

2023/2024

Cycle 2 Knowledge Navigator

Morning meeting homework
100% Sheets

Year 10

Name:

Form:

YEAR 10 Cycle 2 Knowledge Navigator

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Morning meeting homework

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Wednesday	13/03/24	RE Page 16 Week 11 Sparx Maths	20/03/24	RE Page 16 Week 12 Sparx Maths	10/04/24	RE Page 16 Week 13 Sparx Maths								
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**YEAR 10
CYCLE 2 HOMEWORK**

French	Holidays	CYCLE 2	Year 10
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Week 1							
Weather		Countries		Forms of Travel		Adjectives	
Il fait beau	It is good weather	En Allemagne	In/to Germany	Un avion	A plane	cher	expensive
Il fait du soleil	It's sunny	Au Maroc	In/to Morocco	Un train	A train	Moins cher	cheap
Il fait chaud	It is hot	En France	In /to France	Un autobus	A bus	Rapide	quick
Il fait froid	It is cold	En Espagne	In/to Spain	Un car	A coach	Lent	slow
Il pleut	It's raining	En Angleterre	In/to England	Une voiture	A car	Polluant	polluting
Il neige	It's snowing	Aux États-Unis	In/to the USA	Un bateau	A boat	Pratique	practical
Il fait du vent	It's windy	En Turquie	In/to Turkey	Un TGV	A high speed train	Confortable	comfortable
Il fait mauvais	It is bad weather	En Amérique	In/To America	À pied	By foot	Trop long	Too long
Il y a des nuages	It's cloudy	En Inde	In/To India	Un vélo	A bike	Relaxant	relaxing
Il y a de l'orage	It's stormy	Au Mexique	In/to Mexico	Un métro	A tube/underground	Intéressant	interesting

Week 2				Week 3			
Places to stay		Hotel facilities		Verbs		Activities	
Une gîte	A holiday home	Un balcon avec une vue	A balcony with a view	Rester	To stay	Jouer du sport	To play sport
Une caravane	A caravan	Une piscine	A swimming pool	Habiter	To live	Aller à un parc aquatique	To go to a water park
Une tente	A tent	La plage	The beach	Louer	To hire	Aller à un parc d'attractions	To go to an amusement park
Un château	A castle	Un discothèque	A disco	Partager	To share	Visiter un musée	To visit a museum
Un chalet	wooden house in mountains	La climatisation	Air con	Reposer	To relax	Apprécier une galerie d'arts	To appreciate art galleries
Un appartement	An apartment	Une douche/ Un bain	A shower / a bath	Relaxer	To relax	Faire la plongée	To go diving
Un studio	A studio/ single room	Un double lit / un grand lit	A double bed	Dormir	To sleep	Manger dans un restaurant	To eat in a restaurant
Un auberge de jeunesse	A youth hostel	Une connexion internet	Internet	Passer du temps	To spend time	Faire les magasins	To go shopping
Une villa	A villa	Petit-déjeuner compris	Breakfast included	Voyager	To travel	Faire du tourisme	To do tourist activities

French	Holidays	CYCLE 2	Year 10
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Week 3		Week 4				Week 5	
Activities		Cultural places in France		Verbs / Tenses		Future Simple Tense	
Envoyer des cartes postales	To send postcards	Le musée de la Louvre	Louvre Museum	Je suis allé	I went	Je voyagerai	I will travel
Prendre des photos	To take photos	Le Sacre Coeur	Sacre Coeur	Je vais	I am going / I go	Je nagerai	I will swim
Nager avec des dauphins	To swim with the dolphins	La Tour Eiffel	Eiffel Tower	J'irais	I would go	Je mangerai	I will eat
Promener dans le centre-ville	To walk in the town centre	Les magasins à Champs-Élysées	Shops on the Champs Elysees	Je voudrais voir	I would like to see	Je relaxerai	I will relax
Faire des activités sportives	To do sporty activities	La cathédrale de Notre-Dame	Notre Dame Cathedral	On pourrait	We could	Je verrai	I will see
Profiter des aventures	To make the most of adventures	Le Moulin-Rouge	Moulin Rouge	Ce sera	It will be	Je danserai	I will dance
Aller en boîtes de nuit	To go to the night clubs	Le chateau de Versailles	Versailles Castle	C'était	It was	J'envoyerais	I will send
Jouer des jeux à la plage	To play games on the beach	L'Arc de Triomphe	Arc de Triomphe	J'avais	I had	Je prendrai	I will take
Faire des excursions excitants	To do exciting trips			Pour que ça soit	So that it is	Je découvrirai	I will discover
Découvrir les endroits culturels	To discover new places			Pour qu'on puisse	So that we can	Je profiterai	I will take advantage of



Week 6		Week 7	
Conditional		Subjunctive	
J'irais	I would go	Il faut que j'aie	I must go
Je resterais	I would stay	Il faut que je fasse	I must do
Je serais	I would be	Pour qu'on puisse	So that we can
Je ferais	I would do / make	Pour que je sois	So that I am
Je sorterais	I would go out	Il faut qu'on fasse	We must do
Il faudrait	You should		
On pourrait	We could		
On devrait	We should		
J'aurais	I would have		



French	Hobbies	CYCLE 2	Year 10
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Week 8		Week 9			
Verbs Hobbies		Verbs Hobbies		Past Tense Time Expressions	
Lire des livres	To Read books	Dans mon temps libre	In my free time	Hier	yesterday
Aller au cinéma	To Go to the cinema	Mes passe-temps	My hobbies	La semaine dernière	Last week
Regarder des films	To Watch films	Mes intérêts	My interests	Le weekend dernier	Last weekend
Faire du sport	To do sport	Aller en ville	To go to town	L'année dernière	Last year
Se détendre avec les amis	To relax with friends	Rentrer avant minuit	To return before midnight	Hier soir	Yesterday evening
Faire les magasins	To go shopping	Utiliser mon portable	To use my mobile phone	Hier matin	Yesterday morning
Aller a un concert	To go to a concert	Lire des textos	To read texts	Hier après-midi	Yesterday after noon
Jouer des jeux sur un console	To plays games on a console	Se reposer dans la chambre	To relax in my bedroom	Le mois dernier	Last month
Aller à un match de foot	To go to a football match	Jouer pour une équipe	To play for a team	il y a deux jours	Two days ago

Week 10		Week 11		Week 12		Week 13	
Future Time Expressions		Extreme Sports		Negatives		Time expressions	
Demain	tomorrow	La chute libre	freefall	Je déteste	I hate	Aujourd'hui	Today
Après	after	La plongée sous-marine	Scuba diving	Je n'aime pas	I don't like	Demain	Tomorrow
Plus tard	later	Le kitesurf	Kite surfing	Ne...Jamais	never	Hier	Yesterday
Avant de	Before	Le saut à l'élastique	Bungee jumping	Je ne veux pas	I do not want	En été	In summer
Ce weekend	This weekend	Le parachutisme	parachuting	Ne...ni...ni	Neither..nor	En hiver	In winter
Cette semaine	This week	Le patinage	Ice skating	Ne...rien	nothing	L'année dernière	Last year
Dans dix jours	In ten days	Faire du ski nautique	Water skiing	Ne...que	only	L'année prochaine	Next year
Le lendemain	The day after tomorrow	Faire de l'alpinisme	mountaineering	Ne...plus	No longer	À l'avenir	In the future
Chaque année	Each year	Faire du parapente	Parascending	Pas du tout	Not at all	La semaine dernière	Last week
Après-demain	After tomorrow	Faire de la lutte	Wrestling	Pas encore	Not anymore	Le mois prochain	Next month

1. Levels of organisation

Cells are the basic building blocks of all living organisms.
 A tissue is a group of cells with a similar structure and function.
 Organs are aggregations of tissues performing specific functions.
 Organs are organised into organ systems, which work together to form organisms.

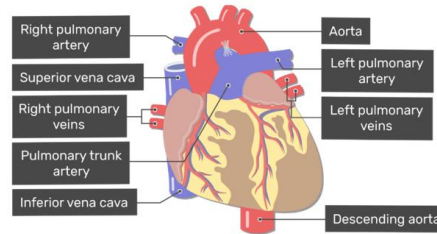
2. Digestive juices

The digestive system is an example of an organ system in which several organs work together to digest and absorb food. Enzymes catalyse specific reactions in living organisms due to the shape of their active site. Digestive enzymes convert food into small soluble molecules that can be absorbed into the bloodstream. **Carbohydrases** break down carbohydrates to simple **sugars**. Amylase is a carbohydrase that breaks down starch.
Proteases break down proteins to **amino acids**.
Lipases break down lipids (fats) to **glycerol and fatty acids**.
 These digested products are used to build new carbohydrates, lipids and proteins. Glucose is used in respiration.
 Bile is made in the liver and stored in the gall bladder. It is alkaline to neutralise hydrochloric acid from the stomach. It also emulsifies fat to form small droplets which increases the surface area. The alkaline conditions and large surface area increase the rate of fat breakdown by lipase.

3. The heart and blood vessels

The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs for gas exchange. The left ventricle pumps blood around the rest of the body.

The natural resting heart rate is controlled by a group of cells located in the right atrium that act as a pacemaker. Artificial pacemakers are electrical devices used to correct irregularities in the heart rate.



The body contains three different types of blood vessel: **arteries, veins & capillaries**.
 Blood is a tissue consisting of liquid plasma, with red blood cells, white blood cells & platelets suspended in it.

4. Health issues

Health is the state of physical and mental well-being.
 Diseases, both communicable and non-communicable, are major causes of ill health. Other factors including diet, stress and life situations may have a profound effect on both physical and mental health. Different types of disease may interact.

- Defects in the immune system mean that an individual is more likely to suffer from infectious diseases.
- Viruses living in cells can be the trigger for cancers.
- Immune reactions initially caused by a pathogen can trigger allergies such as skin rashes and asthma.
- Severe physical ill health can lead to depression and other mental illness.

5. Coronary heart disease: a non-communicable disease

In coronary heart disease layers of fatty material build up inside the coronary arteries, narrowing them. This reduces the flow of blood through the coronary arteries, resulting in a lack of oxygen for the heart muscle. Stents are used to keep the coronary arteries open. Statins are widely used to reduce blood cholesterol levels which slows down the rate of fatty material deposit.
 In some people heart valves may become faulty, preventing the valve from opening fully, or the heart valve might develop a leak. Faulty heart valves can be replaced using biological or mechanical valves. In the case of heart failure a donor heart, or heart and lungs can be transplanted. Artificial hearts are occasionally used to keep patients alive whilst waiting for a heart transplant, or to allow the heart to rest as an aid to recovery.

6. The effect of lifestyle on some non-communicable diseases

Many diseases are caused by the interaction of a number of factors.
 A causal mechanism has been proven for some risk factors, but not in others.

- The effects of diet, smoking and exercise on cardiovascular disease.
- Obesity as a risk factor for Type 2 diabetes.
- The effect of alcohol on the liver and brain function (and unborn babies).
- The effect of smoking on lung disease and lung cancer (and unborn babies).
- Carcinogens, including ionising radiation, as risk factors in cancer.

7. Cancer

Cancer can lead to uncontrolled growth and division of cells.
 Benign tumours are abnormal cells which are contained in one area. They do not invade other parts of the body.
 Malignant tumour cells are cancers. They invade neighbouring tissues and spread to different parts of the body in the blood where they form secondary tumours.

8. Plant tissues, organs and systems

The leaf is a plant organ.
 Plant tissues include: epidermal tissues, palisade mesophyll, spongy mesophyll, xylem and phloem, meristem tissue found at the growing tips of shoots and roots.
 The roots, stem and leaves form a plant organ system for transport of substances around the plant.
Root hair cells are adapted for the efficient uptake of water by osmosis, and mineral ions by active transport.
Xylem tissue transports water and mineral ions from the roots to the stems and leaves. It is composed of hollow tubes strengthened by lignin adapted for the transport of water in the transpiration stream. The role of **stomata** and **guard cells** are to control gas exchange and water loss.
Phloem tissue transports dissolved sugars from the leaves to the rest of the plant for immediate use or storage. The movement of food molecules through phloem tissue is called translocation.
 Phloem is composed of tubes of elongated cells. Cell sap can move from one phloem cell to the next through pores in the end walls.

1. Atoms, mixtures and compounds

All substances are made of atoms. An atom is the smallest part of an element that can exist.

Atoms of each element are represented by a chemical symbol, eg O for oxygen or Na for sodium.

There are about 100 different elements. Elements are shown in the periodic table.

Compounds are formed from elements by chemical reactions. Chemical reactions always involve the formation of one or more new substances. Compounds contain two or more elements chemically combined. Compounds can only be separated into elements by chemical reactions.

A mixture consists of two or more elements or compounds not chemically combined together. The chemical properties of each substance in the mixture are unchanged. Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography.

2. History of the atom

Early model	Tiny spheres that could not be divided
Electron discovered	Plum pudding model – atom was ball of positive charge with negative electrons spread around inside it
Rutherford and Marsden scattering experiment	Plum pudding model is replaced with nuclear model – small central positive nucleus with negative electrons orbiting
Niels Bohr	Electrons orbit at specific distances
Later experiments	Positive charge in nucleus can be subdivided – protons
James Chadwick	Discovers neutron

3. Sub-atomic particles

The relative electrical charges and relative masses of the particles in atoms are:

Name of particle	Proton	Neutron	Electron
Relative charge	+1	0	-1
Relative mass	1	1	Very small

In an atom, the number of electrons is equal to the number of protons in the nucleus.

Atoms have no overall electrical charge.

The number of protons in an atom of an element is its atomic number.

Almost all of the mass of an atom is in the nucleus.

The sum of the protons and neutrons in an atom is its mass number.

Atoms of the same element can have different numbers of neutrons; these atoms are called isotopes.

Atoms are very small, having a radius of about 0.1 nm (1×10^{-10} m).

The radius of a nucleus is less than 1/10 000 of that of the atom (about 1×10^{-14} m).

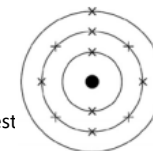
4. Representing atoms

Atoms can be represented as shown in this example: (Mass number) ²³Na
(Atomic number) ₁₁

The relative atomic mass (A_r) of an element is an average value that takes account of the abundance of the isotopes of the element.

The electrons in an atom occupy the lowest available energy levels. The electronic structure of an atom can be represented by numbers or by a diagram.

e.g. The electronic structure of sodium is 2,8,1 or showing two electrons in the lowest energy level, eight in the second energy level and one in the third energy level.

**5. The periodic table**

The elements in the periodic table are arranged in order of atomic (proton) number and so that elements with similar properties are in columns, known as groups. The table is called a periodic table because similar properties occur at regular intervals.

Elements in the same group in the periodic table have the same number of electrons in their outer shell (outer electrons) and this gives them similar chemical properties.

The early periodic tables were incomplete and some elements were placed in inappropriate groups if the strict order of atomic weights was followed.

Mendeleev overcame some of the problems by leaving gaps (that were later filled) for elements that he thought had not been discovered and in some places changed the order based on atomic weights.

Elements that react to form positive ions are metals and those that do not are non-metals.

The majority of elements are metals. Metals are found to the left and towards the bottom of the periodic table. Non-metals are found towards the right and top of the periodic table.

The elements in Group 0 are called the noble gases. They are unreactive and do not easily form molecules because their atoms have stable arrangements of electrons. The noble gases have eight electrons in their outer shell, except for helium, which has only two electrons. The boiling points going down the group.

The elements in Group 1 are known as the alkali metals and have characteristic properties because of the single electron in their outer shell. They react rapidly with water and the reactivity increases going down the group.

The elements in Group 7 are known as the halogens and all have seven electrons in their outer shell. The further down the group the more the reactivity of the elements decreases.

A more reactive halogen can displace a less reactive halogen from an aqueous solution of its salt.

The transition elements are metals with similar properties which are different from those in Group 1. Many transition elements have ions with different charges, form coloured compounds and are useful as catalysts.

1. Energy stored

A system is an object or group of objects.

The energy stored in a system can change if, for example:

- an object projected upwards
- a moving object hitting an obstacle
- an object accelerated by a constant force
- a vehicle slowing down
- bringing water to a boil in an electric kettle.

2. Changes in energy

The kinetic energy of a moving object can be calculated using the equation:

$$\text{Kinetic energy (in J)} = 0.5 \times \text{mass (in kg)} \times (\text{speed})^2 \text{ (in m/s)} \quad [E_k = \frac{1}{2} mv^2]$$

The amount of elastic potential energy stored in a stretched spring can be calculated using the equation:

$$\text{Elastic potential energy (in J)} = 0.5 \times \text{spring constant (in N/m)} \times (\text{extension})^2 \text{ (in m)} \quad [E_e = \frac{1}{2} ke^2]$$

The amount of gravitational potential energy gained by an object raised above ground level can be calculated using the equation:

$$\text{g.p.e. (in J)} = \text{mass (in kg)} \times \text{gravitational field strength (in N/kg)} \times \text{height (in m)} \quad [\text{g.p.e.} = mgh]$$

3. Energy changes in systems

The amount of energy stored in or released from a system as its temperature changes can be calculated using the equation:

$$\text{Change in thermal energy (in J)} = \text{mass (in kg)} \times \text{specific heat capacity (in J/kg } ^\circ\text{C)} \times \text{temperature change (} ^\circ\text{C)}$$

$$\Delta E = m c \Delta \theta$$

The specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius.

4. Power

Power is defined as the rate at which energy is transferred or the rate at which work is done.

$$\text{Power (in W)} = \text{energy transferred (in J)} / \text{time (in s)} \quad [P = E/t]$$

(or)

$$\text{Power (in W)} = \text{work done (in J)} / \text{time (in s)}$$

An energy transfer of 1 joule per second is equal to a power of 1 watt

5. Conservation and dissipation

Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed.

This means that there is no net change to the total energy.

Energy that is dissipated or stored in a less useful way is often described as being 'wasted'.

Unwanted energy transfers can be reduced by methods such as lubrication and the use of thermal insulation.

The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material.

The energy efficiency for any energy transfer can be calculated using the equation:

$$\text{efficiency} = \text{useful output energy transfer} / \text{total input energy transfer}$$

(or)

Efficiency may also be calculated using the equation:

$$\text{efficiency} = \text{useful power output} / \text{total power input}$$

6. National and global energy resources

The main energy resources available for use on Earth include: fossil fuels (coal, oil and gas), nuclear fuel, biofuel, wind, hydro-electricity, geothermal, the tides, the Sun and water waves.

A renewable energy resource is one that is being (or can be) replenished as it is used.

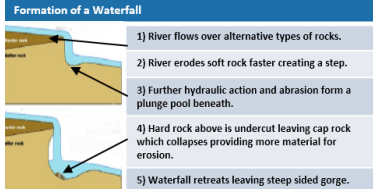

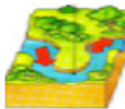



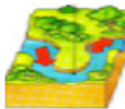



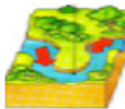


The uses of energy resources include: transport, electricity generation and heating.

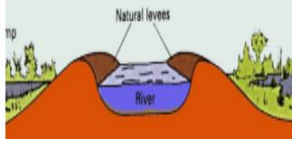
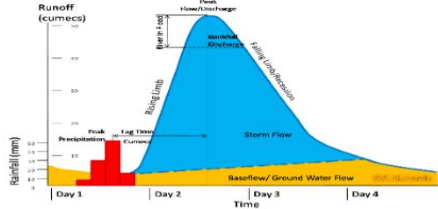
Several environmental issues may arise from the use of different energy resources. Such as, global warming due to greenhouse gases and global dimming due to soot particulates.

The ability to deal with these environmental issues can be difficult due to political, social, ethical, or economic considerations.

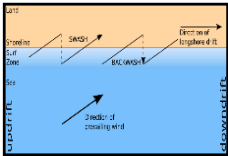
History	Nazi Society	Cycle 3	Year 9
<p>Section A - Women's Lives 1933-1939</p> <p>Jobs:</p> <ul style="list-style-type: none"> All female public service workers (doctors, teachers, civil servants) sacked. 1934, around 360,000 women had given up work. Numbers of women in university limited to 10% of male intake. <p>Marriage:</p> <ul style="list-style-type: none"> 1000 mark loan given for marrying Aryan man. The more children they had, the less they paid back. Contraception banned. Loan abolished in 1937. <p>Children:</p> <ul style="list-style-type: none"> Medals awarded for having lots of children gold for 8 children. Compulsory sterilisation for those with inherited disease or 'weaknesses' such as colour blindness. <p>Propaganda:</p> <ul style="list-style-type: none"> Posters encouraged the idea of the perfect Aryan family. Women <i>encouraged</i> to wear traditional clothing, NOT to wear trousers or dye their hair OR smoke. Slimming <i>discouraged</i> – women had to be strong for childbirth. <p>Success of policies:</p> <ul style="list-style-type: none"> Number of marriages increased slightly 1933-39 birth rate increased 1933 (15 per thousand) to 1939 (20 per thousand) Divorce rate rose after 1938, 'duty year' introduced in 1939 <p>When women were called back to work in 1943... Only 1 million responded to the call – many had welcomed the initial return to traditional values and domestic life</p>	<p>Section B - Workers' Lives 1933-1939</p> <p>Workers:</p> <p>DAF:</p> <ul style="list-style-type: none"> Replaced Trade Unions Strikes were banned. Wages went down and hours went up. Unemployment reduced by 96% in 1936. BUT Jews and women taken off register. <p>Public works:</p> <ul style="list-style-type: none"> building autobahns and schools / hospitals provided manual work for many unemployed young men. <p>RAD:</p> <ul style="list-style-type: none"> Compulsory work camps for 18-25 year olds Digging ditches and planting forests. Low wages; military style regime. <p>Military service:</p> <ul style="list-style-type: none"> 1935 2 years compulsory military service for young men <p>Leisure time:</p> <ul style="list-style-type: none"> KdF ('Strength Through Joy')– organised activities (hikes, theatre, sports) after work SdA: 'Beauty of Labour' aimed to make workplaces more attractive (canteens, toilets). Workers might have <i>felt</i> better off. <p>'Winterhilfswerk':</p> <ul style="list-style-type: none"> charity drive in winter months 1933-1945 – aimed to ensure 'no-one shall be hungry or cold' BUT workers could be sacked/harassed by others for not donating 	<p>Section C - Young People's Lives 1933-1939</p> <p>Schools:</p> <ul style="list-style-type: none"> School textbooks rewritten. Non-Nazi teachers sacked. Jewish teachers sacked. <p>Curriculum:</p> <ul style="list-style-type: none"> History: WW1 loss the fault of Jews and Communists. Treaty of Versailles was Diktat. Geography: Lebensraum. German empire needed to expand. Maths: Maths problem had underlying anti-semitic and pro-Nazi messages. Science: Learnt about angles by plotting bomb trajectories. Race Studies: All students learned to identify the difference between Aryans and Jews. PE: Compulsory to create a fit Aryan race. <p>Youth groups</p> <ul style="list-style-type: none"> Hitler Youth (HJ) for boys League of German Maidens (BDM) for girls. HJ activities: hiking, running, jumping, singing, competitive, violent games. BDM activities: physical fitness, housework and childcare skills. Groups collected money for Nazi charities (like Winterhilfswerk) BOTH groups promoted obedience to Hitler. <i>Membership</i> high but <i>attendance dropped</i> by late 1930s. Made compulsory 1939. <p>Overall aims:</p> <ul style="list-style-type: none"> Boys to be fit and ready for war Girls to be fit and ready for childbirth and motherhood Total loyalty to Germany and Hitler through indoctrination. 	<p>Section D - Jewish Lives 1933-1939</p> <p>Undesirables</p> <p>Anyone who didn't fit the Nazi Aryan ideal: Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled.</p> <p>The Nazis used two terms to separate Aryans from non-Aryans:</p> <ol style="list-style-type: none"> Urbarmenschen: White, northern Europeans. The Aryan race. 'Super humans' Untermenschen: Jews, Roma, Gypsies, Slavs. Non-Aryan. 'Sub-human'. <p>1933</p> <ul style="list-style-type: none"> Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside Jewish public officials (judges, lawyers and teachers) sacked <p>1935</p> <ul style="list-style-type: none"> Nuremberg Laws: Jews could not be German citizens; Jews could not marry or have sex with non-Jews <p>1938</p> <ul style="list-style-type: none"> Jewish children banned from state schools; Jews not allowed to practice as doctors Kristallnacht – night of Nazi encouraged violence against Jews. 30,000 Jews arrested. <p>1939</p> <ul style="list-style-type: none"> Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm. 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41) First use of yellow insignia

History		Germany at War		Cycle 3	Year 9		
Section E - Polish Occupation		Section F - Occupation of the Netherlands		Section G – Total War Germany			
<p>Occupation:</p> <ul style="list-style-type: none"> Under Lebensraum Nazi leaders believed in was Germanys right to take back Poland after it had been lost to them after WWI Poland invaded in September 1939, this was the official beginning of WW2 Nazi leaders split the country into different regions, the largest region was called General Government The Nazi leaders aim was to 'Germanise' Poland <p>Removal of Polish Culture:</p> <ul style="list-style-type: none"> Himmler drew up a plan to decide how to occupy countries in Eastern Europe, called the Eastern General Plan. It aimed to remove as many Slavic people as possible and replace them with Germans From 1940 hundreds of thousands of native polish citizens were replaced with 500,000 'ethnic Germans' Hans Frank was placed in charge of this process, he aimed to destroy Polish culture School and universities were closed 30,000 of most talented Polish people were arrested many tortured and murdered 1.9 million non Jewish Citizens were murdered 1.5 million Poles were deported and worked in labour camps In 1939 the Jewish population of Germany was 3.5 million by the end of the war 3 million had been murdered <p>Resistance</p> <ul style="list-style-type: none"> The Polish Government which had escaped to London helped to establish the Delegatura, a secret state within Poland In August 1944, there was an uprising in Warsaw lasting two months. The Germans eventually took control but ordered the complete destruction of Warsaw and its people 		<p>Occupation</p> <ul style="list-style-type: none"> Begins in 10 May 1940 Luftwaffe attack the port of Rotterdam, 800 people killed and 25,000 buildings were destroyed The Dutch government surrendered out of fear of similar loss of life in other cities <p>Experiences of Occupation</p> <ul style="list-style-type: none"> Civil Servants were allowed to continue to work, although many resigned Dutch Education was not changed and the Dutch at first co-operated with Germans <p>Changing Experiences</p> <ul style="list-style-type: none"> February 1941, the first Dutch Jews began to rounded up Dutch Communists began to go on strike, resulting in violent reaction from German authorities 1943 107,000 Dutch Jews were deported or sent to concentration camps 300,000 ex Dutch soldiers were transported to Germany to work in Labour Camps By 1944 all men between 16-60 had to report for forced labour across Germany <p>Resistance:</p> <ul style="list-style-type: none"> June 1940, many Dutch wore carnations in support of the exiled royal family Dutch organised a resistance movement operating in secret, 300,000 people were in hiding Illegal printing presses were established 		<p>War Economy :</p> <ul style="list-style-type: none"> After invasion of Poland and other Eastern European countries Hitler declared a war economy in December 1939 All industries would focus on the producing products to support war effort Military budget rose dramatically By 1941 55% of German workforce were employed in war related industries Albert Speer was to be in charge of this and introduced 'Industrial self responsibility' 1940 10200 aircraft produced by 1944 this had risen to 39,600 1940 1600 tanks were produced by 1944 this had risen to 19,000 <p>Impact of War :</p> <ul style="list-style-type: none"> By Spring 1940 Germany was beginning to experience food shortages Rationing was introduced Jews were given much more rationing than Germans Germans would spend hours queuing for low quality foods Complaining would be dealt with harshly Women had a varied experience many leading Nazi still felt their role should be in the home, but as the war progressed some were encouraged to return to work. From 1939 women under 25 were expected to complete 6 months Labour Service before entering full employment From 28 August 1940 RAF began a bombing campaign against the important German cities Children were voluntarily evacuated out of the towns and cities Older children were placed in camps run by the Hitler Youth, this allowed the Nazi to increase their indoctrination program 		<p>Section H - Holocaust</p> <p>First Solution – Persecution and Emigration</p> <ul style="list-style-type: none"> In German occupied countries the Nazi's would force Jews to leave the country Jews were beaten and humiliated, their property attacked, and belongings looted He Nazi's created a Central Office for Jewish Emigration <p>Second Solution – Concentration in Ghetto's</p> <ul style="list-style-type: none"> As Germany occupied more countries in the East with higher Jewish populations emigration would become harder to manage Jews were instead forced into Ghetto's, which were enclosed areas in cities where Jews could be isolated The Warsaw Ghetto had a 3-metre-high wall, and held 445,000 people Disease and death were common amongst young and elderly <p>Final Solution – Mass Murder</p> <ul style="list-style-type: none"> Einsatzgruppen, an elite German force carried out mass murders of Jewish communities. They were made up of SS and police The Einsatzgruppen would follow the German army as they entered new territory They would round up men, women and children take them to secluded wooded areas. The victims would be forced to dig a large pit, stand at the edge of it and then be shot. At Chelmo near the Polish town of Lodz, Jews were being murdered by exhaust fumes in a van, allowing more to be killed at the same time This idea was expanded on and in 1941 Operation Reinhard allowed the building of extermination or death camps By 1942, these were built in Belzec, Sobibor, Treblinka and later Austwitz. Jews were herded into gas chambers under the pretence of having a shower, but then would be murdered with gas – 1.7 million by end of WW2 	

Week	Key Knowledge to learn								
1	<p><u>Water Cycle key terms</u></p> <p>Precipitation – Moisture falling from clouds as rain, snow or hail.</p> <p>Interception – Vegetation prevent water reaching the ground.</p> <p>Surface Runoff – Water flowing over surface of the land into rivers</p> <p>Infiltration – Water absorbed into the soil from the ground.</p> <p>Transpiration – Water lost through leaves of plants</p>								
2	<p><u>Upper Course of a river</u></p> <p>Near the source. The river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.</p> <div style="text-align: center;">  </div>								
3	<p><u>Middle Course of a river – Formation of Meanders and Ox-bow Lakes</u></p> <p>Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wide.</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width:50%; background-color: #ADD8E6;">Step 1</td> <td style="width:50%; background-color: #ADD8E6;">Step 2</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="background-color: #ADD8E6;">Step 3</td> <td style="background-color: #ADD8E6;">Step 4</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Step 1	Step 2			Step 3	Step 4		
Step 1	Step 2								
									
Step 3	Step 4								
									

Week	Key Knowledge to learn
4	<p><u>Lower course of a river – Formation of Floodplains and Levees</u></p> <p>Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.</p> <p>When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees</p> <p>The positives:</p> <ul style="list-style-type: none"> • Nutrient rich soil makes it ideal for farming. • Flat land for building houses <div style="text-align: right;">  </div>
5	<p><u>River Management Schemes</u></p> <p>Soft Engineering</p> <p>Afforestation – Plant trees to soak up rainwater, which reduces flood risk.</p> <p>Demountable Flood Barriers – Put in place when warning is raised.</p> <p>Managed Flooding – Naturally let areas flood, protect settlements.</p> <p>Hard Engineering</p> <p>Straightening Channel – Increases velocity to remove flood water</p> <p>Artificial levees – heightens river so flood water is contained</p> <p>Deepening or widening river – to increase capacity for a flood</p>
6	<p><u>Flood Hydrographs and River Discharge</u></p> <p>River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes overtime in relation to rainfall</p> <div style="text-align: right;">  </div> <ol style="list-style-type: none"> 1. Peak discharge – is the discharge in a period of time 2. Lag time – is the delay between peak rainfall and peak discharge. 3. Rising limb – is the increase in river discharge 4. Falling limb – is the decrease in river discharge to normal level.

Week	Key Knowledge to learn	
7	<p>Coasts - Waves</p> <p>Speed of the wind, how long the wind has been blowing for, the fetch (the distance the wind has been blowing for).</p> <p>Constructive</p> <p>Low waves, long wavelengths, far storms</p> <ul style="list-style-type: none"> Bays / build up beaches / mainly summer Strong swash (material brought up the beach) / weak backwash 	<p>Destructive</p> <ul style="list-style-type: none"> High waves, short wavelengths, storms Exposed areas / destroys beaches / winter Weak swash / strong backwash (taking material back)
8	<p>Coasts - Physical Processes</p> <p>Weathering Processes</p> <ul style="list-style-type: none"> Chemical: chemical reaction with rocks Mechanical: freeze-thaw (FTW) >water gets into cracks > drop in temp. > freeze > expand > rock cracks <p>Transportation:</p> <ul style="list-style-type: none"> Solution: particles dissolved are carried in water Suspension: particles carried within the water Saltation: particles hop along sea floor Traction: large boulders roll along sea floor 	<p>Mass Movement</p> <ul style="list-style-type: none"> Sliding: material on mass moves downslope Slumping: material moves in a straight path Rock fall: rocks fall off cliff face due to FTW. <p>Erosion</p> <ul style="list-style-type: none"> Hydraulic Action: sheer force of the water Attrition: rocks collide with rocks / sea bed Abrasion: rocks rub against sea bed Solution: rocks dissolve in water
9	<p>Coasts - Longshore Drift</p> <p>Movement of Sediment Along a Coastline</p> <ul style="list-style-type: none"> Prevailing wind (direction where the wind is blowing from the most often) causes waves to arrive at the coast at an angle Beach material moves up in the swash at an angle Gravity causes the waves and sediment to return to the beach at 90° in the backwash This repeats in a zig zag motion along the beach A natural feature such as a headland or a man-made groyne can stop the material moving and cause it to build up 	<p>Formation of a Spit</p> <ol style="list-style-type: none"> Sand or shingle ridge formed by long-shore drift Longshore drift transports sand along the coast (material is carried up the beach in the swash at an angle due to the prevailing wind and back in the backwash at a right angle) There is a change in the shape of the coastline Long shore drift continues to occur and material builds up with a spit growing out to sea The spit is exposed to a change in wave direction causing a curved / hooked end A saltmarsh and mudflats form behind the spit due to the low energy depositional environment



Week	Key Knowledge to learn	
10	<p>Coasts - Erosion Features Deposition Features</p> <p>Headlands and Bays</p> <ol style="list-style-type: none"> Features of a discordant coastline. Layers of hard and soft rock at right angles to the coast Erosion (Hydraulic Action) erodes the softer less resistant material more quickly The erosion causes a bay to form overtime At either side of the bay the hard rock layers stick out into the sea and become subject to erosion The headlands will be eroded overtime The process repeats 	<p>Wave-cut Platform Formation</p> <ol style="list-style-type: none"> Features of concordant and discordant coastlines Waves break against the base of the cliff and erosion (Hydraulic Action and Attrition) occurs causing a notch to form between the low and high tide level The notch becomes bigger overtime The cliff becomes weaker at the top due to freeze-thaw weathering The cliff becomes undercut and collapses with mass movement (land slide or rock fall) The cliff face is steepened and a wave cut platform is created (where the cliff used to be) The process repeats overtime
11	<p>Coasts - Hard Engineering</p> <p>All found at Hornsea:</p> <ul style="list-style-type: none"> Sea Walls Concrete wall adjacent to the cliffs >made of concrete and have a curved top >base of wall absorbs wave energy / top deflects energy , (+) sense of security, last for many years, strong , (-) £5,000 a metre, ugly to look at Groynes: Wood structures at 90° to the coastline, trap sediment >beach build up > absorb wave energy, (+)windbreaks, stops long-shore drift, £5,000 each, (-) restrict sediment supply down the coast and can increase erosion rates Rock Armor: Large boulders in a row >absorbs wave energy (+) £1,000 a metre, quick and easy to complete, (-) makes access to the beach difficult, rocks imported and inflates the costs. 	
12	<p>Coasts - Soft Engineering</p> <p>Found at Hornsea:</p> <ul style="list-style-type: none"> Beach nourishment: Adding sand to the beach → more wave energy absorbed (+) wider beach means more room for users protects coastal properties, (-) costs £300,000 to hire a dredger, needs to be repeated Beach profiling: Increasing beach height increases erosion protection from the cliffs → more energy absorbed (+) protects a large area of land (-) bulldozers restrict access to the beach, £200,000 a year <p>Found at Bridlington:</p> <ul style="list-style-type: none"> Sand Dune Regeneration: Marram grass can stabilize sand dunes which act as a natural buffer between the and sea (+) sand dunes protect land, small planting projects use volunteer labour (-) has to be checked using twice a year, sand dunes change naturally 	

English		Macbeth		CYCLE 2	Year 10
1. Timeline/context		2. Concepts and Themes		4. Key Dramatic Devices/ Features of Tragedy	
1533	Henry VIII breaks form the Catholic church and sets up the church of England	Appearance and reality	The way so many things in life are not what they seem	Soliloquy	One character speaking to audience; Macbeth uses to make audience complicit
1597	James VI of Scotland writes Daemonologie – a guide to hunting witches	Guilt	Macbeth and Lady Macbeth suffer tortuous guilt as a result of their actions	Dramatic irony	Audience knows more than characters
1603	Queen Elizabeth I dies without an heir. Chooses James VI of Scotland successor; becomes James I of Scotland and England	Regicide	The action of killing a king	Symbolism	Use of symbols to represent ideas or qualities such as: visions, daggers, blood, birds
1605	The Gunpowder Plot – Catholics try to blow up parliament and the King	3. Key characters		Motif	Shakespeare uses dominant or recurring ideas throughout such as: hands, light/dark, sleep/dreams, nature
2. Concepts and Themes		Macbeth	Tragic hero: ambitious, treacherous, usurper	Hamartia	Tragic flow
Ambitions	If left unchecked, leads to ruthlessness; Macbeth's fatal flaw	Lady Macbeth	Driving force at the start play: ambitions, guilty, mad	Hubris	Excessive pride
Power	Without responsibility, it is a corrupting influence	King Duncan	Foil to Macbeth – a good and gracious ruler: old, pious benevolent	Catharsis	Purging or cleansing of pity and fear
The Great Chain of Being	Cannot be broken otherwise disorder will take over, God at the top: the King rules on God's behalf	Banquo	Macbeth's best friend: brave, noble, loyal	Anagnorisis	Recognition of the tragedy to come
Divine Right of Kings	Monarchs rule by Divine Right – they are anointed by God	Macduff	Hostile to Macbeth from the start and foil to Macbeth: loyal, patriotic, steadfast	Peripeteia	Sudden reversal of fortune
Mortal sins	Sinful acts leading to damnation; regicide, infanticide, suicide	The Witches	Use charms, spells, and prophecies to toy with Macbeth: equivocator, supernatural, unearthly		
equivocation	Deliberately using vague language to hide the truth				

Week	Key Knowledge to learn	Week	Key Knowledge to learn
1. – Five Pillars of Islam	<p>The five pillars of Sunni Islam are:</p> <ol style="list-style-type: none"> 1. Shahadah – the declaration of faith. 2. Salah – prayer 3. Zakah – charity 4. Sawm – fasting 5. Hajj – pilgrimage <ul style="list-style-type: none"> • They are the founding principles of the religion. • Muhammad set up the practice of the 5 pillars. • The Pillars keep Allah at the centre of a believer’s life throughout each day. • They all involve a test which Muslims must pass either each day (prayer) or yearly (fasting and zakah) and once in a lifetime (hajj). • A person who follows the 5 Pillars will hopefully return to Allah in paradise as His servant. 	4. FESTIVAL: Ashura	<ul style="list-style-type: none"> • This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means “tenth”. • Sunni: remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharaoh in Egypt. • Shia: Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed. • Sunni: Many see it as a Day of Atonement, when sins are forgiven if repented of. Many fast on the 8th-10th of Muharram. • Shia: this is festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read. • Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia’s love for Allah is shown through their love for the imams he has chosen to lead them.
2.Ten Obligatory Acts	<p>The ten Obligatory Acts of Shi’a Islam are:</p> <ol style="list-style-type: none"> 1 = prayer – salah 2 = fasting – sawm 3 = pilgrimage – hajj 4 = charity – zakah 5 = struggle – jihad 6 = amir bin maroof – encouraging people to do what is good 7 = nahi anil munkar – discouraging people from doing what is wrong 8 = khums – giving to charity and religious leaders 9 = tawalla – showing love for God and those who follow him 10 = tabarra – not associating with the enemies of God <p>Code which binds Shias together Imams gave the rule to follow them – authority of imamate</p>	5.Eid-ul-Fitr	<ul style="list-style-type: none"> • This is the celebration of the end of the month-long Ramadan fast. • Special prayers are said but Sunni and Shia Muslims perform them slightly differently • Now Muslims have fasted they know how hard life is for the poor, so zakah is due to be paid on this day. • This festival is a time to reflect on the past year and how to be better next year. It enables Muslims to improve their chance of entering Jannah by becoming a more observant Muslim and a better member of the ummah. • Ramadan and Eid-ul-Fitr are a chance every year to remember the path of Allah and make sure they come back if they have strayed from it. • Muslims have a day off work or school and go to the mosque, reflect on the year and enjoy visiting friends and relatives for celebratory meals now that they are no longer fasting. • It is a huge social occasion and strengthens the Ummah.
3.Eid-UI -Adha	<ul style="list-style-type: none"> • Remembers Prophet Ibrahim obeying Allah’s order to sacrifice his son, Ishmael. • Shaytan tempted Ibrahim to disobey Allah but Ibrahim threw stones to make him leave (also remembered by the stone throwing on Hajj) • He tried to slit Ishmael’s throat but when he looked down, it was a ram which had been killed and Ishmael was safe. • Ibrahim had passed the test of obedience to Allah’s will.. • To celebrate • A lamb is sacrificed and the meat split between the family who paid for the lamb, their friends, relatives and neighbours, and the poor. Many families in the UK pay money to charity instead of having a lamb sacrificed. • Sunnah of Eid: Sunnah = practices of the Prophet, which Muslims follow as he is the perfect example. For Eid they complete fajr prayer and then dress up in new clothes. They attend congregational prayer at mosque and hear a sermon on Ibrahim, commitment to obeying Allah, the poor, and the responsibilities of being a Muslim. 	6. Declaration of Faith	<ul style="list-style-type: none"> • The Shahadah is “There is no God but Allah and Muhammad is the Prophet of Allah.” • This phrase is important to Muslims as it expresses the core beliefs of Islam. • The Shahadah is considered to provide the foundation for the other four pillars. • Shi’a Muslims ad an extra phrase to the Shahadah: “and Ali is the friend of God.” This shows their belief that Ali. Muhammad’s cousin and son in law, was the true successor to the Prophet. • To become a Muslim a person only has to sincerely recite the Shahadah in front of Muslim witnesses. • The Shahadah is recited many times during a Muslim’s life. If they are born into a Muslim family, it is the first thing that they hear. If possible, it is also the last thing they say before they die.

RE		Muslim Practices		CYCLE 2		Year 10			
Week	Key Knowledge to learn	Week	Key Knowledge to learn	Week	Key Knowledge to learn	Week	Key Knowledge to learn		
7. Salah: Prayer	<ul style="list-style-type: none"> To observe the duty of salah, Sunni Muslims pray five times a day and Shi'a Muslims pray three times a day. Shi'a Muslims combine midday and afternoon prayer and sunset and night prayers, so they say the same prayers but only three times a day Sunni Muslims prayer times are called; Fajr (before sunrise), Zuhr (after midday), Asr (afternoon), Maghrib (just after sunset), Isha (night). Before prayer all Muslims perform ritual washing called Wudu. This is to make themselves spiritually clean and focus fully on Allah. When praying all Muslims face the direction of Makkah. This means that all Muslims are focusing on one place associated with God when they pray. Shi'a Muslims believe in only using natural materials when praying so they will place a clay tablet or a piece of wood on the spot where their forehead will rest. 	10. Zakah and Khums: Charity	<ul style="list-style-type: none"> Zakah requires Muslims to give 2.5% of their savings to charity every year. In addition to giving Zakah. Shi'a Muslims also give Khums. This is 20% of their savings, half of which goes to charity and half to religious leaders. Giving to charity is mentioned a number of times in the Qur'an; for example "Whatever you give should be for parents, close relatives, orphans, the needy and travellers. God is well aware of whatever good you do." 2:215. Only Muslims with savings greater than a certain amount (known as the nisab) are required to give Zakah. Zakah can be donated directly to a charity such as Islamic relief but it can also be collected by a mosque, which will distribute the money among those in need. Zakah is important because it fulfils a duty to God. It helps to strengthen the Muslim community by supporting the poor and weak. It is a type of purification that helps Muslims become closer to God. 	11. Hajj: Pilgrimage	<ul style="list-style-type: none"> Hajj is an annual pilgrimage that starts and ends in the city of Makkah (Mecca) in Saudi Arabia. Every Muslim is expected to take part in Hajj at least once in their life. Hajj remembers the actions of the Prophet Ibrahim and his family who rebuilt the Ka'aba. The Ka'aba is the cube shaped building in the centre of the Grand Mosque and is the holiest place in Islam. The Qur'an says that "Pilgrimage to the House is a duty owed to God by people who are able to undertake it." 3:97. Hajj is significant for Muslims because it: Fulfils areligious obligation as it is a pillar of Islam and Muslims are told of its significance when reading the Qur'an. Pilgrimage brings a person closer to God as they do not have to deal with the world around them and instead concentrate on their faith. Hajj is emphasises the unity of the Muslim ummah and shows that all Muslims are the same no mater their race or wealth. 	12. Hajj: Pilgrimage	<ul style="list-style-type: none"> Hajj takes place over five days, during which time pilgrims travel from Makkah to Mina, Arafat, Muzdalifah and back to Makkah. The actions that are performed on Hajj remember the events in the lives of the Prophet Ibrahim and his family. Before Hajj begins, pilgrims must enter a state of purity called Ihram which involves ritual washing and wearing white. Everyone wearing the same clothes signifies unity and equality. Hajj pilgrimage starts in Makkah at the Gran Mosque as pilgrims walk round the Ka'aba seven times. Muslims will then walk seven times between the hills of Safa and Marwah, remembering Hajira's search for water and the miracle of the appearance of the well of Zaman. Pilgrims will then travel to Arafat where Muhammad preached his last sermon. Praying a whole afternoon under the hot sun shows their devotion to God. Pilgrims also throw pebbles at three stone wall called the Jamarat. These walls represent the devil. 	13. Jihad	<ul style="list-style-type: none"> Jihad refers to the struggle against evil. It requires all Muslims to strive to improve themselves and the society they live in, in a way that pleases God. Greater Jihad is the inward, personal struggle to live according to the teachings of Islam. Lesser Jihad is the outward, collective struggle to defend Islam from threat. Greater Jihad is considered to be more important than lesser Jihad. Greater Jihad might involve; observing the five pillars, studying the Qur'an, avoiding temptations like drugs and alcohol, avoiding negative traits like greed and jealousy and helping and caring for those in need. Lesser comes from the earliest days of Islam when Muslims needed to fight for the freedom to practice their faith. Fighting for religious cause is sometimes caused a Holy War. But lesser jihad or holy war can only be used and a last resort when the faith is under severe attack. Islam teaches that lesser jihad/holy war can never be used to justify a terrorist attack.
8. Prayer	<ul style="list-style-type: none"> Muslim prayers are made up of a number of rak'ah: set sequences of actions and recitations. God commanded Muslims to pray, so it is important for Muslims to observe this pillar of Islam. Prayer is also important as it unites Muslims and brings them closer to God. The Jummah Prayer is a special communal prayer that is held at midday on Friday. Men are expected to attend a mosque for this prayer and women may do so if they wish. Muslims still perform wudu before Jummah Prayer and Mosques have special rooms set aside for this. Prayer is important to Muslims because: Muslims have been commanded to pray by God. It helps a Muslim become closer to God It motivates them to do God's will. It unites Muslims around the world as they all pray in the same way. 	9. Sawm: Fasting	<ul style="list-style-type: none"> Ramadan is the most important month in the Islamic Calendar. It is during this month that the angel Jibril started to reveal the Qur'an to Muhamad. Muslims focus on their faith during this month by fasting, giving to charity and trying to please God. Fasting means not eating or drinking during daylight hours. The command to fast was revealed to Muhammad and can be found in the Qur'an. "It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind... So any of you who sees in the month should fast." 2:185 Food, drink, smoking and sex are forbidden during daylight hours. The fast is broken at sunset when an evening meal is shared with family and friends with prayer and reading from the Qur'an. Children, the ill and those who are pregnant are excused from the fast. The fast is important because it shows obedience and dedication to God and inspires Muslims to help those in poverty who don't have enough to eat or drink. The Night of Power is the night when Jibril first started to recite the Qur'an to Muhammad. Muslims might try to stay awake throughout the Night of Power, praying and studying the Qur'an. Observing the Night of Power is thought to give Muslims the benefits of worshipping for a thousand months. 						

BOX 1: Ratios & fractions

RATIO	
Ratio	Compares the size of one part to another part .
Ratio Notation	The ratio of A to B is written as A:B
Proportion	Proportion compares the size of one part to the size of the whole .
Part (<i>Share</i>)	A proportion of the original amount.
Whole	The total amount.
Unit	A standard amount used to measure something
Compound Units	A unit made of two other units . <i>e.g. speed is distance per time m/s.</i>

LINKS TO: FRACTIONS, DECIMALS, PERCENTAGES

e.g. the ratio 15:35 is: $\frac{15}{50}$ in fractional form
 0.3 in decimal form
 30% in percentage form

Combining ratios

The ratio of Blue counters to Red counters is 5:3

The ratio of Red counters to Green counters is 2:1

Ratio of Blue to Red to Green

10 : 6 : 3

Use equivalent ratios to allow comparison of the group that is common to both statements

Lowest common multiple of the ratio both statements share

BOX 2: Percentages and interest

PERCENTAGE CALCULATIONS	
Multiplier	A percentage written as a decimal . You can then use multiplication to find the percentage.
Percentage increase	Adding a percentage to the original amount.
Percentage decrease	Subtracting a percentage from the original amount.
Percentage Change	The change between the old value and the new value as a percentage $\frac{\text{Difference}}{\text{Original}} \times 100$
Reverse Percentage	Working backwards to find 100%
Simple Interest	Interest calculated as a percentage of the original amount, so the same amount is added each year.
Exponential Growth	When we multiply a number repeatedly by the same number (more than 1), so it increases by the same proportion each time.
Compound Interest	An example of exponential growth. Interest paid on the original amount and the accumulated interest, so each year a larger amount of interest is paid. R = A x Mⁿ R is the end value . A is the starting value . M is the multiplier . n is the number of years .
per annum	per year
Exponential Decay	When we multiply a number repeatedly by the same number (less than 1), so it decreases by the same proportion each time.

BOX 3: Probability

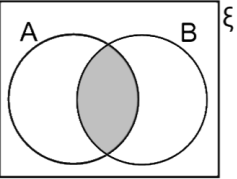
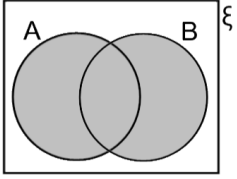
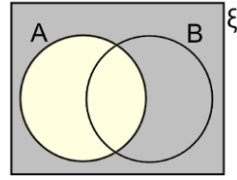
LIKELIHOOD VOCABULARY	
Impossible	When there is no chance – it will not happen. An outcome with a probability of 0 .
Unlikely	When it will probably not happen . An outcome with a probability between 0 and 0.5 .
Even	When there is an equal chance of something happening or not happening. An outcome with a probability of 0.5
Likely	When it will probably happen . An outcome with a probability between 0.5 and 1 .
Certain	When it is inevitable – it will definitely happen. An outcome with a probability of 1 .
Fair	When all outcomes are equally likely .
Bias	When something is not fair .

OUTCOMES / EVENTS	
Exhaustive	Outcomes are exhaustive if they cover the entire range of possible outcomes.
Mutually Exclusive	Events are mutually exclusive if they cannot happen at the same time
Independent Events	Events where the outcome of an event is not affected by the outcome of a previous event.
Dependent Events	Events where the outcome of an event is affected by the outcome of a previous event.
Conditional Probability	The probability of an event happening, given that another event has already happened.


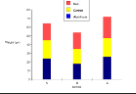
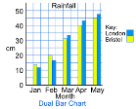
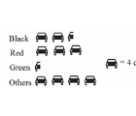

Links to: SYSTEMATIC LISTING	
Product Rule for Counting	If there are x ways of doing something and y ways of doing something else, then there are xy ways of performing both (the product of the two numbers).

REPRESENTING PROBABILITIES	
Sample Space	The set of all possible outcomes of an experiment
Probability Tree	A diagram shaped like a tree used to display a sample space by using one branch for each possible outcome .

Links to: OPERATIONS WITH FRACTIONS	
Adding and Subtracting Fractions	Find equivalent fractions with common denominators. Add or subtract the numerator only. Simplify if possible.
Multiplying Fractions	Multiply the numerators. Multiply the denominators. Simplify the fraction if possible

VENN DIAGRAMS		
Venn Diagram	A diagram using circles to show the relationship between sets	
Set	A collection of items with one of each member	
The Intersection	$(A \cap B)$ In A and in B	
The Union	$(A \cup B)$ In A or in B or in both	
The Compliment	A' Not in A	

BOX 4: Collecting, representing and interpreting data

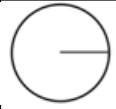

DISPLAYING CATEGORICAL DATA	
Frequency	The number of times an event or a value occurs
Frequency table	A table, usually a tally, showing the totals of data.
Bar chart	A chart where the height of the bars represents the frequency. There are gaps between bars. 
Compound / composite bar chart	A bar chart showing data stacked on top of each other. 
Comparative / dual bar chart	A bar chart showing data side by side 
Pictogram	A chart where each picture represents a set frequency. It has a key to tell you what each picture is worth. 
Pie Chart	A chart where the size of the sector of the circle represents the frequency 

Links to: ANGLE FACTS	
Angles around a point	Add to 360° (as they make a full turn)

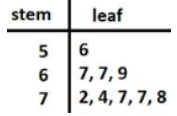
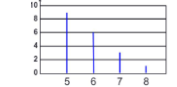
SPREAD OF DATA	
Range	A measure of spread calculated by: the largest value subtract the smallest value
Interquartile Range	A measure of spread calculated by: the upper quartile subtract the lower quartile
Outlier	A value that ' lies outside ' most of the other values in a set of data. An outlier is much smaller or much larger than the other values in a set of data.

COMPARING DATA	
Comparing Data	Compare averages to say who is better/faster/taller . Compare ranges to say who is more consistent / less varied.

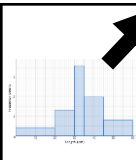
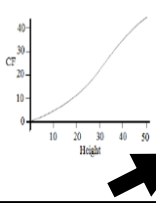

TYPES OF DATA	
Qualitative	Data that can only be written in words , not numbers, e.g. eye colour, favourite animal
Quantitative	Numerical data, e.g. shoe size, height of a plant.

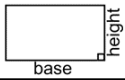
Links to: CIRCLE DEFINITIONS		
Radius	The distance from the centre of a circle to the edge . 	
Sector	The region of a circle enclosed by two radii and their intercepted arc . 	

SAMPLING	
Population	In statistics, the whole group being studied. (not the population of a city or country)
Sampling	Taking a small group of the population to use for your study (to save the money and time needed to ask everyone).
Random sampling	Sampling where each member of the population is equally likely to be picked. e.g. names out of a hat.
Systematic sampling	A form of random sampling using intervals , e.g. picking every 10 th person on the register.
Stratified sampling	A form of sampling that is more representative of the groups of people within a population.
Biased	When something is not fair .

DISPLAYING UNGROUPED DISCRETE NUMERICAL DATA		
Stem and leaf diagram	A way of displaying a list of numbers . The stem goes down and the leaves go out to the right. It has a key . 	
Vertical line graph	Like a bar chart, but the bars have no width, they are just straight lines up the page. 	

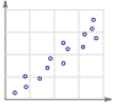
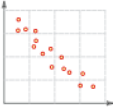


BOX 4: Collecting, representing and interpreting data

DISPLAYING GROUPED DATA	
Class width	The range of a group (class). i.e. aged 15-20 has a class width of 5.
Histogram	A chart where the area of the bars represents the frequency. There are no gaps between bars. 
Frequency density	The heights of the bars on a histogram. $\text{Frequency Density} = \frac{\text{frequency}}{\text{class width}}$
Frequency polygon	A line graph made by plotting the frequency against the midpoints of each group.
Cumulative frequency	A running total
Cumulative frequency diagram	A curve plotting the end-points of grouped data against the running total. Makes an S shape, called an ogive. 
Box plots	

Links to: AREA	
Area	The amount of space a 2D shape takes up.
Area of a rectangle	$A = bh$ Area = base x height 

AVERAGES	
Average	A number expressing the central or typical value in a set of data
Mean	Method: add up all the amounts, and then divide the total by the number of amounts
Mode	The value which occurs the most . Bi-modal is where there are two modes . There sometimes is no mode .
Modal Class	In grouped data, the class (group) with the highest frequency
Median	The middle value (half way) through the data). Method: put the data in numerical order, and state the middle value.

Links to: QUARTILES	
Lower Quartile	The value one quarter of the way through the data
Median	The middle value (half way) through the data)
Upper Quartile	The value three quarters of the way through the data

DISPLAYING BIVARIATE DATA	
Bivariate data	Data containing two variables
Variable	Something that can change or vary .
Scatter graph	A graph to show bivariate data
Correlation	When there is a relationship between two sets of data, but we don't know if one caused the other
Causation	When the independent variable causes the dependent variable
Positive correlation	As one variable increases, the other increases 
Negative correlation	As one variable increases, the other decreases 
No correlation	There is no relationship between the two variables. 
Line of best fit	A line that best represents the data on a scatter graph. In maths GCSE it is always straight, but in science it can be curved. 
Outlier	A value that ' lies outside ' most of the other values in a set of data. An outlier is much smaller or much larger than the other values in a set of data.

French	Key Information	CYCLE 2	All Years
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Les jours de la semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
Les mois
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

Les nombres en français			
0 zero	10 dix	20 vingt	30 trente
1 un	11 onze	21 vingt-et-un	31 trente-et-un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	33 trente-trois
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq
6 six	16 seize	26 vingt-six	36 trente-six
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf
40 quarante	50 cinquante	60 soixante	70 soixante-dix
41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un	71 soixante-onze
42 quarante-deux	52 cinquante-deux	62 soixante-deux	72 soixante-douze
43 quarante-trois	53 cinquante-trois	63 soixante-trois	73 soixante-treize
44 quarante-quatre	54 cinquante-quatre	64 soixante-quatre	74 soixante-quatorze
45 quarante-cinq	55 cinquante-cinq	65 soixante-cinq	75 soixante-quinze
46 quarante-six	56 cinquante-six	66 soixante-six	76 soixante-seize
47 quarante-sept	57 cinquante-sept	67 soixante-sept	77 soixante-dix-sept
48 quarante-huit	58 cinquante-huit	68 soixante-huit	78 soixante-dix-huit
49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf	79 soixante-dix-neuf
80 quatre-vingt		90 quatre-vingt-dix	
81 quatre-vingt-et-un		91 quatre-vingt-onze	
82 quatre-vingt-deux		92 quatre-vingt-douze	
83 quatre-vingt-trois		93 quatre-vingt-treize	
84 quatre-vingt-et-quatre		94 quatre-vingt-quatorze	
85 quatre-vingt-et-cinq		95 quatre-vingt-quinze	
86 quatre-vingt-et-six		96 quatre-vingt-seize	
87 quatre-vingt-et-sept		97 quatre-vingt-sept	
88 quatre-vingt-et-huit		98 quatre-vingt-dix-huit	
89 quatre-vingt-et-neuf		99 quatre-vingt-dix-neuf	

French SPAG marking	
sp	Spelling
art	Article
vb	Verb
T	Tense
Acc	Accent
adj	Adjective incorrect/agreement
C	Capital
ww	Wrong word
?	Re-phrase/no sense
	Word re-order

100 cent	600 six cents	105 cent cinq	1,001 mille et un	74,000 soixante-quatorze mille
200 deux cents	700 sept cents	149 cent quarante-neuf	1,500 mille cinq cents	100,000 cent mille
300 trois cents	800 huit cents	181 cent quatre-vingt-un	1,766 sept cent soixante-six	1,000,000 un million
400 quatre cents	900 neuf cents	501 cinq cent un	2,001 deux mille un	3,000,000 trois millions
500 cinq cents	1,000 mille	565 cinq cent soixante-cinq	40,000 quarante mille	1,000,000,000 un-millard

French

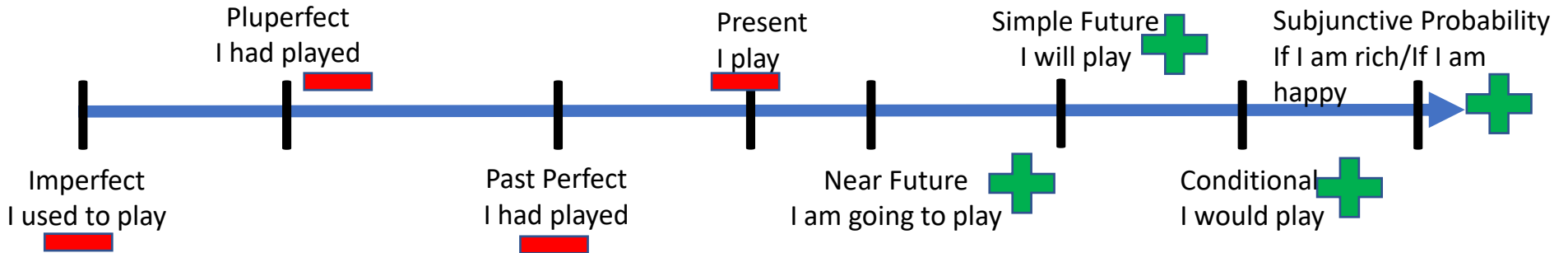
Marking Sticker

CYCLE 2

All Years

Title:					
Detail	WWW	EBI	Tenses	WWW	EBI
Connectives	1 2 3		Present tense	1 2 3	
Opinions	1 2 3		Past Perfect	1 2 3	
Reasons (adjectives)	1 2 3		Imperfect	1 2 3	
Intensifiers	1 2 3		Conditional	1 2 3	
Time expressions	1 2 3		Simple Future	1 2 3	
Adverbs	1 2 3		Pluperfect	1 2 3	
Negatives	1 2 3		Perfect Conditional	1 2 3	
			Subjunctive	1	
Comparatives	plus moins		Modal Verbs	1	
Superlatives	le plus le moins le pire le meilleur		Other Persons	1 2 3	
			Quality of Work	Si j'avais le choix	
Si clause	1 2 3				
Openers	1 2 3		1 Excellent	Quand j'étais plus jeune	
Exclamation	1 2 3		2 Good	Pour que je sois contente	
Questions	1 2 3			Quand je serai plus âgé	
Total:			4 Poor	vu que	
				tandis que	
				Si je pourrais	
				Pour que je puisse	

French	Verb conjugation explanation	CYCLE 2	All Years
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Tense	Add or Remove ending	Meaning	Example
Imperfect	Remove ending ER IR RE OIR	I used to play	Jouer – remove er – je jouais
Pluperfect	Remove ending ER IR RE OIR	I had played	Jouer – remove er – J’avais joué
Past perfect	Remove ending ER IR RE OIR	I have played	Jouer – remove er – j’ai joué
Present	Remove ER IR RE OIR	I play	Jouer – remove er – je joue
Near future	Add the infinitive	I am going to play	Jouer – add to the structure – je vais jouer
Simple future	Add to the infinitive ER IR RE	I will play	Jouer – add the ending to the end – je jouerai
Conditional	Add to the infinitive ER IR RE	I would play	Jouer – add the ending to the end – je jouerais
Subjunctive	Probability – If I am rich /If I am happy		Learn set sentences (marking sticker& writing frame)

*imperfect and conditional share endings

French		French Literacy Mat		CYCLE 2	All Years	
Connectives car / parce que = because puisque = since aussi = also donc = therefore puis = then après = after Ensuite = next/then ou = or cependant = however par conséquent = as a result étant donné que = given that tandis que = whereas vu que = considering that Malgré = despite Afin que = so that Pourvu que = given that Sauf = except Magré = despite En outre furthermore Pour que = so that	Subjunctive Pour que je sois = so that I am Pour que je puisse = so that I can Il faut que = It is necessary that Il est essentiel qu'il aie = it is essential that there is... Il est nécessaire qu'on fasse = it is necessary that we do	Adverbs d'habitude = Usually normalement = normally quelquefois = sometimes tous les jours = every day généralement = generally	Reasons (Adjectives) <i>c'est... = it is...</i> <i>c'était... = it was...</i> <i>ce sera... = it will be...</i> <i>ce serait...=it would be...</i> intéressant = interesting passionnant = exciting sympa = nice époustoufflant = mind-blowing triste = sad affreux = terrible épouvantable = dreadful bizarre = strange sale = dirty propre = clean bruyant = noisy tranquille = calm beau/joli = nice cher = expensive différent = different ennuyeux = boring mauvais/mal = bad paresseux = lazy vieux = old propre = clean facile = easy moche/ laid = ugly grand = big petit = small			
	Questions Pourquoi? = Why Qui? = Who? Quand? = When? Comment? = How? Que = What? N'est-ce pas? = Isn't it? As-tu / Avez-vous? = Do you have?	Time Phrases Aujourd'hui = Today Hier = Yesterday Demain = Tomorrow En été = In summer En hiver = In winter L'année dernière = Last year L'année prochaine = Next year À l'avenir = In the future La semaine dernière = Last week Le mois prochain = Next month	Superlatives le / la moins = the least le / la plus = the most le / la pire = the worst le / la mieux = the best			
	Intensifiers très = very assez = quite un peu = a little vraiment = really beaucoup = a lot	Adjectival Agreement un garçon intelligent = a clever boy une fille intelligente = a clever girl un pull bleu = a blue jumper une veste grise = a grey blazer une cravate violette = a purple tie une chemise blanche = a white shirt	Exclamation Quel surprise! = What a surprise! Quel chance! = What luck! Quel dommage! = What a shame! Quel horreur! = What horror!			
	Openers D'abord = firstly Par contre = On the other hand Premièrement = Firstly Deuxièmement = Secondly Troisièmement = Thirdly Finalement = Finally Pour moi = As for me	Complex Opinions Je pense que = I think that J'estime que = I consider that Je crois que = I believe that Il me semble que = It seems to me that Je trouve que = I find that À mon avis = in my opinion En ce qui me concerne = Concerning me Je suis d'accord car = I agree because	Negatives ne... pas = not ne... jamais = never ne... que = only ni... ni = neither... nor ne... plus = not anymore			
			Comparatives plus... que = more... than moins... que = less... than			

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
INFINITIVE: porter = to wear (Regular er)							
I had worn	I used to wear	I wore	I am wearing/ I wear	I am going to wear	I will wear	I would wear	I would have worn
Je (J') } avais } porté Tu } avais } porté Il } avait } porté Elle } avait } porté On } avait } porté Nous } avions } porté Vous } aviez } porté Ils } avaient } porté Elles } avaient } porté	Je (J') } port ais } Tu } port ais } Il } port ait } Elle } port ait } On } port ait } Nous } port ions } Vous } port iez } Ils } port aient } Elles } port aient }	Je (J') } ai } porté Tu } as } porté Il } a } porté Elle } a } porté On } a } porté Nous } avons } porté Vous } avez } porté Ils } ont } porté Elles } ont } porté	Je (J') } port e } Tu } port es } Il } port e } Elle } port e } On } port e } Nous } port ons } Vous } port ez } Ils } port ent } Elles } port ent }	Je (J') } vais } porter Tu } vas } porter Il } va } porter Elle } va } porter On } va } porter Nous } allons } porter Vous } allez } porter Ils } vont } porter Elles } vont } porter	Je (J') } porter ai } Tu } porter as } Il } porter a } Elle } porter a } On } porter a } Nous } porter ons } Vous } porter ez } Ils } porter ont } Elles } porter ont }	Je (J') } port erais } Tu } port erais } Il } port erait } Elle } port erait } On } port erait } Nous } port erions } Vous } port eriez } Ils } port er aient } Elles } port er aient }	Je (J') } aurais } porté Tu } aurais } porté Il } aurait } porté Elle } aurait } porté On } aurait } porté Nous } aurions } porté Vous } auriez } porté Ils } auraient } porté Elles } auraient } porté
INFINITIVE: finir = to finish (ir)							
I had finished	I used to finish	I finished	I am finishing/ I finish	I am going to finish	I will finish	I would finish	I would have finished
Je (J') } avais } fini Tu } avais } fini Il } avait } fini Elle } avait } fini On } avait } fini Nous } avions } fini Vous } aviez } fini Ils } avaient } fini Elles } avaient } fini	Je (J') } finiss ais } Tu } finiss ais } Il } port ait } Elle } finiss ait } On } finiss ait } Nous } finiss ions } Vous } finiss iez } Ils } finiss aient } Elles } finiss aient }	Je (J') } ai } fini Tu } as } fini Il } a } fini Elle } a } fini On } a } fini Nous } avons } fini Vous } avez } fini Ils } ont } fini Elles } ont } fini	Je (J') } fin is } Tu } fin is } Il } fin it } Elle } fin it } On } fin it } Nous } fin issons } Vous } fin issez } Ils } fin issent } Elles } fin issent }	Je (J') } vais } finir Tu } vas } finir Il } va } finir Elle } va } finir On } va } finir Nous } allons } finir Vous } allez } finir Ils } vont } finir Elles } vont } finir	Je (J') } finir ai } Tu } finir as } Il } finir a } Elle } finir a } On } finir a } Nous } finir ons } Vous } finir ez } Ils } finir ont } Elles } finir ont }	Je (J') } finir ais } Tu } finir ais } Il } finir ait } Elle } finir ait } On } finir ait } Nous } finir ions } Vous } finir iez } Ils } finir aient } Elles } finir aient }	Je (J') } aurais } fini Tu } aurais } fini Il } aurait } fini Elle } aurait } fini On } aurait } fini Nous } aurions } fini Vous } auriez } fini Ils } auraient } fini Elles } auraient } fini
INFINITIVE: attendre = to wait (re)							
I had waited	I used to wait	I waited	I am waiting/ I wait	I am going to wait	I will wait	I would wait	I would have waited
Je (J') } avais } attendu Tu } avais } attendu Il } avait } attendu Elle } avait } attendu On } avait } attendu Nous } avions } attendu Vous } aviez } attendu Ils } avaient } attendu Elles } avaient } attendu	Je (J') } attend ais } Tu } attend ais } Il } attend ait } Elle } attend ait } On } attend ait } Nous } attend ions } Vous } attend iez } Ils } attend aient } Elles } attend aient }	Je (J') } ai } attendu Tu } as } attendu Il } a } attendu Elle } a } attendu On } a } attendu Nous } avons } attendu Vous } avez } attendu Ils } ont } attendu Elles } ont } attendu	Je (J') } attend s } Tu } attend s } Il } attend _ } Elle } attend _ } On } attend _ } Nous } attend ons } Vous } attend ez } Ils } attend ent } Elles } attend ent }	Je (J') } vais } attendre Tu } vas } attendre Il } va } attendre Elle } va } attendre On } va } attendre Nous } allons } attendre Vous } allez } attendre Ils } vont } attendre Elles } vont } attendre	Je (J') } attendr ai } Tu } attendr as } Il } attendr a } Elle } attendr a } On } attendr a } Nous } attendr ons } Vous } attendr ez } Ils } attendr ont } Elles } attendr ont }	Je (J') } attendr ais } Tu } attendr ais } Il } attendr ait } Elle } attendr ait } On } attendr ait } Nous } attendr ions } Vous } attendr iez } Ils } attendr aient } Elles } attendr aient }	Je (J') } aurais } attendu Tu } aurais } attendu Il } aurait } attendu Elle } aurait } attendu On } aurait } attendu Nous } aurions } attendu Vous } auriez } attendu Ils } auraient } attendu Elles } auraient } attendu

French	Verbs	CYCLE 2	All Years
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Present Tense Regular Verbs											
ER verb habiter = to live				IR verb finir = to finish				RE verb attendre = to wait			
Je (J')	habit e	<i>I live</i>		Je (J')	fin is	<i>I finish</i>		Je (J')	attend s	<i>I wait</i>	
Tu	habit es	<i>You live (s/informal)</i>		Tu	fin is	<i>You finish (s/informal)</i>		Tu	attend s	<i>You wait (s/informal)</i>	
Il	habit e	<i>He lives</i>	}	Il	fin it	<i>He finishes</i>	}	Il	attend _	<i>He waits</i>	}
Elle	habit e	<i>She lives</i>		Elle	fin it	<i>She finishes</i>		Elle	attend _	<i>She waits</i>	
On	habit e	<i>We live</i>		On	fin it	<i>We finish</i>		On	attend _	<i>We wait</i>	
Nous	habit ons	<i>We live</i>		Nous	fin issons	<i>We finish</i>		Nous	attend ons	<i>We wait</i>	
Vous	habit ez	<i>You live (pl/formal)</i>		Vous	fin issez	<i>You finish (pl/formal)</i>		Vous	attend ez	<i>You wait (pl/formal)</i>	
Ils	habit ent	<i>They live (m/mixed)</i>	}	Ils	fin issent	<i>They finish (m/mixed)</i>	}	Ils	attend ent	<i>They wait (m/mixed)</i>	}
Elles	habit ent	<i>They live (f)</i>		Elles	fin issent	<i>They finish (f)</i>		Elles	attend ent	<i>They wait (f)</i>	
Present Tense Irregular Verbs											
avoir = to have			être = to be			faire = to do			aller = to visit		
Je (J')	ai	<i>I have</i>	Je (J')	suis	<i>I am</i>	Je (J')	fais	<i>I do</i>	Je (J')	vais	<i>I go</i>
Tu	as	<i>You have (s/informal)</i>	Tu	es	<i>You are (s/informal)</i>	Tu	fais	<i>You do (s/informal)</i>	Tu	vais	<i>You go (s/informal)</i>
Il	a	<i>He has</i>	Il	est	<i>He is</i>	Il	fait	<i>He does</i>	Il	va	<i>He goes</i>
Elle	a	<i>She has</i>									
On	a	<i>We have</i>	On	est	<i>We are</i>	On	fait	<i>We do</i>	On	va	<i>We go</i>
Nous	avons	<i>We have</i>	Nous	sommes	<i>We are</i>	Nous	faisons	<i>We do</i>	Nous	allons	<i>We go</i>
Vous	avez	<i>You have (pl/formal)</i>	Vous	êtes	<i>You are (pl/formal)</i>	Vous	faites	<i>You do (pl/formal)</i>	Vous	allez	<i>You go (pl/formal)</i>
Ils	ont	<i>They have (m/mixed)</i>	Ils	sont	<i>They are (m/mixed)</i>	Ils	font	<i>They do (m)</i>	Ils	vont	<i>They go (m/mixed)</i>
Elles	ont	<i>They have (f)</i>									

French	Verbs	CYCLE 2	All Years
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Present Tense	Past Perfect	Immediate Future	Conditional	Simple Future	Past Imperfect	Past Pluperfect	Perfect Conditional
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INFINITIVE: aller = to go (Irregular)

I am going / I go	I have gone / I went	I am going to go	I would go	I will go	I was going / I used to go	I had gone	I would have gone
Je (J') vais	Je (J') suis allé(e)	Je (J') vais aller	Je (J') ir ais	Je (J') ir ai	Je (J') all ais	Je (J') étais allé(e)	Je (J') serais allé(e)
Tu vas	Tu es allé(e)	Tu vas aller	Tu ir ais	Tu ir as	Tu all ais	Tu étais allé(e)	Tu serais allé(e)
Il va	Il est allé(e)	Il va aller	Il ir ait	Il ir a	Il all ait	Il était allé(e)	Il serait allé(e)
Elle va	Elle est allé(e)	Elle va aller	Elle ir ait	Elle ir a	Elle all ait	Elle était allé(e)	Elle serait allé(e)
On va	On est allé(e)	On va aller	On ir ait	On ir a	On all ait	On était allé(e)	On serait allé(e)
Nous allons	Nous sommes allé(e/s)	Nous allons aller	Nous ir ions	Nous ir ons	Nous all ions	Nous étions allé(e/s)	Nous serions allé(e/s)
Vous allez	Vous êtes allé(e/s)	Vous allez aller	Vous ir iez	Vous ir ez	Vous all iez	Vous étiez allé(e/s)	Vous seriez allé(e/s)
Ils vont	Ils sont allé(e/s)	Ils vont aller	Ils ir aient	Ils ir ont	Ils all aient	Ils étaient allé(e/s)	Ils seraient allé(e/s)
Elles vont	Elles sont allé(e/s)	Elles vont aller	Elles ir aient	Elles ir ont	Elles all aient	Elles étaient allé(e/s)	Elles seraient allé(e/s)

INFINITIVE: faire = to do / make (Irregular)

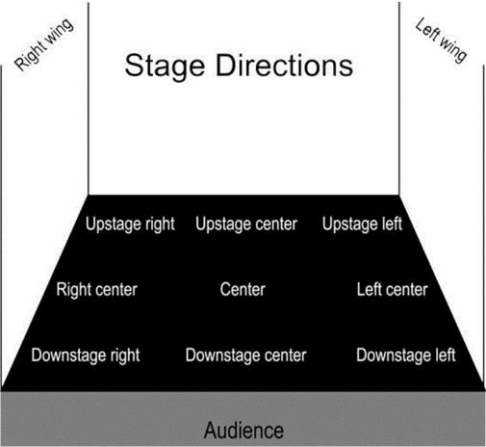
I am doing/ I do	I have done / I did	I am going to do	I would do	I will do	I was doing / I used to do	I had done	I would have done
Je (J') fais	Je (J') ai fait	Je (J') vais faire	Je (J') fer ais	Je (J') fer ai	Je (J') fais ais	Je (J') avais fait	Je (J') aurais fait
Tu fais	Tu as fait	Tu vas faire	Tu fer ais	Tu fer as	Tu fais ais	Tu avais fait	Tu aurais fait
Il fait	Il a fait	Il va faire	Il fer ait	Il fer a	Il fais ait	Il avait fait	Il aurait fait
Elle fait	Elle a fait	Elle va faire	Elle fer ait	Elle fer a	Elle fais ait	Elle avait fait	Elle aurait fait
On fait	On a fait	On va faire	On fer ait	On fer a	On fais ait	On avait fait	On aurait fait
Nous faisons	Nous avons fait	Nous allons faire	Nous fer ions	Nous fer ons	Nous fais ions	Nous avions fait	Nous aurions fait
Vous faites	Vous avez fait	Vous allez faire	Vous fer iez	Vous fer ez	Vous fais iez	Vous aviez fait	Vous auriez fait
Ils font	Ils ont fait	Ils vont faire	Ils fer aient	Ils fer ont	Ils fais aient	Ils avaient fait	Ils auraient fait
Elles font	Elles ont fait	Elles vont faire	Elles fer aient	Elles fer ont	Elles fais aient	Elles avaient fait	Elles auraient fait

DR/MRS VANDERTRAMP verbs take être not avoir

Descendre – je suis descendu(e)(s) - to come down (stairs)
 Rester – je suis resté(e)(s) - to stay
 Monter – je suis monté(e)(s) - to climb
 Revenir – je suis revenu (e)(s) - to return
 Sortir – je suis sorti(e)(s) - to go out

Venir – Je suis venue (e)(s) - to come
 Aller – je suis allé(e)(s) - to go
 Naître - je suis né(e)(s) - to be born
 Devenir – je suis devenu(e)(s) - to become
 Entrer – je suis entré(e)(s) - to enter
 Rentrer – je suis rentré(e)(s) - to re-enter

Tomber – je suis tombé(e)(s) - to fall
 Retourner – je suis retourné(e)(s) - to return
 Arriver- je suis arrivé(e)(s) - to arrive
 Mourir – je suis mort(e)(s) - to die
 Partir – je suis parti(e)(s) - to leave

Performing Arts - DRAMA	Roles and Responsibilities	CYCLE 2	Year 11
<p>Box A: Theatre Maker Roles and Responsibilities</p> <ol style="list-style-type: none"> 1. Playwright - This is the name given to the person who writes the play. 2. Performer - A performer is an actor or entertainer who realises a role or performance in front of an audience. 3. Understudy - An actor who studies another's role so that they can take over when needed. 4. Lighting designer - The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues. 	<p>Box B: Theatre Maker Roles and Responsibilities</p> <ol style="list-style-type: none"> 5. Sound designer - The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues. 6. Set designer - The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance. 7. Costume designer - The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe. 	<p>Box C: Theatre Maker Roles and Responsibilities</p> <ol style="list-style-type: none"> 8. Puppet designer - The person who designs the puppets for a performance. 9. Technician - A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance. 	
<p>Box D: The Theatre Building</p> <ol style="list-style-type: none"> 1. Proscenium Arch – With a stage, curtains, and wings (offstage areas to the left and right) 2. Traverse – Like a catwalk with the audience seated opposite each other in two straight lines with the stage running down the centre. 3. Theatre in the Round – The audience sits all the way around the stage (it could be round/square/pentagon etc. but it must have an audience all the way around the edge! 4. Thrust Stage – The stage thrusts into the audience 5. Promenade Theatre – The audience walks around the space and in and out of the performances 6. End on –The audience sits in a horizontal line facing the stage. Usually a studio theatre. 		<p>Box E: Stage Configurations</p>  <p>The diagram illustrates stage directions on a trapezoidal stage. The top edge is the back of the stage, and the bottom edge is the front. The audience is seated in a grey area below the stage. Labels for stage directions are as follows:</p> <ul style="list-style-type: none"> Right wing: Located at the top left corner. Left wing: Located at the top right corner. Upstage right, Upstage center, Upstage left: Located along the top edge. Right center, Center, Left center: Located along the middle edge. Downstage right, Downstage center, Downstage left: Located along the bottom edge. Audience: Located in the grey area below the stage. 	

Performing Arts - MUSIC	Component 2: Music Skills Development	CYCLE 2	Year 10
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Box A – Professional Skills for the Music Industry	Box B – Methods of capturing Musical Development	Box C – Music Performance Skills (Reading Music)
<ul style="list-style-type: none"> • Time management • Self-discipline • Working with others • Correct and safe use of equipment • Identifying resources required • Auditing existing skills and maintaining a development plan. 	<ul style="list-style-type: none"> • Digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others • Recorded auditions • Compositional sketches • Raw recordings • Drafts • Application of effects • Initial mixes. 	<p>Accidentals = Sharps or flats (the black notes). Sharp (#) = Means higher in pitch. Often refers to the black note on the right – eg. F# is the black note to the right of F. Flat (b) = Means lower in pitch. Often refers to the black note on the left – eg. Bb is the black note to the left of B. Key signature = One or more sharps or flats written at the start of a line of music, which indicate that all of these notes should be played as sharp or flat (eg. all Fs are to be played as F#). Time signature = Numbers at the start of a piece of music which indicate how many beats should be played in each bar (often 4/4 meaning 4 beats in a bar). Stave / staff = The 5 lines on which musical notation (also called staff notation) is written. Treble Clef = A symbol used on the staff to indicate high pitched notes. The 5 line notes in treble clef notation are EGBDF; the 4 space notes are FACE. Bass Clef = A symbol used on the staff to indicate low pitched notes. The 5 line notes in bass clef notation are GBDFA; the 4 space notes are ACEG.</p>

Box D – Music Production Skills	Box E - Creating Original Music														
<ul style="list-style-type: none"> • A synthesizer is a device which generates sounds electronically. • A sequencer is designed for inputting, editing, storing and playing back data from a musical performance. • A sampler is a device that can take any sound that is put into it, process it and play it back. A sample is a digitally recorded fragment of sound: it could be a bass guitar riff or indeed anything. • Looping is where a short sample is repeated over and over again. • A Vocoder is a speech processor which makes a human voice sound synthetic with a robotic effect. • Remixing is where record producers take an original track and make a new version by changing the style and balance, adding new parts and taking away ingredients of the original. • Chorus is an effect sounding as though there are several instruments or voices where there is really only one. It is created by taking an audio signal and mixing it with several delayed copies of itself. • Delay adds a delayed version of the original signal, to create effects such as reverb or echo. • Reverb (short for reverberation) can be created artificially in recording and is the most commonly used studio effect. • Panning is the positioning of a sound in the stereo field. It may be used to give the impression that the sound is moving from side to side, or it may stay fixed. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Scale</td> <td>Set of notes used to create melodies in a given key.</td> </tr> <tr> <td>Semitone</td> <td>A note directly above or below a note (e.g. C – C#).</td> </tr> <tr> <td>Swing beat</td> <td>A rhythm featuring a long ‘half’ beat and a short ‘half’ beat (or roughly 2/3rds and 1/3rd of a beat); the characteristic rhythm of Blues music.</td> </tr> <tr> <td>Transpose</td> <td>To change the key up or down (using transpose button on keyboard or a capo on guitar).</td> </tr> <tr> <td>Tuning / Intonation</td> <td>Keeping good pitch control.</td> </tr> <tr> <td>Sequence</td> <td>A pattern of notes in a melody which repeats at a higher (ascending) or lower (descending) pitch.</td> </tr> <tr> <td>Call and Response</td> <td>Where a melody sung by one singer is responded to or echoed by others.</td> </tr> </table>	Scale	Set of notes used to create melodies in a given key.	Semitone	A note directly above or below a note (e.g. C – C#).	Swing beat	A rhythm featuring a long ‘half’ beat and a short ‘half’ beat (or roughly 2/3rds and 1/3 rd of a beat); the characteristic rhythm of Blues music.	Transpose	To change the key up or down (using transpose button on keyboard or a capo on guitar).	Tuning / Intonation	Keeping good pitch control.	Sequence	A pattern of notes in a melody which repeats at a higher (ascending) or lower (descending) pitch.	Call and Response	Where a melody sung by one singer is responded to or echoed by others.
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Sequence	A pattern of notes in a melody which repeats at a higher (ascending) or lower (descending) pitch.														
Call and Response	Where a melody sung by one singer is responded to or echoed by others.														

BOX 1: Design Principles

Language: The language used in an interface should be understandable by your users.

Use Appropriate Language for User Needs

- The age, experience & accessibility needs should be considered in language used.
- Language aimed at children should be simple & with as few words as possible.

Use Language Appropriate for User Skill Level

- Not all users will be technical users who know complex terminology.
- Technical language should be minimised to ensure users don't become confused.

BOX 3: Design Principles

Layout: This is how the different elements (text, images, etc.) are positioned. It hugely affects interface usability.

Consistency

- There should be a consistent layout across different screens of the interface.
- For example, the menu should always be in the same position.

Keep close to user expectations

- Matching our interface with ones that users have experience helps make it intuitive to use.

Place important items prominently

- We read from top left to bottom right automatically.
- Position most important items high & left of the page is best.

BOX 2: Design Principles

Amount of Information: We need to keep our users well informed. However, too much information can be overwhelming.

Provide an Appropriate Amount of Information for the Task

- An interface should provide relevant information & clear guidance.
- Excessive information can be overwhelming/confusing. Only provide what is needed.

Make Appropriate Use of White Space

- Whitespace is areas that don't have text/images, just the background.
- Whitespace & text should be balanced as the eye needs an area to rest when reading.

BOX 4: Design Principles

Layout Cont.: Some further considerations when designing the layout of the interface include the following.

Group related tasks

- Items that relate to each other should be positioned next to each other.
- This way it's easy to find what you want.

Use navigational components

- Search boxes, breadcrumbs & icons aid navigation to make the interface easier to use.

Use input controls

- Appropriate input methods for forms (e.g. dropdown lists, tick boxes & toggles) make the interface faster/easier to use & reduces errors.

BOX 5: Design Principles

User Perception: Many users see certain colours & sounds to have certain meanings.

Colours

- Colours are often used provide certain information or to set a mood.
- Green can mean go/success, Amber can mean a warning, Red can mean stop/error.

Sounds

- Different types of sounds will be interpreted in different ways & react instinctively.
- Positive high-pitched sounds for success, Negative low-pitched sounds for failure.

BOX 7: Design Principles

Retaining Attention: We need our interface to help keep our audience engaged. We'll look at some techniques for this below.

Grabbing attention

- Popup messages, flashing graphics, sound & animation help grab user attention.
- E.g. presentation slide transitions/animation.

Ensuring the screen is uncluttered

- Too much information on screen will overwhelm or bore users, leading them to lose attention.

Clear labelling

- Items & features should be clearly labelled to show their purpose.
- E.g. input boxes should be labelled to show what input is expected.

BOX 6: Design Principles

User Perception: Users also perceive certain symbols & visuals to have certain meanings.

Symbols

- Different symbols provide clear feedback to the user that they easily understand.
- We know that green ticks mean correct/success, red crosses mean incorrect/failure.

Visuals

- Images, like photographs, icons and other graphics can provide specific feedback.
- See how in these slides graphics were used to identify the topic of each point.

BOX 8: Design Principles

Retaining Attention Cont.: Some further methods of retaining user attention include the following.

Use default values

- Common user inputs should have default values to save time & prevent errors.
- E.g. set a newsletter signup input to "no" by default.

Use autofill

- Where possible, provide autofill for user inputs to save time & prevent errors.
- E.g. filling out someone's address based on their postcode.

Use tip text for help

- Tip text can be used to ensure users know what buttons/tools do.
- This often is a popup when hovering over the button.

BOX 1: Learning Aim C: Investigate the factors that contribute to the success of an enterprise. (internal factors)

The impact of internal factors on costs: markets and customer satisfaction. Internal Factors – Factors inside the business which they can control.

Key Words: Internal, SME, Primary & Secondary Research, Qualitative and Quantitative Research

BOX 2**Internal Factor 1:****Understanding the market**

It is important you know what the customer wants.
You know how much they will pay.

**Internal Factor 2:****Customer Satisfaction**

Customers will return.
Customers will tell others
Customers will consider buying other products/services you offer.

Internal Factor 3:**Effective Planning**

Customer orders can be taken efficiently
Stock is available when needed.
Deliveries are made on time.
Bookings are placed correctly.

**Internal Factor 4:****Effective Finance**

You can buy raw materials
You can pay staff
You can pay for marketing and advertising.

**Internal Factor 5:****Unforeseen Human Resource Costs**

You can cover the costs of staff who are ill.
Pay to advertise for new staff when others leave.
Cover maternity/paternity leave.

BOX 3**How can you understand the market?**

Primary Research: Questionnaires, Surveys, Taste tests, Interviews and Focus Groups.
Secondary Research: Internet, Trade Magazines, Local Newspapers and Published accounts.

How can you ensure customer satisfaction?

Excellent Customer Service.
Good range of products and services
Keeping good stock levels
Quality products
USP (Unique Selling Point).

**How can you plan effectively?**

Having efficient booking systems
Checking stock regularly
Anticipating times when demand may be higher (eg Christmas).

How can you ensure your finances are effective?

Using retained profits from your sales.
Loans from a bank/building society.
Funds from investors.

**How do you deal with unforeseen human resource costs?**

Have a contingency plan – plan for things that you hope will not happen.
Have a contingency fund – keep some money in reserve in case there is a problem.

BOX 4: Learning Aim C: Investigate the factors that contribute to the success of an enterprise. (external factors)

External Factors – Factors from outside the business which they cannot control.

Key Words: External, SME, Revenue, Legislation, Taxation & Success.

External Factors:

- **Changing Costs:** Cost of raw materials, Energy costs, Cost of borrowing or Cost of premises.
- **Changes in Taxation:** Income Tax rates can change, National insurance rates can change, VAT can change and Corporation Tax can change.
- **Changes in Revenue:** Competitors change prices – may lose customers, Consumer confidence is low – less likely to spend money on luxuries and Trends & fashions can change.
- **Changes in Legislation:** Some things which were previously allowed are – Not allowed and changes in how products can be packed, labelled or advertised.
- **Changes in Government Relations:** BREXIT, Minimum wage rates and Data Protection regulation.

**How can a business react to external factors?****Changing Costs**

Increase prices to changing costs.
Find cheaper materials/premises
Look at different energy suppliers.

Changes in Taxation

Pay more taxes to the government.
Businesses have to pay National insurance for every employee.
If VAT increases, materials/goods get more expensive.

Changes in Revenue

Monitor competitor prices and match them.
Lower prices/change products.
Monitor current trends and fashions.

Changes in Legislation

Ensure that regulations are followed.
Failing to follow regulations = fine/prison
Change labelling/advertising.

Changes in Government Relations

Brexit – supplies, suppliers, staff, laws and import/export affected.
Pay staff more, either raise prices or make less profit.
Failing to follow regulations = fine/prison.



1. Life Stages: 'Are distinct phases of life that each person passes through'.

Infancy - (0-2 years)	Still dependent on parents/carers but growing quickly and developing physical skills.
Early Childhood (3-8 years)	Becoming increasingly independent, improving thought processes and learning how to develop friendships.
Adolescence (9-18 years)	Onset of puberty, which brings growth spurts and emotional changes.
Early adulthood (19-45 years)	Leaving home, making own choices about a career and may start a family.
Middle adulthood (46-65 years)	Having more time to travel, socialise and take up hobbies as any children may be leaving the home, beginning of the menopause and aging process.
Later adulthood (65+ years)	The aging process continues, which may affect memory and mobility.



2. Areas of Development – 'Human growth is broken into four classifications, or areas of development'.

- **Physical development** – Physical growth in height or weight.
- **Intellectual development** – Developing thinking, memory and language skills.
- **Emotional development** – Developing feelings about self and other, self-esteem.
- **Social development** – Forming relationships, socialisation and isolation.

3. Factors affecting growth and development.

Physical Factors	Emotional Factors	Social Factors	Lifestyle Factors
<ul style="list-style-type: none"> • Inherited conditions • Illness and Disease • Mental Illness • Disabilities • Sensory Impairment 	<ul style="list-style-type: none"> • Fear • Anxiety/worry • Upset/Sadness • Grief/Bereavement • Happiness/Contentment • Security • Attachment 	<ul style="list-style-type: none"> • Supportive/Unsupportive relationships • Social inclusion/exclusion • Bullying • Discrimination 	<ul style="list-style-type: none"> • Nutrition • Physical activity • Smoking • Alcohol • Substance use
Cultural Factors <ul style="list-style-type: none"> • Religion • Gender Identity • Gender Roles • Sexual Orientation • Community & Race 		Environmental Factors <ul style="list-style-type: none"> • Housing • Home environment • Pollution 	Economic Factors <ul style="list-style-type: none"> • Employment situation • Financial resources

4. Different types of life event (Expected and Unexpected).

Life events can be grouped under different types relating to **health and wellbeing**, **relationship changes** or **life circumstances**. Some events happen to most people such as starting school. Other events, such as a serious accident, don't happen to everyone, and come as a shock. All events have some impact on growth and development. **Health & wellbeing** events cause changes to the body, physical or mental health or mobility. **Relationship changes** are the building or breakdown of friendships or relationships. **Life circumstances** refer to the way a person lives. their day-to-day life and choices they make.

Health and Wellbeing events

- Accident/injury.
- Physical illness
- Mental and emotional wellbeing.



Relationship Changes

- New relationships
- Marriage and civil partnerships
- Divorce and separation
- Parenthood
- Bereavement



Life Circumstances

- Moving school or job
- Exclusion
- Redundancy
- Imprisonment
- Changes to living standards
- Retirement.

5. Coping with change caused by life events.

Character traits that influence how to cope with life events.

- Resilience
- Self esteem
- Emotional intelligence
- Disposition

Types of support

- Emotional
- Information and advice
- Practical help.


Sources of support

- Family
- Friends
- Partners
- Community groups
- Multi-disciplinary and agencies







How will I be assessed?







A **PSA** is a **Pearson Set Assessment**.

- You will complete '**A Set Assessment**' under examination conditions.
- After all assignments in the PSA are complete **Pearson** will check all tasks have been marked fairly.

1. Health Conditions	
Type 2 diabetes	Type 2 diabetes is a condition that causes the level of sugar (glucose) in the blood to become too high. It is caused by problems with a hormone in the body called insulin.
Arthritis	Arthritis is a condition that affects joints (especially the hands, spine, knees and hips). People with arthritis can have difficulty moving joints and this may lead to loss of function.
Coronary Heart Disease (CHD)	CHD occurs when fatty substances build up in the coronary arteries (the main vessels that supply blood to the heart muscle). These arteries become narrower, and blood cannot get to the heart easily.
Dementia	There are different types of dementia, which is a condition that reduces brain function. All people with dementia experience memory loss. As the condition progresses, they may struggle to understand and process information.
Cerebral Vascular Accident (CVA)	A CVA interrupts the flow of blood to the brain and can be caused by a stroke or a traumatic brain injury. How badly a person is affected by a CVA depends upon its severity, which part of the brain is affected, how quickly someone receives treatment and their access to on-going support.
Obesity	Obesity is the term used to describe a person who has a high level of body fat. Body Mass Index (BMI) is a measure of whether someone is a healthy weight for their height.
Asthma	Asthma is a chronic (long term), potentially life-threatening condition that affects the lungs. On average, every 10 seconds someone has an asthma attack and 3 people die from asthma every day in the UK. Symptoms of asthma include breathless, wheezing and coughing. include
Chronic Obstructive Pulmonary disease (COPD)	COPD can cause breathing difficulties and is a condition that mainly affects people in middle and older adulthood. 9 out of 10 cases of COPD are caused by smoking, but exposure to harmful fumes and dust are also causes.
	
2. Types of Healthcare Services	
<p>There are lots of different health and Social care services that can meet the needs of a patient. Healthcare services can be divided into four groups; Multidisciplinary working</p> <ul style="list-style-type: none"> • Primary Health care services often work together • Secondary GP --> Respiratory medicine --> tests for cancer - • Tertiary -> Oncology for treatment --> Physiotherapists • Allied Health professionals 	

3. Health Care Services		
Primary Care Services		
This service are a person's first contact if they had a health issue. They have a broad knowledge of many health problems and can provide advice and treatment or refer to specialists Primary care example: GP, dentist, optometry, out-of-hours, telephone services, A&E.		
Secondary Care Services		
Secondary care services provide specialist medical care . They have in-depth knowledge in specific areas. Examples include; Rheumatology (bones, joints, muscles), Respiratory (lungs), Cardiology (heart and blood vessels), Endocrinology (hormonal)		
Tertiary Care Services		
Tertiary care services provide even more specialised medical care . Patients are referred by either primary or secondary care services. They are experts in a specified medical area and provide complex treatments . Examples include; Oncology – diagnosing and treating cancer, Transplant services – help donors and patients through transplantation process.		
Allied Health Professionals		
Allied health professionals help people recover from, or adapt to, injuries and health conditions. Examples include; Physiotherapists (help with mobility issues), Speech and language therapists (help with communication difficulties), Occupational therapists (help overcome difficulties with everyday tasks)		
4. Social Care Services		
Social care services help people who are ill, vulnerable or disabled with day-to-day living.		
Services for children/young people	Services for adults/specific needs	Services for older adults
<ul style="list-style-type: none"> • Foster care • Residential Care • Youth work 	<ul style="list-style-type: none"> • Residential care • Respite care • Domiciliary care 	<ul style="list-style-type: none"> • Residential care • Domiciliary care
Additional care		
Additional care can be provided by carers who are not paid for what they do. This includes INFORMAL and VOLUNTARY care.		
Informal care - Provided by family, friends, relatives and neighbours – help with household tasks and personal care. This can prevent loneliness		
Voluntary care - Provided by community groups, faith-based organisations and charities e.g. Age UK		

1. Barriers to accessing service	
Physical	 <p>Physical barriers make it difficult for people to get in to and around buildings that provide health and social care services (GP services or care homes). This particularly affects elderly or those with physical impairments.</p>
Sensory	 <p>The main two types of sensory impairment are visual and hearing difficulties. These can make it difficult for a person to access a service as well as making it more difficult to provide information clearly.</p>
Social, Cultural & Psychological	<p>People from different social and cultural backgrounds can experience different barriers due to; lack of awareness, differing cultural beliefs, social stigma and fear of loss of independence.</p>
Language	 <p>Language barriers mainly affect those who do not have English as their first language, or speech impairments.</p>
Geographical	 <p>Geographical barriers make it difficult for people to get from their home to the services they need, usually because the service is too far from the person's home.</p>
Financial	 <p>People living in the UK have access to lots of free services through the NHS. However, some services are not available through the NHS and the patient needs to pay for these themselves, e.g. dental care, prescriptions and domiciliary care.</p>
Learning Disability	 <p>Learning disabilities are caused by something affecting the brain's development. Some people with learning disabilities are born with them, and others develop them in life (e.g., after an accident).</p>

2. Overcoming Barriers to accessing service			
Physical	 <ul style="list-style-type: none"> Having parking spaces close to entrance (disabled parking) Installing ramps and/or stair lifts for easy access Having doorways/corridors/toilet facilities wide enough for wheelchair access 		
Sensory	 <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Visual <ul style="list-style-type: none"> Large print leaflets/leaflets in Braille </td> <td style="width: 50%; vertical-align: top;"> Hearing <ul style="list-style-type: none"> Hearing loops BSL interpreters </td> </tr> </table>	Visual <ul style="list-style-type: none"> Large print leaflets/leaflets in Braille 	Hearing <ul style="list-style-type: none"> Hearing loops BSL interpreters
Visual <ul style="list-style-type: none"> Large print leaflets/leaflets in Braille 	Hearing <ul style="list-style-type: none"> Hearing loops BSL interpreters 		
Social, Cultural & Psychological	<ul style="list-style-type: none"> Awareness campaigns Collaborating and communicating with faith groups Leaflets/poster on mental/sexual health Allowing individuals to make own choices, e.g meals/outfits. 		
Language	 <ul style="list-style-type: none"> Using interpreters/an advocate for appointments Having longer appointment times Providing leaflets in multiple languages. 		
Geographical	 <ul style="list-style-type: none"> Community transport schemes to get patients to appointments Home/Community visits for those that struggle to travel Having community clinics. 		
Financial	 <ul style="list-style-type: none"> NHS exemption certificates to pay for eye tests/prescriptions etc Charitable community transport schemes – free transport/childcare NHS Vouchers – helps to reduce costs for those on low income or regular prescriptions. 		
Learning Disability	<ul style="list-style-type: none"> Having 'quiet clinics' to help people focus when reading Having support workers/nurses to provide specialist care. Longer appointment times to allow extra time to explain key information 		

3. Skills – needed to deliver care.	
Problem Solving	<p>Allow a person to work out the cause of a problem and find ways to overcome them, e.g. financial support/transportation services.</p>
Observation	<p>A person's ability to pay attention to what's going on and notice changes.</p>
Dealing with difficult situations	<p>Being able to keep calm during difficult situations and dealing with challenging behaviours.</p>
Organisation	<p>Being able to plan their time and workload.</p>

4. Attributes – a characteristic of a person.	
Empathy	<p>The ability to understand and relate to another person's feelings</p>
Patience	<p>The ability to deal with delays or difficult situations without becoming annoyed</p>
Trustworthiness	<p>To be able to take care of needs whilst being honest and listening to concerns - respecting choices and avoiding judgement</p>
Honesty	<p>Providing correct information about conditions or situations so patients can be involved with decisions about their care.</p>

BOX 1: Learning Aim A: Investigate the aims of UK travel and tourism organisations.

Key Words: Private, Public, Voluntary, Destination routes, Customer Types, Facilities, profit, non-for profit.

Travel and Tourism organisations

Tour operators - Assemble and operate component parts for holidays as a package for travel agents to sell.

Travel agents (Business and Retail) - Give advice and guidance; arrange and book trips; excursions, flights and package holidays for customers; arrange and book ancillary services.

Accommodation providers - Provide a range of facilities, options and services.

Tourist attractions - Provide recreation, entertainment, education and tourist facilities.

Tourism promotion - Tourism agencies, regional tourist boards, tourist information centres – provide information and advice.

Transport facilities and providers, gateways and terminals - Provide safe transport from one destination to another, can include additional services such as catering, entertainment.

Conference and events management - To book/provide venue and services such as administration, promotion, equipment hire for a conference or event.

Regulators - Regulate the industry and protect customers, give customers advice and support, representation, repatriation, licensing, deal with customer complaints/arbitration.

Travel and tourism trade associations - ABTA – represent travel agents and tour operators.

Ownership of travel and tourism organisations

Private - Owned or controlled by private individuals or shareholders e.g. travel agencies, accommodation providers; common ownership, e.g. tour operators and travel agents under the same ownership.

Public - Funded and sometimes owned by central and local government, e.g. tourist information centres, national tourism agencies, museums.

Voluntary - Independent organisations funded by membership donations, grants, sales of products, services – e.g. conservation charities.

Aims of travel and tourism organisations

Financial aims - Selling of goods and services to make a profit.

Increasing sales and maximising revenue

Increasing market share

Reducing losses

Controlling costs

Breaking even

Managing assets

Strategic aims - Corporate social responsibility, sustainability, e.g. managing tourism to protect the environment, to contribute to the local community

Expanding

Diversifying

Competing

Providing high-quality services and products

Providing value for money

Generating customer loyalty

Raising brand awareness



BOX 2: Learning Aim B: Explore travel and tourism and tourist destinations.**Key Words:** Coastal areas, seaside resorts, countryside areas, visitor attractions, facilities, climate, package, all-inclusive, independent/tailor made.Types of tourism

Visitor - Someone making a visit to a main destination outside of their usual environment and for less than a year for any main purpose, including holidays, leisure, business, health and education.

Tourist - Someone travelling for leisure.

Domestic - Taking holidays and trips in own country.

Outbound - Travelling to a different country for a visit or holiday

Inbound - Visitors from overseas coming into the country.

Tourist destinations

Types of destination - Coastal areas, including seaside resorts

Types of visitor - Individuals, couples, families, groups, domestic visitors, inbound visitors, customers with specific needs e.g. different languages or cultures; visual, hearing or mobility needs.

Features of destinations - Geographical features and natural attractions; e.g.: Oceans, seas, rivers, canals, lakes, mountains, hills, woodland, parks, nature reserves, caves, waterfalls, coastal areas, islands.

Visitor attractions; e.g.: purpose built, natural, theme and water parks, historical sites such as castles, stately homes, walls, ruins, wildlife, and nature such as marine world, zoo, safari park, arts and entertainment such as sports stadiums/events, theatres, art galleries, museums, festivals, exhibitions, local events.

Facilities - Sports facilities, shopping including local, outlets, markets, catering, including restaurants, cafes, bars, activity and adventure centres.

Climate, how climate/weather can lead to peak/off seasons at a destination, how the climate and weather of a destination could affect the types of holiday and activity on offer by tourist destinations, how climatic conditions/seasonal variations affect the appeal of a destination.

Reasons for travel

Leisure travel - Days trips, holidays, visiting friends and relatives (VFR).

Business travel - Meetings and conferences.

Modes of transport - Modes of transport – the advantages and disadvantages of the following types of transport, and why visitors may choose one form of transport

Air (including short haul, long haul, domestic, outbound

Rail (including channel tunnel)

Sea (including ferries, boats and ships)

Road, (including coach, car, taxi)

Making links between choice of transport, types of visitor and their reasons for travel.

Types of holiday

Package - This includes all-inclusive such as summer sun, winter sun.

Independent/Tailor made - Sold by a sole trader or partnership business. These can be tailored to the customer.

Short – breaks - City breaks, spa breaks, activity breaks. Touring - Cruises, river, rail and coach. Specialist/niche - Sports, cultural, educational, wellbeing, adventure, eco-holidays, voluntary work, conservation, holiday parks.



Sport Science				R180 –Reducing the risk of injury				CYCLE 2				Year 9/10/11			
Box A	Extrinsic and intrinsic factors which influence the risk of injury														
	Extrinsic factors that can increase the chance of injury are factors that you cannot control. These are outside of a player's control.				Examples of extrinsic factors are: environment; equipment; coaching/instructing/leading; types of sports.				Coaching can cause injury by a player being taught the incorrect technique, for example, being taught a bad tackle technique at rugby.						
	Protective Equipment can help reduce injury by players having the correct protective equipment for example shin pads, gum shields and helmets if required. Lack of these can contribute to injuries				Intrinsic factors are things that a player can control and these can then reduce the chance of injury to the player.				Examples of intrinsic factors are: wearing protective equipment, warming up correctly and wearing the correct clothing/ footwear.						
	Individual variables are what makes a person unique and impact the sport they can participate or make the susceptible to injuries.				Examples of individual variables are: Gender; age; ;experience; weight; fitness levels; techniques/abilities; nutrition/hydration; medical condition; sleep; previous injuries.				If a participant has an injury, such as shin splints. Competing before it has healed will cause more damage and poor technique/performance. It will cause lasting damage too.						
Box B	Psychological factors which increase the risk of injury														
	There are four psychological factors that impact on an athletes performance: Motivation, Aggression (Direct and Channelled, Arousal and Anxiety.				Arousal is a player's level of excitement and readiness to perform.				There are three mental strategies that can support a performer: Mental Rehearsal; imagery; selective attention.						
	Direct aggression is any form of behaviour that directed towards the goal of harming another player or person such as a two footed tackle in football.				Channelled aggression such as a boxer can assist with a successful outcome for a boxer. It can also be channelled to support a performance to win.				Reasons for aggression can be: Level of performance; retaliation; pressures to win; officials decisions; performance enhancing drugs.						
	Over arousal is when a player feels over 'psyched' up for a game. This can be harmful to a player's performance and technique at performing skills in a game.				Under arousal is the opposite where a player feels 'sluggish' or 'lazy' – this can lead to a player not fully preparing and this can lead to injury.				Anxiety is the feeling of being nervous or worrying about a performance. This can lead to poor performance or injury as a player is not fully focussed.						
Box C	Warm up and Cool Down														
	Warming up and cooling down routines can help prevent injuries to players.				Four phases of a warm up are: pulse raiser, mobility, dynamic movement, and skill rehearsal. This is the same regardless of the sport you are playing.				Pulse raiser: exercises that slowly increase the heart rate and body temperature of a player. Examples of a pulse raiser are: jogging, skipping cycling.						
	Mobility: exercises that take the joint through the full range of movement. Examples of dynamic movements are arm swings and hip circles.				Dynamic movements: this is changing of speed and direction. For example, sprinting towards a cone and changing direction then sprinting to another. Dynamic examples – walking lunges, high knees.				The use of suitable components and examples, in the design of the warm up routines and exercises/stretchers that target different muscles/joints in the body.						
	Skill rehearsal: This is rehearsing common skills and movements that will be used in a game situation or the activity. For example passing in football, dribbling in basketball or shooting in netball.				Physical benefits of a warm up include: increased body temperature, increased blood flow, increased flexibility of muscle, increase in pliability of ligaments, s and increased range of movement in joints.				Psychological benefits of a warm up include: heightens arousal, settles nerves, improves concentration, increases confidence and gets players in the 'zone' through mental strategies.						

Sport Science		R180 –Reducing the risk of injury		CYCLE 2	Year 9/10/11
Box D	Types, causes and treatments of common sports injuries				
	<p>Acute injuries are injuries that happen because of an immediate impact or trauma and cause immediate pain. For example, a fracture, a strain or sprain.</p> <p>A sprain is when a ligament has been stretched twisted or torn. Symptoms of a sprain are; swelling, pain and bruising. Treat with R.I.C.E.</p> <p>A strain is when muscles tendon have been torn or stretched. Symptoms of a strain are; swelling, pain, loss of movement and bruising. Treat with R.I.C.E.</p>	<p>Open, closed and stress are different types fractures. Dislocations are where the bone detaches from it's joint.</p> <p>Hard (skeletal) Vs Soft tissue (Muscular)</p> <p>Concussion is a sudden trauma to the head that causes a short loss of mental functions. It can also cause unconsciousness. Can lead to Dementia & Alzheimer's.</p> <p>Skin damage – Abrasions, Contusions (bruises) and blisters are examples of acute injuries.</p>	<p>Chronic injuries are injuries that happen over a long period of time that causes pain. They are also known as overuse injuries. Examples of chronic injuries are; shin splints</p> <p>Tendonitis – In the; Achilles, Shoulder (rotator cuff) or Knee (Patellar).</p> <p>Epicondylitis – Lateral (tennis elbow) Medial (Golfer's elbow)</p> <p>Stress Fractures – Repetitive strain on an area can lead to a stress fracture. There are lots of treatments for chronic injuries including, rest, message, electrolysis, but be specific, physiotherapy, support such as kinesiology taping & immobilisation (Casts/splints/slings).</p> <p>There are Different psychological effects of dealing with injuries and medical conditions including treatment and long term rehabilitation.</p>		
Box E	<p>Measures taken to prevent injury There are Safety Checks taken to decrease the risk of injury these include– Risk assessments, level of risk. Control measures, medicals, screening, NGB policies.</p> <p>Emergency Action Plans prevent injury and include emergency personnel (people who are identified to support in case of an emergency such as first aiders), emergency communication (the telephone numbers and email addresses of who to contact such as the local police, the CEO or the hospital) and emergency equipment (defibrillator , evacuation chair)</p> <p>SALTAPs (on field assessment routine)– See, Ask, Look, Touch, Passive, Strength DRABC – Danger, Response, Airways, Breathing, Circulation. Place in Recovery position if unconscious but breathing.</p> <p>PRICE – Protect, rest, Ice, Elevate. Use of X-rays to detect injury.</p>				
Box F	Medical Condition & Cause		Symptom		Treatment
	<p>Asthma – Environment, intense exercise, cold weather</p> <p>Diabetes: Age (type 1) Lifestyle (type 2). Type 1 (unable to produce insulin. Type 2 does not produce enough insulin.</p> <p>Epilepsy – Severe head injury, anxiety/stress/lack of sleep</p> <p>SCA (Sudden Cardiac Arrest) Is a heart attack caused by a malfunction in electrical impulses sent to the heart.</p> <p>Hypothermia – When the body drops below 35 degrees. If the body is exposed to cold/wet conditions for a long time.</p> <p>Heat Exhaustion – When body is above 38 degrees, strenuous activity, not enough water intake.</p> <p>Dehydration – Loss of bodily fluids</p>		<p>Coughing, wheezing, shortness of breath</p> <p>Increased thirst, urinating often, extreme tiredness, weight loss, cuts take a long time to heal.</p> <p>Eyes/Mouth/Limbs.</p> <p>Unconscious or breathing difficulties.</p> <p>Shivering, blue lips, pale skin, slurred speech, tiredness/confusion, slow breathing.</p> <p>Excessive sweating, headache/dizziness, being thirsty, feeling or being sick, rapid pulse or breathing.</p> <p>Feeling thirsty, fatigued, dark yellow urine and infrequent urination, dry mouth and lips.</p>		<p>Inhaler/nebulizer, reassurance.</p> <p>Insulin/Glucose intake, lifestyle changes, diet, exercise. Monitoring blood levels (Hyperglycemia is high, hypoglycemia is low blood sugar levels).</p> <p>AED's (Anti-epileptic drugs that can reduce the amount seizures) or Ketogenic diet (High fat diet)</p> <p>Need to call 999, defibrillator and lifestyle changes.</p> <p>Remove wet clothing, wrap in blanket, DO NOT use hot bath. Give warm or sugary drink.</p> <p>Move to a cool place, cool skin, drink plenty of water.</p> <p>Drink water before exercise, keep hydrated. If diabetic drink lots of water to make up for losses.</p>