products can have good functionality but poor performance.</p>	<p>Week 10</p> <p>M - MATERIALS</p> <p>Materials must match there intended purpose. This could include...</p> <ul style="list-style-type: none"> » Aesthetics i.e. surface finish, texture, colour. » Working properties i.e. conductivity, hardness, durability, ductility, tensile strength » Cost i.e. how valuable it is, scarcity-can you get it? » Ease of manufacture i.e. can you mould it?, cast it? Bend it? Cut it? » Environmental impact i.e. what impact does it have on the environment?

Year 10 English Cycle Three - English Literature Revision

Week 1	Week 1	Week 2	Week 2	Week 3
<p>R&j: FATE</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Shakespeare creates a definitive distinction between the older characters and the younger characters. The young are impulsive and passionate. The Elizabethans, similar to attitudes today believed the young were too often led by their emotions and passions and needed controlling. The tragic catharsis central to plot explains the longevity and timeless popularity. <p>Quotations</p> <p>Me thinks I see thee, now thou art below/As one dead in the bottom of a tomb:3.5</p> <p>"fortune, fortune: all men call thee fickle:"(3.5.3)</p> <p>"my mind misgives / Some consequence yet hanging in the stars" 1.4</p> <p>"If he be married, / My Grave is like to be my Wedding Bed" (1.1.5)</p> <p>Extension:</p> <p>How far does Shakespeare present R&j as in control of their own lives?</p>	<p>R&j: IMPULSIVE YOUTH + UNTRUSTWORTHY INFLUENCES</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Shakespeare explores the relationships between the lovers and the adults 'responsible' for their education. Friar's proverb goes unheeded and Juliet wills her nurse to move and speak faster: Exploiting the deep suspicion of Catholic Priests and their perceived meddling behaviour, the Friar is hypocritical and the nurse represents the uneducated and ignorant. <p>Quotations</p> <p>"When, and where, and how/We met, we wooed and made exchange of vow/I'll tell thee as we pass..." (2.3)</p> <p>Wisely and slowly, they stumble that run fast. (2.3)</p> <p>"by the which your love /Must climb a bird's nest soon when it is dark"</p> <p>"shall bear the burden soon at night"</p> <p>"O honey nurse, what news?Hast thou met with him? Send thy man away." (2.5)</p> <p>Extension:</p> <p>How far does Shakespeare present the Friar as a good role model?</p>	<p>AIC: ALLEGORY</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> The Inspector is an absolute moral authority & source of revelation; his righteous, moral tone transforms him into a prophet-like figure. Heavily influenced by his Catholic background, Priestley exploits the medieval morality play form which sought to instruct the audience about virtue and evil. The Inspector acts as a prophet-type figure who asks each character in turn to confront their sins and repent, even when the mysterious Inspector has left. There are many sins exemplified in the microcosm of society that is the Birling family home: <ul style="list-style-type: none"> Gluttony (port/ alcohol/heavy looking) Greed (Birling)Wrath and Envy; (jealous of Eva's looks/ a state where a chap easily turns nasty)Lust: Gerald/Eric Pride: Mrs Birling <p>Quotations</p> <p>Eva - reference to Eve from the Hebrew Eve "to live/source of living" which creates a paradox as she dies of suicide.</p> <p>Used as a symbol of all those living Prototypical fallen woman- corrupted by her sexuality.</p> <p>Why-you fool- he knows... You'll see. (omniscient)</p> <p>Once the Inspector arrives lighting becomes brighter and harder</p> <p>"The time will come when if men will not learn that lesson, they will be taught it in fire and blood and anguish:" (reference to eternal damnation)</p> <p>Extension:</p> <p>How does Priestly present the character of the Inspector?</p>	<p>AIC: PUBLIC VS PRIVATE SPHERES: KEEPING UP APPEARANCES AND MAINTAINING STATUS QUO</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Priestley reveals the hypocrisy of the upper echelons of society through the behaviour of all the so called 'respectable' members of the family. They are obsessed with keeping up the appearance of high class and sophistication yet behave with selfishness and lack of humanity. In Edwardian Britain, reputation was highly regarded. Society (and particularly the supporters of capitalism) believed that if you had a decent reputation your private lives were your own business. The upper classes, in order to maintain their social status, power and influence would try to avoid scandal. This didn't mean behaving in a morally kind and generous way just that any poor behaviour should be shrouded in secrecy and deception and kept away from the family home. <p>Quotations</p> <p>After all, y' know, we're respectable citizens and not criminals</p> <p>Look, Inspector - I'd give thousands -- yes, thousands --</p> <p>The press might easily take it up"</p> <p>There's a very good chance of a knighthood- so long as we behave ourselves; don't start a scandal, eh? (laughs complacently)</p> <p>Gerald: you seem to be a nice well behaved family-</p> <p>No hushing up eh? Public confession of responsibility-um?</p> <p>Extension:</p> <p>How does Priestley present ideas about lies and deception?</p>	<p>ACC: CHILDHOOD</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Dickens vividly explores the concept of childhood; juxtaposing the desperate and even dangerous nature of the abandoned children against the pious, determinedly Christian, pure and sentimentalised Tiny Tim and his caring siblings. Little Fan is presented as warm, exuberant and caring and these characteristics were passed down to her son, Fred. Belle's family are described as noisy boisterous, chaotic but affectionate and loving. Prior to the 19th Century, many believed children were born sinful (as a result of 'The Fall') and needed souls saved through strict instruction, (including physical punishment) However Rousse (1762) argued that children were born innocent and corrupted by society. <p>Quotations:</p> <p>He told me, coming home, that he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see;" (religious imagery)</p> <p>"A solitary child, neglected by his friends, is left there still". Scrooge said he knew it. And he sobbed;" emotive image- verb choice</p> <p>"I have come to bring you home, dear brother!" said the child, clapping her tiny hands, and bending down to laugh, (semantic field of joy)</p> <p>it brought two children, wretched, abject, frightful, hideous, miserable;" (asyndetic list negative adjectives)</p> <p>Extension:</p> <p>How does Dickens present ideas about childhood?</p>

Year 10 English Cycle Three - English Literature Revision

Week 3	Week 4	Week 4	Week 4	Week 5
<p>AIC: PUBLIC VS PRIVATE SPHERES: KEEPING UP APPEARANCES AND MAINTAINING STATUS QUO</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Priestley reveals the hypocrisy of the upper echelons of society through the behaviour of all the so called 'respectable' members of the family. They are obsessed with keeping up the appearance of high class and sophistication yet behave with selfishness and lack of humanity. In Edwardian Britain, reputation was highly regarded. Society (and particularly the supporters of capitalism) believed that if you had a decent reputation your private lives were your own business. The upper classes, in order to maintain their social status, power and influence would try to avoid scandal. This didn't mean behaving in a morally kind and generous way just that any poor behaviour should be shrouded in secrecy and deception and kept away from the family home. <p>Quotations:</p> <p>After all, I know, we're respectable citizens and not criminals</p> <p>Look Inspector - I'd give thousands - yes, thousands."</p> <p>The press might easily take it up"</p> <p>There's a very good chance of a knighthood - so long as we behave ourselves, don't start a scandal, eh? (laughs complacently)</p> <p>Gerald: you seem to be a nice well behaved family-</p> <p>No hushing up eh? Public confession of responsibility-um?</p> <p>Extension:</p> <p>How does Priestley present ideas about lies and deception?</p>	<p>R&J: MALE FRIENDSHIP</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Greek form of love 'Philia' which is the love you have for your friends/brother in conflict was considered the most pure and strongest love. Shakespeare shows how Romeo's friends are increasingly shut out of his life when he falls in love with Juliet with disastrous consequences Providing a panoramic view of Elizabethan street-violence, Shakespeare arguably shows the damaging impact of honour-based friendships <p>Quotations:</p> <p>No, coz, I rather weep . . .</p> <p>At thy good heart's oppression. (1.1)</p> <p>"If love be rough with you, be rough with love; Prick love for pricking, and you beat love down." (1.4)</p> <p>"Romeo! Humours, madman, passion, lover!"</p> <p>"Now thou art sociable: Now thou art Romeo" (2.4)</p> <p>"O calm, dishonourable, vile submission!</p> <p>A plague on both thy houses</p> <p>Extension:</p> <p>How does Shakespeare present ideas about friendship?</p>	<p>POETRY ANTHOLOGY:</p> <p>London</p> <p>Blake directly attacks corrupted economic, political and religious power. Blake calls to the exploited to rise up against those that maintain power. Blake is saddened by the suffering of the vulnerable and asks people to recognise this suffering.</p> <p>Kamikaze:</p> <p>Garland deliberately juxtaposes the power of nature with the power of the state. This undermines state power as it seems insignificant in comparison. Garland muses on the experience of those who reject conflict and its values and the suffering this causes them.</p> <p>Poppies:</p> <p>Weir explores the impact of war on those who are left behind in the domestic environment.</p> <p>Weir dramatizes the parental conflict between wanting to hold on to, and protect, one's children and the need to let them go and live their own lives.</p> <p>The Prelude:</p> <p>Wordsworth presents nature as sublime, awe-inspiring and more powerful than man.</p> <p>Wordsworth uses a journey to represent a transition from childhood to adulthood A journey which represents the traumatic event of his parents dying. B) A journey which represents the loss of innocence due to a romantic relationship.</p>	<p>AIC: SOCIAL CLASS AND POWER</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Eva symbolises the downtrodden working classes who have little power over their lives. Eva's lack of a voice symbolises the suppression of women and the working classes Gerald is used by Priestley to critique the indifference and arrogance of the aristocracy; his characterisation could also reflect Priestley's resentment for the officer-class in WW1 that he came to hate for their exploitation of the working-classes on the front. In Marxist terms, it could be said that Eva's disruptive effect on the bourgeois Birling family is symbolic of how the working classes are the only social force with the power to challenge the rule of the capitalist class. <p>Quotations:</p> <p>Birling (confidentially) I have an idea that your mother-Lady Croft... feels you might have done better for yourself socially...don't blame her...landed people</p> <p>Girls of that class as if a girl of that sort would ever refuse money"</p> <p>Mother - you mustn't try and build up a kind of wall between us and that girl'</p> <p>Mrs B: (reproachfully) Arthur, you are not suppose to say such things-</p> <p>Her husbands social superior</p> <p>Extension:</p> <p>How does Priestley present ideas about Social Class?</p>	<p>UNSEEN POETRY</p> <p>End-stopped line: use of full stop, colon, semi-colon at end of line.</p> <p>Enjambment: no punctuation at end of lines / lines run-over:</p> <p>Caesura: sudden full stop or semi-colon in middle of line.</p> <p>Rhyming couplet: 2 lines together that rhyme.</p> <p>Rhyme scheme: set pattern of rhyme e.g. AABB, ABAB.</p> <p>Exclamatory sentence (!): show strong emotion/ surprise</p> <p>Interrogative sentence (?): show questioning/ despair/wonder</p> <p>Imperative sentence (bossy verb): gives an order/ command</p> <p>Repetition: Including the same significant word or phrase across a text</p>
<div data-bbox="901 152 1165 504" style="border: 1px solid black; padding: 5px;"> <p>Each time we read a poem, we will follow the six steps to Unseen Poetry Success</p> <ol style="list-style-type: none"> Highlight the focus of the question. What are you actually being asked to write about? Read the poem, working out the meanings and ideas explored. In depth analysis of the title In depth analysis of three quotations (language) Analyse structural features. Explore the poet's choice of form and how it creates/supports the poet's meaning </div>				

Year 10 English Cycle Three - English Literature Revision

Week 6	Week 7	Week 8	Week 9	Week 10
<p>TOPIC - CHOOSE SOMETHING ENGAGING THAT YOU FEEL STRONGLY ABOUT AND KNOW OTHERS WILL TOO.</p> <p>Research - once you have chosen your topic, you need to complete some research. What information and interesting facts can you find out to help convince and engage your audience</p> <p>Who is your audience - consider your audience and the purpose of your speech. Plan your speech with them in mind.</p> <p>Make it personal - include short (possibly humorous) personal stories which illustrate the main point that you are making.</p> <p>Plan - make sure your speech has a few key ideas to explore. Too few then you'll run out of steam; too many and your audience could get confused.</p> <p>Develop - each key idea should be developed with an example or explanation which supports your main ideas.</p> <p>Prepare for questions - try to anticipate what questions your audience might have for you and how you might respond.</p>	<p>PLANNING AN EFFECTIVE SPEECH</p> <p>Topic - choose something engaging that you feel strongly about and know others will too.</p> <p>Research - once you have chosen your topic, you need to complete some research. What information and interesting facts can you find out to help convince and engage your audience</p> <p>Who is your audience - consider your audience and the purpose of your speech. Plan your speech with them in mind.</p> <p>Make it personal - include short (possibly humorous) personal stories which illustrate the main point that you are making.</p> <p>Plan - make sure your speech has a few key ideas to explore. Too few then you'll run out of steam; too many and your audience could get confused.</p> <p>Develop - each key idea should be developed with an example or explanation which supports your main ideas.</p> <p>Prepare for questions - try to anticipate what questions your audience might have for you and how you might respond.</p>	<p>WRITING AN EFFECTIVE SPEECH</p> <p>Powerful opener: We live in a world where...; where...; where...</p> <p>Short sentences for impact - summarise your fundamental ideas into short, powerful soundbites. These will mean your audience remembers. E.g. Brexit means Brexit.</p> <p>Collective pronouns - if you include yourself in with the audience using 'us' and 'we' then they will feel part of a powerful team.</p> <p>Facts/statistics - find evidence to support your ideas, these help to add a sense of logic and reason.</p> <p>Repetition - Key ideas, words or phrases; for maximum memorability, make sure you emphasise your points</p> <p>Rhetorical questions - Engage your audience's brains from the start. If you ask a question, people can't help but start to think about your ideas.</p> <p>Cyclical Structure</p>	<p>BEING AN EFFECTIVE SPEAKER</p> <p>Make eye contact - Using eye contact makes sure your audience feel engaged and involves them in your presentation.</p> <p>Don't read from notes - If you're concentrating on your notes or trying to read a long speech then you aren't involving your audience.</p> <p>Stand up straight - Use your posture to project confidence and authority</p> <p>Look smart - first impressions are important, if you look untidy then your audience will be less likely to be influenced by your ideas.</p> <p>Use tone - vary the pitch and tone of your voice. A monotonous tone won't engage your audience.</p> <p>Pace yourself - speak too slowly and you will lose the impact of your speech; speak too fast and your audience won't be able to hear what you say or follow your ideas.</p> <p>Take time to answer questions - don't rush your answers. Think about what they have asked and how you are going to respond. Don't be afraid to say that's a good question, let me think or can you rephrase that.</p>	<p>Animal rights. Presentation of gender in a literature text/advertising.</p> <p>Dangers of social media. Overreliance on technology.</p> <p>Lower the voting age to 16. An experience that has changed you or taught you something.</p> <p>A hobby or special interest that means something to you. Stereotyping young people.</p> <p>Healthy television. Obsession with celebrity.</p> <p>DISTINCTION Expresses sophisticated ideas using a sophisticated repertoire of vocabulary Structures presentation using an effective range of strategies to engage the audience Litters to question/feedback, responds pertinently and if appropriate addresses with further ideas and information</p> <p>MERIT Uses Standard English Expresses challenging ideas using a range of vocabulary Structures presentation clearly and appropriately to meet the needs of the audience Litters to question/feedback responding formally and in some detail</p> <p>CREATE A 2-5 MINUTE PRESENTATION SUITABLE FOR A FORMAL AUDIENCE AND ANSWER QUESTIONS</p>

Year 10 French Cycle Three - Key Verbs

faire = to do
je fais = I do
on fait = we do
j'ai fait = I did
on a fait = we did
je faisais = I used to do
je vais faire = I'm going to do
je ferai = I will do
je ferais = I would do

aimer = to like
j'aime = I like
on aime = we like
j'ai aimé = I liked
on a aimé = we liked
j'aimais = I used to like
je vais aimer = I'm going to like
j'aimerai = I will like
j'aimerais = I would like

être = to be
je suis = I am
on est = we are
j'ai été = I was
on a été = we were
j'étais = I used to be
je vais être = I am going to be
je serai = I will be
je serais = I would be

habiter = to live
j'habite = I live
on habite = we live
j'ai habité = I lived
on a habité = we lived
j'habitais = I used to live
je vais habiter = I am going to live
j'habiterai = I will live
j'habiterais = I would live

visiter = to visit
Je visite = I visit
on visite = we visit
j'ai visité = I visited
on a visité = we visited
je visitais = I used to visit
je vais visiter = I am going to visit
je visiterai = I will visit
je visiterais = I would visit

aller = to go
je vais = I go
on va = we go
je suis allé(e) = I went
on est allé(e) = we went
j'allais = I used to go
je vais aller = I am going to go
j'irai = I will go
j'irais = I would go

avoir = to have
j'ai = I have
on a = we have
j'ai eu = I had
on a eu = we had
j'avais = I used to have
je vais avoir = I am going to have
j'aurai = I will have
j'aurais = I would have

pouvoir = to be able to
je peux = I can
on peut = we can
j'ai pu = I was able to
on a pu = we were able to
je pouvais = I was able to
je vais pouvoir = I'm going to be able to
je pourrai = I will be able to
je pourrais = I could

rester = to stay
je reste = I stay
on reste = we stay
je suis resté(e) = I stayed
on est resté = we stayed
je restais = I used to stay
je vais rester = I'm going to stay
Je resterai = I will stay
je resterais = I would stay

préférer = to prefer
je préfère = I prefer
on préfère = we prefer
j'ai préféré = I preferred
on a préféré = we preferred
je préférais = I used to prefer
je vais préférer = I am going to prefer
je préférerai = I will prefer
je préférerais = I would prefer

Week 1 - Les organisations caritatives

combattre	to fight
créer	to create
donner	to give
être fondé	to be founded
à l'abri	sheltered
les sans abris	the homeless
le don	donation
le SIDA	AIDS
les médicaments	medicine
l'égalité	equality
la faim	hunger
l'exclusion	exclusion
la maladie	illness
la misère	miser / poverty
la pauvreté	poverty

Week 2 - Le travail bénévole

apporter	to bring
avoir les moyens	to be able to afford
essayer de	to try
soigner	to treat
travailler	to work
voyager	to travel
j'aimerais	I would like
je voudrais	I would like
assez	quite/enough
autour	around
démuni/e	in need
dur/e	hard
triste	sad
le monde	the world
l'eau potable	drinking water
la nourriture	food
l'exclusion	exclusion

Week 3 - Manger équilibré

garder la forme	to stay in shape
avoir la chance	to be lucky
boire	to drink
manger	to eat
contenir	to contain
j'évite	I avoid
je devrais	I should
malsain/malsaine	unhealthy
sain/saine	healthy
le cœur	heart
l'alcool	the world
l'os	bone
la faiblesse	weakness
la santé	health

Week 4 - Mon mode de vie

avoir confiance	to confide
avoir peur de	to be scared of
perdre du poids	to lose weight
se détendre	to relax
se droguer	to take drugs
devenir	to become
être à l'aise	to be comfortable
dépendant/e	addicted
accro	hooked
le poumon	lung
le sommeil	sleep
le tabac	smoking/tobacco
la drogue	drug
l'odeur	smell

Week 5 - Revision

Revise Weeks 1 - 4
Prep for your mid-cycle assessment

Week 6 - Environnement

économiser	to save
recycler	to recycle
protéger	to protect
plus	more
les déchets	litter
le bain	bath
le centre de recyclage	recycling centre
le verre	glass
l'eau	water
la poubelle	bin
la circulation	traffic
la boîte	illness
l'usine	factory

Week 7 - Les problèmes

faire face à	to face up to
augmenter	to increase
laisser	to let
réduire	to reduce
rouler	to travel
jeter	to throw
être en train de	To be in the process of
alors	so
sec/sèche	dry
pire	worse
l'embouteillage	traffic jam
l'arbre	tree
le sac en plastique	plastic bag
le nombre	number
les papiers	litter
Le réchauffement de la planète	global warming
l'inondation	flood
la pluie	rain

Week 8 - Problèmes sociaux

combattre	to fight
construire	to build
donner	to give
dormir	to sleep
penser	to think
nul/none	rubbish
malheureusement	unfortunately
pauvre	poor
triste	sad
l'emploi	job
le logement	accommodation
le trottoir	pavement
le chômage	unemployment
la pauvreté	poverty

Week 9 - Les Inégalités

aider	to help
durer	to last
distribuer	to distribute
expliquer	to explain
permettre	to allow
d'accord	OK
fier/fière	proud
sans	without
le sac de couchage	sleeping bag
le savon	soap
le SDF	homeless person
le quartier défavorisé	deprived area
le volontaire	volunteer
la couverture	blanket

Week 10 - Revision

Revise Weeks 1 - 9
Prep for your mid-cycle assessment

Year 10 Health and Social Care Cycle Three

Week 1 and 2

HEALTH AND WELL-BEING

Physical - healthy body & diet, sleep, shelter and personal hygiene
Intellectual - Healthy brain, learn new knowledge, communicate & solve problems
Emotional - Security, express & deal with emotions, self-concept
Social - friendships and relationships

GENETIC INHERITANCE

Inherited characteristics - height, eye colour, hair colour
Inherited conditions - Some alleles (genes) can be faulty & pass on conditions
Dominant condition - One parent passes faulty allele on e.g. Huntington's
Recessive condition - Both parents pass faulty allele on e.g. Cystic fibrosis
Genetic predisposition - Some people are more likely to develop a condition due to genetic makeup
Enquiry task:

1. Choose a genetic trait that runs in your family (e.g. hair or eye colour) and research to see if the gene is recessive or not. Record your findings.
2. Research the impact that lack of sleep can have on health and well-being. Refer back to PLES.

Week 3 and 4

ILL HEALTH AND PERSONAL HYGIENE

Physical - Catching & spreading disease, poor body odour, poor oral hygiene.
Intellectual - Reduction of opportunities
Emotional - Poor self-concept, bullied
Social - Social isolation, loss of friendship.
Acute - lasts for a short period of time. Usually cured
Chronic - Comes on slowly, lasts a long time. Usually treated but not cured

DIET AND EXERCISE

Section	Nutrient	Needed for
Starches	Carbohydrates	Provides energy
Fruit & vegetables	Vitamins Fibre	Keep the body healthy Digestive system
Meat, fish, eggs, beans	Protein	Growth and repair of cells and muscles
Dairy	Calcium	Strong bones and teeth
Oils	Unsaturated fats	Reduces cholesterol. Protects organs

Physical Activity An adult should take approximately 150 minutes of moderate exercise per week, e.g. a light jog.
Benefits: Increases confidence and relieves stress. Strengthens bones and muscles. Lowers BMI and supports weight loss. Boosts memory and thinking skills.

Enquiry Task:

Research advice for good personal hygiene for teens and create a poster for your peers to promote personal hygiene.

Week 5 and 6

SUBSTANCE USE

Alcohol - Men & women should drink less than 14 units/week. 1 unit = one single spirit, 1.5 units = 1 pint, 1 small glass of wine. Can increase risk of addiction & cancers.
Smoking & Nicotine - Cigarettes contain nicotine (addictive drug), tar, carbon dioxide & soot which are all harmful. People smoke to relieve stress, peer pressure, or are unable to quit.
Drugs - Legal, Prescription misuse - when people become addicted to them, take excess, or take someone else's.
Drugs - Illegal:
 >> Stimulants - increase alertness i.e. Cocaine
 >> Depressants - calm, relax the body i.e. Cannabis
 >> Hallucinogens - cause hallucinations i.e. LSD.
Enquiry Task
 Research and create a poster for health awareness based on nicotine addiction.

Year 10 Health and Social Care Cycle Three

Week 7 and 8

Week 9 and 10

Week 11 and 12

SOCIAL INTERACTIONS AND STRESS

	Positive relationships	Negative relationships
P	Day to day care & practical assistance	Peer pressure/Poor lifestyle choices
I	Shared experiences, supported learning	Less support with learning, conversation
E	Unconditional love, security, contentment	Loneliness, insecurity, anxiety, depression,
S	Companionship, social interactions	Relationship difficulties

Wealth: Level of income, amount of personal wealth including non-essential, valuable material possessions

Adequate Income: Able to pay rent, bills and afford some luxuries.

Relative Poverty: Can only afford essentials which will limit life choices and personal development.

Absolute Poverty: Not enough money to meet basic needs even with benefits.

Enquiry Task: Research different options that can reduce stress and create a mindfulness plan.

ENVIRONMENTAL CONDITIONS AND HOUSING

Environmental: relating to or arising from a person's surroundings.

Pollution: Contamination of the environment and living organisms by harmful substances.

Impact of pollutants: Health concerns, for example: asthma, heart damage, low birth weight or premature births.

Good living conditions: Areas with less pollution that are quiet, safe, spacious and dry with a safe outdoor space.

Poor living conditions: Overcrowding, causing anxiety & depression, sleeplessness, difficulty concentrating. A lack of open space with pests, damp & mould and poor health.

City living means:

- >> Better transport links
- >> Close to services
- >> More social events
- >> Pollution problems

Rural living means:

- >> Sense of community
- >> Outdoor space
- >> Less polluted
- >> Less services
- >> Higher risk of isolation

Enquiry Task: Research two contrasting living situations and report on the findings for both, referring to PIES.

TYPES OF SUPPORT

Formal support - provided by trained professionals such as Counsellors, Doctors, trained carers

Informal support - provided by Family, friend partners

Voluntary support - Given by community groups, voluntary and faith based organisations

Sources of support - School/Doctors/AA groups/Counselling/ Family/ Friends/Support groups/Hotlines/Religious groups

Benefits of support - Emotional support/advice/Practical help

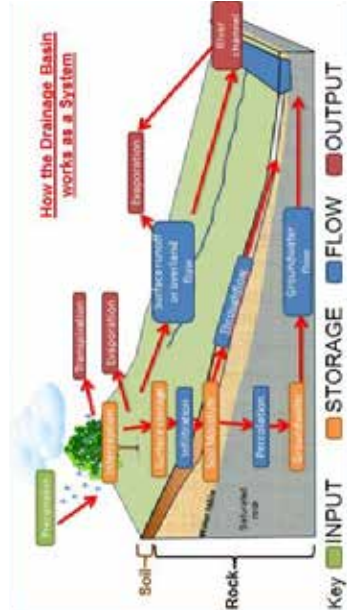
Careers: Follow the QR code for careers information

Year 10 Geography Cycle Three

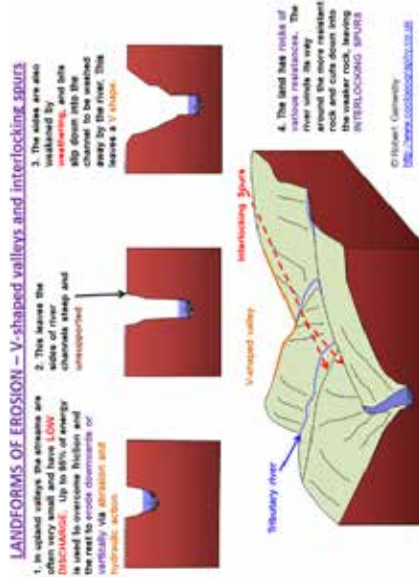
Vocabulary

- Transportation:**
- Suspension** - lighter material floats within the water.
- Traction** - larger rocks roll along the sea bed.
- Solution** - some material, such as chalk, gets dissolved into the water.
- Saltation** - smaller rocks, if they are too heavy to be suspended, hop along the sea bed.

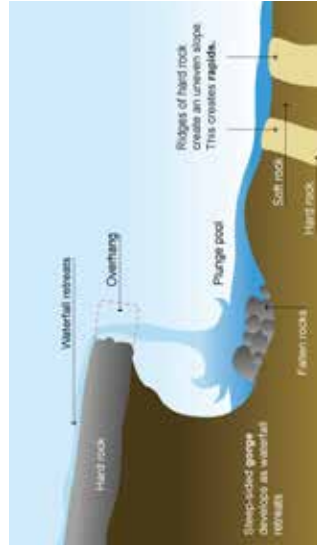
Week 1 - Hydrograph



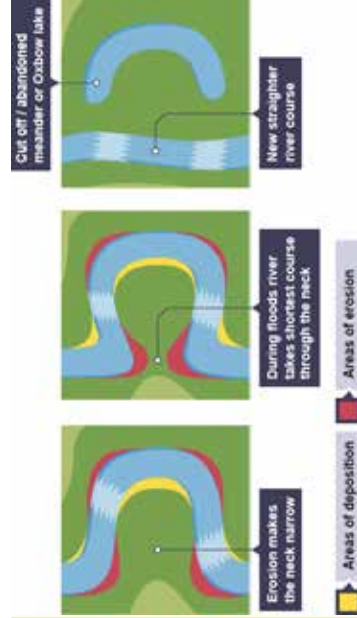
Week 2 - V Shaped Valleys



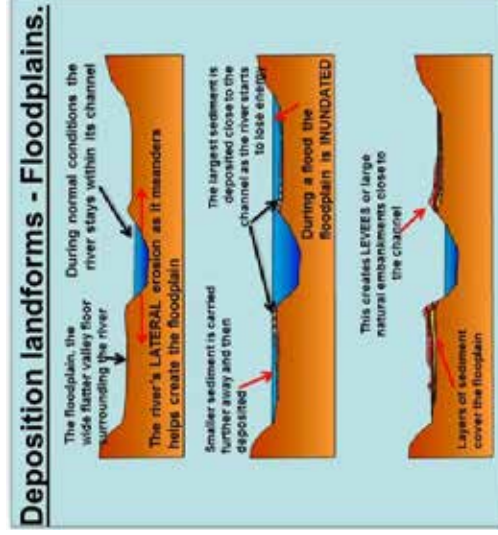
Week 3 - Waterfalls & Gorges



Week 4 - Meander & Oxbow Lakes



Week 5 - Levees

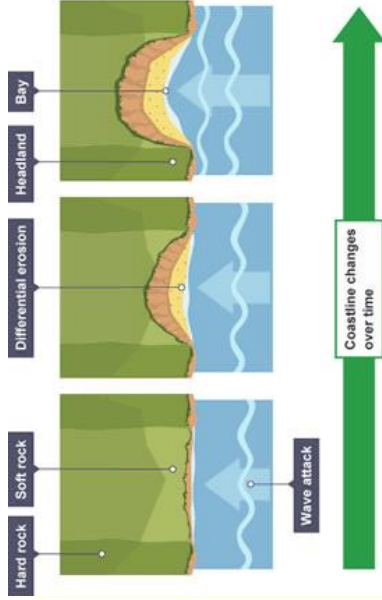


Year 10 Geography Cycle Three

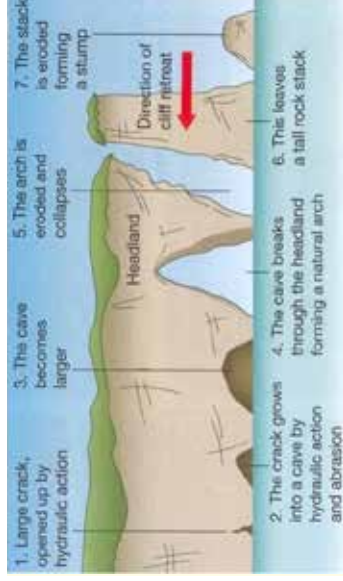
Vocabulary

- Erosion:**
Hydraulic Action - When waves crash against a cliff, they force air into cracks in the rock. The force of this trapped air causes the rock to weaken and eventually break.
Abrasion - This is where sediment being carried by the water wears away the surface, almost like sandpaper.
Solution - Chemicals in the water dissolve certain types of rock such as limestone. However, there is some debate about how much coastal erosion this causes.
Attrition - Rocks crashing into each other result in them becoming smoother and more rounded.

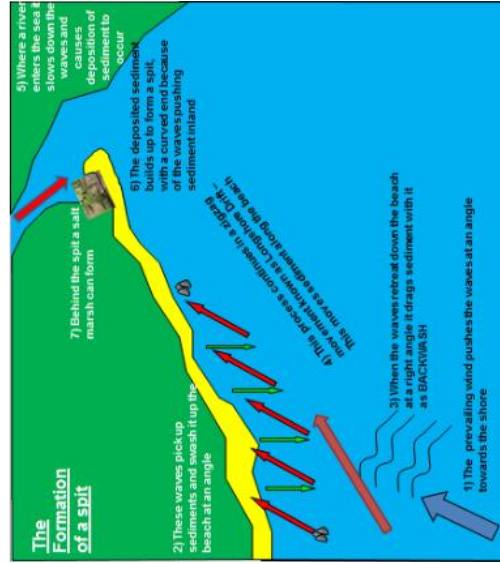
Week 6 - Headland & Bay



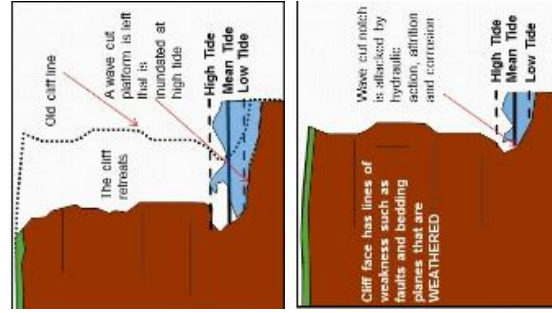
Week 7 - Cave, Arch, Stack, Stump



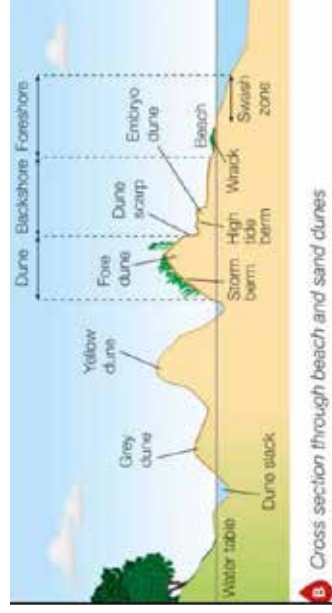
Week 8 - Spit






Week 9 - Wave-cut platform



Week 10 - Sand dunes



Y10 History Knowledge Organiser - Cycle 3 - Weimar and Nazi Germany Key Topic 1

1	<p>Aftermath of WW1 After WW1 a new government was established in Germany, which was accountable to the Reichstag rather than the Kaiser. In order to establish peace after WW1 the USA insisted that the Kaiser was removed from power. On the 9th November, Kaiser Wilhelm abdicated. The new government was led by Chancellor Friedrich Ebert and agreed to Armistice based on America's Fourteen Points.</p>	9	<p>Ruhr Occupation - January 1923 When Germany couldn't pay their reparations, the French moved into the Ruhr to take goods for themselves. The Germans went on strike & sabotaged their work, setting factories alight and breaking pumps. This meant that production from the Rhineland was very slow, making Germany poorer. Ebert promised workers that they would still receive pay if they took part in passive resistance.</p>
2	<p>The Weimar Constitution In January 1919 an election took place but no party had a direct majority. They had to form a coalition which Ebert (of the Social Democratic Party - SPD) became President of. They joined with the Catholic Centre Party (ZP) and the German Democratic Party (DDP). A coalition meant that there were some weaknesses to the government.</p>	7	<p>Hyperinflation and devalue of the German Mark The government printed more money to pay the strikers and their reparations which, coupled with the slow production in the Ruhr, led to hyperinflation where the currency became virtually worthless. By November 1923 a loaf of bread cost 200bn Marks.</p> 
3	<p>Positive - Electorate had a say. Members of the Reichstag and the President were voted for. Negative - Article 48 meant that the Pres. could overrule the Reichstag.</p> 	8	<p>Economic recovery - Stresemann In 1923 Gustav Stresemann was Chancellor and is largely credited with the economic recovery of Germany. The Dawes Plan (1924) changed the reparations schedule to something which was more manageable (£50m a year) and loaned Germany \$25bn. It also meant that French troops would leave the Ruhr. The Rentenmark was the new currency, issued in limited amounts. Once it worked for a year, it was converted to the Reichsmark, based on gold reserves. The Young Plan (1929) was developed by US banker Young. He reduced the reparations figure from £6.6bn to £2bn and extended the time the Germans had to pay it by 59 years.</p>
4	<p>Treaty of Versailles - 28th June, 1919 G - Guilt Clause. Article 231 of the Treaty of Versailles forced Germany to take full responsibility for World War One. A - Army reduced. German army restricted to 100,000 men, zero tanks, zero aircraft, zero submarines and 6 battleships. R - Reparations. France and Belgium owed £6.6bn as damages from World War One. Germany forced to pay G - German territory lost. Germany lost 13% of territory including Alsace-Lorraine (to France) and Posen (to Poland). Germany also lost control of the Saar coalfields for 15 years. L - League of Nations created as a peace keeping body to prevent future wars. Germany not invited to join.</p>	6	<p>Foreign Recovery The Locarno Pact (1925) helped German relations with France, Britain, Belgium & Italy by agreeing borders previously imposed by the Treaty of Versailles. Germany finally agreed to these. German politicians an EQUAL part in negotiations The League of Nations agreed to admit Germany in 1926. This helped the Germans feel as though they were no longer humiliated. The Kellogg-Briand Pact was signed in 1928, along with 64 other countries. It said they could have armies for self-defence and would resolve disagreements peacefully.</p>
5	<p>Opposition to Weimar Dolchstoß - The German people felt the government had stabbed them in the back (Dolchstoß). They called the government the November Criminals. Threat from the left - The Spartacists in January 1919, inspired by the left-wing Bolshevik revolution in Russia, set up the Communist Party and tried to overthrow the government. This was put down by the Reichswehr & the Berlin Freikorps. Threat from the right - The Kapp Putsch (right-wing) was attempted in March 1920. Ebert wanted to disband the Freikorps so they joined with the Reichswehr in Berlin. Led by Wolfgang Kapp they seized Berlin. Ebert asked Trade Unionists & Civil Servants not to support it, and the Putsch collapsed.</p>	01	<p>Social changes Wages had increased by over 10% by 1928. Although this helped the working class, the middle classes had been bankrupted by hyperinflation. Unemployment amongst the middle class increased. More houses were being built: 2million + between 1924-1931, which reduced homelessness. Women were given the vote and could work in a variety of areas: teaching, civil service etc. Art, architecture, literature and theatre began to change and become more rich & diverse. Germany became a much more liberal places demonstrated by artists such as Otto Dix.</p> 



Photographer Research Guide AO1

Who is your chosen Artist, Photographer or Film maker?

Provide a brief biography...

What is their best-known work? Do they belong to a particular 'genre' or 'movement' of Art or Photography - i.e. Documentary, Street or Surrealism?

Sentence starters:

Vivian Maier was considered to be...

Robert Frank is thought to be...

The artwork, photograph, design

What is the title of the film, artwork or photograph you are looking at?

Why has the photographer chosen that title? What clues does it give you about the work?

When was it made or taken?

The piece of work is titled....from the title I think the artist was...

The title of the work suggest...

What I first noticed about this piece of work...

Warhol's work is considered to be the pinnacle of Pop Art due to...

Analysis of artworks or photographs

Form - what has been printed, painted or photographed? (Portrait, buildings? etc) Please describe in detail. Is there any experimentation with the focus/lighting/painting/composition?

I can see...

In the photograph...

The light that has been used...

Process - How has it been made? What materials, techniques or equipment have been used? What size or scale is it? How was it presented in gallery or space?

I think the artist has used...

The photographer has used...

The photograph is large in scale to suggest...

The art is.....in scale because...

Context - what is the key themes in the artwork? What do you think the artist's intentions were? What does it remind you of? Is the mood of the work aggressive/tense/angry/happy/laid back/imposing/theatrical etc? What links can you make to other artists, photographers or culture?

I think the artist has used...

The art is.....in scale because...

I think the main theme or idea behind this piece is...

I can see how this work links to... I think this because...

The artwork reminds me of...

I think the possible meaning behind the work is...

The mood of the artwork...

I think that the piece of work was created in response to....I think this because...

Your opinions...

What appeals to you about the image or artwork and the artist? How does it make you feel? What has it inspired you to do? What materials or techniques would you like to apply to your own art?

I think that the photographer is trying to say...

The main theme/idea behind this piece is...

My eyes are drawn to... I believe the photographer has achieved this by...

If I were inside this photograph I would be feeling/thinking...

I like the idea of using this technique to make...

I am going to use these sets of images as a starting point ...

Year 10 JBACC Cycle Three - Healthy Attitudes

IDENTITIES	RELATIONSHIPS	ASSESSMENT TECHNIQUE
<p>Assigned Sex - A label that someone is given at birth (male or female). Based on medical factors including genitalia and hormones.</p> <p>Intersex - A person born with a combination of male and female biological traits.</p> <p>Gender identity - The gender that someone identifies as. This may or may not correspond with their assigned sex.</p> <p>Cisgender - Someone whose gender identity corresponds with their biological sex (e.g. a female who identifies as a woman).</p> <p>Transgender - Someone whose gender identity does not correspond with their biological sex (e.g. a female who identifies as a man).</p>	<p>Assertiveness - Being confident in stating your opinions or feelings whilst still considering those of others.</p> <p>Attachment - Feeling connected to someone. Attachment is an important factor in long-term relationships (romantic and otherwise).</p> <p>Attraction - Feeling drawn towards someone, often romantically.</p> <p>Intimacy - Closeness with someone. People often assume that intimacy is about sex, but in reality there are many different forms of intimacy and not all are sexual or romantic.</p> <p>Sexual orientation - A term used to describe who someone is (or is not) sexually attracted to.</p>	<p>The perfect 12-marker: Paragraph 1* - AGREES with the statement Point, Evidence, Explanation, Link Paragraph 2* - DISAGREES with the statement Point, Evidence, Explanation, Link Paragraph 3 - CONCLUSION Overall, I think... I think this because... *One of these paragraphs will include an EVALUATION of the argument This is a strong/weak argument because...</p>
SEX AND CONTRACEPTION	RIGHTS	FURTHER INFORMATION AND HELP
<p>Sexual activity - Any physical contact which is sexual or romantic in nature.</p> <p>Contraception - Something used to prevent pregnancy. There are a number of different methods of contraception.</p> <p>Condoms - A popular method of contraception, available to buy from shops and pharmacies and available for free in sexual health clinics. Condoms protect against STIs as well as pregnancy.</p> <p>STIs - Sexually Transmitted Infections. There are many different STIs, with a range of symptoms (some have no obvious symptoms). Most STIs are easily treatable, but can cause long term damage if we do not deal with them quickly.</p> <p>GUM clinic - A sexual health clinic. GUM clinics offer advice on sexual health, and can test for and treat STIs. Our nearest GUM clinic is in the NHS Walk-in Centre on Sidwell Street.</p>	<p>Consent - Permission for something to happen or to do something. Consent must be given freely and without pressure.</p> <p>Bodily autonomy - Our ability to make choices about what happens to our bodies, without pressure.</p> <p>FGM - Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women</p> <p>Forced marriage - A marriage which takes place against the will of one or both people getting married. This includes pressuring or threatening a person to make them go ahead with the marriage.</p> <p>Coercive control - An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.</p>	<p>https://www.healthforteens.co.uk/sexual-health/ https://www.devonsexualhealth.nhs.uk/ https://www.justyouth.org.uk/advice-2/sexual-health/</p>

Maths - Sparx

Expectations:

Sparx homework is set at 2pm each Monday and should be completed as best as possible with ample time to access support/help if needed.

50% of the compulsory and target tasks need to be completed by 7.30am on Thursday morning. Failure to do so will result in an invitation to a compulsory Sparx catch up session facilitated by maths staff after school from 3-4pm the same day (Thursday).

100% completion is expected by Monday morning at 7.30am. This work will be checked by your teacher during the day. Failure to complete the work/incomplete book work (including workings)/workings for outstanding historical homework will result in an after school detention for 1 hour on the same day (Monday) between 3-4pm.

General support sessions for homework are held in the library, Sparx only support sessions are held on a Thursday after school on the Maths corridor. Students can receive additional Sparx support by watching the attached videos in full, followed by requesting their Maths teacher's assistance (please ensure you give adequate lead time to receive help before the deadline on Monday).

Sparx Coordinator: Mrs Pugh (AJP)

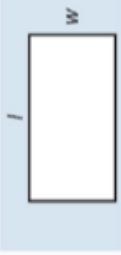
Action	When
Homework set for all year groups	14:00 Monday
50% Compulsory AND 50% TARGET completed or compulsory catch up issued	07:30 Thursday
Homework due. Any incomplete work results in a detention after school 3-4pm. Parents are contacted by admin team and notified about detention.	07:30 Monday

Homework	Thursday 1 st June 2017
<u>Task 1</u>	<u>Task 2</u>
D40 $12 + 13 = \underline{25}$ ✓	E41 $P(\text{yellow}) = \frac{3}{6}$ ✗
E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60 $\begin{matrix} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{matrix}$ ✓	G61 All the marbles are green. The probability of choosing a purple marble is <u>impossible</u> ✓
H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗	H71 $P(\text{odd}) = \frac{3}{5}$ ✓
J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	

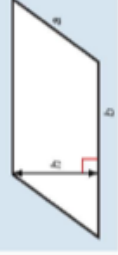
Year 10 Maths Cycle Three - Foundation Formula Quiz

Areas

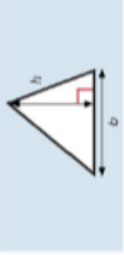
Rectangle =



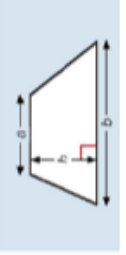
Parallelogram =



Triangle =



Trapezium =



Circles

Circumference =



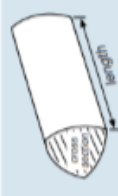
Area of a circle =

Volumes

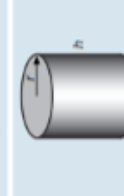
Cuboid =



Prism =



Cylinder =



Compound measures

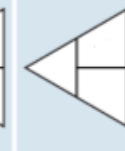
Speed =



Density =

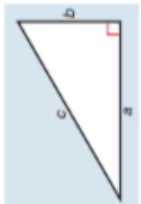


Pressure =



Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,



Trigonometric ratios (new to F)

$\sin x^\circ =$ $\cos x^\circ =$ $\tan x^\circ =$



Angles formed by parallel lines



Foundation Formula Quiz

Constructing Pie Charts

The angle to draw for each sector is

Angle =

Angles in Polygons

Sum of Interior Angles =

Where n is the number of sides of the shape

Exterior Angles add up to

One exterior angle in a REGULAR polygon =

Interior + Exterior =

Other useful formu-

gradient =

% change =

Types of numbers

SQUARE NUMBERS

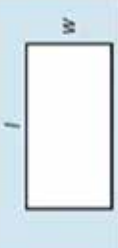
CUBE NUMBERS

PRIME NUMBERS

Year 10 Maths Cycle Three - Foundation Formula Quiz

Areas

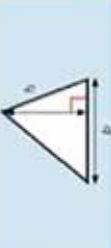
Rectangle = $l \times w$



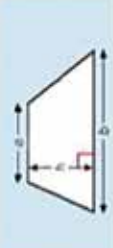
Parallelogram = $b \times h$



Triangle = $\frac{1}{2} \times b \times h$

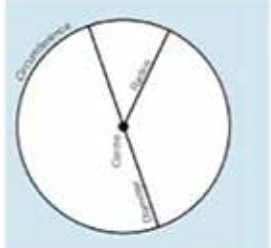


Trapezium = $\frac{1}{2} (a + b)h$



Circles

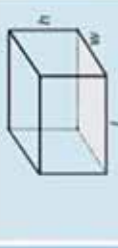
Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$



Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Volumes

Cuboid = $l \times w \times h$



Prism = $\text{area of cross section} \times \text{length}$

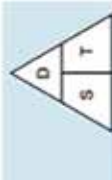


Cylinder = $\pi r^2 h$

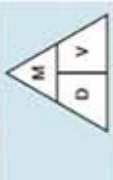


Compound measures

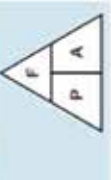
Speed = $\frac{\text{distance}}{\text{time}}$



Density = $\frac{\text{mass}}{\text{volume}}$

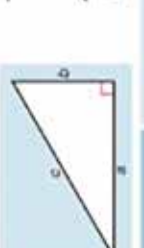


Pressure = $\frac{\text{force}}{\text{area}}$



Right-angled triangles

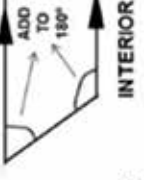
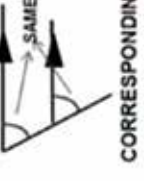
Pythagoras' Theorem
 For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Angles formed by parallel lines



Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

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

% change = $\frac{\text{difference}}{\text{original}} \times 100$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1) (2x2) (3x3) (4x4) (5x5) (6x6) (7x7) (8x8) (9x9) (10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1) (2x2x2) (3x3x3) (4x4x4) (5x5x5)

PRIME NUMBERS


→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

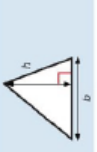
Year 10 Maths Cycle Three - Higher Formula Quiz

Areas


Parallelogram =



Triangle =




Trapezium =




Circles

Circumference =



Area of a circle =

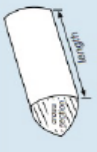


Area of a Sector
 $A =$

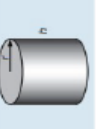
Length of an Arc
 $A =$

Volumes

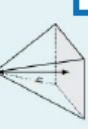
Prism =



Cylinder =



Volume of pyramid =



Angles in Polygons

Sum of Interior Angles =

Where n is the number of sides of the shape

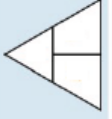
Exterior Angles add up to

One exterior angle in a REGULAR polygon =

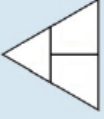
Interior + Exterior =

Compound measures

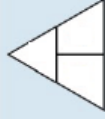
Speed =



Density =




Pressure =



Right-angled triangles


Pythagoras' Theorem

For a right-angled triangle,




Trigonometric ratios (new to F)

$\sin x^\circ =$ $\cos x^\circ =$ $\tan x^\circ =$



Angles formed by parallel lines



ADD TO 180°

SAME

SAME

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

Indices and surds

$a^0 =$ $a^2 =$

$a^{-n} =$ $a^n =$

$\sqrt{a \times b} =$

$\sqrt{\frac{a}{b}} =$

Straight lines

gradient =

Given a gradient of a line m , the gradient of the line perpendicular to it is:

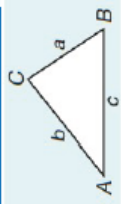
Perpendicular gradients multiply to give

Trigonometric formulae

Sine Rule

Cosine Rule

Area of triangle =

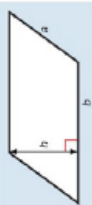


x	0°	30°	45°	60°	90°
$\sin x$					
$\cos x$					
$\tan x$					

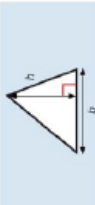
Year 10 Maths Cycle Three - Higher Formula Quiz

Areas

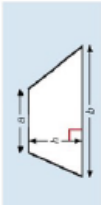
Parallelogram = $b \times h$



Triangle = $\frac{1}{2} \times b \times h$




Trapezium = $\frac{1}{2} (a + b)h$

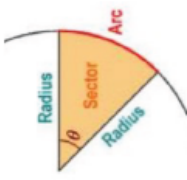


Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$



Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

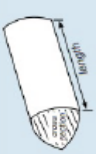


Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

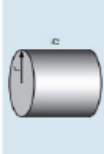
Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

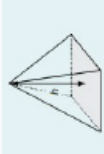
Prism = $\text{area of cross section} \times \text{length}$



Cylinder = $\pi r^2 h$



Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$



Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$
Where n is the number of sides of the shape

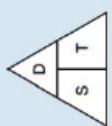
Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Compound measures

Speed = $\frac{\text{distance}}{\text{time}}$



Density = $\frac{\text{mass}}{\text{volume}}$




Pressure = $\frac{\text{force}}{\text{area}}$




Right-angled triangles

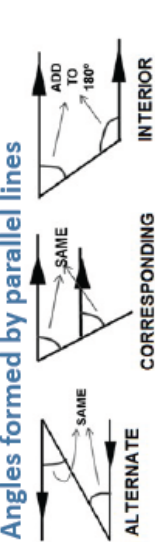
Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Angles formed by parallel lines



ALTERNATE
CORRESPONDING
INTERIOR

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$a^0 = 1$ $a^2 = \sqrt{a}$
 $a^{-n} = \frac{1}{a^n}$ $a^{\frac{1}{n}} = \sqrt[n]{a}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$
 $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

Straight lines

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

Given a gradient of a line m , the gradient of the line perpendicular to it is: $-\frac{1}{m}$

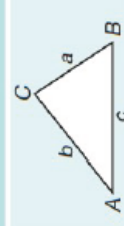
Perpendicular gradients multiply to give -1 .

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
sin x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)



Year 10 Music Knowledge Organiser: Component 3 - Responding to a Commercial Brief



What is a brief?
A brief is a written document that provides a scenario and instructions to find or create a product for a target audience. It gives a brief overview of the background and objectives.

Target audience
This is a group of people identified as likely customers. People in the target audience share similarities such as age or location. This makes it easier to target your product.

Activity 1 - Responding to a brief

What are the creative constraints?
What resources are available?
Will your own ideas be effective within the timeframe?
How can you make your music stand out from other work?
How can you develop your own skills?
How can you build on your strengths?

Activity 1 - Responding to a brief

- ❑ Investigate the musical styles in the brief
- ❑ Carry out **research** of relevant material eg listen to **cover versions**, find **sheet music**
- ❑ **What resources** are required?
- ❑ **What changes** will you make?
- ❑ **Timeline** of development



Instruments, iPad/Garageband, sheet music, amp, microphone, practice room

Working out individual parts, establishing a practice routine, learning/memorising new material

Use the QR codes to watch cover versions of different songs.



Activity 2 - Applying musical skills

Organisation Skills

- Identify priorities - what will you do and when?
- Set targets - what do you need to do each lesson? How will you monitor this?
- Use of technology - do you need to use Garageband?

Preparing for the project

- Health and Safety - correct and safe use of equipment, manual handling
- Checking resources and facilities - what instruments are available? Do you need sheet music and/or lyrics?
- Plan for alternatives - have a back up plan in case things go wrong

Consider the constraints

- Ensure you are working within the aims of the brief - keep in mind your target audience, the finished product and the deadline
- Use suitable materials and techniques
- Address any quality issues



Year 10 Music Knowledge Organiser:
Component 3 - Responding to a Commercial Brief



Step One:



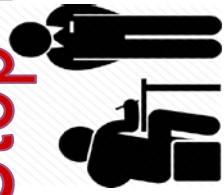
Plan to meet the demands of the brief and research relevant material.

Step Two:



Choose one song and one style of music and prepare a proposal of your idea.

Step Three:



Sit a 2 hour written exam on the development of your ideas and the rehearsal process.

Step Four:



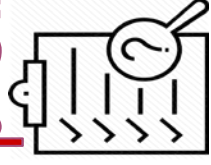
Select and apply musical skills and techniques to create your music product.

Step Five:



Present a final musical product in response to a commercial music brief.

Step Six:

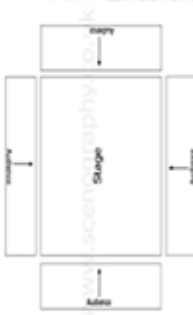
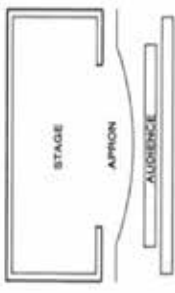
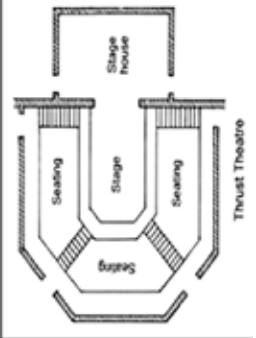
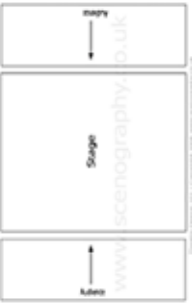


One hour written exam to evaluate your performance and comment on the creative process.

Year 10 Performing Arts - Dance Cycle Three

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9
<p>WEEK 1 - A SUCCESSFUL DANCER</p> <ul style="list-style-type: none"> » Following health and safety (no socks, hair up, no jewellery) » Safe practice in the studio » Being kind to others » Challenging others » Commitment » Evaluating yourself » Use of teacher and peer feedback » Performance to audiences » Extra rehearsals » Recording yourself and watching back » 100% effort in lesson 	<p>WEEK 3 - INTERPRETIVE SKILLS</p> <ul style="list-style-type: none"> » Focus - Where the dancer is looking and the direction of the eyeline » Projection - Express your movements outward so they are clear and confident » Musicality - How a dancer interprets the music they are listening to (different from timing) » Sense of style - How accurately you should the style of the dance 	<p>WEEK 5 - FIND OUT WHAT EACH OF THESE FOLLOWING DANCE TO MUSIC RELATIONSHIPS MEAN</p> <ul style="list-style-type: none"> » Correlation » Visualisation » Enhancing the mood » Narrative » Mutual coexistence » Dissociation <p>Types of stimulus</p> <ul style="list-style-type: none"> » Tactile (touch) » Auditory (hear) » Visual (see) » Kinesthetic (movement) » Ideational (an idea) 	<p>WEEK 7 - STYLES OF DANCE</p> <p>Contemporary:</p> <ul style="list-style-type: none"> » Isadora Duncan » Martha Graham » Merce Cunningham » Ruth St Denis <p>Street/Hip Hop:</p> <ul style="list-style-type: none"> » Buddha Stretch » Link » Loose joint » Don Campbell <p>Ballet:</p> <ul style="list-style-type: none"> » Marius Petipa » George Balanchine » Vasilav Nijinsky » Anna Pavlova <p>Fosse/Jazz:</p> <ul style="list-style-type: none"> » Bob Fosse » Jack Cole » Jerome Robbins » Matt Mattox 	<p>WEEK 9 - GENRE AND PRACTITIONERS</p> <ul style="list-style-type: none"> » Fosse - highly stylised jazz started in 50s with a strong influence from burlesque. Isolated and simplistic movement with key moves: Bob Fosse - Chicago » Ballet- Romantic, classical or modern style, using turnout, formal positions and alignments. David Bintley - Still Life. Matthew Bourne- Nutcracker » Contemporary- expressive style using contrasting movements and a strong use of breath and spine curves. Martha Graham and Merce Cunningham are leading practitioners. Christopher Bruce - Swansong » Hip hop/street - A fusion of African, Latino and Caribbean American dance in the Bronx in the 70s. Characterised by an aggressive and competitive style, popping, isolations, contraction movements and syncopated beats. Zoonation - Alice in wonderland » Musical Theatre - Song, dance and acting amalgamated, highly exaggerated/non-naturalistic. Lee Hall - Billy Elliot. Hugh Jackman - Greatest Showman.
<p>WEEK 2 - PERFORMANCE/ PHYSICAL SKILLS</p> <ul style="list-style-type: none"> » Posture, placement and alignment - How you stand, hold positions » Co-ordination - Moving different body parts at the same time » Control - Managing body shapes and movement in air, floor and whilst travelling » Flexibility - Having a full range of movement without pain or discomfort » Strength - Using your muscles effectively against a resistance » Timing - Moving to the beat of the music or one another » Stamina - The ability to keep the energy throughout a dance without stopping 	<p>WEEK 4 - CHOREOGRAPHIC PROCESS</p> <ul style="list-style-type: none"> » Improvising and exploring » Research » Developing movement ideas » Structure » Evaluating/feedback » Costume/props <p>Accompaniment - Sound=</p> <ul style="list-style-type: none"> » Silence » Spoken word » Natural sound » Music <p>Features of production</p> <ul style="list-style-type: none"> » Lighting - Colour, placement, direction. » Staging/set - Projections, backdrops, furniture, colours, textures. » Props » Costume - era, colours, footwear, masks, makeup » Dancers - Gender and number » Aural Setting (accompaniment) - song, live band, orchestra, body percussions, style » Camera - placement, angles, proximity, special effects 	<p>WEEK 6 - STRUCTURE OF DANCE</p> <ul style="list-style-type: none"> » Binary - AB, 2, contrasting sections that share a common factor (tempo, music, rhythm, character) » Ternary - ABA, Three part structure, the A is the same but contrasts with the B which is 'sandwiched' » Rondo - The motif of 'A' must repeat 3 times the sections in between can be different. ABA, CA » Narrative - Follows a storyline and obvious characters » Episodic - Has several sections, which could contrast or complement. Linked with a theme. 	<p>WEEK 8 EXPLORATIVE TECHNIQUES</p> <ul style="list-style-type: none"> » Stimulus - the thing you base it on/use as inspiration could include: Themes, issues, existing repertoire, props, time and place, a painting, song, poem, literature or news article. » Chance dance - creating a dance through 'chance' often with a dice to lead decision making. » Improvisation - Dancing without rehearsal to help inspire the choreographer and develop ideas. 	

Year 10 Performing Arts - Drama Cycle Three

Week 1	Week 3	Week 5	Week 7	Week 9
<p>KEYWORDS</p> <p>Devising is the creation of an original performance.</p> <p>Stimulus: A stimulus is something that an actor will create their piece of work from. This can be a picture, poem, music, words etc.</p> <p>Theme: A theme of a piece of drama is what it is truly about at its core. Recurring topic</p> <p>Practical exploration: What the actor does to get their ideas moving</p> <p>Monologue: A long speech from a character to the audience to reveal inner thoughts and feelings</p> <p>Dialogue: The spoken word of characters in a script</p> <p>Climax: The height of the drama, everything builds to this point- it is dramatic and exciting</p> <p>Cross cutting: When 2 scenes happen on the stage at the same time normally in different locations</p> <p>Narration: Spoken word which gives the audience more information about the scene</p> <p>Flashback/Flash forward: When the timing of the story travels back to the past or into the future</p> <p>Brief: an outline of a performance requirements</p> <p>Target Audience: Who a performance is aimed at</p>	<p>ELEMENTS OF DRAMA</p> <p>Lighting: Can be used to draw focus to the character, section of story, atmosphere or to highlight something in the scene</p> <p>Props: Any object in the scene which is used by an actor but not part of the costume or set</p> <p>Costume: The clothing worn by an actor to reveal things about their character</p> <p>Sound & Music: This could be song, singing, sound effects and percussion. Can be used for dramatic effect and creating atmosphere.</p> <p>Make Up: Enhances the features of the performer so audience can connect with them anywhere in the audience</p> <p>Set: The space where the performance takes place and can give an indication of physical location</p>	<p>STAGE CONFIGURATIONS</p> <p>In the round:</p>  <p>Proscenium arch:</p>  <p>Thrust stage:</p>  <p>Traverse stage:</p> 	<p>Blocking: Planning out where the actors will move around the stage, and planning out physical and vocal skills in the drama</p> <p>Using stage areas: Using the different areas of the stage can show the audience how important a scene is, or it can show the relationship of characters.</p> <p>Forum Theatre: Forum theatre encourages audience interaction and explores different options for dealing with an issue.</p> <p>Dress rehearsal: A dress rehearsal is where the actors will rehearse their performance while in costume, make up. This helps them plan out where and when they will need their costumes.</p> <p>Tech rehearsal: A technical rehearsal is where the actors, director, lighting crew and sound crew rehearse the performance before the first live performance.</p>	<p>PERFORMANCE SKILLS</p> <p>Physical characterisation skills - All the ways the actor changes their body to portray their character (posture, gestures, gait, facial expressions).</p> <p>Vocal Characterisation skills - The way the actor changes their voice to show their character (pitch, pace, pause, volume, accent).</p> <p>Projection: Using the correct vocal technique to ensure everything is heard by the audience.</p> <p>Proxemics: Using the space to non verbally tell the audience things about the character.</p> <p>Learning lines: Ensuring the actors knows their lines and cues so the pace is engaging.</p> <p>Focus and clarity: Ensuring all dialogue and actions are as exaggerated and clear as possible.</p>

Year 10 Sociology Cycle Three - Crime

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Social control: Control or constraints over people's actions and behaviour. This can be formal or informal</p> <p>Social order: Social order occurs when society is stable, ordered and runs smoothly without continual disruption</p> <p>Sanctions: Rewards or punishments for those who follow or break the rules.</p>	<p>Interactionism: A perspective that focuses on how people interact on a daily basis.</p> <p>Marxism: A conflict sociological approach that applies the ideas of Karl Marx to modern capitalist societies.</p> <p>White collar crime: Crime committed by people in relatively high status positions, e.g. doctors or accountants, during their work. Examples include tax evasion.</p>	<p>Corporate crime: Crimes committed by employees on behalf of the company or organisation they work for. Examples include the manufacture and sale of unsafe products.</p> <p>Invisible crime: Crimes such as fraud and white collar crime that are difficult to detect.</p> <p>Subculture: A cultural group within a larger culture, often having beliefs or interests at variance with those of the larger culture.</p>	<p>Conformity: Behaviour that complies with or follows society's norms and values.</p> <p>Chivalry thesis: The idea that the criminal justice system treats female offenders, particularly those who conform to gender stereotypes, more leniently.</p> <p>Double deviance thesis: The idea that female offenders are treated more harshly because their offending behaviour is seen as unfeminine as well as illegal. Opposes Chivalry thesis.</p>	<p>Control theory: The idea that people are controlled through a deal that rewards them for conformity.</p> <p>Indictable offence: A serious criminal offence such as murder or robbery that is tried in the crown court before a judge and jury.</p> <p>Sexual stereotypes: A fixed, standardised view of how men and women should look and behave.</p>
Week 6	Week 7	Week 8	Week 9	Week 10: Revision
<p>Ethnicity: Geographical background as well as cultural traditions, norms and values that distinguish different social groups.</p> <p>Police harassment: refers to a police officer continuously stopping, aggressively questioning or searching someone, without proper legal grounds to do so.</p> <p>Legislation: A law or set of laws made by the government, or the process of making laws.</p>	<p>Police caution: A warning to someone who has committed a minor crime.</p> <p>Young offender institution: A prison for people aged between 15 and 21. Over 18s and under 18s are held in different buildings.</p> <p>Repeat offender: Someone who commits the same crime more than once.</p>	<p>Deviancy amplification: The process whereby public and media reaction to deviance leads to an increase in (or amplifies) deviance by provoking more of the same behaviour.</p> <p>Folk devil: A group that is defined as a threat to society's values</p> <p>Moral panic: Where the media exaggerates the extent and significance of a social problem, leading to over-reaction by the public.</p>	<p>Agenda setting: The ability of the media to focus public attention on particular topics and thereby direct public discussion and debate on these topics.</p> <p>Gatekeepers: The media professionals (programme controllers, editors and journalists) and owners who decide what gets covered and how it is presented.</p> <p>Scapgoat: An individual or group that is blamed for something which is not their fault.</p>	<p>Choose three to five words from previous weeks which you would like to revisit and revise.</p>

Year 10 A & B Sport Studies Cycle Three - Contemporary Issues in Sport

Week 1	Week 2	Week 3	Week 4	Week 5
<p>UNDERSTAND THE ISSUES WHICH AFFECT THE PARTICIPATION IN SPORT</p> <p>User groups</p> <ul style="list-style-type: none"> Ethnic minorities e.g. Black, Asian Religious groups e.g. Jewish, Muslim Teenagers (13-19) In education 9-5pm/school hours Working couples Working hours Disabled Different types of disability: veterans, paralympian's Unemployed Free time, Mental health, lack of income Children (2-12) Level of supervision, timing Retired Free time, injury/disability/physical and mental health Families Time to exercise together - logistics of this? Single parents Supervision of young children Work commitment 	<p>UNDERSTAND THE ISSUES WHICH AFFECT THE PARTICIPATION IN SPORT</p> <p>Barriers</p> <ul style="list-style-type: none"> Clothing Lack of role models Religious beliefs Disposable income Awareness of activities Access Awareness of provision/activities. Time - accessibility of classes. Time/work commitments Type of activities Lack of role models Cost of sport Cost of equipment. Transport Disposable income Age restrictions on some sports Childcare 	<p>UNDERSTAND THE ISSUES WHICH AFFECT THE PARTICIPATION IN SPORT</p> <p>Solutions</p> <ul style="list-style-type: none"> Targeted sessions Provide wide range of activities. Provide ethnic role models Initiatives promoting inclusion of ethnic groups Role models Targeted promotion e.g. social media. Gender specific classes. Initiatives e.g. "This Girl can" Offer sessions to businesses Offer various time sessions Posters to places of work Access/transport to facilities or appropriate activities Provision/access of adapted equipment. Free sessions Free transport Concession Programming of sessions to fit around school Family activities Kids go free. Free crèche Free child places Posters in shops 	<p>FACTORS AFFECTING THE POPULARITY OF A SPORT. REPS / MAPS</p> <p>Role Models - children want to emulate their heroes, but lack of role models in groups can inhibit participation</p> <p>Environment/climate - what's available in the local area? Eg. Devon & Cornwall. Eg. sea/coast - surfing, kite-surfing, SUP OR Dartmoor - climbing, walking, orienteering etc.</p> <p>Provision - varies widely depending on area - inner city, rural, affluent and sport</p> <p>Success for both teams and individuals - when national or local teams do well</p> <p>Media coverage - split between terrestrial TV (BBC & ITV), satellite (Sky, BT) 7 internet/streaming.</p> <p>Depend on what is shown/available to spectators and Time of year e.g. Wimbledon and Athletics in summer.</p> <p>Acceptability - whether it's right or not? e.g. people getting hurt in boxing, use of whip in Horse racing?</p> <p>Participation - football has highest participation rates as lots of pitches & traditionally popular. What about new sports?</p> <p>Spectatorship - access to 'live' matches, expensive to go to a game? Impact of TV coverage?</p>	<p>KNOW ABOUT THE ROLE OF SPORT IN PROMOTING VALUES</p> <p>Team Spirit - Working together to achieve a goal</p> <p>Tolerance and respect - Looking out for team mates and opponents</p> <p>Fair play - Following rules and accepting punishments</p> <p>National Pride - Watching and supporting the national team</p> <p>Inclusion - Available and accessible for everyone to participate</p> <p>Citizenship - Getting involved in activities and feelings of worth</p> <p>Excellence - Gaining success for your efforts or performance</p>

Year 10 A & B Sport Studies Cycle Three - Contemporary Issues in Sport

Week 6	Week 7	Week 8	Week 9	Week 10
<p>KNOW ABOUT THE ROLE OF SPORT IN PROMOTING THE OLYMPIC VALUES</p> <p>The Creed - "The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well". Pierre De Coubertin</p> <p>The Olympic (O) and Paralympic (PO) values:</p> <p>Excellence (O) - doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part.</p> <p>Respect (O) - yourself and your body, for other people, for rules and regulations, for sport and for the environment.</p> <p>Friendship (O)- encourages us to see sport as an instrument for mutual understanding between individuals, and people all over the world.</p> <p>Courage (PO) - showcase to the world what can be achieved when testing your body to its absolute limits.</p> <p>Determination (PO) - mental toughness, physical ability, and outstanding agility to produce sporting performances.</p> <p>Inspiration (PO) - empowering and exciting others to be active and participate in sport.</p> <p>Equality (PO) - celebrate diversity and show that difference is a strength.</p>	<p>INITIATIVES IN SPORT THAT PROMOTE THE VALUES</p> <p>Kick it Out - tackles forms of discrimination e.g. racism in football.</p> <p>This Girl Can - campaign to increase women's activity rates and overcome stereotypes.</p> <p>Chance to Shine - spreading opportunities through cricket - inner cities, schools, communities.</p> <p>Creating Chances - grassroots scheme to forge links - club - community - mainly through football</p> <p>Football for Hope - FIFA and street football</p>	<p>ETIQUETTE AND SPORTING BEHAVIOUR</p> <p>Sportsmanship - Play and abide by the rules, win & lose graciously. e.g. shaking hands before/after a match; kicking ball out of play if opponent injured; being respectful to officials.</p> <p>Creates positive Role models and positive image of sport.</p> <p>Gamesmanship - 'The use of dubious though not illegal methods to win or gain an advantage'. Bending the rule, but not breaking them! e.g. Diving in football; timewasting, sledging in cricket; fielding a weakened team for a game. Creates poor role models and negative image of sport.</p> <p>Etiquette - is an unwritten rule, not enforceable but usually observed. Displaying good manners whilst playing sport. E.g. respecting the Haka in Rugby.</p> <p>Spectator Etiquette - watching and behaving respectfully e.g. being quiet during rallies in tennis; place kicks in rugby; tee shots in golf.</p>	<p>LO2 – DRUGS IN SPORT (PEDS)</p> <p>ANABOLIC STEROIDS - mimics testosterone - increases power, muscle mass & strength BETABLOCKERS: reduces shakes, increases steadiness & lowers heart rate.</p> <p>DIURETICS - a masking agent (hides). Flushes other drugs out in urine. Used for weight loss.</p> <p>STIMULANTS - stops tiredness, increases heart rate, suppresses CNS.</p> <p>NARCOTIC ANALGESICS - painkillers- mask pain but make it worse. Let's you compete when injured.</p> <p>PEPTIDE HORMONES & EPO - same effect as steroids. Increase muscle mass and RBC production to carry O₂.</p> <p>HUMAN GROWTH HORMONE - increases muscle mass.</p> <p>BLOOD DOPING - increases RBC count by 20% therefore carries more oxygen to working muscles.</p>	<p>PERFORMANCE ENHANCING DRUGS - METHODS TO REDUCE TAKING PERFORMANCE ENHANCING DRUGS</p> <p>World Anti-Doping Agency (WADA) Whereabouts rule - Top elite athletes are responsible for informing their sports governing body of where they will be at all times when out of season.</p> <p>Testing methods - Blood sampling; Urine sample; Hair sample; Nail sample.</p> <p>Reasons for using performance enhancing drugs - Pressure to succeed (Individual/nation); Fame; Sponsorship; To look good (body image); Fear of failure.</p> <p>Reasons against using performance enhancing drugs - Long term illness; Consequences if found out; Prison; Banned from sport; Fine; Disgrace a nation; Unfair advantage; Sport & individual gain negative image.</p>

Year 10 Spanish Cycle Three

Week	Spanish	English	Literal English
1	Este año pienso participar en un concurso de natación para recaudar fondos porque es importante ayudar a los sin techo.	This year I am thinking of taking part in a swimming contest in order to raise money because it is important to help the homeless.	This year I think to participate in a contest of swimming for to raise funds because it is important to help to those without roof.
2	Un día me gustaría trabajar en una organización benéfica porque quiero ayudar a los demás y trabajar con niños necesitados.	One day I would like to work for a charity because I want to help others and work with children in need.	One day myself it would please to work in an organisation beneficial because I want to help to the others and to work with children needy
3	Deberíamos hacer todo lo posible. Si tuviera más tiempo, también apoyaría una organización para las personas mayores o trabajaría en una residencia de ancianos.	We should do everything we can. If I had more time, I would also support a charity for the elderly or I would work in an old persons' home.	We should to do all the possible. If I were to have more time, also I would support an organisation for the persons older or I would work in a residence of elderly.
4	En cuanto a la salud, no llevaba una vida sana. Nunca había pensado en los riesgos de comer mal y de emborracharse.	With regards to health, I did not used to lead a healthy lifestyle. I had never thought of the risks of poor eating and getting drunk.	With regards to the health, no I used to lead a life healthy. Never I had thought of the risks of to eat bad and of to get drunk.
5	Fumar es muy peligroso y es un malgasto de dinero. Yo solía fumar pero ya no. A partir de ahora no fumaré. ¡Nunca jamás!	Smoking is very dangerous and a waste of money. I used to smoke but not anymore. From now on I will not smoke. Never again!	To smoke is very dangerous and it is a waste of money. I used to smoke but now no. To depart from now no I will smoke. Never ever!
6	Es importante que los jóvenes se mantengan en forma y para mí es necesario que más gente sea vegetariana. Es terrible que haya tantos problemas en el mundo y es importante que todos ayudemos.	It is important that young people stay fit and I think that it's necessary that more people are vegetarian. It is awful that that are so many problems in the world and it is important that we all help.	It is important that the young people themselves they keep in form and for me it is necessary that more people are vegetarian. It is terrible that there are so many problems in the world and it is important that all we help.
7	A mi parecer, lo que más me preocupa es el calentamiento global. La destrucción de los bosques es un problema muy serio y la contaminación de los mares me fastidia mucho.	To my mind, what worries me most is global warming. The destruction of the forests is a very serious problem and the pollution of the oceans angers me a lot.	To me to seem, it what most to me it worries is the heating global. The destruction of the woods is a problem very serious and the pollution of the seas myself it angers a lot.
8	Si siempre reciclas el papel y el cartón, en un año salvarás uno o más árboles.	If you always recycle paper and cardboard, in one year you will save one or more trees.	If always you recycle the paper and the cardboard, in a year you will save one or more trees.
9	Se debe hacer algo para cuidar el medio ambiente en casa. Por ejemplo, se debería reciclar todo lo posible y no se debería malgastar el agua.	You should do what you can from home to care for the environment. For example, you should recycle everything that you can and you shouldn't waste water.	Oneself one must to do something in order to care the environment in house. For example, oneself one must to recycle all it possible and no oneself one must to waste the water.
10	La pobreza también es un problema mundial. Durante las vacaciones trabajo como voluntario para una organización que recoge ropa y zapatos para mandar a los necesitados.	Also, poverty is a worldwide problem. During my holidays I work as a volunteer for an organisation which collects clothes and shoes for those in need.	The poverty also it is a problem worldwide. During the holidays I work as volunteer for an organisation that collects the clothes and shoes in order to send to the needy.
11	¡Ya podemos dar la vuelta a la tortilla!	We can turn back the tide!	Already we can to give the turn to the tortilla!

Week 1 - Los verbos claves

afrontar	to face
aguantar	to put up with
aumentar	to increase
apadrinar	to sponsor
asistir a	to attend
buscar	to look for
contribuir a	to contribute to
estar en paro	to be unemployed
faltar	to be lacking
merecer	to deserve
necesitar	to need
participar	to take part
perder	to lose
proteger	to protect
reducir	to reduce
repartir	to deliver
subir	to go up
tener sueño	to be sleepy

Week 8 - Los problemas ecológicos

el agujero de la capa de ozono	the hole in the ozone layer
las aves marinas	marine/sea birds
el cambio climático	climate change
la circulación	climate
la deforestación	deforestation
el efecto invernadero	the greenhouse effect
los incendios	fires
las inundaciones	floods
la marea negra	oil spill
el riesgo	risk/hazard
la sequía	drought
el tráfico	traffic
la vida marina	marine life

Week 2 & 3 - Las obras benéficas

a favor de	in favour of
en contra de	against
la alimentación	diet/food
un banco de alimentos	a food bank
un grupo ecologista	an environmental group
un hogar de menores	a children's home
un huérfano	an orphan
la naturaleza	nature
una organización benéfica	a charitable organisation
un propósito	a purpose
una residencia de ancianos	old persons' home
una tienda con fines benéficos	charity shop
la vivienda	housing

Week 9 - Los "sin techo"

se debe	you must
se puede	you can
apoyar	to support
escoger	to choose
formar parte de	to be part of
maltratar	to mistreat
recoger	to pick up
requerir	to require
robar	to rob
el barrio	neighbourhood
el destrozo	destruction
una exposición	exhibition/explanation
la falta	the lack
un gamberro	a troublemaker
un ladrón	a thief
una ONG	a NGO
la pobreza	poverty
los sin techo	the homeless
el vertedero	the dump

Week 4 - La salud I

acostarse	to go to bed
correr	to run
drogarse	to take drugs
evitar	to avoid
fumar	to smoke
intentar	to try
levantarse	to get up
mantenerse en forma	to keep fit
preocuparse por	to worry about
probar	to try/taste
me apetece...	I fancy...
borracho	drunk
estresante	stressful
glotón	greedy
malsano	unhealthy
poco sano	not healthy
grave	serious
nocivo	harmful
las bebidas...	...drinks
...azucaradas	sugary
...alcohólicas	alcoholic
el cigarrillo	cigarette
el consejo	advice
el dolor	pain
una droga blanda	soft drug
una droga dura	hard drug
el estrés	stress
la grasa	fat
una ración	a portion

Week 5

Weeks 1 - 4 revision

Week 6 - La salud 2

el botellón	drinking session
el cerebro	brain
el corazón	heart
el infarto	heart attack
el daño	damage
la edad	age
la encuesta	survey
el hígado	liver
el pulmón	lung
el sobrepeso	obesity
cada vez más	more and more
cuanto antes	as soon as possible

Week 10 - Los demás

me encanta que	I love that
me fastidia que	it angers me that
me irrita que	it irritates me that
me molesta que	it annoys me that
me preocupa que	it worries me that

Week 7 - El medio ambiente

la basura	rubbish
las botellas	bottles
el cartón	cardboard
el contenedor	bin
el desastre	disaster
los desperdicios	rubbish
ahorrar...	to save...
energía	energy
agua	water
combatir	to combat
desaparecer	to disappear
desconectar	to unplug
deshacer	to undo
luchar	to struggle
salvar	to save
alarmante	alarming
combustible	flammable
medioambiental	environmental
preocupante	worrying

Week 11 & 12

All vocabulary

Year 10 Statistics Cycle Three - Year 2 of the course... Past Papers / Revision

Until the exams your KO/HW time will be revision. You will be set tasks each week online, on worksheets or on Past Papers that will need to be completed. Key places to support your revision include the following...

Maths Genie...

www.mathsgenie.co.uk/statistics.html

This is full of exam style questions and answers and always a good place to start.

SPARX Independent Learning...

www.sparxmaths.uk

Just like Hegarty this will have the "Maths" GCSE cross over content in it, SPARX have videos that you can watch and Questions that you can try too.

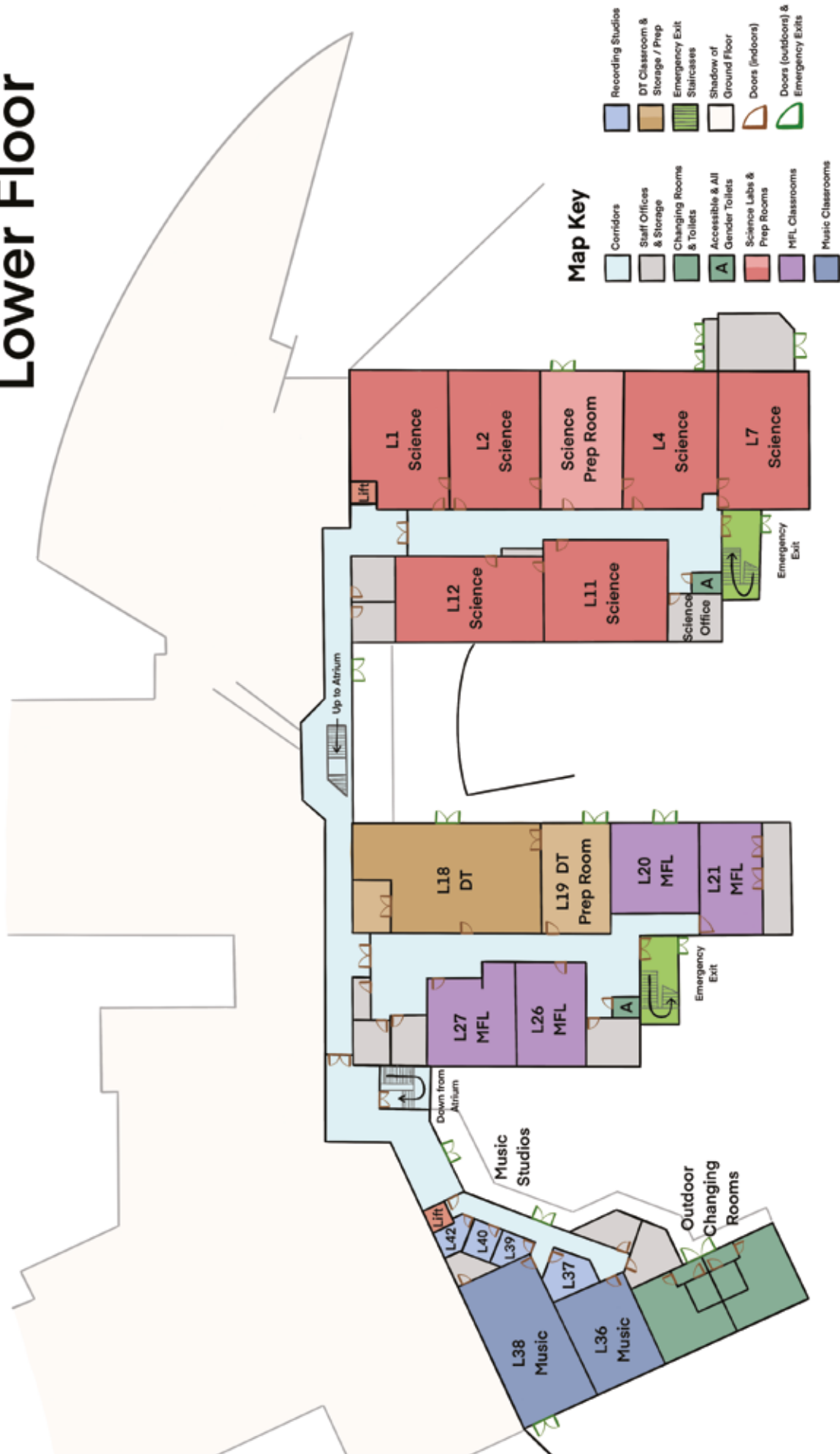
Exam Dates...

Both Papers are calculator papers and in each you may need to use a compass, protractor or ruler:
Please make sure you know how your equipment works and have it with you in lessons and the exam.

Paper 1 - Thursday 16th June 2024 1 pm

Paper 2 - Monday 17th June 2024 1 pm

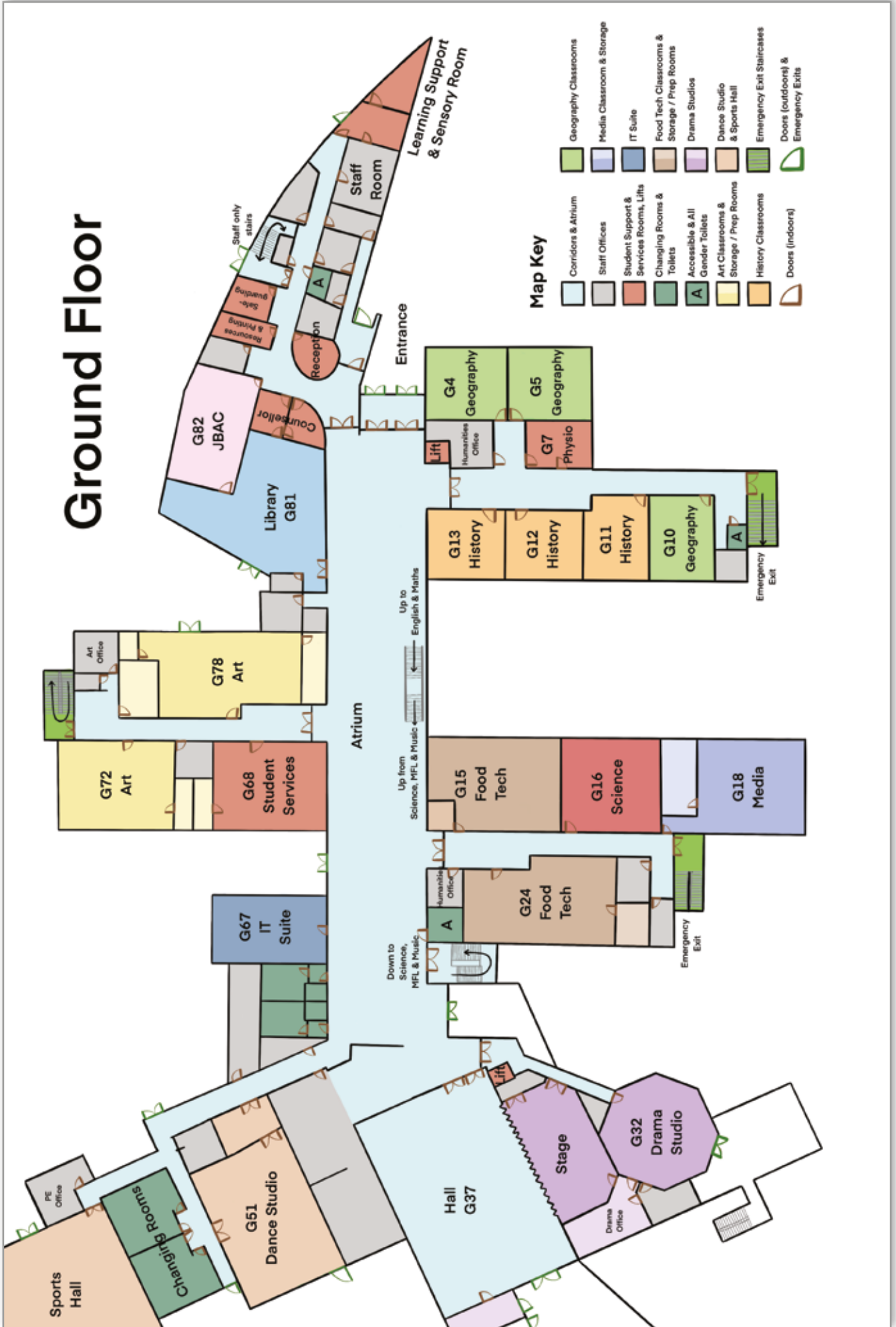
Lower Floor



Map Key

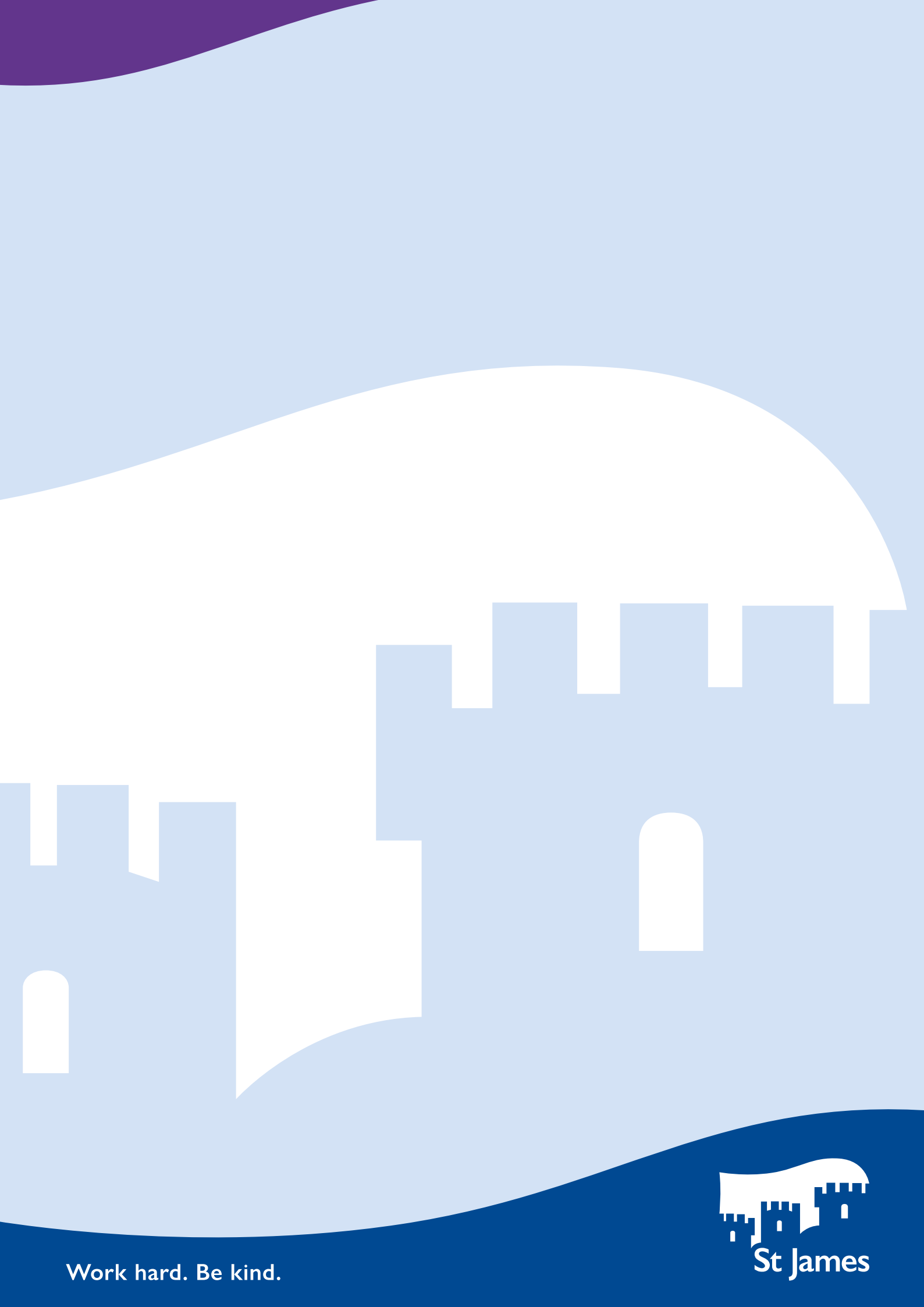
- | | | | |
|--|---------------------------------|--|------------------------------------|
| | Corridors | | Recording Studios |
| | Staff Offices & Storage | | DT Classroom & Storage / Prep |
| | Changing Rooms & Toilets | | Emergency Exit |
| | Accessible & All Gender Toilets | | Staircases |
| | Science Labs & Prep Rooms | | Shadow of Ground Floor |
| | MFL Classrooms | | Doors (indoors) |
| | Music Classrooms | | Doors (outdoors) & Emergency Exits |

Ground Floor



First Floor





Work hard. Be kind.

