HORNCHURCH
HIGH SCHOOL

EXCELLENCE FOR ALL

KNOWLEDGE IS POWER

KNOWLEDGE ORGANISER YEAR 9 HALF TERM 5

HORNCHURCH HIGH SCHOOL
EXCELLENCE FOR ALL

KO Revision Techniques

Use this list to help you in your revision. Once you have tried a technique, write the page number next to it. All methods should be completed in a half term. These will be checked by Mr Lynn and your HoY, any student that has completed all tasks well, will receive a reward.

1. Reducing texts- Reducing a paragraph or sentence to less words. Reduce a paragraph to 10 words and re-read the paragraph from the 10 words.

2. Reducing to image- Turn a paragraph/sentence/definition into a small drawing so that it can be remembered more easily.

3. Look, cover, copy, write, check- Write out vocabulary or definitions and then fold the page over to see if you can re-write. You will be very familiar with this method from primary school.

4. The Roman Room- Imagine your bedroom and attach items/furniture to vocabulary or definitions.

5. Gap fill- Re-write a definition or vocabulary from your KO using gaps. The words that you do write should trigger your memory for the missing ones. For vocab this can be letters. Pupils _____ know_____to___this____is__very_____way___learning

6. Make a quiz- You can make a quiz so that your family members/friends can quiz you.

7. Mind maps- Create mind maps of how the info in your KO links together. You can then expand your knowledge using info from your class books/internet based on the definitions/vocab.

8. Wordsearch/crossword- Create one of these and the definition is the clue.

9. Use flash cards (ask your tutor) and then stick them into your KO.

10. Watch a YOUTUBE video on something from your KO and make notes on it, highlight something new that you have learnt.

Method	Page
1	
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Contents Page

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Page 16 – Art
Page 18 – Maths
Page 20 – Food
Page 21- Spanish
Page 23 – French
Page 25 - Graphics
Tutor time pages

Remember! Use your homework diary to help you plan your revision. Your teacher will guide you on which areas to revise from and how to revise. You should spend 30 minutes a night on the subjects for that evening. You must complete 5 pages per week minimum.

These will be checked weekly in form time.

There will be a half termly quiz in the hall to test knowledge and win prizes!

If you need any help or support with your KO, please get in touch with your form tutor or Mr Lynn.

AQA GCSE INFECTION AND RESPONSE part 1

ntibiotics	*e.g. penicillin*	Kill infective bacteria inside the body. Specific bacterial infections require specific antibiotics.
ainkillers nd other edicines	*e.g. aspirin, paracetamol , ibuprofen*	Drugs that are used to treat the symptoms of a disease. They do not kill pathogens

Identify and describe 4 methods the body defends against pathogens.

Describe how a vaccine defends against infections.

Describe the difference between a bacteria and a virus.

linical trials use healthy volunteers and patients

Stage 1	*Stage 2*	*Stage 3*	*Stage 4*
Healthy oluntee s try mall ose of he drug o check is safe ecord ny side ffects	A small numbe r of patient s try the drug at a low dose to see if it works	A larger number of patients; different doses are trialled to find the optimum dose	A double blind trial will occur. The patients are divided into groups. Some will be given the drug and some a placebo.

Human defence systems

Plants have several ways of defending themselves from pathogens and animals

Physical	*Mechanical*
Thick waxy layers, cell walls stop pathogen entry	Thorns, curling up leaves to prevent being eaten
Chemical	
Antibacterial and toxins made by plant	

Pathogens may infect plants or animals and can be spread by direct contact, water or air

Detection and identification of plant diseases (bio only)

Detection	Identification
Stunted growth	Reference using gardening manual or website, laboratory test for pathogens, testing kit using monoclonal antibodies.
Spots on leaves	
Area of decay	
growths	
Malformed stem/leaves	
Discolouration	
Presence of pests	

Nitrate ions needed for protein synthesis – lack of nitrate = stunted growth.

Magnesium ions needed to make chlorophyll – not enough leads to chlorosis – leaves turn yellow.

Vaccination

Small amount of dead or inactive form of the pathogen

1st infection by pathogen	White blood cells detect pathogens in the vaccine. Antibodies are released into the blood.
Re-infection by the same pathogen	White blood cells detect pathogens. Antibodies are made much faster and in larger amounts.

Describe the difference between a painkiller and antibiotics.

Describe the role of white blood cells.

Describe the different stages of drug trial.

Pathogens are microorganisms that cause infectious disease

Pathogens

Communicable diseases

Viruses live and reproduce inside cells causing damage

Pathogen	*Disease*	Symptoms	Method of transmission	Control of spread
Virus	*Measles*	Fever, red skin rash.	Droplet infection from sneezes and coughs.	Vaccination as a child.
Virus	*HIV*	Initially flu like systems, serious damage to immune system.	Sexual contact and exchange of body fluids.	Anti-retroviral drugs and use of condoms.
Virus	*Tobacco mosaic virus*	Mosaic pattern on leaves.	Enters via wounds in epidermis caused by pests.	Remove infected leaves and control pests that damage the leaves.
Bacteria	*Salmonella*	Fever, cramp, vomiting, diarrhoea.	Food prepared in unhygienic conditions or not cooked properly.	Improve food hygiene, wash hands, vaccinate poultry, cook food thoroughly.
Bacteria	*Gonorrhoea*	Green discharge from penis or vagina.	Direct sexual contact or exchange of body fluids.	Use condoms. Treatment using antibiotics.
Protists	*Malaria*	Recurrent fever.	By an animal vector (mosquitoes).	Prevent breeding of mosquitoes. Use of nets to prevent bites.
Fungus	*Rose black spot*	Purple black spots on leaves.	Spores carried via wind or water.	Remove infected leaves. Spray with fungicide.

White blood cells are part of the immune system

Immune system

Antigens (surface protein)

Pathogens are identified by white blood cells by the different proteins on their surfaces **ANTIGENS.**

Non-specific defence systems

The human body has several non specific ways of defending itself from pathogens getting in

	Nose	Nasal hairs, sticky mucus and cilia prevent pathogens entering through the nostrils.
	Trachea and bronchus (respiratory system)	Lined with mucus to trap dust and pathogens. Cilia move the mucus upwards to be swallowed.
	Stomach acid	Stomach acid (pH1) kills most ingested pathogens.
	Skin	Hard to penetrate waterproof barrier. Glands secrete oil which kill microbes

AQA GCSE BIOENERGETICS and RESPIRATION

Aerobic respiration

Respiration with oxygen. Occurs inside the mitochondria continuously

Glucose is oxidised by oxygen to transfer the energy the organism needs to perform it's functions.

$C_6H_{12}O_6 + O_2 \longrightarrow CO_2 + H_2O$

glucose + oxygen → carbon dioxide + water

Anaerobic respiration

Respiration when oxygen is in short supply. Occurs during intensive exercise

During hard exercise, muscle cells are respiring so fast that blood cannot transport enough oxygen to meet their needs.

Glucose is partially oxidised to produce lactic acid which builds up in muscle tissue causing them to become painful and fatigued.

glucose → lactic acid

Describe the difference between aerobic and anaerobic respiration.

Identify and describe the factors affecting rate of photosynthesis.

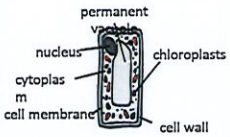
Anaerobic respiration in plant and yeast cells

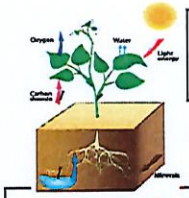
The end products are ethanol and carbon dioxide. Anaerobic respiration in yeast cells is called fermentation

glucose → ethanol + carbon dioxide

The extra amount of oxygen required to remove all lactic acids from cells is called the oxygen debt

Lactic acid builds up in the muscles cells during exercise → Blood flows through the muscle cells and transports the lactic acid to the liver → The liver oxidises the lactic acid and converts it back to glucose





Respiration, stored as insoluble starch, fats or oils for storage, cellulose for cell walls, combine with nitrates from the soil to form amino acids for protein synthesis

Plants use the glucose produced in photosynthesis in a variety of ways

Photosynthetic reaction

The plant manufactures glucose from carbon dioxide and water using energy transferred from the environment to the chloroplasts by light

Photosynthesis

Plants make use of light energy from the environment (ENDOTHERMIC) to make food (glucose)

Carbon dioxide + Water —light→ Oxygen + Glucose

$CO_2 + H_2O \xrightarrow{light} O_2 + C_6H_{12}O_6$

Factors affecting the rate of photosynthesis

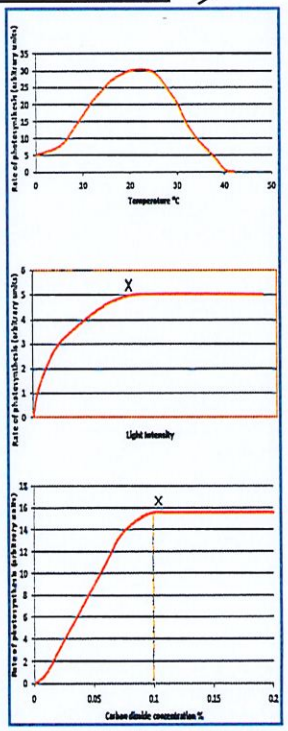
Factor	How the rate is affected	Limiting factors (why the rate stops going up)
Temperature	***As the temperature of the environment the plant is in increases rate of photosynthesis increases (up to a point) as there is more energy for the chemical reaction.***	Photosynthesis is an enzyme controlled reaction. If the temperature increases too much, then the enzymes become denatured and the rate of reaction will decrease and stop
Light intensity	***Light intensity increases as the distance between the plant and the light sources increases. As light intensity increases so does the rate of photosynthesis (up to a point) as more energy is available for the chemical reaction.***	At point X another factor is limiting the rate of photosynthesis. This could be carbon dioxide concentration, temperature or the amount of chlorophyll
Carbon dioxide concentration	***Carbon dioxide is needed for plants to make glucose. The rate of photosynthesis will increase when a plant is given higher concentrations of carbon dioxide (up to a point).***	At point X another factor is limiting the rate of photosynthesis. This could be light intensity, temperature or the amount of chlorophyll
Amount of chlorophyll	***Chlorophyll is a photosynthetic pigment that absorbs light and allows the reaction between water and carbon dioxide to occur (photosynthesis)***	Another factor could limit the rate of photosynthesis. This could be light intensity, temperature or the carbon dioxide concentration

Control conditions in greenhouses to reduce limiting factors can improve crop yields

Heating	Used to provide optimum temperatures for maximum plant growth.
Artificial lighting	Enhances the natural sunlight especially overnight and on cloudy days.
Extra carbon dioxide	Gas can be pumped into the air inside the greenhouse.

Growers must balance the economics of additional costs of controlling the conditions to maximise photosynthesis with making a profit.

Rate of photosynthesis



Light intensity obeys the inverse square law. This means that if you double the distance between the plant and the light source you quarter the light intensity

Rate of photosynthesis HT Only

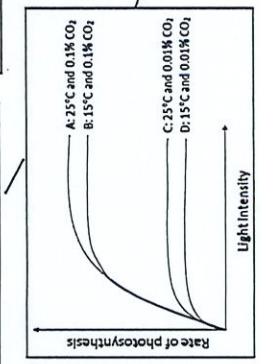
Graph lines C and D: If temperature is increased by 10°C then a slight increase in rate of photosynthesis occurs.

Graph lines A and D: If carbon dioxide concentration and temperature are increased the rate of photosynthesis increases significantly up to a point.

Graph line A: Rate could be limited by temperature and/or amount of chlorophyll. Plant tissue can be damaged when carbon dioxide concentrations exceed 0.1%

Explain graphs of two or three factors and decide which is the limiting factor

Graph Lines A and B: If carbon dioxide concentration is increased from 0.01% to 0.1% then a large increase in rate occurs up to a point.



Year 9 Physical Education Term 4 & 5 Knowledge organisers: Physical Training

Principles of training - **Guidelines** that ensure **training is effective** and results in **positive adaptations**. These principles are used in **Personal Exercise Programmes (PEP)**

Frequency	How often training takes place.	*Increase training from once a week to two*
Intensity	How hard the exercise is.	*Increase resistance from 10kg to 15kg or increase incline on the treadmill.*
Time	The length of the session.	*Increase training session from 45 minutes to 55 minutes.*
Type	The method of training used.	*Change to from interval training to Fartlek training.*

PAR-Q – Physical Activity Readiness Questionnaire
Conducted before fitness testing or an activity programme to examine the performer's readiness for training or any health conditions/lifestyle choices that may affect the successful completion.

Progressive Overload
Working the body harder than normal/gradually increasing the amount of exercise you do. *i.e. bench press 50kg x 10 repetitions and increase to 55kg x5 repetitions.*

Reversibility
If training is not regular, adaptations will be reversed. This can happen w
- Suffering from illness and cannot train
- Injury
- After an off-season.

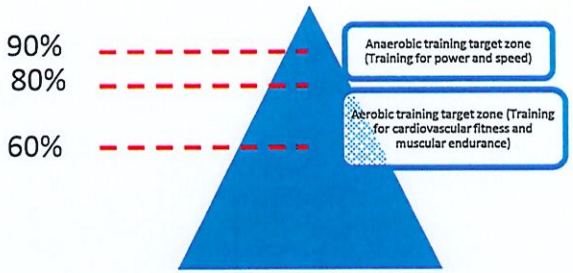
Specificity
Training showed be **matched** to the requirements of the sport or position the performer is involved in.
Training must be specifically designed to develop the right:
- Muscles
- Type of fitness
- Skills

Individual needs
All PEP's would differ depending on:
- Performer's goals/targets
- Strength and weaknesses
- Age/gender
- Current health/fitness levels

Overtraining
Occurs when you **train too hard** and do not allow the body enough **rest/recovery time.** Signs/symptoms include: extended muscle soreness, frequent illness & increase injuries.

Calculating Training Zones/Thresholds of Training
Karvonen formula used to calculate aerobic and anaerobic target training zones.

Maximum Heart Rate (MHR) = 220 – age	**Aerobic target zone: 60–80% of MHR (60% = x 0.6 / 80% = x 0.8)**	**Anaerobic target zone: 80%–90% of MHR (80% = x 0.8 / 90% = x 0.9)**



Year 9 Physical Education Term 5 & 6 Knowledge organisers
Fitness Testing

Muscular Strength

Test: Hand Grip Dynamometer Test
Protocol: Grip the dynamometer in one hand. Start with your hand up and bring down to side while pulling in handle. No swinging your hand.

Advantages	Disadvantages
• Simple and easy to complete	• Only one size of dynamometer which may affect reading. • Focuses solely on forearm strength.

Muscular Endurance

Test: 1 minute sit up test

Test: 1 minute press up test

Protocol: Complete as many full sit ups/press ups as possible in 1 minute.

Advantages	Disadvantages
• Simple test to complete • Minimal equipment needed.	• Difficult to assess whether each repetition is performed correctly. Difficult to accurately measure large groups.

Flexibility

Test: Sit and Reach Test
Protocol: Sit with legs straight out in front and soles of feet against box/table. Reach forward without bending knees. No jerking movements.

Advantages	Disadvantages
• Quick and easy to perform. • Data table readily available for comparison	• Can cause injury if not fully warmed up appropriately. • Only measures flexibility of lower back and hamstrings.

Cardiovascular Fitness (Aerobic Endurance)

Test: 12 min Cooper Run
Protocol: Continuously run/swim for 12 minutes. Distance recorded.

Advantages	Disadvantages
• Minimal equipment needed • Test can be self administered.	• Inaccuracy of heart rate measurements • Motivation dependant

Test: Harvard Step Test
Protocol: Step continuously for 5 minutes. Measure heart rate at 1, 2 and 3 minutes after exercise.

Advantages	Disadvantages
• Simple test to complete	• Motivation dependant

Agility

Test: Illinois Agility Test
Protocol: Start lying down at the start line. Complete course as quick as possible (10m x 5m – 4 central cones)

Advantages	Disadvantages
• Simple and easy to complete	• Motivation dependant / Timing errors.

Speed

Test: 30m Sprint Test
Protocol: Start from stationery position. Complete distance in the quickest possible time. Time is stopped when chest crosses the line.

Advantages	Disadvantages
• Quick test to complete. • Minimal equipment needed and can be performed anywhere with a flat 50m run.	• Running surfaces/weather conditions can affect the results. • Inaccuracies with stopwatch usage.

Power

Test: Vertical jump Test
Protocol: Stand next to wall and mark an initial reach while feet are flat on the ground. Standing jump to reach as high as possible. Measure distance from first mark to second.

Advantages	Disadvantages
• Quick and easy to perform. • Easy to complete with large groups.	• Technique plays are large role in successful completion.

Challenge – Validity

Validity relates to whether the test actually measures what it sets out to measure. Fitness coach/sport scientists analyse it application to specific sports.

1. **Looking at the tests above can you analyse whether these tests are valid for your sport?**

Year 9 Physical Education Term 5& 6 Knowledge organisers
Fitness Testing & Methods of training
Challenge

Fartlek Training

Referred to as **'speed play'**
This is a form interval training but without rest. Involves a variety of changing intensities over different distances and terrains.
i.e. 1 lap at 50% max, 1 lap walking, 1 lap at 80% (aerobic and anaerobic used)
Used by **games players – Hockey players**

METHODS OF TRAINING

Plyometric Training

Involves high-impact exercises that develop **power**. *i.e. bounding/hopping, squat jumps.* Used by **long jumpers**, **100 m sprinters** or **basketball players**

Continuous Training

Involves a steady but regular pace at a moderate intensity (aerobic) which should last for at least 20 minutes.
i.e. running, walking, swimming, rowing or cycling.
Used by a **marathon runner**.

Weight/resistance training

–A form of training that uses progressive resistance against a muscle group. Used by **cyclists**.
Muscular strength: High weight x low repetitions
Muscular endurance: Low weight x high repetitions

Circuit Training

A series of exercises completed one after another. Each exercise is called a station. Each station should
work a different area of the body to avoid fatigue.
i.e. press ups, sit ups, squats, shuttle runs

Interval Training

Involves periods of work followed by periods of
rest. *i.e. Sprint for 20 metre + walk back to start.*
Used by a **200m sprinter**

Sport	Key Components of fitness	Method of Training	Intensity (high/ moderate)
100m sprinter	Speed	Interval	High
Shot putter	Power/ Muscular strength	Weight	Not Applicable
High jumper	Power	Plyometrics	High
1500m swimmer	Cardiovascular fitness/ muscular endurance	Continuous	Moderate

1.4. Making the Business Effective

1.4A. THE OPTIONS FOR START-UP & SMALL BUSINESSES		
1.	LIMITED LIABILITY	The level of risk is **limited** to the amount of money that has been invested in the business or promised as an investment.
2.	ASSETS	Property such as a house or a car.
3.	INCORPORATED	A business that has **LIMITED LIABILITY.**
4.	UNLIMITED LIABILITY	The level of risk goes beyond the amount invested, so the personal assets of the business owner can be used to pay off the business's debts.
5.	UNINCORPORATED	A business that is not registered as a company, so the owner & the business are seen as the same body.
6.	SOLE TRADER	A type of **UNINCORPORATED** business that is owned by just one person.
7.	PARTNERSHIP	A business that is owned by a group of two or more people who share the financial risk, the decision-making & the profits.
8.	DEED OF PARTNERSHIP	A legal document that defines the terms of a **PARTNERSHIP.**
9.	PRIVATE LIMITED COMPANY (Ltd)	An **INCORPORATED** business that is owned by **SHAREHOLDERS.**
10.	SHAREHOLDERS	Investors who are part-owners of a company. They invest in return for a share of the profits & voting rights at the AGM.
11.	FRANCHISE	When one business gives another business permission to trade using its name & products in return for a fee & share of its profits.
12.	FRANCHISOR	An established business that gives permission to an **entrepreneur** to trade using its name & products.
13.	FRANCHISEE	An **entrepreneur** who pays a **fee** to trade using the name & products of an established business.
PROXIMITY FACTORS		**1.4B. BUSINESS LOCATION**
14.	LABOUR	Includes the number of workers in an area & the availability of workers with the right skills in that area.
15.	MARKET	This means how close a business is to its customers.
16.	MATERIALS	Locating close to the raw materials that it uses to produce its finished products.
17.	COMPETITORS	Some businesses want to be close to competitors & others want to be away from competitors.
18.	FOOTFALL	The number of people passing a particular location within a given time period.
19.	DEMOGRAPHICS	The characteristics of the population, such as gender, age, religion & wealth.
20.	NATIONAL LIVING WAGE	The minimum amount that a business is legally allowed to pay its employees.
21.	BULK-GAINING PRODUCT	An end product that is bigger than the raw materials used to make it eg. A bike
22.	BULK-REDUCING PRODUCT	A product that is smaller than the raw materials it uses, such as paper.
23.	CONVENIENCE GOOD	A product that a customer buys frequently or routinely.
24.	SHOPPING GOOD	A product that a customer takes time to consider before purchasing, by looking at & weighing up a number of options before choosing one.
25.	TOPOGRAPHY	The physical characteristics of a landscape, such as being flat or hilly.
26.	INERTIA	A tendency to keep things as they are rather than change.
27.	E-COMMERCE	Using the internet to carry out business transactions.
28.	M-COMMERCE	Using mobile technologies such as smartphones & tablets to carry out business transactions.
29.	MULTI CHANNEL	Using a number of methods to reach the customer, including physical stores & e-commerce.
		1.4C THE MARKETING MIX
30.	MARKETING MIX	The combination of the 4Ps of marketing:
31.	PRICE	The amount of money a customer will need to pay to receive the product.
32.	PRODUCT	The actual good or service that the business is offering for sale.
33.	PROMOTION	The range of activities used by a business to improve customer awareness.
34.	PLACE	Where the customer can purchase the product.
35.	UNDERCUT	Sell the same product for a lower price than competitors.
36.	PRICE WAR	When businesses try to undercut each other.
37.	DIFFERENTIATION	Designing a product with unique features
38.	BRAND LOYALTY	A customer's willingness to buy products repeatedly from one business
39.	PROMOTIONAL MIX	The combination of promotional activities that a business uses.
		1.4D. BUSINESS PLANS
40	BUSINESS PLAN	A document that outlines how an **entrepreneur** is going to set up a business
41	SMART OBJECTIVES	Objectives that are SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMED
42	BUDGETS	Financial targets for a business to achieve eg. **sales** & **expenditure budget**
43	NEGATIVE CASH FLOW	Occurs if the business's **OPENING BALANCE** results in a negative amount.

BUSINESS PLANS consists of: a. the idea b. **aims.** C. **BUDGETS** d. **CASH FLOW FORECAST** e. **SOURCES OF FINANCE** f. **LOCATION** g. **MARKETING MIX.**

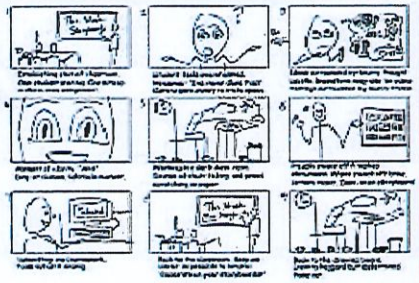
Knowledge Organiser – Creative iMedia: R081 Pre-Production Documents

Exam Unit – You need to be able to describe the purpose of creating pre-production documents and the role involved with developing ideas. Whilst understanding how legislation may restrict the content you may like to use.

Pre-production Documents	
Storyboard	An effective way to share the vision for a design. The product follows a clear sequence and idea for what each shot would include.
Visualisation Diagram	Used to show the layout of a web page, multimedia display, game scene, comic book, etc. It will show the position and content of different elements, e.g. images, graphics, text and navigation.
Mind maps	Often used for planning and creating ideas. Considers the main point and the branches out with different nodes.
Mood board	A type of collage consisting of images, text and samples of objects. This can be physical or digital. This visualisation tool can show the theme, colour schemes, font, textures and general appearance of the product.
Scripts	A document that outlines the aural (speaking), visual (what you can see), behavioral (body language) and lingual elements required.

What are work plans?

- Work plans are created to organise the sequence of steps that need to be performed to complete a project.
- They show the order the steps should be performed
- They show the time allocated to complete each step
- They may include information about required resources
- They may include information about the location for each step (eg different filming locations to record a video)
- They should include a contingency plan
- They can be displayed as a table or graphically in a Gantt chart



Legislation	Key points
Copyright	Copyright, Designs and Patents Act 1988 It is illegal to use created material without permission. People can copyright protect their literacy, dramatic, musical, artistic work, films and sound recording You could face legal action - Fine of up to £325,000 Imprisonment of up to five years for a first offence. Subsequent offences, fine of up to £0.6 million Imprisonment of up to 10 years.
Trademarks	A word, symbol, or phrase, used to identify a particular manufacturer or seller's products and distinguish them from the products of another. Once registered a trademark cannot be used without permission (diluted). Injunctions and damages can be granted
Creative Commons	A Creative Commons (CC) license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work. A CC license is used when an author wants to give people the right to share, use, and build upon a work that they have created. CC provides an author flexibility (for example, they might choose to allow only non-commercial uses of their own work) and protects the people who use or redistribute an author's work from concerns of copyright infringement as long as they abide by the conditions that are specified in the license by which the author distributes the work. Works are governed by Copyright Law.
Patent	Patents Act 1977 Patents protect inventions stop anyone from making or using the invention without the owner's permission. Last up to 20 years. Only exists in the country for which a patent has been granted. Generally speaking patents are used to protect the markets in which an invention is to be exploited.

English – Poetry (Modern)

1. 'Remains'
2. 'Poppies'
3. 'War Photographer'
4. 'Tissue'
5. 'The Émigrée'
6. 'Checking Out Me History'
7. 'Kamikaze'

'Poppies' by Jane Weir

- 'Three days before Armistice Sunday.'
- 'Spasm' of paper red.'
- 'The world overflowing like a treasure chest.'

Context:

- Jane Weir is an Anglo-Italian writer and designer.
- Weir said she was thinking of Wilfred Owen's mother when writing.
- She wanted to write a poem from the point of view of a mother and her relationship with her son.
- The poem is from the perspective of a mother sending her son to war. When he goes off to war, she is left just with the memories she has of him as a young boy. At the end, the mother visits a memorial site. It is implied that her son may have died in battle but the reader is never sure.

Key Ideas:

- Themes; power of humans, power of memory, war, death, conflict, maternal love, grief and parenthood.

'War Photographer' by Carol Ann Duffy

- 'Belfast. Beirut. Phnom Penh.'
- 'He remembers the cries of this man's wife.'
- 'How the blood stained into foreign dust.'

Context:

- Duffy is a former poet laureate born in Glasgow, Scotland.
- The poem was published in 1985.
- The poem is written about a war photographer who has returned home and is developing his poets.
- The poem explored the juxtaposition between the danger of war zones and the safety of home.

Key Ideas:

- The poem focuses on the horror of war through the use of descriptive imagery.
- Conflict: Duffy conveys the increasing separateness and isolation the photographer feels both towards his own country and the newspaper he works for.

'Tissue' by Imtiaz Dharker

- 'Never meant to last,'
- The back of the Koran.'
- Paper that lets the light shine through.'

Context:

- Poem was published in 2006
- The poem uses the extended metaphor of tissue paper to look at how fragile people are and to explore things that are powerful; religion, births, death, money, maps.

Key Ideas:

- Themes: Human Power and Fragility, Human Connection, Reliance on paper and Communication
- The poem refers to the power of paper to change things and to record our memories.
- Poem focuses on nothing last forever.

Remains' by Simon Armitage

'His bloody life in my bloody hands.'
'Tosses his guts back into his body.'
'Rips through his life, I see broad daylight on the other side'

Context:

- Armitage is our current poet laureate
- Written in 2008 as part of his collection 'The Not Dead.'
- His work focuses on the after math of war and PTSD.

Key Ideas:

- The poem looks at guilt and how the speaker is haunted by taking another man's life.
- Conflict: the speaker is acting under orders and is engaged in combat in another country.

'The Émigrée' by Carol Rumens

- 'There once was a country.'
- 'They accuse me of being dark in their free city.'
- Soon I shall have every coloured molecule of it.'

Context:

- The poem was published in 1993.
- During the 1990s, immigration around the word increased.
- The speaker describes how she was forced to flee her homeland and emigrate to another country because of war and tyranny.

Key Ideas:

- The poem looks at immigration.
- It refers generally to the trauma and nostalgia around the emigrant experience which Rumens would have seen the effect of this.
- Themes: Immigration, memory, motherland, love, cultural identity and separation.

'Checking Out Me History' by John Agard

- 'I carving out me identity.'
- 'Dem tell me.'
- 'Bandage up me eye.'

Context:

- John Agard is an Afro-Guyanese playwright, poet and children's writer
- The speaker talks about how they were taught a lot about white history; some of it not being true rather than learn about black history.

Key Ideas:

- The repetition of 'dem' also a monosyllabic pronoun. Almost like a drum beat.
- In his poem, he talks about English history, and which are significant black historical figures that we should learn about.
- Colonialism is when one country takes control over another country. This ends up in economic exploitation.

'Kamikaze' by Beatrice Garland

- 'One-way journey into history.'
- 'Which had been the better way to die.'
- 'Swivelled towards the sun.'

Context:

- Poem was published in 2013.
- Kamikaze translates to 'divine wind'.
- The poem is set around the events of a kamikaze pilot flying to war and then turning back before it was too late.

Key Ideas:

- Key themes: Family, the Sea (Nature), love, patriotism, honour, war, respect & life and death.
- In the poem, the pilot returns home and is rejected by his family forever as Kamikaze were seen as 'suicidal pilots'. Dishonoured his family.
- The first five stanzas have a fast pace; like the speed of a fighter jet and the pilot's troubled state of mind.

Forms of Ownership for Business Start-ups…

Sole Trader

☆ **Number of Owners:** 1 (one owner, but can have employees working there)

☆ **Legal Requirements to Start:** Register as self-employed with HMRC

☆ **Liability:** Unlimited Liability – the debts are the responsibility of the owner.

☆ **Decision Making:** The owner is responsible for all the business's decisions.

☆ **Distribution of Profits:** The owner chooses what to do with any profits made.

Partnership

☆ **Number of Owners:** 2 minimum

☆ **Legal Requirements to Start:** Register with HMRC. A Deed of Partnership is also usually drawn up to state how the business will operate.

☆ **Liability:** All partners will have Unlimited Liability. They will all be responsible for any debt the business may have.

☆ **Decision Making:** Decision making is shared between partners, this is usually included in the Deed of Partnership (how much say each partner gets).

☆ **Distribution of Profits:** Again, % will be agreed within the Deed of Partnership.

Limited Liability Partnership (LLP)

☆ **Number of Owners:** 2 minimum

☆ **Legal Requirements to Start:** Register with HMRC and complete an LLP Agreement that outlines how the LLP will be run.

☆ **Liability:** Partners have Limited Liability. They only stand to lose what they have invested if the business gets into financial difficulty.

☆ **Decision Making:** This will be decided when the business is formed and written in the LLP Agreement.

☆ **Distribution of Profits:** Again, this will be in the LLP Agreement.

Cambridge National in Enterprise & Marketing
R064 Learning Outcome 5

What is liability (in terms of Business Ownership)?
Liability means responsibility and it refers to whether owners will be responsible for the debt of a business, should it get into financial difficulty.

Explain the term Limited Liability…
If an owner has Limited Liability, they will only lose what they have invested in a business. Shareholders in companies have limited liability – if they invested £500, and the business failed and owed money, they would only lose their £500 – they wouldn't have to cover any more of the debt, even if the business owned millions.

Explain the term Unlimited Liability…
This is a risk for a business owner as, if they have Unlimited Liability, they are responsible for all the debts of a business. This means that if their business fails and owes people money, they will have to cover this debt, even if it means losing their personal possessions.

What is a franchise?
A franchise is when someone buys the rights to an existing business's name to run as their own business. Basically, they're setting up their own business but using the name and ideas of an existing business.

What are the benefits of owning a franchise?
The franchisee (who buys the franchise) will benefit from guidance and help from the franchisor (who sells the rights to their business name). The business idea is already a success, so they could be more likely to succeed than if setting up on their own. They will also benefit from any advertising the franchisor does.

What are the drawbacks of owning a franchise?
Franchisees have to pay the franchisor for the rights to their name – this is more expensive than setting up a new business. Franchisees must also pay royalties to the franchisor on a regular basis. It is also unlikely the franchisee can make changes to the business format.

What is Capital?
Capital is the name given to the money that is used to start-up a new business or to launch a new product.

Explain each source of Capital (include any benefits and/or drawbacks)…

☆ **Own Savings** – This is the owners' own money. They won't have to pay interest (unlike a loan) but do risk their own savings if investing.

☆ **Friends & Family** – Borrowing from friends or family may not include interest and doesn't need paperwork but can lead to friction if not paid back.

☆ **Loans** – Loans from banks or other organisations can help raise capital quickly but will have interest added to the amount paid back.

☆ **Crowdfunding** – This is where lots of a people pledge small amounts of money, usually online. This can be slow to raise the amount of capital needed.

☆ **Small Business Grant** – Sometimes Governments give grants to encourage businesses to set up. Some grants do not require pay back or may be interest free.

☆ **Business Angels** – Investors on the TV show 'Dragons Den' would be considered Business Angels. They invest in a business idea in exchange for pay back or part ownership of the business.

What is a Business Plan?
A Business Plan is a document that is drawn up before a business is launched to describe the new business idea.

What should a Business Plan contain?

- Business Aims and Objectives (what it wants to achieve/when)
- Business Strategies
- Business Operations (how will the business be run on a daily basis. Who owns the business? Who will make decisions?)
- Sales Plan
- Marketing Plan (marketing, promotions and advertising?)
- Financial Forecasts (cash flow forecasts – how much money is predicted to come in and go out each month? How much profit does the business predict it will make in the first year/over a longer period?)

Why is it important for new start-ups to have a Business Plan?
New businesses can be difficult to set up and, unfortunately, most will fail. Having a Business Plan *should* reduce the risk of failure, especially if the plan is detailed and realistic, as all eventualities will be planned for. A Business Plan is also used to share the business's ideas with third parties – it is unlikely, for example, that a bank will lend money to a new start-up without a detailed plan that includes financial forecasts.

Relief of the UK

Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.

Key

Lowlands

Uplands

Areas +600m: Peaks and ridges cold, misty and snow common. i.e. Scotland

Areas - 200m: Flat or rolling hills. Warmer weather. i.e. Fens

Types of Weathering

Weathering is the breakdown of rocks where they are.

Biological	Breakdown of rock by plants and animals e.g. roots pushing rocks apart.
Mechanical	Breakdown of rock without changing its chemical composition e.g. freeze thaw

Mechanical Weathering Example: Freeze-thaw weathering

Stage One

Water seeps into cracks and fractures in the rock.

Stage Two

When the water freezes, it expands about 9%. This wedges apart the rock.

Stage Three

With repeated freeze-thaw cycles, the rock breaks off.

What is Deposition?

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition. Heaviest material is deposited first.

Types of Erosion

The break down and transport of rocks – smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart or scraped against the banks and bed of a river.
Hydraulic Action	Water enters cracks in the cliff, or river bank, air compresses, causing the crack to expand.

AQA

Physical Landscapes in the UK

Sec C

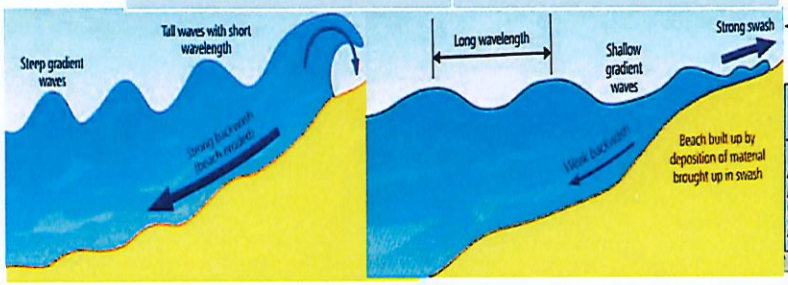
Size of waves

Affected by:

- **Fetch how far the wave has travelled**
- **Strength of the wind.**
- **How long the wind has been blowing for.**

Types of Waves

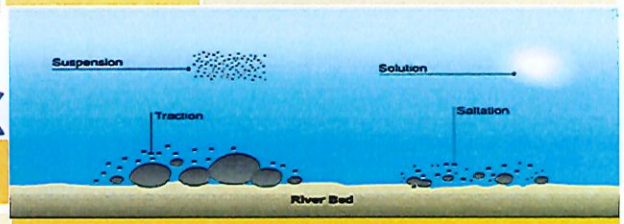
Constructive Waves	Destructive Waves
This wave has a **swash that is stronger** than the backwash. This therefore builds up the coast.	This wave has a **backwash that is stronger** than the swash. This therefore erodes the coast.



Types of Transportation

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

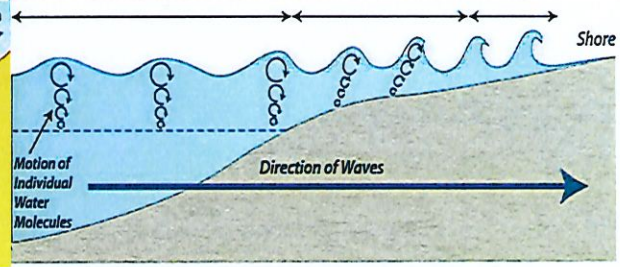


How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

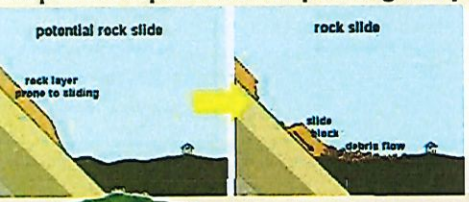
Why do waves break?

1	**Waves start out at sea.**
2	**As waves approaches the shore, friction slows the base.**
3	**This causes the orbit to become elliptical.**
4	**Until the top of the wave breaks over.**



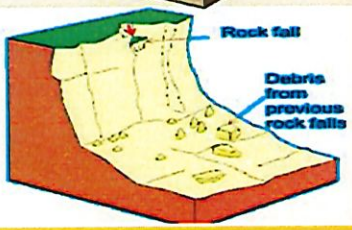
Mass Movement

A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.



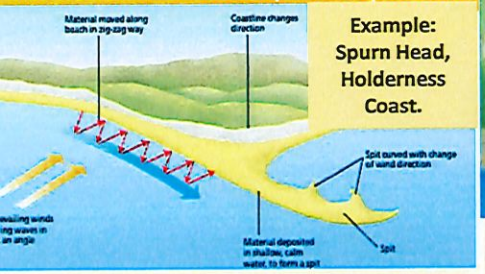
Rock slides occur when there is a failure along the bedding plane.

Slumping occurs when there is a downward rotation of sections of cliff. Often occur after heavy rain.



Rockfall is the rapid free fall of rock from a steep cliff face because of gravity.

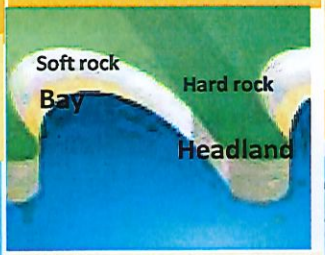
Formation of Coastal Spits - Deposition



Example: Spurn Head, Holderness Coast.

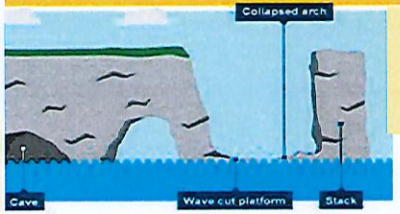
1) Swash moves up the beach at the angle of the prevailing wind.
2) Backwash moves down the beach at 90° to coastline, due to gravity.
3) Zigzag movement (Longshore Drift) transports material along beach.
4) Deposition causes beach to extend, until reaching a river estuary.
5) Change in prevailing wind direction forms a hook.
6) Sheltered area behind spit encourages deposition, salt marsh forms.

Head land and bay formation



1) Waves attack the coastline.
2) The softer rock is eroded by the sea- forming a bay.
3) The more resistant rock is left sticking out into the sea, called a headland.
4) This area is now more sheltered, this encourages deposition and beaches are formed.

Formation of Coastal Stack



Example: Old Harry Rocks, Dorset

Hydraulic action widens cracks in the cliff face over time.
Abrasion forms a wave cut notch between high tide and low tide.
Further abrasion widens the wave cut notch to from a cave.
Caves from both sides of the headland break through to form an arch.
Weather above/erosion below –arch collapses leaving stack.
Further weathering and erosion eaves a stump.

Coastal Defences

Hard Engineering Defences

Groynes	Wood barriers prevent longshore drift, so the beach can build up.	✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave . Has a lip to stop waves going over.	✓ Long life span ✓ Protects from flooding ✗ Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.

Soft Engineering Defences

Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	✓ Cheap ✓ Beach for tourists. ✗ Storms = need replacing. ✗ Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood & erode.	✓ Reduce flood risk ✓ Creates wildlife habitats. ✗ Compensation for land.

Case Study: Walton on the Naze

Location and Background: Walton on the Naze is located South east UK in the county of Essex. The Naze itself is eroding heavily at a rate of (1-2 meter per year). The rock types are London Clay and Red Crag and both of these rock types are easily eroded by the sea. The cliffs also suffer from slumping which makes the defence of the area even more complex. Longshore drift moves sand along the coastline from south to north.

Management

1999 The beach at the northern end was built up with sand and gravel dredged from
Harwich harbour.
2011 16,000 tonnes of granite rock armour placed at the foot of the cliff nearest to the
Tower to construct Crag Walk. The 110 metres of rock armour protects the base of
the cliff but also allows people to walk on it even when the tide is in. Information
boards have been placed at points along it. Cost £1.2 million.

1	9th Nov 1918	Kaiser abdicates (leaves throne) and flees Germany.
2	9th Nov 1918	Weimar Republic is set up.
3	11th Nov 1918	WWI ends. Armistice agreed after German surrender.
4	Jan 1919	Spartacist Uprising (left wing) in Berlin and other cities. Crushed by army and the Freikorps.
5	26th Jun 1919	Treaty of Versailles is signed.
6	3rd Mar 1920	Kapp Putsch – attempted takeover by Freikorps led by Wolfgang Kapp. Failed due to lack of support.
7	Jan 1923	Ruhr Crisis – France invades the Ruhr over reparations leading to huge problems in Germany.
8	Jun 1923	Hyperinflation causes huge social and economic problems.
9	Aug 1923	Gustav Stresemann becomes Chancellor (but only for 3 months!)
10	Nov 1923	The Munich Putsch – The Nazis try to overthrow the Bavarian government and cause a revolution. They fail. 16 Nazis are killed and Hitler is arrested.
10	Sep 1924	Stresemann signs the Dawes plan which ends hyperinflation.
11	Dec 1925	Germany signs Locarno Pact with France, Britain, Belgium and Italy
12	June 1929	Young plan agreed.
13	Oct 1929	Wall Street crash leads to the Great Depression.

Key Individuals

14	Friedrich Ebert	First Chancellor of Germany and later President.
15	Gustav Stresemann	Chancellor (Aug-Nov 23) and Foreign minister (1923 - 1929). Solved hyperinflation and Ruhr crisis. Brought period of stability to Germany.
16	Kaiser Wilhelm II	King of Germany, who fled Nov 1918.

	Armistice	Agreement to stop fighting. Germany asked for it in 1918.
	November Criminals	Name given to the Weimar politicians who accepted the armistice which ended WWI.
	Constitution	The system of laws and rules in a country.
	Reichstag	The German Parliament.
	Article 48	Gave President emergency powers in times of crisis.
	Proportional Representation.	The number of votes won in an election, determined the number of seats in the Reichstag.
	Chancellor	Head of Government, chosen by the President.
	President	Head of state and military, voted by people, could use Article 48 and had power to dismiss government.
	Coalition	A government of two or more political parties.
	Extremist	Groups that believe in violent or radical ideas.
	Communism	Left wing groups who believe everybody should be equal in the country and it should be run for the workers.
	Fascism	Right wing groups who believe in a strong ruling leader.
	Freikorps	WWI veterans who formed private armies.
	Spartacists	Revolutionary communists who wanted Germany to be run by the working classes. Led by Rosa Luxemburg.
	Putsch	A violent attempt to overthrow the government.
	Reparations	£6.6 bn fine placed on Germany following Versailles Treaty.
	Demilitarised	No military forces are allowed in the area.
	Article 231	The Versailles 'War guilt clause' blaming Germany for WWI.
	Hyperinflation	Extremely high inflation, where prices rise and the value of money plummets and it becomes worthless.
	Rentenmark	Temporary currency introduced by Stresemann to end hyperinflation.

1	Sep 1919	Hitler joins German Workers party (DAP)
2	Feb 1920	The DAP is renamed the National Socialist German Workers party (NSDAP) – known as the Nazis.
3	Feb 1920	The Nazis publish their 25 point programme
4	Jul 1921	Hitler becomes leader of the Nazi party
5	Nov 1921	The SA (also known as brownshirts or stormtroopers) are set up as the Nazis armed militia.
6	Nov 1923	The Munich Putsch – The Nazis try to overthrow the Bavarian government and cause a revolution. They fail. 16 Nazis are killed and Hitler is arrested.
7	Feb 1924	Hitler imprisoned in Lansberg but only serves 10 months.
8	Dec 1924	Hitler releases 'Main Kampf' and is released from prison.
9	May 1928	The Nazis get 12 seats in the Reichstag.
10	Oct 1929	Wall Street crash leads to the Great Depression.
11	Sep 1930	Unemployment reaches 3m. Nazis get 106 seats in Reichstag.
12	Apr 1932	Hitler comes runner up in Presidential election. 13.4m votes.
13	Jul 1932	Unemployment reaches 6m, Nazis get 230 seats in Reichstag.
14	30th Jan 1933	Hitler is appointed Chancellor of Germany

Key Individuals

15	Anton Drexler	Founder of the DAP (later the Nazi party)
16	Joseph Goebbels	Head of Nazi propaganda
17	Ernst Rohm	Leader of the SA
18	Paul von Hindenburg	President of Germany, 1926-34
19	Kurt von Schleicher	Chancellor of Germany; June-November 1932

20	Communism	Ideology violently opposed to the Nazis. They promised to destroy it if they came to power. The German communist party was known as the KPD.
21	Anti-Semitism	Hatred and persecution of the Jews
22	Fuhrerprinzip	The idea that the Nazi party and Germany should have one leader obeyed by all.
23	Great Depression	Slump in the economy in the 1930s which led to high unemployment.
24	Manifesto	A public declaration of a political party's policies.
25	Reich	German Empire
26	Reichstag	German Parliament
27	SA	Sturmabteilung – the paramilitary 'storm troopers' of the Nazi party.
28	SS	Schutzstaffel – Nazi paramilitary organization who acted as Hitler's personal bodyguard.
29	Swastika	Emblem of the Nazi Party.
30	Third Reich	Nazi name for Germany. Means 'Third Empire.'
31	Wall Street Crash	Panic selling of more than 16 million shares in October 1929. Led to world economic crisis.
32	Mein Kampf	Book written by Hitler in prison setting out his beliefs and vision for Germany.
33	Putsch	Attempted takeover of the Government.
34	General Election	Democratic process whereby the people cast their vote for who they want to represent them in the Reichstag.
35	Propaganda	Information, often misleading, spread with the intention of promoting a political cause or point of view.

GCSE Music Knowledge Organiser
Area of Study 2: Music for Ensemble

Timbre, Sonority and Texture

Timbre - The tone colour or tone quality associated with a particular instrument. Refer to your instrument recognition sheet for more detail.

Sonority – The relative loudness and 'feel' of a sound when compared with other sounds.

Texture – The number of layers/parts in a piece and how they relate to each other:

- **Monophonic** – A single melodic line with no accompaniment
- **Homophonic** – Many parts that move together (same rhythm)
- **Polyphonic** – A number of different melodic lines heard independently of each other.

Unison – When 2 or more musical parts that are the same, are played together (monophonic).

Chordal – A type of texture where the parts move together producing a series of chords (homophonic).

Layered - when more parts are added on top of each other to produce a richer texture.

Melody and accompaniment – A type of homophonic texture, where the tune is the main focus and is accompanied by other parts that move together.

Countermelody – When a new melody is heard at the same time as a previous melody.

Round – A type of **canon** in which voices sing the same melody but beginning at different times. The music repeats (goes round & round).

Topic 2 – Musical Ensembles

The word ensemble applies to the number of performers in a group. If there are lots of performers in an ensemble it becomes a choir or an orchestra.

An ensemble may group together any combination of instruments from the same family or different families.

- **Duet** – 2 performers
- **Trio** – 3 performers
- **Quartet** – 4 performers
- **Quintet** – 5 performers
- **Sextet** – 6 performers
- **Septet** – 7 performers
- **Octet** – 8 performers

Topic 3 – Chamber Music

Basso Continuo – A type of accompaniment used in the Baroque era. The term means 'continuous bass' and consisted of a bass instrument and a chordal instrument.

Baroque Sonata – A piece of music that is played rather than sung.

Trio Sonata – A piece of instrumental music for 3 parts.

String quartet – One of the most popular types of ensemble with in the Classical era. It consisted of 2 violins, a viola and a cello.

Topic 4 – Musical Theatre

In musical theatre, the music helps tell and support the storyline and characterisation. The audience will see the storyline or plot unfolding through the music, the acting and the dance, supported by the accompanying orchestra/band.

Different types of musical. Can you think of/find an example of a musical for each type?

- Musical drama
- Disney musical
- Classic musical
- Romantic musical
- Musical comedy
- Sung-through musical
- Juke box musical
- Film-to-stage musical

Topic 5 – Jazz and Blues

Jazz and Blues are styles of music that emerged at the start of the 20th century in America.

- **Pentatonic scale** – A scale consisting of 5 notes.
- **Blues scale** – A minor pentatonic scale with an extra note (flattened 5th).
- **Improvisation** – When music is spontaneously created during a performance.
- **12 Bar Blues** – A type of structure used in Jazz and Blues that consists of 12 bars.
- **Swing style** – Characteristic of Jazz, in which notes are played with a relaxed dotted feel.
- **Riff** – A short motif or pattern that is repeated.
- **Rhythm section** – Typically consists of a bass player, a drummer and someone playing chords (pianist or guitarist).
- **Standard** – A Jazz or Blues song that is really popular.

Year 9 – Alice in wonderland

Brief Synopsis: Alice's life takes a turn for the unexpected when, at a garden party for her fiancé and herself, she spots a certain white rabbit and tumbles down a hole after him. Reunited with her friends the Mad Hatter, the Cheshire Cat and others, Alice learns it is her destiny to end the Red Queen's reign of terror.

Physical theatre –

- Using your body to create symbolic movement, you could create shapes that have symbolic meaning.
- You could create props with your body (body propping) instead of using a set design.
- You can use choreographed movement to show relationships.

The nature of Physical theatre

- At its simplest, you could define Physical theatre as a form of theatre that puts emphasis on movement rather than dialogue. But remember there are a huge number of variations as the genre covers a broad range of work.
- Essentially Physical theatre is anything that puts the human body at the centre of the storytelling process. As a result, it's often abstract in style, using movement in a stylised and representational way.
- With the expression of ideas choreographed through movement, such performers use very little or no dialogue at all.

DV8 practitioner:

DV8 are arguably among the main practitioners of Physical theatre as a 'full' art form. They focus on looking at the dramatic potential that can be unlocked from movement. Their work is often described as existing at a crossroads where dance, sound and drama meet. DV8 are well known for using Physical theatre to explore complex aspects of human relationships and social or cultural issues.

Body propping	This is where you primarily use your body to create objects on stage. This is within the style physical theatre.
Narration	Using an actor to tell the story to the audience outside of the scene itself. For example, you could have someone reading 'once upon a time' whilst the actors acted out the scene next to them.
Symbolism	Using symbols within your performance where you don't literally show the audience something but rather create something symbolic of a theme. For example, you may do a freeze frame where you show 5 people standing above 1 person on the floor. This would be symbolic of isolation or power.

Annotations and Evaluations

NNOTATING YOUR WORK

Vhat have you done?
it a painting? A drawing? A sculpture? Is it your won work or is it a copy?

ow have you done it?
ave you learned about a new artist? What about new skills?

Vhat medium, materials and techniques have you used?
aint, pencil, collage, mixed media, pastel etc.
lotion blue, smudging, mixing, layering etc.

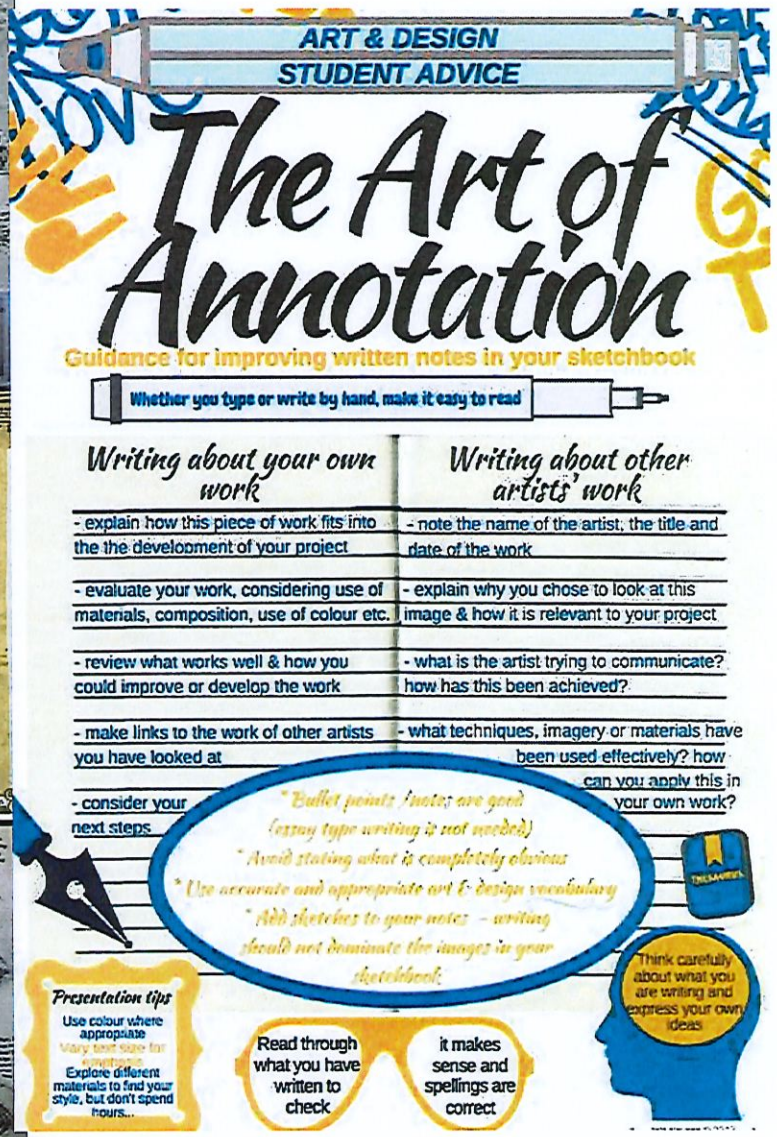
Vhat have you done well?
st three points

Vhat could you improve on or what would you change if you were to do it gain?
hink about what went wrong and why? How would you do it differently?

Vhat influenced you in this piece?
iscuss how your artists influenced this piece of work

ENTENCE STARTERS

this piece I have ...
have used the following...
hrough working in this way I have learned how to...
his piece contains the following characteristics...
think I have effectively used...
ere I have shown..... In the style of...
his piece could have been improved by including...
could have made greater use of...
he artist.....has influenced my work by...
was inspired by.....when creating this piece of work
o improve this piece...



What should a GCSE Art sketchbook contain?

A sketchbook is a creative document that contains both written and visual material. It is a place for researching, exploring, planning and developing ideas – for testing, practising, evaluating and discussing your project. It is the place where you learn from other artists and express and brainstorm ideas.

The sketchbook shows the journey (or development) towards your final piece and usually contains:

Drawings, diagrams, thumbnails, composition plans, paintings and/or designs (particularly those that are incomplete or experimental)

Practise and trials of different techniques and processes

A range of mixed mediums and materials

Evidence of first-hand responses to subject matter and artworks, demonstrated through observational drawings, photographs and annotated pamphlets and sketches from exhibitions or gallery visits.

Digital printouts of relevant artist work

Annotation

Sketchbook Presentation Ideas

Layout and presentation is an area that many GCSE students struggle with – often spending hours adding decorative features to their sketchbooks that make little difference to final grades. In appearance, a sketchbook should be reminiscent of what you might expect an artist or designer to create.

The sketchbook is NOT meant to be a complete a book of finished artworks and illustrations; it is meant to be creative document of exploration and investigation. A place where an art student thinks, works things out and learns.

This does not mean, of course, that your sketchbook should be unattractive.

Indeed, to get a top grade it must look stunning!!!!!!

Guidelines for presenting a quality sketchbook are as follows:

- Let the artwork shine. Do not spend weeks preparing beautiful backgrounds if this compromises the amount of time you spend on the artwork itself. Producing quality art or design work is your number one goal.
- Vary page layouts to provide variety and visual interest. Some pages should have many illustrations; some should have single, full-page artworks; others should be somewhere in between. Position items carefully on the page as you work: making sure pages are well-composed.
- Give every page of your sketchbook some love. Use each page as an opportunity to remind the examiner that you are a hard-working, dedicated student who cares passionately about this subject. This does not mean that your sketchbook must be crammed to the brim with intense, laboured work (sometimes an expressive, ten minute charcoal drawing on a page is all that is needed) but that each part of your sketchbook is produced with care and dedication.

Year 9 Maths Foundation

Probability			
Probability	The chance something will happen		
Mutually exclusive events	Events that cant happen at the same time		
Independent events	Two events are independent if one does not effect the other happening		
Estimated probability	Probability of event x number of trials		
Frequency trees	Show the actual frequency of different events		
Tree diagrams	Shows combinations of events. Each branch is labelled with its outcome and probability		
AND	X	OR	+

Inequalities			
Inequality	Compares two values		
Inequality notation	= is the same as	< is less than	> is greater than
	≠ Is not the same as	≤ is less than or equal to	≥ is more than or equal to
Lower bound	The lower bound is the smallest value that would round up to the estimated value		
Upper bound	The upper bound is the largest value that would round down to the estimated value		
Error interval	An error interval is the range of values that a number could have taken before being rounded		

Averages and the Range	
Mode	Most common
Median	Middle, when the data is in order
Range	Largest value - smallest value
Mean	Sum of data ÷ number of pieces of data
Estimated mean	$\frac{mid\ point \times Frequency}{Total\ frequency}$

Percentages	
Percentage multiplier	A number you multiply by to increase or decrease in one calculation
	Increase Multiplier - (100 + %) ÷ 100 Decrease Multiplier - (100 - %) ÷ 100
Simple interest	Same amount every year
Compound interest	Worked out yearly
Compound interest formula	$Amount \times \%\ multipler^{years}$
Reverse percentages	Working backwards to find the original amount after an increase or decrease
Percentage change	$\frac{difference}{original} \times 100$

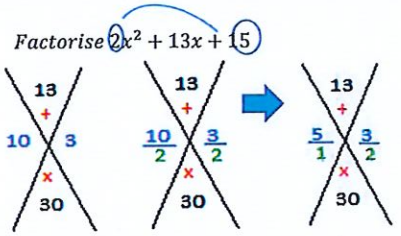
Constructions and Loci	
Construction	Means to draw shapes, angles or lines accurately. Using only compass, ruler and a pencil
Bisector	To divide into two equal parts
Perpendicular	Lines that intersect at right angles
Loci	The path that an object follows

Year 9 Maths Higher

Inequalities			
Inequality	Compares two values		
Inequality notation	= is the same as	< is less than	> is greater than
	≠ Is not the same as	≤ is less than or equal to	≥ is more than or equal to
Lower bound	The lower bound is the smallest value that would round up to the estimated value		
Upper bound	The upper bound is the largest value that would round down to the estimated value		
Error interval	An error interval is the range of values that a number could have taken before being rounded		

Simultaneous Equations	
Simultaneous Equations	Equations involving two or more unknowns that are to have the same values in each equation

Probability			
Probability	The chance something will happen $(x+5)(2x+3)$		
Mutually exclusive events	Events that cant happen at the same time		
Independent events	Two events are independent if one does not effect the other happening		
Estimated probability	Probability of event x number of trials		
Frequency trees	Show the actual frequency of different events		
Tree diagrams	Shows combinations of events. Each branch is labelled with its outcome and probability		
AND	X	OR	+

Quadratics	
Factorising Quadratics	
	$Factorise\ x^2 + 7x + 12$
	Find two numbers that multiply to make 12 and add to make 7
	Put one in one bracket and one in the other
	(x + 3)(x + 4)
Factorising Quadratics with a co-efficient greater than 1	
	$Factorise\ 2x^2 + 1 + 15$
	Multiply the co eff by the number
	Find two numbers that multiply to make 30 and add to make 13
	Place them either side of you cross
	Divide by co-eff
	Simplify the fractions
	Brackets - Denominator goes in front of x, numerator behind
Solving Quadratics	Put equal to zero and find the two solutions for x

Recurring decimals	
Recurring decimals	Have one or more repeating numbers after the decimal point, which continue infinitely

Sequences	
Sequence	A set of numbers that follow a rule
nth term	The 'nth' term is a formula which enables you to find any term of a sequence
Arithmetic sequence	An arithmetic sequence is a sequence of numbers with the same difference between each term
Quadratic sequence	A quadratic sequence is a sequence of numbers where the second differences between each term is the same

Knowledge Organiser | WJEC: Level 1/2 Hospitality & Catering | A.C. 2.1-2.3 | Understand how hospitality & catering provision operates

A.C. 2.1. The operation of the kitchen

Kitchen Layout

Storage area
Suitable temperature, humidity & ventilation.
Cool, dry area to store the fridge and freezers.

Preparation and cooking area
Wet cold area – fish, veg and meat
Hot area for cooking
Hand washing sink separate to food sinks

Serving
Where food is presented/plated
Hot hold to keep food warm – maintained at 63°C

Dirty/waste
Waste bins and pot washing
Pest control (including bin lids to prevent pests)
Should be away from storage & prep area

Staff room – an area away from prep area – for changing into uniform etc.

Rules for kitchen layout
Ventilated - comfortable to work in
Extractor fans – remove any smoke etc.
Air conditioning to keep cool (hot area!)
Non slip floors
Easy to clean joints on benches (harbour bacteria in cracks!)
Correct storage areas (separating high risk food)
Adequate water supply available
Space to move around – especially around hobs/equipment.

Workflow
It should be logical! Order of flow:
Entrance delivery > Storage area > Preparation area > Cooking area > Plate up > Orders to serve > To dining room (meal eaten) > Dirty dishes/leftovers back to kitchen > Waste food disposed > Pot wash and return to equipment area > Waste collection and recycling

Stock control
- Important for success of business
-Databases are vital for this

Jobs for stock controller:
- Stock ledger/inventory - list & quantities
- Current price for budget
- Keep logs and receipts
- Find best prices

Stock should be organised using FIFO (first in, first out) to prevent foods at the back going out of date and wasted.
Perishable – high risk foods which spoil quickly so need weekly supply.
Staple – can be kept at ambient temperature so ordered in advance
Daily use – not perishable as such but foods like bread.

Documentation & admin

Staff documentation
Training logs
Sickness & accident log
Employment log

Health and safety
Building and COSHH risk assessments
Customer feedback
Financial documents
Stock logs/inventories
Food safety certificates/ Temperature control logs (i.e. Fridge)

Safety – fire, trips, slips, equipment (blender), cuts, burns, heavy items falling

Equipment & materials

Large
i.e. Ovens, cooking range, walk in freezer/fridges, floor standing mixer, deep fat fryer, blast chillers

Small and hand held
i.e. Jugs, bowls, sieve, knives

Mechanical (move)
i.e. Mincer, processor, mixer

Food safety equipment
Coloured chopping boards, tongs, knives – day of the week stickers

Materials
Cleaning – cloths, mops, brushes and detergents
Preparation – foil, bags
Waste – bags, bins
Maintenance – filters, bulbs
Employee welfare– toilet roll, hand wash, fire extinguisher

Maintenance of equipment
Servicing - Clean - PAT tested

Factors affecting equipment choice
Size – Uses - Noise - Cleaning
Parts – Warranty -Weight - Energy

Dress Code
A uniform shows customer staff represent company
- Professional, clean, neat and tidy

Purpose of chef uniform;
Protect from burns and splashes
Comfortable
Sweat absorbent
Easy to wash and iron
Hygienic barrier

Must change into Daily change

Chef uniform
Hat /toque - absorb sweat
Hair net for long hair - prevent contamination/fire
Long sleeves - prevent scalds, splashes from pans
Knee length apron – protect uniform
Cotton trousers – keep cool but protected
Non slip shoes with toe protectors – prevent slips and drops onto toes
No jewellery, make up, nails or perfume to avoid contamination/ odours

A.C. 2.2 The operation of front of house

Layout

Front of house refers to restaurant or hotel entrance/reception

Entrance/reception
- Customers are greeted
- First impression (smile, eye contact etc)
- Should be a pleasant environment
- Menus on display
- Disabled access

Waiting area
-Customer waits at busy times, (might be annoyed so comfort is important)
- Offer drinks

Dining area
- Serve & enable socialising (table layouts)
- Stations to divide up waiting staff

Factors to consider:
Temperature - Smells - Space - Comfortable Chairs - Menu which meets all needs - Toilets – clean and disabled access

Workflow
Seat customer
Menu given/explained
Take drink order
Serve drinks
Take food order
Serve food
Check customer is happy
Clear plates
Offer desserts
Take order
Serve desserts
Clear plates
Coffee & drinks order
Offer bill
Take payment
Customer leaves
Reset the table

Equipment &materials

Table top – Napkins, cloths, menu holder. condiment, holders/bottles candles, coaster, bread basket, cutlery, glasses

Service – Dishes, sizzle platter

Waiting at table – Tray, serving spoon, fabric serviettes, bottle opener, ice bucket, notepad and pen, tablets

Seating – Chair, stool, high chair, outdoor seating

Organisation – Rope barrier, direction sign, menu holders, wine racks, shelving

Safety – First aid kit, signs, extinguisher, alarms, lighting

Bar – Measures, fridge, bottle openers, blenders, chalkboard and chalk

Safety & Security
Hazards - Electric leads – Unmarked steps – Low ceiling – No fire extinguisher – No fire exits – Candles – Low lighting

Security – Data protection - CCTV - Changing room & lockers for staff - Customer assault -Well lit access -Photo ID

Materials
Cleaning – detergents, glass cleaning, washing up, brushes, mops

Materials for food service – disposable napkins, individual sachets or environmentally friends refillable pots, condiments, candles, table decorations, flowers

Waste disposal – bags and bins

Employee welfare – first aid, hand towels, toilet paper

Maintenance - replacement for broken stuff i.e. Glasses

Dress code
Consistent colour theme

Important as:
- Creates first impression
- Sets a standard
- Stops employees wearing inappropriate clothes
- Part of team
- Pride – better work ethic
- Customer can identify

A.C. 2.3 Meeting customer requirements

Customer Needs Forms the start of relationship with customer and business. I.e. need a meal, or accommodation

Customer Expectations Factors which decide whether or not the customer is satisfied with the service provide. I.e. the customer service, standard of comfort, how the meal is in terms of quality or value for money

Customer Wants
The business needs to find out what a customer requires – they can do this by carrying out market research.
I.e. – surveys - verbal feedback from customers
- online or paper feedback - - reading about trends

Trends
Customer trends need to be identified to ensure success

- Online services – want fast, instant, user friendly technology
- Messaging – through social media
- Online comparison
- Social media advertising/menus
- Availability & delivery service
- Competition - find out what it is
- Personalised service
-Environmentally friendly
-Self service now popular with customers, rather than dealing with a person face to face

Customer service Important for:
- Satisfaction
- Loyalty and repeat business
- Reputation – more customers
- Employee pride and confidence = job satisfaction
- Few complaints

Quality of service/experience
Ingredients & materials – foods, bedding
Consistency – of service, foods, accommodation
Customer service – helpful, polite
Availability – opening hours suitable, food available
Environment – comfortable, suitable temperature
Accessibility – disabled access/toilets

Dietary requirements
- Nutritional information should be available
- Allergy & intolerance information must be displayed
- Dietary needs (vegan etc.)
Usually using keys i.e. GF for gluten free
- Staff should be trained on these

Equality & customer rights
- Customer Rights Act – Ensures products purchased must be of satisfactory quality, fit for purpose and as described. *(protects customer)*
- Consumer protection act 1987 – prevents unsafe products sold, health & safety messages *(protects customer)*
- Trade descriptions act – no misleading advertising/ incorrect descriptions *(protects customer)*
- Equality act 2010 – Ensures equal treatment regardless of age, race, religion, disability, gender and sexual orientation *(protects customer) & employee*

Customer Types

Leisure/tourist
For holiday/ experience
Near attractions
Reviews more important
Gym - Spa – Bar

Business/Corporate
Corporate = large business
May require hospitality & catering for:
-Conferences/meetings (*Meeting rooms, suitable IT, pens & paper, refreshments & meals – usually buffet*)
- Award ceremonies (*Temporary restaurants, bars, VIP lounges*)
- Staff training or team building days
- Trade shows

Local residents The hospitality & catering industry can boost local economy:
- Increase tourism
- Employ local people
- Local people can use the facilities
- Build relationships with them by
•Preventing noise levels
•Provide parking so they don't park in local streets
•Provide security
•Set reasonable pricing for local events i.e. Proms, fetes

Key Terms

Hot hold – when cooked or reheated food is held hot prior to and during service to consumers
Pest control - regulating pests from entering the food preparation area (i.e. Flies, rats, mice, cockroaches)
Work flow – the sequence of events in a kitchen for it to operate efficiently
Stock control – the process of ensuring that appropriate amounts of stock are maintained by a business at a minimum cost.
Stock ledger/inventory - show how much stock you have at any one time, and how you keep track of it
Logs - systematic recording of events, or measurements i.e. Training log, temperature log
FIFO – 'First in, first out' - first foods that are bought/produced are the first that are sold/used to ensure that you use what you have before it gets outdated
Perishable - foods likely to decay or go bad quickly – usually stored in a fridge (i.e. Milk, meat, cheese)
Staple - a food that is eaten routinely - a dominant portion of a standard diet i.e. Pasta potatoes, rice
Mechanical equipment – equipment that has a part which moves i.e. Mixer, tin opener
Contamination - making something unsuitable by contact with pathogenic bacteria or something unclean
PAT test - Portable appliance testing - a process in which electrical appliances are routinely checked for safety.
COSHH - Control of Substances Hazardous to Health Regulations. - require employers to control exposure to hazardous substances to prevent ill health
Covers - refers to a diner who eats or a meal that is served
Market research - the action or activity of gathering information about consumers' needs and preferences
Corporate - a large company/business or group
Local resident – people who live in the local community who might benefit from a business
Reputation - the beliefs or opinions that are generally held about a company

Y9 Spanish – Travel and holidays

Other countries:

Los Estados Unidos – the United States
Escocia – Scotland
Al extranjero – abroad
Alemania – Germany
Francia – France
Grecia - Greece
Italia -Italy
Irlanda -Ireland
Inglaterra - England
Noruega -Norway

SEQUENCERS & ADVERBS OF FREQUENCY

Antes (de + inf) - before (doing....)
Después (de + inf) - after (doing...)
Luego – then
Más tarde - later on
Por la mañana/tarde/noche - in the morning/afternoon/evening
Finalmente - finally
Cada año - every year
Cada verano - every summer

Regular AR VERBS

To conjugate a regular AR verb: take off the last 2 letters to produce the stem, then add the ending of the subject you want to use (I, you, he/she, etc.)

SUBJECT	Ending:	Example:
Yo	**-0**	Viajo = I travel
Tú	**-AS**	Viajas = you travel
Él, Ella, Usted	**-A**	Viaja = he/she travels
Nosotros	**-AMOS**	Viajamos = we travel
Vosotros	**-AIS**	Viajais = you (pl) travel
Ellos, Ellas, Ustedes	**-AN**	Viajan = they travel

The preterite tense – past tense

The preterite tense is a past tense used to describe actions and opinions in the past tense. This tense refers to a specific time in the past and is therefore used with time phrases such as: el año pasado, hace dos años, etc.

1. Take of the last 2 letters to find the stem
2. Check the ending for the subject you want to use
3. Add the ending to the stem

Subject	AR verbs	ER/IR verbs	Meaning example:
Yo	-é	-í	I travelled
Tú	-aste	-iste	You travelled
Él, Ella,	-ó	-ió	He/she .....
Nosotros	-amos	-ímos	We.....
Vosotros	-asteis	-isteis	You (pl) .....
Ellos, Ellas,	-aron	-ieron	They _____

Examples:

Viajé = I travelled
Comí = I ate

There are many verbs that have an irregular form in this tense. Some of the most common ones to remember are: fui = I went, fue = it was, hice = I did
Me gustó = I liked

QUALIFIERS

Un poco - a little (bit)
Bastante - quite
Muy - very
Demasiado - too (much)
Más (adj + que) - more (adj + than)
Menos (adj + que) - less (adj + than)
Tan + adj + como - as + adj + as
Increíblemente - incredibly

HIGHER LEVEL STRUCTURES

Tener ganas de + inf - to feel like
Tener la intención de + inf - to intend to
Si fuera rico – if I were rich

ADJECTIVES

Caro – expensive
Barato - cheap
Cómodo - comfortable
Incómodo – uncomfortable
Sucio - dirty
Limpio - clean
Aburrido - boring
Interesante - interesting
Activo - active
Difícil - difficult
Fácil - easy
Estimulante - stimulating
Estresante - stressful
relajante - relaxing

CONNECTIVES

Y - and
Pero - but
Con - with
Sin embargo - however
Porque/pues - because
Ya que - as
Dado que - given that
Puesto que - since
Si – if **O** - or
También - also
Por desgracia - unfortunately
Sin - without
Aunque - although

NEGATIVES

No + verb – don't/not
Ya no + verb - no longer
No + verb...ni...ni - neither...nor

*For the following, place the negative word **in front of the verb** and drop the **no**:
Tampoco – neither
Nunca - never
Nada - nothing
Nadie – nobody

***No** voy **nunca** a España*
***Nunca** voy a España*

OPINIONS

Me encanta(n) – I love
Me gusta(n) – I like
No me gusta(n) – I do not like
Odio – I hate
No puedo soportar – I cannot stand
Creo que – I believe that
Pienso que – I think that
En mi modo de ver – in my way of seeing
A mi juicio – in my opinion
Me parece que – it seems to me that

TIME PHRASES

El año próximo – next year
El fin de semana próximo – next weekend
Dentro 5 años -within 5 years
Esta tarde/noche - this afternoon/evening
Mañana - tomorrow
Este fin de semana - this weekend
La semana próxima - next week
Cuando sea mayor - when I am older
Cuando tenga...años – when I am...years old

Viajo con..... (I travel with)

Mi familia – my family
Mi madre -my mother
Mi padre – my father
Mis padres – my parents
Mi hermano – my brother
Mi hermana my sister
Mi tío – my uncle
Mi tía my aunty
Mis abuelos – my grandparents
Mis amigos – my friends
Mi colegio – my college
Mi instituto -my school
Solo - alone

Viajo en.....(I travel by...)

En avión- by plane
En barco – by boat
En coche – by car
En moto – by motorbike
En autobús – by bus
En autocar – by coach
En globo – by air balloon
En tren – by train
En taxi – by taxi
A pie – on foot

The Conditional tense

The conditional tense is used to talk about things you would like to happen; such as an ideal holiday. In English the conditional tense uses the word 'would'. In Spanish this word is not translated but instead an ending is added to the verb

SUBJECT	Ending:	Example:
Yo	-ía	Viajaría = I would travel
Tú	-ías	viajarías
Él, Ella, Usted	-ía	Viajaría = he/she would travel
Nosotros	-íamos	
Vosotros	-íais	viajaríais
Ellos, Ellas, Ustedes	-ían	viajarían

Actividades - Activities

Descansar – to rest
Visitar la ciudad – to visit the city
Leer libros – to read books
Sacar fotos – to take fotos
Charlar con amigos – to chat with friends
Ir de paseo – to go for a walk
Ir a restaurantes -to go to restaurants
Ir a la discoteca -to go to the disco
Practicar windsurf – to do windsurfing
Hacer deportes – to do sports
Nadar en el mar -to swim in the sea
Tomar el sol -To sunbathe
Montar en bici – to ride a bike
Hacer senderismo -to do hiking
Disfrutar platos típicos- enjoy typical dishes
Disfrutar las vistas – enjoy the views

alojamiento

Un camping - a camping
Un apartamento – an apartment
Un hotel – a hotel
Un albergue juvenil – a youth hostel
Una pension – a B&B
Una caravana – a caravan
Un parador – a parador
Un chalet – a chalet

ADJECTIVES

Caro - expensive
lujoso - luxurious
Cómodo - comfortable
Incómodo – uncomfortable
Sucio - dirty
Ruidoso - noisy
Tranquilo - quiet/calm
Animado - lively

To stay =quedar

The verb quedar is used to talk about where you are staying during your holidays

SUBJECT	Ending:	Example:
Yo	-O	Quedo – I stay
Tú	-AS	quedas
Él, Ella, Usted	-A	queda
Nosotros	-AMOS	quedamos
Vosotros	-AIS	quedais
Ellos, Ellas, Ustedes	-AN	quedan

Complex phrases With the conditional

Iría a América del sur en barco.
I would go to South America by boat.
Descansaría durante una semana y después visitaría lugares de interés.
I would rest for a week and after I would visit places of interest.
Me gustaría aprender sobre culturas diferentes.
I would like to learn about different cultures.
Viajaría al Caribe y tomaría el sol todos los días.
I would travel to the Caribbean and sunbathe every day.

Year 9 French – Ma Famille

La famille	Family members		
les parents	*parents*	la demi-sœur	*half-sister, stepsister*
le père	*father*	le beau-frère	*brother-in-law*
la mère	*mother*	la belle-sœur	*sister-in-law*
le beau-père	*stepfather/father-in-law*	les grands-parents	*grandparents*
la belle-mère	*stepmother/mother-in-law*	le grand-père	*grandfather*
le mari	*husband*	la grand-mère	*grandmother*
la femme	*wife*	les petits-enfants	*grandchildren*
les enfants	*children*	le petit-fils	*grandson*
le fils	*son*	la petite-fille	*granddaughter*
la fille	*daughter*	l'oncle (m)	*uncle*
le frère	*brother*	la tante	*aunt*
la sœur	*sister*	le cousin/la cousine	*cousin*
le demi-frère	*half-brother, stepbrother*		

Les adjectifs de personnalité	Personality adjectives		
Il/Elle est …	*He/She is …*	impatient(e)	*impatient*
agaçant(e)	*annoying*	impoli(e)	*impolite*
arrogant(e)	*arrogant*	indépendant(e)	*independent*
amusant(e)	*amusing, funny*	intelligent(e)	*intelligent*
bavard(e)	*talkative, chatty*	marrant(e)	*funny*
charmant(e)	*charming*	méchant(e)	*nasty/mean*
content(e)	*happy*	têtu(e)	*stubborn, pig-headed*
fort(e)	*strong*		

Ma description physique	My physical description		
J'ai les cheveux …	*I have … hair*	J'ai …	*I have …*
courts/longs	*short/long*	des lunettes	*glasses*
raides/bouclés/frisés	*straight/curly*	des boutons	*spots*
noirs/bruns/blonds	*black/brown/blond*	une moustache/une barbe	*a moustache/a beard*
roux/gris/blancs	*red/grey/white*	Je suis …	*I am …*
J'ai les yeux …	*I have … eyes*	petit(e)/grand(e)	*short/tall*
bleus/verts	*blue/green*	de taille moyenne	*of average height*
gris/marron	*grey/brown*	mince/gros(se)	*thin/fat*

Les amis	Friends		
l'ami (m)/le copain	*(male) friend*	Avec mon petit ami, j'écoute de la musique.	*I listen to music with my boyfriend.*
l'amie (f)/la copine	*(female) friend*	Je passe chez ma petite copine.	*I go to my girlfriend's house.*
le petit ami/le petit copain	*boyfriend*	On rigole bien ensemble.	*We have a good laugh together.*
la petite amie/la petite copine	*girlfriend*	On regarde un film ou des clips vidéo.	*We watch a film or music videos.*
Je retrouve mes amis au parc.	*I meet up with my friends in the park.*	On joue au foot ou au basket ensemble.	*We play football or basketball together.*
Je traîne en ville avec mes copines.	*I hang out in town with my (female) friends.*	On discute de tout.	*We talk about everything.*
Je tchatte en ligne avec ma meilleure copine.	*I chat online with my best (female) friend.*	On mange ensemble au fast-food.	*We eat together at a fast-food restaurant.*

L'amitié	Friendship		
Je pense que …	*I think that …*	patient(e)	*patient*
Pour moi, …	*For me …*	sensible	*sensitive*
À mon avis, …	*In my opinion …*	sympa	*nice*
Un(e) bon(ne) ami(e) est …	*A good friend is …*	Un(e) bon(ne) ami(e) …	*A good friend …*
compréhensif/-ive	*understanding*	écoute mes problèmes/ mes secrets	*listens to my problems/secrets*
cool	*cool*	discute de tout avec moi	*talks about everything with me*
drôle	*funny*	aide tout le monde	*helps everyone*
fidèle	*loyal*	accepte mes imperfections	*accepts my faults*
généreux/-euse	*generous*	respecte mes opinions	*respects my opinions*
gentil(le)	*kind*	a les mêmes centres d'intérêt que moi	*has the same interests as me*
honnête	*honest*	a le sens de l'humour	*has a sense of humour*
modeste	*modest*		
optimiste	*optimistic*		

Les rapports en famille	Family relationships
Je m'entends bien avec ...	*I get on well with ...*
Je me dispute avec ...	*I argue with ...*
Je me chamaille avec ...	*I bicker with ...*
Je m'amuse avec ...	*I have fun with ...*
Je m'occupe de ...	*I look after ...*
le frère aîné/cadet	*older/younger brother*
la sœur aînée/cadette	*older/younger sister*

Il/Elle est/a l'air/semble ...	*He/She is/looks/seems ...*
dynamique	*lively*
égoïste	*selfish*
jaloux/-ouse	*jealous*
sévère	*strict*
timide	*shy*
travailleur/-euse	*hard-working*

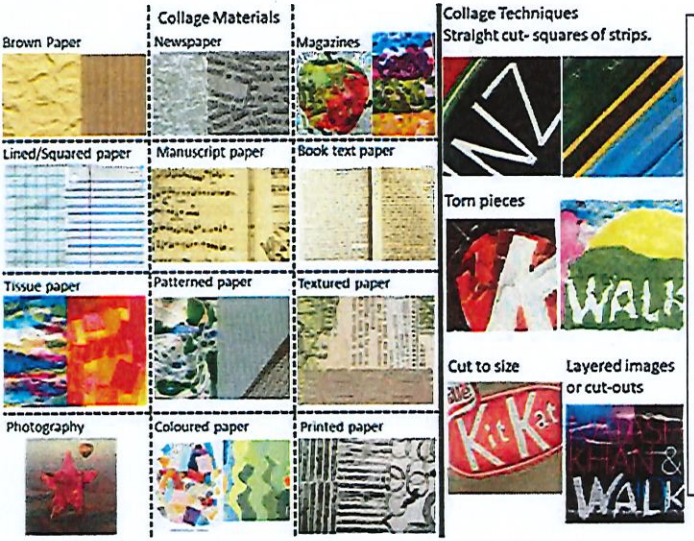
Une sortie	An outing
J'ai contacté un copain/une copine.	*I contacted a friend.*
J'ai quitté la maison.	*I left the house.*
J'ai raté le bus.	*I missed the bus.*
Je suis allé(e) en ville.	*I went into town.*
J'ai écouté de la musique.	*I listened to music.*
J'ai retrouvé mon copain/ma copine.	*I met up with my friend.*

J'ai discuté avec mon copain/ ma copine.	*I talked to my friend.*
J'ai mangé un sandwich.	*I ate a sandwich.*
J'ai acheté des vêtements.	*I bought some clothes.*
C'était super.	*It was great.*
J'ai passé une très bonne journée.	*I had a very good day.*

La personne que j'admire	The person I admire
Comment s'appelle la personne que tu admires?	*What is the name of the person you admire?*
Mon héros s'appelle ...	*My hero is called ...*
Mon héroïne s'appelle ...	*My heroine is called ...*
Mon modèle s'appelle ...	*My role model is called ...*
C'est qui?	*Who is he/she?*
C'est un pilote de Formule 1.	*He is a Formula 1 driver.*
C'est un scientifique.	*He is a scientist.*
C'est une actrice.	*She is an actress.*
C'est une créatrice de mode.	*She is a fashion designer.*
Fais-moi sa description physique.	*Describe for me what he/she looks like.*
Il/Elle est petit(e)/gros(se), etc.	*He/She is ... small/fat, etc.*
Il/Elle a les cheveux bruns, etc.	*He/She has brown hair, etc.*
Quelle est sa personnalité?	*What is his/her personality?*

Il/Elle est ...	*He/She is ...*
travailleur/-euse/créatif/-ive, etc.	*hard-working/creative, etc.*
Pourquoi est-ce que tu admires cette personne?	*Why do you admire this person?*
J'admire (Stromae/Malala, etc.) car il/elle ...	*I admire (Stromae/Malala, etc.) because he/she ...*
a travaillé très dur	*worked/has worked very hard*
a joué dans beaucoup de films	*acted/has acted in lots of films*
a gagné beaucoup de courses	*won/has won lots of races*
a donné de l'argent aux bonnes œuvres	*gave/has given money to good causes*
a lutté contre ses problèmes	*fought/has fought his/her problems*
J'aimerais être comme lui/elle.	*I would like to be like him/her.*

Answer booster	Aiming for a solid answer	Aiming higher	Aiming for the top
Verbs	**Verbs with *je*** **Different time frames:** present, perfect and near future tenses	**Different persons of the verb:** not just *je* but *il/elle/on*	**Reflexive verbs:** *je m'entends bien avec ...*
Opinions and reasons	**Basic verbs of opinion:** *j'aime/je n'aime pas/j'adore/ je déteste ...* ***C'est* + adjective:** *C'est super!*	**Giving reasons with *car/ parce que*:** *parce qu'il est marrant*	**Opinion phrases:** *Pour moi, ..., Je pense que ..., À mon avis, ...* **Opinions in different tenses:** *Ça va être cool!/C'était top!*
Connectives	*et, mais, ou*	*car, parce que, où*	*cependant, par contre*
Other features	**Basic qualifiers:** *très, assez* **Frequency phrases:** *toujours, parfois* **Negatives:** *ne ... pas*	**More interesting qualifiers:** *vraiment, extrêmement, trop* **Time phrases:** *récemment, dans le futur*	**Interesting vocabulary:** *il a l'air ..., elle semble ... cadet(te), aîné(e) agaçant(e), pessimiste*



Mixed media artwork has no exact rules, you can use a combination of styles, or make up your own. Some artists use digital imagery that has been edited digitally, and then add physical changes once it's been printed out on top.

Painting thickly, and layering media over textured and coloured papers can give a distressed, aged, or fragmented effect. Consider what you want the viewer to think about before you add this effect in your work.

Key Words

Line is the most basic building block of formal analysis. Line can be used to create more complex shapes or to lead your eye from one area in the composition to another.

Tone is the degree of light and dark in a design. It is the contrast between black and white and all the tones in between. Value can be used with colour as well as black and white. Contrast is the extreme changes between values.

Shapes are created when lines are combined to form a square, triangle, or circle. Shapes can be organic (irregular shapes found in nature) or geometric (shapes with strong lines and angles such as circles, triangles, and squares).

Forms are three-dimensional shapes with length, width, and depth. Balls, cylinders, boxes and pyramids are forms.

Space is the area between and around objects. Increasing or decreasing the amount of space around an object affects the way we view that object.

Colour differentiates and defines lines, shapes, forms, and space. Even black and white images have a huge number of different shades of grey.

Texture is the surface quality that can be seen and felt.

Balance is created in a work of art when textures, colours, forms, or shapes are combined harmoniously.

Contrast is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through the artwork

Movement is the way a viewer's eye is directed to move through a composition, often to areas of emphasis. Movement can be directed by lines, contrasting shapes, or colours within the artwork.

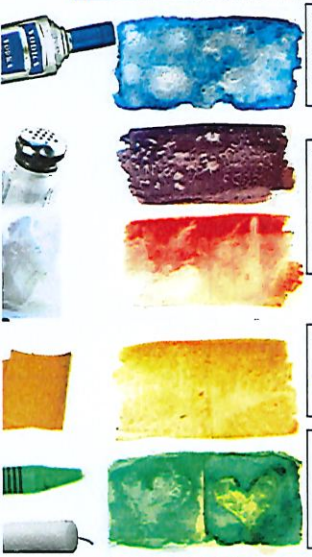
Emphasis is created in a work of art when the artist contrasts colours, textures, or shapes to direct your viewing towards a particular part of the image.

Pattern is the repetition of a shape, form, or texture across a work of art.

Proportion is created when the sizes of elements in a work of art are combined harmoniously.

Abstract: An image that emphasizes formal elements (line, shape, etc) rather than specific, recognisable objects.

Water Colour Paint Experiments



Bleach/alcohol - Paint colour in to a section or as a wash so that it is quite wet. Spray bleach/alcohol on to the wet watercolours and it will create small blooms. You can move the paper around whilst wet to change the effect.

Salt - Paint colour in to a section or as a wash so that it is quite wet. Sprinkle salt over the top of your paint, and after a while the paint separates and creates small blooms. After the paint has dried, rub the salt off. Too much salt will eat through your paper, so use it in moderation, and remember to remove the salt crystals after it has dried.

Sandpaper - Paint colour in to a section or as a wash. Once it is dry, rub it with sandpaper and this will take away the pigments of paint. The harder you rub, the more the paint will come away.

Resist - Wax crayons and pastels, as well as candles and masking fluid/tape can act as a resist /barrier, keeping the paper white and prevents that paint from penetrating through. Draw with a resist first and then paint the water colour on top. You could put watercolour down first, then resist, then watercolour.

Cling film – Paint colour in to a section or as a wash so that it is quite wet. Place a piece of cling film over the wet surface. Gently push the cling film to create a more crumpled effect, the more crinkles you get the more visual texture your surface will have. Once it is dry you can remove the cling film.

Paper Towel – Paint colour in to a section or as a wash so that it is quite wet. Whilst the surface is still wet, dab your paper towel on to it. This can create an interesting texture by 'blotting out' the top layer of paint.

Tone

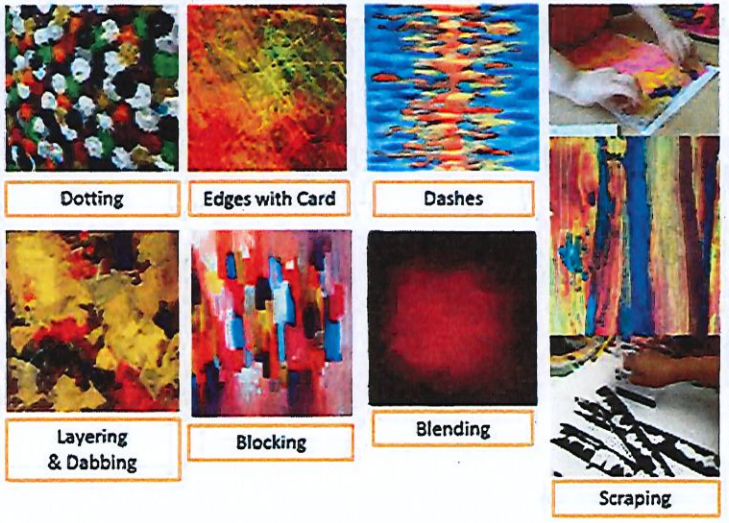
Tone is simply the lightness or darkness of an object. Sometimes referred to as value, tone is one of the most powerful design elements. In any painting, photograph or design, the area of highest contrast between light and dark will always demand maximum attention. The eye is naturally drawn to the area of highest tonal contrast. There are squares of extreme dark and light throughout this design, but when they are placed together, it is the contrast that demands attention. Colour and tone are unique and separate elements. All colours have a tone (degree of lightness of darkness) but tone can exist without colour.

Line

Line is the path of a moving point. A line has length, width, tone, and texture. It may divide space, define a form, describe contour, or suggest direction. You can find a line in every type of art. Whatever the line is made up, be it curved, dotted, zigzag or straight, it can effectively define elements in graphic design. Lines can be used in graphic design in a variety of ways. They can be used as borders around elements, content separators or dividers, contours or patterns, and as decoration. Whatever your sketch is for your piece, and whatever the finished product ends up being, and no matter who your audience is or what you're putting together — lines are going to be a very big part of the design, no matter what you do. And even as you're putting your components together, don't forget that a line on its own can be very simple and effective.

Acrylic Painting Experiments

Acrylic Painting Experiments



Key Vocabulary	
Drawing	Depth
Lines	Foreground
Thick	Background
Thin	Mid tones
Scratchy	Outline
Soft	Negative
Blend	Positive
Shade	Space
Tone	Two dimensional
Ink	Three dimensional
Quill	Tonal values
Fine liner	Highlights
Cross hatching	Form
Stipple	Flat
Charcoal	Detail
Chalk	Mark
Composition	Contour
Faint	Reflections
Dark	Translucent
Layers	Opaque
Texture	Impression
Colour	Still life
	Observational

Step by Step	
1	Use water to wet and clean the brush.
2	Use only a small amount of paint and build in layers.
3	Mixing with water will create a more transparent effect.
4	Try using thicker paint with different tools, or bigger brushes for a more textured effect.

Tutor time page

Date	Topic of the week	Key words

Date	Student development topic	Key words

Date	Quiz score	Interesting fact of the week